

AN EMPIRICAL STUDY OF THE VALUE OF  
PROFESSIONAL ASSOCIATION MEETINGS  
FROM THE PERSPECTIVE OF ATTENDEES

by

Catherine H. Price

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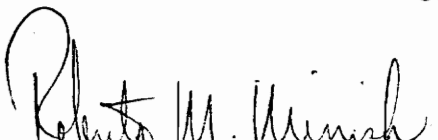
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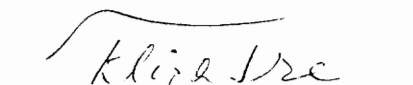
Hotel, Restaurant and Institutional Management


APPROVED:

  
Suzanne K. Murrmann, Chair

  
Dean Roberta M. Minish

  
Dr. Barry L. Reece

  
Dr. Eliza C. Tse

  
Dr. Pamela A. Weaver

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Blacksburg, Virginia

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CATHERINE H. PRICE

Committee Chair: Suzanne K. Murrmann

Department of Hotel, Restaurant & Institutional Management

(ABSTRACT)

Individuals have personal and occupational needs that are satisfied to some degree by attending professional meetings. The primary purpose of this study was to identify the attributes of professional society meetings that have value for attendees. Three meeting attributes were identified from a review of the literature: education, networking and leadership. The second purpose was to explain why individuals preferred certain meeting attributes. Career theories were used to provide an explanatory schema for interpreting individual differences.

The findings of this study support four meeting attributes; the three hypothesized-- education, networking and leadership, plus a fourth, named professional savvy. Based on the means education was the most frequently recognized attribute, networking the second, professional savvy was third, and leadership the least recognized. Career stages were shown to predict the attribute that would be valued most highly by an individual attendee. The three career stages and respective survey items shown to be significant were (1) biological or life-span theories represented by the survey item

age; (2) social class theories represented by salary, and (3) transition-based theories represented by the number of years a person has been in their profession, the number of years with the current employer and the individuals perception of changes in their job responsibilities.

The data show that education is the most important attribute to three fourths of the sample and for these individuals career stages are normally distributed. For those who prefer leadership, savvy and networking more descriptive profiles can be drawn from the career stage variables.

The results of this study are particularly useful to individuals who plan meetings. The data show that meeting organizers and planners can identify critical items that link the individuals to a particular career stage, and because meeting attributes are linked to career stages, programs can be designed to provide the selected or range of attributes depending on the particular make-up of the audience.

The Secret Sits

*We dance around in a ring and suppose,  
But the Secret sits in the middle and knows.*

Robert Frost, A Witness Tree

## **ACKNOWLEDGEMENTS AND DEDICATION**

Nothing happens in isolation and certainly this degree has the footprints of many people who have walked across my life. The combined effect had a great impact on my decision to return to school. It is this diverse group that I would like to acknowledge. I dedicate this document, that represents the culmination of this academic experience, to all of you.

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## CHAPTER ONE

### INTRODUCTION

*At first glance, it would seem that meetings are one of the most well-understood phenomenon in American society; they are certainly one of the most common events. . . .we really know very little about them. I argue that this is because meetings are so basic and pervasive a part of social life, and so prevalent as well as ordinary in American society, that their significance as a gathering in these settings has not been recognized. For these same reasons they have been overlooked by researchers.*

Helen B. Schwartzman  
*The Meeting*  
(1989:48-49)

### JUSTIFICATION FOR THE STUDY

Since the mid-1970's through the 1980's there has been an increasing awareness of and growth in professional association meetings and conventions, hereafter referred to as association or professional meetings, or meetings. Association meeting attendance experienced dramatic growth particularly between 1981 and 1989. According to a biennial report published by Meetings and Conventions (Duarte, 1992), in 1981 attendance at association meetings was 22.5 million; by 1989 attendance had grown to 35.3 million, a 58% increase. An initial decline (11%) in 1987 was followed by record breaking growth and the 1992 report (1991 data), again shows a decline of 14% to 31.2 million attendees.

This data demonstrates that professional meetings and conventions are a recognized

professional activity which has attracted a significant participation level over a sustained period of time. Despite the prevalence of this activity, no major studies have investigated the importance of this activity from the perspective of the attendee. Where references do exist, (1) they rarely are of an empirical nature; (2) they are often limited to a few sentences or paragraphs obscured by the primary subject; and, (3) when the emphasis is on meetings, the functions are not in the context of the current study. For example, studies may focus on attributes valued by the meeting planner (tasks) or the employers (organizations) rather than attributes valued by attendees (individuals).

Anthropologists, psychologists, sociologists, political scientists, business administrators, meeting planners, trainers and others illustrate three general orientations that have been taken toward meetings: (1) academic approaches that view meetings as tools for research; (2) management approaches that view meetings as tools for management; and (3) meeting planning and training approaches that view meetings from structural and functional perspectives. Schwartzman (1989) proposed that for academic researchers, meetings are such a routine and ordinary part of life that their existence has been taken for granted. Because of this the participant's role has been subordinated to the event. Meetings were used as "tools" for studying conflict, power, communications, and numerous other topics of traditional research interest. A particular example is the small-group field, which according to a review by Zander (1979), used meetings as the contextual situation for studying power, leadership and networking. Blau and Scott (1962) used meetings as the setting for studying status and interaction; Levit and Benjamin (1976) used a meeting between Jews and Arabs to study conflict resolution;

and others have used meetings as the environment for studying how decisions are made (Schwartzman, 1989:50). Haru Yamada (1991) used meetings to contrast talk and conversation strategies at Japanese and American business meetings. Interestingly, it was shown that because of cultural emphasis on community and non-confrontational interaction, the Japanese meetings appeared to have a more casual, personal style than US meetings. Another researcher, Yuriko Suzuli (1986) used meetings to study status by observing seat taking over a period of 15 meetings. Another researcher studied the social class of people attending environmental meetings (Lipiansky, 1987). David Horton Smith (1986) used the number of meetings held by an association as a variable in distinguishing between average and outstanding organizations.

While academic researchers used meetings as tools for studying social and cultural phenomena, managers used meetings as tools for communicating, for gaining support, for decision making, for controlling, for assessing staff positions and relationships, for understanding and correcting problems, and for a host of other management concerns.

Mintzberg (1973:43) suggested that meetings have three purposes for managers: ceremony, strategy-making, and negotiation. He counselled that it is often the information the manager learns from the pre-talk and post-talk that are the most useful. Dalton (1959) in *Men Who Manage*, reported that meetings are used to "close the gap between formal and informal activities" and to "settle issues without having to make written statements." Dalton has probably done the best job of capturing meetings as tools.

*Right down to the hierarchy one finds meetings a stage for exploratory skirmishes, for making authoritative hints to those moving too far in some direction; for study of faces and inflection; for catching slips and checking on pre-meeting tips, etc. The formal meeting is a gallery of fronts where aimless, deviant, and central currents of action merge for the moment, perfunctorily for some, emotionally for others. All depart with new knowledge to pursue variously altered, but rarely the agreed course.*

Melvin Dalton, *Men Who Manage* (1959:227)

In contrast, the focus in the trade literature is on meetings as task-based, or a logistical planning process that requires special skills such as selecting a site, negotiating contracts with service providers such as hotels, and marketing the meeting to potential attendees. Industry studies, most notably those conducted by professional associations and trade magazines related to this field, focus on attributes valued by the meeting planner (not the attendee) and how suppliers (i.e., hotels, airlines, audiovisual companies) may better provide these product and service-based attributes. Trainers, in contrast, give more attention to group dynamics, learning styles, and learning environments.

In each of these theoretical and practical applications, the attendee's perspective is absent. This is not an uncommon omission in research; in fact, throughout multi-disciplinary reviews of the literature the interests and perceptions of actors (participants in the phenomenon under study) are generally ignored (Weber 1947; Weiner 1976;



Marks 1988; Schwartzman 1989). Without a focus on the individual, none of these groups has been in a position to contribute significantly to understanding the "processes, knowledge, stages, and meaning of meetings in specific contexts" (Schwartzman 1989:8). The intent of this study was to address the attendees' perspectives to ascertain which activities are important to them.

A core assumption of this study was that individuals who attend professional society meetings perceive that these meetings have value, both personally and occupationally. This value corresponds to the degree of importance that the individual would assign to different attributes of the meeting. According to Trice et al (1969:47) the education or learning component of a meeting is the most apparent and often only implicit value. This was vividly demonstrated in a marketing piece promoting the annual meeting of human resources professions. The headline was "66 information-packed sessions--- presented by leaders in training, human resources, total quality and customer service"(Anom. marketing brochure, 1993). The American Society of Association Executives (Bowers, 1990) reported that professional meetings are the primary source of education for adults after they complete their formal schooling.

Professional meetings are also suggested to provide an environment for enacting social transactions, networking. The existence of networking attributes are supported by Schwartzman (1989:7), who described meetings as social systems that encourage a focused type of interaction among individuals who have a common frame of reference. Chen and Rossi (1980) have referenced these attributes as "participant-interaction effects

where friendships are developed and feelings of alienation are reduced." Numerous types of exchanges occur with benefits that are proposed to extend well beyond the period of the encounter. In this context, the expanded view of meetings emerged: a forum where ideas are exchanged, problems are solved, collective concerns are given a platform, business is conducted, jobs are found, friends are made, and profits may be gained.

Leadership is linked to a number of cultural activities that are ceremonial and include sociological concepts such as rites of passage. Leadership is the preferred term in that the individual attains benefits that are symbolic of success such as professionalism, integrity, respect among colleagues. Such attributes may emerge from a range of activities such as mentoring younger members of the profession, serving on committees or in other positions of responsibility, or participating in setting industry standards.

Meetings vary in the degree to which they offer these attributes (education, networking, leadership) and attendees vary in the degree to which the attributes are perceived as important. In this study, career theories were hypothesized to provide an explanatory schema for interpreting individual differences. For example, as individuals mature in their careers, making transitions from one stage to the next, the importance placed on personal and occupational attributes is expected to change.

Hall 1976) contended that an individual does not automatically grow into the next stage, but that one must "intentionally" re-establish one's self in each new stage.

The activities one perceives as needed during one stage will probably not be important in the next stage. For example, Hall (1976:90) identified two types of needs (task and socio-emotional) that change with the career stage. In the early career stage, "task" needs are to develop skills, to develop a specialty and to demonstrate creativity; "socio-emotional" needs are for support, autonomy and dealing with feelings of rivalry and competition. Mid-career "task" needs are of a more conceptual nature: integrating pockets of knowledge, updating information and gaining new skills in areas such as training and coaching; "socio-emotional" needs are for recognition and esteem.

The notion of stages allows a typology of needs to be established that effectively serves as a checklist for planners of meetings to assure that the range of attendee needs is met. Failure to recognize these changes assumes a static environment and minimizes the meeting planners' capacity for anticipating and responding to the organic needs of attendees.

### THE PROBLEM

Because we do not have reliable information on the motives of attendees, meetings cannot, with any confidence, be improved. Improving meetings can only serve to increase the quality of available options for attendees. Satisfied attendees will support their professional associations and provide important revenues to the local and general economy.

A problem that was anticipated to emerge in this study goes to the heart of this issue. Are meetings, as Schwartzman (1989:49) said, so routinized that even the individuals who attend them do not recognize their own motives?

When the range of attributes of association meetings are not understood, it is difficult for individuals and employers to assess the merits of professional conferences. The evaluation process, by default, begins and ends with a cursory review of the educational program. This process assumes that educational programs are the only measure of value. Yet as a professional meeting planner for over 20 years and author of the AMA Guide for Meeting and Event Planners (Price, 1989), my experiences with attendees do not support the assumption that education is the encompassing motive.

### THE PURPOSE OF THE STUDY

A purpose of this study was to investigate the degree to which attributes inherent in meetings are important to individuals' decisions to attend a professional association meeting. The research questions were:

- (1) What are the attributes attendees perceive as important when deciding to attend a professional society annual meeting?
- (2) Is there a predictable pattern in the perceived importance of attributes that is related to career stages?

## SIGNIFICANCE OF THE STUDY

Schwartzman (1989:7 in McDermott and Roth 1978:323) reminded us that "the study of ordinary behavior [such as individuals attending meetings] can reveal much about the machinery for the workings of social structures. It is this approach that facilitates the critical examination of meetings as ordinary behavior with extraordinary significance." This study is expected to contribute to the understanding of meetings, specifically how professional and trade association meetings are constructed in the mind of the participants. This research should also provide a benchmark for future theoretical studies of this social phenomenon.

By scientifically identifying the meeting attributes of importance to attendees and understanding how these ratings vary over the stages of one's career, meeting planners will have a broader knowledge base for designing programs, for developing marketing strategies, and for responding to changes in the demographics of the workforce. This will lead to better designed meetings, better attended meetings, and growth in the industry.

## SUMMARY OF THE CHAPTER

This chapter introduced the research topic by discussing three areas of importance to this study: the lack of empirical study on why individuals participate in professional

meetings; an expanded concept of meetings as environments for enacting social transactions; and meetings as organic formations that are constantly evolving to meet the changing needs of attendees as they move through career stages. The two primary research questions that have been identified provide the focus for the remainder of this study. The results of this study will be a first step in understanding the attendee and the broader contribution of meetings to a professional's development. This, in turn, will allow meeting sponsors and planners to design meetings that more effectively serve the needs of their audiences.

## CHAPTER TWO

### LITERATURE REVIEW

#### MEETINGS AND CONVENTIONS

The literature review is directed to two primary bodies of literature: meetings and career stage theories. Meetings, in the contextual situation of this study have not been empirically studied. The literature for meetings in any context is limited; therefore, to establish a body of literature for future research, the general literature on this topic is presented. The career literature is more comprehensive although the theoretical and empirical studies have not been linked to meetings. This study represents a new area of research.

An initial problem in any research is to define the phenomenon under study. A primary resource for this study has been Helen B. Schwartzman, an anthropologist at Northwestern University and author of *The Meeting*, the single research study addressing meetings as social systems. She broadly defined meetings as "communicative events involving three or more people who agree to assemble for a purpose ostensibly related to the functioning of an organization or group" (1989:61). Similarly, Goffman (1961:7) described meetings as a specific type of focused interaction. From an organizational perspective, Mintzberg (1973:41) defined a meeting as a communication medium "to deliver status and action requests and to transfer information." Practitioners, particularly because of their affiliation with formal professional meetings, introduced a strong

educational component into their definitions. Hildreth (1990: 1) defined professional meetings as "the communication of intellectual and emotional stimuli to two or more people in a manner designed to secure the accomplishment of the peoples' common purpose." He further defines common purpose as " . . . to learn something, to influence each other, to be entertained, or to solve a problem through communication." Hildreth's minimum criteria was two people and a common purpose. Howard Y. McClusky, a professor at the University of Michigan and an adult educator, described a meeting as "a planned, orderly series of educative experiences designed to achieve an educational objective" (Meuller, 1982:4). Meuller (1982:4) listed an expanded scope of purposes-- "learning new skills, updating presently held skills, improving or increasing knowledge, sharing information, making public the results of research, meeting constitutional requirements, holding the 'annual meeting', spending money before the end of the fiscal year, and providing an arena for 'social interaction'." Nichols (1989:xvii) combined the social and educational paradigms describing meetings as "social processes demonstrated by mankind's need to learn and to share experiences, opinions, expertise."

#### CLASSIFICATION SCHEMES FOR MEETINGS: A TYPOLOGY

Mintzberg (1973:41) proposed a beginning of a typology by identifying two basic types of face-to-face meetings: unscheduled and scheduled. Scheduled meetings included student study groups, committee meetings, staff meetings and professional society meetings. Schwartzman extended this model by suggesting that all meetings share the same characteristics "along a series of continua--time, formality and representation" (1989:62) (Table 2.1).



Table 2.1: Schwartzman's Basic Classification of Meetings

	Unscheduled Meetings	Scheduled Meetings
Time	No set time	Set time
Formality	Low	High
Representation	Not formally responsible to another group	Formally responsible or sovereign

(Schwartzman 1989:63)

Time refers to advance notice of the meeting; formality refers to the degree of control (scheduling and regulation) of "talk" that occurs during the meeting; and representation refers to the formality of the meeting and the obligation of the parties to do something further with the information exchanged. Within this context, one extreme of the continuum is informal meetings and at the other extreme, formal.

A further discriminating feature is suggested to be the origin of the meeting, either within the organization or external to the organization. Schwartzman's study does not differentiate between internal meetings and external meetings although examples of both types are referenced. Categorizing meetings by their origin is common in the meeting planning literature. For example, Successful Meetings, Meetings & Conventions and Convene, all major trade publications, collect and report data in two broad categories: corporate meetings (internally sponsored) and association and/or professional society meetings (externally sponsored). Corporate meetings are further classified into four subcategories: (1) sales, (2) management, (3) training, and, (4) incentive travel. Association, or professional society, meetings are sub-categorized into two groups: (1)

conventions or annual meetings and trade shows, and (2) professional/technical seminars.

#### PROFESSIONAL ASSOCIATION MEETINGS: THE MOST FORMAL TYPE OF MEETING

Professional association meetings, the contextual setting for this study, are given as an example of the most formal type of meeting where "talk is almost always scheduled and controlled, and structured in a lecture mode" (Schwartzman 1989:64). This raised one of the underlying premises of this study which is that both types of meetings occur during formal association meetings: the formal, scheduled and controlled part of the program (education program) offers manifest benefits while the informal exchanges (social program) serve as information networks both during and after the meeting.

#### CATEGORIES OF ATTRIBUTES

From these diverse sources and un-scientific longitudinal observations (twenty years of planning an average of twenty meetings per year for several professional associations), three general categories of attributes have emerged: (1) education, (2) networking or social attributes (also called socio-emotional), and (3) leadership attributes.

### Education Attributes:

According to the American Society for Association Executives, (1990), education is the chief benefit of association membership. A study conducted by the Hudson Institute for ASAE (1990) reported that over 90% of the associations offer formal education programs in the form of refresher courses, executive education, and training workshops. These programs were reported to "enable professionals and people in industry to keep up with and use developments in their work " (Bowers, (ed.), 1990:40). In addition to profession-based technical topics, associations offer educational programs on leadership and management skills which include supervision, employee recognition, leadership, personnel, and financial management (Bowers, 1990:41).

Despite the emphasis on member education, some researchers have not found this to be the primary benefit when studying attendees and trainees. Belasco and Trice (1969a, b), using three control groups and an experimental group, randomly sampled, found the "technical outcomes of training on newly recruited managerial trainees were relatively unimportant, but the 'side effects', the unanticipated outcomes were significant. In a qualitative field study of the same phenomenon, Trice, Belasco and Alutto (1969:47) found that while training did not consistently achieve the explicit goals, it did prepare new recruits to be effective. This occurred regardless of the "relative ineptitude of the content of the training."

### Networking Attributes:

Within any meeting there are scheduled activities that encourage informal social interaction from trade shows to a variety of types of food and beverage events and recreational activities such as golf. Studies by Burns (1954) and Thomason (1966, 1967) provided evidence that "cliques of peers" develop that constitute specialized centers of information. Mintzberg maintained that the intensity and complexity of these non-line relationships are a primary characteristic of professional work and that they serve an important function as sources of information (Mintzberg, 1973:47). With nurturing and repeated encounters, these contacts provide up-to-date information on industry events, the competition, and the status of government actions, as well as unsolicited information on products, services, advertisements, employees, new business opportunities. As a boundary spanning activity they were useful over longer periods of time primarily because of the face-to-face nature of their relationship (Trice, Belasco and Alutto (1969:47). Rosenthal and Mezoff (1980:105) found that off-site locations for training sessions maximized the opportunity to develop bonds among attendees.

### Leadership Attributes:

In the leadership context, Schwartzman described meetings as "sense makers" and socio-cultural "validators" (Schwartzman, 1989:8). She contended that meetings are "exotic" social systems that are often the place where ideals such as equality of status between and among professionals are established; cultural issues such as ethics are

made visible; power is displayed by who is included and who is not, who speaks and who listens.

Trice and Roman (1973:11) suggested that the ceremonial (leadership) function alone gives meetings significant value.

*It could easily be that no results are achieved on the formal, technical goals yet the indication of ceremonial results could justify the entire effort, i.e., if persons think of themselves as supervisors and are defined by others as such, they may act more effectively than if this were not the case. In short, "ceremonial payoffs" should always be looked for regardless of what other approaches might be used.*

Trice and Roman (1973:11)

Similarly, Rosenthal and Mezoff (1980:105) observed that the ceremonial effects of training represent a more potent change agent than the intended effects of training.

### CAREER THEORIES

Career stages are hypothesized to provide an explanatory schema for understanding why attendees place different levels of importance on the attributes of professional meetings. The concept of the career stages was derived from the biological life cycle which suggests change and development over time. Central to the concept is (1) the individual, (2) an institutional component related to work within or for organizations and/or occupations, and (3) an evolving time element that has been studied as both

sequential and cyclical. Central to career theory is the relationship between the individual and the employer or profession.

The development of career theory has emerged over many disciplinary areas. Primarily from psychology has come an individualistic approach originating with Freud (1905) and more significantly with Jung (1933). From Jung (1933), Buehler (1933), Erikson (1957), Maslow (1954), White (1952) there has developed one stream of thinking which involves the entire life span of an individual's biological (age) and psychological (ego and dispositional differences) development stages. Sociologists have developed a separate life-span model that places greater emphasis on social and cultural circumstances and events over the person's life such as their social class, gender, family structure (Miller & Form, 1951; Blau & Duncan, 1967; Levinson, 1986; Valliant, 1977). While, to varying degrees, both of these theoretical approaches include occupational components another group of theorists from the vocational and business fields have isolated the adult period of development rather than the full life-span. Career stages are implicitly linked to work and professional development and thus include both individual and organizational components (Crites (1981), Super (1957, 1980), (Hall (1976), Rosenbaum (1984). Organizational behaviorists such as Dalton & Thompson (1986) and Schein (1978) have specifically moved thinking more dynamically from the individual being in control to the interplay between the individual, the organization, and the environment.

## THE PRIMARY MODEL: BIOLOGICAL/ LIFE SPAN

Hall (1976), a leader in the field of career theories, refined the work of the early theorists (Buehler, 1933; Super, 1957; Erikson, 1963) into a four stage model. The stages are characterized by changing patterns of developmental tasks, career concerns, activities, values, and needs, which emerge as the individual passes through age-based intervals (Hall, 1976; Hall et al, 1970; Hall and Nougaim, 1968; Kroll et al, 1970).

### Stage I: Exploration and Identity

Workers entering new fields, possibly direct from college or as a result of a career change, are primarily concerned with gaining recognition and becoming established within their company. The focus is on defining the environment and their relationship to it (Hall and Nougaim, 1968). This stage has been described as one in which need for achievement and competence are of primary importance. The emphasis during this stage is primarily within the employing organization; external association with professional organizations may be initiated during this stage, but the perception of value will be linked to increasing proficiency in one's field. Training and education fulfill a need for acquisition of specialized knowledge and a set of professional attitudes and values which will expedite their integration into the firm (Hall, 1971). Levinson et al (1974) referred to this stage as both GIWA, "Getting Into the Adult World" and the "novice stage."

## Stage II: Growth and Advancement

The second stage is characterized by an emphasis on mastery and maximizing performance as professionals in their fields. Super (1957) referred to this period as the establishment stage; Schein (1971) more graphically labeled this the "sink or swim" stage. The growth phase represents opportunities for advancement and promotion. Schein (1971) suggested that it is during this stage that individuals begin to perceive they have influence on the firm, in contrast to the growth stage in which the firm's influence on the individual is dominant. The employer also begins to demonstrate confidence in the employee's ability to contribute to the goals of the company. It is suggested that individuals seek activities that will provide a competitive edge by mastering the core knowledge of their profession. Individuals begin to expand their needs for esteem outside the employing organization. Socialization and innovation is characterized by learning new skills outside their field, such as management development. Within the field, importance is placed on mastering the subtleties and nuances of the profession. This is also a time when relationships are formed.

## Stage III: Maintenance and Generativity:

At this point, the employee has gained a high level of expertise and responsibility as a manager, supervisor, or specialist. Heisler et al (1988) suggested that the maturity stage is the "peak contribution time frame" of an individual's career. This stage is characterized by guiding the next generation. Generativity is described by Erikson



(1963) as also including productivity and creativity. Examples given by Hall (1976) include: building organizations; developing creative theories, discoveries, or products that will endure; coaching and sponsoring the development of younger colleagues; and teaching and guiding students. Individuals exhibit a strong sense of professional identity and want to produce something lasting, "leave their mark," as a result of their commitment.

#### Stage IV: Maturity

This final stage is one of ego integrity. People are satisfied with their lives, choices, and actions (Hall, 1976). This stage is often characterized by self-esteem, respected authority status, and the need to be perceived as having integrity. While a decline in productivity is commonly associated with this stage, in fact, this period may include positive and high level contributions emerging from an emeritus position as a respected authority or leader (Hall, 1976).

#### AGE AND SENIORITY

Both age and seniority have been linked to the salience of needs as one progresses through the career stages. It has been suggested that age and seniority differentially affect social behavior and attitudes related to work. For example, attorneys entering their first jobs will most likely be concerned about competence whether their age is 25 or 45; in contrast, a 45 year old who started in that occupation at age 25 and is now 45 will

have a different set of concerns that are characterized by values emergent in later stages of the career cycle (Lorsch and Barnes, 1972). This concept provides major theoretical support for the premises of this study. Table 2.2 presents the age relationship to different theoretical models.

### REDESIGNING CAREER THEORIES

Mills (1970) suggested that while the life stages of childhood and youth are logically defined by age, career stages are harder to delineate. Career stages may be influenced by other variables such as family situation (Lansing & Kish, 1957) and "work stage," described as length of time in the profession (Lorsch and Barnes, 1972). More recent societal and workforce changes are speculated to affect the application of earlier theories based solely on age. In fact, today the early theories are frequently referenced as white male theories (Arthur et al, 1989).

The increased mobility of today's workforce versus the propensity in the 1950's and 1960's to stay with one employer through a career and the growing number of women in the workforce are but two examples of changes in career and work patterns. Sonnenfeld and Kotter (1982) have identified four primary types of career theories (Table 2.3).

From a theory development perspective, this is recognized as a period of transition for career stage theorists--the older theories are suspect in their applicability to a new work environment yet new theories have not been empirically established.

Table 2.2: Age Relationship to Models of Adult Development (Hall, 1976:56)

Age	Erikson 1963	Super 1957	Miller & Form 1951	Hall and Nougaim 1968	Levinson 1978	
0	Childhood	Growth	Preparatory WP	Pre-Work	Era of Pre- Adulthood	
15			Initial WP		Era of Early Adulthood	
20	Identity	Exploration	Trial Work Period			Establishment
25						
30		Establishment	Advancement			
35	Generativity		Stable Work Period			Era of Middle Adulthood
40						
45		Maintenance		Maintenance		
50						
55						
60						
65	Maturity Ego Integrity	Decline	Retirement	Retirement		
70						
75						

Thus, for purposes of this study, individual characteristics representative of several of the primary theories were used. The primary variable was age, but other variables that were thought to increase the explanatory power of the study results were also included such as personality orientation, social class/status, gender, and organizational position. The relevant theoretical models are outlined in Table 2.4.

#### Biological/Life Span Models:

The traditional life span model, developed in detail in an earlier section, is primarily from vocational education (Super, 1957). The vocational model is based on the individual's self concept and progression to Maslow's (1954) pinnacle of self-actualization.

#### Social Class Models:

Miller and Form (1951) developed a different approach to life span based on social adjustments that ultimately lead to security and stability. The model is based on understanding why some people succeed and others either do not or have greater difficulty in achieving career objectives. Social class was shown to be the best predictor of the pattern a career would follow. The primary variables utilized in this model are father's occupation, the worker's intelligence, father's income and education, accessible financial aid and influential contacts, and, social and economic conditions in society.

Table 2.3: Career Theories and the Social Sciences (Sonnenfeld and Kotter (1982)in Arthur et al, 1989:9)

Sociological	Psychological	Mix:	Psychological
Social Class Determinants of Career Outcomes	Static Dispositional Differences and Their Occupational Implications	Career Stages that Surround Occupational Choice and Development	Broader Notion of Adult Life Courses and the Relationship of the Career to Other Major Life Activities
Blau & Duncan, 1967 Chinoy, 1955	Holland, 1973 Strong, 1943	Crites, 1981 (early stage only) Dalton & Thompson, 1986 Super, 1957 Hall, 1976	Levinson, 1978 Valliant, 1977

Table 2.4: Theoretical Models

		Primary Predictor
Traditional Life-Span Model	Dalton & Thompson, 1986 Erikson, 1958, 1959, 1963, 1969 Maslow, 1954 White, 1952:333 Hall, 1976 Super, 1957 Buehler, 1933 Jung, 1933, 1966	Self-Concept <i>Age Related</i>
Class-based Life-Span Model	Miller & Form, 1951 Blau & Duncan, 1967 Featherman & Hauser, 1978 Raelin, 1980 Super, 1957	Social Class <i>Age Related</i>
Individual Differences Model	Schein, 1978 Derr, 1986 (not developmental but focuses on differences in orientation of individuals)	Career Anchors <i>Not Age Related</i>
Individual Gender Models (Female)	Levinson, 1986 Bardwick, 1980 Giele, 1980, 1982 Gilligan, 1980, 1982	Era-linked development of 20 yrs. <i>Age Related</i>
Organization Career Stages Model	Dalton & Thompson, 1986, 1971, Dalton, Thompson & Price, 1977	Characteristic activities & relationships (4 stages) <i>Not Age Related</i>

### Individual Differences Models:

Schein's model (1978) is of particular interest because it evolved from attempting to match individual and organizational needs. The study began with the collection of job histories of 44 MBA students at MIT. He found little consistency in the histories themselves, but did establish patterns related to the reasons for making career decisions. This particular approach lends support to the structure of this study, i.e., reasons for making decisions to attend professional meetings. A theory was then developed addressing individual differences in interests, values and perceived abilities. The primary orientations include:

- 1) technical-functional competence--people who are interested in one area of specialization and are not interested in supervisory or upper management types of positions.
- 2) managerial competence--people who are interested in management positions and like uncertainty, spontaneity of problem solving, and leadership.
- 3) security and stability--people who wanted to be established with one company or geographical location with lifestyle more important than career achievements.

4) creativity--people who are primarily interested in creating or inventing something whether a product, ideas or a company. This is particularly related to freedom to control one's mind--the entrepreneurial spirit.

5) autonomy and independence--people who desire a highly flexible environment such as professors, consultants and other freelance types of occupations. This is particularly related to freedom to control one's time and activities.

Driver (1982) developed a compatible theory that has to do with the direction or flow of a career. Careers may be (1) transitory with no focus or continuity; (2) steady in the chosen field such as doctors, scientists; (3) linear involving upward movement typical of management; and, (4) spiral consisting of erratic patterns that are typical of consultants and freelancers.

#### Gender/Transition-Based Models:

Gender (and to some degree race) has been a topic of much controversy in the career stage literature. In fact, it has probably provided the underlying motivation for looking at non-age based explanations of career development. Age as the defining variable is particularly troublesome because it does not allow for the uneven breaks that women have for childbearing and rearing.



The gender-considerate, transition-based models are directed to the erratic patterns of female employment resulting from childrearing responsibilities and lifestyle preferences. While there is not a model that has been empirically shown to describe men and women equally well, some agreement in the differences that might be expected are shown in Table 2.5. Of importance to this study was that gender may be more sensitive to transition-based models than age-based models.

The primary transition-based model is Levinson, 1978. With some conceptual adaptation, this study included variables that indicated whether a person had been in a stable, structure building pattern or an unstable, structure changing pattern.

#### Organization Career Stage Models

There are several models that focus on moving through organizational structures. The model that is suggested to be most useful in this study is one proposed by Dalton and Thompson (1986), Table 2.6. It is unique in that it recognized the importance of a social system of sponsors and mentors to the flow of individuals through the organization. It also focused on the consequences for those individuals who are unwilling, or unable, to learn from the organizational environment those activities which are most valued and how to perform them. The stages are not age-related and, in fact, have a fairly normal age distribution within stages.

Table 2.5: Male and Female Differences in Career Development

Ages	Males Levinson, 1978	Females Bardwick, 1980
20-30	Novice	Focus on marriage & family
30-40	Becoming one's own man (BOOM)	Balancing work and family
40-50	Begin to reduce investment in career; focus on moving back to family	Becoming own's own woman Bardwick, 1980

Also, they do not require hierarchical movement to designate a stage change. Dalton and Thompson (1986) found a strong relationship between a person's stage and performance ratings. The model is summarized in Table 2.6.

Table 2.6: Organization Stages

Stage I	Stage II	Stage III	Stage IV
Work supervised Follows timetable Handles details	Responsible for work Controls timetable Depth on one problem	Supervises others Locates work projects Multiple problems	Sponsors individuals Represents company Exercises power

SUMMARY

This chapter provided a review of the meetings literature and documented the diverse approaches that have been taken in research surrounding meetings. It also demonstrated that professional association meetings have not been studied specifically from the perspective of attendees. Career stage theories have been reviewed that illustrate a wide range of variables used to study individual's progression through career stages. Empirical studies applying these theories to meetings have not been conducted. In summary, there is theoretical and empirical research that guided this study, but none that provided a direct linkage to the questions of concern in this inquiry.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **STUDY OBJECTIVES**

Scientific studies of professional meetings have received virtually no attention in the academic literature. Thus, this study charted new waters in attempting to understand a piece of this larger phenomenon, specifically to identify the meeting attributes that have attracted millions of regular participants for many years. Because there have not been prior studies there are pages of questions that this researcher would like to have answered by attendees. As with any research there were limitations in time, money, and access to the populations of interests. There was also a feeling that too much, too soon would lead to a confounding of the issues rather than a clarification of them. This study intended to start at the core so that researchers can isolate, for future study, those items that are found to be significant.

The research questions were:

- (1) What are the attributes attendees perceive as important when deciding to attend a professional meeting?
- (2) Is there a predictable pattern in the perceived importance of attributes that is related to patterns in the study of careers?

## RESEARCH HYPOTHESES

Two hypotheses guided this study. The first hypothesis was directed to three categories of attributes that define meetings for attendees: education, networking, and leadership. The literature was searched for prior studies generalizable to professional association meetings. Specifically, the training literature supported attributes that were related to educational activities. Sociology, anthropology, and business literature supported network-generating activities. To some degree all of these areas have indirectly supported the leadership-building activities. Because each of these disciplines has looked at meetings or face-to-face interactions in a context different from this study, direct parallels do not exist.

Of these attributes, education is the explicit purpose that is most often associated with meetings. But studies, such as those done by Trice (1987, 1969, 1984, 1985, 1973), do substantiate other functions. Specifically, Trice and Morand (1989:409) have identified social functions that they contended are more valuable to the attendees than the educational or technical aspects of the program. In this context, Trice specifically mentioned food and social functions as the setting where these social exchanges or networking occurs. It is also in these social setting that individuals are tested or evaluated by their peers. Individuals learn from these experiences that they are "worthy to assume new positions or powers" (Trice and Beyer, 1985). Thus, meetings become the setting for practicing, and ultimately for some, attaining leadership roles.

**H1: There are salient domains of meeting attributes used by individuals to make their meeting choice decisions. Perceived attributes will fall into three subcategories: education, networking and leadership.**

This sub-hypothesis is directed to the importance of attributes that commonly exist at professional society meetings. Because education is most commonly the perceived explicit purpose, the sub-hypothesis identified education as the dominant attribute, networking as the second most dominant attribute, and leadership as the least recognized attribute.

**H1a: Individuals, when deciding whether to attend a professional association meeting, will differ in the importance placed on the perceived attributes—education will be the group of attributes recognized as most important attribute, networking the group recognized as second most important, and leadership as the attribute recognized as least important.**

The second hypothesis proposed a linear relationship that explains or predicts the attribute that individuals in certain career stages will find most important. Because the notion of change and development is closely linked to the concept of career, career theory emerged as a logical underpinning for this study. The traditional life-span theories of Erikson (1958), Super (1957), and Hall (1976) were identified as providing the most logical support for this hypothesis.

There is controversy among theorists on the number of stages--three, four, or five, and the ages at which stages begin and end. However, there is significant support for

three stages which were used in this study. No specific hypothesis was made regarding the age groupings for stages; natural breaks were reported.

For this study, the early stage was called novice because the need for achievement and competence was identified as important to individuals early in their careers. The middle stage was called establishment because it characterized the period when opportunities for advancement and promotion are of primary concern. The late stage, maturity, combined the theoretical third and fourth stages which are the peak and maturity periods represented by the highest levels of professional accomplishment and personal integrity. Erikson (1963) also included the notion of "generativity"--establishing and guiding the next generation. The concept of stages suggest movement from a singular focus on self, to self and the organization, and finally self and society. The self explanatory nature of the terms assigned to the stages are expected to add clarity and parsimony to the relationships being hypothesized (Hall, 1976).

**H2: Career theory variables have a significant relationship to peoples' perceptions of meeting attributes.**

**H2a: Attendees who place the highest value on education activities will fall into the novice (earliest) stage of the career life cycle.**

**H2b: Attendees who place the highest value on networking activities will fall into the establishment (middle) stage of the career life cycle.**

**H2c: Attendees who place the highest value on leadership will fall into the maturity (last) stage of the career life cycle.**

## VARIABLES

### Meeting Attribute Variables:

Three categories of meeting attributes (variables) were identified: education, networking, and leadership. Variables in both education and networking refer to gaining information, but they differ in the formality, structure, and purpose of the communications. Education is a formal, patterned, and hierarchical type of exchange with a designated leader and behavioral-based objectives, i.e., to know or to do something new, better or differently. Networks, in contrast, are informal, unpatterned, horizontal types of exchanges. Mintzberg (1973:45) describes them as "self designed external information system," (Mintzberg, 1973:45).

Naisbitt (1982:192) in *Megatrends*, described networks as "people talking to each other, sharing ideas, information, and resources." He further stated that it is the process that is important--the linkages and then cluster of resources that have a momentum in and of themselves. Naisbitt extended the concept to a more specialized type of network that generates new knowledge, for example, when two professionals identify common interests and decide to conduct research jointly. Both Naisbitt (1982) and Mintzberg (1973) described networks as "outside" the organizational hierarchy and emphasize the horizontal nature of relationships. Consistent with the findings of Mintzberg's study of CEOs, categories for outside networks are (1) clients, business associates and suppliers; (2) peers, and (3) government and trade organization officials. Mintzberg's (1973) fourth category is those with no relevant organizational affiliation which is addressed as a



control variable in the section on General Meeting and Job Information and specifically the question on why they are attending the meeting. The option "allowed me to participate in personal activities" is intended to identify purposes unrelated to the meeting.

While the meetings literature, as outlined above and in the literature review, provided support for the three broad categories of meetings attributes or variables, the literature was less useful in operationalizing these variables into empirically derived survey items. The primary resource for the development of survey items was the experience of the researcher and the test of validity was the pilot test. Specifically, the following question was asked of pilot test respondents to ascertain the validity of the items: did this cover all the major reasons why you decide to attend an annual meeting of your professional association?" The ultimate test was whether the factor loadings matched the hypothesized attributes. From these sources and primarily the literature, it is believed that the variables have content validity.

#### 1. Education Attribute

Three constructs were identified to measure the education attribute: (a) content, (b) presenters, and, (c) format. The focus of the research question is important to re-emphasize at this point. It is not the sessions that individuals attend during the meeting, but the types of sessions offered that influence their decision. Many people may attend educational sessions simply because they are offered or available or possibly because it is the expected thing to do. For some it may also be their strategy for meeting people,

i.e., networking. Therefore, attendance at particular types of sessions is not indicative of importance in the decision making process.

#### a. Content Construct

The content construct is directly related to the formal content or topics of the scheduled education sessions. Topics range from very basic skills and technical information to topics related to the profession and of a more general management nature.

Items for this construct are:

- Learning more about the profession such as salaries, opportunities, ethics
- Increasing my knowledge of the technical aspects of my job
- Keeping up with changes in the profession/field
- Learning new skills such as computer applications
- Learning how to better manage my job responsibilities
- Getting to know the services of and opportunities available within the association

#### b. Presenter Construct

The presenter construct is related to the type of speakers who are most desirable such as experts inside the profession versus outside.

Items for this construct are:

- Hearing speakers who are respected experts in fields related to mine
- Hearing speakers who are practicing members of my profession
- Hearing speakers of national prominence such as politicians or best selling authors

### c. Format Construct

The format construct is related to the method of communication, specifically the degree to which delivery is formal to interactive.

Questions for this construct are:

- Attending sessions with a traditional lecture/scientific format
- Attending sessions involving attendees in learning activities
- Attending highly innovative sessions using sophisticated audiovisuals

## 2. Networking Attribute

Three constructs developed to measure the networking attribute are (a) other people in attendance, (b) self-establishment, and (c) business opportunities.

### a. Other People In Attendance Construct

The other people in attendance construct represents those with whom you will interact, i.e., business contacts, professional contacts, and personal contacts.

Items for this construct are:

- Knowing the types of people who will be attending the meeting
- Associating with professional leaders
- Seeing people I know

### b. Self-Establishment Construct

The self-establishment construct is related to establishing a professional identity--who knows that you exist?

Items for this construct are:

- Establishing a reputation in my profession
- Representing my company/organization
- Showing my commitment to the association

### c. Business Opportunity Construct

The business opportunity construct is related to the purpose of the interaction from purely social to specific types of business interactions.

Items for this construct are:

- Evaluating the competition
- Developing new business/professional relationships
- Exchanging ideas on work-related issues
- Meeting with vendors/suppliers
- Making contacts that increase my employment opportunities
- Identifying future leaders in the profession
- Participating in informal social and recreational activities

### 3. Leadership Attribute

Consistent with the concept of leadership, this variable represents autonomy and responsibility; the person is now the influencer rather than the person being influenced by others. A formal position is not required; it is a state of mind similar to Maslow's concept of self-actualization.

Three constructs designed to measure the leadership attribute are power, integrity, inspiration.

a. Power Construct

The power construct is related to personal influence.

Items for this construct are:

- Influencing the future direction of the association
- Participating in national and global policy development for the field
- Participating in policy development for the association
- Setting standards for professional practice

b. Integrity Construct

The integrity construct is related to gaining respect among colleagues.

Item for this construct are:

- Presenting papers to colleagues
- Serving on committees and supporting association goals
- Serving as chair or moderator of educational programs

c. Inspirational Construct

Inspirational constructs are related to altruistic opportunities that extend beyond the professional to society.

Items related to this construct are:

- Helping younger members advance in this profession
- Encouraging members to support projects of general value to society
- Encouraging members to serve on association committees/boards

Table 3.1: Meeting Attribute Variables and Survey Items

EDUCATION ATTRIBUTE
45. Learning more about the profession such as salaries, opportunities, ethics
25. Increasing my knowledge of the technical aspects of my job
28. Keeping up with changes in the profession/field
40. Learning new skills
53. Learning how to manage my job responsibilities better
44. Getting to know the services of and opportunities available within the association
50. Hearing speakers who are respected experts in fields related to mine
23. Hearing speakers who are practicing members of my profession
54. Hearing speakers of national prominence (e.g., politicians or best selling authors)
31. Attending sessions with a traditional lecture/scientific format
30. Attending all-day workshops
27. Attending sessions allowing open discussion
NETWORKING ATTRIBUTE
24. Knowing the types of people who will be attending the meeting
26. Associating with professional leaders
35. Seeing people I know
29. Establishing a reputation in my profession
33. Representing my company/organization
36. Showing my commitment to the association
37. Evaluating the competition
43. Developing new business/professional relationships
46. Exchanging ideas on work-related issues
32. Meeting with vendors/suppliers/exhibitors
48. Making contacts that increase my employment opportunities
58. Identifying future leaders in the profession
51. Participating in informal social and recreational activities

LEADERSHIP ATTRIBUTE
30. Influencing the future direction of the association
55. Participating in national and global policy development for the field
42. Participating in policy development for the association
39. Setting standards for professional practice
49. Helping younger members advance in their profession
34. Encouraging members to support projects of general value to society
52. Encouraging members to serve on association committees/boards
22. Presenting papers to colleagues
57. Serving on committees and supporting association goals
41. Serving as chair or moderator of educational programs
NON-THEORY VARIABLES SUPERFLUOUS TO FORMAL MEETING ATTRIBUTES
38. Being able to visit family and friends
47. Traveling to a desirable location
56. Satisfying job requirements/expectations
59. Getting away from the office
60. Receiving continuing education credits

### Career Stage Variables:

The career stage variables were designed to assist in the interpretation of the study results. Variables being used to test this hypothesis were identified from six career theories (Table 3.2): (1) biological, which is age based; (2) gender and family responsibilities; (3) social class which includes race, education, income and family background; (4) organizational relationships which is directed to management/non-management work positions; (5) career anchors which are directed to an individual's preference for certain job characteristics such as creativity; and (6) transitions which are not gender-specific, but related to non-linear patterns typical of many women's careers. From the literature it is believed that these variables have content validity.

Age is the traditional scale for classifying individuals into career stages. As has been noted in the literature review, career theory suffers from a general lack of empirical support particularly across different categories of workers. Age theories have been designated "white male theories" and inadequate for less traditional work patterns epitomized by women. In the process of re-conceptualization of career theories to represent diverse work patterns more comprehensively, there has been an explosion of new approaches, most of which have not had time to be empirically tested. The second item measuring the biological or life span career stage was included to account for gender differences. This item tests the concern that women begin their professional career later than men due to childbearing and rearing responsibilities. If age had not proved to be significant, then this item would add understanding to why biological



Table 3.2: Career Stage Variables with Survey Items

<b>BIOLOGICAL STAGES</b> (Buehler, 1933; Jung, 1933; Super, 1957; Erikson, 1958; Hall, 1976; Levinson, 1978)	
2. Birth Year	(1) Previous to 1930 (2) 1930-1939 (3) 1940-1949 (4) 1950-1959 (5) 1960-1969 (6) 1970 and later
13. Age first employed in present profession	(1) under 20 (2) 20-25 (3) 26-30 (4) 31-35 (5) 36-40 (6) 41-45 (7) 46-50 (8) 51-55 (9) 56-60 (10) 61 or over
<b>GENDER DIFFERENCES</b> (Bardwick, 1980; Giele, 1980; Gilligan, 1980, 1982)	
4. Gender	(1) Female (2) Male
5. Do family responsibilities affect your ability to attend professional society meetings?	(1) No (2) Somewhat (3) Yes
<b>SOCIAL CLASS/SENIORITY</b> (Miller & Form, 1951)	
3. Race	(1) Caucasian (2) African American (3) Hispanic (4) Asian (5) Native American (6) Other
6. Highest education level completed	(1) High school or less (2) Associate degree/technical certificate (3) Bachelor's (4) Master's (5) M.D. (6) Doctoral
7. Current Salary	(1) under \$20,000 (2) \$20,000-\$29,999 (3) \$30,000-\$39,999 (4) \$40,000-\$49,999 (5) \$50,000-\$59,999 (6) \$60,000-\$69,999 (7) \$70,000-\$79,999 (8) \$80,000-\$89,999 (9) \$90,000-\$99,999 (10) \$100,000 or over
8. Did your father or mother attend professional association meetings?	(1) Father (2) Mother (3) Both (4) Neither (5) Unknown
10. Highest education level of either of your parents	(1) High school or less (2) Associate degree/technical certificate (3) Bachelor's (4) Master's (5) M.D. (6) Doctoral (7) Unknown

**ORGANIZATIONAL RELATIONSHIPS**

(Dalton & Thompson, 1971; Dalton, Thompson & Kopelman, 1974; Dalton, Thompson & Price, 1977; Dalton & Thompson, 1986)

19. Which of the following best describes your primary work relationships?

- (1) Work under the direction of another professional
- (2) Assume responsibility for one project or part of a larger project
- (3) Involved in the development of ideas, systems, clientele
- (4) Provide leadership in determining future directions of the organization

**CAREER ANCHORS**

Schein, 1978)

9. Which best describes your current work outlook?

- (1) Would change jobs to maintain content specialization
- (2) Would change jobs to increase supervisory responsibilities
- (3) Would change jobs to stay in present community
- (4) Would change jobs to increase level of creativity
- (5) Would change jobs to increase degree of autonomy, independence
- (6) Not applicable to current situation (student, unemployed)

**TRANSITION-BASED PHASES (Levinson, 1978)**

12. Number of years employed in present profession

- (1) Less than 1 (2) 1-5 (3) 6-10 (4) 11-15 (5) 16-20 (6) over 20

14. Number of years with current employer

- (1) Less than 1 (2) 1-5 (3) 6-10 (4) 11-15 (5) 16-20 (6) over 20

15. Did you have a major change in your job responsibilities in 1992

- (1) No (2) Yes

20. In the last three years, how much has change in your industry affected your job? (1) not at all (2) minimally (3) somewhat (4) greatly

theories are not a discriminating variable for women or all racial and ethnic groups.

Because this study was focused on professional workers, of which a growing number are women who attend meeting of their professional societies, it was believed appropriate to include several other theories that might provide greater explanatory power for the range of types of workers. While gender is not a theory in and of itself, it is the most common item used to illustrate the inadequacy of linear theories representing continuity such as biological or life span. Thus, gender and/or family responsibilities were identified as indicators of alternative, non-linear work patterns that might increase the understanding of the study results.

The transition-based theories, focused on change rather than continuity, have primarily emerged from non-linear work patterns which suggests that job changes, changes in one's profession, changes in work responsibilities such as a promotion, transfer, accident or other condition requiring work interruption, and/or changes in the environment may account for the inadequacy of biological/life span theories. While these theories are not gender-exclusive, they represent start/stop/restart patterns that are common to women (Levinson, 1974).

From the underpinnings of sociology have come theorists who propose that social and economic circumstances are better predictors of career patterns than simple factors of birth such as age or gender. Items that have often been used to approximate class, and are used in this study, are salary, education, and socio-economic influences such

as race and parental role models (Blau & Duncan, 1967). Miller and Form (1951), early proponents of social class theories, were described by Dalton (in Arthur et al, 1989:91) as being more concerned about the "accident of birth" than either the biological or lifestyle preferences of the individual.

Schein (1978:2) offered a very unique approach by proposing that career patterns are linked to talents, motives, and values; "the anchor is the thing the person would not give up if he or she had to make a choice" (1978:8). Specific anchors have been developed which include technical or content specialization, managerial or supervisory responsibilities, lifestyle such as staying in one community, positions of creativity, and positions offering autonomy. The suggestion is that individuals' careers are driven by their preferences for one of these anchors.

Organizational relationships have been proposed by Dalton and Thompson (1986), Dalton, Thompson and Price (1977), Dalton in Arthur et al (1989) to be linked to individuals' career stages. The activities and relationship are the critical items, not age or formal positions. The items for this study were selected from a list of characteristics describing individuals at various stages (Dalton in Arthur et al 1989:97).

To the degree possible, the survey items were developed for the theoretical descriptions of the proponents. A theoretical map of the variables and survey items is included in Appendix A. To some degree the survey items are exploratory since the few empirical studies reported in the literature were not related to meetings or decisions

about professional opportunities. Studies were primarily focused on career selection and job satisfaction.

### General Demographic Variables

Additional variables were included to add to the understanding of the results and to control for unusual conditions such as out of context responses from non-member categories such as vendors, differences in perceptions based on who pays fees and expenses, and extraneous reasons why people attend that have little or no relation to the value of the meeting. In addition to the variables listed below, five non-theory based variables were included in the meeting attributes section, Table 3.3.

A concern of the sampling process of this study was the tendency of individuals to lose sight of the reasons for making a particular decision once the decision is in the implementation stage. To attempt to isolate bias, respondents were asked to identify the day the survey was completed to see if significant differences occurred as the meeting progressed. This was the rationale for the question regarding the day the survey was completed.

Two questions were included as possible explanations for unexpected results and to guide future research. The first was related to cost, specifically whether the individual paid or someone else paid. The underlying consideration was whether the individuals who paid their own costs were more stringent in their requirements. An additional caveat

Table 3.3: General Demographic Variables

<p>1. Day survey was completed  (1) Friday (2) Saturday (3) Sunday (4) Monday (5) Tuesday  (6) Wednesday (7) Thursday</p>
<p>11. Costs of attending this meeting were <u>primarily</u> paid by  (1) Self (2) Someone other than self  (3) Shared approximately 50/50</p>
<p>16. Which <u>best</u> describes your registration category at this meeting?  (1) Regular Member (2) Post Doctoral (3) Student (4) K-12  Teacher (5) Retired (6) Non-member</p>
<p>17. Which <u>best</u> describes your work situation  (1) Industry (2) University/College (3) Government (4) Non-profit  (5) Ind Consult/PrivatePrac (6) Hospital/MedSchl (7) Between jobs  (8) Retired (9) Other</p>
<p>18. Number of years you have attended one or more professional association  meetings, including this year  (1) 1-5 (2) 6-10 (3) 11-15 (4) 16-20 (5) over 20</p>

was whether the experienced meeting attendee had different preferences than the rare or infrequent meeting attendee.

Specifically for the American Association for the Advancement of Science, two questions were included to aid in their interpretation and use of the results of the study. The two questions were registration category and work situation.

### MEASUREMENT INSTRUMENT

A primary requirement of this study was the development of an instrument that would measure the degree to which an attribute of a meeting was important in an individual's decision to attend a professional association meeting. It is widely held that reliability and validity are increased by using multiple measures (Smith, 1991:217). For this reason, several items were selected to represent each of the hypothesized meetings attributes (variables). Because the respondents were required to make judgements on the degree to which an attribute was important, a 5-point Likert-type scale was the method used to measure the intensity or degree of importance each individual assigned to the item. The scale was formulated to measure progressive intensity from the absence of importance (not important) to very important. The measurement scale was interval-like in that "of no importance" was presumed to be zero and the points 1 to 5 were presumed to be of equal distance from each other.

Career stage variables were grounded in career theory using primarily nominal scales

of measurement. Where appropriate, multiple indices were selected to represent each of the career theories. The final survey instrument is included in Appendix A.

#### Professional Review:

Two professionals in the area of meeting and convention management reviewed the instrument for accuracy and comprehensiveness, Ed Polivka, Ph.D., Director of Education for the Professional Convention Management Association and Glen Ramsborg, Ed.D. and Director of Meetings for the American Society of Nurse Anesthetists. Their suggested changes, although minimal, have been included as appropriate to this study. The American Association for the Advancement of Science reviewed the instrument for language appropriate to their members. Dr. Bob Faray, in the Virginia Tech Office of Measurement and Testing, actively participated in the design of the survey from a technical perspective. Dr. Barry Reece, a member of this committee, but more importantly an expert in training and development, provided a preliminary review of the content of the instrument. To the degree possible, the recommendations of these experts were incorporated into the survey.

#### Pilot Test:

The survey was distributed to approximately fifty professors representing diverse disciplines at Virginia Tech and Radford University. The disciplines included statistics,



math, early childhood education, management, education and training, architecture, and administration.

Each individual received a printed copy of the survey which utilized the optical scanning format which was also to be the format of the final instrument. Twenty-three completed surveys were returned. Simple statistics were run to determine whether the meeting attributes were sufficiently correlated to run further tests on the actual study results. The data was shown to be correlated.

Each survey had an additional four questions on a cover sheet requesting specific feedback on the survey. The questions were:

1. Did this cover all the major reasons why you decide to attend an annual meeting of your professional association? If not, please add any comments, suggestions.
2. Were the instructions clear? If not, please add any comments, suggestions.
3. Were the questions phrased in a way that made sense? If not, please indicate the numbers of the questions that were a problem and offer any corrective suggestions.
4. Other comments and suggestions

The information gleaned from these questions was extremely useful in refining the questionnaire. The suggestions that were adopted can be identified by comparing the final instrument to the pilot test. Examples of both are included in Appendix B. In

almost every case, the answer to the question "did this cover all the major reasons why you decide to attend an annual meeting of your professional association?" indicated that the questions were comprehensive. Additional suggestions were either covered indirectly or inconsistent with the theoretical orientation of the study. The responses to the question "were the instructions clear" indicated that the instructions were clear and well laid out. A few comments regarding layout problems were directed to the op scan format. To accommodate this concern, considerable effort was made to align the questions with the response line. Other comments were of a general nature from individuals who did not like the utilization of an optical scanning format. The final question "were the questions phrased in a way that made sense" generated the most useful information with numerous suggestions for change in the wording of questions that were not perceived to be "politically correct." The pilot test greatly enhanced the quality, and no doubt, the results of the primary study.

### SAMPLE

The purpose of this study was to identify the attributes of importance and to describe the characteristics of individuals who place importance on common groups of attributes. To accomplish this a survey was developed to be completed by the most qualified population to make such judgements reliably--individuals who attend professional society meetings. The primary unit of analysis was the combination of attributes that are identified as important to these individuals.

The sample population for this study was individuals in attendance at the annual meeting of the American Association for the Advancement of Science held February 11-16, 1993, in Boston, Massachusetts. See Appendix C for attendee demographics from the prior annual meeting of this group. This group is highly stable demonstrated by the fact that this is their 159th annual meeting. They also have a diverse representation of disciplines, from basic science to the social sciences and diverse occupations including students, industry scientists, academicians, medical doctors, and K-12 teachers and administrators. The education level was very high with approximately 80% holding Master's degrees or higher.

The meeting was scientific with very few social activities. Social activities in the exhibit hall were the only ones open to all attendees. Other social events required either purchase of tickets or a special invitation. The expected attendance from the scientific community was approximately 3,000 individuals and 2,000 exhibitors. There were 10-12 simultaneous sessions over each of the five days. Each evening there was a plenary function for all attendees although the expected attendance was only 1,000 to 1,500.

The nature of the study--identification of attributes important in the decision to attend a meeting--suggested that the greatest validity would be from the responses obtained during the earlier days of the meeting. For this reason, data was separated by date to allow for test of group differences which would reveal whether bias occurred based on the day the survey was completed.

The surveys and No. 2 pencils were placed on the chairs at major sessions over the three day period. Permission was given for an announcement to be made at the beginning of each session being surveyed explaining the study and requesting their participation. Completed surveys were picked-up at the conclusion of the session or placed in a collection box in the exhibit/registration area. To insure that the sample was not biased by those attending education sessions, people in the hallway, exhibit hall, and other networking types of locations were asked to complete a survey. The objective was to collect 500-600 responses. The survey was designed for optical scanning which, for the selected page format, allowed up to sixty answers. Documents related to the administration of the survey are in Appendix A.

### DATA ANALYSIS

The first step in the data analysis was to determine whether there were group differences in respondents based on the day they completed the survey. The procedural question was whether individuals' answers to survey questions were biased by experiences (positive or negative) they had en route and after arrival at the meeting. An ANOVA is the recommended procedure for analysis of this question. It allows for the simultaneous consideration of the responses over each of the four days that the data was collected.

### Hypothesis Testing:

#### H1: Meeting Attributes

**H1: There are salient domains of meeting attributes used by individuals to make their meeting choice decisions. Perceived attributes will fall into three subcategories: education, networking and leadership.**

To identify the underlying meeting dimensions, factor analysis was utilized as the primary method of data analysis. Three groups of meeting attributes were expected to emerge, i.e., three factors: education, networking, and leadership. A combination of techniques were used to interpret the results. First, factors with an eigenvalue of 1 or greater were analyzed; second, the scree plot was analyzed to determine the point at which a leveling off in factor distinctions occurred; and, finally, the interpretability of the various solutions was analyzed. The factor solution that most closely resembled the hypothesized solution and followed the principles for interpreting a factor analysis was selected. For purposes of comparison Tables 3.1 and 3.2 present the survey questions in a theoretical context.

While the meetings literature provided support for the three broad categories of meetings attributes or variables, the literature was less useful in operationalizing these variables into tested survey items. The primary resource for the development of survey items was the experience of the researcher and the test of validity was the pilot test. Specifically the following question was asked of pilot test respondents to ascertain the validity of the items: did this cover all the major reasons why you decide to attend an

annual meeting of your professional association?" The ultimate test was whether the factor loadings matched the hypothesized attributes.

Education was operationalized using variables associated with (1) program content, (2) expert resources, and (3) style of communication. Networking was operationalized as (1) other people, (2) identity, and (3) business opportunities. Leadership was operationalized as (1) power, (2) integrity, and (3) inspiration.

#### H1a: Meeting Attributes Recognition Level

**H1a: Individuals, when deciding whether to attend a professional association meeting, will differ in the importance placed on the perceived attributes—education will be the group of attributes recognized as most important attribute, networking the group recognized as second most important, and leadership as the attribute recognized as least important.**

To determine which of the groups of attributes were of greatest importance to individuals when deciding to attend a meeting of their professional society, the mean scores based on the final factor solution were calculated. The expectation of this analysis was that the education attributes would have the highest mean, the second highest would be networking, and the third highest would be leadership.

#### H2: Career Stage Relationships

**H2: Career theory variables have a significant relationship to peoples' perceptions of meeting attributes.**

**H2a: Attendees who place the highest value on education activities will fall into the novice (earliest) stage of the career life cycle.**

**H2b: Attendees who place the highest value on networking activities will fall into the establishment (middle) stage of the career life cycle.**

**H2c: Attendees who place the highest value on leadership will fall into the maturity (last) stage of the career life cycle.**

Discriminate analysis was used to test the hypothesis that career variables would discriminate between individuals who place a higher value on education attributes than leadership or networking, between individuals who place a higher value on networking than education or leadership, and between individuals who place a higher value on leadership than networking or education. The objective of discriminate analysis was to determine if these differences are significant and with what degree of accuracy one can expect such a relationship to exist (Hair et al, 1987). Chi-square tests (goodness-of-fit) were used as a follow-up procedure to determine whether certain theories, operationalized as career variables, were significant in their discriminating ability. i.e., did these differences occur by chance alone (Howell, 1987:123). The objective was to identify the demographic or career variables that contributed the most to understanding why certain attributes are more greatly valued by some individuals than others.

Variables being used to test this hypothesis were identified from six career theories: (1) biological, which is age based; (2) gender and family responsibilities; (3) social class which includes race, education, income and family background; (4) organizational relationships which are directed to management/non-management work positions; (5)

career anchors which are directed to an individual's preference for certain job characteristics such as creativity; and (6) transitions which are gender-related specifically non-linear transitions in women's careers.

## SUMMARY

Chapter three has presented the structure of the study with emphasis on research design and methodology. The objectives are focused on attendees and the attributes that attendees value when deciding to attend a meeting of their professional society. In an effort to understand why attendees value different attributes, the second study objective is to test career theories to determine whether individuals preferences are related to the stages in their careers.

To accomplish this, the survey was designed in two parts--one that addressed career stage variables that are linked to the various career theories and one that addressed meeting attributes that are linked to the attributes identified in the meetings literature. A pilot test was utilized as the method of validation of the survey design.

The sample population for this study was the American Association for the Advancement of Science which sponsors a well-established meeting and that has a wide range of types of attendees.

The methods of data analysis and testing of the hypothesis have been outlined and primarily include factor analysis of the meeting attributes and discriminate analysis for



the process of identifying career variables that are statistically significant, and would not occur by chance alone. The theoretical relationships have been visually presented in Tables 3.1 and 3.2.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS**

This chapter presents the results of the study based on the hypotheses developed in chapter three. The first section reports on the sample, the career variables operationalized through demographic-type questions, and meeting attributes. The second section provides a breakdown by hypothesis.

### **PRELIMINARY ANALYSES**

#### **SURVEY RESPONSE**

The sample population was the American Association for the Advancement of Science annual meeting attendees. Total attendance was 5,390 (pre-registration was estimated to be 5,424). Of these, the targeted population for this study was 2,014 (1,051 regular members, 204 retired, 502 students, 116 post doctoral students, and 141 K-12 teachers/administrators). Eighty percent ( $n=372$ ) of the respondents were from this group. An additional 3,376 "other" people attended (105 staff, 703 press, 445 exhibitors, 929 speakers, 122 one day registrants, 22 free, 1,050 special seminar only registrants). Twenty percent of the respondents, those who listed their registration category as "non-member" were from this group of registrants. The response rate was 23.4% based on the targeted population of 2,014. All individuals were asked to complete the survey based on their decision making process when attending their professional society

meeting if this meeting was not appropriate to their circumstances. Thus for purposes of this study, the "other" category should not bias the results.

The data was collected over a three day period with 270 surveys collected on Friday, February 12, 65 collected on Saturday, 133 on Sunday. On Friday and Sunday surveys were placed on chairs inside the session rooms and given to people outside the sessions (hallways and exhibit hall); on Saturday surveys were collected only outside the session rooms. While self selection is a limitation of this study, the direct request to those outside the session room minimizes this limitation. Approximately 25 people, when directly asked to participate, declined.

### RESPONDENT CHARACTERISTICS

A major objective of this study was to identify the career variables that were related to the meeting attributes most important to individuals who attend professional society meetings. Six theories were identified from the career literature that were hypothesized to explain why certain individuals preferred one group of meeting attributes either education, networking, or leadership over the other two. The six career theories or constructs were (1) biological or life span theories, (2) gender-based theories, (3) social class theories, (4) career anchor theories, (5) organizational relationship theories, and, (6) transition-based theories.

## Career Theory Variables

### *Biological Stages*

The biological theories are traditionally operationalized by age and age-related items the most common being the age or birth year of the individuals participating in the study. Two survey items were used to represent the biological construct: (1) birth year and (2) age first employed in this profession. The second item was included to account for possible gender differences, specifically to determine whether the adult career stages might begin with the age first employed in the individual's professions rather than their actual ages. The distribution of the population by age (n=470) visually provides a normal bell curve, slightly skewed to the right: 11% were born before 1930 (n=52); 21% were born between 1930 and 1939 (n=97); 27% were born between 1940-1949 (n=129); 21% between 1950-59 (n=100); 13% between 1960-1969 (n=61); and 7% were born in 1970 or later (n=31).

Age first employed in the profession revealed that over 70% entered the profession when they were 30 years or younger, 21% entered the profession between the ages of 31 and 40, and only 9% were over forty when they entered.

### *Gender-Based Stages*

Bardwick (1980), Giele (1980), and Gilligan (1980, 1982) have been particularly rigorous in studying career stages from a gender perspective. In the career literature, gender is argued to be a particularly important variable because of the non-linear career

patterns of women who have family responsibilities. The literature suggests that females have family responsibilities (childbearing and childrearing) that interfere with their ability to follow the "white male" career patterns that are commonly identified with biological theories of career development.

Two items were used in the survey to identify gender-related situations: (1) gender and (2) family responsibility. A focused effort was made to attain a strong response rate from females so that gender would be sufficient for statistical tests. Forty-one percent of the respondents were female (n=191) and 59% were male (n=277). When asked if family responsibilities affected their ability to attend professional society meetings 59% (n=278) responded "no". Twenty-nine percent (n=140) responded that it was somewhat of a deterrent, and 11% (n=52) indicated that it did affect their ability to attend meetings.

### *Social Class Stages*

Several career theorists, particularly sociologists Blau (1962, 1967), and Miller and Form (1951) have identified social class as a predictor of career patterns. Five items were identified from the literature to be appropriate indicators of social class: (1) race, (2) education level, (3) salary (4) parent's attendance at professional association meetings, and (5) parent's highest education level.

Race and ethnicity was, as expected, dominated by Caucasians at 89% (n=416). The next most dominant group was Asian at 6% (n=26) followed by African Americans at 3% (n=15), Hispanic at .9% (n=4) and other at 1.5% (n=7). The total non-Caucasian

categories represent 11% of the total respondents (n=52).

The education level of the population is much higher than the general population because of the formal schooling required to be a scientist. Fifty-one percent (n=239) of the population has some type of doctoral level degree, an additional 4% (n=17) have medical degrees and 25% (n=115) have master level degrees; 16% (n=74) have bachelor's degrees and 5% (n=25) have either technical, high school or less.

Consistent with the educational level, salaries are high (n=470). Approximately 20% (n=90) have salaries under \$20,000 which corresponds to the number of post doctorate (5%) and students (15%). Thirty-six percent (n=165) have salaries that range between \$20,000 and \$49,999 which roughly equates to the 32 percent that have been employed in their profession five years or less. Forty-four percent have salaries of \$50,000 or more (n=204); of these, 18% fall above \$80,000 (n=84).

Respondents were asked whether their mother, father, both or neither attended professional association meetings. Thirty-five percent (n=162) of the respondents had one or both attending such meetings, 60% (n=248) did not and 5% (n=22) were unknown. Also asked was the highest education level of parents. Responses indicated that 42% (n=195) were technical/high school or less, 38% (n=177) were masters or bachelors, and 20% (n=94) were medical or doctoral level.

### *Career Anchors*

Schein (1978) attempted to overcome the white male bias in age-based theories by his theory of career anchors. Therefore, information was gathered to address this theory. Respondents were asked whether they would change jobs to maintain one of Schein's career anchors. Twelve percent (n=53) indicated that they would change jobs to maintain their specialization; 5% (n=23) would change to maintain supervisory or management responsibilities; 9% (n=38) desired stability indicating they would change jobs to stay their current geographic location; 27% (n=121) would change to maintain the creative level of their position; and 19% (83) would change to maintain autonomy in their position. This question generated a large number of missing responses and a high number, 27% (n=119), of responses to the alternative answer "not applicable", and the greatest number of comments made to the researcher during the data collection process. This question was also a problem during the pilot test and while seemingly corrected, apparently is still not properly worded. The problem was in the terminology "would change jobs"; many said they would not change jobs or would change for money. While these are logical responses to the question, they support the contention that the question if worded properly, would not have generated these answers. If this theory is determined important to understanding why individuals attend professional association meetings, this operationalization must be re-examined.

### *Transition-Based Phases*

Four questions were related to Levinson's (1978) theory of era- or transition-linked stages. They were (1) number of years employed in the present profession, (2) number

of years with current employer, (3) whether major changes had occurred in job responsibilities in the past year (1992), and, (4) the degree to which change in the industry had affected their job. Rather than emphasizing linear age-based development dominated by the white male era, era-based-stages allow analysis of transitions. The distribution of responses was approximately one-third in each of the following categories: 5 or fewer years in their profession (31.6%, n=145), 6 to 20 years in their profession (34.4%, n=158), over 20 years in their profession (34%, n=156). Responses to the number of years with current employer were 45% (n=200) with their current employer five years or less, 26% (n=117) have been with the currently employer 6 to 15 years, and 30% (n=133) have been with their employer over 15 years.

When asked about major changes in job responsibilities in 1992, 74% (n=335) of the respondents did not perceive a change while 26% (n=117) did. A similar question asked about the individual's perceptions of changes in the general industry environment over the past three years. Thirty-three percent (n=148) responded that change had not affected their work at all, 21% responded that work was minimally affected (n=95), 30% (n=135) reported work was somewhat affected, and 16% (n=71) responded that change had greatly affected their work.

### *Organizational Relationships*

Dalton and Thompson (1971, 1986) and their colleagues (Dalton, Thompson & Kopelman, 1974; Dalton, Thompson & Price, 1977) are the primary theorists who have looked at careers from the perspective of activities and relationships. One question was



specifically designed to collect data in this area. The responses were evenly distributed; 26% (n=116) work under the direction of another professional, 28% (n=125) are responsible for only one project or part of a larger project, 23% (n=103) are involved in the development of ideas, systems or clientele, and 22% (n=99) provide leadership in determining future directions of the organization.

### *General Demographic Variables*

The general demographic questions were included to allow the researcher to control for conditions that might indicate bias or add understanding to the study results. Five items were included in this general category: (1) the day the survey was completed, (2) the person(s) responsible for paying the costs of attending the meeting, (3) the registration category/type of member of the organization, (4) industry affiliation, and (5) the number of years attending professional society meetings. Because the hypotheses were supported and the results were not distorted, the control variables were not used in this analysis but provide alternative approaches for future research.

Every meeting has a wide range of types of attendees which include regular members of the association and sub-categories of members such as students and retirees. Associations also have non-member attendees such as the press, exhibitors, and suppliers of industry products and services. As a control mechanism, it is important to know the distribution of respondents across the registration categories. This information is necessary when generalizing results to the larger population of attendees at this meeting and for further analysis, if desired, by those who plan meetings for the

organization, specifically for this study, the staff of AAAS. Forty-seven percent of the respondents are regular members, 19% are post doctorate students, 9% are K-12 teachers, 5% are retired and 20% are other.

For similar reasons, respondents are asked to indicate their employer affiliation: 7% are private industry, 40% are university/college, 12% are government, 10% are non-profit, 6% consultants/private practice, 5% hospitals/medical schools, 3% unemployed (between jobs), 5% retired, and 10% other.

The final item, which was considered an area of potential influence, was the number of years the individuals have attended professional society meetings. As with the costs question, of interest was whether people who frequently attended professional society meetings placed a higher level of importance on certain attributes than those who infrequently attended. Thirty-five percent of the respondents have attended professional society meetings for fewer than five years, 20% have attended 6-10 years, 20% have attended 11-20 years, and 26% have attended over 20 years.

### Meeting Attributes

Data was collected on thirty-five items representing three attributes of professional society meetings. Five additional control items were included that were not directly related to the meeting or to career interest, but could be of importance in the decision to attend a particular meeting. Each respondent rated the importance of each item in

making the decision to attend the annual meeting of the American Association for the Advancement of Science. A 5-point Likert-type importance scale was used. To assist in the visual analysis of the distribution of responses the five categories have been collapsed into three categories: (1) not important (3) slightly/somewhat important (5) important/very important (see Table 4.1). The means and standard deviations for all questions are reported in Table 4.2. When considering questions 21-60, the meeting attributes, all but three means fall in the lower half of the scale or less than 3.5. Three means were above 3.5 and correspondingly also received the highest percent of responses indicating that these items were important to most important. All three items are a part of the education attribute.

Hearing speakers who are respected experts in fields related to mine  
(n=460, M=3.95, SD=1.21)

Keeping up with changes in the profession/field  
(n=471, M=3.93, SD=1.24)

Hearing speakers who are practicing members of my profession  
(n=395, M=3.51, SD=1.39)

Table 4.1: Distribution of Responses to Meeting Attributes

EDUCATION			
	-1- un- important	-3- s/w important	-5- v/ important
45. Learning more about the profession such as salaries, opportunities, ethics	30%	43%	27%
25. Increasing my knowledge of the technical aspects of my job	21%	30%	50%
28. Keeping up with changes in the profession/field	8%	19%	73%
40. Learning new skills	22%	38%	40%
53. Learning how to manage my job responsibilities better	57%	28%	16%
44. Getting to know the services of and opportunities available within the association	41%	42%	16%
50. Hearing speakers who are respected experts in fields related to mine	7%	21%	72%
23. Hearing speakers who are practicing members of my profession	14%	27%	60%
54. Hearing speakers of national prominence (e.g., politicians or best selling authors)	25%	36%	39%
31. Attending sessions with a traditional lecture/scientific format	27%	46%	28%
30. Attending all-day workshops	70%	21%	9%
27. Attending sessions allowing open discussion	18%	43%	39%
SOCIAL/NETWORKING			
24. Knowing the types of people who will be attending the meeting	32%	41%	27%
26. Associating with professional leaders	21%	42%	37%
35. Seeing people I know	44%	41%	16%
29. Establishing a reputation in my profession	50%	34%	16%
33. Representing my company/organization	55%	31%	16%
36. Showing my commitment to the association	57%	33%	10%
37. Evaluating the competition	70%	23%	7%
43. Developing new business/professional relationships	30%	43%	27%

46. Exchanging ideas on work-related issues	28%	41%	31%
32. Meeting with vendors/suppliers/exhibitors	40%	45%	16%
48. Making contacts that increase my employment opportunities	52%	26%	22%
58. Identifying future leaders in the profession	57%	29%	14%
51. Participating in informal social and recreational activities	55%	37%	8%
LEADERSHIP			
	-1- unimporta nt	-3- s/simporta nt	-5- v/importa nt
30. Influencing the future direction of the association	70%	22%	9%
55. Participating in national and global policy development for the field	51%	32%	18%
42. Participating in policy development for the association	74%	19%	8%
39. Setting standards for professional practice	55%	39%	17%
49. Helping younger members advance in their profession	59%	26%	16%
34. Encouraging members to support projects of general value to society	46%	35%	19%
52. Encouraging members to serve on association committees/boards	81%	16%	3%
22. Presenting papers to colleagues	74%	10%	16%
57. Serving on committees and supporting association goals	75%	16%	9%
41. Serving as chair or moderator of educational programs	85%	9%	6%
EXTRA CONTROL VARIABLES			
38. Being able to visit family/friends	72%	18%	10%
47. Traveling to a desirable location	56%	31%	13%
56. Satisfying job requirements/expectations	60%	27%	14%
59. Getting away from the office	59%	29%	12%
60. Receiving continuing/professional education credits	86%	11%	3%

Table 4.2: Means and Standard Deviations of Responses to Meeting Attributes

EDUCATION			
	N	Mean	SD
45. Learning more about the profession such as salaries, opportunities, ethics	469	2.08	1.29
25. Increasing my knowledge of the technical aspects of my job	473	3.18	1.48
28. Keeping up with changes in the profession/field	471	3.93	1.24
40. Learning new skills	470	2.98	1.41
53. Learning how to manage my job responsibilities better	469	1.94	1.28
44. Getting to know the services of and opportunities available within the association	469	2.16	1.24
50. Hearing speakers who are respected experts in fields related to mine	460	3.95	1.21
23. Hearing speakers who are practicing members of my profession	471	3.51	1.39
54. Hearing speakers of national prominence (e.g., politicians or best selling authors)	468	3.0	1.5
31. Attending sessions with a traditional lecture/scientific format	468	2.65	1.31
21. Attending all-day workshops	468	1.60	1.10
27. Attending sessions allowing open discussion	467	2.99	1.33
SOCIAL/NETWORKING			
24. Knowing the types of people who will be attending the meeting	470	2.56	1.37
26. Associating with professional leaders	470	2.91	1.38
35. Seeing people I know	470	2.12	1.24
29. Establishing a reputation in my profession	458	2.04	1.28
33. Representing my company/organization	468	1.94	1.28
36. Showing my commitment to the association	471	1.77	1.09
37. Evaluating the competition	468	1.53	.97
43. Developing new business/professional relationships	469	2.58	1.35

46. Exchanging ideas on work-related issues	468	2.70	1.35
32. Meeting with vendors/suppliers/exhibitors	471	2.18	1.20
48. Making contacts that increase my employment opportunities	471	2.15	1.43
58. Identifying future leaders in the profession	467	1.88	1.22
51. Participating in informal social and recreational activities	471	1.77	1.04
LEADERSHIP			
30. Influencing the future direction of the association	468	1.60	1.10
55. Participating in national and global policy development for the field	467	2.08	1.31
42. Participating in policy development for the association	467	1.50	.99
39. Setting standards for professional practice	469	1.98	1.30
49. Helping younger members advance in their profession	470	1.91	1.30
34. Encouraging members to support projects of general value to society	468	2.15	1.32
52. Encouraging members to serve on association committees/boards	468	1.31	.73
22. Presenting papers to colleagues	472	1.75	1.39
57. Serving on committees and supporting association goals	471	1.55	1.11
41. Serving as chair or moderator of educational programs	467	1.34	.91
EXTRA CONTROL VARIABLES			
38. Being able to visit family/friends	467	1.59	1.11
47. Traveling to a desirable location	470	1.91	1.23
56. Satisfying job requirements/expectations	467	1.87	1.26
59. Getting away from the office	463	1.70	1.16
60. Receiving continuing/professional education credits	452	1.26	.74

## HYPOTHESIS TESTING

### MEETING ATTRIBUTES

To test the first hypothesis, it was necessary for individual attendees to differentiate among the survey items representing the three meeting attributes (education, networking, leadership). Each item was ranked along a five-point scale. The scale did not include a neutral point, but was a continuous scale from no importance to very important with the assumption of equality in the distance between each point (1=no importance, 2=slightly important, 3=somewhat important; 4=important, 5=very important). The respondents were instructed to recall the decision making process, i.e., the importance of the item when deciding to attend a meeting of their professional association.

The analysis of the individual's responses required a statistical technique that could identify the interrelationship among the forty test items and explain them in terms of their common underlying dimensions (Hair, 1987:235). Factor analysis is the appropriate technique when the objectives are to reduce and summarize data. The test items were simultaneously analyzed and a factor loading for each item was reported (Hair, 1987:235). While factor analysis is often used as an exploratory technique to identify latent factors, the purpose of this procedure for this study was to test or confirm the first hypothesis which involved the classification of test items based on their inter-correlations.



**H1: There are salient domains of meeting attributes used by individuals to make their meeting choice decisions. Perceived attributes will fall into three subcategories: education, networking and leadership.**

Principle components, R type, factor analysis which considers total variance is the appropriate method when the study is of a confirmatory nature. The R technique factors a set of variables collected at the same time from a number of individuals (Gorsuch 1974:276). Factors were extracted using the orthogonal method which provides a solution in which the factors are independent. The extracted factors were then rotated using the varimax method to simplify the solution and add clarity to the interpretation. The rotated five-factor solution is presented in Table 4.3.

The scree tail test was used to identify the number of factors that were extracted. After the fifth factor was extracted the tail began to straighten out, in fact there was very little difference in the variance explained by the fourth and fifth factors, 2.72 and 2.0 respectively. The total variance explained was 17.4%. Ten factors had an eigenvalue of 1.0 or higher which provided too many factors for a meaningful interpretation. The five factor solution provided a solution that was very close to the hypothesized solution. A six factors solution was run, but the results were distorted and uninterpretable. When principle components, which involves common variance, is the factor method used, Hair cautions the researcher to be more stringent in establishing the cut-off point than when only common variance is considered (Hair, 1987:248). The a priori hypothesis, based on three factors, also should be closely maintained so that the hypothesis can be

Table 4.3: Rotated Factor Solution (Shaded area indicates the items that loaded on that factor.)

	Factor I	Factor II	Factor III	Factor IV	Factor V
Q57/Leadership Committee Service	.78	.11	.02	.07	.05
Q42/Leadership Policy Development	.77	.08	.03	.13	.05
Q52/Leadership Committee Service	.77	.11	.08	-.05	.08
Q30/Leadership Future Directions	.76	.07	.06	.13	.01
Q41/Leadership Chair/Moderate	.68	-.02	.06	.07	-.05
Q36/Networking Show Commitment	.58	.09	-.02	.26	.21
Q49/Leadership Help Young Prof.	.57	.21	.13	.02	.03
Q34/Leadership Support Society	.56	.14	.15	.29	.02
Q55/Leadership Policy Development	.55	.30	.14	.26	.04
Q39/Leadership Set Standards	.51	.29	.27	.04	.003
Q58/Networking ID Future Leaders	.42	.38	.20	.22	.21
Q45/Education Professional Opp.	.12	.69	.13	.03	.09
Q44/Education Org. Services	.18	.68	.14	-.002	.16
Q48/Networking Employment Opp.	-.06	.68	-.08	.28	.15
Q43/Networking Dev. Business	.12	.56	.02	.52	.06

Q53/Education Better Manage Job	.32	.53	.24	-.04	.007
Q46/Networking Exchange Ideas	.15	.41	.23	.31	.02
Q56/Control Job Requirements	.32	.40	.08	.16	.03
Q37/Networking Competition	.20	.37	-.02	.30	.05
Q28/Education Keep Up w/Changes	.06	-.002	.73	.04	.02
Q50/Education Expert Speakers	.01	.0008	.68	.07	.17
Q25/Education Technical Skills	.009	.16	.65	.05	.02
Q23/Education Colleague Speakers	.05	.05	.63	.17	-.05
Q27/Education Open Sessions	.22	.14	.55	.13	.02
Q40/Education New Skills	.13	.47	.50	-.18	.0005
Q54/Education National Speakers	.17	.17	.41	.04	.23
Q31/Education Lectures	.09	-.05	.35	-.28	.21
Q21/Education All Day Workshops	.07	.22	.28	-.05	-.09
Q32/Networking Suppliers/Vendors	-.04	.26	.26	.04	.16
Q35/Networking Seeing Friends	.26	-.04	.05	.60	.30
Q26/Networking Associate w/Leaders	.15	.21	.40	.56	.01
Q24/Networking Other Attendees	.09	.05	.33	.52	.12

Q29/Networking Est. Reputation	.31	.30	.04	.52	-.03
Q33/Networking Represent Company	.35	.15	.04	.48	-.10
Q60/Control CE Credits	.23	.24	.18	-.26	.05
Q47/Control Location	.10	.22	.06	-.04	.65
Q59/Control Getting Away	-.04	.09	.04	-.04	.63
Q38/Control Family/Friends	.009	-.006	.008	.08	.58
Q51/Networking Social/Recreation	.26	.08	.13	.21	.53
Q22/Leadership Present Papers	.33	-.07	-.14	.31	-.33
EIGENVALUE	8.834	3.072	2.106	1.765	1.618
Variance Explained (17.39%)	5.54%	3.59%	3.53%	2.72%	2.01%
Cronbach Alpha	.72	.70	.76	.68	NA

supported or rejected (Hair, 1987:247).

The five factor solution partially supports this hypothesis. Specifically, four rather than three factors emerged from the career theory variables and one from the non-theory variables. The four factors were not theoretically different from the hypothesis, but more clearly delineate between education and networking variables that are related to development as a professional and those related to technical learning and social/business networking.

All but two of the items that loaded high on Factor I were hypothesized as representing the leadership attribute. One of the items hypothesized as leadership did not load higher than .35 on any factor and two items hypothesized to be networking loaded high on Factor I. Factor II, named "professional savvy" or "savvy" was not identified a priori. The items that loaded highest on this factor were related to learning about and becoming a member of the profession--the socialization process of membership in this profession. This factor pulled from both the a priori items hypothesized to be either education or networking attributes. The items that loaded highest on the Factor III were hypothesized to be the education attribute. The items that emerged were primarily related to technical education; this supports the a priori hypothesis of a group of variables related to technical competence. The items loading highest on the fourth factor were those hypothesized to be the networking attribute. These items were specifically identifiable as those exchanges occurring in a business or social context. The items loading highest on the Factor V, called non-work, were not

theoretically hypothesized but were control items that addressed non-work reasons for deciding to attend professional society meetings such as a preference for travel to a desirable location. While Hair (1987:250) recommended that factor loadings lower than .30 should not be considered significant for this study the lowest loadings considered for inclusion were more conservative at .35. The items loading below .35 were further evaluated for their contribution to the communality index; the same three items (attending all day workshop, meeting with vendors and suppliers, and receiving continuing education credits) were the lowest contributors to the communality at less than 22%. These three were excluded from further analysis. Table 4.4 provides a summary table of item loadings by factor.

#### FACTOR I: LEADERSHIP

The first factor, leadership, explained 5.54% of the total variance extracted by the factor solution. Of the ten items originally hypothesized for the attribute of leadership, nine loaded on this factor. The leadership attribute included three constructs which these items represent: power, integrity, and inspiration. Power variables were influencing the future direction of the association, participating in national and global policy development for the field, participating in policy development for the association, and setting standards for professional practice. Integrity variables included serving on committees and supporting association goals, and serving as chair or moderator of educational programs. Inspirational variables included helping younger members advance in this profession, encouraging members to support projects of general value to society, and encouraging members to serve on association committees/boards.

Table 4.4: Item Groupings within Meeting Attributes Based on Factor Solution  
*(The item number is the number as it appeared on the survey. F1= Leadership; F2=Savvy; F3=Education; F4=Networking; F5=Non-Work; X indicates the factor on which the item loaded)*

EDUCATION					
FACTORS	F1	F2	F3	F4	F5
45. Learning more about the profession such as salaries, opportunities, ethics		X			
25. Increasing my knowledge of the technical aspects of my job			X		
28. Keeping up with changes in the profession/field			X		
40. Learning new skills			X		
53. Learning how to manage my job responsibilities better		X			
44. Getting to know the services of and opportunities available within the association		X			
50. Hearing speakers who are respected experts in fields related to mine			X		
23. Hearing speakers who are practicing members of my profession			X		
54. Hearing speakers of national prominence (e.g., politicians or best selling authors)			X		
31. Attending sessions with a traditional lecture/scientific format			X		
21. Attending all-day workshops					
27. Attending sessions allowing open discussion			X		
SOCIAL/NETWORKING					
24. Knowing the types of people who will be attending the meeting				X	
26. Associating with professional leaders				X	
35. Seeing people I know				X	
29. Establishing a reputation in my profession				X	
33. Representing my company/organization				X	
36. Showing my commitment to the association	X				

37. Evaluating the competition		X			
43. Developing new business/professional relationships		X			
46. Exchanging ideas on work-related issues		X			
32. Meeting with vendors/suppliers/exhibitors					
48. Making contacts that increase my employment opportunities		X			
58. Identifying future leaders in the profession	X				
51. Participating in informal social and recreational activities					X
LEADERSHIP					
30. Influencing the future direction of the association	X				
55. Participating in national and global policy development for the field	X				
42. Participating in policy development for the association	X				
39. Setting standards for professional practice	X				
49. Helping younger members advance in their profession	X				
34. Encouraging members to support projects of general value to society	X				
52. Encouraging members to serve on association committees/boards	X				
22. Presenting papers to colleagues					
57. Serving on committees and supporting association goals	X				
41. Serving as chair or moderator of educational programs	X				
EXTRA CONTROL VARIABLES					
38. Being able to visit family/friends					X
47. Traveling to a desirable location					X
56. Satisfying job requirements/expectations		X			
59. Getting away from the office					X
60. Receiving continuing/professional education credits					



When looking at the factor loadings on the broader constructs, the power items had three of the four highest loading which would indicate that power is the stronger construct for the leadership attribute. Inspiration and integrity variables did not group together in such a clear pattern.

Two additional items loaded on the leadership attributes that were originally hypothesized to be networking: showing commitment to the association and identifying future leaders in the profession, which was the item with the second highest loading on Factor I. Of the a priori leadership variables, only one did not load on this factor--presenting papers to colleagues. This variable loaded highest on Factor I at .33, but was below the .35 inclusion criteria. The leadership group of attributes is strongly supported by the factor solution.

#### FACTOR II: PROFESSIONAL "SAVVY"

The second factor, professional savvy, explained 3.59% of the total variance extracted by the factor solution. The items that loaded high on Factor II were not hypothesized to fall into a separate factor. This factor isolated items primarily from the attributes identified a priori as education and networking. The eight items loading on this factor include three from education, specifically from the construct representing program content. They are getting to know the services and opportunities available within the association, learning more about the profession such as salaries, opportunities, ethics, and, learning how to manage job responsibilities better. Four of the items were from networking, specifically the construct representing business opportunities. These are

SUMMARY OF ITEMS LOADING ON FACTOR I: LEADERSHIP

*Questions 30, 34, 36, 39, 41, 42, 49, 52, 55, 57, 58*

LEADERSHIP: POWER CONSTRUCT

Influencing the future direction of the association

Participating in national/global policy development for the field

Setting standards for professional practice

Participating in policy development for the association

LEADERSHIP: INTEGRITY CONSTRUCT

Serving on committees and supporting association goals

Serving as chair or moderator of educational programs

LEADERSHIP: INSPIRATIONAL CONSTRUCT

Helping younger members advance in their profession

Encouraging members to serve on association committees/boards

Encouraging members to support projects of general value to society

NETWORKING: BUSINESS OPPORTUNITY CONSTRUCT

Identifying future leaders in the profession

NETWORKING: SELF-ESTABLISHMENT CONSTRUCT

Showing my commitment to the association

exchanging ideas on work-related issues, making contacts that increase employment opportunities, developing new business relationships, and evaluating the competition. One item from the control group loaded on Factor II which was intuitively logical for this attribute--satisfying job requirements and expectations.

### FACTOR III: EDUCATION

The third factor, education, explained 3.53% of the total variance extracted by the factor solution. The eight items loading on this factor include eight of the twelve items originally hypothesized for the education attribute. The education attribute included three constructs which these items represent: content, presenters, and format. The content items were increasing my knowledge of the technical aspects of my job, keeping up with changes in the profession/field, and learning new skills. In contrast to the professional savvy items, these were of a much more technical nature. They were close to the type described by Bowers, programs that "enable professionals and people in industry to keep up with and use developments in their work," such as new surgical procedures (Bowers, (ed.), 1990:40). All items from the presenter construct fell into the education attribute: hearing speakers who are practicing members of my profession, hearing speakers who are respected experts in fields related to mine and hearing speakers of national prominence (e.g., politicians or best selling authors). The last item loading on this factor was from the format construct. Two of the items in this construct loaded on this factor--attending sessions with traditional/scientific formats and attending sessions allowing open discussion.

SUMMARY OF ITEMS LOADING ON FACTOR II: PROFESSIONAL SAVVY

*Questions 37, 43, 44, 45, 46, 48, 53, 56*

EDUCATION: CONTENT CONSTRUCT

Getting to know the services of & opportunities available within the association

Learning more about the profession such as salaries, opportunities, ethics

Learning how to manage my job responsibilities better

NETWORKING: BUSINESS OPPORTUNITY CONSTRUCT

Exchanging ideas on work-related issues

Making contacts that increase my employment opportunities

Developing new business/professional relationships

Evaluating the competition

CONTROL VARIABLES:

Satisfying job requirements/expectations

#### FACTOR IV: NETWORKING

The fourth factor, networking, explained 2.72% of the total variance extracted by the factor solution. The five items loading on this factor include five of the thirteen items originally hypothesized for the networking attribute. The networking attribute included two constructs which these items represent: other people in attendance and self-establishment. It is notable that even within constructs there was consistency in the loading patterns. For example, all of the business opportunity items loaded on savvy rather than the hypothesized networking attribute. For this group of people the others in attendance are very important; in fact, all three items in this construct loaded on Factor IV. They were knowing the types of people who will be attending the meeting, associating with professional leaders and seeing people I know. The self establishment construct had two items that loaded on this factor--establishing a reputation in my profession and representing my company/organization.

#### FACTOR V: NON-WORK CONTROL VARIABLES

The fifth factor, non-work, explained 2.0% of the total variance extracted by the factor solution. Factor V was not a hypothesized group of attributes, but a combination of control variables to allow for non-work related variables to be identified. Three items that loaded on this factor included three of the four items originally included as control variables. These variables were intended to give the respondents an opportunity to express other reasons that might have influenced their decision to attend the meeting. Participating in informal social and recreational activities was the only item from a

SUMMARY OF ITEMS LOADING ON FACTOR III: EDUCATION

*Questions 23, 25, 26, 27, 28, 31, 50, 54*

EDUCATION: PRESENTER CONSTRUCT

Hearing speakers who are practicing members of my profession

Hearing speakers who are respected experts in fields related to mine

Hearing speakers of national prominence (e.g., politicians or best selling authors)

EDUCATION: CONTENT CONSTRUCT

Increasing my knowledge of the technical aspects of my job

Keeping up with changes in the profession/field

Learning new skills

EDUCATION: FORMAT CONSTRUCT

Attending sessions with a traditional/scientific format

Attending sessions allowing open discussion

**SUMMARY OF ITEMS LOADING ON FACTOR IV NETWORKING**

*Questions 24, 26, 29, 33, 35*

**NETWORKING: OTHER PEOPLE IN ATTENDANCE CONSTRUCT**

Knowing the types of people who will be attending the meeting

Associating with professional leaders

Seeing people I know

**NETWORKING: SELF-ESTABLISHMENT CONSTRUCT**

Establishing a reputation in my profession

Representing my company/organization

theoretically hypothesized attribute that fell into this group. From an analytical perspective, these variables grouped in a consistent and intuitively logical way.

#### NON-LOAD ITEMS

Three items did not load at .30 or higher on any factor. By looking at the factor loading, one can see that attending all day workshops and meetings with vendors, suppliers, exhibitors was canceled out by their mutual loading on Factors II and III, savvy and education. Receiving continuing/professional education credits loaded on the first four factors almost equally which again canceled out its prominence in any one area. For these reasons, these items should not be discarded as unimportant, but viewed in the context of the loadings.

#### Summary

Hypothesis 1 has been strongly supported by the factor solution. The solution is exciting in that it maintains the essence of the hypothesis while at the same time enhancing it. As a result of the division of the two attributes, education and networking, into three, with the third called professional savvy, the cogency of the interpretation has been enhanced. Tables 4.3 and 4.4 present the factor solution.



SUMMARY OF ITEMS LOADING ON FACTOR V: NON-WORK

*Questions 38, 47, 51, 59*

CONTROL VARIABLES THAT WERE NOT THEORETICAL ATTRIBUTES:

Being able to visit family/friends

Traveling to a desirable location

Getting away from the office

NETWORKING: BUSINESS OPPORTUNITY CONSTRUCT

Participating in informal social and recreational activities

## LEVEL OF IMPORTANCE FOR MEETING ATTRIBUTES

### H1a: Meeting Attributes Recognition Level

**H1a: Individuals, when deciding whether to attend a professional association meeting will differ, in the importance placed on the perceived attributes—education will be the group of attributes recognized as most important attribute, networking the group recognized as second most important attribute, and leadership as the group of variables recognized as least important.**

To determine which of the groups of attributes was of greatest importance to individuals when deciding to attend a meeting of their professional society, the mean scores based on the final factor solution were calculated. The results are reported in Table 4.5.

Education had the greatest importance with a mean score of 3.25; networking was the second most important group of attributes with a mean score of 2.36; savvy with a mean of 2.07 was the third most important, and leadership was the least important of the attributes with a mean score of 1.74. The hypothesis, even with the four factor solution, was supported.

SUMMARY OF ITEMS NOT LOADING AT  $>.30$

*Questions 21, 22, 32, 60*

EDUCATION: FORMAT CONSTRUCT

Attending all-day workshops

NETWORKING: BUSINESS OPPORTUNITY CONSTRUCT

Meeting with vendors/suppliers/exhibitors

LEADERSHIP: INTEGRITY CONSTRUCT

Presenting papers to colleagues

CONTROL VARIABLES THAT WERE NOT THEORETICAL ATTRIBUTES:

Receiving continuing/professional education credits

Table 4.5: Importance of Meeting Attributes Based on Mean Scores

	N	MEAN	SD
EDUCATION	473	3.25	0.82
NETWORKING	473	2.36	0.87
SAVVY	472	2.07	0.81
LEADERSHIP	473	1.74	0.72

## CAREER RELATIONSHIPS

Once it was shown that individuals can and do have preferences between groups of meeting attributes, the second analysis of this study was to determine whether these attributes were related to individual's stages in their careers.

**H2: Career theory variables have a significant relationship to people's perceptions of meeting attributes.**

A premise of the second hypothesis was the ability to explain why certain individuals preferred one group of meeting attributes over the others. To test this hypothesis a multiple discriminate analysis was performed. A new set of variables were created from the factor analysis called meeting attributes. Four subcategories (levels) of meeting attributes were identified: 1=leadership, 2=savvy, 3=education, and 4=networking. Each individual, in turn, was assigned to one of four attribute categories--leadership, savvy, education or networking based on the attribute for which the individual had the highest mean score. For example, if one individual had a score of 3 indicating "somewhat important" on the item influencing the future direction of the association, a 4 indicating "important" on participating in national/global policy development for the field, a 5 indicating "very important" for setting standards for professional practice, a 3 for participating in policy development for the association, a 2 for serving on committees and supporting association goals, a 1 for serving as chair or moderator of educational programs, a 5 for helping younger members advance in their profession, a 5 for encouraging members to serve on association committees/boards, a 5 for encouraging

members to support projects of general value to society, a 5 for identifying future leaders in the profession, and a 4 for showing my commitment to the association, the mean score on leadership for this individual would be 3.8. If this mean were higher than the similarly computed mean for savvy, education, and networking, the individual would be assigned to the meeting attribute sub-group designated as leadership.

For the discriminate analysis the criterion group represents the four meeting attributes-- leadership, savvy, education, and networking and the predictors were fifteen items representing six career stage variables: biological, gender, social class, organizational relationships, career anchors, and transition-based stages. The study question was whether individuals, based on their career stage situation, will be more likely to decide to attend a meeting with a strong representation of one type of meeting attribute over meetings that emphasize one of the other attributes.

The null hypothesis inherent in the multiple discriminate analysis procedure is that there is no difference in the means within the same mean vector. The discriminate function utilized the within covariance matrix for analysis of the data. The discriminate analysis was able to predict group membership with a high degree of accuracy. The Wilks'-Lambda test for the discriminate analysis was calculated to be .72206590 (60 DF). This is equivalent to an F of 1.4352. The probability of obtaining an F of this magnitude, by chance alone, is less than .0199. Thus the career stages will accurately predict an individual's preference for one of the four groups of meeting attributes (Huck et al, 1974:167). Group means on the fifteen predictor variables are presented in Table 4.6.

The multiple discriminate procedure was run on six career variables--biological, gender, social class, organizational relationships, career anchors, and transition-based stages. The procedure utilized 273 observations for the discriminate analysis. The hit ratio, or the number of individuals the discriminate equation was able to correctly classify, was 100% (n=7) of the individuals rating leadership as the attribute of greatest importance, 100% (n=20) of the individuals rating professional savvy as the attribute of greatest importance; 91% (n=189) of the individuals rating education as having the greatest importance; and 95% (n=36) of the individuals rating networking as having the greatest importance. The misclassifications were between education and networking; nine percent of those who preferred education were classified networking and 5% of those who were networking were misclassified as education. The univariate tests statistics identified four career stage items with a significant F ( $p < .001$ ): age, salary, years in current profession and years with current employer. The total classification into attributes is presented in Table 4.13.

X

The accuracy of the multiple discriminate function provided strong support for the second hypothesis; there is a relationship between individual's stages in the career life cycle and their preference for certain meeting attributes.

Further analysis was required to determine which of the six career theories were most significant in explaining the differences in meeting attribute preferences among individuals attending meetings. The chi-square test statistic was used to determine whether a significant difference exists between the observed number of individuals falling

Table 4.6: Diagram of Group Means on Fifteen Predictor Variables

	Individuals that Prefer Leadership	Individuals that Prefer Savvy	Individuals that Prefer Education	Individuals that Prefer Networking
Q2 Birth Year 1=Oldest; 6=Youngest	2.3	3.8	3.0	3.2
Q3X Race 1=Caucasian; 2=Other	1.3	1.2	1.1	1.1
Q4 Gender 1=Female; 2=Male	1.4	1.5	1.6	1.6
Q5 Family Responsibility 1=No; 2=Yes	1.1	1.3	1.6	1.6
Q6 Education 1=Lowest; 6=Highest	5.4	5.3	5.0	5.1
Q7 Salary 1=Lowest; 10=Highest	7.1	3.3	5.0	6.1
Q8X Parents: PA Meetings 1=Yes; 2=No	1.7	1.2	1.3	1.4
Q9_1 Work Outlook: Specialization 0=No; 1=Yes	.17	.14	.15	.18
Q9_2 Work Outlook: Supervisory 0=No; 1=Yes	.07	0	.10	.06
Q9_3 Work Outlook: Stability 0=No; 1=Yes	.11	0	.10	.12
Q9_4 Work Outlook: Creativity 0=No; 1=Yes	.37	.71	.30	.36



Q9_5 Work Outlook: Autonomy 0=No; 1=Yes	.14	.35	.25	.26
Q10XY Parents: Education 1=Lowest; 2=Highest	3.1	2.9	2.8	2.9
Q12 Yrs. in Profession 1=Lowest; 2=Highest	5.3	2.9	4.1	4.0
Q13Y Age 1st in Profession 1=Youngest; 2=Highest	3.1	3.2	3.3	3.3
Q14 Yrs. w/Employer 1=Lowest; 2=Highest	5.3	3.2	3.5	3.3
Q15 Change in Responsibility 1=No; 2=Yes	1.3	2.4	1.3	1.3
Q19-1 Work Rel.: Supervised 0=No; 1=Yes	0	.20	.21	.10
Q19-2 Work Rel.: Proj. Mgt. 0=No; 1=Yes	.14	.50	.29	.34
Q19-3 Work Rel.: Proj. Dev. 0=No; 1=Yes	.28	.20	.25	.31
Q19-4 Work Rel.: Top Mgt. 0=No; 1=Yes	.57	.10	.23	.23
Q20 Change in Industry 1=None; 4= Great	2.7	2.4	2.4	2.4

Table 4.7: Discriminate Analysis Classification into Attributes

	LEADERSHIP	SAVVY	EDUCATION	NETWORKING
n=273	7	20	208	38
% OF TOTAL	3%	7%	76%	14%

in each of the categories of meeting attributes and the expected number of individuals. The expected number is what would occur by chance alone (Huck et al, 1974:217).

Six career theories were considered in this study: (1) biological, (2) gender, (3) social class, (4) career anchors, (5) organizational relationships, and (6) transitions. Chi-square test were run on each of the test items representing these theories to determine whether they were related to the most important attributes: leadership, savvy, education, and networking. Three of these theoretical approaches were found to have significant relationships with the most important attributes: biological, social class and transitions. From the items operationalizing the biological theories, age was found to be significant across the four attributes ( $df=15$ ,  $X^2=42.893$ ,  $p=.000$ ,  $n=470$ ); from test items representing social class, salary was significant across the attributes ( $df=27$ ,  $X^2=49.374$ ,  $p=.005$ ,  $n=459$ ); and from transition-based theories three items were significant across the attributes: (1) years in present profession ( $df=27$ ,  $X^2=17.596$ ,  $p=.013$ ,  $n=459$ ), (2) years with current employer ( $df=15$ ,  $X^2=30.858$ ,  $p=.009$ ,  $n=450$ ), and (3) changes in industry affecting job ( $df=9$ ,  $X^2=17.702$ ,  $p=.039$ ,  $n=449$ ). In this study neither gender, career anchors nor organizational relationships were found to be significant. For future studies these should not be dismissed as unimportant, but approached from a broader perspective. These variables were operationalized with only one survey item or two in the case of gender. Other than age, which had only two survey items, both social class and transition-based phases had four survey items which greatly increased the chance of one being significant. Career anchors and organizational relationships also had the

highest number of missing responses and questions during the administration of the survey, thus one also might attribute the lack of significance to the presentation of the concept in the survey instrument. Table 4.8 provides a summary report on the results of the chi-square test for each variable.

### Biological Stages

The traditional life span theory of career stages is based on the age of individuals and follows the biological concepts of early life, mid life, and maturity which is the period prior to death. Hall (1976), a leader in the field of career theories, refined the work of the early theorists (Buehler, 1933; Super, 1957; Erikson, 1963) into a four stage model. The stages are characterized by changing patterns of developmental tasks, career concerns, activities, values, and needs, which emerge as the individual passes through age-based intervals (Hall, 1976; Hall et al, 1970; Hall and Nougaim, 1968; Kroll et al, 1974).

To operationalize this variable two items were included on the survey: the individual's birth year and the age first employed in their current profession. Age was found to be a significant item in classifying individuals into one of the four groups of meeting attributes. The age the individual entered the profession was included specifically to allow for gender difference. For example, the literature suggests that women enter the workforce later than men and, therefore, the traditional biological stages are inappropriate for women. Based on the responses to this item, there was not a significant difference among respondents in the age when they entered their

Table 4.8: Chi-Square Summary Table of Tests of Significance ( $p < .05$ )

	DF	Value	Probability
Q2 Birth Year	15 n=470	42.893	0.000*
Q3 Race	3 n=468	1.621	0.655
Q4 Gender	3 n=468	2.384	0.497
Q5 Family Responsibility	6 n=470	7.423	0.284
Q6 Education	15 n=470	13.327	0.577
Q7 Salary	27 n=459	49.374	0.005*
Q8 Parents: PA Meetings	3 n=446	4.744	0.192
Q9_1 Work Outlook Specialization	3 n=318	3.008	0.390
Q9_2 Work Outlook Supervisory	3 n=318	1.891	0.595
Q9_3 Work Outlook Stability	3 n=318	3.784	0.286
Q9_4 Work Outlook Creativity	3 n=318	5.908	0.116
Q9_5 Work Outlook Autonomy	3 n=318	2.145	0.543
Q10 Parents: Education	15 n=466	13.889	0.534
Q12 Yrs. in Profession	15 n=459	29.834	0.013*
Q13 Age 1st in Profession	18 n=458	13.886	0.737

Q14 Yrs. w/Employer	15 n=450	30.858	0.009*
Q15 Change in Responsibility	3 n=452	7.410	0.060
Q19_1 Work Relationships Supervised	3 n=443	2.990	0.393
Q19_2 Work Relationships Project Manager	3 n=443	4.588	0.205
Q19_3 Work Relationships Project Development	3 n=443	1.145	0.766
Q19_4 Work Relationships Top Management	3 n=443	8.465	0.037
Q20 Change in Industry	9 n=449	17.702	0.039*

profession. The traditional age-based theory was upheld and with a higher degree of confidence than any of the other variables. To measure age a six-point scale was devised with the oldest being one and the youngest being six.

**H2a: Attendees who place the highest value on education activities will fall into the novice (earliest) stage of the career life cycle.**

**H2b: Attendees who place the highest value on networking activities will fall into the establishment (middle) stage of the career life cycle.**

**H2c: Attendees who place the highest value on leadership will fall into the maturity (last) stage of the career life cycle.**

To determine whether the biological career stage characteristics and the most important attributes were related, chi-square tests were run. The chi-square results showed that age was a significant item ( $X^2=42.893$ ;  $p=.000$ ;  $n=470$ ) while age first employed in the profession was not ( $X^2=13.886$ ;  $p=.737$ ,  $n=458$ ). Seventy-nine percent of the respondents who indicated that leadership was most important were born prior to 1939 which would make them 54 or older. The individuals who valued savvy were in the younger category, 67% were born between 1959 and 1969, or were 24-34 years old. The individuals who valued networking were slightly older than those valuing education; 58% of the networkers were born between 1930 and 1949 (44 to 63 years old), while 58% of those valuing education were born between 1940-1959 (34 to 53 years old). Frequencies and related chi-square distributions are reported in Table 4.9.

Table 4.9: Chi-Square Observed and Expected Frequencies of Individual's Biological Stages Falling in each of Four Possible Groups of Preferences for Meeting Attributes

\* =  $p < .01$

BIRTH YEAR	N	Leadership	Savvy	Education	Networking	X <sup>2</sup>
		Actual (Expected)	Actual (Expected)	Actual (Expected)	Actual(Expected)	
Previous to 1930	52	4 (1.5)	0 (3.4)	47 (40.5)	1 (6.5)	
1930-1939	97	7 (2.9)	6 (6.4)	71 (75.5)	13 (12.1)	
1940-1949	129	2 (3.8)	3 (8.5)	103 (100.0)	21 (16.1)	
1950-1959	100	0 (3.0)	15 (6.6)	74 (77.9)	11 (12.5)	
1960-1969	61	0 (1.8)	6 (4.0)	46 (47.5)	9 (7.7)	
1970 and later	31	1 (0.9)	1 (2.0)	25 (24.1)	4 (3.9)	
<b>Total</b>	<b>470</b>					<b>42.893* <math>P = .000</math></b>

#### AGE FIRST EMPLOYED IN PROFESSION

		Actual (Expected)	Actual (Expected)	Actual (Expected)	Actual(Expected)	
Under 20	25	1 (0.7)	0 (1.7)	21 (19.4)	3 (3.1)	
20-25	172	5 (4.8)	13 (11.6)	133 (134.0)	21 (21.4)	
26-30	125	5 (3.5)	8 (8.4)	98 (97.4)	14 (15.5)	
31-35	59	0 (1.7)	5 (4.0)	47 (46.0)	7 (7.3)	
36-40	36	0 (1.0)	4 (2.4)	28 (28.0)	4 (4.4)	
41-45	21	1 (0.6)	0 (1.4)	14 (16.4)	6 (2.6)	
Over 46	20	1 (0.6)	1 (1.3)	16 (15.6)	2 (2.5)	
<b>Total</b>	<b>458</b>					<b>13.886 <math>P = .737</math></b>



## Gender Stages

To determine whether either gender or family responsibility were significantly related to the most important attributes, the chi-square procedure was used. The distribution of responses is reported in Table 4.10. While gender was not significantly related to the attributes, from a descriptive perspective, there were some interesting relationships that are areas for future research. The individuals who valued leadership and savvy were far less inclined to perceive family responsibility as affecting their ability to attend a professional society meeting than were those who valued networking and education. The leader and savvy groups also represent the oldest and youngest respondents.

## Social Class Stages

Miller and Form (1951) developed a different approach to life span based on social adjustments that ultimately lead to security and stability. The model is based on understanding why some people succeed and others either do not or have greater difficulty in achieving career objectives. Social class was shown to be the best predictor of the pattern a career would follow. The primary variables utilized in this model are father's occupation, the worker's intelligence, father's income and education, accessible financial aid and influential contacts, and, social and economic conditions in society.

The chi-square tests on the independence of social class stages with the most important attributes, identified salary as the only significant item in the social class variable ( $p=.005$ ,  $n=459$ ). Sixty-nine percent of the respondents who valued leadership were in the \$50,000 to \$89,000 salary range; 68% of the savvy respondents were under

Table 4.10: Chi-Square Observed and Expected Frequencies of Individual's Gender-Based Stages Falling in each of Four Possible Groups of Preferences for Meeting Attributes

\* p <.01

<u>GENDER</u>	<u>N</u>	<u>Leadership</u>		<u>Savvy</u>		<u>Education</u>		<u>Networking</u>	<u>X<sup>2</sup></u>
		Actual (Expected)		Actual (Expected)		Actual (Expected)		Actual (Expected)	
Female	191	7	(5.7)	15	(12.2)	143	(149.3)	26	(23.7)
Male	277	7	(8.3)	15	(17.7)	223	(216.6)	32	(34.3)
<b>Total</b>	<b>468</b>								<b>2.383 P=.497</b>

<u>FAMILY RESPONSIBILITY</u>		Actual (Expected)		Actual (Expected)		Actual (Expected)		Actual (Expected)	
No	278	12	(8.3)	21	(17.7)	212	(217.0)	33	(34.9)
Somewhat	140	2	(4.2)	6	(8.9)	115	(109.3)	17	(17.5)
Yes	52	0	(1.5)	3	(3.3)	40	(40.6)	9	(6.5)
<b>Total</b>	<b>470</b>								<b>7.423 P=.284</b>

\$39,000; 12% of the networkers were over \$100,000; and, the educators had 21% under \$20,000. The distributions are reported in Table 4.11.

### Career Anchor Stages

Chi-square tests of independence of the career anchor stage characteristics supported the null that there was not a significant relationship between the career anchor stages and the most important attributes. The distribution of responses is reported in Table 4.12.

### Organizational Relationship Stages

Chi-square tests were run to determine the independence of organizational relationships and the meeting attributes. Organizational relationships did not show any significant differences among the respondents for the organizational relationships variable when considering the one test item. The distribution of responses is reported in Table 4.13.

### Transition-Based Phases

The gender-considerate, transition-based, models are directed to the erratic patterns of female employment resulting from childrearing responsibilities and lifestyle preferences. The primary transition-based model is Levinson (1978). With some conceptual adaptation, this study included variables that indicate whether a person has been in a stable, structure building pattern or an unstable, structure changing pattern. Specific items were years employed in present profession, years with current employer,

Table 4.11: Chi-Square Observed and Expected Frequencies of Individual's Social Class Stages Falling in each of Four Possible Groups of Preferences for Meeting Attributes

\*  $p < .01$

<u>RACE</u>	<u>N</u>	<u>Leadership</u>	<u>Savvy</u>	<u>Education</u>	<u>Networking</u>	<u>X<sup>2</sup></u>
		Actual (Expected)	Actual (Expected)	Actual (Expected)	Actual (Expected)	
Caucasian	416	12 (12.4)	26 (27.5)	327 (323.5)	51 (52.4)	
Other	52	2 (1.5)	5 (3.4)	37 (40.4)	8 (6.5)	
<b>Total</b>	<b>468</b>					<b>1.621 P = .655</b>

#### HIGHEST EDUC.

		Actual (Expected)	Actual (Expected)	Actual (Expected)	Actual (Expected)	
HS or Less	17	1 (.47)	0 (1.1)	14 (13.2)	2 (2.1)	
Assoc/Tech	8	0 (.22)	0 (0.5)	7 (6.2)	1 (1.0)	
Bachelor's	74	2 (2.0)	6 (4.8)	58 (57.8)	8 (9.3)	
Master's	115	2 (3.1)	5 (7.6)	96 (89.8)	12 (14.4)	
MD	17	0 (.47)	0 (1.1)	17 (13.3)	0 (2.1)	
Doctoral	239	8 (6.6)	20 (15.7)	175 (186.6)	36 (30.0)	
<b>Total</b>	<b>470</b>					<b>13.327 P = .577</b>

#### CURRENT SALARY

		Actual (Expected)	Actual (Expected)	Actual (Expected)	Actual (Expected)	
<\$20,000	90	2 (2.5)	3 (6.0)	75 (70.0)	10 (11.5)	
\$20-29,000	44	0 (1.2)	8 (2.9)	33 (34.1)	3 (5.6)	
\$30-39,000	68	0 (1.9)	10 (4.6)	53 (52.7)	5 (8.7)	
\$40-49,000	53	1 (1.5)	4 (3.6)	45 (41.1)	3 (6.8)	
\$50-59,000	50	3 (1.4)	3 (3.4)	36 (38.8)	8 (6.4)	
\$60-69,000	46	3 (1.3)	0 (3.1)	34 (35.7)	9 (5.9)	
\$70-79,000	24	0 (0.6)	1 (1.6)	18 (18.6)	5 (3.1)	
\$80-89,000	32	3 (0.9)	1 (2.2)	22 (24.8)	6 (4.1)	
\$90-99,000	16	1 (0.4)	0 (1.1)	12 (12.4)	3 (2.1)	
\$100,000+	36	0 (1.0)	1 (2.4)	28 (27.9)	7 (4.6)	
<b>Total</b>	<b>459</b>					<b>49.374* P = .005</b>

#### PARENTS MEETINGS

		Actual (Expected)	Actual (Expected)	Actual (Expected)	Actual (Expected)	
Yes	284	6 (8.9)	19 (17.1)	228 (222.8)	31 (35.0)	
No	162	8 (5.1)	8 (9.8)	122 (127.1)	24 (20.0)	
<b>Total</b>	<b>446</b>					<b>4.744 P = .192</b>

#### PARENTS EDUCATION

		Actual (Expected)	Actual (Expected)	Actual (Expected)	Actual (Expected)	
HS or Less	153	1 (4.6)	9 (9.8)	124 (119.5)	19 (19.0)	
Assoc/Tech	42	1 (1.2)	3 (2.7)	33 (32.8)	5 (5.2)	
Bachelor's	100	7 (3.0)	9 (6.4)	76 (78.1)	8 (12.4)	
Master's	77	2 (2.3)	3 (4.9)	60 (60.1)	12 (9.6)	
MD	19	1 (0.5)	1 (1.2)	15 (14.8)	2 (2.4)	
Doctoral	75	2 (2.2)	5 (4.8)	56 (58.6)	12 (9.3)	
<b>Total</b>	<b>466</b>					<b>13.889 P = .534</b>

Table 4.12: Chi-Square Observed and Expected Frequencies of Individual's **Career Anchor Stages** Falling in each of Four Possible Groups of Preferences for Meeting Attributes

\*  $p < .01$

<u>WORK REL.</u>	<u>N</u>	<u>Leadership</u> Actual (Expected)	<u>Savvy</u> Actual (Expected)	<u>Education</u> Actual (Expected)	<u>Networking</u> Actual(Expected)	<u>X<sup>2</sup></u>
<b>SUPERVISED</b>						
No	327	9 (7.4)	20 (21.4)	254 (257.6)	44 (40.6)	
Yes	116	1 (2.6)	9 (7.6)	95 (91.3)	11 (14.4)	
<b>Total</b>	<b>443</b>					<b>2.990 P = .393</b>
<b>PROJECT MANAGEMENT</b>						
No	318	8 (7.1)	16 (20.8)	255 (250.5)	39 (39.4)	
Yes	125	2 (2.8)	13 (8.2)	94 (98.5)	16 (15.5)	
<b>Total</b>	<b>443</b>					<b>4.588 P = .205</b>
<b>PROJECT DEVELOPMENT</b>						
No	340	8 (7.7)	24 (22.2)	268 (267.8)	40 (42.2)	
Yes	103	2 (2.3)	5 (6.7)	81 (81.1)	15 (12.8)	
<b>Total</b>	<b>443</b>					<b>1.145 P = .766</b>
<b>TOP MANAGEMENT</b>						
No	344	5 (7.7)	27 (22.5)	270 (271.0)	42 (42.7)	
Yes	99	5 (2.2)	2 (6.4)	79 (77.9)	13 (12.3)	
<b>Total</b>	<b>443</b>					<b>8.465* P = .037</b>

Table 4.13: Chi-Square Observed and Expected Frequencies of Individual's **Organizational Relationship Stages** Falling in each of Four Possible Groups of Preferences for Meeting Attributes

\*  $p < .01$

<u>WORK OTLK</u>	<u>N</u>	<u>Leadership</u> Actual (Expected)	<u>Savvy</u> Actual (Expected)	<u>Education</u> Actual (Expected)	<u>Networking</u> Actual (Expected)	<u>X<sup>2</sup></u>
<b>SPECIALISTS</b>						
No	265	7 (6.6)	22 (20.8)	196 (200.8)	40 (36.6)	
Yes	53	1 (1.3)	3 (4.1)	46 (40.1)	4 (7.3)	
<b>Total</b>	<b>318</b>					<b>3.008 P = .390</b>
<b>SUPERVISOR</b>						
No	295	8 (7.4)	23 (23.2)	225 (223.6)	39 (40.8)	
Yes	23	0 (0.5)	2 (1.8)	16 (17.4)	5 (3.1)	
<b>Total</b>	<b>318</b>					<b>1.891 P = .595</b>
<b>STABLE</b>						
No	280	8 (7.0)	20 (22.0)	211 (212.2)	41 (38.7)	
Yes	38	0 (0.9)	5 (3.0)	30 (28.8)	3 (5.2)	
<b>Total</b>	<b>318</b>					<b>3.784 P = .286</b>
<b>CREATIVE</b>						
No	197	2 (4.9)	18 (15.4)	151 (149.3)	26 (27.2)	
Yes	121	6 (3.0)	7 (9.5)	90 (91.7)	18 (16.7)	
<b>Total</b>	<b>318</b>					<b>5.908 P = .116</b>
<b>AUTONOMY</b>						
No	235	7 (5.9)	17 (18.4)	181 (178.1)	30 (32.5)	
Yes	83	1 (2.0)	8 (6.5)	60 (62.9)	14 (11.4)	
<b>Total</b>	<b>318</b>					<b>2.145 P = .534</b>

major changes in job responsibilities and major changes in the industry that have directly affected the individual's current job.

Chi-square tests of independence were run on the five items representing transition-based career stages to determine whether any were related to the meeting attributes. Three items showed significant differences: (1) years employed in present profession, (2) years with current employer, and (3) change in the industry affecting your job.

For years employed in present profession 69% of the group indicated over 20 years. In contrast, 56% of the savvy group had were employed in the profession less than five years. The education group was split with 43% indicating ten years or less experience and 57% indicating eleven years or more; networkers were almost evenly split with 49% indicating ten or less and 52% indicating eleven or over. The distribution of responses is reported in Table 4.14.

Years with current employer showed 67% of the leadership group had been employed with the same employer over twenty years. In contrast, 71% of the savvy group cited less than six years with the current employer. The education and networking groups had over 50% of its membership reporting ten or less years, but the distribution was less skewed than the other two groups.

The survey item, "changes in industry affecting your job," had the greatest number of the leadership group indicating change had somewhat affected their job while the

Table 4.14: Chi-Square Observed and Expected Frequencies of Individual's **Transition-Based Stages** Falling in each of Four Possible Groups of Preferences for Meeting Attributes

\*  $p < .01$

<u>PRESENT PROF</u> <u>N</u>		<u>Leadership</u>	<u>Savvy</u>	<u>Education</u>	<u>Networking</u>	<u>X<sup>2</sup></u>
		Actual (Expected)	Actual (Expected)	Actual (Expected)	Actual (Expected)	
Less 1 Year	39	1 (1.1)	3 (2.4)	32 (30.4)	3 (4.9)	
1-5	106	2 (3.0)	14 (6.9)	75 (82.6)	15 (13.3)	
6-10	62	0 (1.8)	5 (4.0)	47 (48.3)	10 (7.8)	
11-15	55	0 (1.5)	4 (3.6)	42 (42.9)	9 (6.9)	
16-20	41	1 (1.2)	0 (2.6)	32 (31.9)	8 (5.1)	
Over 20	156	9 (4.4)	4 (10.1)	130 (121.6)	13 (19.7)	
<b>Total</b>	<b>459</b>					<b>29.834* <math>P = .013</math></b>

<u>CURRENT EMP</u>		Actual (Expected)	Actual (Expected)	Actual (Expected)	Actual (Expected)	
Less 1 Year	62	1 (1.6)	7 (4.3)	48 (48.3)	6 (7.7)	
1-5	138	1 (3.6)	15 (9.5)	100 (107.6)	22 (17.1)	
6-10	67	1 (1.7)	2 (4.6)	57 (52.2)	7 (8.3)	
11-15	50	1 (1.3)	2 (3.4)	39 (39.0)	8 (6.2)	
16-20	34	0 (0.9)	0 (2.3)	28 (26.5)	6 (4.2)	
Over 20	99	8 (2.6)	5 (6.8)	79 (77.2)	7 (12.3)	
<b>Total</b>	<b>450</b>					<b>30.858* <math>P = .009</math></b>

<u>CHANGE JOB</u>		Actual (Expected)	Actual (Expected)	Actual (Expected)	Actual (Expected)	
No	335	9 (10.3)	17 (22.9)	266 (259.4)	43 (42.2)	
Yes	117	5 (3.6)	14 (8.0)	84 (90.6)	14 (14.7)	
<b>Total</b>	<b>452</b>					<b>7.410 <math>P = .060</math></b>

<u>CHANGE IND</u>		Actual (Expected)	Actual (Expected)	Actual (Expected)	Actual (Expected)	
Not At All	148	3 (3.3)	12 (9.5)	117 (116.3)	16 (18.7)	
Minimal	95	0 (2.1)	3 (6.1)	80 (74.6)	12 (12.0)	
Somewhat	135	7 (3.0)	8 (8.7)	106 (106.1)	14 (17.1)	
Greatly	71	0 (1.6)	6 (4.5)	50 (55.8)	15 (9.0)	
<b>Total</b>	<b>449</b>					<b>17.702* <math>P = .039</math></b>



savvy group showed the least acknowledgement of change with 41% saying none had affected their job. There was closer to a normal distribution with the education and networking groups.

The second hypothesis was supported, specifically three theories: (1) biological (Buehler, 1933; Jung, 1933; Super, 1957; Erickson, 1958; Hall, 1976; Levinson, 1978), (2) social class (Miller and Form, 1951), and (3) transition-based theories (Levinson, 1978). Each of these can be operationalized in ways that discriminate between individuals who place different levels of importance on the four groups of meeting attributes.

### SUMMARY

Chapter four reported the results of the study described in Chapter three. The primary and sub hypotheses have been supported within the theoretical intent of this study. Four factors, rather than three, emerged from the factor analysis. The additional factor, professional savvy, was not theoretically different but added clarity and simplicity to the solution. As hypothesized, education variables represented the most important group of attributes, networking the second most important, savvy (a reconfiguration of selected education and networking variables) was identified as third in importance, and leadership was last. Relationships between the career variables and meeting attributes were established, specifically age, salary, years with current employer, and perceptions of change in the industry.

## **CHAPTER FIVE**

### **CONCLUSIONS AND DISCUSSION**

A core assumption of this study was that individuals who attend professional society meetings perceive that these meetings have value, both personally and occupationally. This value corresponds to the degree of importance that the individual assigns to different attributes of the meeting. A purpose of this study was to investigate the degree to which attributes inherent in meetings are important to individuals' decisions to attend professional association meetings. The research questions were:

- (1) What are the attributes attendees perceive as important when deciding to attend a professional society annual meeting?
- (2) Is there a predictable pattern in the perceived importance of attributes that is related to career stages?

To the researcher's knowledge, this is the first study that has attempted to accomplish either of these objectives scientifically. Because there were not prior empirical studies of attendees at professional society meetings to provide a theoretical foundation for the hypotheses of this study, a highly diverse body of literature was reviewed from sociology to business strategy to adult education. From these different perspectives, commonalities emerged and hypotheses were legitimately formulated. These hypotheses have, in large measure, been supported. Thus, the scientific process has been validated and a new area of research has been shown to have supportable theoretical grounding.

The literature from the meetings industry and professional societies advanced the notion that professional society meetings have as their manifest purpose the education of their members and members of the profession in general. In fact, industry leaders describe professional society meetings as the primary vehicle for educating adults after they leave the edifices of formal schooling.

Literature from the education sector and training and development provided useful studies, specifically those done by Trice and his colleagues (Belasco 1969, Alto 1969, Roman 1973). While they recognized the manifest purpose of training as education, the focus of their research was the latent effects of training. They were particularly interested in what they referred to as "expressive outcomes" described as emerging from social and "ceremonial" activities. The importance of these studies was that they expanded the concept of education from classroom learning and training to include a much wider range of activities and experiences. This expanded concept was much more relevant to professional society meetings than the traditional pedagogical view of education and training. In effect, they were describing leadership development from "rites of passage" and ceremonial perspectives.

From the business literature, a few studies were identified that could be extended to professional society meetings. The most prominent was Mintzberg's study of executives by tracking executive relationships (1973). He found "inside" and "outside" peer groups to be important sources of information for executives. Colleagues at professional society meetings fit the contextual description of "outside" cliques or networks.

Schwartzman, an anthropologist, approached meetings as "sense makers" and socio-cultural "validators." She contends that meetings are "exotic social systems that are often the place where ideals such as equality of status between and among professionals are established; cultural issues such as ethics are made visible; power is displayed by who is included and who is not, who speaks and who listens" (Schwartzman, 1989:8).

Thus from these diverse sources three meeting attributes were identified and the first hypothesis derived.

**H1: There are salient domains of meeting attributes used by individuals to make their meeting choice decisions. Perceived attributes will fall into three subcategories: education, networking and leadership.**

This hypothesis was supported by a factor analysis that, with great theoretical clarity, isolated the three hypothesized factors--education, networking, and leadership and identified a latent attribute, professional savvy.

**H1a: Individuals, when deciding whether to attend a professional association meeting, will differ in the importance placed on the perceived attributes--education will be the attribute recognized as the most important attribute, networking recognized as the second most important, and leadership recognized as the least important.**

The sub-hypothesis was directed to the importance of attributes that commonly exist at professional society meetings. This hypothesis was strongly supported with

education as the most commonly perceived explicit purpose, networking second, profession savvy third, still leaving leadership in the last position.

Once it was shown that individuals can distinguish between and do have preferences for groups of meeting attributes, the second objective of this study was to explain why individuals differ in the importance placed on the four attributes. A premise of the second hypothesis was the ability to predict and explain, using career stages, why certain individuals preferred one group of meeting attributes over the others. Career theories were hypothesized to provide an explanatory schema for interpreting individual differences. Mills (1970) suggested that while the life stages of childhood and youth are logically defined by age, career stages are harder to delineate. Career stages may be influenced by other variables such as family situation (Lansing & Kish, 1957) and "work stage," described as length of time in the profession (Lorsch and Barnes, 1972). More recent societal and workforce changes are speculated to affect the application of earlier theories based solely on age. In fact, today the early theories are frequently referenced as "white male theories" (Arthur et al, 1989).

The second hypothesis was formulated from this body of literature.

**H2: Career theory variables have a significant relationship to people's perceptions of meeting attributes.**

To test this hypothesis a multiple discriminate analysis was performed. The discriminate procedure supported the contention that there was a relationship between

the individual's career stage and the attribute perceived as most important. The discriminate function was able to assign no less than 91% of the individuals, based on career variables, to the correct attribute group.

Post hoc chi-square tests were run on each career variable. The individuals were categorized into four sub-groups based on their response to the meeting attribute most highly valued. Five test items representing three career theories were found to be significant: age, salary, years in the profession, years with current employer, and perception of change in the industry affecting job responsibilities.

### Leadership

Leadership was the name given to the first factor. Leadership explained the largest percent of variance, 5.54% although it described only 3% of the sample population. While this was a small group, this attribute represented a unique set of values and these individual's career characteristics placed them in a prestige position at the top of their professions. These are highly desirable individuals for a professional society to attract to their membership and meetings. They are also the most likely group to provide leadership to the professional society and their meetings. This was demonstrated in the groups of attributes that were most highly valued by leaders: power, integrity and inspiration.

These individuals are involved in setting the priorities of the organization and profession. Specifically, the power items, i.e., influencing the future direction of the

association, participating in national and global policy development for the field, participating in policy development for the association, and setting standards for professional practice were the highest loaders on this attribute. Two test items were initially hypothesized to be networking attributes (1) showing my commitment to the association and (2) identifying future leaders in the association. These made intuitive sense when grouped with leadership and specifically the theoretical construct of integrity. The integrity items related to gaining respect among colleagues are: serving on committees and supporting association goals, and serving as chair or moderator of educational programs. Inspirational items were helping younger members advance in this profession, encouraging members to support projects of general value to society, and encouraging members to serve on association committees/boards. When looking at the factor loading on the broader constructs, the power items had three of the four highest loading which would indicate that power is the stronger construct for the leadership attribute. Inspiration and integrity items did not group together in as distinct a pattern. The leadership attribute is strongly supported by the factor solution.

### Professional Savvy

Professional savvy, the second factor explained 3.6% of the variance. This attribute was derived from a combination of items in the a priori education group. Two conceptually different groups of education-related items were identified. One group of items, which remained in the education attribute, were competency-based items, emphasizing the principles and technical knowledge necessary to practice in that profession. The second type of items, which moved to the professional savvy attribute,

were related to learning about the profession such as salaries, opportunities, ethics; learning about the professional societies services, and generic skills that helping people do their job better, such as interviewing skills, time management, or communication skills. There is no indication that this must be structured learning, but may well be abstract and intuitive learning from observing established members of the profession functioning as role models and reference groups. This is consistent with Trice's finding that social interactions have educational value. The professional savvy attribute also pulled from the networking items specifically making contacts that will help them progress in their fields and exchanging ideas about work-related problems. This supports Mintzberg's findings that individuals need outside peer groups which can be extended to include mentor relationships. By isolating these items into a new attribute, the factor solution adds clarity to the study results.

The individuals who prefer the professional savvy attribute are one of the more definable groups of individuals. They are well educated demonstrated by the high number of Ph.D.s, although one might describe them as "new Ph.D.s". They are the youngest, have the lowest salaries, and the lowest level of responsibility. They lack experience in their jobs demonstrated by the fact that they have the shortest time in the profession and with their current employer. Of particular interest was that this group is interested in learning how to behave as responsible professionals. Interestingly, this group has the lowest percentage of parents who attended professional society meetings which may be interpreted as a lack of professional role models at home, which may explain the curiosity about issues of professionalism. Possibly adding activities such



as mentoring will encourage attendance from this group. This group does not perceive that change in the industry has affected their jobs in the past three years. This could be because they have been in school rather than in industry and are too new to have experienced industry changes.

## Education

Education was the third attribute and explained 3.53% of the total variance extracted by the factor solution. Based on the discriminate function, education was the preferred attribute for two thirds (n=208, 76%) of the sample. Of the three constructs that were hypothesized to represent the education attribute, content, presenters, and, format each were dominant in isolating this group of individuals. The focus of the research question is important to re-emphasize at this point. It is not the sessions that individuals attend during the meeting, but the types of sessions that influence their decision. Many people may attend educational sessions simply because they are offered or available or possibly because it is the expected thing to do. For some it may also be their strategy for meeting people, i.e., networking. Therefore, attendance at particular types of sessions is not indicative of importance in the decision making process.

The eight items loading on this factor included eight of the twelve items originally hypothesized for the education attribute. The content items were "increasing my knowledge of the technical aspects of my job," "keeping up with changes in the profession/field," and "learning new skills." In contrast to the professional savvy items, these were of a much more technical nature, closer to the type described by Bowers,

programs that "enable professionals and people in industry to keep up with and use developments in their work," such as new surgical procedures (Bowers, (ed.), 1990:40). All items from the presenter construct fell into the education attribute: hearing speakers who are practicing members of my profession, hearing speakers who are respected experts in fields related to mine and hearing speakers of national prominence (e.g., politicians or best selling authors). The last item loading on this factor was from the format construct. Two items in this construct loaded on this factor--attending sessions allowing open discussion and attending sessions with a traditional/ scientific format. The suggestion, when analyzing the items that loaded on Factor III, is that the individuals who place a high degree of importance on the education attribute are the ones interested in the content, the speakers and the format. They are pure in their commitment to learning. This group does not move across attributes. They stayed exclusively within the constructs representing education. When looking at factor two in relation to factor three, the a priori education factor is more clearly described as technical competence rather than the broader categorization.

## Networking

The fourth factor, networking, explained 2.72% of the total variance extracted by the factor solution. Factor IV is most closely linked to the networking group of attributes. The discrepancies in this group are partially explained by Factor II. When looking at the wording of the other repositioned attributes, showing commitment to the association and identifying future leaders in the profession logically fall within Factor I.

The five items loading on this factor included five of the thirteen items originally hypothesized for the networking attribute. The networking attribute included two constructs which these items represent: other people in attendance and self-establishment. The business opportunity items fell totally with the savvy attribute. For this group of people the others in attendance are very important, in fact all three items in this constructed loaded on Factor IV. They were "knowing the types of people who will be attending the meeting," "associating with professional leaders," and, "seeing people I know." The self establishment construct had two items that loaded on this factor--"establishing a reputation in my profession" and "representing my company/organization." Interestingly, this group is not at all interested in the educational or formal part of the program.

#### Career Theories and Meeting Attributes

The most notable differences were between the leadership and professional savvy group. The individuals preferring leadership attributes were the oldest with almost 80% of the respondents born prior to 1940. In contrast, those preferring the savvy group of attributes were the youngest with approximately 80% born after 1950. The contrast was not as great with those preferring education and networking although the networkers were a little older than the education group. Consistent with this pattern, the leadership group had been with their present employer the longest of any of the groups and had the greatest number of people in the salary range of over \$80,000. The networkers were the next closest group in high salaries and the savvy group received the lowest salaries.

The savvy group also had the shortest period of time with their current employer. Interestingly, the savvy group reported the highest number of doctoral degrees although all groups were uncharacteristically high in their level of education.

Generally gender did not have an effect. The distribution for the leadership and savvy groups was fifty/fifty and in neither case were family responsibilities an issue. For the networker and education groups there was a slightly higher male representation and a higher consideration for family responsibility. Race was dominated by non-hispanic caucasians and the few minorities were distributed in a non-discriminating way across the four groups.

From a parental perspective, the data suggest that leaders had stronger role models in that a higher number of their parents attended professional society meetings and were found to be in the higher levels of education. Again, in contrast to the leaders, the savvy group had the least involvement of parents in professional society meetings and the lowest number at the advanced degree levels.

When looking at work relationships the leaders were more dominant in the managerial positions and the savvy group in the supervised groups with limited responsibility for projects. The networking and education groups were evenly distributed across the four types of work relationships. Work preferences for leaders were stability and autonomy while for other groups there was not a differentiating pattern. This question was troublesome to the respondents indicated by comments during the

administration of the survey, by the number of missing responses (36), and the lack of ability to make sense of the analysis. Change seemed to be more apparent to those preferring leaders and networking attributes and least perceived by those preferring savvy and education attributes. Change did not emerge as significant with the discriminate procedure but did with the chi-square tests.

At the same time, one should not neglect the individuals interested in other types of attributes. These 104 people represent 22% of the total population of this study. Opportunities for leadership and networking are particularly important to older, more established members, who also have higher incomes that may be important for fundraising activities. A caution is to remember that these people also highly value education.

#### Non-Load Attributes

Attributes that did not load high on any factors should not arbitrarily be dismissed as unimportant. The exclusion of these items from the factor solution does not necessarily mean they are unimportant, but these people are less easily categorized into a single factor. Attending all-day workshops was perceived as very important to 9% of the respondents; presenting papers to colleagues, and meeting with vendors, suppliers, and exhibitors were both perceived as very important to 16% of the respondents and receiving continuing/professional education credits was very important to 3% of the respondents. It should also be noted that these may load differently with repeated testing of the hypotheses.

## LIMITATIONS

### Prior Research

As was noted earlier in the introduction and literature review, there is no prior research directly related to the questions addressed by this study. Thus, the intent of this research was, by necessity, to establish an empirical foundation for future studies. To the credit of researchers from other disciplines such as Schwartzman in anthropology and Mintzberg in business management, and, Trice in training, their studies were generalizable to the more specialized types of meetings in this study. Thus this limitation was largely overcome.

### Uniqueness of the Sample

The sample provided some opportunities and limitations. The strength was the diversity of the group and the established membership which has been holding this same meeting for 159 years. A limitation which did not become apparent until the survey was being administered was the perception of the association by the attendees as their "second or third" professional society relationship. For example, the sociologists first belong to the American Sociological Association and for some that is their second removed relationship. The first, or primary professional relationship is a smaller more specialized sub-section of ASA. Thus, an area for future research is whether the individual's importance rating of attributes changes depending on the distance of the professional society from the individual's professional specialization.

### Cross-Sectional Nature of Study

Cross-sectional studies which analyze data collected at one point in time and make inferences related to time processes, such as the movement through life stages, are often less reliable than studies designed to incorporate time-related processes such as longitudinal studies (Smith, 1991:488). The ideal design of a study such as this would have been longitudinal. Cohort groups would be identified and followed over the stage of the career life cycle. Tracking of attendees would reveal transition periods and unusual circumstances such as movement from smaller highly specialized associations to larger groups with a broader focus such as the American Association for the Advancement of Science.

### FUTURE RESEARCH

As an initial study, this research was broadly directed to identifying the range of meeting attributes that are important to attendees. The researcher can say with a high level of confidence that education is very important to a large and diverse group of attendees. This study has also identified broad areas such as types of speakers, general formats, and topical directions for planners of meetings. From a practical perspective, each of these areas requires further study in order to isolate the specific topics. For example, what does learning new skills really mean? Should there be computer labs where attendees have hands-on experiences that are at a psychomotor level or possibly programs developing interpersonal skills or financial skills respectively representing affective and cognitive levels of learning. Concerning speakers, do attendees place a higher value on the expert knowledge of the speaker or the skills in communicating

expert knowledge? A more basic question is whether these results hold true across different types of meetings and professional groups.

If it is in fact true that professional society meetings are the primary venue for educating adults after they leave formal schooling, then much more research must be done on the benefits to the individuals and the corporation that often underwrite the costs of their employees' participation.

## IMPLICATIONS

The results of this study are expected to be particularly useful to individuals who plan meetings. While researchers must continue to confirm career stage characteristics and identify new attendee characteristics that will predict or explain attendee preferences there is now sufficient data to begin to design programs to match attendee values. The meeting planners must conduct analyses of the career stages of their attendees.

In general, one can conclude that education is important to almost all attendees. The question then becomes education plus either leadership, savvy, or networking. If the audience is older, this study suggests that the best program would combine education and leadership opportunities. For a young new professional group the combination may be education plus savvy. For a mid-age, high income group of attendees the combination is suggested to education plus networking.

These data suggest that, when meeting planners are developing programs for the



attendees who value leadership, the activities and opportunities outside the formal sessions are of great importance to the group of attendees who value the leadership attributes. Committee and business meetings where organizational policies and industry standards are set are important. These activities provide a forum for those attendees interested in influencing the direction of the organization and/or profession. Meetings also should provide opportunities for building relationships between different types of members, for example through mentoring programs members who value leadership can identify future leaders and encourage younger members support of broader organizational goals.

The data suggest that the individuals who placed a high importance on professional savvy are interested in having the program content include topics related to professional issues such as general management, time management, ethics, resume writing rather than technical how to's that are field-related such as how to perform a particular scientific procedure. From the networking perspective, these individuals were networking to enhance their business opportunities. In general, these individual's attribute preferences indicated a propensity for managerial and upward mobility topics rather than growing in their technical specialization.

The suggestion, when analyzing the individuals that prefer education, is that these are the ones interested in the content, the speakers, and the format. They are pure in their commitment to learning. This group does not move across attributes. They stayed exclusively within the constructs representing education. The primary emphasis should

be on providing high quality education programs. The program content (topics, speakers, format) should be emphasized in all marketing efforts since this is important in the attendees decision to attend a meeting.

Interestingly, those individuals that prefer networking are not at all interested in the educational or formal part of the program. For the meeting planners, including activities that encourage informal social interaction such as trade shows to a variety of types of food and beverage events and recreational and sports activities will be most highly valued by this group of attendees.

## CONCLUSION

If the meeting organizers and planners can identify critical survey items that link the individuals to a particular career stage (and meeting attributes are linked to career stages) then programs can be designed to provide any range of attributes depending on the particular make-up of the audience.

If sponsor of professional society meetings have information on the career stages variables that have been shown to be related to preferences for meeting attributes, they can structure their program to match the attributes of importance to their attendees. Without such information attempts to improve the quality of meetings will be arbitrary and whimsical reflective of personal bias rather than objective and unbiased which the scientific process champions. Innovations grounded in theory and empirically derived will allow meetings to constantly adapt to the changing needs and priorities of attendees.

Professional societies competing for meeting attendees will be able to direct their activities and resources with a high degree of confidence in the results and, in turn, a high return on their financial investment.

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## APPENDICES

**APPENDIX A**

**SURVEY INSTRUMENT AND COLLATERAL MATERIALS**

# **VIRGINIA TECH**

## **DISSERTATION SURVEY QUESTIONNAIRE - LEAVE AT CHAIR**

Your responses to this survey are requested to help me in my dissertation study on the value of meetings and conventions to attendees. Please use a No. 2 pencil to mark your responses in the answer column. Either leave at seat or in boxes in the foyer outside this room.

1. Day survey completed (1) Friday (2) Saturday (3) Sunday (4) Monday (5) Tuesday (6) Wednesday (7) Thursday
2. Birth Year (1) Previous to 1930 (2) 1930-1939 (3) 1940-1949 (4) 1950-1959 (5) 1960-1969 (6) 1970 and later
3. Race (1) Caucasian (2) African American (3) Hispanic (4) Asian (5) Native American (6) Other
4. Gender (1) Female (2) Male
5. Do family responsibilities affect your ability to attend professional society meetings?  
(1) No (2) Somewhat (3) Yes
6. Highest education level completed  
(1) High school or less (2) Associate degree/technical certificate  
(3) Bachelor's (4) Master's (5) M.D. (6) Doctoral
7. Current Salary (1) under \$20,000 (2) \$20,000-\$29,999 (3) \$30,000-\$39,999  
(4) \$40,000-\$49,999 (5) \$50,000-\$59,999 (6) \$60,000-\$69,999 (7) \$70,000-\$79,999  
(8) \$80,000-\$89,999 (9) \$90,000-\$99,999 (10) \$100,000 or over
8. Did your father or mother attend professional association meetings?  
(1) Father (2) Mother (3) Both (4) Neither (5) Unknown
9. Which best describes your current work outlook?  
(1) Would change jobs to maintain content specialization  
(2) Would change jobs to increase supervisory responsibilities  
(3) Would change jobs to stay in present community  
(4) Would change jobs to increase level of creativity  
(5) Would change jobs to increase degree of autonomy, independence  
(6) Not applicable to current situation (student, unemployed)
10. Highest education level of either of your parents  
(1) High school or less (2) Associate degree/technical certificate  
(3) Bachelor's (4) Master's (5) M.D. (6) Doctoral (7) Unknown
11. Costs of attending this meeting were primarily paid by  
(1) Self (2) Someone other than self (3) Shared approximately 50/50
12. Number of years employed in present profession  
(1) Less than 1 (2) 1-5 (3) 6-10 (4) 11-15 (5) 16-20 (6) over 20
13. Age first employed in present profession (1) under 20 (2) 20-25 (3) 26-30 (4) 31-35 (5) 36-40 (6) 41-45  
(7) 46-50 (8) 51-55 (9) 56-60 (10) 61 or over
14. Number of years with current employer  
(1) Less than 1 (2) 1-5 (3) 6-10 (4) 11-15 (5) 16-20 (6) over 20
15. Did you have a major change in your job responsibilities in 1992 (1) No (2) Yes
16. Which best describes your registration category at this meeting?  
(1) Regular Member (2) Post Doctoral (3) Student (4) K-12 Teacher (5) Retired (6) Non-member
17. Which best describes your work situation (1) Industry (2) University/College (3) Government  
(4) Non-profit Org (5) Ind Consult/PrivatePrac (6) Hospital/MedSchl (7) Between jobs (8) Retired (9) Other
18. Number of years you have attended one or more professional association meetings, including this year  
(1) 1-5 (2) 6-10 (3) 11-15 (4) 16-20 (5) over 20
19. Which of the following best describes your primary work relationships?  
(1) Work under the direction of another professional  
(2) Assume responsibility for one project or part of a larger project  
(3) Involved in the development of ideas, systems, clientele  
(4) Provide leadership in determining future directions of the organization
20. In the last three years, how much has change in your industry affected your job?  
(1) not at all (2) minimally (3) somewhat (4) greatly

PLEASE INDICATE THE DEGREE TO WHICH EACH OF THE FOLLOWING WAS IMPORTANT IN YOUR DECISION TO ATTEND THIS MEETING.

1 = of no importance 2 = slightly important 3 = somewhat important 4 = important 5 = very important

21. Attending all-day workshops
22. Presenting papers to colleagues
23. Hearing speakers who are practicing members of my profession
24. Knowing the types of people who will be attending the meeting
25. Increasing my knowledge of the technical aspects of my job
26. Associating with professional leaders
27. Attending sessions allowing open discussion
28. Keeping up with changes in the profession/field
29. Establishing a reputation in my profession

- OVER -

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5	1	2	3	4	5	6	7	8	9	10
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20	1	2	3	4	5	6	7	8	9	10
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22	1	2	3	4	5	6	7	8	9	10
23	1	2	3	4	5	6	7	8	9	10
24	1	2	3	4	5	6	7	8	9	10
25	1	2	3	4	5	6	7	8	9	10
26	1	2	3	4	5	6	7	8	9	10
27	1	2	3	4	5	6	7	8	9	10
28	1	2	3	4	5	6	7	8	9	10
29	1	2	3	4	5	6	7	8	9	10

PLEASE INDICATE THE DEGREE TO WHICH EACH OF THE FOLLOWING WAS IMPORTANT IN YOUR DECISION TO ATTEND THIS MEETING.

1 = of no importance 2 = slightly important 3 = somewhat important 4 = important 5 = very important

30. Influencing the future direction of the association	30	1	2	3	4	5	6	7	8	9	10
31. Attending sessions with a traditional lecture/scientific format	31	1	2	3	4	5	6	7	8	9	10
32. Meeting with vendors/suppliers/exhibitors	32	1	2	3	4	5	6	7	8	9	10
33. Representing my company/organization	33	1	2	3	4	5	6	7	8	9	10
34. Encouraging members to support projects of general value to society	34	1	2	3	4	5	6	7	8	9	10
35. Seeing people I know	35	1	2	3	4	5	6	7	8	9	10
36. Showing my commitment to the association	36	1	2	3	4	5	6	7	8	9	10
37. Evaluating the competition	37	1	2	3	4	5	6	7	8	9	10
38. Being able to visit family/friends	38	1	2	3	4	5	6	7	8	9	10
39. Setting standards for professional practice	39	1	2	3	4	5	6	7	8	9	10
40. Learning new skills	40	1	2	3	4	5	6	7	8	9	10
41. Serving as chair or moderator of educational programs	41	1	2	3	4	5	6	7	8	9	10
42. Participating in policy development for the association	42	1	2	3	4	5	6	7	8	9	10
43. Developing new business/professional relationships	43	1	2	3	4	5	6	7	8	9	10
44. Getting to know the services of and opportunities available within the association	44	1	2	3	4	5	6	7	8	9	10
45. Learning more about the profession such as salaries, opportunities, ethics	45	1	2	3	4	5	6	7	8	9	10
46. Exchanging ideas on work-related issues	46	1	2	3	4	5	6	7	8	9	10
47. Traveling to a desirable location	47	1	2	3	4	5	6	7	8	9	10
48. Making contacts that increase my employment opportunities	48	1	2	3	4	5	6	7	8	9	10
49. Helping younger members advance in their profession	49	1	2	3	4	5	6	7	8	9	10
50. Hearing speakers who are respected experts in fields related to mine	50	1	2	3	4	5	6	7	8	9	10
51. Participating in informal social and recreational activities	51	1	2	3	4	5	6	7	8	9	10
52. Encouraging members to serve on association committees/boards	52	1	2	3	4	5	6	7	8	9	10
53. Learning how to manage my job responsibilities better	53	1	2	3	4	5	6	7	8	9	10
54. Hearing speakers of national prominence (e.g., politicians or best selling authors)	54	1	2	3	4	5	6	7	8	9	10
55. Participating in national and global policy development for the field	55	1	2	3	4	5	6	7	8	9	10
56. Satisfying job requirements/expectations	56	1	2	3	4	5	6	7	8	9	10
57. Serving on committees and supporting association goals	57	1	2	3	4	5	6	7	8	9	10
58. Identifying future leaders in the profession	58	1	2	3	4	5	6	7	8	9	10
59. Getting away from the office	59	1	2	3	4	5	6	7	8	9	10
60. Receiving continuing/professional education credits	60	1	2	3	4	5	6	7	8	9	10

Please either leave at seat or in boxes in the foyer outside this room.  
THANK YOU FOR YOUR HELP! Catherine H. Price, HRIM Department

# Advance Registration Form

## REGISTRANT INFORMATION (Please type or print)

First/last name (as you would like it to appear on your badge) \_\_\_\_\_  
 Last name only (as you would like it to appear on your badge) \_\_\_\_\_  
 Institution/company (will appear on badge, subject to abbreviation) \_\_\_\_\_  
 Mailing address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_  
 Country \_\_\_\_\_  
 Daytime phone number \_\_\_\_\_ Fax number \_\_\_\_\_

☐ Check here if you need special services due to a disability. (We'll call you before the meeting.)

Primary area of interest (check one box only):

- ☐ Agriculture ☐ Dentistry ☐ Industrial Science ☐ Physics  
☐ Anthropology ☐ Education ☐ Information, Computing, & Social Sciences  
☐ Astronomy ☐ Engineering ☐ Mathematics ☐ Psychology  
☐ Atmospheric & Hydro-spheric Sciences ☐ Medical Sciences ☐ Societal Impacts of Science  
☐ Biological Sciences ☐ History & Philosophy of Science ☐ Statistics

AAAS membership number (if member) \_\_\_\_\_ (appears above your name on Science subscription label)

If registering at student rate, check here ☐ and attach a copy of your student ID card.

If registering at postdoctoral or K-12 teacher rate, indicate the name and number of your chairperson or principal:

Chairperson/principal's name \_\_\_\_\_ Chairperson/principal's phone number \_\_\_\_\_

## IMPORTANT FOOTNOTES

- 12 January deadline: Registrations received after this date will not be processed, but you may register on site beginning 11 February. On-site rates are \$30 higher than advance rates for Regular members/nonmembers, \$10 higher for students, and \$20 higher for all others. One-day registration (for all sessions except seminars) will be available to AAAS members (\$90) and nonmembers (\$120) on site only.
- Special rates: To qualify for the student rate, you must attach a copy of your student ID card. To qualify for the postdoctoral or K-12 teacher rate, you must provide the name and phone number of your department chairperson or principal in the space above. Registrations received without appropriate verification will be charged at the Regular rates.
- Seminar/workshop fees: AAAS '93 registration rates are in addition to (not in lieu of) the AAAS '93 registration fees. "Non-regular" rates are for those wishing to attend a seminar or workshop only — without registering for AAAS '93. "Special" rates are applicable to students, postdocs, K-12 teachers, and retirees.
- Membership dues indicated herein are at 1992 rates, which are guaranteed through 16 February 1993 for registrants of AAAS '93. Refunds of dues are allocated to Science. Please allow 6-8 weeks for receipt of first issue of Science.
- Cancellations must be received in writing by 22 January 1993. No refunds will be made for cancellations received after this date. Refunds are subject to a \$25 cancellation charge and will be processed after the meeting.
- Checks must be in United States currency and must be payable on a U.S. bank.

AAAS '93 ♦ 11-16 February ♦ Boston

## AAAS '93 REGISTRATION FEES (No seminars/workshops)

	AAAS member	Nonmember
Regular	\$145	US\$95
Student <sup>1</sup>	\$25	US\$45
Postdoctoral <sup>2</sup>	\$50	US\$75
K-12 Teacher <sup>3</sup>	\$50	US\$75
Retired	US\$50	US\$75

## SEMINAR AND WORKSHOP FEES (Optional)

	AAAS '93 registrant regular <sup>3</sup>	AAAS '93 registrant special <sup>3</sup>	Non-regular registrant special <sup>3</sup>
Kinases and Phosphatases	US\$100	US\$95	US\$200
Mapping the Human Brain	US\$130	US\$95	US\$200
Human Obesity	US\$130	US\$95	US\$200
Integrating Ethics	US\$100	US\$50	US\$100
Regulated Gene Expression	US\$0	US\$0	US\$5
Super-Optimizing Analysis	US\$10	US\$10	N/A
Science Education Reform	US\$0	US\$0	US\$30

## MEMBERSHIP DUES (Optional)

If you're not a AAAS member, you can join now by checking the appropriate box below — and take advantage of the discounted member registration fees above. You'll also get a year's subscription (51 issues) to the journal *Science*.

	USA	Canada	International
Regular	\$87.00	\$146.59	\$182.00
Student	\$47.00	\$103.79	\$142.00
Postdoctoral	\$62.00	\$119.84	\$157.00
Retired	\$47.00	\$103.79	\$142.00

## PAYMENT

Meeting registration fee<sup>3</sup> \_\_\_\_\_ \$

Seminar or workshop fees<sup>3</sup> \_\_\_\_\_ \$

Membership dues<sup>4</sup> (if joining now) \_\_\_\_\_ \$

Total amount \_\_\_\_\_ \$

☐ Check enclosed<sup>5</sup> ☐ VISA ☐ MasterCard

☐ Original institutional purchase order attached

Credit card number \_\_\_\_\_

Signature \_\_\_\_\_

Exp. date \_\_\_\_\_

## MAILING INSTRUCTIONS (22 January deadline)

Mail to: AAAS '93, P.O. Box 650285, Baltimore, MD 21263.  
 Or fax (credit card payments only) to 202-289-4021.

NAME: \_\_\_\_\_

DAY: \_\_\_\_\_ TIME: \_\_\_\_\_ TO \_\_\_\_\_

ROOM: \_\_\_\_\_

**INSTRUCTIONS:**

1. Place the announcement on the speaker's lectern.
2. Place surveys and pencils on chairs, distributing throughout the room starting at the back of the room. Depending on size of room may do every other chair or every other row.
3. During the session, roam the corridors with a supply of forms and pencils asking people standing around to complete the survey. It should only take 5 to 10 minutes to fill out the survey. Tell them the location of collection boxes.
4. At end of session, pick-up ALL FORMS and PENCILS. They will be needed for future sessions.

Explain if they ask, that it is a dissertation study for Cathie Price, a doctoral candidate at Virginia Tech in Blacksburg, Virginia. The study is on the value of meetings such as this one from the attendee's perspective. She is a meeting and convention planner in the hospitality and tourism program.



February 5, 1993

TO: CATHIE PRICE  
FROM: LANCE LAWSON  
RE: DISSERTATION STUDY

### SURVEY VOLUNTEERS

#### Friday

Lance Lawson  
Erin Donnelly  
Kyle Fresh  
Brad Maloof  
John Phillips  
Ralph Rafaelian  
Pat Londino  
Keri Dempsey  
Phil Clark

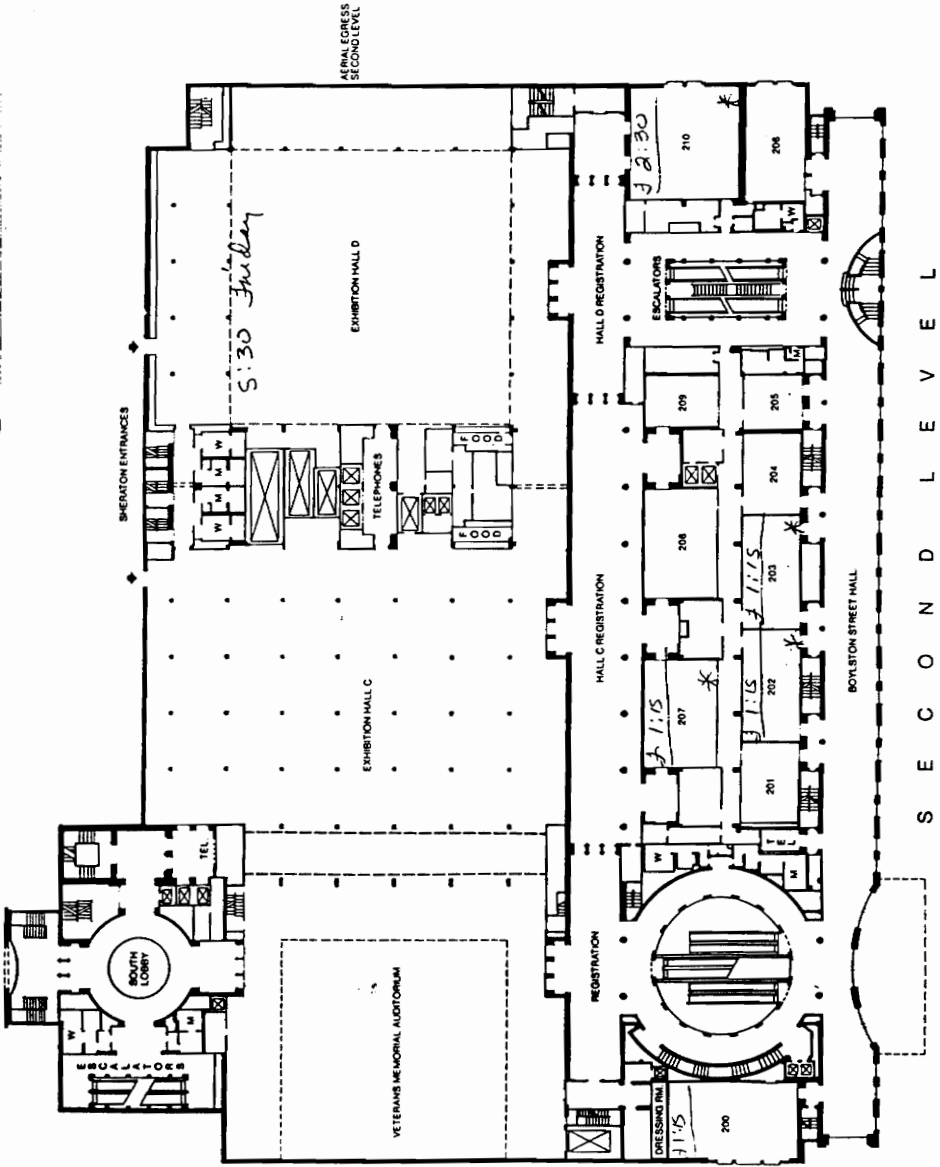
#### Saturday

Lance Lawson  
Erin Donnelly

#### Sunday

Paul Farina  
Karen Crowley  
Lance Lawson  
Pat Londino

THE JOHN B. HYNES VETERANS MEMORIAL  
CONVENTION CENTER

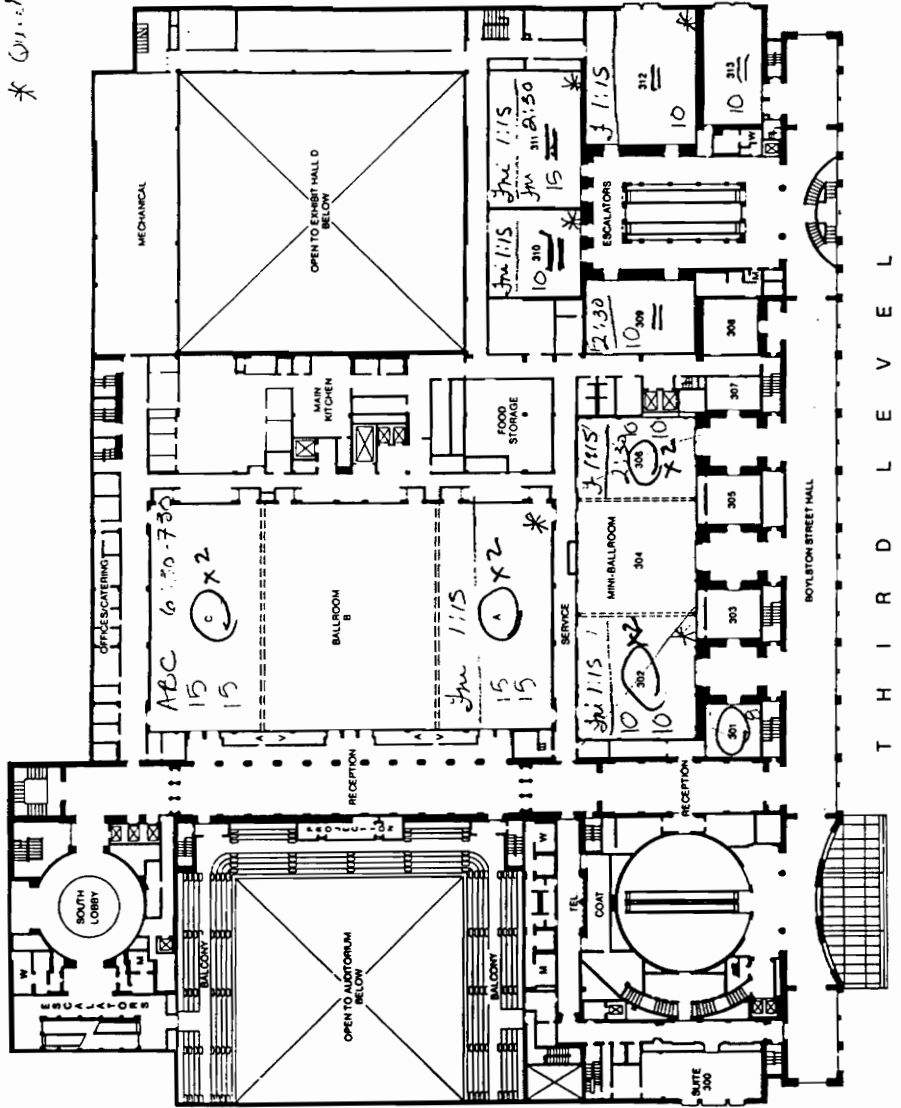


\* Wash pack - up

$$\theta = 1:15 \quad \quad \quad = 2:30$$

Shahar

Summary



APPENDIX B

PILOT STUDY

DISSERTATION PILOT TEST  
For Catherine H. Price, HRIM  
Pilot Study Dates: January 28--February 2, 1993

Department  
\_\_\_\_\_ Math  
\_\_\_\_\_ Mgmt  
\_\_\_\_\_ FCD  
\_\_\_\_\_ Other

Thank you in advance for assisting me in pilot testing this survey. The final instrument will be administered to people attending the annual meeting of the American Association for the Advancement of Science. For this reason some of the terminology may be specific to their members and/or meeting. Simply answer using the best choice to indicate that you understand the question and instructions. Please use an annual meeting of your professional association as the context for answering these questions. This study is directed only to meeting attendees therefore no questions are directed to reasons people do not attend meetings.

I welcome your comments and request that you respond to the questions on this page after you have completed the op scan survey. Please check your department affiliation (see above).

1. Did this cover all of the major reasons why you decide to attend an annual meeting of your professional association? If not, please add any comments, suggestions.

2. Were the instructions clear? Was the form laid out in an easy to use manner? If not add any comments and suggestions.

3. Were the questions phrased in a way that made sense? If not please, indicate the numbers of the questions that were a problem and offer any corrective suggestions.

OTHER COMMENTS AND SUGGESTIONS (use back of sheet if necessary):

PLEASE USE A No. 2 PENCIL ON OP SCAN SHEET.

THANK YOU!

Please return to: Dr. Suzanne Murrmann  
Dissertation Chair  
HRIM, College of Human Resources 0429

# VIRGINIA TECH

DISSERTATION SURVEY QUESTIONNAIRE (Pilot Test: January 28-February 2, 1993)

Return ASAP to: Dr. Suzanne Murrmann, HRIM, Dissertation Chair

THANK YOU--Catherine H. Price, VIRGINIA TECH Ph.D. Student

Your responses to this survey are requested to help me in my dissertation study on the value of meetings and conventions to attendees. Please use a No. 2 pencil to mark your responses in the answer column. Either leave at seat or in boxes in the foyer outside this room.

1. Date survey completed (1) Friday (2) Saturday (3) Sunday (4) Monday (5) Tuesday (6) Wednesday (7) Thursday
2. Birth Year (1) Previous to 1930 (2) 1930-1939 (3) 1940-1949 (4) 1950-1959 (5) 1960-1969 (6) 1970 and later
3. Gender (1) Female (2) Male
4. Marital status (1) Married (2) Single (3) Divorced
5. Number of children (1) 0 (2) 1 (3) 2 (4) 3 (5) 4 or more
6. Number of children at home (1) 0 (2) 1 (3) 2 (4) 3 (5) 4 or more
7. Race (1) White (2) Black (3) Other
8. Highest education level completed  
(1) High school or less (2) Bachelors (3) Masters (4) M.D. (5) DDS (6) Ph.D./DSc
9. Current Salary (1) under \$20,000 (2) \$20,000-\$29,999 (3) \$30,000-\$39,999 (4) \$40,000-\$49,999 (5) \$50,000-\$59,999 (6) \$60,000-\$69,999 (7) \$70,000-\$79,999 (8) \$80,000-\$89,999 (9) \$90,000-\$99,999 (10) over \$100,000
10. Did your father or mother attend professional association meetings?  
(1) Father (2) Mother (3) Both (4) Neither
11. Father's highest education level completed  
(1) High school or less (2) Bachelors (3) Masters (4) Ed.D. (5) Ph.D.
12. Which of the following best describe your current position?  
(1) Work under the direction of another professional  
(2) Work independently on one project or part of a larger project  
(3) Primarily deal with outside groups in getting funding, clients, etc.  
(4) Represent the organization to individuals and groups both inside and outside the organization
13. Which best describes your current work position?  
(1) Specialist (4) Entrepreneur  
(2) Supervisor (5) Consultant  
(3) Top Management (6) Unemployed  
(7) Student
14. Which best describes your preferred work position?  
(1) Specialist (3) Top Management  
(2) Supervisor (4) Entrepreneur  
(5) Consultant
15. Number of years employed in this profession  
(1) Less than 1 (2) 1-5 (3) 6-10 (4) 11-15 (5) 16-20 (6) over 20
16. Age first employed in this profession (1) under 20 (2) 20-25 (3) 26-30 (4) 31-35 (5) 36-40 (6) 41-45 (7) 46-50 (8) 51-55 (9) 56-60 (10) 61 or over
17. Number of years with current employer  
(1) Less than 1 (2) 1-5 (3) 6-10 (4) 11-15 (5) 16-20 (6) over 20
18. Did you have a change in your job or status in 1992 (1) No (2) Yes
19. Which best describes your registration category at this meeting?  
(1) Member (2) Nonmember (3) Student (4) Postdoctoral (5) K-12 Teacher (6) Retired (7) Other
20. Which best describes your work situation (1) Industry (2) University/College (3) Government (4) Non-profit org (5) Ind Consult/Private Prac (6) Hospital/MedSchl (7) Not Applicable (8) Other
21. Number of years you have attended one or more meetings sponsored by this association, including this year  
(1) 1-5 (2) 6-10 (3) 11-15 (4) 16-20 (5) over 20
22. Which of the following best describes your attendance at this meeting?  
(1) My boss said I should be here (6) Curiosity about the association  
(2) The quality of the program (7) The location  
(3) The quality of other attendees (8) Allowed me to participate in personal activities  
(4) The business opportunities (9) Provided a needed break away from the office  
(5) To support the association and profession (10) To receive continuing/professional education credits
23. Costs of attending this meeting were primarily paid by  
(1) Self (2) Someone other than self (3) Shared approximately 50/50
24. Which of the following best describes your job?  
(1) The technological requirements of my job are relatively stable.  
(2) The technological requirements of my job are constantly changing.

PLEASE INDICATE THE DEGREE TO WHICH EACH OF THE FOLLOWING WERE IMPORTANT IN YOUR DECISION TO ATTEND THIS MEETING.

1 = Very Unimportant 5 = Very Important

25. Attending all day workshops
26. Presenting papers to colleagues
27. Hearing speakers who are practicing members of my profession
28. Knowing the types of people who will be attending the meeting
29. Increasing my knowledge of the technical aspects of my job

OVER PLEASE

1	1	2	3	4	5	6	7	8	9	10
2	1	2	3	4	5	6	7	8	9	10
3	1	2	3	4	5	6	7	8	9	10
4	1	2	3	4	5	6	7	8	9	10
5	1	2	3	4	5	6	7	8	9	10
6	1	2	3	4	5	6	7	8	9	10
7	1	2	3	4	5	6	7	8	9	10
8	1	2	3	4	5	6	7	8	9	10
9	1	2	3	4	5	6	7	8	9	10
10	1	2	3	4	5	6	7	8	9	10
11	1	2	3	4	5	6	7	8	9	10
12	1	2	3	4	5	6	7	8	9	10
13	1	2	3	4	5	6	7	8	9	10
14	1	2	3	4	5	6	7	8	9	10
15	1	2	3	4	5	6	7	8	9	10
16	1	2	3	4	5	6	7	8	9	10
17	1	2	3	4	5	6	7	8	9	10
18	1	2	3	4	5	6	7	8	9	10
19	1	2	3	4	5	6	7	8	9	10
20	1	2	3	4	5	6	7	8	9	10
21	1	2	3	4	5	6	7	8	9	10
22	1	2	3	4	5	6	7	8	9	10
23	1	2	3	4	5	6	7	8	9	10
24	1	2	3	4	5	6	7	8	9	10
25	1	2	3	4	5	6	7	8	9	10
26	1	2	3	4	5	6	7	8	9	10
27	1	2	3	4	5	6	7	8	9	10
28	1	2	3	4	5	6	7	8	9	10
29	1	2	3	4	5	6	7	8	9	10

PLEASE INDICATE THE DEGREE TO WHICH EACH OF THE FOLLOWING WERE IMPORTANT IN YOUR DECISION TO ATTEND THIS MEETING.

1 = Very Unimportant 5 = Very Important

30. Associating with professional leaders
31. Attending sessions allowing open discussion
32. Keeping up with changes in the profession/field
33. Establishing a reputation in my profession
34. Influencing the future direction of the association
35. Attending sessions with a traditional lecture/scientific format
36. Meeting with vendors/suppliers/exhibitors
37. Representing my company/organization
38. Encouraging members to support projects of general value to society
39. Seeing people I know
40. Showing my commitment to the association
41. Evaluating the competition
42. Identifying future leaders in the profession
43. Setting standards for professional practice
44. Learning new skills such as computer applications
45. Serving as chair or moderator of educational programs
46. Participating in policy development for the association
47. Developing new business/professional relationships
48. Getting to know the services of and opportunities available within the association
49. Learning more about the profession such as salaries, opportunities, ethics
50. Exchanging ideas related to business problems
51. Serving on committees and supporting association goals
52. Making contacts that increase my employment opportunities
53. Helping younger members advance in this profession
54. Hearing speakers who are respected experts in fields related to mine
55. Participating in informal social and recreational activities
56. Encouraging members to serve on association committees/boards
57. Learning how to better manage my job responsibilities
58. Hearing speakers of national prominence such as politicians or best selling authors
59. Participating in national and global policy development for the field

Please either leave at seat or in boxes in the foyer outside this room.

**THANK YOU FOR YOUR HELP!**

30	1	2	3	4	5	6	7	8	9	10
31	1	2	3	4	5	6	7	8	9	10
32	1	2	3	4	5	6	7	8	9	10
33	1	2	3	4	5	6	7	8	9	10
34	1	2	3	4	5	6	7	8	9	10
35	1	2	3	4	5	6	7	8	9	10
36	1	2	3	4	5	6	7	8	9	10
37	1	2	3	4	5	6	7	8	9	10
38	1	2	3	4	5	6	7	8	9	10
39	1	2	3	4	5	6	7	8	9	10
40	1	2	3	4	5	6	7	8	9	10
41	1	2	3	4	5	6	7	8	9	10
42	1	2	3	4	5	6	7	8	9	10
43	1	2	3	4	5	6	7	8	9	10
44	1	2	3	4	5	6	7	8	9	10
45	1	2	3	4	5	6	7	8	9	10
46	1	2	3	4	5	6	7	8	9	10
47	1	2	3	4	5	6	7	8	9	10
48	1	2	3	4	5	6	7	8	9	10
49	1	2	3	4	5	6	7	8	9	10
50	1	2	3	4	5	6	7	8	9	10
51	1	2	3	4	5	6	7	8	9	10
52	1	2	3	4	5	6	7	8	9	10
53	1	2	3	4	5	6	7	8	9	10
54	1	2	3	4	5	6	7	8	9	10
55	1	2	3	4	5	6	7	8	9	10
56	1	2	3	4	5	6	7	8	9	10
57	1	2	3	4	5	6	7	8	9	10
58	1	2	3	4	5	6	7	8	9	10
59	1	2	3	4	5	6	7	8	9	10
60	1	2	3	4	5	6	7	8	9	10

APPENDIX C

SAMPLE

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

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American  
Association  
for the Advancement of  
Science

1333 H STREET, N.W., WASHINGTON, D.C. 20005 (202) 326-6400  
FAX: (202) 842-1065

Office of Membership & Circulation

FAX # (202) 842-1065

TELEX # 248933 SCIEN UR

FACSIMILE TRANSMISSION COVER SHEET

DATE: Jan 24 TOTAL NUMBER OF PAGES: 89  
(including this sheet)

DELIVER TO:

Cathy Price

ADDRESS:

VA Tech

FAX 1-703-231-3746

FROM:

Kathleen Markey

NOTE:

1) Membership Data (Source: member profile form  
Sent out to new members  
and with every renewal  
form, i.e. once a year  
w/ invoice.)

2) Demos of meetings - books  
from Sat Study 1992 (mailed ~~last~~ late 91)

**AAAS  
Total  
Membership**

#	%
60,020	65.4%
7,776	8.5%
3,420	3.7%
6,280	6.8%
3,403	3.7%
4,687	5.1%
6,093	6.6%
132	0.1%

Total overall # of Members:  
# of Members Responding:

137,821  
91,812

**Education**

A	PhD/DSc
B	DDS
C	MD
D	Masters
E	Bachelors
F	
H	PhD & MD
J	LLB/JD
X	Other

Total Overall:  
Education available for:

**AAAS  
Total  
Membership**

#	%
49,741	
51,678	58.7%
285	0.3%
11,090	12.6%
10,824	12.3%
8,577	9.7%
83	0.1%
3,247	3.7%
245	0.3%
2,051	2.3%

137,821  
88,080

64%

### Work Situation

A	Industry
B	University/College
C	Government
D	Non-profit Org
E	Ind Consult/Priv Prac
F	Hospital/Med School
G	
H	Not Applicable
X	Other

Total Overall:  
Work situation available for:

### AAAS Total Membership

#	%
44,639	
14,822	15.9%
42,180	45.3%
12,013	12.9%
4,690	5.0%
4,433	4.8%
9,217	9.9%
193	0.2%
1,910	2.0%
3,724	4.0%

137,821  
93,182 68%

### Employment Situation

A	Employed FT
B	Employed PT
C	FT Student
D	Unemployed
E	Retired/Work PT
F	Retired/No Work
X	Other

Total Overall:  
Emp. situation available for:

### AAAS Total Membership

#	%
82,356	
41,474	74.8%
1,127	2.0%
4,891	8.8%
471	0.8%
3,316	6.0%
3,338	6.0%
848	1.5%

137,821  
55,465 40%

Birth Year	
H	Previous to 1930
C	1930 - 1939
D	1940 - 1949
E	1950 - 1959
F	1960 - 1969
G	1970 and later

Total Overall:  
Birth year available for:

AAAS Total Membership	
#	%
49,952	
17,018	19.4%
14,630	16.6%
23,441	26.7%
23,260	26.5%
8,960	10.2%
560	0.6%

137,821  
87,869 64%

Gender	
1	Female
2	Male

Total Overall:  
Gender available for:

AAAS Total Membership	
#	%
57,537	
15,720	19.6%
64,564	80.4%

137,821  
80,284 58%

Income	
A	Under \$30,000
B	\$30,000-\$39,999
C	\$40,000-\$49,999
D	\$50,000-\$74,999
E	\$75,000-\$99,999
F	\$100,000 and over

Total Overall:  
Income available for:

AAAS Total Membership	
#	%
78,875	
7,362	12.5%
4,295	7.3%
5,371	9.1%
13,794	23.4%
10,898	18.5%
17,226	29.2%

137,821  
58,946 43% 160

Member Satisfaction Study Data 1992

ATTENDANCE/ FREQUENCY	DISCIPLINE							
	<del>total</del> TOTAL (%)	BIO/MED (%)	CHEM (%)	PHYS/ASTR (%)	SOC/BEH (%)	EARTH (%)	MATH/COM (%)	ENG (%)
Almost Always	1	1	0	*	*	*	2	3
Occasionally, but not on a regular basis	4	2	5	8	14	7	9	4
Rarely, or once in a while	15	17	14	17	19	19	13	7
Only Once	10	11	6	8	6	13	13	13
Never	68	67	75	66	61	60	62	72
New Member, haven't had a chance to attend	2	3	1	2	0	*	2	1

Note: \* denotes less than .5%

Member Satisfaction Study Data 1992

MEETING ATTENDANCE

<u>PRIMARY DISC</u>	<u>TOTAL</u> (%)	<u>NEVER</u> (%)	<u>ONCE/RARELY</u> <u>ONCE IN A WHILE</u> (%)	<u>OCASSIONALLY/</u> <u>ALMOST ALWAYS</u> (%)
Bio/Med	62	62	66	33
Chemistry	9	10	7	9
Physics & Astron	5	5	5	9
Earth	4	3	5	6
Math & Computer	4	4	4	10
Engineering	10	11	7	16
BASE:	(2049)	(1239)	(558)	(171)

(How often attend annual mtg?)

Member Satisfaction Study Data 1992

<u>ORGANIZATION</u>	MEETING ATTENDANCE			
	<u>TOTAL</u> (%)	<u>NEVER</u> (%)	<u>ONCE/RARELY</u> <u>ONCE IN A WHILE</u> (%)	<u>OCASSIONALLY/</u> <u>ALMOST ALWAYS</u> (%)
Industry/Bus	20	22	14	13
Government	11	11	10	20
University/Coll	40	39	43	38
Non-Profit	5	5	3	12
Hospital/Med Schl	14	13	14	14
Consult/Priv Prac	6	6	10	3
K-12 School	1	2	1	•
BASE:	(1814)	(1112)	(467)	(164)

Member Satisfaction Study Data 1992

		MEETING ATTENDANCE		
<u>EDUCATION</u>	<u>TOTAL</u>	<u>NEVER</u>	<u>ONCE/RARELY ONCE IN A WHILE</u>	<u>OCCASSIONALLY/ ALMOST ALWAYS</u>
	(%)	(%)	(%)	(%)
PhD	63	64	62	66
Bachelor	45	47	45	33
Masters	37	38	33	36
MD	11	8	16	16
DSc	1	8	4	2
DDs	1	--	2	--
BASE:	(2014)	(1214)	(551)	(169)

<u>EMPLOYMENT</u>	<u>TOTAL</u>	<u>NEVER</u>	<u>ONCE/RARELY ONCE IN A WHILE</u>	<u>OCCASSIONALLY/ ALMOST ALWAYS</u>
	(%)	(%)	(%)	(%)
Full-time	77	81	67	69
Part-time	3	2	6	6
Retired/working	7	5	13	19
Full-time student	5	6	2	*
Retired/not working	5	3	11	4
Unemployed	2	2	*	1
Other	1	1	*	2
BASE:	(2031)	(1223)	(557)	(171)



## Member Satisfaction Study Data 1992

## MEETING ATTENDANCE

<u>AGE</u>	<u>TOTAL</u> (%)	<u>NEVER</u> (%)	<u>ONCE/RARELY</u> <u>ONCE IN A WHILE</u> (%)	<u>OCASSIONALY/</u> <u>ALMOST ALWAYS</u> (%)
30 and Under	6	6	1	2
31 - 40	38	35	13	10
41-50	29	31	27	14
51-60	19	15	27	37
61-70	12	10	17	15
71-80	5	3	13	10
Over 80	2	1	2	13
Mean Age	48.3 yrs	45.7 yrs	55.1 yrs	58.9 yrs
BASE:	(1936)	(1179)	(512)	(166)
<u>SEX</u>	<u>TOTAL</u> (%)	<u>NEVER</u> (%)	<u>ONCE/RARELY</u> <u>ONCE IN A WHILE</u> (%)	<u>OCASSIONALY/</u> <u>ALMOST ALWAYS</u> (%)
Male	80	80	80	87
Female	20	20	20	13
BASE:	(1997)	(1194)	(554)	(169)

AMERICAN ASSOCIATION FOR THE  
ADVANCEMENT OF SCIENCE

FAX Transmittal Sheet

FAX Number: 703-231-3746 Date: 1/21/93

To: Cathie Price

Number of pages (including this one): 9

From: Robin Yeaton Woo, Director  
AAAS Meetings  
1333 H Street NW  
Washington, DC 20005  
phone: 202-326-6466  
FAX: 202-289-4021

---

Message: Please call Kathy Markey at 202-326-6412 if you have any questions about surveys - she's our expert.

I have indicated sessions that should span our sciences and give you sufficient data (you could bring 1500 copies).

The 12-2 pm student caucus is probably a good meeting for your helpers from BU to drop in on for their own interest.



Contact: Dr. Robin Woo, Director of Meetings or Dorothy Smith

Phone: (202) 326-6466 OR (202) 326-6450

Fax: (202) 289-4021

Annual Meeting: February 11-16, 1993

Boston, Massachusetts

5,000 attendees (3,000 members; 2,000 exhibitors)

primarily academics

January 18, 1993

Dr. Robin Woo  
American Association for the Advancement of Science  
Fax #: (202) 289-4021  
Phone: (202) 326-6466

Dear Dr. Woo:

Thank you for your interest in my dissertation study and for your consideration in allowing your February 11-16 meeting attendees to be my sample population.

Per your request a copy of my survey is enclosed. My chairman suggested that I send this draft to you before it is seen by my committee since time is of the essence. The technical and grammatical elements have yet to be refined as my emphasis has been on the content of the instrument.

As you will note there are two versions: one is a theoretical map that explains the content of the study and second is a version similar to what the respondents will see. I welcome your comments from the perspective of a colleague in this industry as well as a representative of your association's interest. Once the population is determined, adjustments will need to be made in the wording so that it consistent with the professional terminology of the attendees and in the meeting categories and activities so that they are representative of the meeting under study.

My chairman is Dr. Suzanne Murrmann in the Hotel, Restaurant and Institutional Management Department, College of Human Resources at Virginia Tech in Blacksburg, Virginia. Ed Polivka, director of education for the Professional Convention Management Association will provide a further endorsement of my work if necessary.

I look forward to hearing from you.

Sincerely,

Catherine H. Price  
(703) 951-9588

## VITA

CATHERINE H. PRICE

1439 Sandy Circle  
Blacksburg, VA - 24060  
(703) 951-9588

## EDUCATION

### *Academic Degrees*

- Ph.D. Virginia Polytechnic Institute and State University College of Human Resources  
Major: Hotel, Restaurant & Institutional Management  
Minor: Human Resources/Training & Development  
Dissertation Title: An Empirical Investigation Into the Value of Association Sponsored  
Conventions to the Attendee  
Expected Completion Date: May, 1993
- M.A. University of Northern Colorado, School of Educational Change & Development  
Major: Adult Continuing Education  
December, 1974
- B.A. Mississippi University for Women  
Major: Political Science, Education  
May, 1965

## PROFESSIONAL EXPERIENCE

1990 - Present Research Assistantship, Office of Public Service, Virginia Tech

The re-development of the historic landmark Hotel Roanoke, gifted to the Virginia Tech in 1989, has been the focus of my assignments. Activities include all aspects of hotel and conference center development such as architectural reviews, university usage studies, consumer marketing analyses, cash flow projections, operations agreements between multiple partners, and franchise/management company selection.

1981 - 1989 Sole Proprietor, Price & Associates - The Meeting Company, Denver, Colorado

Owned an independent meeting and events planning company with 10 employees. Meeting planning clients were primarily sponsors of association meetings, conventions and trade shows. Special event clients were sponsors of corporate incentive events and convention special events including gala dinners, tours, travel, recreation and sporting events. Selected client examples: managed all meetings, conventions, trade shows and special events for the American Society for Surgery of the Hand, American Indian Science & Engineering Society, Council of Energy

Resource Tribes, Association of Women in Business; opened the fifth state museum in Santa Fe, New Mexico--the Museum of Indian Arts and Culture; created and implemented special events for B.F. Goodrich, Anheuser-Busch, Coors, University of Denver; conducted meeting planning training programs for the State of Colorado; served on the advisory council for Hotel, Meeting & Travel Administration (HMTA) Program at Metropolitan State College.

1975 - 1981      Senior Staff Associate for Seminars and Technical Services, National Conference of  
of  
State Legislatures, Denver, Colorado

Directed the national seminar program of 20-25 seminars annually; coordinated VIP and international events including a critical issues seminar series for Canadian provincial ministers and U.S. state legislative leaders; accompanied state legislators on visit to the Republic of China; served on the planning team for the annual convention and trade show.

1972 - 1973      Project Manager, Capital Systems Group, Inc., Washington, D.C.

Managed a variety of projects that involved meeting planning and event coordination. Selected client activities include: the American Revolution Bicentennial Commission; the White House Domestic Council Committee, the American Red Cross.

1970 - 1971      Assistant Coordinator, Education Task Forces, White House Conference on  
Children  
and Youth, Washington, D.C.

Coordinated logistical requirements for attendees, speakers and suppliers (hotel, audiovisual) at the education sessions of the White House Conference on Children; provided staff support to the sixteen VIP members of each of the five education task forces, interacted with the White House on matters of policy regarding this Presidential Commission.

1965 - 1969      Secondary Teacher, Social Sciences, Jackson, Mississippi; Cocoa Beach and Satellite  
Beach, Florida

Taught high school with subject assignments in political science, economics and history; and junior high school teacher and coordinator of the work experience program.

## PROFESSIONAL ACTIVITIES

### Reviewer:

CHRIE Papers/Proposals (1991, 1992)

### Virginia Tech Guest Lecturer:

HRIM classes: Computers (1991, 1992), Strategy (1991, 1992)

Education classes: Training and Development (1992)

## PUBLICATIONS

### **Books**

Price, Catherine H. (1989). *The AMA Guide for Meeting and Event Planners*. New York: American Management Association-AMACOM. A 475 page reference and text book.

**Reprints requested directly from the publisher (full citations not available):**

Meetings Planners International, *Meetings Manager*, Dallas, Texas  
University of Utah, School of Continuing Education, Salt Lake City, Utah  
*Successful Meetings*, New York, New York  
Practicing Law Institute, New York, New York  
Virginia State Agency Public Affairs Association (conference), Richmond, Virginia  
University of Arizona, Health Sciences Center, Tucson, Arizona

Price, Catherine, H. (1991). *A Guide for Meeting Planning* (2nd ed.). Boston: ITT Sheraton Corporation and the Professional Convention Management Association.  
*A 65 page workbook for basic meeting planning.*

### **Contributor**

*CLC Glossary* (1989). Washington, D. C.: Convention Liaison Council.

*Employability Skills Guide for Work Experience Programs* (1970). Tallahassee: Division of Vocational Education, Department of Education, State of Florida.

### **Articles**

Price, Catherine H. (1987, May/June). The devaluation of the exhibitor. *Convention World*, pp. 32-33.

Price, Catherine H. (1987, March/April). The golden opportunities: pre- and post-convention meetings. *Convention World*, pp. 24-26.

Price, Catherine H. (1987, March). Tipping: an expected or earned reward. *Yankee Ingenuity*, (Reprint)

Price, Catherine H. (1987, March). Taking the pulse of your meeting. *RMAMPI Reporter*. (Reprint)

Price, Catherine H. (1987, January/February). Tipping: an expected or earned reward. *Convention World*, pp. 22-25.

Price, Catherine H. (1987, January). Taking the pulse of your meeting. *Professional Convention Management Association*. (Reprint for convention attendees)

Price, Catherine H. (1986, November/December). The delicate balance of contracts. *Convention World*, pp. 12-15.

Price, Catherine H. (1986, September/October). Taking the pulse of your meeting. *Convention World*, pp. 44-45.

Price, Catherine H. (1985, January). Making the meeting prospectus work for you. *Health Care Conference Planner*, pp.28-29.

Price, Catherine H. (1985, September). A meeting planner's handbook for success. *Health Care Conference Planner*, pp. 66-69.

Edwards, Maury (1986, 1987). Soundings: question of the month. *Successful Meetings*. Professional planners serving on the *Successful Meetings'* Editorial Board were periodically queried by Edwards on topics of current interest to meeting planners. Responses were published on the following dates:

New Attendees	February 1987
General	June 1987
General	May 1987
Cutting Costs	December 1986
Site Selection	November 1986
Management	October 1986
Special Requests	September 1986

## PROFESSIONAL PRESENTATIONS

### *Invited Presentations*

The Future of Small Meetings: Working Together to Control Costs. Affordable Meetings Conference, Washington, D.C., September, 1991 (plenary session panelist).

Advanced Negotiation Strategies. Wisconsin Chapter of MPI Annual Meeting, April, 1991 (dinner speaker).

Program Design. PCMA Annual Convention, New Orleans, January, 1990 (two 2-hour presentations with Ed Polivka, PCMA director of education).

The Conference Center Dilemma for Association Planners. International Association of Convention Centers, April 1986 (panelist).

Building A New Relationship. National Association of Hotel Credit Managers, Denver, May 1987 (speaker).

The Communications Gap. Colorado Springs Meeting Planners Association, Colorado Springs, September, 1988 (speaker).

Setting Fees for Independent Meeting Planners. Colorado Springs Meeting Planners Association, Colorado Springs, March, 1987 (speaker).

Quality Control for Small Meetings. Chamber of Commerce, Christiansburg, Virginia, October, 1991 (luncheon speaker).

Selling to the Meeting Planner. Westin City Center Sales Staff, Denver, April, 1986 (speaker).



Program Design and the Adult Learner. Rocky Mountain Association of Meeting Planners International (RMAMPI), Denver, April, 1986 (speaker).

Budgeting. Rocky Mountain Association of Meeting Planners International (RMAMPI), Denver, March, 1986 (speaker).

Meeting Planning. Hyatt Regency DTC Sales Staff, Denver, February, 1986 (speaker).

Meeting Evaluation. Society of Government Meeting Planners, Denver, January, 1986 (panelists).

Creative Food and Beverage. Society of Government Meeting Planners, Denver, September, 1985 (speaker).

Careers in Meeting Planning. Metropolitan State College, Hotel, Meeting & Travel Administration (HMTA) Program, Denver, September, 1985 (panelists).

A Meeting Planners' Perspective. Fairmont Hotel Sales Staff, Denver, July 1985 (speaker).

Program Design and the Adult Learner. Metropolitan State College, Hotel, Meeting & Travel Administration (HMTA) Program, Denver, February, 1980 (speaker).

Designing Convention Programs. Colorado Society of Association Executives, Denver, January, 1979 (panelists).

Beyond the Lecture. Rocky Mountain Association of Meeting Planners International (RMAMPI), Denver, October, 1978 (speaker).

#### *Training Programs*

##### **Sheraton Showcase I - Basic Meeting Planning. ITT Sheraton and PCMA**

June 21, 1993	New Orleans, Louisiana
March 30, 1993	Dearborn, Michigan
January 27, 1993	Atlanta, Georgia
May 1992	Seattle, Washington
April 1991	Southfield, Michigan
February 1991	San Diego, California
March 1990	Utica, New York
October 1989	Colorado Springs, Colorado

##### **Sheraton Showcase II - Advanced Meeting Planning. ITT Sheraton and PCMA**

November 1991	Chicago, Illinois
September 1991	Washington D.C.
June 1991	New Orleans, Louisiana
June 1991	Raleigh, North Carolina
June 1991	Dallas, Texas
May 1991	San Francisco, California
April 1991	Los Angeles, California
October 1990	Atlanta, Georgia
September 1990	Baltimore, Maryland
July 1990	La Jolla, California
June 1990	Dallas, Texas
June 1990	Long Beach, California

April 1990      Baltimore, Maryland

When Meeting Planning Isn't Your Primary Job. Hallmark Cards, Northeast Region,  
January 1991      White Plains, New York

Understanding the Meeting Planner. Convention & Visitors Bureau Training Programs  
November 1991   San Antonio, Texas  
October 1991      Orlando, Florida

Streamlining the Planning Process. Quest Trade Show & Annual Conference,  
September 1991   Atlanta, Georgia

Negotiation Strategies. Ohio Chapter of MPI Annual Meeting  
May 1990          Cleveland, Ohio

Sheraton Showcase for Travel Agents. ITT Sheraton and PCMA  
May 1990          Ft. Lauderdale, Florida

Negotiation Strategies for Meeting Planners. Bahamas Tourism Association  
September 1990   Memphis, Tennessee  
September 1990   Atlanta, Georgia  
September 1990   Birmingham, Alabama

Programming for the Adult Learner. Meeting Planners International Annual Convention,  
December 1987   Miami, Florida

Meeting Planning Basics. State of Colorado  
November 1986   Denver, Colorado  
December 1986   Denver, Colorado

Meeting Planning for Profits. American Indian Law Center  
March 1985        Albuquerque, New Mexico

Careers in Meeting Planning. Womanschool  
May 1976          Denver, Colorado

Grantsmanship/Proposal Writing. Beth Israel Hospital  
April 1974         Denver, Colorado

#### **AWARDS AND SPECIAL RECOGNITIONS**

1986 Meeting Planner of the Year, Rocky Mountain Association of Meeting Planners International  
Who's Who of American Women (1980)

#### **PROFESSIONAL AFFILIATIONS**

Professional Convention Management Association  
Council on Hotel, Restaurant and Institutional Education

##### **Meeting Planners International**

###### **National Committee Appointments:**

Committee Member, Annual Meeting Program Committee (1982)  
Committee Member, Special Committee on Future Directions (1980)  
Chairman, Fall Conference Program Committee (1977)

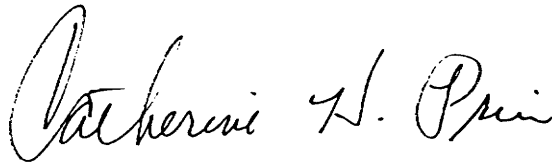
##### **Rocky Mountain Chapter of Meeting Planners International**

###### **Elected Offices:**

President (1980-81)  
Vice-President (1978-80)

###### **Committee Appointments:**

Co-Chairman, Development Committee (1985-86)  
Member, Nominating Committee (1985-86)  
Member, Nominating Committee (1984-85)  
Chairman, Past President's Advisory Committee (1982-83)  
Chairman Program Committee (1977-78)

A handwritten signature in cursive script, reading "Catherine H. Prie". The signature is written in dark ink on a white background.