

1995 ANNUAL REPORT

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Wharton Life Interests Project

Wharton



WHAT IS THE WHARTON LIFE INTERESTS PROJECT?

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Director, Wharton 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 knowledge to social science.

We hope you find the information in this report to be useful. Please address your comments and inquiries to: 215-898-8618 (phone); 898-5908 (fax); friedman@wharton.upenn.edu (e-mail); or 323 Vance Hall, University of Pennsylvania, Philadelphia, PA 19104-6358.



CONTENTS OF THE 1995 ANNUAL REPORT

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SECTION I: WG '93 and WG '95 When They First Arrived at Wharton

- A. Overview
- B. Demographics — Wharton MBA Class of 1995 When They First Arrived
- C. Value of Wharton
- D. Competencies Developed at Wharton
 - D.1. Deciding on Wharton
- E. What Influences Career Success?
- F. Career Aspirations
 - F.1. Career and Education Plans
- G. Life Success
- H. Life Satisfaction
- I. Juggling Career and Family

SECTION II: WG '93 When They First Arrived, When They Graduated, and One Year Out

- A. Overview
- B. Demographics — Wharton MBA Class of 1993 One Year After Graduation
- C. Value of Wharton
- D. Competencies Developed at Wharton
- E. Career Success
 - E.1. What Influences Career Success?
- F. Career Aspirations
- G. Life Success
- H. Life Satisfaction
- I. Juggling Career and Family
 - I.1. Scheduling
 - I.2. What Makes Two Career Relationships Work?

SECTION III: W '96 and W '98 When They First Arrived at Wharton

- A. Overview
- B. Demographics — Wharton Undergraduate Class of '98 When They First Arrived
- C. Value of Wharton
- D. Competencies Developed at Wharton
 - D.1. Deciding on Wharton
 - D.2. College Plans
 - D.3. Multiculturalism
- E. What Influences Career Success?
- F. Career Aspirations
 - F.1. Career and Education Plans
- G. Life Success
- H. Life Satisfaction
- I. Juggling Career and Family



OVERVIEW OF SECTION I:

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WG '93 and WG '95 When They First Arrived at Wharton

This section presents key findings on the views held by members of the M.B.A. Class of 1995 when they first arrived at Wharton. In addition, when the data are available, we compare these views with those held by the members of the Class of 1993 when they first arrived at Wharton.

Unfortunately, because we did not ask the same set of questions in both surveys — the Class of 1993 entering survey was the first one administered by the Life Interests Project, and its content has changed since then — we are not able to make comparisons of both classes on all items.

We examine differences not only between these two classes of M.B.A. students but also between men and women and among people from both various countries and race groups in the Class of 1995.

There were 222 respondents for the WG '93 survey conducted in September 1991, and there were 268 respondents from WG '95 in September 1993.

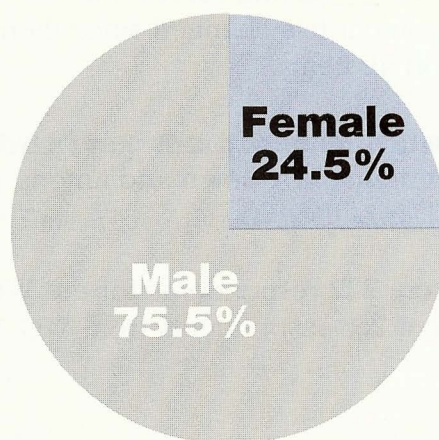
WHARTON M.B.A. CLASS OF 1995: DEMOGRAPHICS

Demographic statistics on the sample of Wharton M.B.A. Class of 1995 who responded to our September 1993 survey are charted below.

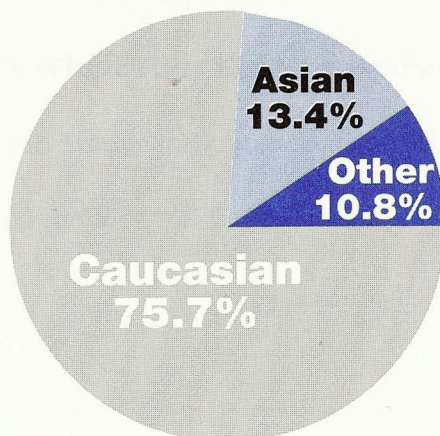
REGION OF CITIZENSHIP



SEX



RACE



VALUE OF WHARTON

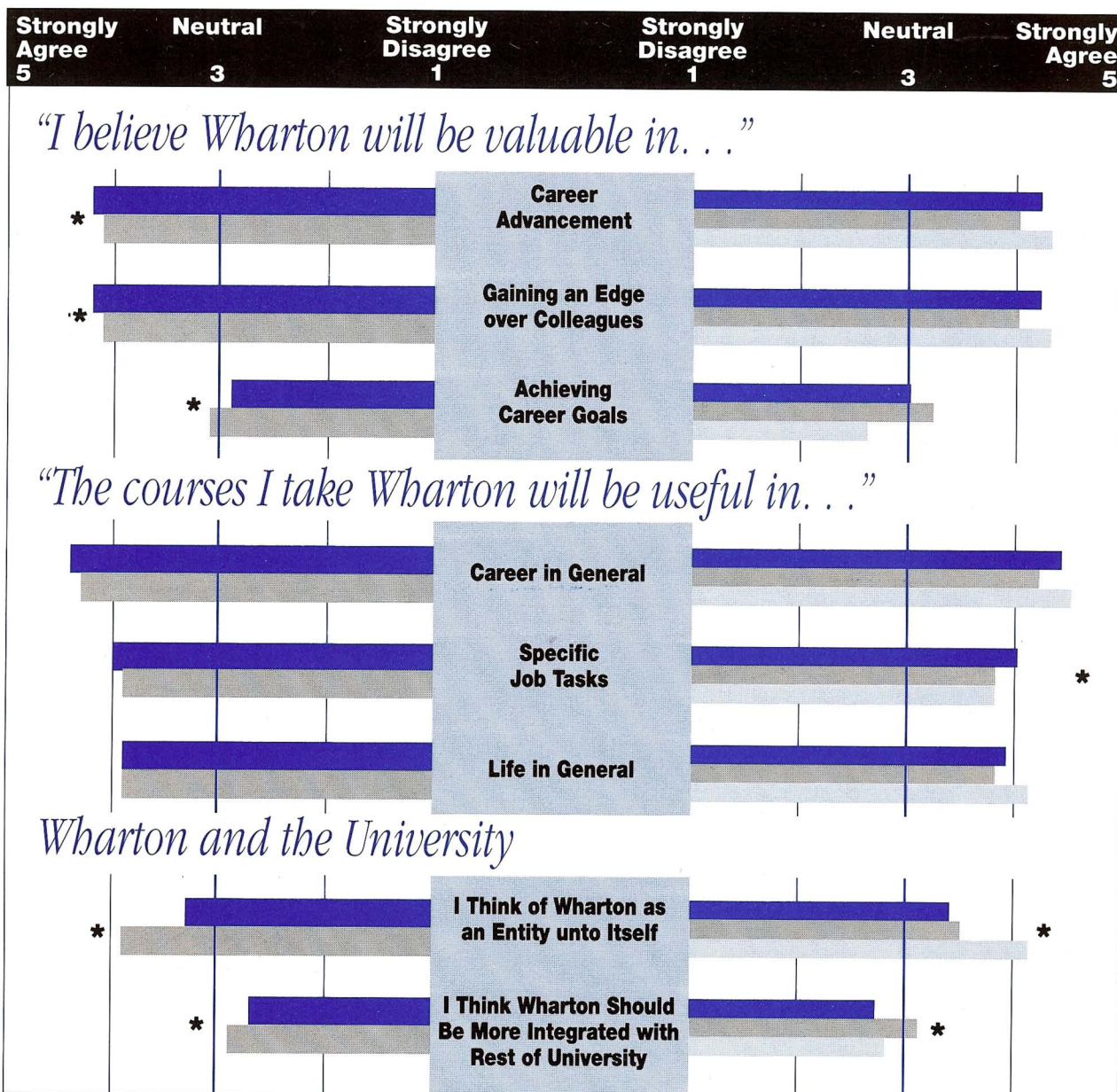
Whartonites from the M.B.A. Class of '95 generally agreed that their education will give them a competitive edge and will help them advance in their careers, but they did not feel as strongly that Wharton will help them achieve their career goals. When asked about the value of coursework, entering students felt that courses will provide more of a foundation for one's career than they will add value either to their capacity to fulfill specific job tasks or to their lives in general.

Region

North American
Other

Race

White
Asian
Other



* Asterisk indicates statistically significant difference between groups.

COMPETENCIES DEVELOPED AT WHARTON

We asked the Class of 1995 about the competencies they expected to develop at Wharton. The top one was technical/business skills. Next were communication skills, interpersonal skills, and the ability to cooperate. Students felt that, compared to the other areas, they did not expect to develop as much in the domains of ethics, social responsibility, and ethical standards.

Region

North American

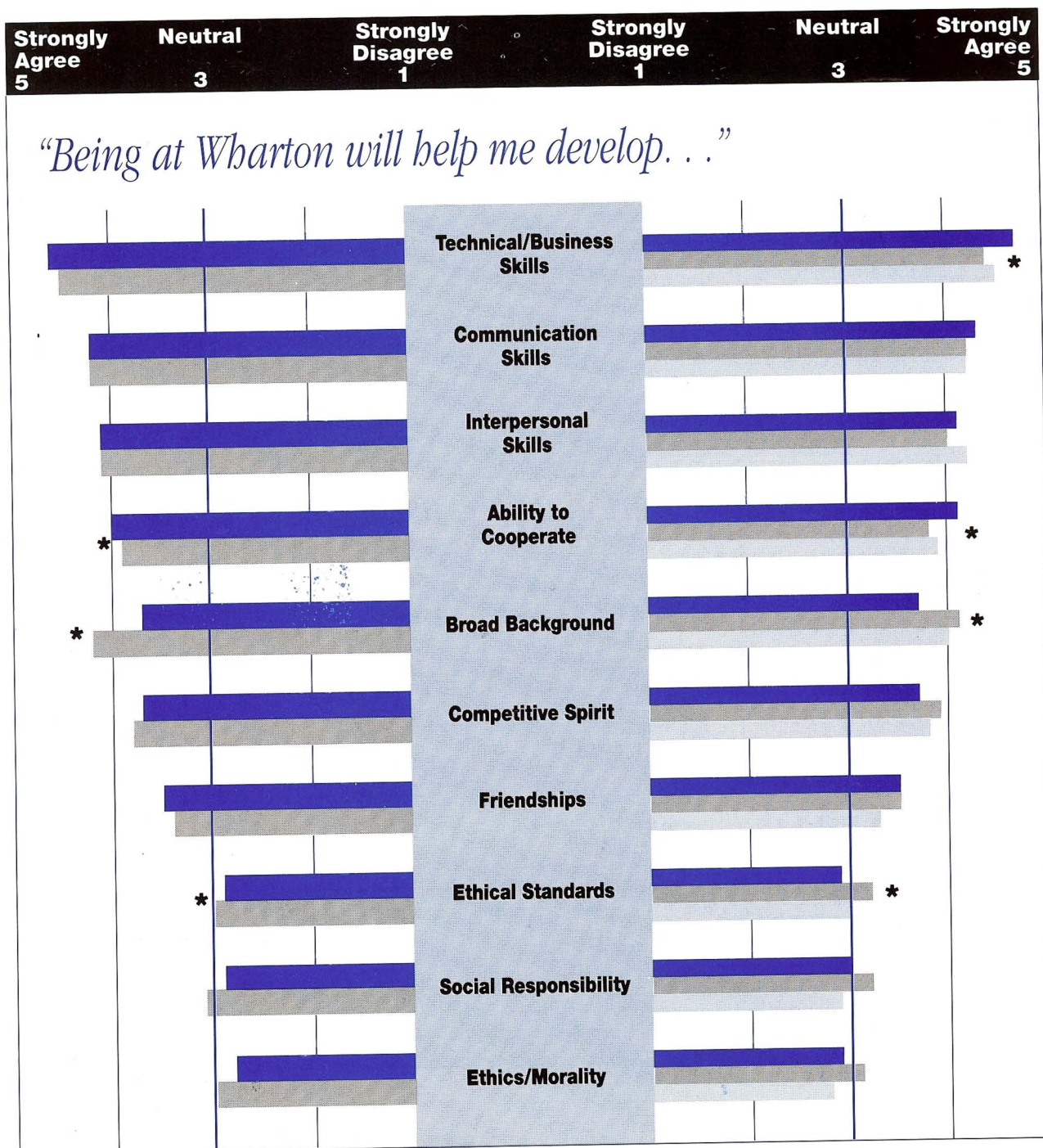
Other

Race

White

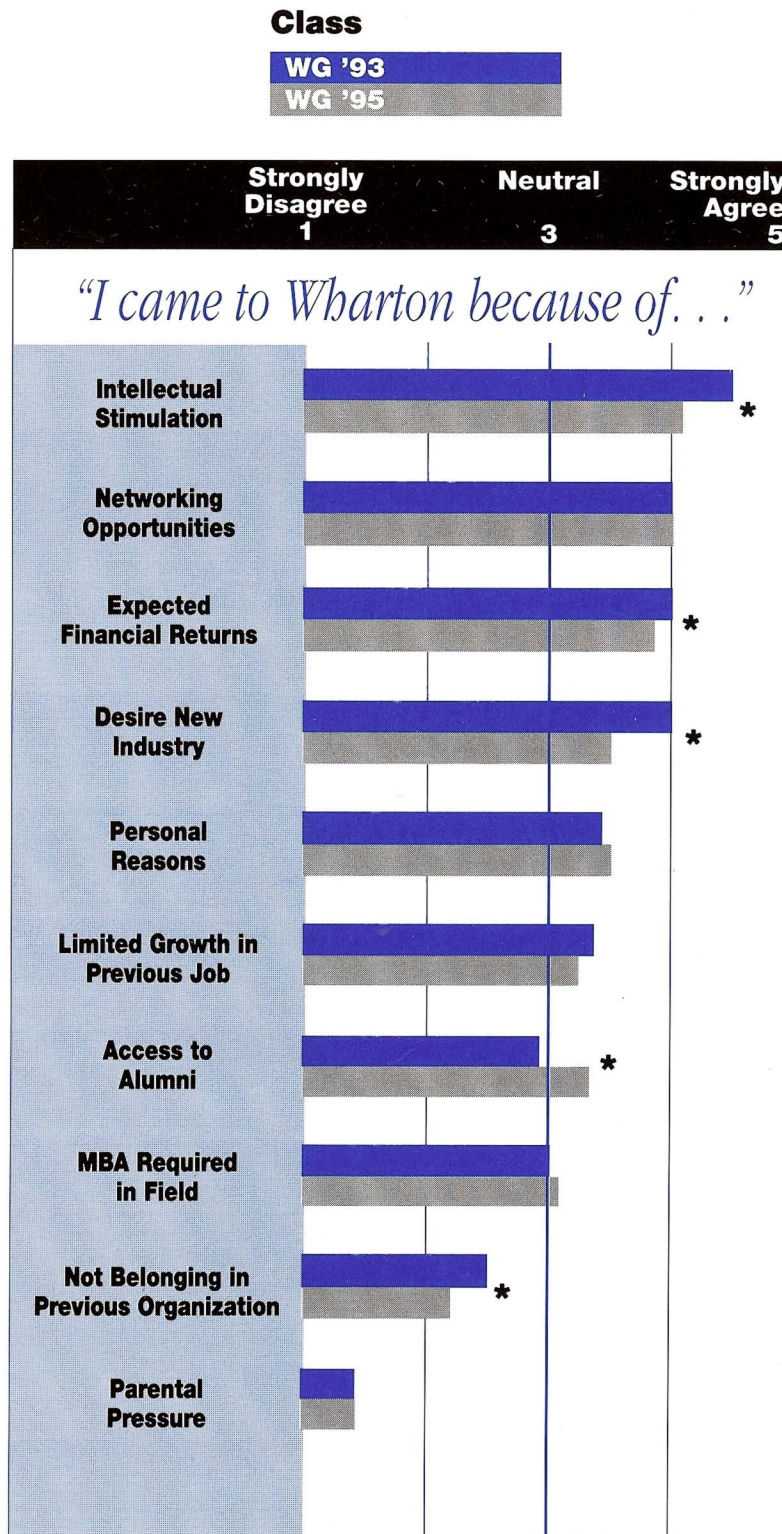
Asian

Other



DECIDING ON WHARTON

Both classes were asked about why they came to Wharton. Intellectual stimulation was the top reason, but the Class of '93 felt more strongly about this, as they did for a number of other factors, except for access to alumni.



* Asterisk indicates statistically significant difference between groups.

WHAT INFLUENCES CAREER SUCCESS?

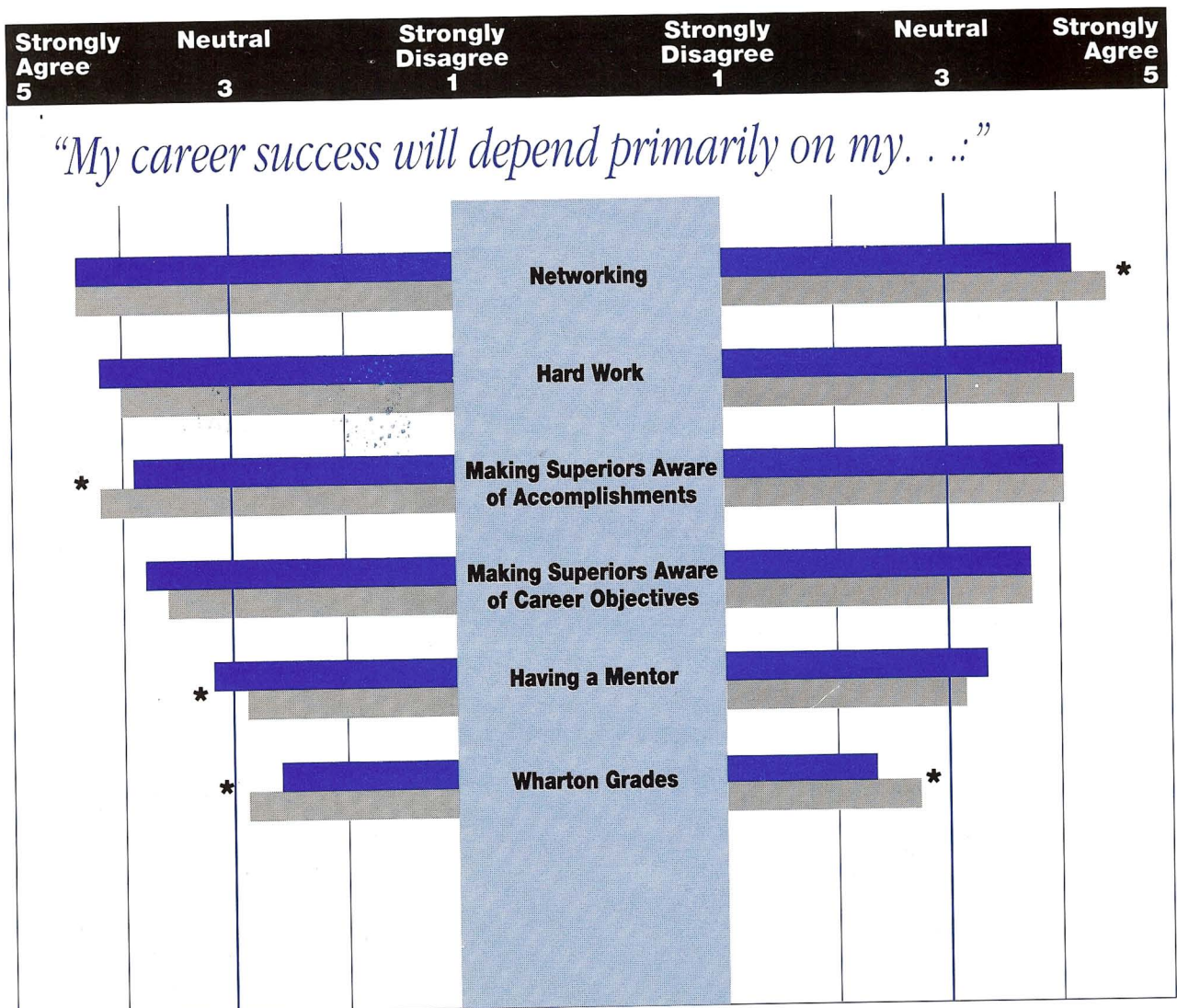
Networking and hard work were seen as the two most critical determinants of career success. The factors that influence career success were somewhat different for the two M.B.A. classes: The importance of both networking and good grades were seen as greater for the Class of '95. Compared to people from other regions, North Americans felt that having a mentor was more important. On the other hand, people from other parts of the world believed more strongly than North Americans that it is important to make superiors aware of accomplishments and to have good grades.

Region

North American
Other

Class

WG '93
WG '95

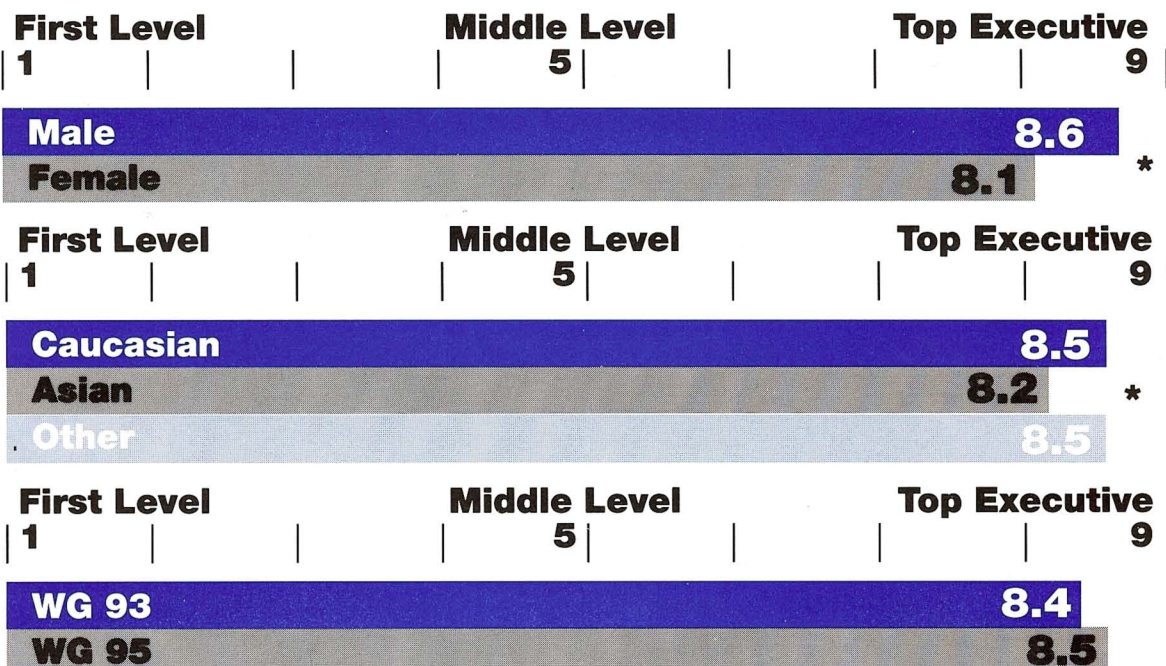


* Asterisk indicates statistically significant difference between groups.

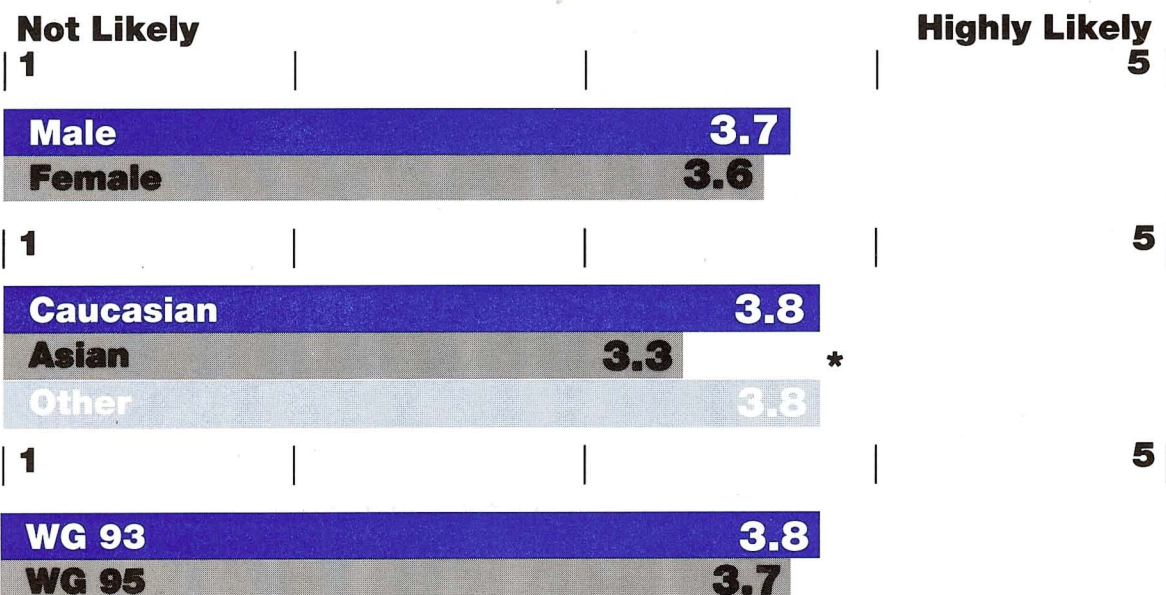
CAREER ASPIRATIONS

Respondents were asked about how far up an organizational hierarchy they wanted to go and the likelihood of their success in doing so. Reported here are sex and race differences within the Class of '95 and differences between WG '93 and WG '95. In the Class of '95, aspiration levels were greater for men than for women and they were less for Asians compared with other groups. Asians were less confident about achieving their desired organizational level than other groups. Aspirations did not change over the two years between the two classes, nor did the likelihood of attaining these aspirations change.

"I hope to attain the following organizational level. . ."

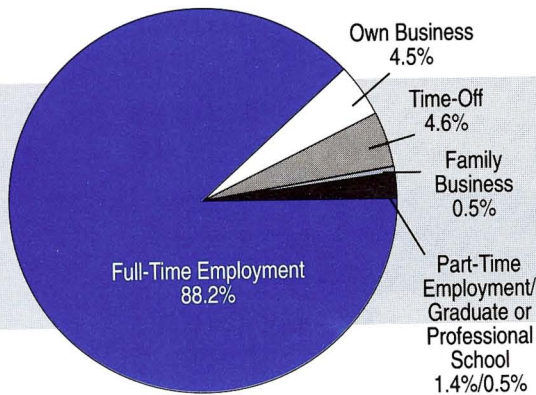


"The likelihood of attaining this position is. . ."



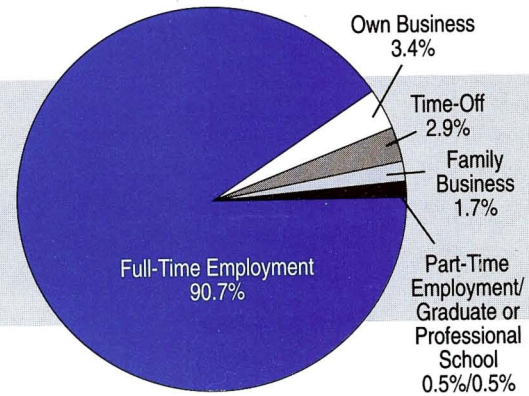
CAREER AND EDUCATION PLANS

Class of '93 at Entry

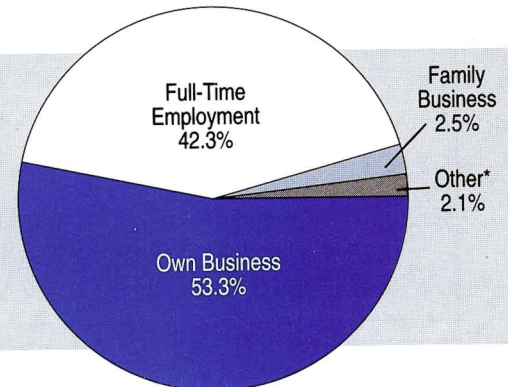
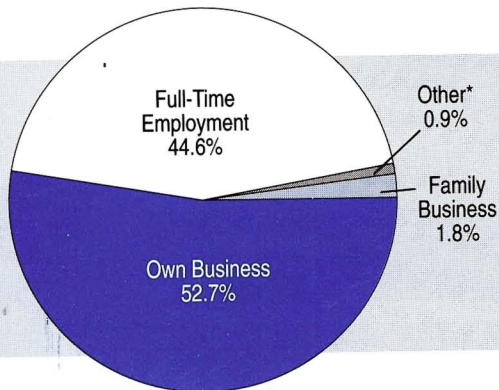


% of respondents with these immediate career plans after graduation

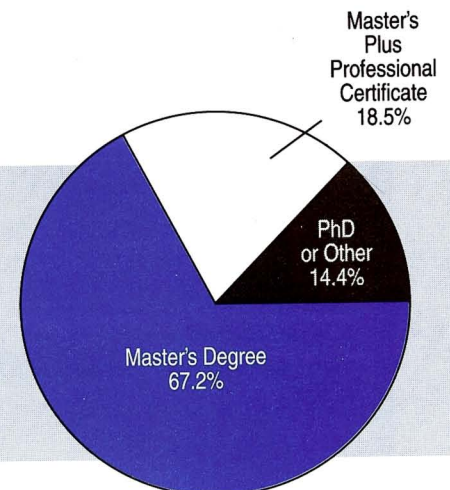
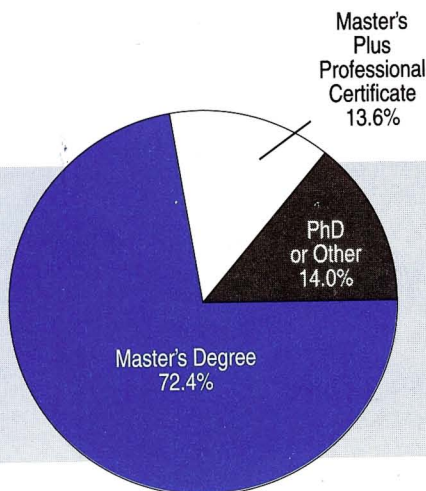
Class of '95 at Entry



% of respondents with these long term career plans after graduation



% of respondents who anticipate attaining these levels of education



* Other = Time-Off, Part-Time Employment, Volunteer Work

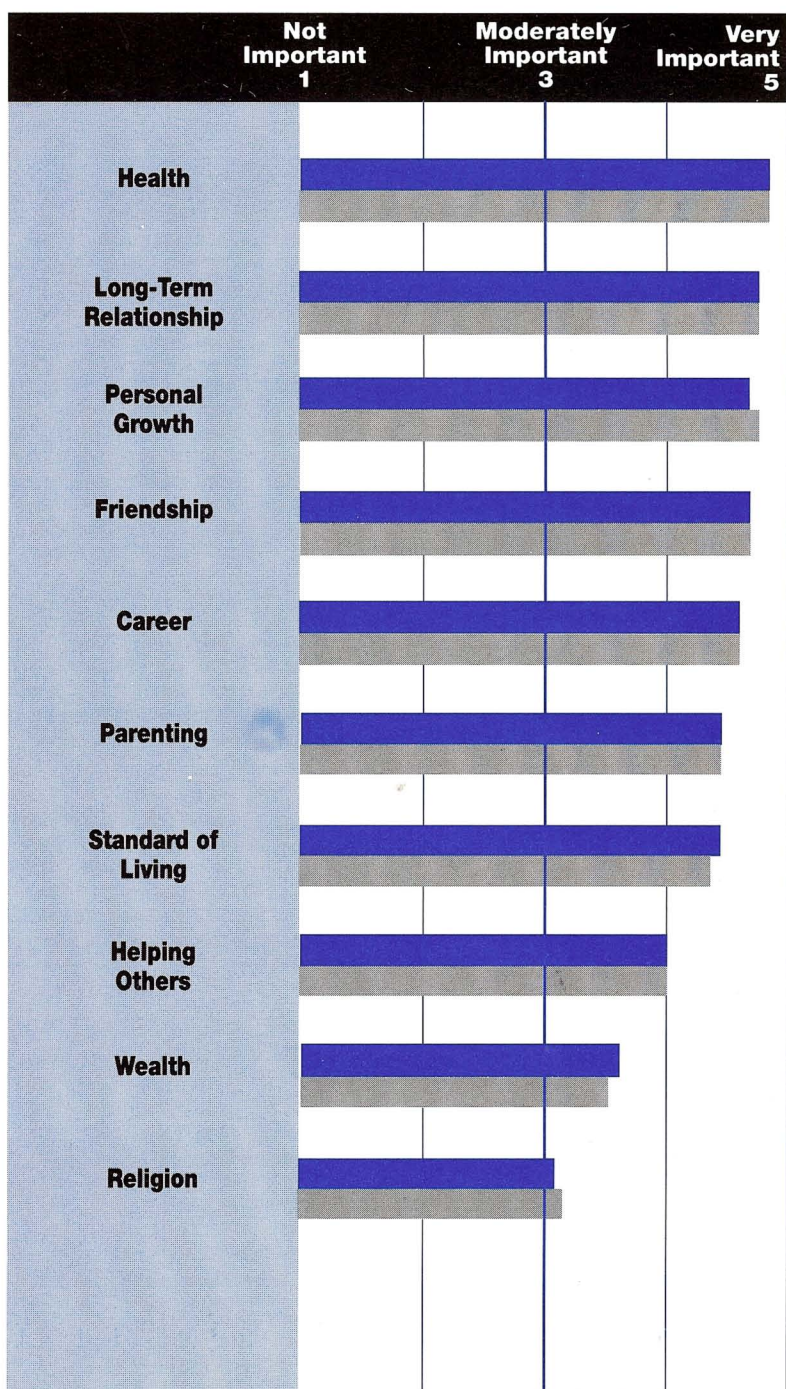
LIFE SUCCESS

When asked what aspects of their lives were most important, people rated health, a long-term relationship, and personal growth as the top three. The two classes agreed about every aspect, and ranked wealth and religion as least important among the factors listed here.

Class

WG '93

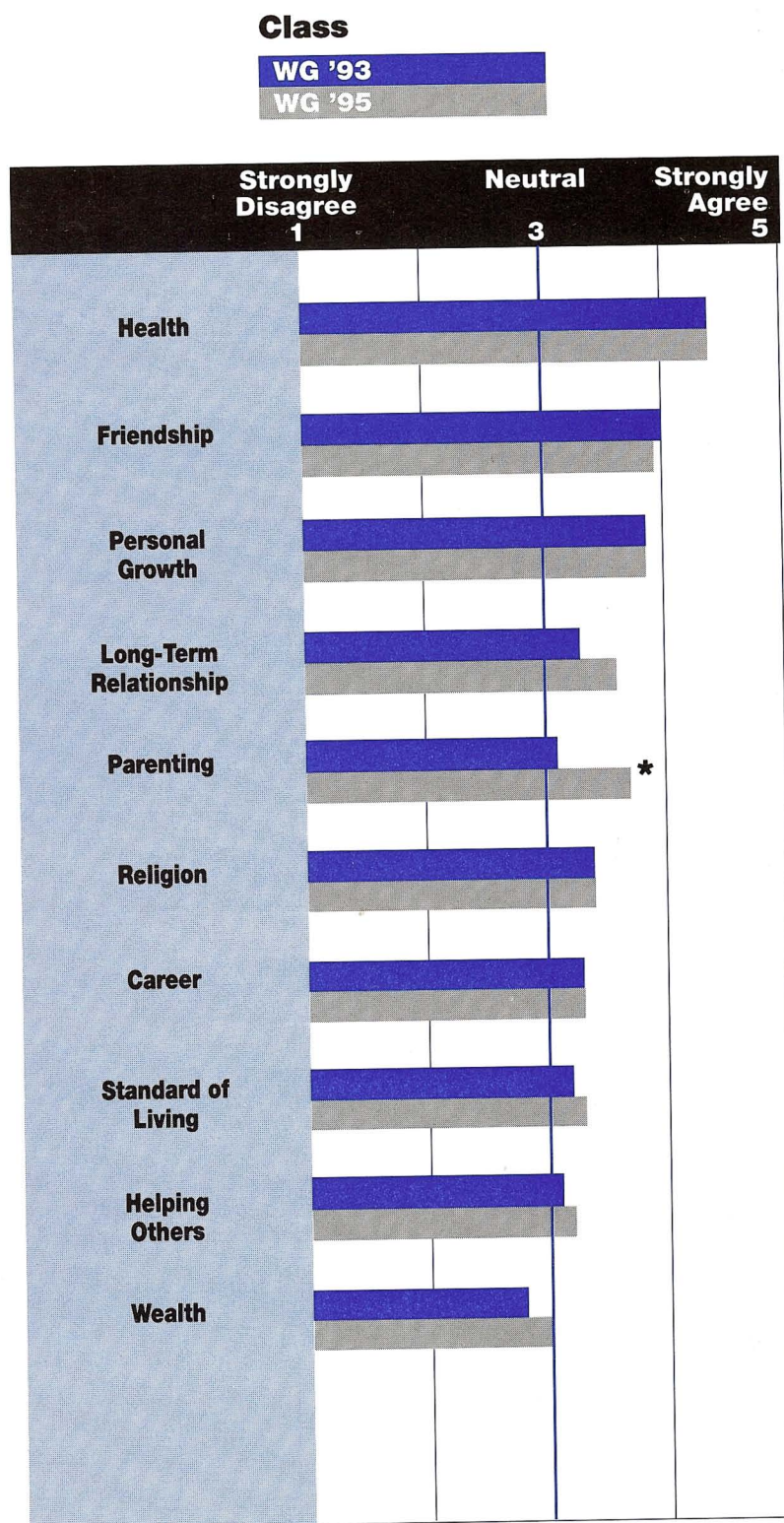
WG '95



* Asterisk indicates statistically significant difference between groups.

LIFE SATISFACTION

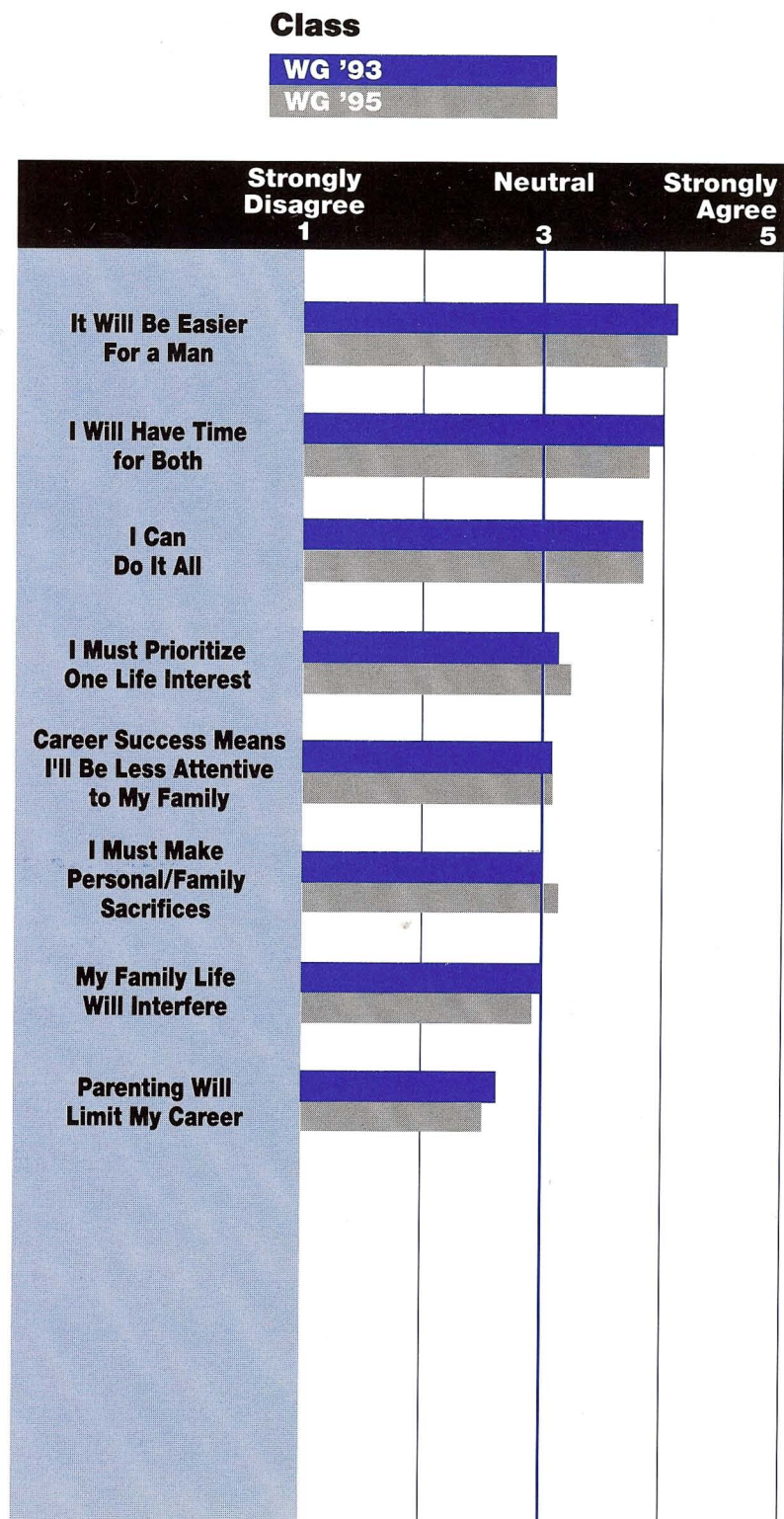
Respondents were asked to rate their current level of satisfaction with various aspects of their lives. The classes were very satisfied with their health, friendships, and personal growth. The only difference was that the Class of '95 was significantly more satisfied with parenting.



* Asterisk indicates statistically significant difference between groups.

JUGGLING CAREER AND FAMILY

We asked respondents about their opinions about juggling career and family interests, and the views of the two classes are strikingly similar. In general, people thought that a balance can be achieved, although they thought it will be easier for a man to do so. Respondents tended to think that they will have time for both a rewarding career and a fulfilling family life.





OVERVIEW OF SECTION II:

The Class of '93 When They First Arrived, When They Graduated, and One Year Out of Wharton

This section presents findings from the M.B.A. Class of '93 at three different points in time: when they arrived, when they graduated, and one year after graduation. In the case of some variables data were available for the latter two survey administrations only.

The number of respondents from each administration of the survey were:

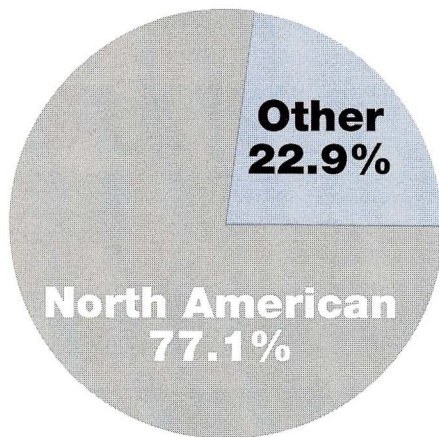
September 1991	222
May 1993	268
Summer 1994	217

Comparisons across the demographic groups in this section's charts are only for respondents from the Class of '93 at one year after graduation.

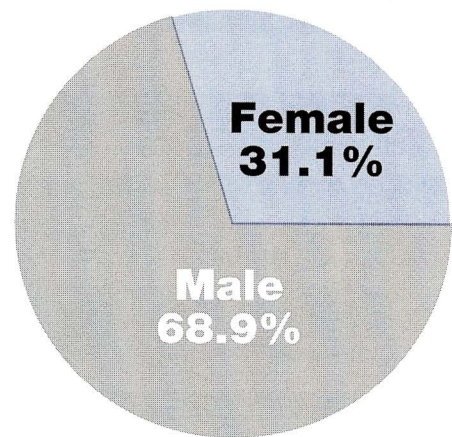
WHARTON M.B.A. CLASS OF '93 ONE YEAR AFTER GRADUATION

Demographic statistics on the sample of Wharton M.B.A. Class of 1993 who responded to our Summer 1994 survey are charted below.

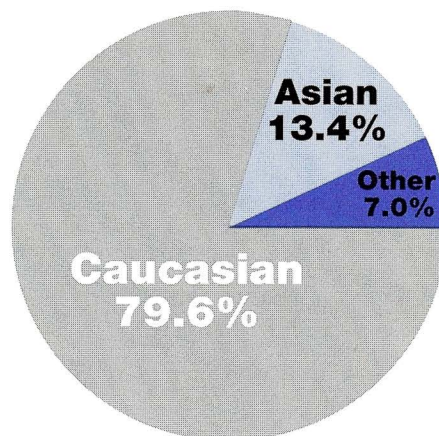
REGION OF CITIZENSHIP



SEX

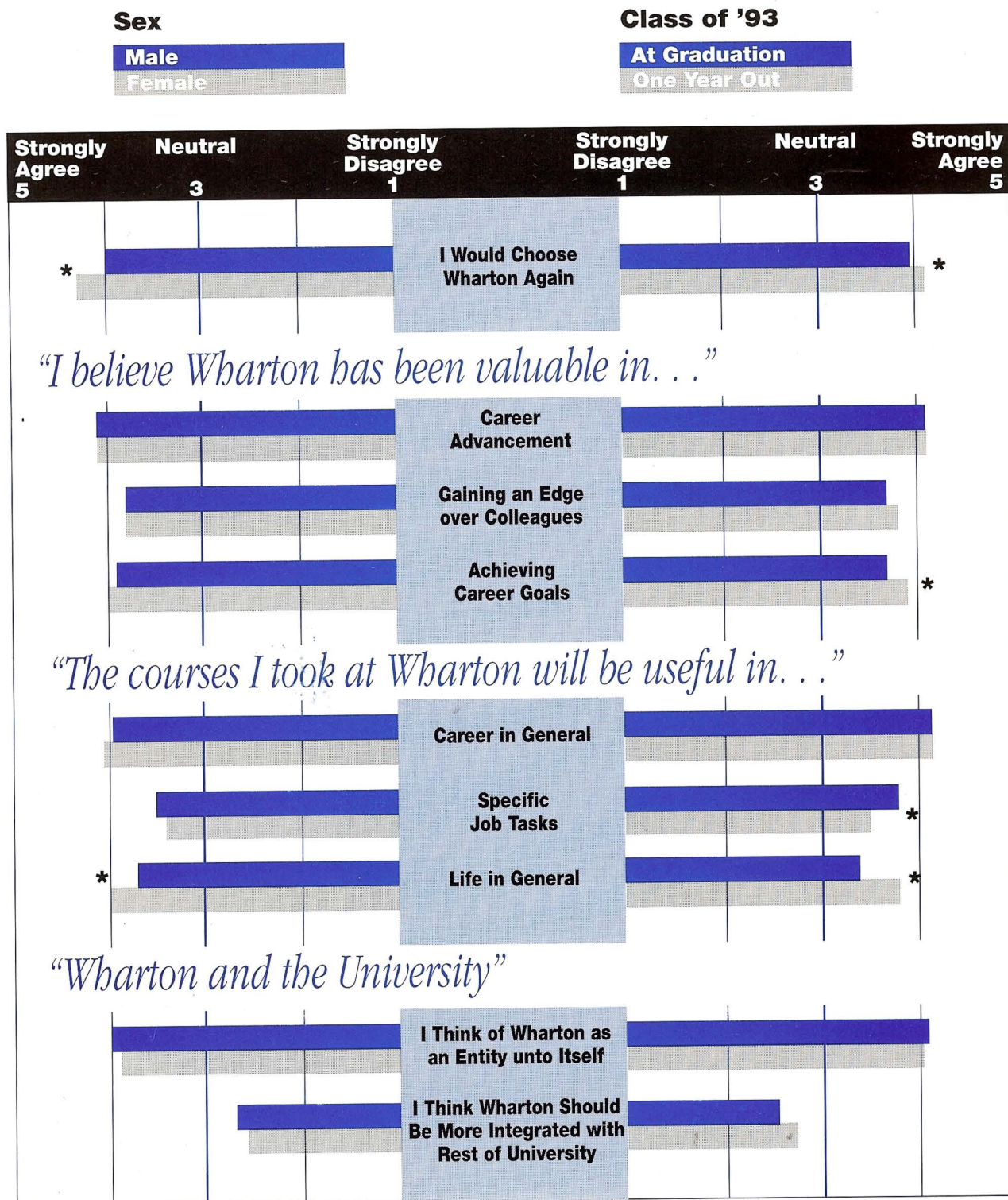


RACE



VALUE OF WHARTON

The first year after graduation seems to bring changes about the value of Wharton. First, after one year of post-Wharton life there was a greater sense of satisfaction about Wharton, as more people report that they would choose Wharton again if given the chance. Also, the value of Wharton for achieving career goals seems to increase, as does the value of courses on life in general. The only area that diminishes is the value of courses for specific job tasks.



COMPETENCIES DEVELOPED AT WHARTON

After a year, most of the competencies developed at Wharton in retrospect seemed to have been developed to a greater extent than they had seemed at graduation. Compared to other groups, Asians in the Class of '93 one year after graduation felt that they had developed their competencies to a greater degree.

Class of '93

At Graduation

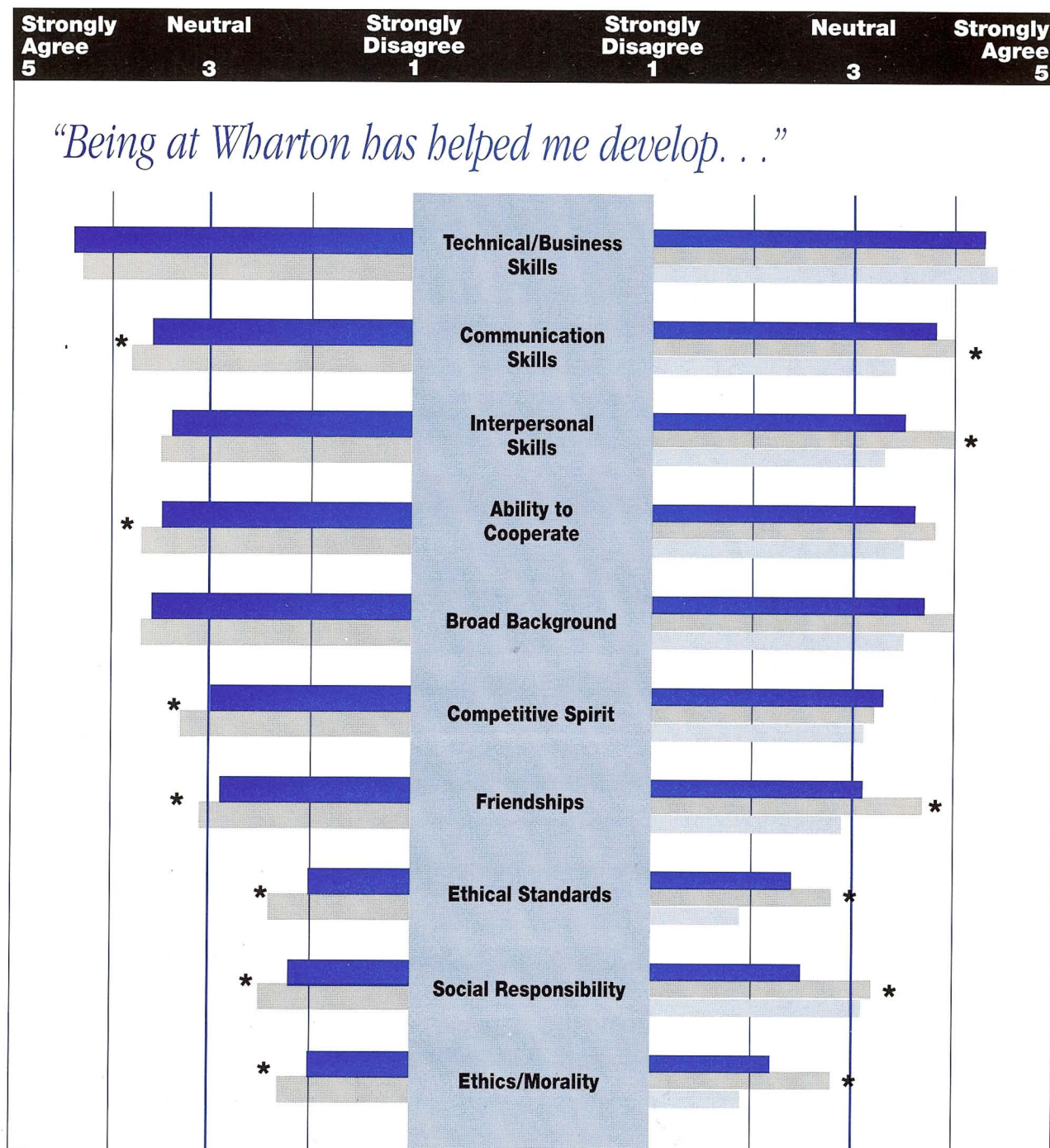
One Year Out

Race

Caucasian

Asian

Other



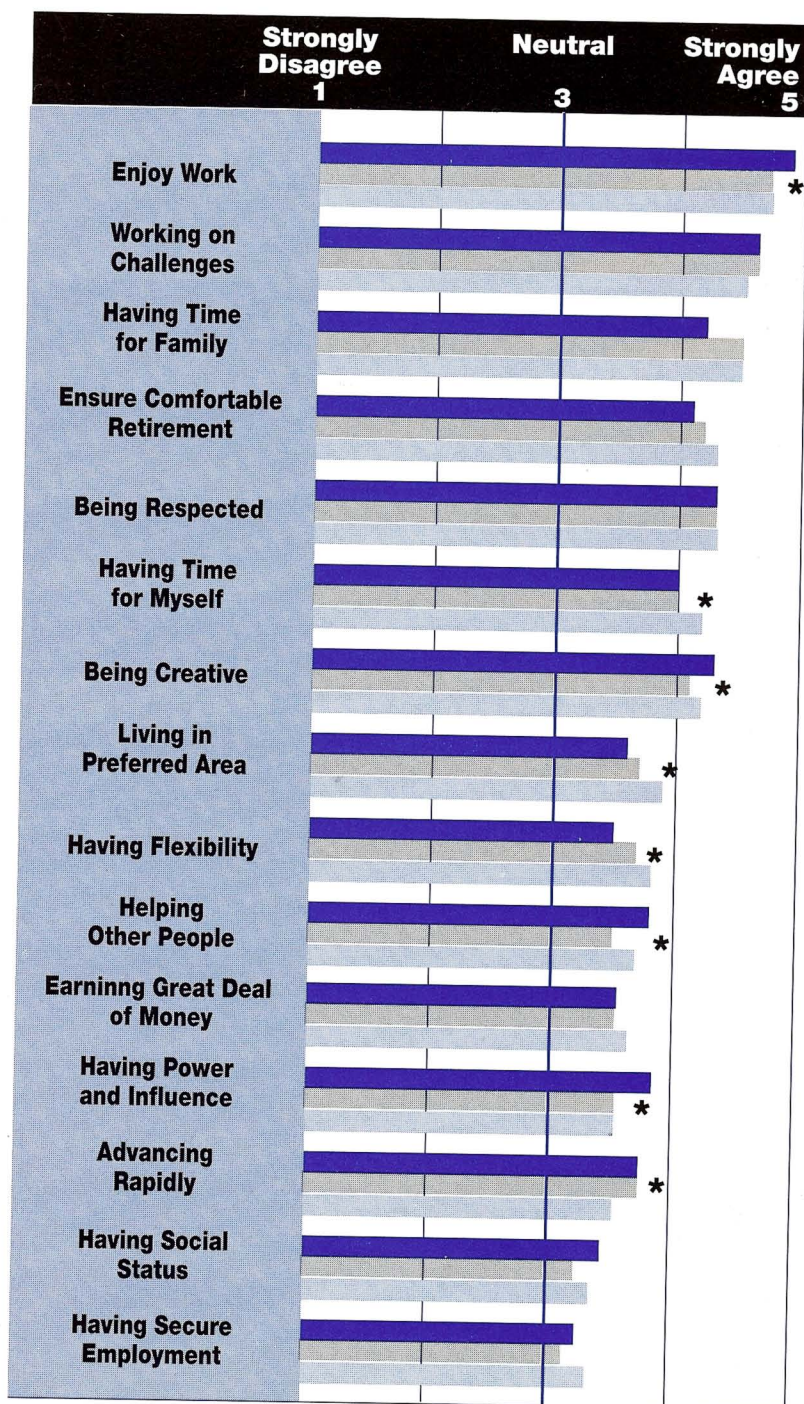
* Asterisk indicates statistically significant difference between groups.

CAREER SUCCESS

How people defined career success varied on some factors but remained stable on others as time passed for the Class of 1993. Having time for one self, living in a preferred area, and having flexibility all increased in importance whereas having power and influence, and advancing rapidly became less important over time.

Class of '93

At Entry
At Graduation
One Year Out



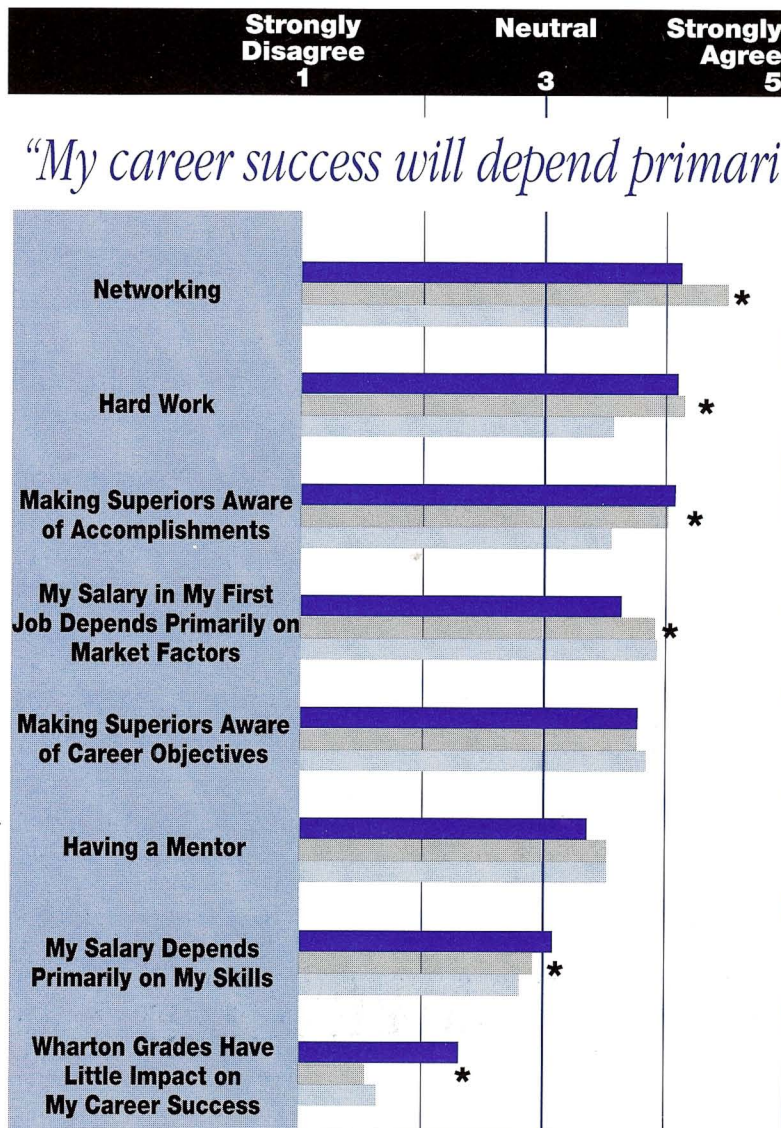
* Asterisk indicates statistically significant difference between groups.

WHAT INFLUENCES CAREER SUCCESS?

Respondents were asked about the factors that influence career success. Networking was seen as most important at graduation, less so when first starting the Wharton M.B.A., and even less so one year after graduation. Also, the experience of this year diminished the perceived importance of hard work and making one's superiors aware of one's accomplishments. The value of good grades increased during school but did not increase further after graduation. And the impact of market factors on salary increased between entry and exit while the impact of skills decreased over time.

Class of '93

At Entry
At Graduation
One Year out



* Asterisk indicates statistically significant difference between groups.

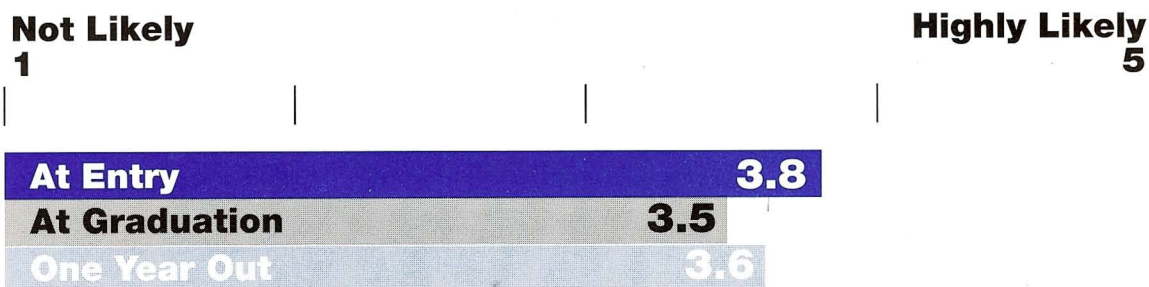
CAREER ASPIRATIONS

One year of life after school apparently results in a slight reduction in the aspirations people have for how high they hope to go in an organizational hierarchy

"I hope to attain the following organizational level. . ."



"The likelihood of attaining this position is. . ."



"I have attained the following organizational level. . ."



LIFE SUCCESS

When asked about what aspects of their lives were most important, people rated a long-term relationship, health, and friendship as the top three; this ranking did not change over time. Indeed, there were no differences between students across the three surveys on any factor. People from different regions, however, had divergent views; North Americans valued long-term relationships and parenting more and personal growth less than their counterparts from other parts of the world.

Region

North American

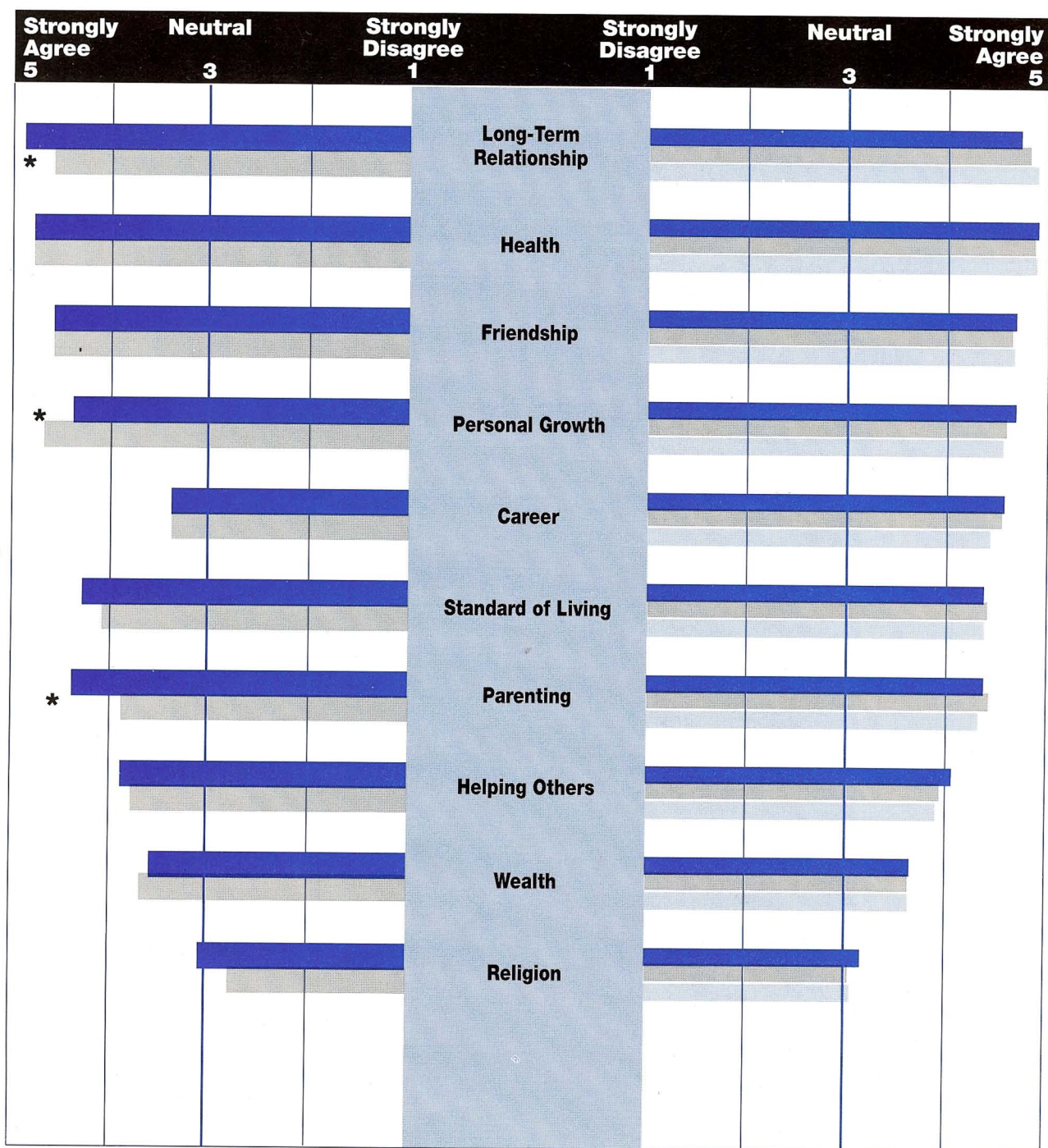
Other

Class of '93

At Entry

At Graduation

One Year Out



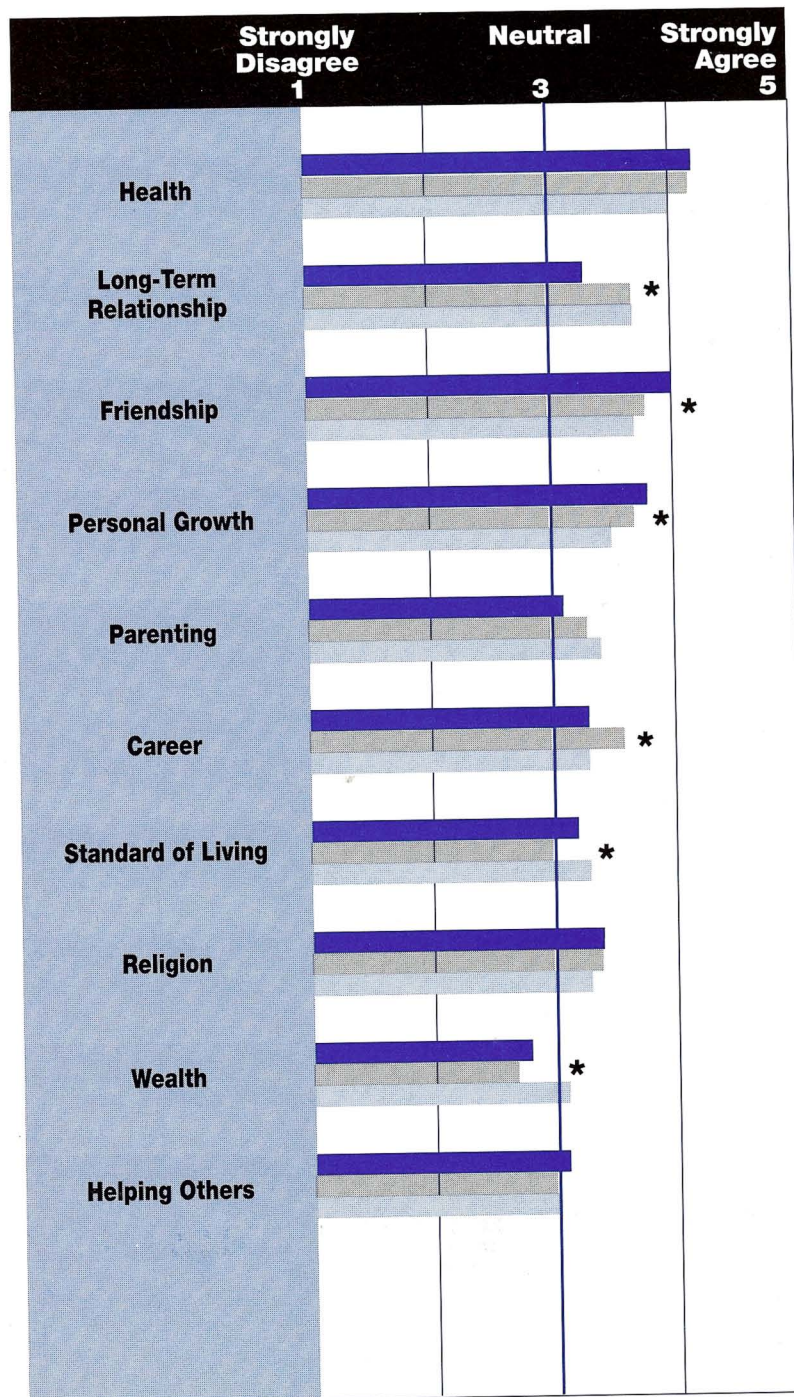
* Asterisk indicates statistically significant difference between groups.

LIFE SATISFACTION

Satisfaction with various aspects of life changed over time for the Class of 1993. Satisfaction with long-term relationships increased during the two years at school, but not thereafter, whereas satisfaction with friendships declined persistently. People were less satisfied with their personal growth, but more satisfied with their wealth after one year out of school. Satisfaction with standard of living was at its highest one year after graduation, and satisfaction with one's career is at its peak at graduation.

Class of '93

At Entry
At Graduation
One Year Out



* Asterisk indicates statistically significant difference between groups.

JUGGLING CAREER AND FAMILY

Respondents were asked about the struggle to juggle career and family. Men and women have very different views on this topic. And there were many changes in the one year after graduation on these attitudes. Indeed, most beliefs about one's ability to juggle work and family changed during this period with a very clear trend towards a greater understanding of the obstacles faced in seeking fulfillment in a variety of roles.

Sex

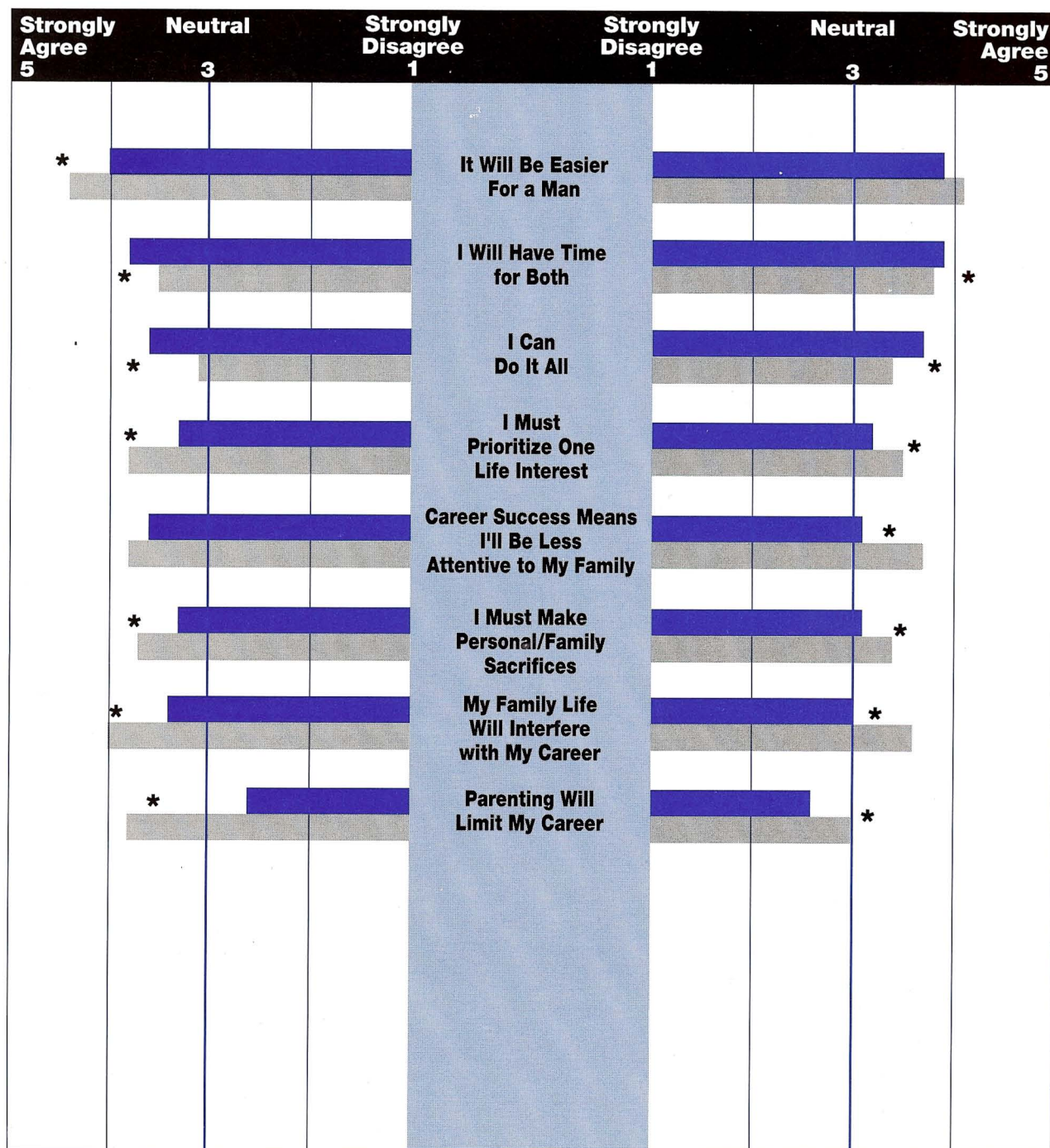
Male

Female

Class of '93

At Graduation

One Year Out



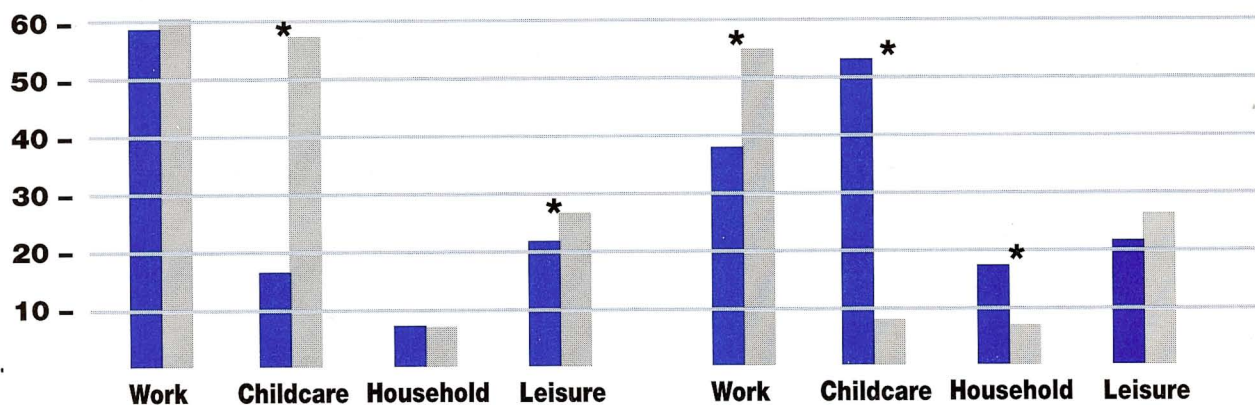
* Asterisk indicates statistically significant difference between groups.

SCHEDULING

Respondents were asked to estimate hours per week they (and their spouses) devoted to four life domains. Men and women, when asked one year after graduation, differed in many areas, though not in amount of time devoted to work or household maintenance. One year out, people were spending less time on their households and children and more on leisure.

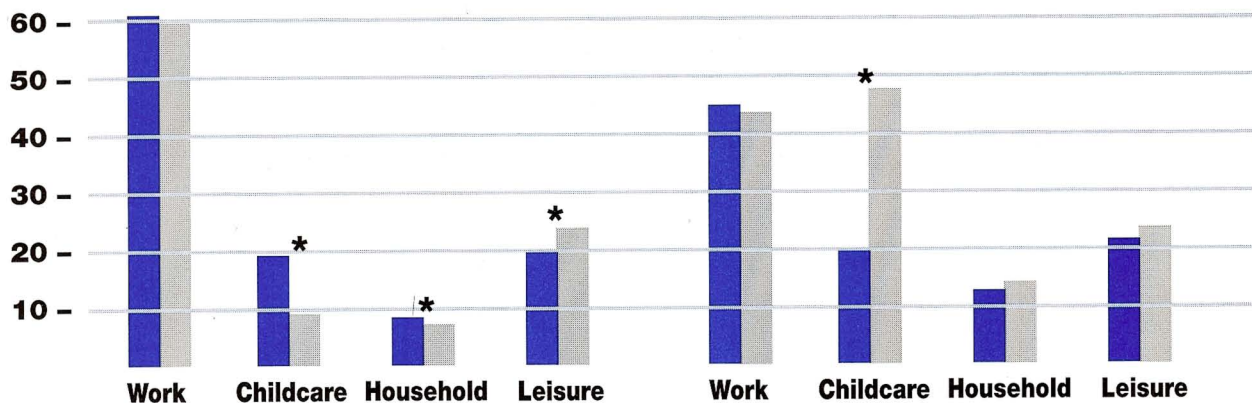
Sex

Male
Female



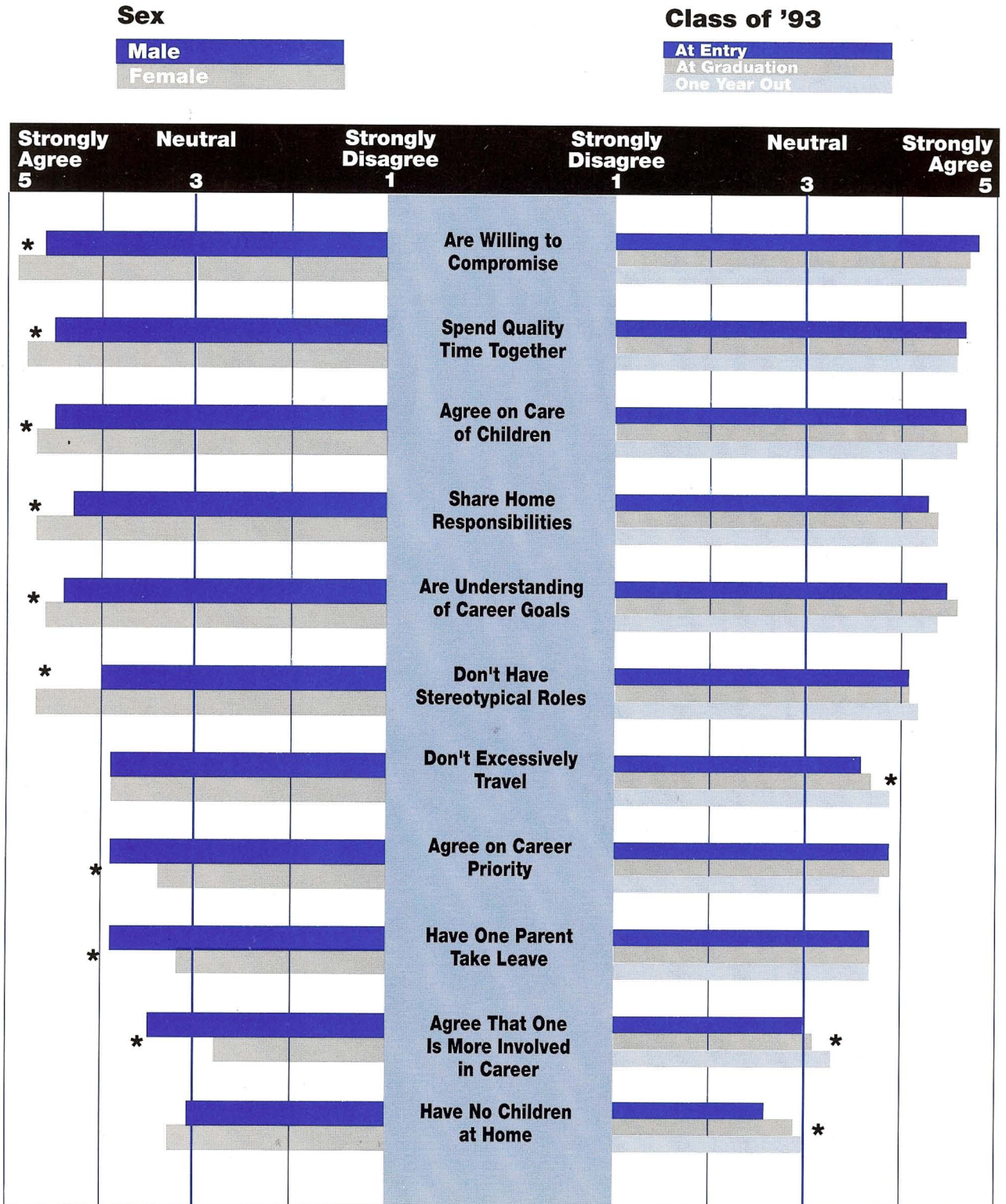
Class of '93

At Graduation
One Year Out



WHAT MAKES TWO-CAREER RELATIONSHIPS WORK?

Attitudes about what it takes to make a two-career relationship work were very different for men versus women in the Class of '93 one year after graduation. There was little agreement between the sexes on this issue. Some changes in attitudes occurred over time. According to the Class of '93, key factors in making a two-career relationship work were willingness to compromise, spending quality time together, agreeing on how to care for children, time together, and agreeing on how to care for children.





OVERVIEW OF SECTION III:

W '96 and W '98 When They First Arrived at Wharton

This section summarizes findings from the Wharton Undergraduate Classes of '96 and '98 when they arrived at Wharton. Differences between the classes should be interpreted with caution, however, because the sample size for the Class of '98 was small; therefore, significant differences between the classes and other groupings were rarely seen.

The number of respondents from each wave of the survey were:

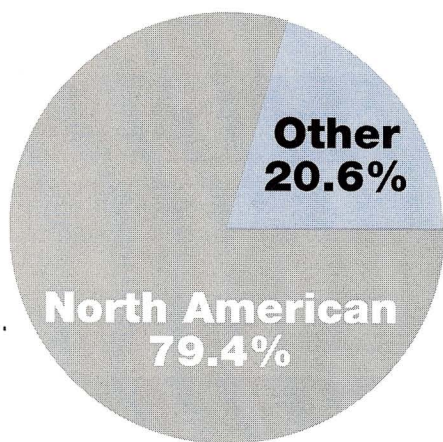
Sept 92	205
Sept 94	35

Comparisons across the demographic groups in this section's charts are only for the Class of '98 when they first arrived at Wharton.

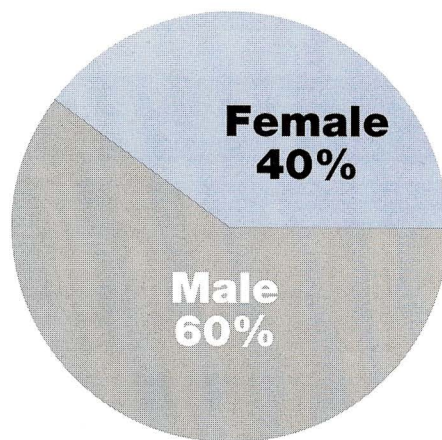
WHARTON CLASS OF '98

Demographic statistics on the Wharton Undergraduate Class of 1998 are charted below. The demographics of the sample of people who responded to this survey are not representative of the class as a whole.

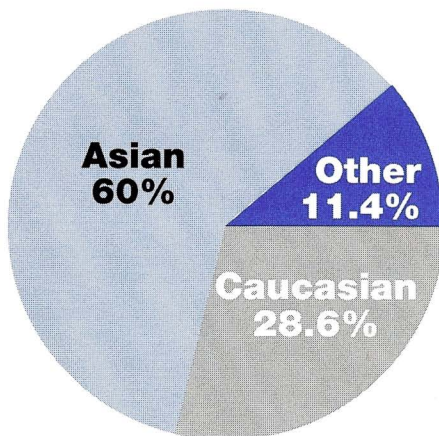
REGION OF CITIZENSHIP



SEX

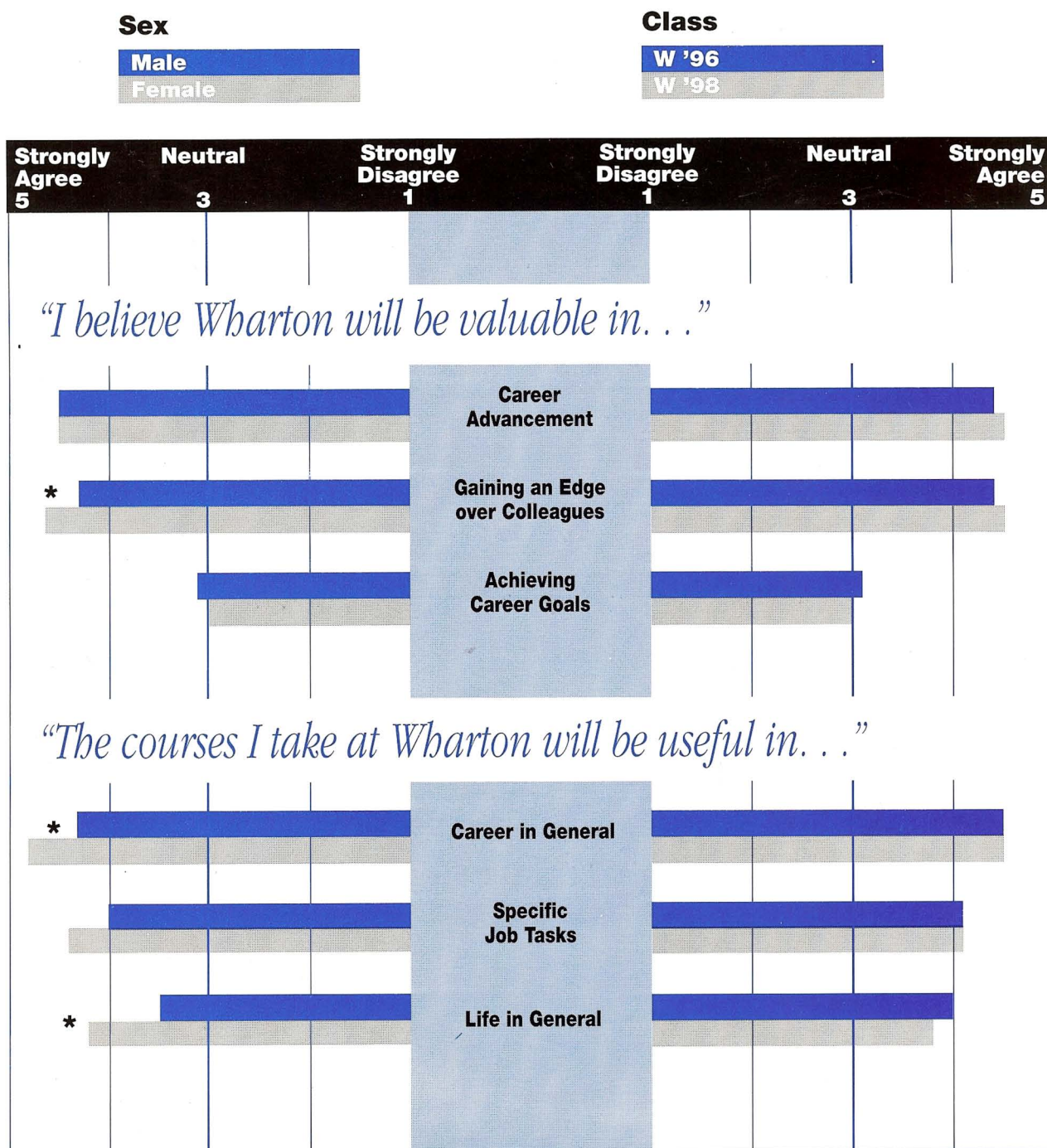


RACE



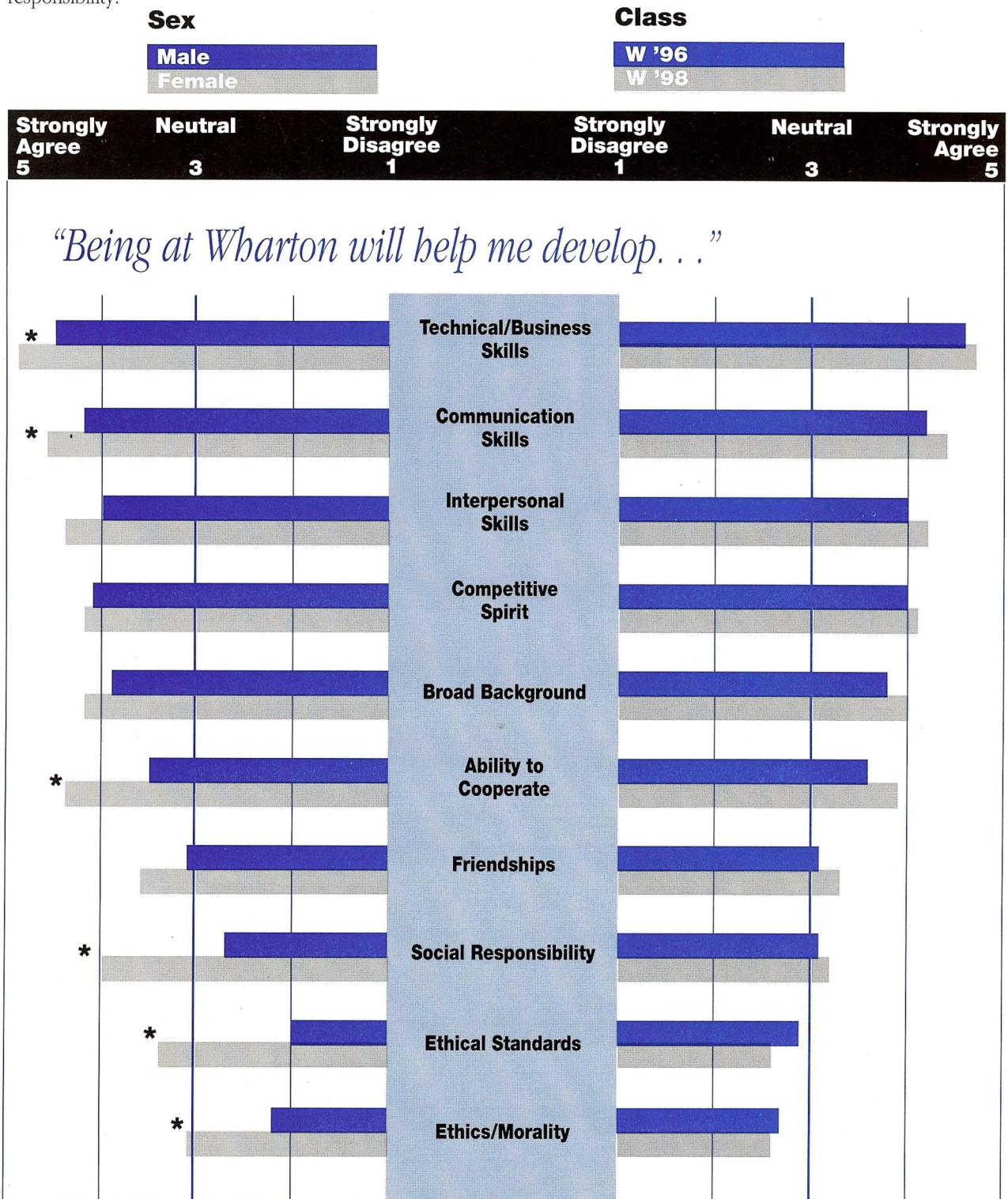
VALUE OF WHARTON

Upon entering Wharton, both classes felt that the greatest benefits of the Wharton experience would be realized in career advancement and gaining an edge over colleagues. Additionally, respondents felt that classes taken at Wharton would be of greatest value for their careers in general, followed by job tasks, and life in general. Women in the class of '98 felt more strongly than men that Wharton classes would be useful for their careers and for life in general.



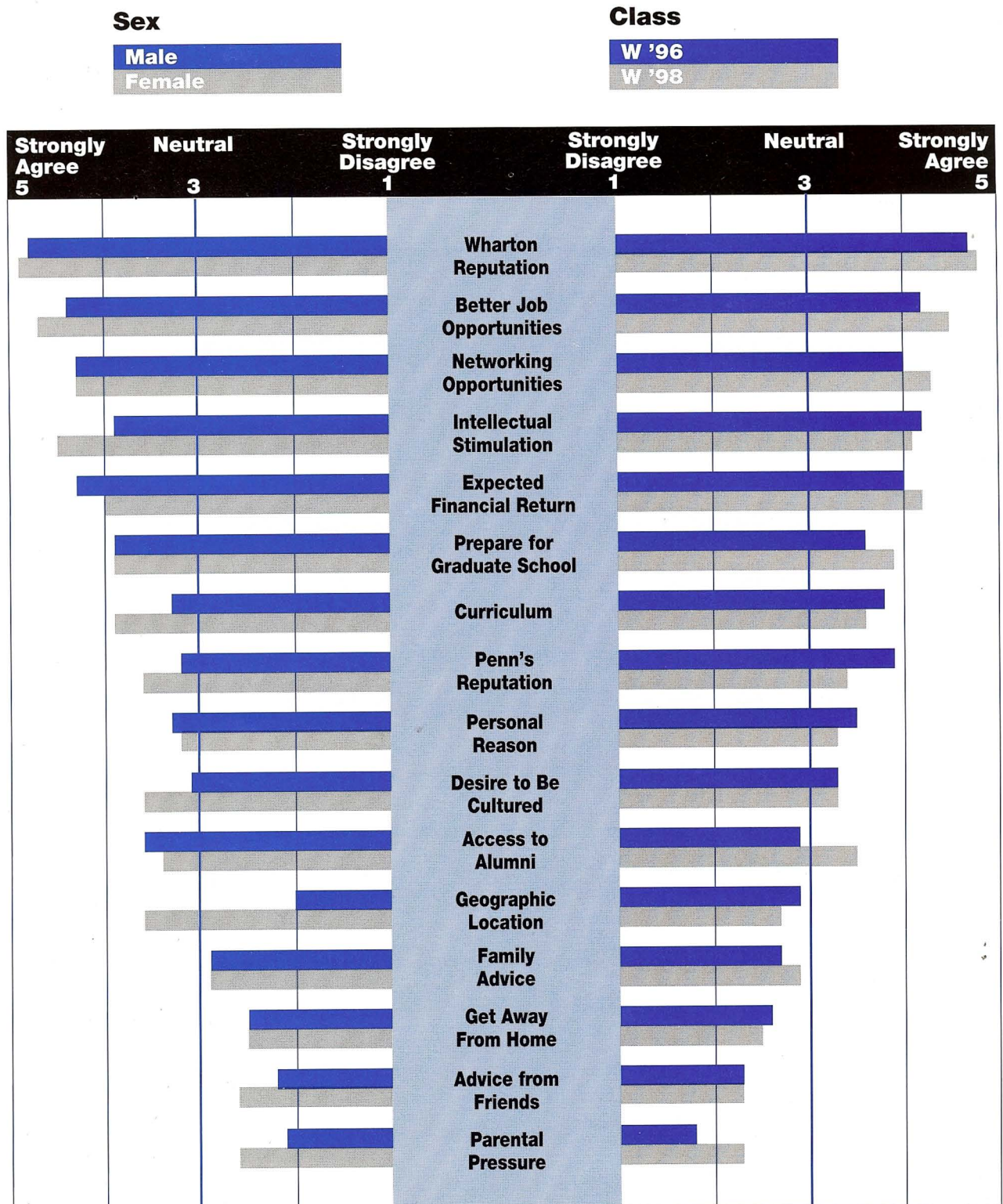
COMPETENCIES DEVELOPED AT WHARTON

Respondents from the classes of '96 and '98 agreed on the competencies that they expected to develop at Wharton. Among these competencies, technical/business skills, communications skills, and interpersonal skills were rated highest, while social responsibility and ethics were lowest. However, significant differences were seen between sexes in the class of '98. Overall, women felt more strongly than men that Wharton would help them develop business competencies, especially in the areas of social and ethical responsibility.



DECIDING ON WHARTON

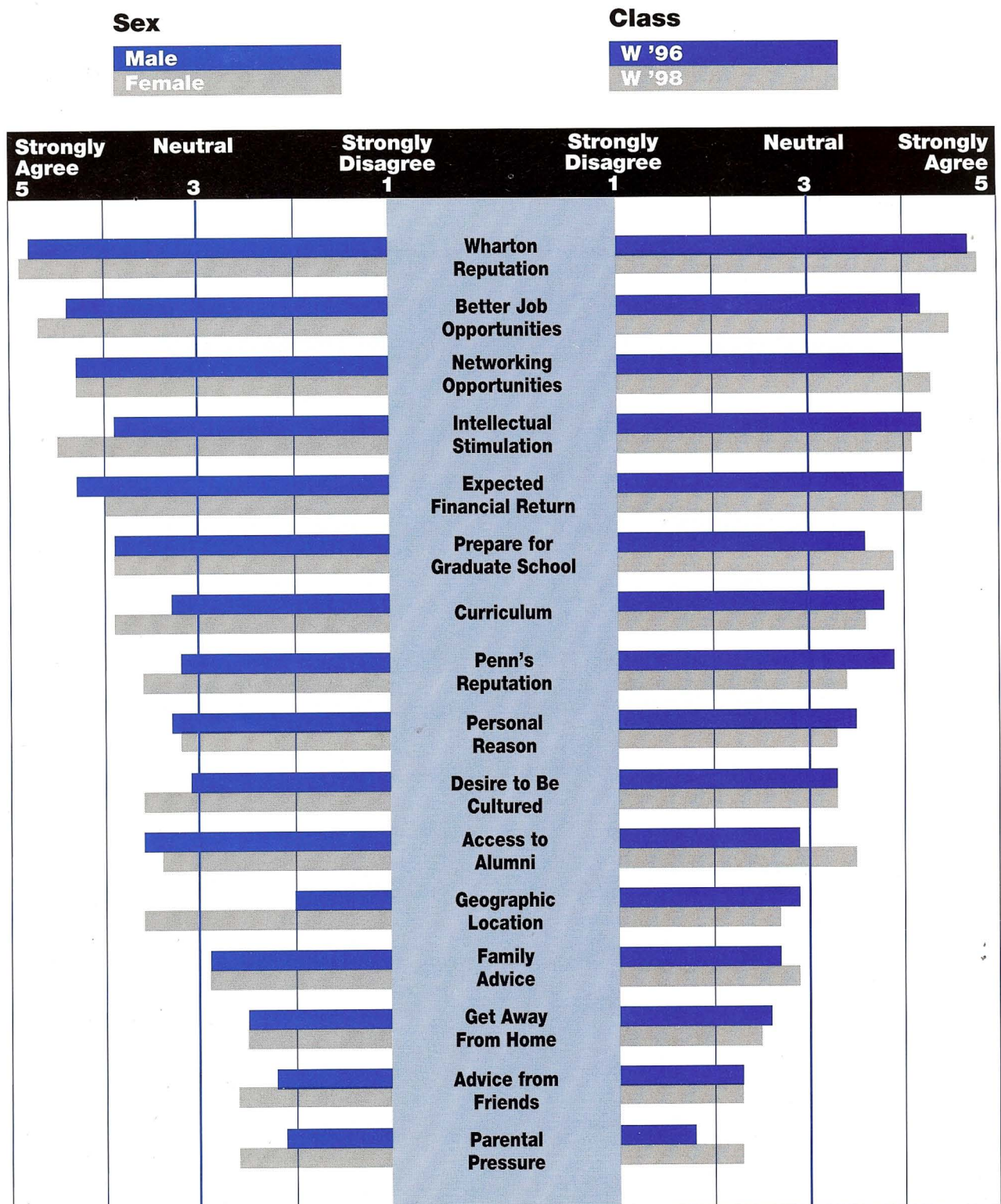
Students matriculate at Wharton for a variety of reasons. The most common reasons were Wharton's reputation, better job opportunities, and networking opportunities. There were no significant differences between either the two classes or men and women in the Class of '98.



* Asterisk indicates statistically significant difference between groups.

DECIDING ON WHARTON

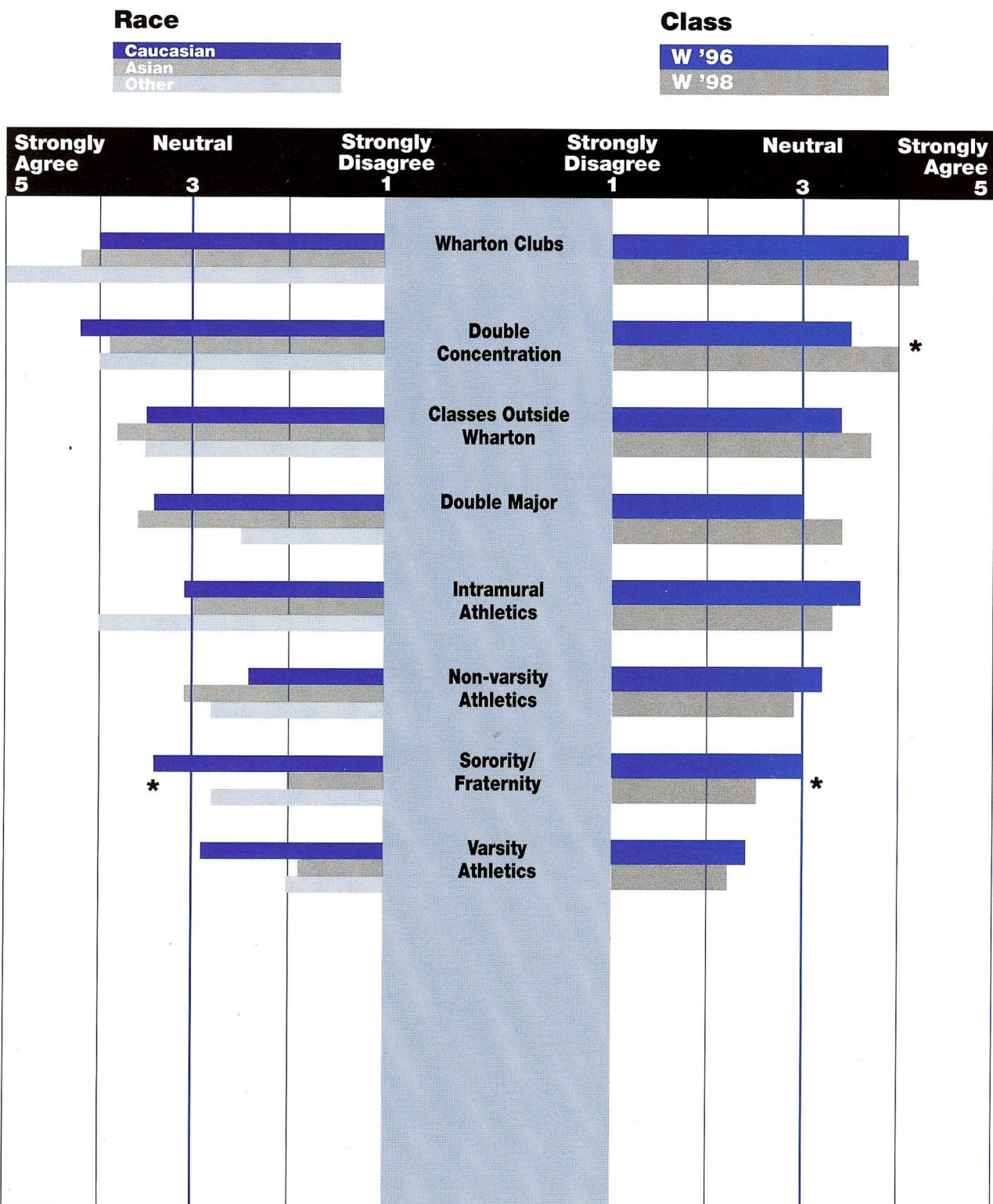
Students matriculate at Wharton for a variety of reasons. The most common reasons were Wharton's reputation, better job opportunities, and networking opportunities. There were no significant differences between either the two classes or men and women in the Class of '98.



* Asterisk indicates statistically significant difference between groups.

YOUR COLLEGE PLANS

We asked respondents about their plans while in Wharton. Both classes showed strong interest in Wharton clubs. The Class of '98 was significantly more interested in pursuing double concentration, while the Class of '96 felt stronger about joining a sorority/fraternity.



* Asterisk indicates statistically significant difference between groups.

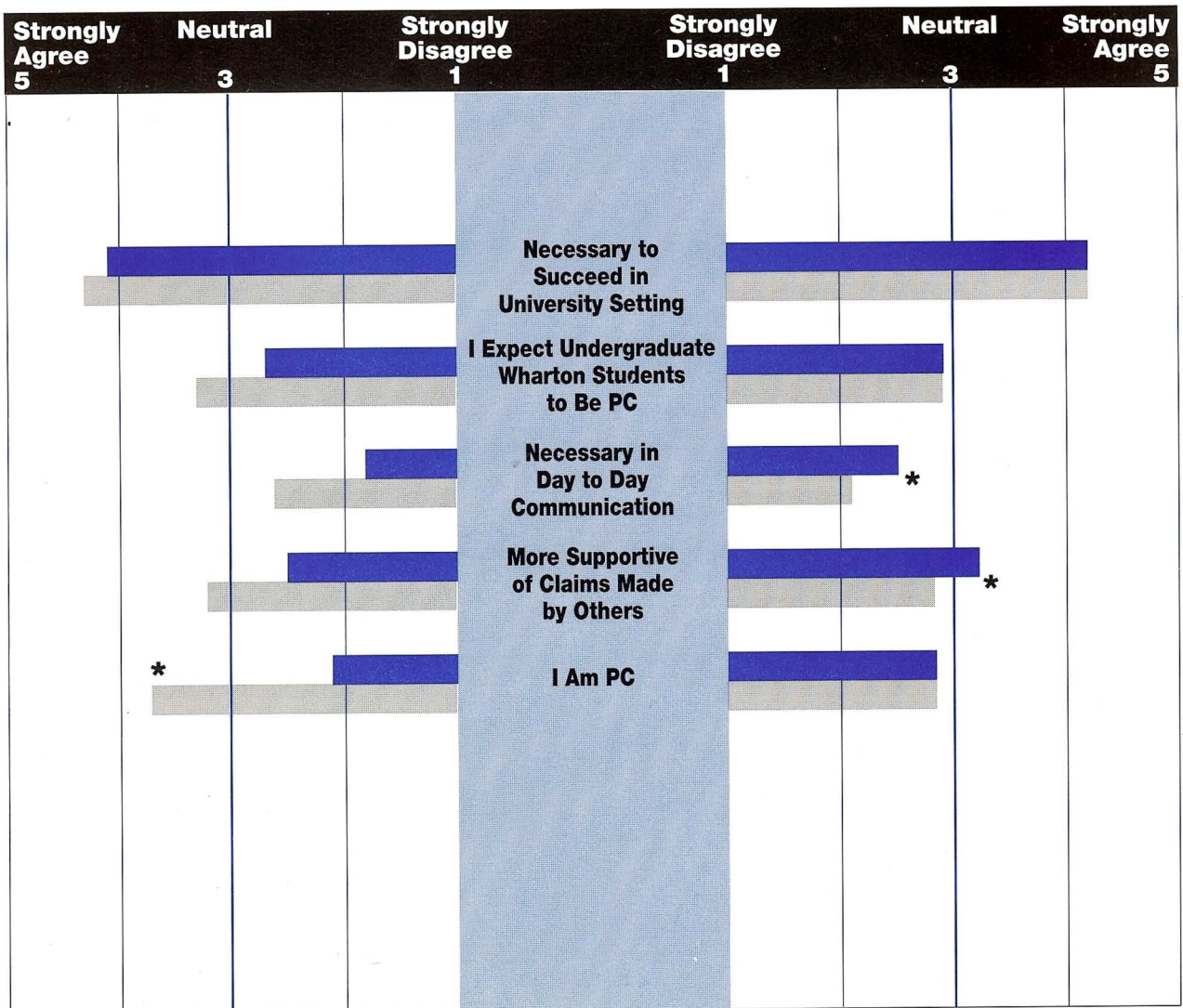
MULTICULTURALISM

We asked a set of questions to gauge how students felt about multiculturalism and political correctness. Respondents felt very strongly that multiculturalism is necessary to succeed in the university setting; however, most did not expect Wharton students to be sensitive to PC issues. Women in the class of '98 tended to feel more strongly about multiculturalism and political correctness and were significantly more confident that they were PC.

Sex

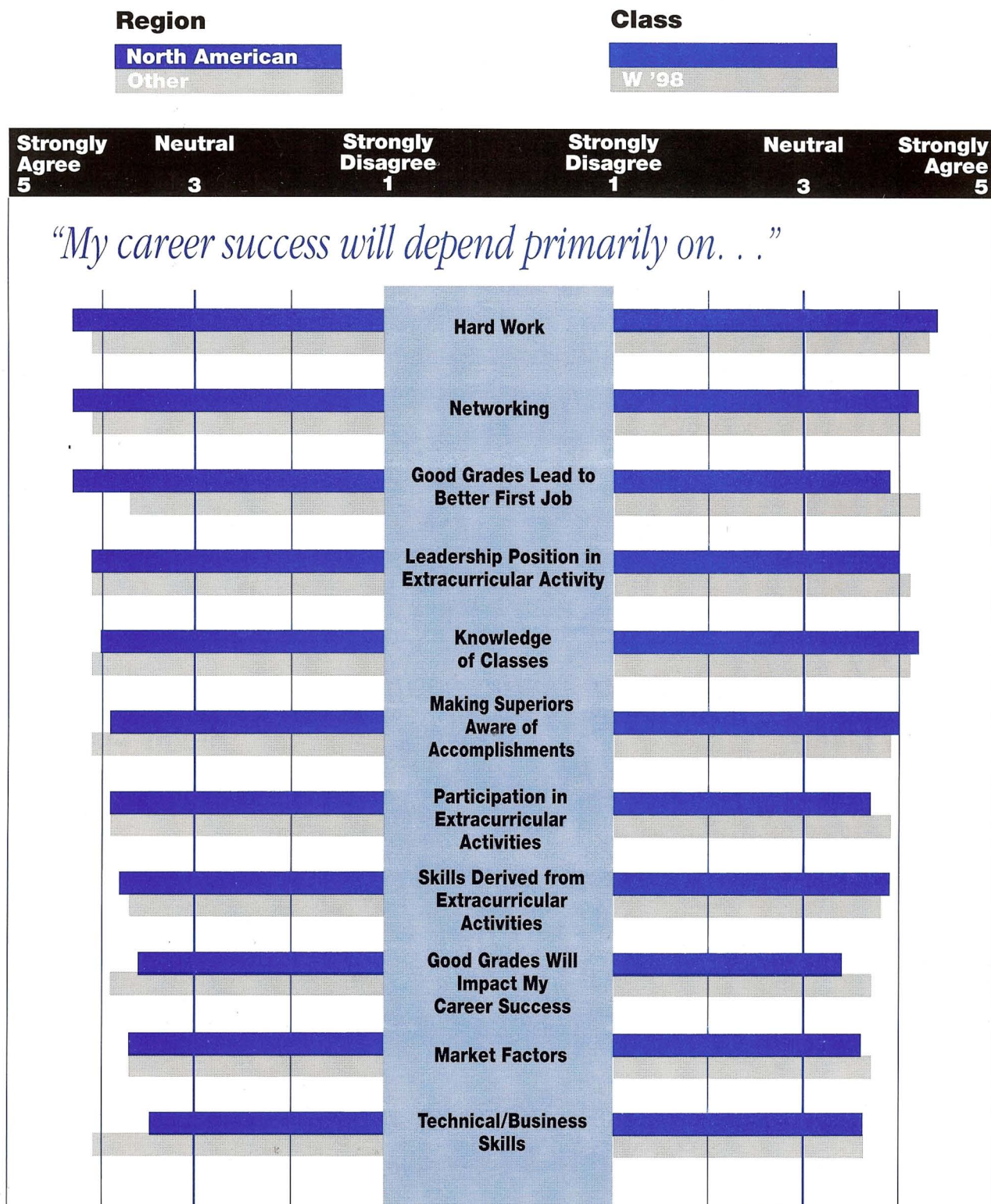


Class



WHAT INFLUENCES CAREER SUCCESS?

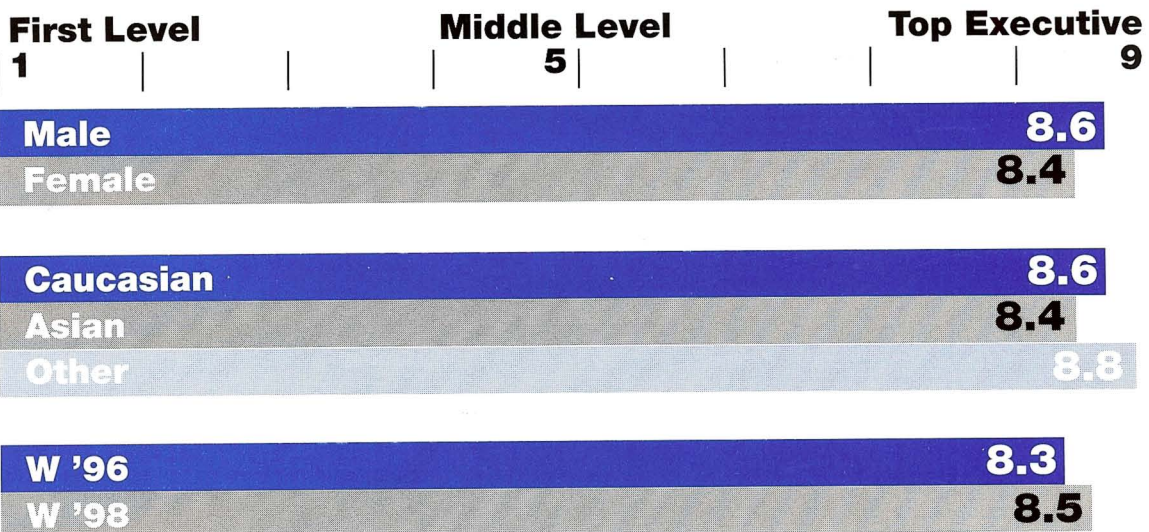
Whartonites in the Classes of '96 and '98 agreed about the factors that influence career success. Overall, the top three were hard work, networking, and the effect of good grades on getting a good first job.



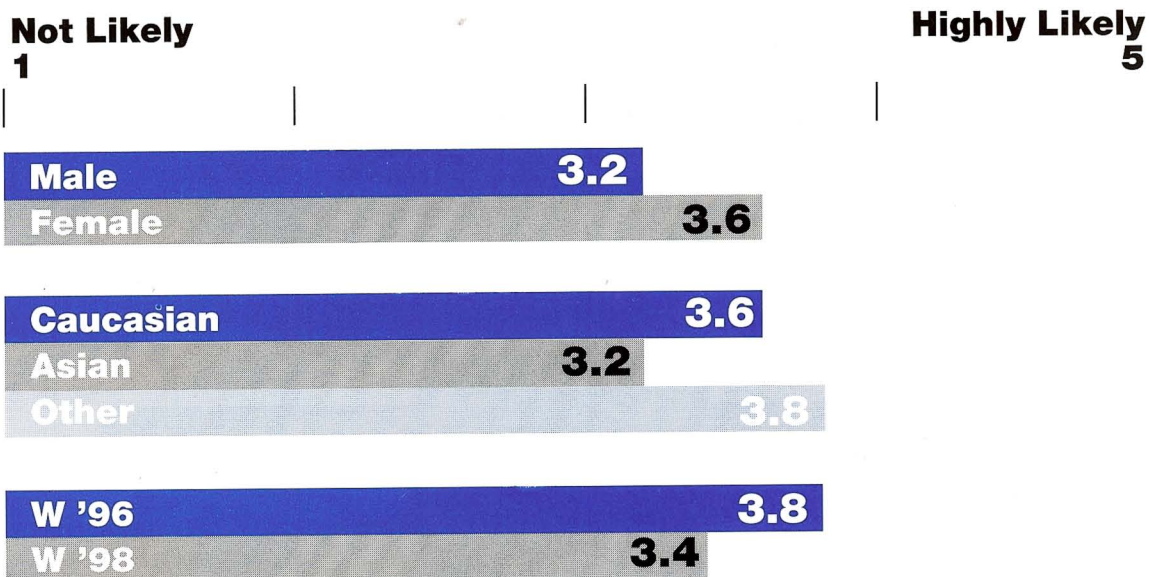
CAREER ASPIRATIONS

Respondents were asked how far up an organizational hierarchy they wanted to go and the likelihood of their success in doing so.

"I hope to attain the following organizational level. . ."

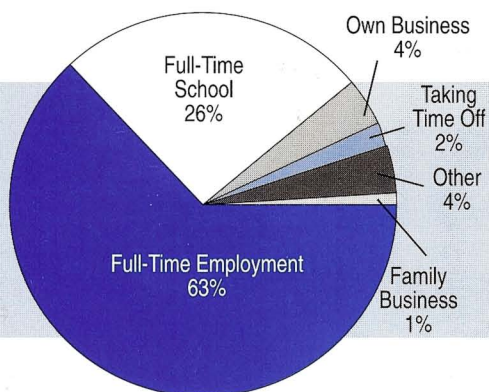


"The likelihood of attaining this position is. . ."



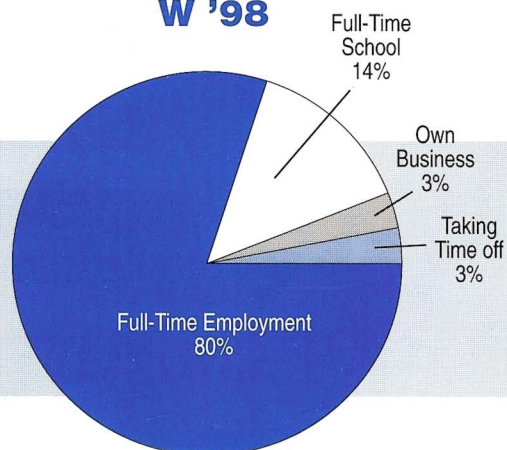
CAREER AND EDUCATION PLANS

W '96

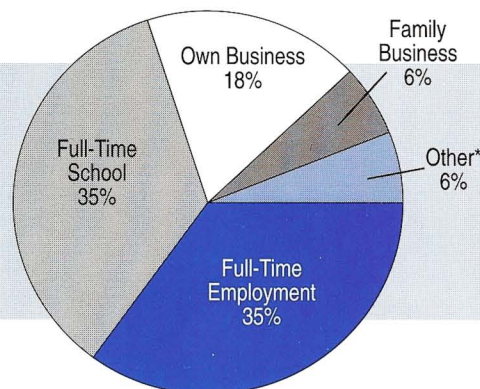
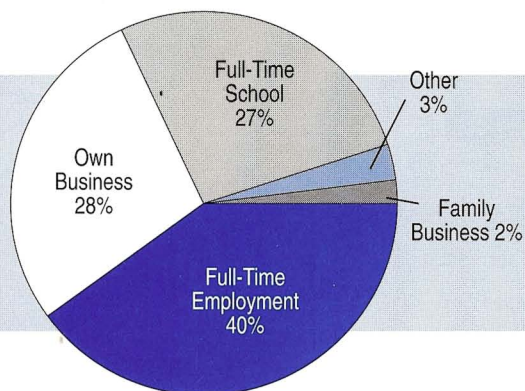


% of respondents with the following immediate career plans after graduation:

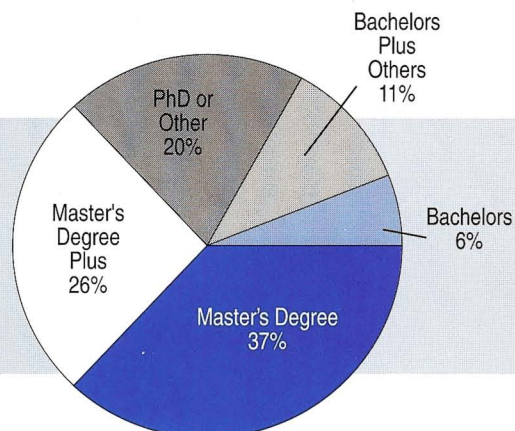
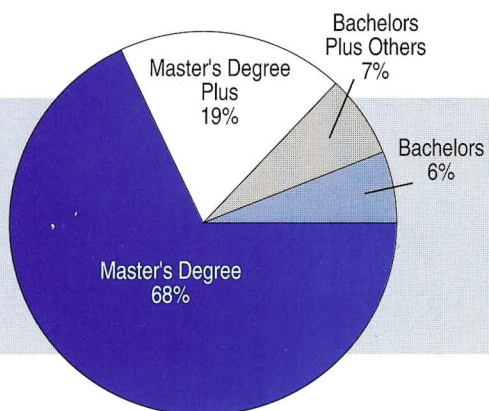
W '98



% of respondents with the following long term career plans after graduation:



% of respondents who anticipate attaining the following level of education:



* Other = Time-Off, Part-Time Employment, Volunteer Work

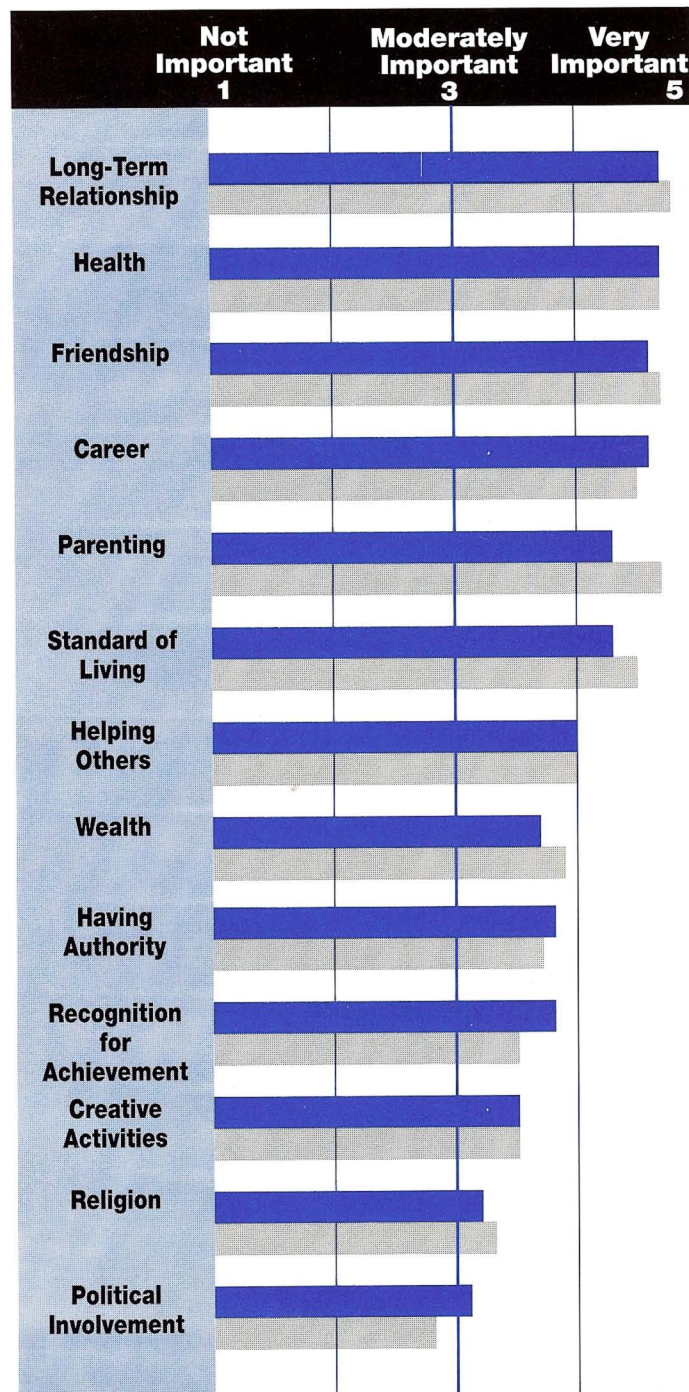
LIFE SUCCESS

Undergraduates were asked about the factors that they felt were most important in defining success in their lives. They put long-term relationships, health, and friendship at the top of the list. Religion and political involvement were relatively unimportant.

Class

W '96

W '98



* Asterisk indicates statistically significant difference between groups.

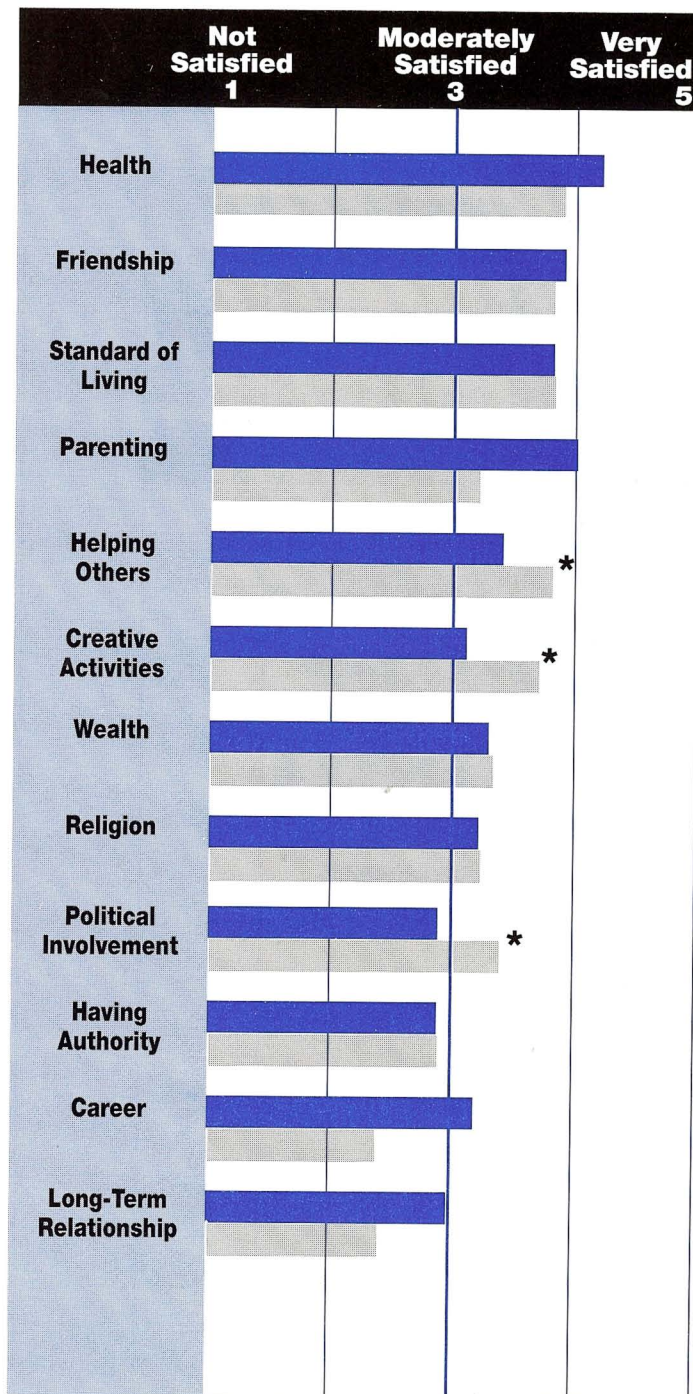
LIFE SATISFACTION

Students were then asked about their current level of satisfaction with these factors. They were most satisfied with their health and friendship. Compared to the Class of '96, the Class of '98 appeared to be more satisfied with helping others, their creative activities, and their level of political involvement.

Class

W '96

W '98



* Asterisk indicates statistically significant difference between groups.

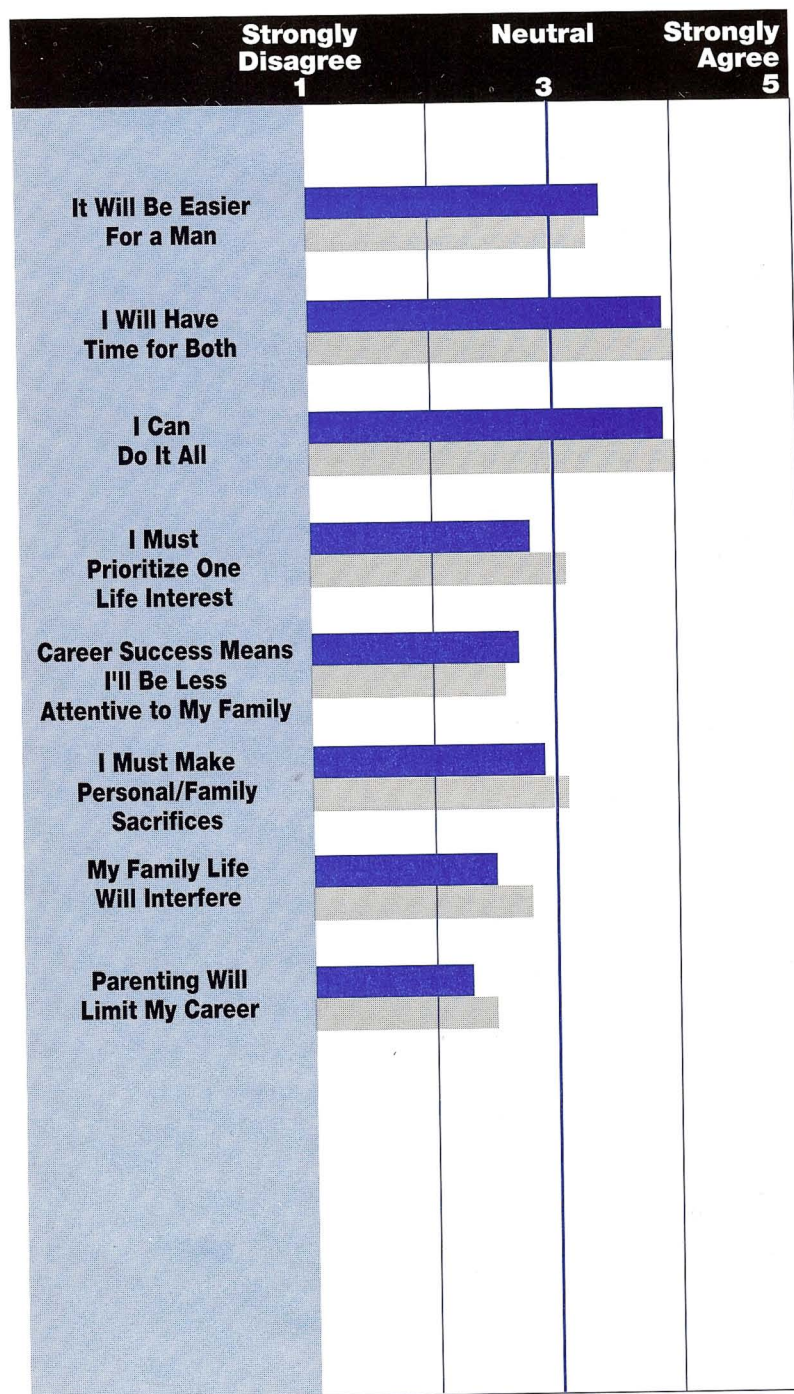
JUGGLING CAREER AND FAMILY

Undergraduates felt confident in their abilities to balance career and family responsibilities. Most felt strongly that they will have time to dedicate to both and did not see family life or parenting as a barrier to career success.

Class

W '96

W '98





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