

ABSTRACT

This study was designed to determine if a personality test, The Myers-Briggs Type Indicator (MBTI), and a career decision-making process questionnaire could be used to identify specific personality types, and examine the problems and influences these types have in the career decision-making process. The sample for this study consisted of 33 undeclared/undecided students, 25 females and 8 males, enrolled in the fall 1987 freshman and sophomore classes.

Two research questions and 13 hypotheses directed this study. Research question 1 asked, "Can the Myers-Briggs Type Indicator be used to assess career decision-making in undecided students?" Results indicated that two Myers-Briggs types, Feeling and Perceiving, appeared twice as often as other types. Research question 2 asked, "Can the career decision-making process questionnaire be used to assess career decision-making in undecided students?" Results found that Introverted types reported greater indecision and anxiety in career decision-making. Correlations between MBTI types and career influences revealed relationships between: Perceiving types and their interests, Thinking types and faculty members, Judging types and earning a degree, Feeling types and making money. Correlations between MBTI types and ideal job features found these relationships: Introverted and Sensing types and making money, Introverted types and security for the future, Extraverted types and being of service to others, Intuitive types and being creative, Intuitive types and leisure time, Thinking types and recognition and prestige, Judging types and ability, Perceiving types and personal fulfillment, recognition and prestige, and being creative.

THE RELATIONSHIP BETWEEN
MYERS-BRIGGS PERSONALITY TYPE
AND THE CAREER DECISION-MAKING PROCESS

A THESIS PAPER

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Master of Science in Education
College Student Personnel

by

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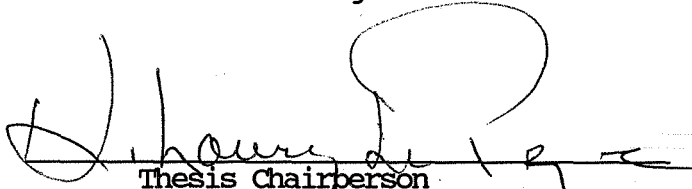
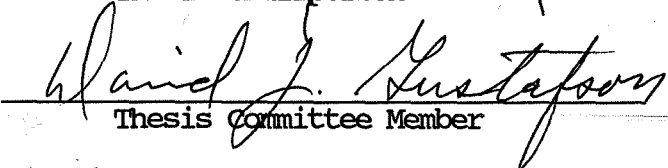

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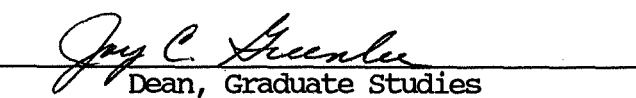
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DEDICATION

This thesis paper is dedicated in loving memory to my dad, Don
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CHAPTER I
INTRODUCTION

Statement of the Problem

Entry level college students are faced with a series of important decisions they must make in pursuit of a successful career. Among those decisions is selecting a college major and career path. With over 20,000 careers to choose from, this becomes an overwhelming task for many students. Frequently students approach career decision-making with a limited base of knowledge of themselves and of the possible career opportunities. Unaware of what to base their career decision on, many students are influenced by factors such as: (a) parental or peer expectations, (b) successful adult acquaintances, (c) career fields currently in demand, (d) large salaries, and (e) glamorized images of professionals in various fields. The increasing number of students that are undecided, undeclared, or start a career path and then change their minds during the first two years of college, indicates the scope of the problem students have in their career decision-making process.

Career decision-making involves various college counselors and advisors as well as the undecided or undeclared student. Many students who work with college counselors and advisors begin their career search through self-directed career tests. Often advisors will help students plan their career search by selecting specific courses from the basic required core curriculum. Using various interest tests and

environmental assessments, the career counselor helps the student understand and evaluate interests, abilities, values, preferences, and self-concepts so that appropriate career decision-making process can take place.

Underlying the career decision-making process, which counselors and advisors use, are several theories which point to a relationship between personality factors, development, and career decision-making. The theorist most closely associated with personality types was Carl Gustav Jung. The essence of Jung's theory (1921/1971) was that much seemingly random variation in behavior is actually quite orderly and consistent, being due to basic differences in the way individuals prefer to use their perception and judgment. Perception involves all the ways of becoming aware of things, people, happenings, or ideas. Judgment involves all the ways of coming to conclusions about what has been perceived. If people differ systematically in what they perceive and in how they reach conclusions, then it is only reasonable for them to differ correspondingly in their reactions, interests, values, motivations, and skills (Myers & McCaulley, 1987, p. 1).

Two contemporary practitioner theorists, Elizabeth Myers and Katherine Briggs, used Jung's theory of personality to develop a multifaceted instrument, the Myers-Briggs Type Indicator (MBTI) which, among other things, would help predict and explain preferences for decision making and career choice. The MBTI has four scales: Extraversion vs. Introversion, Sensing vs. Intuition, Thinking vs. Feeling and Judging vs. Perceiving. These four scales measure preferences and personality type. The MBTI gives the student a more

total picture on which to base his or her career choice (Myers & Myers, 1980).

The developmental perspective encompasses a somewhat predictable sequence of growth adaptation and transformation. Certain theorists have identified milestones that happen over a lifetime in terms of "life events" such as "leaving the family" (Erickson, 1959; Super, 1957), and other theorists have focused on milestones in terms of processes and cognitive events, such as "managing emotions", which happen to traditional college aged individuals (Chickering, 1969; Perry 1970). Each milestone has its own learning tasks and form the foundation for much of the adult development literature, and provide important concepts for understanding the career decision-making process.

Each theorist represented a different aspect of the developmental and career decision-making process. Erik Erickson (1968) provided the foundation for student development efforts in his description of psychosocial stages. Chickering (1969) built on Erickson's foundations and proposed a model of development for students in the 18-25 age range. William Perry described a model in which the intellectual and ethical stages of student development evolve through a nine "position" scheme. Super (1957) highlighted the continuous life stages in the choice of a career.

In summary, the process of choosing a major and career path is not easy for many students. Oftentimes students base their career decisions on outside influences, without self-exploration and self-processing. Jung's type theory as implemented by the MBTI gives a framework for understanding that different personality types respond to developmental

tasks, experiencing college, and career decision-making in their own way. The MBTI may help to predict and explain congruent choices between personality type and career choice. College career and academic advisors use this instrument in assisting students in the selection of a college major and academic planning.

Importance of the Study

The purpose of this study was to explore reasons for undecidedness in the career decision-making process using Jung's theory of Psychological Types implemented by the Myers-Briggs Type Indicator, and selected development theories. The practical result of this research might lead to a more effective decision-making process with the help of trained college counselors and academic advisors.

Review of Literature

This study investigated the factors of career decision-making and personality types among freshmen and sophomores at the University of Wisconsin-La Crosse. Two research instruments were used to investigate factors of career decision-making, the Myers-Briggs Type Indicator (MBTI) and a career decision-making process questionnaire. This review of literature, therefore, was divided into six sections related to the career decision-making process: (a) The Undecided and Undeclared Student; (b) Selected Personality Theories; (c) Selected Developmental Theories; (d) Career Decision-Making; (e) Myers-Briggs Type Indicator

and Career Decision-Making; (f) Myers-Briggs Type Indicator and Occupational Choice.

The Undecided or Undeclared Student

Students come to college in varying degrees of readiness. Some students come to college to pursue a career they have already chosen, and other students hope to be able to find a career to pursue. Choosing a college major and career path may challenge and motivate some students, while the same choice may be overwhelming for other students. This section examines defining an undecided, undeclared student and several developmental and personality variables that have been researched in terms of undecidedness.

One of the problems in identifying this population has been its lack of consistent definition. The category of undecided and undeclared has been used interchangeably in identifying similar populations. This confusion over the use of terms appears to be more a factor of the researcher and/or institutions' organizational labeling than a true substantive difference.

No precise definition has been established for the undecided student. The American College Dictionary (1988) defined undecidedness as "(a). not decided or settled, (b). not having come to a decision; irresolute." Many researchers have only been able to define the term through measuring devices and questionnaires. Various other terms such as uncertain, undetermined, indecisive, vocationally undecided, academically undecided have also been used to describe and define this

population.

Baird (1969) set forth in his study that undecidedness was a developmental process which could be explained by various theories of vocational development and that it was normal to expect some students to be undecided about a vocation. Berger (1967) proposed that making a vocational decision was also a developmental process in which students who made an occupational choice should consider it a tentative one rather than a committed one. In this way, the students' task could be one of discovering, testing, and confirming whether or not the choice was a good one. Rose and Elton (1971) postulated that the undecided student fit Erik Erickson's theoretical construct of "identity foreclosure." According to Erickson's (1968) theory, foreclosure occurs when students make decisions before exploring their values and needs. By making a decision prematurely, students yield to socially acceptable pressures before they have had an opportunity to work through normal developmental stages associated with decision making. For students to foreclose and accept a role identity too soon, they may avoid the natural crises that Erickson characterizes as necessary for growth and creativity.

Other researchers (Ginn, 1974; Crites, 1969) found that career indecision was related to underlying personality problems and needed a more intensive counseling approach. Holland and Holland (1977) described a student having an indecisive disposition:

The indecisive disposition is seen as the outcome of a life history in which a person has failed to acquire the necessary cultural involvement, self-confidence, tolerance of ambiguity, sense of identity, self and environmental knowledge to cope with vocational decision-making as well as with other common problems. Such people should be

especially difficult to help because they suffer from a complex cluster of maladaptive attitudes and coping behaviors (p. 413).

For the purpose of this study the term undecided is defined as undeclared majors in their first and second year at University of Wisconsin-La Crosse. Further, they will be defined as freshmen and sophomores who had not declared a specific major. This group is but one group under the rubrick of "undecided". This definition includes the assumption that indecision represents a natural process that may be facilitated by interest testing, self-exploration, and exposure to career information.

There are many sound reasons why college students may elect not to make an educational or vocational decision. Some experts feel decision making is a natural maturation process while others feel that various personality components influence the decision-making ability of college age students.

Of the many studies reported in the literature pertaining to the influence of maturation, a number stand out as well designed and significant in their findings. Williamson (1939) proposed that vocational indecision was largely a matter of immaturity in vocational interests or lack of interest development. Baird (1968) reported that bright students who have not chosen a specific vocation may be delaying the choice because they were capable of doing many things and, therefore, had many more alternatives open to them. Baird (1969) later proposed that undecidedness was a developmental process which could be explained by theories of vocational development, in particular those theories of Super, Tiedman, and Holland who emphasized that it was normal to expect

some students to be undecided about a vocation (Super, 1957; Tiedeman, 1973;). Berger (1967) felt that making a vocational decision was also a developmental process in which students who made a vocational choice should consider it a tentative one rather than a committed one. The student's task then, could be one of discovering, testing, and confirming whether or not the choice was a good one.

Holland (1976) found that people change their vocational preferences in response to positive reinforcements from others, especially when the "others" are numerous and significant to the person concerned. Holland and Nichols (1984) in their sample of National Merit Finalists found undecided students to have a complex and creative outlook about the world and especially the world of work. Baird (1969) observed that undecided students emphasized developing their minds and intellectual ability and were less vocationally oriented.

The researchers who feel that personality factors influence the decision-making process often assume that the undecided student is in some way different from the decided student. Ashby, Osipow and Walsh (1966) found undecided students to be more dependent than decided students. Saltoun (1980) found immature individuals experienced high anxiety, and therefore had little intention of exploring their environment and were unlikely to acquire job knowledge. Hawkins, Bradley, & White (1977) also found that substantial anxiety, either of a general nature or related to making a choice of college major appeared to predict the undecided student. Greenhaus and Simon (1977) reported that the reason some students have not decided on a career is because work is simply not a central part of their life. Vocational indecision

may reflect either disinterest or aversion to work.

In summary, the list of variables that have been studied in relationship to the undecided student is all encompassing. Although many of these studies sought to determine what makes undecided students different from those who are able to make decisions, the majority found no significant differences.

Selected Personality Theories

It is understandable then that with the inconclusive and conflicting data on undecided students, academic advisors and career counselors are questioning how to advise and help these students in career decision-making. A theoretical frame of reference is needed to develop a systematic and empirical approach to career advisement.

Carl Jung (1921/1971) developed one of the most comprehensive of current theories to explain human personality. Where other observers saw people's behavior as random, Jung saw patterns. What he called "psychological types" are patterns in the way people prefer to perceive and make judgments. In Jung's theory, all conscious mental activity can be classified into four mental processes—two perception processes (Sensing and Intuition) and two judgment processes (Thinking and Feeling). What comes into consciousness, moment by moment, comes either through the senses or through intuition. To remain in consciousness, perceptions must be used. They are used—sorted, weighed, analyzed, evaluated—by the judgment processes, thinking and feeling.

To understand the mental processes and how they form an individual's

personality Jung, (1921/1971) defined the perceptive processes: Sensing and Intuition as follows. Sensing is the term used for perception of the observable by way of the senses. With good type development, an expert in this preferred function can lead to acute powers of observation, a memory for facts and details, and a capacity for realism for seeing the world as it is. Sensing types are attracted to careers and settings where skillful application of well learned knowledge is more important than developing new solutions; where working with tangibles is more important than using theory and insight, and where dealing with the immediate situation and using conventional wisdom is more important than making bold new breakthroughs. Intuition is the term used for perception of meanings, relationships and possibilities by way of insight. With good type development intuition provides insight into complexity, an ability to see abstract, symbolic, and theoretical relationships, and a capacity to see future possibilities, often creative ones. Intuitive types are attracted to careers and settings where it is more important to find pattern in complex systems than it is to deal with the practical details, where creating new knowledge is more important than applying existing knowledge, where working with theory and imagination is more important than dealing with tangibles and where intellectual challenge is more important than the enjoyment of the pleasures of everyday events.

The Judgment processes: Thinking and Feeling have a different focus. Thinking is the term used to define a logical decision-making process, aimed at an impersonal finding. Thinking types are attracted to areas where though-mindedness and technical skills are valued. Feeling is a

term for a process of appreciation, making judgments in terms of a system of subjective personal values. Feeling types are attracted to areas where understanding and communication with people is needed and find the interpersonal skills more interesting than technical skills. Thinking and Feeling are considered rational processes because they use reasoning to arrive at conclusions or decisions.

Jung believed everyone used all four mental processes but one mental process became the dominant process, the core of personality. People who use the sensing perception as the dominant process are very practical people. They are grounded in immediate experiences, the facts at hand and concrete realities because of their close attention to data provided by their senses. People who use the intuitive perception as a dominant process are filled with imagined possibilities, associations, abstractions, and theories that do not depend directly on the senses. They believe in intuitive insights and imagination to set life's directions. People who use thinking judgment as the dominant mental process are logical, and have orderly analytical minds. Finally people with feeling judgment as the dominant mental process direct their lives toward human values and harmony (Provost & Anchors, 1987).

In Jung's theory, the two kinds of perception, Sensing vs. Intuition are polar opposites of each other as Thinking vs. Feeling are polar opposites. When attention is focused on one process, it cannot simultaneously be focused on the opposite and vice versa. Jung felt this was a logical condition in human experience. A person can shift quickly from one process to another, but can not attend to both. If people trusted and developed only one of the four mental processes their

lives would be one-dimensional. To avoid that, an individual develops a helping or auxiliary process to balance the dominant process (Lawrence, 1975).

Perhaps Jung is best known for another dimension of personality structure, Extraversion vs. Introversion. People who use their dominant process primarily to run their actions in the world are extraverted. People who reserve the dominant process for the personal world of inner thoughts and reflections are introverted. The dominant process is the best introduction to a person; it tells the most about that person's personality. Extraverts reveal their best first, Introverts reserve their best for their inner, the favored world, and reveal mainly their auxiliary process to others (Myers & McCaulley, 1985 p. 243-292).

Myers and Briggs expanded on Jung's ideas of psychological type and created another scale to be used on the Myers-Briggs Type Indicator. It is the last of the scales, Judging vs. Perceiving and reflects the attitude taken toward the outer world. When the judgment process is preferred the individual likes to have things decided, judged, planned, organized and managed according to plan. In this personality pattern the drive is towards closure, toward having a settled system in place. When the perception is the preferred process the individual feels inclined to keep things open and flexible, adapt to changing situations and to experience life as widely as possible. In this personality pattern, the drive is toward keeping plans and organization to a minimum so one can respond to each perception and adapt to new circumstances.

To summarize, in Jung's theory of personality, all conscious mental activity occurs in two perception processes (Sensing & Intuition), and

two judgement processes (Thinking & Feeling). Everyone uses all four processes, but each individual differs in how much and how well he or she uses each of them. In each person one process is dominant and that process proclaims the basic way a person addresses life. If a person concentrates on outward tuning to people, events, and things that person's orientation to life is extraverted. If a person concentrates on inward tuning to their private world of thoughts and ideas, that person's orientation to life is introverted. Balance in personality is achieved by developing the second of the four mental processes, so that both a judgment and a perception can be used reliably.

The Myers-Briggs Type Indicator is an assessment of Jung's personality types designed for the specific purpose of testing Jung's theory of Psychological Types, as well as using the research results in practical applications. The MBTI's four scales yield 16 personality types that are written in a four letter formula (ENFP). Type is a dynamic system, and each type is an integrated pattern. (Myers & McCaulley, 1985).

Selected Developmental Theories

While the MBTI puts Jung's theory of personality into a useable frame of reference for identifying patterns in career decision-making, no formal research has been done connecting student development theory and personality type (Lynch, 1987).

A number of theorists have defined the developmental tasks an individual must evolve through to be able to come to a perspective of

career awareness and development of decision-making skills (Erickson, 1959; Chickering, 1969; Perry, 1970; Super, 1957). This section will investigate these developmental theories in relationship to career decision-making, in order to understand what students will be concerned about, decisions that will be primary, how students will think about those issues and what shifts in reasoning will occur.

By the time most students reach college several developmental tasks associated with life stages will have already occurred. Havighurst (1972) cited "leaving the family", as a life stage that usually happens at age 18-24, and means coping with the major task of separating from family, reducing dependence of family support and authority, and regarding one's self as an adult. Marker events for this time according to Newgarten (1968) involve leaving the home, developing new roles, and making autonomous living arrangements. This might include college, education, love relationships and career plans.

Erickson (1959) explained development as progressing through various stages that started in early childhood and continued throughout a lifetime. He created eight stages, each stage containing critical issues to be resolved. In this way the earlier tasks help shape the later tasks. The stages generally confronting late adolescents and adults are: Identity vs. Role diffusion, Intimacy vs. Isolation, Generativity vs. Stagnation, and Integrity vs. Despair. He emphasizes the fact that movement through life occurs in interaction with parents, family, social institutions and a particular culture, all of which are bound by a particular historical period.

In Chickering's (1969) model the tasks of young adulthood, and

traditional college age students are clustered into seven vectors of development that can be seen as sources of impact, concerns, and as a set of outcomes. These vectors are: developing competence, managing emotions, developing autonomy, establishing identity, freeing interpersonal relationships, developing purpose, and developing integrity.

Widick, Parker & Knefelkamp (1978) in a review of Chickering's theory explain that in young adulthood the student encounters various societal demands which take the form of "tasks"; the college years are a time when certain "things" must be done; the student must learn to think, become independent, and start a career if he is to manage college and cope with adulthood. The vectors specify in psychological terms the nature and range of those tasks. It follows that the vectors also define what the central concerns of the student will be, the tasks which will confront, and tend to be sources of worry and preoccupation. Finally, each vector delineates changes in self-awareness, attitudes, and/or skills which are manifestations of successful completion of that task or vector.

Perry's scheme (1970) follows the intellectual and ethical progress students follow through their senior years. He offered a developmental framework for understanding students and was helpful in identifying some of the decision-making tasks undecided students face. Perry's theory is arranged into nine positions that follow a natural sequence of development. The positions are:

Dualsim

Positions 1,2 where knowledge is viewed as

existing absolutely. Locus of control is external. Tasks which require a consideration of options or multiple points of view are confusing. No self processing is evident.

Multiplicity Positions 3,4 where multiple perspectives are now given consideration. Things are no longer "black and white". Students understand the possibility of right or wrong career decisions.

Relativism Positions 4,5,6 Students are able to synthesize diverse and complex elements of reasoning. Students show the capacity for detachment, are thinking analytically and can evaluate their own ideas as well as others. This stage can often be resistive to decision-making because so many choices are available.

Commitment Positions 7,8,9 Students have made an active affirmation of themselves and their responsibilities in a pluralistic world, establishing an identity for themselves in the process. A commitment to career choice as well as other personal commitments becomes a conscious part of that identity.

One of the unusual features of Perry's theory is that it provided three alternatives to forward progression throughout the positions. "temporizing", where the student delays in a position, hesitating to take the next step. "escape" where the student is avoiding the responsibility of commitment, seeking refuge in relativism and "retreat", where a student returns to a dualistic orientation perhaps to find security and the strength to cope with a too challenging environment. Thus development or forward progress through the "positions" cannot be taken for granted as deflections to development may also occur (King, 1978 p. 39)

In summary, developmental theories can help advisors and counselors understand what current and future developmental tasks a student faces in finding a career. Each developmental task needs challenge and support to grow and develop.

Career Decision-Making

A general consensus among researchers is that there are many individuals who fail to learn even the basic decision-making skills (Gordon, 1981; Greenhaus, Hawkins & Brenner, 1983). While the requirements of decision-making according to Thoresen & Ewart, (1976) identify the process as: (a) specifying the task, (b) gathering relevant information, (c) identifying alternatives and, (d) taking action toward a tentative decision, the "when and how" of learning to make decisions is related to a number of other variables in conjunction with the developmental tasks. This section investigates the variables on the

personal side of decision-making, and several career decision-making models with practical applications.

The prerequisites of decision-making require an individual to have cognitive and social skills (Piaget, 1964; Perry, 1970), and self-exploration and self-processing skills (Knefelkamp & Slepitzka, 1976, Super, 1957) and these prerequisites will be influenced by personality type, (Jung, 1921/1971; Myers & McCaulley, 1987), family and environment, (Krumboltz, 1976;), school (Spady, 1973; Thorensen & Ewart, 1976), mass media (Wise, Charner & Randour, 1976), and identity (Erickson 1959; Super 1957).

In Jung's theory of Psychological Types the combination of functions indicated two basic ways of reaching a decision regarding any situation: Thinking and Feeling. Thinking types base their decisions on impersonal, logical modes of reasoning. Thinking types want to depersonalize every situation, object, and person by "explaining" them. Feeling types base their decisions on personal considerations. Feeling types want to personalize every situation, object and person by stressing their individual uniqueness. In making decisions, people need to learn when it is appropriate to be objective, analytical, and to weigh the consequences of their actions. At other times they need to know how to use their own values, to weigh the relative importance of long range alternatives to themselves and/or other people. (McCaulley & Natter 1979).

Wise, Charner & Randour (1976) examined the influences of family, schools and mass media in influencing the career decision-making process. These institutions function as influences in two ways, they instruct and

they socialize. Instructional can be seen as a intentional and unintentional process. In any case there is increased knowledge and competence. Socialization is a process that more directly influences the affective development of a person and transmits attitudes, beliefs, expectations, and values that a person needs for success in social roles. At any stage in development one influence can be more powerful than another, for example, during adolescence schools and family are more influential and often maintain their influence into adulthood.

Identity and the formation of a self-concept is identified in all developmental theories as a major issue in career decision-making. Galinsky & Fast (1966) stated that forming an identity was an integral part of having success in the decision-making process. They cited several marker events that call for career related decisions in the late adolescent period: (a) moving from elementary to high school, (b) selecting subjects to take in high school, (c) selecting a college, and (d) selecting a program of study in college. Lack of self-exploration hinders an individual in the decision-making process as an adolescent due to a lack of personal understanding or lack of identity.

Erickson (1959) notes that the task of establishing a workable self definition of identity is preeminent during adolescent/young adult years. As the body changes the mind develops more abstract reflective thought that allows the individual to conceptualize ideas. At 18 "leaving home" brings pressures from parents and college admissions counselors. Society pressures the individual to make concrete decisions, particularly educational and vocational choices. The individual must ask himself, who am I, what will I be? Caught between adulthood and

adolescence an individual exists in what Erickson called "a natural period of uprootedness" (Erickson, 1964, p. 90); he or she must pause, reflect, and make sense of himself if he is to manage the complexities of adulthood effectively. The individual must take his or her childhood self image, to the present assets and liabilities, define future hopes and actively synthesize an identity, a core concept which provides a sense of sameness and continuity. If the person fails to undertake the identity task or is unable to find his way he risks confusion, a pervasive sense of alienation or diffusion in which he is unsure of the meaning in his life and drifts along on the path of least resistance (Widick, Parker, & Knepelkamp, 1978).

Chickering (1969) devoted his fourth "vector" to establishing identity, although it is difficult to distinguish as a separate developmental realm. Growth along the first three vectors, Developing Competence, Managing Emotions, and Developing Autonomy, are prerequisites for establishing identity. In Chickering's model identity involves the increased ability to integrate the many facets of one's experience and negotiate a realistic, stable image. It occurs as an inner sense that there are core qualities which comprise one's being in the world. Thus change is perceptual and attitudinal. This move towards clarifying one's identity, involves coming to terms with one's physical and sexual self. Arriving at an accurate realistic picture of self seems to encourage experimentation in the realms where decisions are required; relationships, purpose, and integrity.

How an individual discovers identity and self-concept is usually through self-exploration and self-processing. In order to produce

satisfying and adequate decisions, the process must deal with deeply rooted affective influences such as values, beliefs, expectations about the self (Smaby & Tamminen, 1978).

Super (1957) proposed in his Career Development theory that individuals possessing clearer and more certain perceptions of themselves are better able to discriminate the effectiveness of alternate careers in meeting their needs. Super saw development in terms of life-stages an individual goes through in seeking a career. Super assumes that people have global conceptions of themselves, which they express or "implement" through their work. Job choice is determined by a person's idea of himself, an idea that is reasonably stable yet subject to change over time (Thoresen & Ewart, 1976 p. 34). Super (1983) proposed a new four step-theory of assessment for career guidance that took into consideration certain personality characteristics as being fundamental to career development. In step one, his emphasis was on the fact that readiness for vocational and related career decision-making requires, a sense of autonomy, because planning can only take place if people believe they have some control over their careers. Time perspective which consists of reflection upon the experience of the past and anticipation of the future. It involves the substages of crystallizing, specifying, and implementing preferences. Self esteem is essential to autonomy and in anticipating the future. In step two, commitment to work or to a self actualizing career, work salience, which begins to take a more in depth view of the individuals' career development and possibilities to see if they are ready to assess their own abilities and interests to make self and occupational matching decisions. Exploring oneself and asking questions about various

life career roles become important determinants for readiness to apply decision-making skills. Step three assesses all the data the individual has presented. Step four includes counseling individuals for an understanding of how they see work and other life career roles, and if more exploration and awareness of careers are needed to make a decision.

Another Career Development Model (Knefelkamp and Slepitz, 1976) adapted Perry's scheme that presents the issues of careers, career counselors and career decision making in widely different but measurable ways according to Perry's positions of Dualism, Multiplicity, and Relativism. The primary assumption of the Knefelkamp & Slepitz Model is that a student's level of cognitive complexity affects the way he or she approaches the career developmental process. Theoretically, an increase in the complexity of thinking leads to a more sophisticated approach to career and life style issues (Touchton et al., 1976, p. 156). The design of the study involved work in two primary areas: (a) the process area, or instructional methodology, and (b) the content area, or curriculum. The three goals of developmental instruction were: to teach content, to help students to relate ideas from the course to other areas of their lives, and to expand the complexity of their thinking about career issues.

The following is an adaptation from Knefelkamp & Slepitz's Career Developmental model which describes the movement of students from a simplistic categorical view of career, career counseling, career decision-making to a more complex, pluralistic view of the same. A student's view of these areas affects the way that individual will approach the entire career life planning process. As students move

along the scheme, they will exhibit a more integrated understanding of the relationship between personal identity, values, and the entire career life planning process and hence make more satisfying career commitments (Knefelkamp & Slepitzka, 1976, p. 54)

Dualism. The first stage is characterized by simplistic, dichotomous thinking about the career life planning area. Lower stage dualistic thinking students are almost exclusively controlled by externals in their environment. Adhering to the belief that there is only one right career for them, they tend to turn to parents, teachers, counselors, interest inventories, the job market and economy, as well as such factors as prestige, power, and financial reward to define both self and the right career decisions. These students are lacking in the ability to both analyze and synthesize material and exhibit only minimal processing of self in relation to the career decision-making process. For them, the career decision-making process exists only to the extent that one can turn to the authority to provide the answer as to the right career (see appendix a for a practical application).

Multiplicity. Students are beginning to realize a greater possibility of making right/wrong career decisions. The cognitive processes are getting more complex and the increased complexity creates dissonance, and in an attempt to eliminate and reduce the possibility of wrong decisions, students turn to a decision-making process provided by the counselor. The locus of control is still based on external factors. As the student matures in multiplicity the decision-making process

expands to include a wider variety of topics that carry different degrees of weight. The student sees the counselor's role as providing the decision-making process that will yield the right career.

Relativism. In this position the students' locus of control has shifted from an external reference point to a predominantly internal one. External influences still continue to be helpful resources, but the student now becomes the prime focus of the decision-making process. As students reach these higher levels of processing, they are able to utilize the skills of analysis in their approach to their own career decision-making process. They are thus able to accept responsibility for their career decisions.

Overall evaluations for the course gave very positive ratings in all sections. The developmentally taught sections consistently showed higher satisfaction levels in the following areas: (a) instructor preparation, mastery of subject, and responsiveness to student needs, (b) contributions of course structure and procedures to learning; (c) feelings of competence in subject matter; and (d) ranking of course as valuable and one they would recommend to others. (Touchton et al. 1976, p.164).

In summary, there are personal influences such as personality type, forming an identity and self-concept, and external influences such as family and environment, schools and mass media that contribute to the way an individual will make decisions. Through an overall knowledge of these influences and the developmental process the career counselor or

advisor can assist the student in the decision-making process by helping the student gain self-exploration and self-processing skills through selecting and using appropriate developmental tasks (Appendix D).

MBTI and Career Decision-Making

Type theory in conjunction with career and student development theory can help a student gain greater self insight and select an appropriate program of study. Patterns can be identified among students who are undecided or decided about a college major related to their types and to the combinations of their attitudes and functions (Lynch, 1987). This section examines the relationship between the MBTI and career decision-making according to type theory.

Type theory provides a model for explaining how certain types make decisions. People take in data from the outside world either through their Sensing or Intuition functions. One process is generally preferred over the other. Sensing types take in data through their senses and are most comfortable when attending to details, the specifics of any situation. Gathering hard facts that can be tested through their senses. An Intuitive, in contrast, take in data by grasping the gestalt of a situation, concentrating their attention on the possibilities rather than the boundaries of a situation. Taking this data, a person channels it to reach a decision. (Pinkney, 1983). Naomi Quenk (1985) reports that clinically the most frequent evidence for distress in decision-making occurs in the Judging function of Thinking vs. Feeling. If the Thinking/Feeling function is poorly differentiated and the

dominant process, the conflict is particularly disruptive. There appears to be a shifting back and forth between Thinking and Feeling. The final decision emerges in fatigue and confusion and later proves to be poor, based on reports by that person as well as by significant others.

Another researcher, Scott Anchors (1985) saw a definite correlation between the attitudes, Extravert vs Introvert and Judging vs Perceiving in decision-making. His research found the Extraverted Judging (EJ) types to be overrepresented among decided students and Introverted Perceiving (IP) types to be overrepresented among undecided students. Using type theory, Anchors described these four attitudes, Extraverted, Introverted, Judging, and Perceiving in relationship to decision-making behavior. Extraverted Judging types are decisive, confident, and enjoy closure and making things happen. This preference for structure and closure makes deciding on a college major an easier task. These types are the most likely to make early career decisions. On the other hand this type is also most likely to make premature or early foreclosure career decisions. They may not take the time to gather enough information and perceptions and may fail to consider the possibilities. Introverted Perceiving types are characteristically hesitant and reflective. Although they are adaptable in many areas they will stand firm on issues that are important to them. Many Introverted Perceiving types lack information on careers and are generally more uncomfortable making decision. They must be able to respond to the outer world and yet be true to their inner world of personal values or logic. Procrastination to take in more information and explore all of the

options can be one reason why Introverted Perceiving types have a difficult time making decisions. Ann Lynch (1987) also found a link between the functions of Judging and Perceiving and decision-making. Her research studied extreme Perceptive and Judging types and found an extreme Perceptive type with an underdeveloped auxiliary judgement process would gather information and not be able to use it to make a decision. In college students such underdevelopment of the judgement auxiliary is often illustrated in the aimless wanderings in search of a major over a period of years. An extreme Judging type on the other hand, without a well developed perception auxiliary tends to make decisions without information. This lack of development is often seen in freshmen and sophomore students who choose majors and lifelong careers without the slightest bit of knowledge of the educational requirements, working conditions or job possibilities.

In all cases, helping students to find a decision making-model that works for them is one of the most valuable advising activities. Lawrence (1982) provided a zig-zag decision making model to help students understand and use their strengths and weaknesses. The model begins with Sensing, gathering relevant, concrete facts that can be validated through the senses. The second step is the intentional use of Intuition, what does the data mean? what possibilities do they suggest? Thinking is then engaged to analyze and evaluate the logical sequences of acting on the facts and possibilities. Finally Feeling is used to judge on the interpersonal harmony and personal values. This model when applied step by step uses all four functions to achieve a more complete and informed decision.

Myers-Briggs Type Indicator and Occupational Choice

There have been a number of studies investigating the relationship of the MBTI and occupational choice. The Center for Applications of Psychological Type (CAPT) and the MBTI Data Bank have contributed and are contributing the empirical data collected on type and occupations. This section examines the type theory proposition that people are attracted to careers that suit their type. Each scale or indice has a particular set of preferences and it was assumed that people will seek out these preferences to match a job environment.

Myers and McCaulley (1985) investigated students in particular majors and found that some types had a larger representation in certain curricula. Engineers were more often Intuitive Thinkers, business students were more frequently Sensing Thinkers and architects were Intuitives, both Thinking and Feeling. Nauss (1967) found nearly half of a groups of ministerial students were either ESFJ or ENFJ. Keirsey and Bates found that almost all creative persons showed a preference for the Intuitive approach (90 to 100% in different occupations). Rezler, Mrtek, Manasse Jr. (1976) studied pharmacy students in relationship to MBTI personality types. The study found that pharmacy attracts all kinds of personality types but is particularly attractive to students who enjoy an established routine, dislike new problems unless there are standard ways to solve them, are persistent in their work habits, impatient with complex details, but tend to be good at precise work. These characteristics were present in about two thirds of both male and female students. Several researchers catagorized job function features by describing a work environment in terms of behavioral variables (Rezler, 1976; Quenk,

1975). Naomi Quenk developed a taxonomy of physician work settings by designing a questionnaire that determined the frequency with which physicians engage in particular medical activities as well as the extent to which a large number of factors are characteristic of their work situations. The results of her study supported the relationship between type preference and occupational variables.

Myers (1962) reported in her research that Extraverts have a lower turn over rate on outside jobs, and Introverts have a lower turn-over rate on inside jobs. Data collected by the University of Florida Typology Laboratory demonstrates that the practical, matter-of-fact ST types are found among business students, mathematics teachers, and in the biological sciences which require careful observation and classification. The sociable and friendly SF types are found in fields requiring day to day care of people, elementary and middle school teaching, nursing, physical therapy. for example. The NF types are found in fields concerned with possibilities for people, or understanding people. These types are also found in teaching, nursing occupational therapy, psychology, communications, the humanities, literature and the arts. The logical and ingenious NT types who like work which involves abstraction and theory, dealt with in a logical system, are attracted to the physical sciences, engineering, and law, but infrequently to elementary education and allied health.

Myers and McCaulley (1985) have perhaps done the most extensive research linking type to work situations. Several examples are listed to show the associations (Appendix C). Extraverts will tend to favor a quick pace with multiple interactions in their work. Introverts will tend to prefer a quiet, more reflective approach to work. The Extravert is more likley than an

Introvert to select a consulting training role which requires visiting many schools and teachers. The introvert is more likely to select a research position involving independent effort, the gathering and analysis of data and the writing of reports. The Sensing/Intuition preference can provide the foundation for an individual's work modality. Sensing types prefer occupations that deal with concrete, realistic, and operational problems. Intuitive students may be more interested in careers that require complex problem solving, tolerance for ambiguity in task and approach, and attention to pattern rather than details. Sensing types may tend to pursue job security, Intuitive types are more likely to follow unconventional and less clearly defined career paths. Thinking/Feeling preference is often more important in terms of individual's comfort with the technical versus the interpersonal aspects of occupations. Direct service to people and helping roles are more often the choice of feeling types as well as a harmonious and supportive work environment. Thinking types are more likely to seek work environments where logical analysis and evaluation of ideas, numbers, or objects is required. Judgement/Perception preferences relates to orientation in handling tasks as well as lifestyle. Judging types prefer organized lifestyle with structure and order. Perceptive types prefer more flexibility and adaptability in their lives and work. Judging types are more concerned with issues of control and closure and are more likely to be found in management or organizational jobs. Perceptive types are more interested in finding out about the world than in controlling it and are more likely to gravitate to jobs requiring adaptation to ever changing situations, such as consulting or some form of trouble shooting.

In summary, the recent research indicates that the extent to which one

will enjoy various careers and settings is determined to some degree by the type of person one is. The nature of the MBTI is well suited for the application of psychological assessment to career counseling (Pinkney, 1983, Lynch, 1987). The data which this research is based on came from several longitudinal studies and the Center for Applications of Psychological Type (CAPT) and the MBTI Data Bank. The MBTI Data Bank is a computer data bank of more than 250,000 MBTI records. Occupations are coded following the Dictionary of Occupational Titles with some refinements to achieve greater precision (Myers & McCaulley, 1987 p. 227). These lists can be used as a guideline to help students focus on what matters to them and to clarify their work style preferences and identify individual variation with the preference.

Research Questions and Hypotheses

Two research questions and 13 hypotheses directed this study. Research question one asked "Can the MBTI be used to assess career decision-making in undecided students?" Research question two asked, "Can the career decision-making process questionnaire be used to assess career decision-making in undecided students?"

Hy 1 There will be no significant difference between the functions of Thinking vs. Feeling in undecided students.

Hy 2 There will be no significant difference between the functions of Sensing vs. Intuition in undecided students.

Hy 3 There will be no significant difference between the attitudes of Extraversion vs. Introversion in undecided students.

Hy 4 There will be no significant difference between the attitudes of Judging vs. Perceiving in undecided students.

Hy 5 There will be no significant difference when undecided personality types were assessed according to the career decision-making process question, "I feel very undecided about a major".

Hy 6 There will be no significant difference when undecided personality types were assessed according to the career decision-making process question, "I feel undecided about a career in general".

Hy 7 There will be no significant difference when undecided personality types were assessed according to the career decision-making process question, "I feel undecided about a specific job in a career".

Hy 8 There will be no significant difference when undecided personality types were assessed according to the career decision-making process question, "I feel anxious about making a decision right now".

Hy 9 There will be no significant difference when undecided

personality types were assessed according to the career decision-making process question, "I feel that I don't need to make a decision right now".

Hy 10 There will be no significant difference when undecided personality types were assessed according to the career decision-making process question, "I feel that I might change my mind about a career later".

Hy 11 There will be no significant difference when undecided personality types were assessed according to the career decision-making process question, "I have thought about taking a leave of absence or time-off from school".

Hy 12 There will be no significant difference when undecided personality types were assessed on the career decision-making request, "Rank order your top 3 influences related to making a career decision".

Hy 13 There will be no significant difference when undecided personality types were assessed on the career decision-making request, "Rank order you top 3 features of your ideal job".

Definition of Terms

Auxiliary Function-provides the balance of processes and is used to deal with

those parts of a person's life in which he or she is less interested (Meyers, 1962, p. 60).

Career-the work positions, identified by job or occupational labels, that an individual holds in a lifetime.

Career Decision Making Process Questionnaire-This instrument was researcher designed to assess how a student was feeling about the career decision making process with respect to pressures associated with: making a decision, anxiousness, influences, career values.

Career Choice-a decision about a particular occupation or cluster of careers.

Career Development- exploration and choice of occupations and life style of the life span.

Career Maturity-consists of planfulness, exploration, information, decision making and reality orientation (Super).

Career Path-the continuing process through which a person engages in the sequence of developmental and career decision making tasks necessary for personal growth in occupational life.

Developmental Counseling-accepts the client at present state, trait and stage of development and helps reduce anxiety, focus on needs and move to next stage of development.

Dominant Function-is the function that is the most highly developed.

Extraversion-is an attitude which prefers to relate to the outer world of people and things. This type enjoys activity, sociability and being engaged with people and events of the world.

Feeling-is a judgment function that is concerned with decisions best reached by a subjective, valuing process establishing priorities in terms of worth. Types who prefer this process of coming to conclusions tend to become appreciative, tactful, more concerned with the human and aesthetic issues than with the technical side of problem solving.

Indecisiveness-trait referring to a more enduring and consistent proneness when encountered by any decision-making task.

Inferior Function-the function opposite the dominant function is the least developed and is often referred to as the shadow function. It finds expression in the dream world or in fantasies.

Introversion-is an attitude which prefers to relate to the internal world of thoughts and ideas. This type enjoys privacy, solitude and time for contemplation of the concepts and ideas that make up the world.

Intuition-is a function that deals with seeing new possibilities, abstractions, or theoretical explanations of events. Types who prefer this

method of perceiving tend to become insightful, imaginative, sometimes creative people who live for accomplishment of their dreams or inspirations about the future.

Judging-is a lifestyle attitude. This type prefers to collect only enough information to make decisions and spend as much time as they can in tasks that are organized, planned, and achieved on predetermined schedules.

Myers-Briggs Type Inventory-This personality test consists of 166 forced choice questions. All questions deal with relative preferences for two important but opposite functions, Extraversion vs. Introversion. Sensing vs. Intuition, Thinking vs. Feeling, Judging vs. Perceiving. The test assumes that people often go against their preferences when rising to a special occasion, but show their true preferences in the little events of everyday life, thus the items on the test deal with the simple results of preferences. Parts I and III have item responses that are phrases reflecting opposite ways of reacting to various situations of everyday life. Part II is a series of word pairs and the respondent is asked to choose the more appealing word.

Typical questions include:

8. Are you more successful
 - (A) at dealing with the unexpected and seeing quickly what should be done, or
 - (B) at following a carefully worked out plan?
94. In deciding something important, do you
 - (A) find that you can trust your feeling about what is best to do, or
 - (B) think you should do the logical thing, no matter how you feel about it?

Which word in each pair appeals to you more?

34. (A) systematic spontaneous (B)

46. (A) imaginative matter-of-fact (B)

The test results in eight scores which are paired to produce a Type representing four personality traits. These four indices (EI, SN, TF, and JP) are bipolar, and make up a total of sixteen type structures. For analytical purposes it is also possible to use the results in the form of four continuous scores. The continuous scores were used in scoring, but were reduced to the dichotomous types for most of the data analysis.

Occupation-a category of work positions, usually jobs, that have been characterized as having similar routines, requisites, and returns.

Perceiving-is a lifestyle attitude. This type prefers to stay in the perceptive attitude as much of the time as they can, staying curious, open, flexible and adapting to new events.

Self-Exploration-is a willingness to investigate personal interests, characteristics and goals.

Self-Processing-the ability to examine oneself and be cognizant of one's defining factors

Sensing-is a function that deals with data from the senses, what is visible, tangible, and auditory. Types who prefer this method of perceiving tend to become observant, practical, realistic people who value common sense and

living for the joys of the moment.

Thinking-is a judgment function that is concerned with decisions best reached through impersonal, logical analysis of cause and effect. Types who prefer this process of coming to conclusions tend to become logical, analytical, skeptical and tough-minded, more interested in the technical side of decision-making.

Type-Jungian typology as measured by the Myers-Briggs Type Indicator.

Undecided/Undeclared Student-is that individual who is undecided about his or her educational and/or vocational plans. These students may also have declared themselves to be "undecided" at the UW-La Crosse.

CHAPTER II

METHODS AND PROCEDURES

This study dealt with the relationship between Myers-Briggs personality types and the resulting career decision-making process at the University of Wisconsin-La Crosse. The Meyers-Briggs Type Indicator (MBTI) was administered to identify specific personality types and a career decision-making process questionnaire was used to assess problems and influences on one's career decisions.

Sample

The sample for this study consisted of undeclared majors at the University of Wisconsin-La Crosse from the fall 1987 freshman and sophomore classes. The sample was generated through a random selection mailing from the 1987 fall academic list of undeclared majors. A cover letter (Appendix A) was sent to 300 students, divided equally between males and females. Students were invited to participate in this two part study, with one session being set up for testing, and a follow-up session for test interpretation. Thirty three students responded and were present for testing. Of the 33 students who took the tests, 25 were females and 8 were males.

Research Design

Students from the undeclared major's list were administered the MBTI and the career decision-making process questionnaire, which contained 13 reoccurring variables in the decision-making process. The data was hand scored and coded by the researcher. The 13 variables on the career decision-making questionnaire served as criteria for determining the mental process students follow in selecting a career. The Myers-Briggs and the career decision-making process questionnaire were correlated using the Pearson r, and the resulting relationships examined for statistical significance.

Proceedures

This study was conducted during the fall semester of the 1987 academic year at the University of Wisconsin-La Crosse. Cover letters introducing this study and listing the testing times and dates were sent one week prior to the testing times. Students were asked to come at one of three specified times for testing. The size of the group ranged from 3-12 per session. The MBTI and a career decision-making process questionnaire were administered to undeclared students in three different residents halls on December 1, 2, 3, 1987. Of the students who took the test and answered the questionnaire, 21 students returned the following week for test interpretation.

Students understood that the test results would be confidential but were asked to put names on their test sheets and questionnaires for purposes

of matching scores from the two instruments for statistical analysis later.

Data Analysis

The Myers-Briggs was hand scored by the researcher by the method of continuous scores and the career decision-making process questionnaire was numerically coded to facilitate analysis. All data were transferred to UW-L's VAX-SPSS computer network for statistical packaging and treatment.

The dichotomous MBTI personality scales and the coded career decision-making process questionnaire were analyzed in frequency distributions. Scores on the MBTI were correlated with the continuous scores on the personality scales, using the Pearson correlation coefficients.

Instrumentation

1. Questionnaire on career decision-making process (Appendix B)

This instrument was researcher-designed to assess how a student was feeling about the career decision-making process with respect to pressures associated with: making a decision, anxiousness, career influences, and ideal job features. For the first seven questions students were asked to circle one statement pertaining to how they felt about the career decision-making process using the following five-point Likert scale: 1-very untrue; 2-somewhat true; 3-neither true or untrue;

4-somewhat true; 5-very true. The second part of the questionnaire consisted of two questions which the student was asked to rank order his or her top three career influences and career values.

2. Myers-Briggs Type Inventory (MBTI)

The Myers-Briggs Type Indicator consists of 166 forced choice items appropriately weighted to offset social desirability effects. All questions deal with relative preferences for two important but opposite functions: Extraversion vs. Introversion, Sensing vs. Intuition, Thinking vs. Feeling, Judging vs. Perceiving. The test assumes that people often go against their preferences when rising to a special occasion, but show their true preferences in the little events of every day life, thus the items on the test deal with the simple results of preferences. Typical questions include:

8. Are you more successful
- (A) at dealing with the unexpected and seeing quickly what should be done, or
 - (B) at following a carefully worked out plan?
94. In deciding something important, do you
- (A) find that you can trust your feeling about what is best to do, or
 - (B) think you should do the logical thing, no matter how you feel about it?

Which word in each pair appeals to you more?

34. (A) systematic spontaneous (B)
46. (A) imaginative matter-of-fact (B)

(Myers-Briggs Type Inventory Test)

As stated above, the MBTI contains the four separate indices: Extroversion vs. Introversion, Sensing vs. Intuition, Thinking vs. Feeling, Judging vs. Perceiving. Each index reflects one of four basic preferences which, under Jung's theory, direct the use of perception and judgment. One pole of each of the four preferences is preferred over the other pole for each of the 16 MBTI Types. The preference on each index is independent of preferences for the other three indices, so that the four indices yield 16 possible combinations called "Types" denoted by the 4 letters of the preference (e.g., ENFP, ISFJ.). The theory postulates specific dynamic relationships between the preferences. For each type, one process is the leading or dominant process and a second process serves as an auxiliary.

Delimitations

1. This study was limited to undeclared majors in the fall of 1987 freshman class.
2. This study was limited to the traditional University of Wisconsin-La Crosse freshman undeclared students which excluded minority, transfer, non-traditional, foreign and declared major students.

CHAPTER III

RESULTS, AND DISCUSSION

This study was designed to determine if a personality test, the Myers-Briggs Type Inventory, and a career decision-making questionnaire could be used to identify specific personality types, and examine the problems and influences these types have in the career decision-making process.

Two research questions and 13 hypotheses directed this study. Research question one asked "Can the MBTI be used to assess career decision-making in undecided students?" Research question two asked, "Can the career decision making process questionnaire be used to assess career decision-making in undecided students?" To test the research questions and hypotheses, 33 students were administered the MBTI and a career decision-making process questionnaire. The data from the MBTI and career decision-making questionnaire were analyzed using the Pearson r correlation. The results of this study are reported in this chapter.

Test of Hypotheses

Hypothesis one stated that there would be no significant difference between the functions of Thinking vs. Feeling in undecided students. To test hypothesis one, a frequency count was made which revealed 11 students with a preference for the Thinking function and 22 students with a preference for the Feeling function. Based on this 2:1 ratio for

the Feeling function, hypothesis one was rejected.

Hypothesis 2 stated that there would be no significant difference between the functions of Sensing vs. Intuition in undecided students. To test hypothesis two a frequency count revealed 15 students with a preference for the Sensing function and 18 students with a preference for the Intuitive function. Based on this insignificant difference, hypothesis 2 was supported.

Hypothesis 3 stated that there would be no significant difference between the attitudes of Extroversion vs. Introversion in undecided students. To test hypothesis 3 a frequency count revealed 17 students with a preference for Extroversion and 16 students with a preference for Introversion. Based on this insignificant difference, hypothesis 3 was supported.

Hypothesis 4 stated that there would be no significant difference between the attitudes of Judging vs. Perceiving in undecided students. To test hypothesis 4 a frequency count revealed 10 students with a preference for Judging and 23 students with a preference for Perceiving. Based on this 2:1 ratio for the Perceiving preference, hypothesis four was rejected.

Hypothesis 5 stated that there would be no significant difference when undecided personality types are assessed according to the career decision-making process question, "I feel very undecided about a major". To test hypothesis 5 the Pearson r correlation was used to determine if there were significant relationships between the MBTI personality types and the career decision-making process. The level of significance was set at .05 level. Analysis of hypothesis 5 revealed no significant

difference which supports hypothesis five.

Hypothesis 6 stated that there would be no significant difference when undecided personality types are assessed according to the career decision-making process question, "I feel undecided about a career in general. To test hypothesis six the Pearson r correlation indicated a positive relationship at the .002 level for the MBTI personality type, Introversion, revealing that undecided introverted personality types feel greater indecision about a career in general. Based on this level of significance, hypothesis 6 was rejected.

Hypothesis 7 stated that there would be no significant difference when undecided personality types are assessed according to the career decision-making process question, "I feel undecided about a specific job in a career". To test hypothesis 7 the Pearson r correlation indicated no significant difference. Hypothesis 7 was supported.

Hypothesis 8 stated that there would be no significant difference when undecided personality types are assessed according to the career decision-making process question, "I feel anxious about making a decision right now". Analysis of hypothesis 8 indicated a significant relationship between the career decision-making question and the MBTI scales of Introversion $p > .018$ and Judging $p > .096$. Based on this level of significance, hypothesis 8 was rejected.

Hypothesis 9 stated that there would be no significant difference when undecided personality types were assessed according to the career decision-making process question, "I feel that I don't need to make a decision right now". Analysis of hypothesis 9 indicated no significant difference. Hypothesis 7 was supported.

Hypothesis 10 stated that there would be no significant difference when undecided personality types were assessed according to the career decision-making process question, "I feel that I might change my mind about a career later". Analysis of hypothesis 10 indicated no significant difference. Hypothesis 19 was supported.

Hypothesis 11 stated that there would be no significant difference when undecided personality types were assessed according to the career decision-making process question, "I have thought about taking a leave of absence or time-off from school". Analysis of hypothesis 11 indicated no significant difference. Hypothesis 11 was supported.

Hypothesis 12 stated that there would be no significant difference when undecided personality types were assessed on the career decision-making request, "Rank order your top 3 influences related to making a career decision". Analysis of hypothesis 12 found several significant relationships at the $p < .05$ level of significance. They were: (1) Perceiving types and interests $p > .087$, (2) Thinking types and faculty $p > .062$, (3) Judging types and earning a degree $p > .05$, (4) Feeling types and other (making money) $p > .05$. Based on these significant findings, Hypothesis 12 was rejected.

Hypothesis 13 stated that there would be no significant difference when undecided personality types were assessed on the career decision-making process request, "Rank order your top 3 features of your ideal job". Analysis of hypothesis 13 found several significant relationships. They were: (1) Introverted types and making money $p > .006$ (2) Introverted types and security for the future $p > .050$ (3) Extroverted types and being of service to others $p > .011$ (4) Sensing types and making

money $p > .093$ (5) Intuitive types and being creative $p > .055$ (6) Intuitive types and leisure time $p > .005$ (7) Thinking types and recognition and prestige $p > .097$ (8) Judging types and ability $p > .036$ (9) Perceptive types and personal fulfillment $p > .088$ (10) Perceptive types and recognition and prestige $p > .098$ (11) Perceptive types and being creative $p > .080$. Based on these significant findings hypothesis 13 was rejected.

Discussion

The findings in this study were consistent with Jung's theory of personality types and the combination of functions indicated by the two basic ways of reaching a decision; Thinking vs. Feeling. This study found a 2:1 ratio of undecided students in the Feeling preference. According to type theory, Feeling types base their decisions on personal considerations and values, while the Thinking types base their decisions on logical facts; thus both types use different criteria to arrive at their decision. The high number of Feeling type undecided students indicates that perhaps they need to know and understand themselves and their values better in order to facilitate their career decision-making process.

A second finding of this study that was consistent with type theory predictions was the 2:1 ratio of undecided students in the Perceptive attitude. In the Perceiving attitude an individual is inclined to keep options open and flexible, the drive is toward keeping plans and organization to a minimum. In the Judging attitude, the individual likes to have options decided, judged, planned and organized. The drive is

towards closure and having a settled system in place. Therefore it is understandable that a Perceiving undecided student would keep career options open as long as possible in case a better opportunity would come along. A Judging undecided student, looking for closure, might settle on a career too early, and change careers later when more facts have been gathered.

In answer to reasearch question number 1, "Can the MBTI be used to assess decision making in undecided students?" the researcher feels that the MBTI gives a framework for understanding that each personality type responds differently to developmental tasks, and the process of coming to a career decision. The MBTI may help students to assess congruent choices between personality type and career choice. Research question number 2 asked "Can the career decision-making process questionnaire be used to assess career decision making in undecided students?" The researcher feels that the career decision-making process questionnaire might help college career counselors and academic advisors understand where a student is in terms of career development, and the problems and influences a student has in making a career decision.

Limitations

The objectives of the study were to gain an indepth understanding of the relationship between personality types among undecided freshman students and their mental process in selecting a career (career decision-making process).

One of the limitations of this study for generalizing the results

to the other groups was the small number of students involved. Another limitation was an unequal distribution of sex, 25 females and 8 males. A further limitation of this study was the lack of minority, international, non-traditional, and decided student representation.

Recommendations

While the career counselors and academic advisors at UW-L emphasize student development theory, the researcher believes there needs to be a broader knowledge base than student development theory, to more fully understand and direct students in their career decision-making process. The following recommendations are based on this and other researchers work as reported in this paper.

1. The MBTI should be given to freshman students as they enter into academic advising.
2. The career decision-making process questionnaire should be given at the time of counseling, to help the counselor understand how the student is thinking and feeling about the career decision-making process.
3. Further studies should be done evaluating the MBTI as an assessment instrument in the career decision-making process.
4. The effectiveness of the MBTI and career decision-making process should be studied using a larger sample and including non-traditional, minority, international and decided populations.

CHAPTER IV

SUMMARY

The focus of this research was to study the relationship between Myers-Briggs personality types and the career decision-making process at the University of Wisconsin-La Crosse.

The importance of this study was to determine if a personality test, the MBTI, and a career decision-making questionnaire could be used to identify specific personality types and examine the problems and influences these types encounter in the career decision-making process. The number of undecided students on college campuses has increased steadily over the years, indicating that the process of choosing a major and career path is not an easy task for many students.

A review of research on this decision-making process specifically identified personality factors as contributing to one's decision on career choice. A review of the literature was divided into six sections: (a) The Undecided Student, (b) Selected Personality Theories, (c) Selected Developmental Theories, (d) Career Decision-Making, (e) The Myers-Briggs Type Indicator and Career Decision-Making, and (f) The Myers-Briggs Type Inventory and Occupational Choice.

The review of literature in section (a) The Undecided Student, revealed that many variables have been studied in relationship to the undecided student. Among the most popular variables were: immaturity, developmental stage, low self esteem, and creativity. Many of these studies sought to determine what makes undecided students different from

those who are able to make decisions; the majority found no significant differences.

The review of literature in section (b) Selected Personality Theories, identified the theoretical frame of reference that was the base for the MBTI. Jung's theory of personality included the Extroversion vs. Introversion dimension and the classification of all mental activity into four mental processes. The processes were: Two perception processes, Sensing vs. Feeling, and two judgment processes Thinking vs. Feeling. Each person uses all four processes but one is dominant, and one is auxiliary. According to Jung, decision-making is most closely related to the Thinking-Feeling function (Jung, 1921/1971).

The review of literature in section (c) Selected Developmental Theories, focused on the theories of Erickson, Chickering and Perry. Each developmental theory identifies specific tasks that an individual must deal with in the process of maturation. Perry's scheme of intellectual and ethical progress offered a framework for understanding students and was helpful in identifying some of the decision-making tasks undecided students face.

The review of literature in section (d) Career Decision-Making, revealed that there are personal influences affecting the career decision-making process: MBTI personality type, forming an identity and self-concept. External influences affecting the career decision-making process include: family, environment, schools, and mass media. These factors and others, all contribute to the way an individual will make decisions.

The review of literature in section (e) The MBTI and Career

Decision-Making, focused on the MBTI's type theory model for explaining how individuals make decisions. A person with a poorly differentiated Thinking vs. Feeling function shifts back and forth between logic and feelings, when making a decision. The process of making a decision then, becomes an exhausting and frustrating experience.

Several researchers have found a positive correlation between the attitudes, Extroversion vs. Introversion and Judging vs. Perceiving in the career decision-making process. Introverted Perceiving types were overrepresented among decided students and Extroverted Judging types were overrepresented among decided students.

Other researchers examined the relationship of extremes in the attitude of Judging vs. Perceiving. Extreme Perceptive types with an underdeveloped Judging function would tend to gather information and not be able to use it to make a decision. An extreme Judging type without a well developed perception auxiliary tended to make a decision without enough information.

Using the MBTI to help a student find a decision-making model begins with the Sensing function, gathering relevant concrete information that can be validated through the senses. Second is the intentional use of Intuition, examining what the data means and what possibilities it suggests. Third is the engagement of Thinking to analyze and evaluate the logical sequences of acting on the facts and possibilities. Fourth is using Feeling to judge the interpersonal harmony and personal values. This decision making model, when used in a step by step process uses all four functions to achieve a more complete and informed decision.

The review of literature in section (f) The MBTI and Occupational choice indicated that personality types gravitate to careers and occupational settings that match their MBTI preferences. The data which this research is based on came from several longitudinal studies, the Center for Psychological Type, and the MBTI Data Bank. Occupations were coded following the Dictionary of Occupational Titles with some refinements to achieve greater precision. These lists can be used as a guideline to help students focus on what matters to them and to clarify their work style preferences and identify individual variation with the preferences.

The review of literature generally concluded that understanding the thinking processes and preferences as identified by the MBTI personality type, and the tasks and stages of student development theory, a wider knowledge base will assist the counselor or advisor in helping students in the career decision-making process.

Several of the hypotheses were rejected due to significant findings. The results of hypotheses 1 and 4 found that two MBTI types, Feeling and Perceiving, appeared twice as often as other types. These findings were consistent with Jung's theory of Psychological types and the combination of functions indicated by the two basic ways of reaching a decision, Thinking vs. Feeling. According to type theory, Feeling types base their decisions on personal considerations and values, while Thinking types base their decisions on logical facts. Both types use different criteria to arrive at their decision. The large number of Feeling type students indicated that perhaps they need to know and understand themselves better in order to make a comfortable decision.

The ratio of Perceiving types to Judging types was also consistent with type theory. In the Perceiving attitude an individual is inclined to keep options open and flexible, the drive is toward keeping plans and organization to a minimum. In the Judging attitude the individual likes to have options decided, judged, planned and organized, the drive is toward closure and having a settled system in place. Therefore, it is understandable that a Perceiving undecided student would keep career options open as long as possible in case a better opportunity would come along. The Pearson correlation was used to determine if there were significant relationships between the MBTI personality types and the career decision-making process. Results found that Introverted types reported greater indecision and anxiety in career decision-making. Several relationships were found between MBTI types and career influences: Perceiving types were most often influenced by their interests, Thinking types were influenced by faculty members, Judging types were influenced by earning a degree, and Feeling types were most influenced by making money. Correlations between MBTI types and ideal job features found these relationships: Introverted types ranked security for the future as their ideal job feature and making money as second, Extraverted types ranked being of service to others as their number one job feature, Sensing types ranked making money as number one, Intuitive types ranked leisure time as number one and being creative as number two, Thinking types ranked recognition and prestige as number one, Judging types ranked their number one job feature as ability, Perceiving types ranked being creative as number one, personal fulfillment as number two and recognition and prestige as number three. In answer to

the research questions the researcher feels that the MBTI gives a framework for understanding that each personality type responds differently to developmental tasks and the process of coming to a career decision. The MBTI may help students to assess congruent choices between personality type and career choice. The career decision-making process questionnaire might help counselors' and advisors' understand where a student is in terms of career development and the problems and influences a student has in making a career decision.

The four recommendations that resulted from this study are a combination of broadening the counselors' and advisors' knowledge base in order to more fully understand and direct students in their career decision-making process, and to further study the MBTI as well as other personality inventories, to determine their effectiveness with students engaged in the career decision-making process.

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[Faint, illegible text, likely a list of references or a detailed index]

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APPENDIX A

Dear Student,

Undecided about a major? Haven't thought about it or don't know how to think about it? Are you one of those enlightened few who are totally confused about a career?

Hi, my name is Jody Wosepka, a former undecided student now doing my graduate work in College Student Personnel. For my thesis paper I have chosen to study the relationship between undecided students and a career decision-making test called the Myers-Briggs Type Indicator (MBTI). Your name was one of the 300 selected at random from a list of undeclared majors I received from the computer center.

I would like to invite you to participate in this research project. It will require 45 minutes of your time to take the test and a follow-up test interpretation where I can explain what occupations you might be most interested in exploring. The test will be given in several of the resident halls. Please choose one hall and time most convenient for you.

December 1 (Next Tuesday) Coate Hall Conference Room

12:15 5:15 7:00

December 2 (Next Wednesday) Angell Hall Inquire at desk

12:15 5:15 7:00

December 3 (Next Thursday) Laux Hall Blue Study, basement

12:15 5:15 7:00

If you can't make these times and still want to take the test, please call me at 785-8514.

The Myers-Briggs Type Indicator is a personality test that has been gaining popularity in colleges and universities over the past few years. It helps people understand their preferences and possible strengths which can be translated into different job settings. It can indicate work environments and activities that might be interesting and valuable to you. In general, the indicator is a good way to understand yourself and others.

Sincerely,

Jody Wosepka
Graduate Intern, Career Services

APPENDIX B

CAREER DECISION-MAKING PROCESS QUESTIONNAIRE

Please answer the first seven questions about your career decision-making process using the 1-5 rating scale of how true a statement is for you:

- 1-Very untrue
- 2-Somewhat untrue
- 3-Neither untrue or true
- 4-Somewhat true
- 5-Very True

1. I feel very undecided about a major.	1	2	3	4	5
2. I feel undecided about a career in general	1	2	3	4	5
3. I feel undecided about a specific job in a career.	1	2	3	4	5
4. I feel anxious about making a decision on my major	1	2	3	4	5
5. I feel that I don't need to make a decision right now.	1	2	3	4	5
6. I feel that I might change my mind about a career later.	1	2	3	4	5
7. I have thought about taking a leave of absence or "time-off" from school.	1	2	3	4	5

Rank order your top three influences related to making a career decision:

- | | |
|--|---|
| <input type="checkbox"/> Parental expectations(family)
<input type="checkbox"/> My interests
<input type="checkbox"/> Faculty member's expectations
<input type="checkbox"/> Self improvement | <input type="checkbox"/> Friends, peer expectations
<input type="checkbox"/> Earning a degree
<input type="checkbox"/> Gaining Security for the future
<input type="checkbox"/> Other (please specify) |
|--|---|

Rank order your top three features of your ideal job:

- | | |
|---|--|
| <input type="checkbox"/> Security
<input type="checkbox"/> Being of service to others
<input type="checkbox"/> Recognition and prestige
<input type="checkbox"/> Leisure time
<input type="checkbox"/> Making money | <input type="checkbox"/> Harmonious environment
<input type="checkbox"/> Using my special abilities
<input type="checkbox"/> Being creative
<input type="checkbox"/> Personal fulfillment
<input type="checkbox"/> Close relationships |
|---|--|

APPENDIX C

EFFECTS OF EACH PREFERENCE IN WORK SITUATIONS

EXTRAVERTS

- Like variety and action.
 - Tend to be faster, dislike complicated procedures.
 - Are often good at greeting people.
 - Are often impatient with long slow jobs.
 - Are interested in the results of their job, in getting it done and in how other people do it.
 - Often act quickly, sometimes without thinking.
 - Likes to have people around.
 - Usually communicates freely.
-

INTROVERTS

- Like quiet for concentration.
- Tend to be careful with details, dislike sweeping statements.
- Have trouble remembering names and faces.
- Tend not to mind working on one project for a long time uninterruptedly.
- Are interested in the idea behind their job.
- Like to think alot before they act, sometimes without acting.
- Works contently alone.
- Have some problems communicating.

EFFECTS OF EACH PREFERENCE IN WORK SITUATIONS

THINKING TYPES

Do not show emotion readily and are often uncomfortable dealing with people's feelings.

May hurt people's feelings without knowing it.

Like analysis and putting things into logical order. Can get along without harmony.

Tend to decide impersonally, sometimes paying insufficient attention to people's wishes.

Need to be treated fairly.

Are able to reprimand people or fire them when necessary.

Are more analytically oriented-respond more easily to people's thoughts.

Tend to be firm-minded.

FEELING TYPES

Tend to be very aware of other people and their feelings.

Enjoy pleasing people, even in unimportant things.

Like harmony. Efficiency may be disturbed by office feuds.

Often let decisions be influenced by their own or other people's personal likes and wishes.

Need occasional praise.

Dislike telling people unpleasant things.

Are more people-oriented-respond more easily to people's values.

Tend to be sympathetic.

EFFECTS OF EACH PREFERENCE IN WORK SITUATIONS

SENSING TYPES

Dislike new problems unless there are standard ways to solve them.

Like an established way of doing things.

Enjoy using skills already learned more than learning new ones.

Work more steadily, with realistic idea of how long it will take.

Usually reach a conclusion step by step.

Are patient with routine details.

Are impatient when the details get complicated.

Are not often inspired, and rarely trust the inspiration when they are.

Seldom make errors of fact.

Tend to be good at precise work.

INTUITIVE TYPES

Like solving new problems.

Dislike doing the same thing repeatedly.

Enjoy learning a new skill more than using it.

Work in bursts of energy powered by enthusiasm, with slack periods in between.

Reach a conclusion quickly.

Are impatient with routine details.

Are patient with complicated situations.

Follow their inspirations, good or bad.

Frequently make errors of fact.

Dislike taking time for precision.

APPENDIX D

EFFECTS OF EACH PREFERENCE IN WORK SITUATIONS

JUDGING TYPES

Work best when they can plan their work and follow the plan.

Like to get things settled and finished.

May decide things too quickly.

May dislike to interrupt the project they are on for a more urgent one.

May not notice new things that need to be done.

Want only the essentials needed to begin their work.

Tend to be satisfied once they reach a judgment on a thing, situation, or person.

PERCEPTIVE TYPES

Adapt well to changing situations.

Do not mind leaving things open for alterations.

May have trouble making decisions.

May start too many projects and have difficulty in finishing them.

May postpone unpleasant jobs.

Want to know all about a new job.

Tend to be curious and welcome new light on a thing, situation, or person.

Perry's Scheme	Career Counseling	Personality Type	Activity
DUALISTIC	Challenge students to a more multiplistic view with diversity and experimental learning	"E" enjoys learning in groups favor spontaneity in the way information is presented as well as opportunity to engage in discussions	Career groups Talk with professionals Career Testing Trial & error jobs Career fairs
Simple Dichotomous Thinking	Provide structure Develop analytical skills Encourage self-processing	"I" likes practical, realistic material presented in logically structured and organized way careful attention to detail and progress in step by step fashion clear expectations	Individual Counseling Talk with professionals Career library Discover Career Testing
"Looking for the Perfect career"	Openness to alternative perspectives		
External locus of control	Dualistic students may have difficulty in processing the self-assessment content typical of most career planning courses	"S" T.V. and audiovisuals and demonstrations are appreciated. do best with activities that teach specific content in an organized way	Discover Small groups Career Testing Audiovisuals
Lacking in ability to analyze and synthesize material	Provide structure through specific assignments, instructions and exercises.	"N" prefer self paced learning and courses that let them study on their own initiative. Like activities where flexibility and understanding are required	Talk with professionals Career Testing Small groups Career Fairs Career Library
minimal self-processing	Provide personal atmosphere through small group work and individual interviews.	"T" prefer structured groups with clear goals. Lecture situations	Discover Career Testing Career Library Lectures
Looks to authority for right answers	Encourage ability to assume responsibility, take on new roles, and ability to take risks with the self	"F" like working in group projects and human relations. Active socially	Small groups Talk with professionals Career Testing Discover Career Library Career Testing Small group
		"P" require variety, novelty and change, autonomy and opportunities to be spontaneous	Talk with professionals Career Testing Trial & Error Jobs