



The Wharton School
of the University of Pennsylvania

Wharton Life Interests Project

Report 1

Spring 1993

What is the Life Interests Project?

The Wharton Life Interests Project is a long-term study of the career and other life experiences of Wharton students and alumni. Its **major goals** are:

- * To understand the values and central life interests of students and alumni concerning work, education, family and society.
- * To explore how these interests are influenced by the Wharton experience, how they differ for various demographic groups, and how they change over time.
- * To encourage students and alumni to reflect on their central life interests.
- * To provide information to Wharton faculty and administration about how students feel about their Wharton experience.
- * To create materials for use in teaching (e.g., in courses on leadership development, careers, ethics, and human resource management).
- * To have an impact on corporate and social policy through both written reports and conferences that link academics, students, corporations, consultants, and government analysts.
- * To contribute to the social sciences of organizations and adult development.

Data Collection

Most data for this project are being collected by a survey which was designed in collaboration with Drs. Jeffrey Greenhaus and Saroj Parasuraman, who are conducting a parallel study at Drexel University. In **Year 1** of the project, from September 1991 through June 1992, three waves of surveys were administered (number of respondents after wave number):

Wave 1: 222 Incoming MBA class of '93

Wave 2: 551 MBA and undergrad alumni from '64, '69, '74, '79, '84, '89

Wave 3: 497 Graduating undergrad class of '92

The results in this report are based on these first three waves of data.

This year and in each successive year we will survey one entering class, one graduating class, and one alumni class which has been surveyed already as students. Our hope is that over time this longitudinal dataset will become a valued resource to scholars and practitioners in many fields, as well as to the Wharton community.

Reading This Report

This is our first report and, by way of introduction, it covers a wide range of topics. Subsequent reports will focus in depth on only one or two specific issues. Here, we offer a sampling of key findings on different topics along with possible hypotheses to explain them. In future work we will try to test these hypotheses. Let us know what you think we should study and report.

Inside:

| | |
|----------------------------------|----|
| Description of Survey Sample.... | 2 |
| Life Priorities..... | 3 |
| The Wharton Experience..... | 4 |
| Career Issues..... | 8 |
| Balancing Career And Family... | 12 |
| Family Life..... | 14 |

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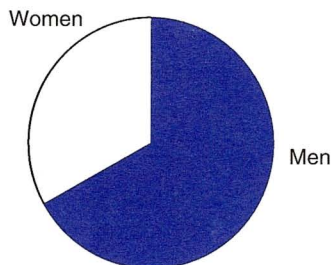
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The Year One Sample

The sample is differentiated here according to demographic categories, some of which are used to make comparisons among groups in this report. (All differences between groups referred to later in this report are statistically significant).

Gender

This chart shows the percentage of men and women in the sample. The more than 2:1 ratio of men to women reflects the historical enrollment trends at Wharton.



Age

The sample is grouped into three age categories, chosen in order to create three equally-sized age groups:

Age 1: 19-22

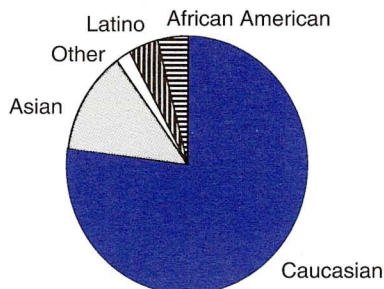
Age 2: 23-32

Age 3: 33 and over.

Virtually all those in the Age 1 (19-22) group were from the the undergrad class of '92. Most of the MBA class of '93 were in Age 2 (23-32), although Age 2 also included alumni. Age 3 (33 and over) is almost exclusively alumni. Overall, women in the sample tended to be younger than men, again, because of their more recent higher representation.

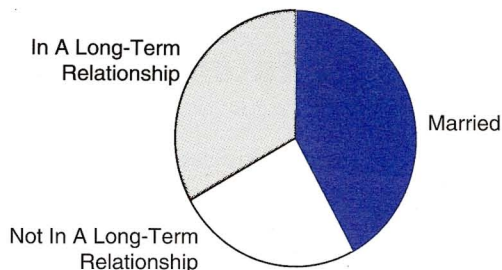
Race

Like gender, the grouping by race mirrors historical trends at Wharton. Caucasians were the largest group, Asians second, followed by African-Americans and Latinos.



Relationship Status

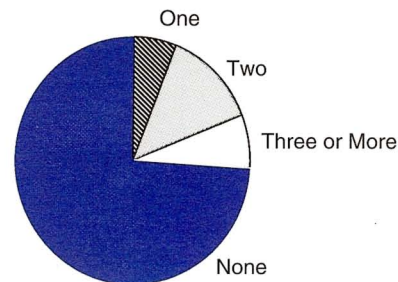
Relationship status is divided into three categories. Only 0.4% of the sample report being separated, and 0.2% divorced.



Number of Children

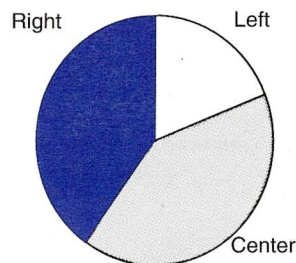
This chart shows present parental status. Six percent of the sample have one child and 13% have two.

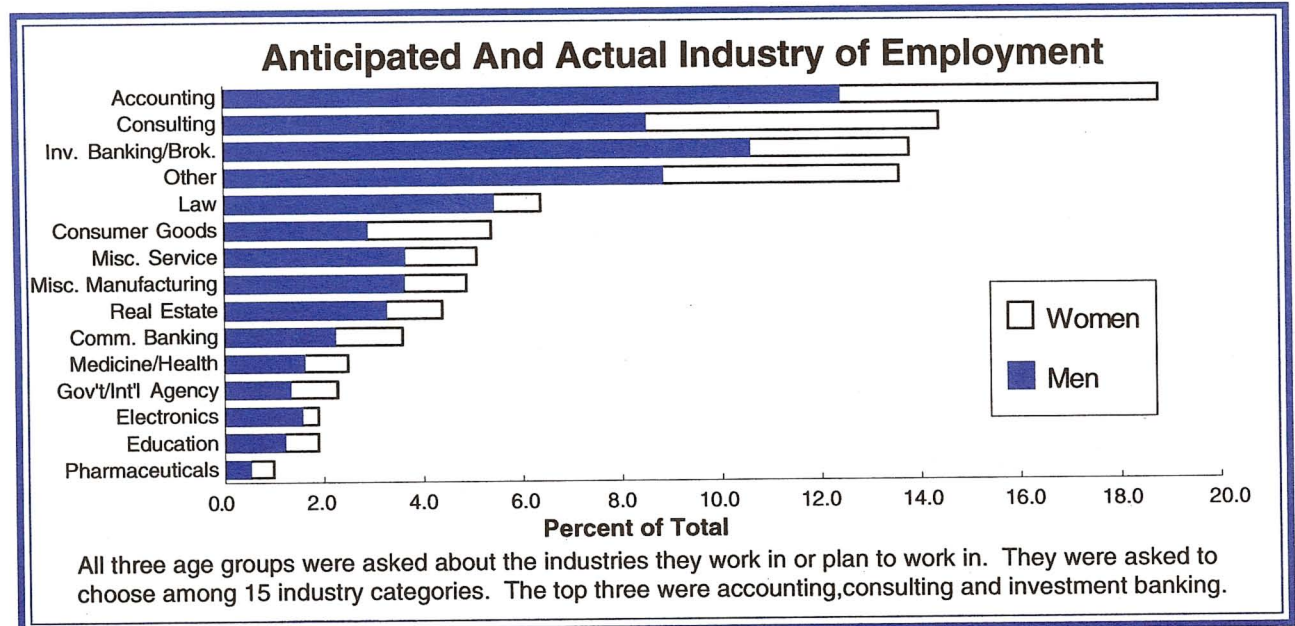
Those with three or more represent 7% of the total. We also asked all members of the sample how many children they thought they would eventually have in total. Thirteen percent expected to have no children, 3% thought that they would have one child, 47% thought that they would have two children, 29% three, and 7% four or more.



Political Orientation

Respondents were asked to classify themselves as either left, center, or right on the political spectrum.





Life Priorities and Satisfaction

People were asked to rate both the importance of, and their satisfaction with, various aspects of their lives.

The biggest gaps between importance and satisfaction rankings were for *long-term relationship* and *career* (more important than satisfied), and *religion* (more satisfied than important).

While men and women ranked the importance of the factors almost identically, there were small but statistically significant differences in the values they assigned to several factors. Women placed somewhat greater importance on *friendship*, *personal growth*, and *helping others*, while men assigned greater weight to *parenting*, *career*, and *personal wealth*.

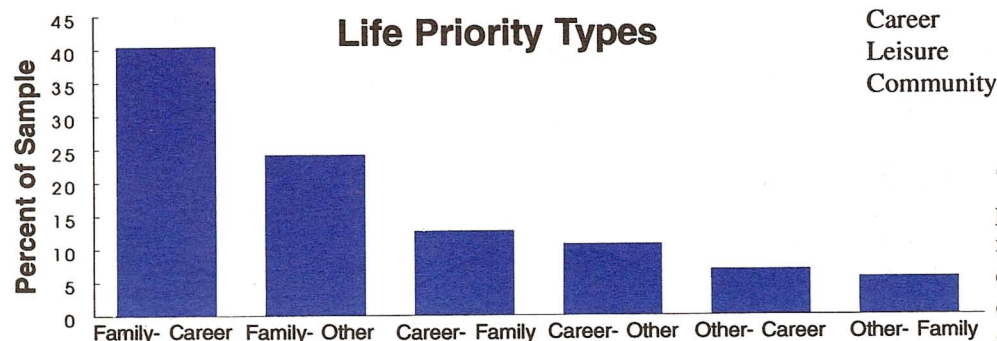
When comparing age groups, we saw that members of the oldest group viewed most factors as less important than their younger counterparts. This was puzzling: Did older people see other aspects of life, not asked about here, as more important? Were they simply less enthusiastic?

| Importance | | | Satisfaction | | |
|------------|------------------------|-------|--------------|------------------------|-------|
| Men | | Women | Men | | Women |
| 4.7 | Health | 4.7 | 4.0 | Health | 4.2 |
| 4.6 | Long-term Relationship | 4.7 | 3.8 | Parenting | 3.6 |
| 4.4 | Friendship | 4.5 | 3.8 | Friendship | 3.9 |
| 4.4 | Parenting | 4.2 | 3.6 | Personal Growth | 3.6 |
| 4.3 | Career | 4.3 | 3.6 | Standard of Living | 3.5 |
| 4.3 | Personal Growth | 4.5 | 3.5 | Long-term Relationship | 3.6 |
| 4.2 | Standard of Living | 4.2 | 3.4 | Religion | 3.5 |
| 3.8 | Helping Others | 3.9 | 3.4 | Career | 3.3 |
| 3.6 | Wealth | 3.5 | 3.2 | Wealth | 3.2 |
| 3.0 | Religion | 3.0 | 3.2 | Helping Others | 3.3 |

Satisfaction ratings were essentially the same for men and women and for all three age groups.

What Comes First?

Respondents indicated which of the following were first and second most important in their lives:



The chart to the left shows the percentages for the six types of respondents, based on whether career, family or one of the other four were either first or second most important to them.

Wharton Experience

This section reports key findings on:

- * Why people choose Wharton
- * How they change as a result of their Wharton experience
- * Effectiveness of teaching methods
- * Satisfaction with Wharton
- * Alumni contact
- * Cultural diversity

that this reflects historical changes in Wharton's curriculum. Another is that older generations of Wharton graduates may view the curriculum differently, simply because of their experience. Many have been working in specialized fields for some time since leaving Wharton: The retrospective contrast of

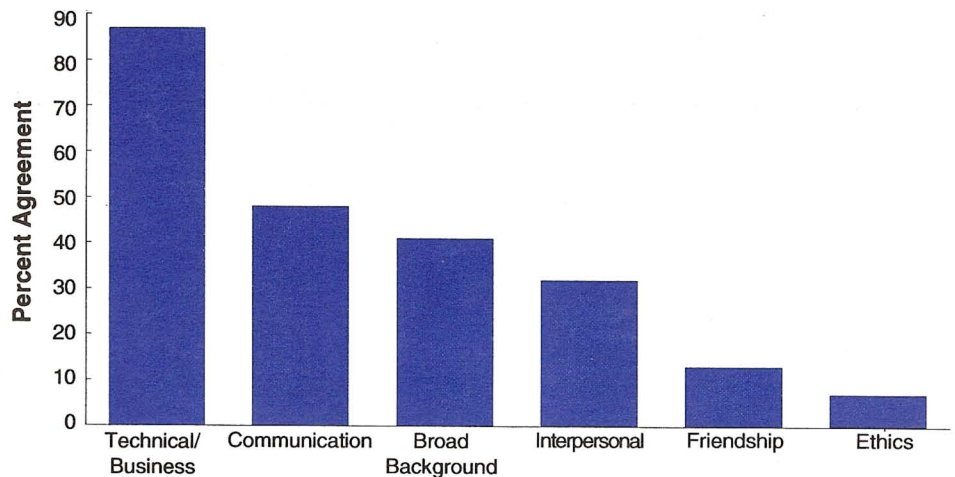
postgraduate skill specialization with the array of subjects studied in school may yield the impression of more breadth in school.

In general, 32% agreed that Wharton had helped them acquire interpersonal skills. Younger respondents, however, agreed to a significantly greater degree than did older respondents about developing these skills. This may indicate a greater emphasis in recent years on group projects and other activities that teach "soft" skills.

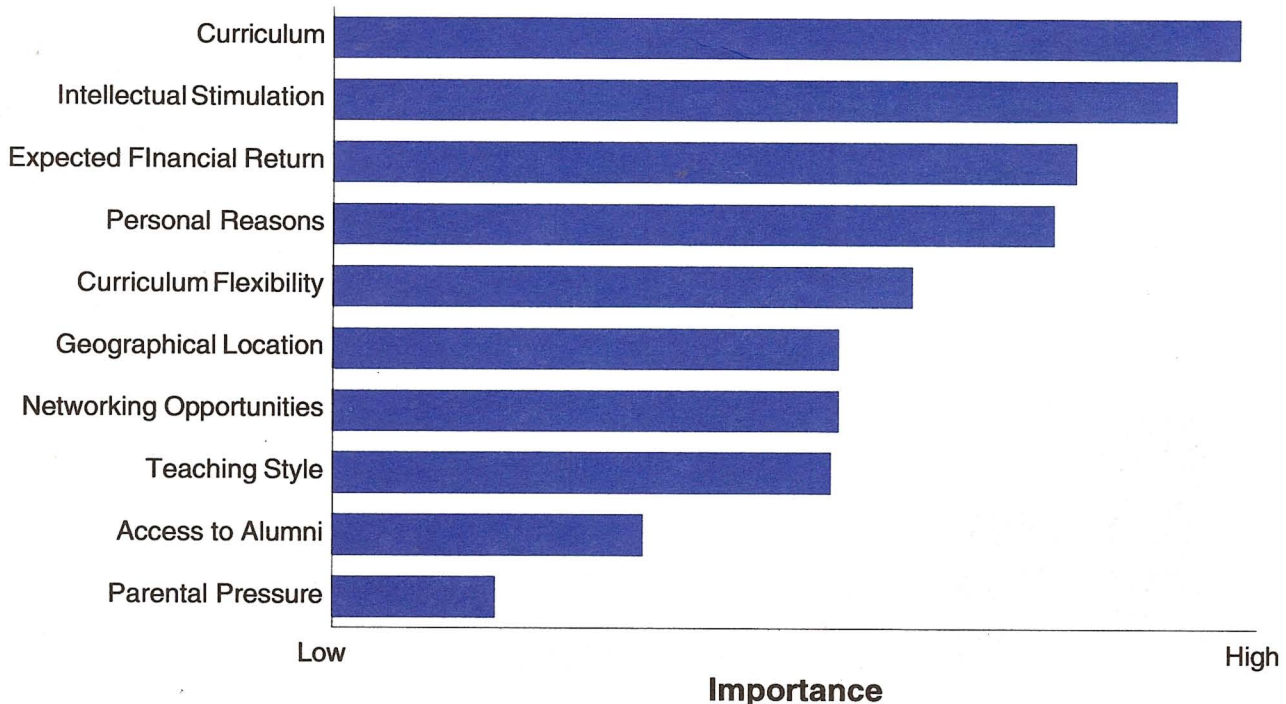
Skills Developed

Alumni and undergrads were asked about skills developed at Wharton. The chart reports the percent of respondents who either agreed or agreed strongly that Wharton helped them develop particular skill areas.

Although 41% claimed that Wharton helped them develop a broad educational background, the Age 3 group agreed with this claim to a greater degree than did the younger groups. One hypothesis is

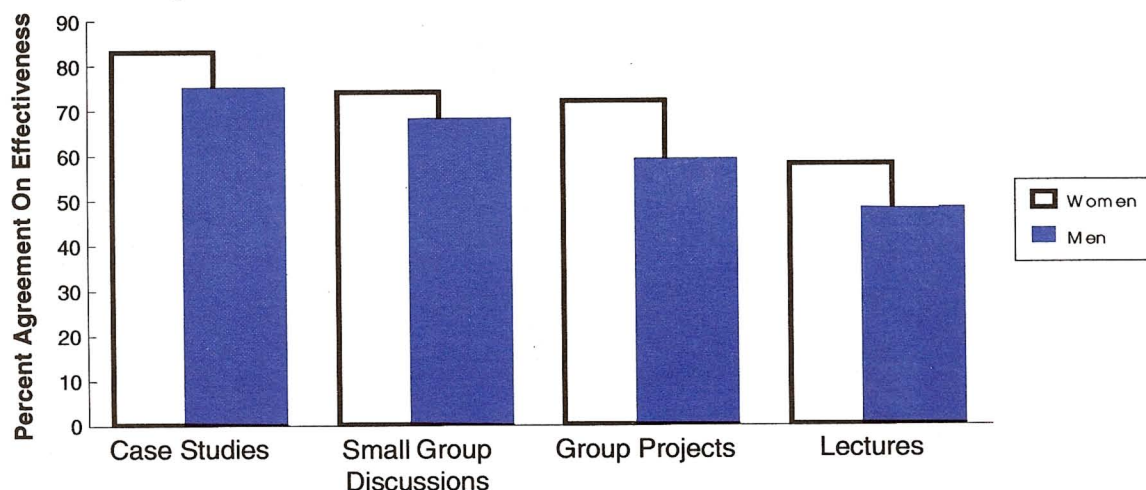


Why Did You Choose To Come To Wharton?



Effectiveness of Teaching Methods

Each of Wharton's four main teaching methods was basically considered effective by both alumni and undergraduates. A rank ordering revealed that case studies were rated the most effective. Lectures, on the other hand, were appreciated the least. For all methods, women were more favorable about teaching than were men.



Changes in Perspective

Our results indicate that one's Wharton experience does not appear to have much effect on one's personal opinions and plans. Only a few respondents admitted to either expected or experienced changes in their views on politics, family, and personal ethics. Changes were more evident in career-related areas. For

virtually all respondents, these changes were felt to be positive (as reported in follow-up questions).

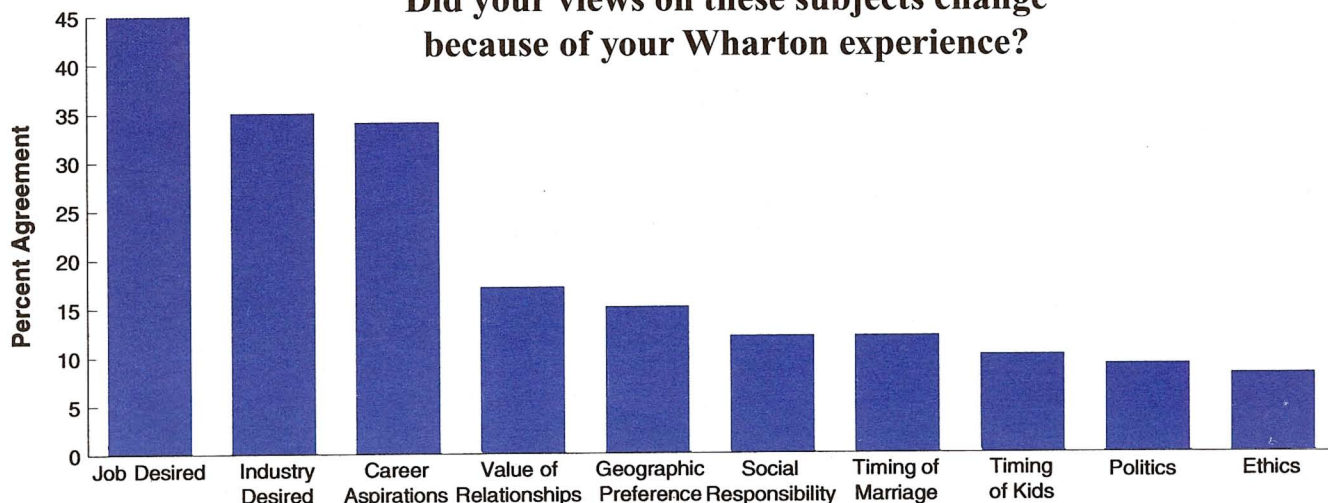
Age comparisons revealed that the older the person was, the less likely had their views changed as a result of Wharton. Because older respondents have more experience, the changes they underwent while at Wharton may seem less significant to them in retrospect, compared with more recent grads.

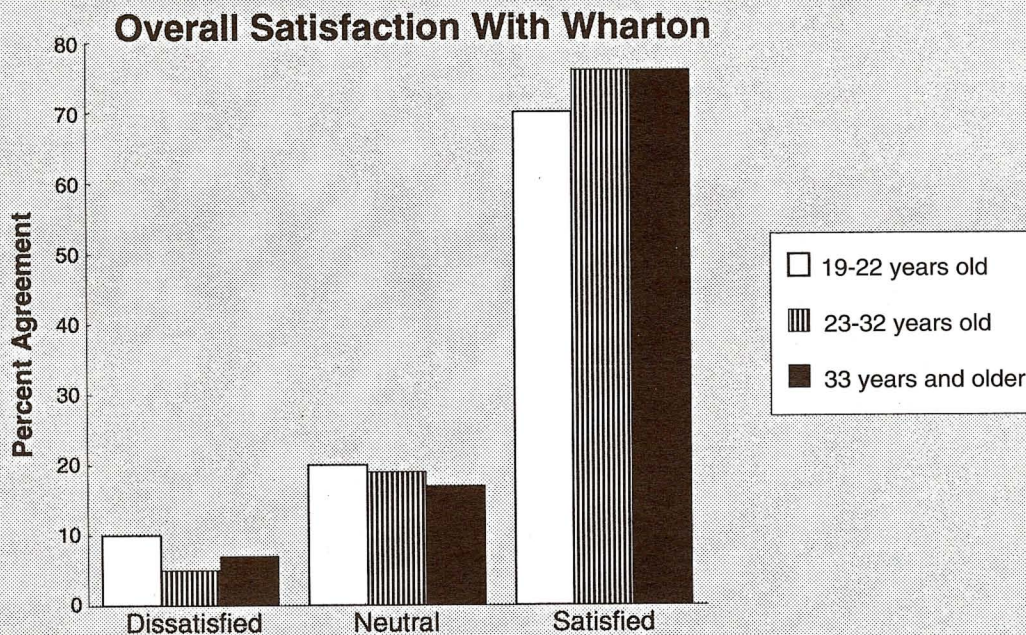
Men and women differed in

how they were influenced by Wharton. Women reported a greater degree of change in their views on the timing of marriage and having children than did men. Further inquiry on the reasons for and direction of these changes in future waves of data collection should prove interesting. One hypothesis would be that their Wharton experience convinced women either to delay or to forego their marriage and family plans in order to pursue a business career more seriously.

5

Did your views on these subjects change because of your Wharton experience?





Satisfaction With Wharton

Seventy-three percent of the surveyed alumni and undergraduates were satisfied with their Wharton experience, and 71% replied that they would choose Wharton again, even if they could be admitted to any school they wanted. Most of the remaining responses to both questions were neutral, with only a small number responding in the negative. Forty-six percent agreed that they would not be able to achieve their career goals without a Wharton degree.

As the table above shows, *members of the youngest group were*

less satisfied with Wharton than the two older groups. Similarly, the younger respondents were less likely to agree that a Wharton degree was necessary to achieve their career goals.

One hypothesis could be that members of the youngest group might have been more critical because they were just entering the work force -- at a time when the job market was decidedly tight -- and had not yet had opportunities to realize the benefits of a Wharton education. If this is true, then a positive shift in this group's attitude should be expected as time goes on.

Stay tuned! We will be tracking the class of '92 in years to come.

We examined alumni attitudes about Wharton according to both job performance and probability of future promotion. Those who reported relatively high job performance expressed a greater degree of satisfaction with their Wharton experience. The same was true of those who said they were likely to receive a promotion in the next two years. In contrast, those whose job performance was worse indicated a lower likelihood of choosing Wharton again if given the chance.

Alumni Contact

Alumni felt that Wharton contacts them frequently. They, however, rarely contact the School on their own, and relatively few gain either business or social contacts through the Wharton alumni network. In general, Wharton alumni typically do not have much contact with other alumni.

Those who do contact other Wharton alumni said that such contact is primarily social, rather than business contact. Thus, such contact usually is personal rather than initiated by the School.

The percentage of female alumnae gaining business and social contacts through our alumni network is significantly higher than that of their male counterparts.

A related Alumni Network Task Force study, commissioned by Wharton's Board of Overseers in the spring of 1991, received similar feedback. The committee, in conjunction with other School constituencies (including the Wharton Alumni Association), is exploring ways to better exploit the vastly underutilized potential of the Wharton alumni network.

Cultural Diversity

As the composition of society and the work force becomes increasingly more diverse, a greater emphasis is being placed on multiculturalism. "Political correctness" (or PC) — sensitivity to people in different demographic groups — was a very hot issue for the undergraduate class of '92 so we asked undergrads a number of questions on the subject.

Eighty-nine percent asserted that it is necessary to be able to work with a culturally diverse group of people in order to succeed in the corporate world today, while 76% agreed that this ability is necessary to succeed in a university setting. However, only a small number reported that PC standards play a major role in their lives, either in their phrasing of day-to-day communication with peers or their phrasing of papers and other communications with faculty and staff.

Further analysis revealed that women placed greater importance on multiculturalism and adhered to PC standards to a greater extent than did men. The same was also true for those on the left of the political spectrum as compared with those on the right.

The Role of GPA

How should a student's performance at Wharton be evaluated? Although the grade point average (or GPA) is generally considered the most practical method of measuring student performance, only 12% of alumni and undergraduates agreed that it is the best measure of success at Wharton.

The emphasis on cultural diversity

| | Agree | Neutral | Disagree |
|--------------------------------------|-------|---------|----------|
| Multiculturalism is overemphasized | 40% | 30% | 30% |
| PC standards infringe on free speech | 33% | 36% | 31% |

The typical male agrees with both statements whereas the typical female disagrees. Compared with other groups, Caucasians agree most with the first statement, Asians agree most with the second, and African-Americans agree least with both statements.

Has being at Penn affected your attitudes about cultural diversity?

| | Agree | Neutral | Disagree |
|---|-------|---------|----------|
| Penn has made me more sensitive to the concerns of other demographic groups. | 60% | 22% | 18% |
| I now value cultural diversity more. | 46% | 27% | 27% |
| I am now more supportive of claims of unfairness made by demographic groups to which I belong. | 28% | 39% | 33% |
| I am now more supportive of claims of unfairness made by demographic groups to which I do not belong. | 37% | 34% | 29% |

Increased sensitivity to multiculturalism was greatest for African-Americans and least for Caucasians, greater for women than for men, and greater for those on the political left than for those on the right.

"Political Correctness" at Penn

Only 28% of Wharton's undergraduate class of 1992 considered themselves to be PC. In general, and across all groups, however, students said their friends are even less PC than they are. And while 22% agreed that Penn undergraduates are PC, only 14% agreed that Wharton undergraduates are PC.

Thirty-five percent of survey respondents agreed that their professors are PC. However, women more than men, and African-Americans more than other groups, were likely to disagree with this statement.

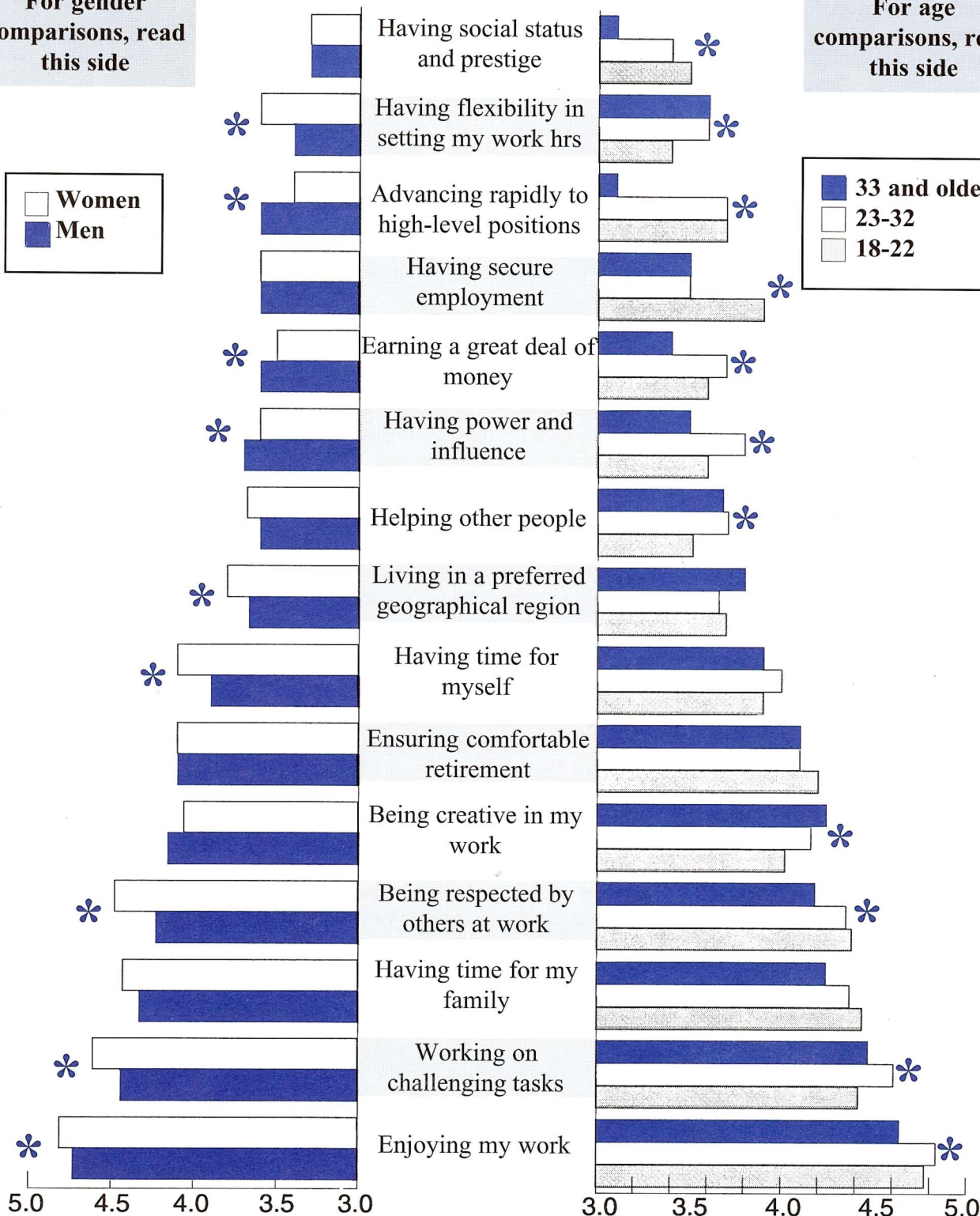
How the Wharton Community Defines Career Success

For gender comparisons, read this side

For age comparisons, read this side

□ Women
■ Men

■ 33 and older
□ 23-32
■ 18-22



Asterisks indicate significant differences

Careers

This section includes information on:

- * How career success is defined
- * Career progress and aspirations
- * Job performance and satisfaction
- * Time devoted to work
- * Career development activities

How the Wharton Community Defines Career Success

We asked respondents in all three waves to rate the importance of certain factors in judging their career success. Their responses were on a scale ranging from 1 (Not Important) to 5 (Very Important).

In general, people considered most important those factors that dealt with the work itself; enjoying one's work, working on challenging tasks, and being creative. Less important were social and economic consequences of work; status and prestige, advancing rapidly, and earning a lot of money.

Compared to women, men considered more important such factors as advancing rapidly to high-level positions, earning a lot of money, and having power and influence. Women, on the other hand, were more concerned than men with flexibility in determining work hours, time for oneself, and respect from others as determinants of career success.

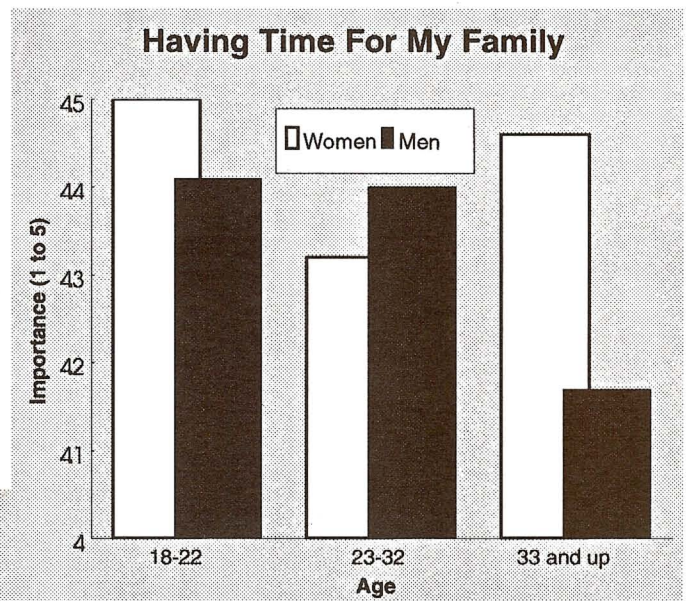
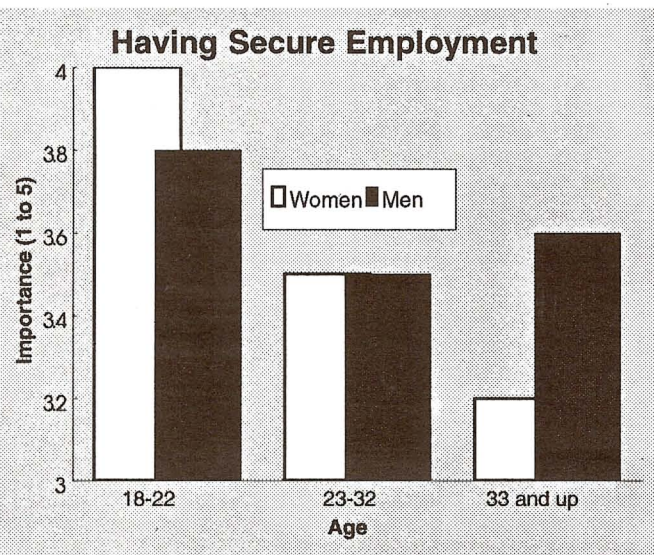
Compared with their younger counterparts, older respondents were less concerned with social status, hierarchical advancement and employment security, and

more interested in helping others and being creative. Because they are already established and settling down, older respondents were not so focussed on "making it".

We observed particularly interesting patterns for men and women of different age groups on employment security and having time for one's family (see charts). Although there was no difference for men and women overall in the importance of *having secure employment*, in Age 1 women rated job security higher than did men, in Age 2 men and women rated it equally, and in Age 3 men rated it higher than did women.

Secure employment is more important to the younger groups because they were more likely to be in an unstable job situation. It is not at all clear, however, why younger women would be more concerned about security than their male counterparts. Perhaps they were anticipating differential treatment at work because of their gender. Older men, on the other hand, may be more focussed than older women on security because they were more likely to be sole breadwinners for their families.

Having time for one's family was very important for everyone. However, in Age 1 women's rating were higher than men's, in Age 2 men's were higher, and in Age 3 women's again were higher.



Women in the middle age group may be realizing the difficulties involved in making choices about family and career, in contrast to their more idealistic juniors. Family time may be more important for older women, on the other hand, because they have different values concerning child-rearing than the middle group of women.

Men in the older group may also have a different set of values than their younger counterparts, although unlike the women in their age group, for men this means a relatively *lower* emphasis on time for family.

Career Progress

All three waves were asked whether certain factors were important to career progress. The response scale ranged from 1, strongly disagree, to 5, strongly agree. In descending order of importance, these factors were:

- *Grades
- *Hard work
- *Building a network of relationships
- *Making superiors aware of one's accomplishments

Men were in greater agreement than women that one's career progression depends on how hard one works. Women, on the other hand, placed a higher importance rating than men on the necessity of both making superiors aware of accomplishments in order to further one's career and a network of relationships in furthering one's career. Perhaps this is because women expect discrimination in the workplace and men, on the other hand, believe it's meritocratic.

Compared with the oldest group, the two younger groups felt more strongly about the importance of the last three factors in determining career success. It is not clear what about their additional experience led the older respondents to discount the value of merit and networking in advancing one's career progress.

However, the older group agreed more than the younger ones that Wharton grades were likely to have an effect on career success. Even though grades were not viewed as the best measure of success at Wharton (see p.7), grades were viewed as having an important effect on career success, probably reflecting the considerable impact they have on one's first job acquisition. Perhaps the leg up in the job market created by good grades endures over a career. Are older respondents more likely to have observed this effect over time? Or do they rate grades as more important than their younger counterparts because grades were more meaningful in an earlier era at Wharton?

How Far Up the Ladder?

Respondents were asked, on a scale ranging from (1) First Level Manager/Professional to (5) Middle Level Manager/Professional to (9) Top Executive, about their highest position attained to date (alums only) and the position they would like to attain (all respondents). Everyone who had not yet achieved their desired position was further asked to estimate their chances of doing so.

The average desired level was 8.0.

Although there were no race differences on either achieved levels or how far people wanted to go, significant differences were observed across groups in likelihood of future achievement: *Latinos were most confident, followed by Caucasians and Asians (tied), then by African-Americans.*

Achieved levels were significantly different for men (6.8) and women (5.3). There also was a significant gender difference in desired levels, with men averaging 8.2 and women 7.7. Men and women, however, did not differ on their estimated chances of attaining their desired positions.

Not surprisingly, those in Age 3 had attained higher levels (6.8) than those in Age 2 (4.2).

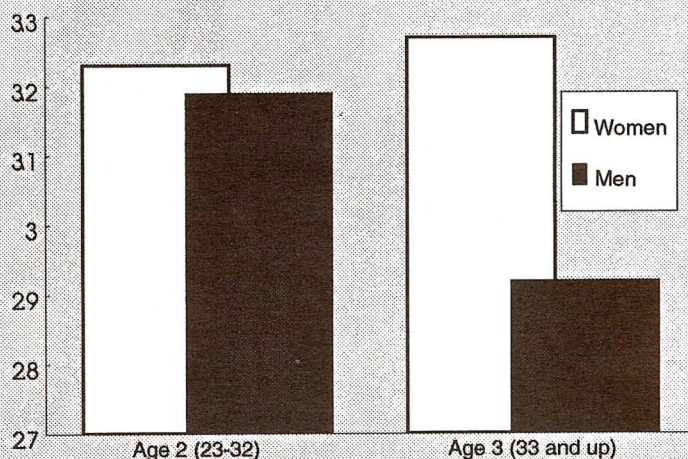
With respect to desired levels of responsibility, however, people in the 23-32 year old group -- many of whom were MBA students in this sample -- seem to be the most ambitious. This is consistent with the particular needs and interests of their career stage; a time when the motivation to climb the ladder of power and success is most pressing. By contrast, those in the older group are more likely to have settled down. Furthermore, people in the Age 3 group rated their chances of reaching desired positions substantially lower than those in Age 2, probably indicative of more realistic appraisals of their career attainments.

10

Job Satisfaction Moderate, But Lower for Men

Job satisfaction of alumni was measured on a five-point scale where 5 indicates the highest level and 1 the lowest. The overall mean was 3.1. In general, Wharton alumni do appear to be moderately satisfied with their jobs.

Men, however, feel significantly less satisfied with their jobs than do women. This difference is due mostly to the much lower job satisfaction ratings of men in the older group compared to both younger men and to women in general. Why is the older group of men reporting relatively low satisfaction with their jobs? Perhaps, as a result of socialization, men have higher expectations than women for finding satisfaction from their work and, when over time their dreams meet with reality, men are more likely to experience frustration and dissatisfaction.



Job Performance

Alumni were asked to rate their job performance over their last year on this scale:

- 1=Deficient and Below Expectations
- 3=Meets Expectations
- 5=Far Exceeds Normal Expectations

In general, people thought that their job performance exceeded expectations (mean=3.8). However, women had a significantly higher rating of their job performance (4.0) compared with men (3.7). Also, job performance ratings were higher in the middle age group compared to the older one.

What accounts for these gender and age differences? Do women inflate their self-ratings -- do they use different performance standards -- or are Wharton women really performing better than their male counterparts?

Men have a significantly longer work week than women, averaging 55 hours, compared to 52 for women. More women work part-time than men, and this may explain the difference. Could it be that women as a group value work less than men, and therefore devote less time to it?

The younger the respondent the greater the length of the anticipated or actual workweek. The 19-22 year-olds expected a 56-hour week, while 23-32-year-olds averaged a 54-hour week, and those 33 and older work an average of 52 hours per week. Alternatively, one might speculate that older people work less because of other responsibilities, or because they have less energy, or because our society is placing less and less value on non-work pursuits, or because younger people enter time-intensive fields (e.g., investment banking and consulting) in greater proportion than those in the older groups.

Our future data will help to uncover which of these are true as we track the time commitments of the undergrad class of '92 in the years to come.

Career Development Activities

We asked alumni two sets of questions about recent career development activities: *Coaching/training* included questions about receiving guidance from a mentor and participating in company-sponsored training or career programs. *Exposure/visibility* had to do with being given highly visible special assignments and establishing contacts inside one's company.

Women overall tended to participate in company-sponsored training, education, or career planning programs more frequently than men. What causes this difference? Do women perceive more value in training activities? Are they more likely to be in positions that allow them more time for formal training? Or are women simply more focussed on self-development?

Compared with the younger group, there was less coaching and training for the older respondent, perhaps not surprisingly. It may be that as one gets older, one perceives less of a need for additional training. Alternatively, firms may be less willing to invest in training of relatively older employees.

Finally, the amount of exposure/visibility for men was lower for the Age 3 group than it was for the Age 2's, whereas for women exposure/visibility was *greater* in the older than in the younger group. Might this be because exposure is available to women only later in their careers whereas men, in the reverse pattern, have diminishing needs for visibility because they had opportunities to establish their reputations earlier?

Balancing Career and Family

This section explores the differing attitudes of men and women and different age groups on how career and family should be balanced and on how they are balanced currently. Results are presented on:

- * Dual careers
- * Time tradeoffs
- * Attitudes about career and family
- * The family-friendliness of firms
- * Geographic relocation

Dual Careers: What Makes Them Work?

and women consider this dimension to be relatively less important, men were more likely to feel that one partner's career should have a higher priority. All participants who were involved in a long-term relationship were asked to rate their career's priority compared to

| | Men | Women |
|--|-----|-------|
| Freedom From Stereotypical Views | 4.0 | 4.6 |
| Invest Time In the Relationship | 4.4 | 4.7 |
| Priority of One Person's Career Over the Other's | 3.5 | 3.0 |

The table above shows results for what people feel it takes to make a two-career relationship work (higher numbers mean higher agreement, 5 is highest). The "stereotypical views" variable assessed the importance of freedom from stereotypical or traditional views of gender roles. Women, to a much higher degree than men, think it very important in a two-career relationship that neither partner adheres to stereotypical gender roles.

We also measured how critical respondents thought it was for each partner to invest time and energy in the relationship. Again, women assign greater weight to the importance of spending time on the relationship to make a two-career relationship work.

Finally, respondents were asked whether or not it is important for a couple to agree that one partner's career has a higher priority than the other's. While both men

their partner's. The chart at the bottom of the page indicates that, compared with women, men are more likely to consider their own careers more important than their partners' careers. This is consistent with another related finding: *Women say that their partners' involvement in their own*

Time Tradeoffs

Perhaps surprisingly, men and women alumni responded in the same way to a question about whether or not they re-arranged or shortened their work hours for the sake of their families. There were differences, however, between age groups: The 33 and over group was more likely than the 23-32 year-olds to accommodate their work hours to suit family needs, probably because the younger group was less likely to have children.

careers is higher than men say their partners' is.

On the other hand, *women rate the support they receive for their careers from their partners significantly higher than do men.* One hypothesis is that women who have invested time and money at Wharton in preparation for a demanding career place a high emphasis on selecting a partner who will support their efforts. Also, it is possible that men and women have differing expectations for career support from partners. Women may be comparing their partners to their fathers, who, in an era of more narrowly-defined gender roles, may have discouraged their mothers from working outside of the home. Men, however, may be comparing their partners to a mother who was a "corporate wife," very supportive of her husband's career.

Which of the Following Best Describes Your Current Career Priority Relative To That Of Your Partner?

| | Men | Women |
|---|------|-------|
| My career has a much higher priority. | 46% | 10% |
| My career has a slightly higher priority. | 28% | 10% |
| Our careers' priorities are about equal. | 25% | 52% |
| My partner's career has slightly higher priority. | 0% | 15% |
| My partner's career has much higher priority. | 1% | 13% |
| | 100% | 100% |

Attitudes About Career and Family

Gender differences were apparent when we asked about attitudes concerning the balance of career and family. Women were more likely to agree that it is easier for a man to "have it all," to combine a successful career, relationship, and parenthood than it is for a woman. *This gender difference was present for all age groups, suggesting that younger women are no more optimistic than their elders about the prospect of finding an acceptable balance of career and family.*

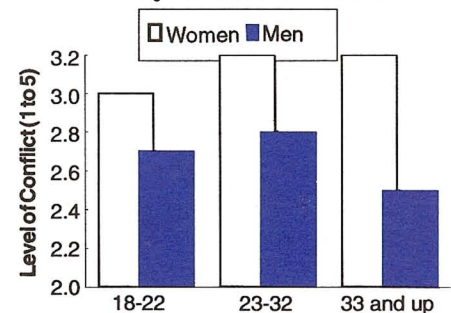
Women were also more likely than men to experience actual conflicts between family and career. To measure work-family conflict we asked respondents to tell us whether the demands of family life interfere with their achieving career success, whether they believe they can

achieve greater career success if they make sacrifices in their family and personal lives, and whether pursuing a demanding career makes it difficult for them to be attentive spouse/partners.

This chart shows that women experienced greater family-career conflict than men in all age groups, reflecting common gender differences. It also indicates that the level of experienced conflict was greater for both men and women in the second compared to the first age group. However, although family-career conflict was about the same for the Age 2 and Age 3 women, for the oldest men it was considerably lower than for men in both the middle and younger age groups. *Indeed, the male-female difference in family-career conflict is greatest for the oldest segment of the sample.*

Because men 33 and older may be more likely than younger men to hold a traditional view of man as

Family-Career Conflicts



family breadwinner (with relatively low time commitment to family), they reported less conflict between their career and family responsibilities than their younger counterparts. Our long-term research should reveal whether these age differences are due to changes in social values over time or whether there is a predictable developmental pattern that men follow no matter when they were born; we will be tracking the family-career conflicts of the men and women in the youngest group throughout their lives.

Family-Friendly Firms?

Alumni were asked to report the degree to which their employers seek to accommodate employees' family responsibilities. Men find their employers more accommodating than women. Possibly, women see their firms as less friendly because they require more flexibility in their schedules, making it less likely that they can find family-friendly employers.

Also, those aged 33 and over said their employers were more family-friendly than did those in the 23 to 32 year-old group. It may be that the older alumni had more autonomy and, therefore, more flexibility in determining their schedules.

When people with and without children were compared, the data revealed that those with children believe their employers are more friendly. Is it possible that alumni who have children seek employment with firms that try to assist their parent-employees, with the result that parents actually work for friendlier firms than non-parents?

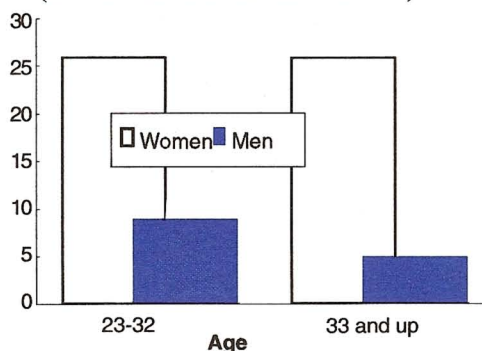
Relocation

Women Move More Often For Partner's Career

Alumni were asked how many times they have relocated from one community to another since graduating from Wharton. **The average number of relocations per year since age 22 was 0.2.**

In addition to the total number, relocations were distinguished according to their main cause: Your Career, Spouse/Partner's Career, Family Relations, Lifestyle Preferences, and Other. Women who relocated because of their partner's

Relocations for Spouse/Partner's Career (as Percent of Total Relocations)



career did so over four and a half times more frequently than the men who did so for their partners.

While the number of women

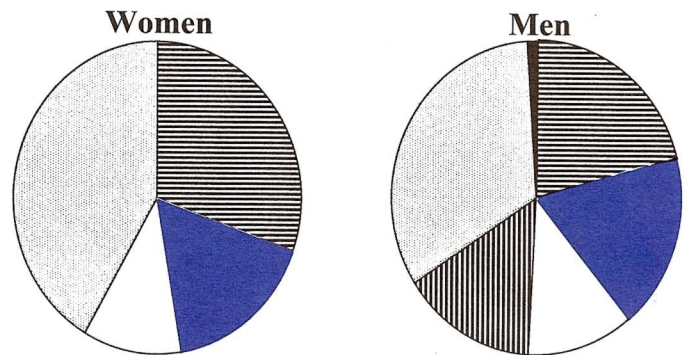
who relocated because of their partner's career is about the same for the two age groups, the men in the older group were significantly less likely to relocate for their spouses than were the younger men. At this point it is not clear whether this is due to changing social values or to a lower proportion of dual-career men in the older group or to some other factor. Again, our long-term data should provide deeper insights on the choices men and women make about why and when they relocate.

Family Life

This last section explores:

- * Family structure
- * Time spent on housework and childcare
- * Having children
- * Childcare

Status As Partners And Parents



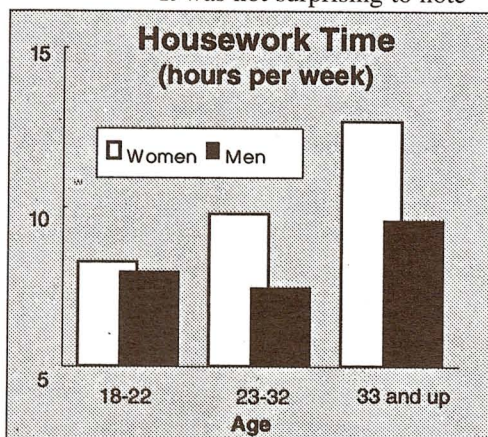
Time Use

Alumni were asked to give the amount of time spent per week on non-work activities. Those in school were asked to speculate on the amount of time they thought they would spend on these activities in the future. In general, these data suggest traditional gender role divisions, especially for the older group and for those with children.

Time on Housework

Men in all three age groups spend approximately the same amount of time on housework whereas older women spend more time on housework than do younger women. Perhaps this is because of differing socialization practices across generations; traditionally, the home was a woman's place. Will division of household work become more egalitarian in the future? It should be interesting to see whether in the years to come there will be a change in the relative time commitments required of both women and men in managing their households as they grow older.

It was not surprising to note



There is more variety in men's family situations than women's. Particularly striking is that a significant portion of men have both unemployed partners and children whereas there are no women in this category. We will be looking in the years to come to see whether there is an increase or decrease in the numbers of men and women with partners who are willing — and able to afford — being unemployed with children.

that when we compared the "family-primary" to the "career-primary" respondents — categorized according to our life priority index (page 3) — the former spent more time on housework (averaging 10 hours per week) than the latter (averaging 7 hours per week).

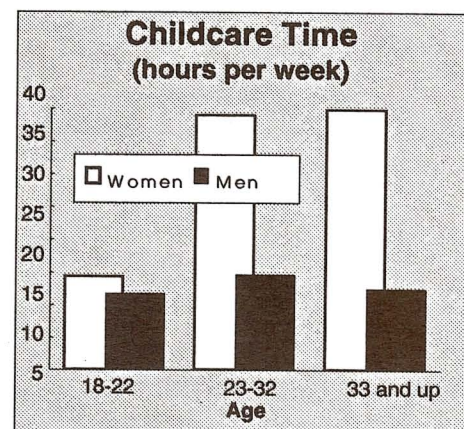
Time on Childcare

Overall, men average 13 hours per week on childcare, while women average 33 hours. One likely cause for this difference is that there are more men than women in the sample whose spouses do not work and who therefore take on most of the responsibility for child care. Virtually all of the women parents in our sample were part of two-career couples.

The time spent by women is much higher in the older groups than it is for the youngest group, whereas the number of hours spent by men on childcare is similar across age groups. This may be a reflection of unrealistic expectations held by young women who are not yet

parents concerning the reality of childcare commitments. Alternatively, it could be that when these young women become parents they will actually spend less time on childcare than their older counterparts. The Life Interests Project will be watching this issue closely in the years to come.

"Family-primary" respondents spend much more time on childcare than do "career-primary" types, 20 hours per week on average compared to 9.



Childcare Arrangements

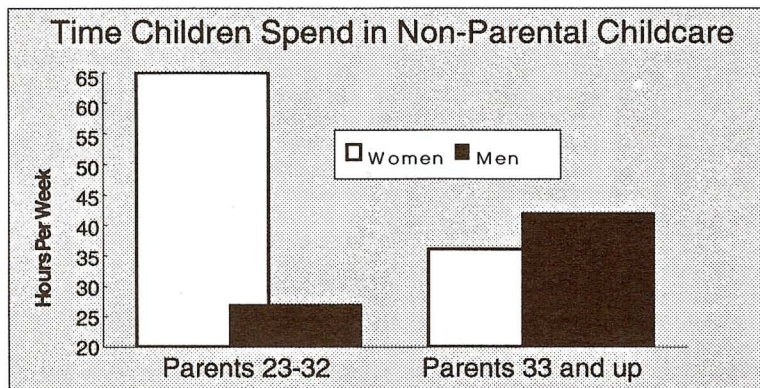
There are also gender differences in the types of childcare arrangements used by employed parents in the sample.

Childcare Arrangements By Respondent Gender, In Percent (For Children Under Six Only)

| | Men | Women | Total |
|--------------------|-----|-------|-------|
| Parent in own home | 49 | 26 | 40 |
| Other in own home | 18 | 29 | 23 |
| In another home | 8 | 18 | 12 |
| Day-care center | 4 | 20 | 11 |
| Pre-school | 16 | 6 | 12 |
| Other | 4 | 0 | 2 |
| | 100 | 100 | 100 |

Women rely on non-parental care more than do men, probably because men are more likely to have spouses willing and able to stay at home to care for their children.

Not only do the types of arrangements differ by gender, but children of the women in the sample also spend *more time* in non-parental childcare arrangements — 42 hours per week on average — than do men’s children, who spend an average of 31 hours per week in non-parent childcare.



Age of parents counts too in determining time children spent under non-parental care. As the chart shows, while children of women in the 23-32 age group spend more time in non-parental childcare than the children of men in this age group, this gender difference does not appear for the older age group; in fact it is reversed slightly.

Yet women aged 23 to 32, whose children spent more time in non-parental care than those of men the same age, were *more satisfied* with their childcare arrangements than were men in this age group. Again, this gender difference is reversed for the older group: Men were somewhat more satisfied than women with their childcare. It seems that the greater the amount of time one’s children spend in childcare, the more likely one is to feel satisfied with the quality of care.

The consequences of differences in childcare arrangements, time, and quality is a topic of considerable debate and importance. The Life Interests Project will, in the future, explore the links between childcare arrangements long-term child development outcomes.

Having Children

The average number of children desired (by undergraduates and alumni) is 2.5. Most do not want to rush into parenthood, the average actual or planned age for first-time parenthood being 30.

On average, both men and women with children rated their partners’ parenting abilities as considerably higher than their own.

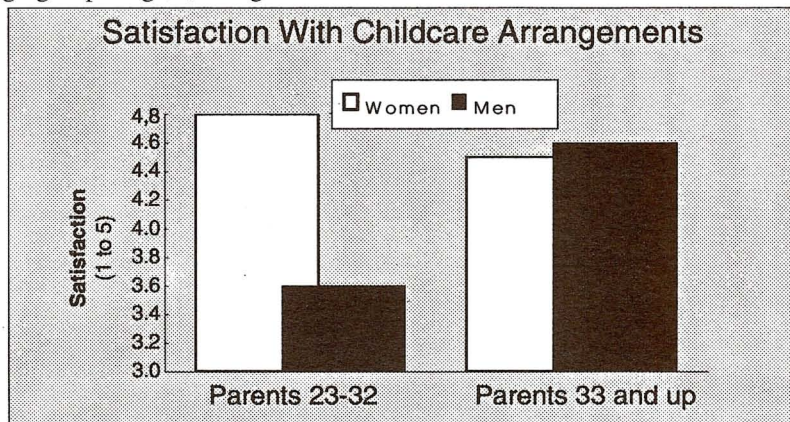
How Much Time Off?

Women are more likely than men to take time off after childbirth or adoption. Seventy seven percent of women either did or definitely plan to take time off for their first child, as compared to only 35% of men.

Also, women take *more* time off. Eighty-nine percent of women either took or plan to take at least three weeks off after the birth of their first child, while 91 % of men plan to take less than three weeks off.

In addition, women are more likely to return to work part-time rather than full-time; 38% of the women cited plans to work part-time after the birth of their first child, compared to only 2% of the men.

The length of time women take off after childbirth and their greater likelihood of returning to work part-time clearly indicate that women are taking on a great deal more of the responsibility of caring for infants.



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