

Focusing a Job Campaign

Most people find themselves in the job market, by either choice or necessity, a number of times in their careers. At such times, skills in the various aspects of job hunting can play a leading role in career management. In this and the next four chapters, we focus on job hunting and the more effective ways people have found to engage in it.

The Importance of Focus

Considerable evidence suggests that one of the primary reasons some people are much more successful at job hunting than others is that they approach the job market with a clearly defined and reasonably narrow focus.¹ That is, they look not for “opportunities,” but for a reasonably specific type of job and career opportunity. Instead of looking for “something exciting” or “a good-paying job,” for example, they look for “an entry-level position in a large retailing organization with prospects for promotion to a general management position within seven years” or “a general management consulting job within a moderate to large established firm in the United States.”

¹For example, in a survey of a sample of the 1974 MBA class at Harvard, we found that those people who reported the highest level of job satisfaction seven months after graduation interviewed fewer employers on campus, wrote fewer unsolicited letters, and pursued a smaller number of different types of organizations while job hunting.

With a moment’s reflection, it is not difficult to understand why a focused approach to job hunting is important. There are over 100 different identifiable major “industries” in the United States (see Exhibit 24-1 for a partial listing.)² Each has a large number of different kinds of career opportunities and jobs within it. Indeed, one government publication covering all industries lists over 20,000 different types of jobs.³ And that listing, of course, does not take into account that two jobs with the same title can differ significantly in two different organizations. In the United States alone there are well over 100,000 different organizations that regularly hire people. Operationally this means the number of career and job opportunities that exist at any single point in time, even in a depressed economy, is very large—so large, in fact, that no job hunter could ever hope to pursue more than a mere fraction of the total opportunities. There just aren’t enough hours in the day.

A little bit of arithmetic will help clarify this very important point. Let’s assume for a moment that you wish to get a job within the next four months. Let’s further assume that you can spend, on average, four hours per day, six days a week, engaged in job hunt-

²For a more detailed listing, see the *Standard Industrial Classification Manual*, U.S. Office of Management and Budget (Washington, D.C.: U.S. Government Printing Office, 1972).

³*Dictionary of Occupational Titles*, Vol. I: *Definitions of Titles*, U.S. Department of Labor (Washington, D.C.: U.S. Government Printing Office, 1965).

Exhibit 24-1

A Partial Listing of Industries

Advertising	Legal service
Aerospace (airframes, general aircraft, and parts)	Metals and mining (nonferrous metals, iron ore, etc.)
Airlines	Natural resources fuel (crude, oil, coal)
Appliances	Nonbank financial (brokers, investment bankers, etc.)
Auditing and consulting	Office equipment and computers
Automotive (autos, trucks, equipment, and parts)	Oil service and supply
Banks and bank holding companies	Paper
Beverages (brewers, distillers, soft drinks)	Personal care products (cosmetics, soap, etc.)
Building materials (cement, wood, paint, heating and plumbing, roofing, etc.)	Publishing (periodicals, books, magazines)
Chemicals	Radio and TV broadcasting
Conglomerates	Railroads
Containers	Real estate and housing
Drugs (and hospital supplies)	Retailing—food
Education	Retailing—nonfood (department, discount, mail order, variety, specialty stores)
Electrical and electronic	Savings and loan
Food processing (baked goods, canned and packaged foods, dairy products, meat, etc.)	Service industries (leasing, vending machines, wholesaling, etc.)
Food and lodging	Specialty machinery (farm, construction, materials, handling).
General machinery (machine tools, industrial machinery, metal fabricators, etc)	Steel
Government	Textiles and apparel
Health and medical services	Tire and rubber
Instruments (controls, measuring devices, photo and optical)	Tobacco
Insurance	Trucking
Leisure-time industries	Utilities (telephone, electric, gas)

ing activities. This adds up to a total of twenty-four hours per week, and about 400 hours over the four-month period. To identify a specific job opportunity, to go through a set of employment interviews, and to get to the point where you might get a job offer will require, at a bare minimum, about ten hours of your time. It will usually require considerably more than that. Therefore, at the very most, you can actively pursue about forty opportunities and stay within your budgeted four hundred hours.

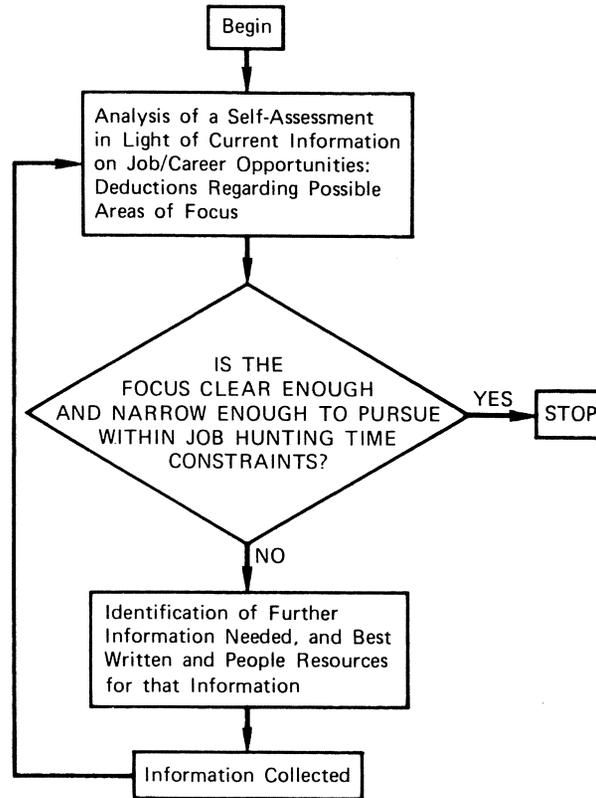
Now, if we restrict ourselves to the United States, at any point in time the 100,000 or so organizations that actively hire people will probably have well over a million different job openings (possibly many more). If we take the conservative figure of one million, that means that you will have at most time to pursue about 40 out of one million, or one out of 25,000 job opportunities. Without a clear focus to help identify which one of 25,000 job opportunities to pursue, it is inevitable that a job hunter will waste a great deal of time and energy, and ex-

perience considerable frustration. Job hunting without a clear focus is not unlike trying to hit a target the size of a quarter from fifty yards, using a shotgun, while blindfolded.

Without clear criteria to use in screening possibilities, students often find the process of selecting companies to interview on campus frustrating and time-consuming. In their efforts to leave “no rock unturned,” they waste time and experience anxiety trying to choose whom to interview, then waste still more time going through two or three times as many interviews as their friends who have a focused job campaign. It is not unusual for job hunters who have a focused campaign to send out twenty letters to a carefully chosen group of potential employers and to receive in return invitations from ten of them to have an interview. People with an unfocused job campaign sometimes “shotgun” out 100 or 200 standardized letters to a poorly screened group of potential employers and receive in return no favorable replies at all.

Exhibit 24-2

The Process of Creating a Focus for a Job Campaign Based on a Self-Assessment



We've seen people waste hours aimlessly reading help wanted ads or talking to employment agencies because they didn't have a clear idea of what they were looking for. People who tell their friends and acquaintances they are looking for a job are more likely to get useful job leads in return if they specify in some detail exactly what they want.⁴ By giving reasonably clear and tight screening criteria to professional friends and acquaintances, for example, you not only increase the chances that they will indeed "keep their eyes open" for you, but you also save yourself the time and effort of following up in-appropriate leads that might otherwise be passed on to you.

In job hunting, knowing in advance what you want significantly increases the chances that you will get what you want and significantly reduces the costs associated with the process itself.

⁴Imagine yourself in the position of friend or acquaintance. How would you react if someone said he or she was in the market for a new apartment or home, but didn't specify what kind? You would probably ask for more information. What would you do if the only reply was, "I want something very nice"?

Creating an Appropriate Focus

The key to creating a useful focus for job hunting is self-knowledge. Without a clear understanding of who you are, you cannot rationally decide what kind of job and career opportunities you should pursue. A good self-assessment can be enormously helpful in this regard. The decision of whether your self-assessment is adequate probably follows the sequence shown in Exhibit 24-2. There will probably be times when you feel you need more information in order to pursue a particular focus. Gathering more is a waste of time.

Given your self-assessment—that is, your list of life themes and their implications, which describe the kind of work that would seem to fit you—the next step in the process is to use the information you have about the various job opportunities in the world to begin to develop a job search focus.

Your background knowledge of business may be extensive enough to permit you to winnow out a lot of jobs, careers, and industries that look inappropriate. One must be careful here, though, since our

experience has been that many students have formed inaccurate stereotypes of jobs they have not experienced. Even students who have held very similar jobs sometimes will have very disparate views of those jobs. So we caution you to test your perceptions of job opportunities before you dismiss those jobs as being entirely inappropriate.

By carefully examining your self-assessment in light of what you currently know about job and career opportunities, you can identify a number of areas that look promising and a number that don't. For example, if one implication in a self-assessment paper is "hates to travel more than two days a month except for vacations," and if you have reliable knowledge that almost all management consultants spend twenty to seventy-five percent of their time traveling, then management consulting should be given a very low priority, if not tentatively eliminated. By systematically going through all the implications in a self-assessment in this manner, you can usually identify two or three career areas that seem very promising (banking, financial work in large manufacturing firms, auditing for a CPA firm), and a large number of areas that can be tentatively eliminated (such as all production work, all public and nonprofit work). Of course, the more information you have on what job and career opportunities are like, the more focused the output of this exercise will be.

If you do not have a lot of business experience, you may feel at a loss as to how to begin to develop a focus. Many students have expressed a nagging concern that they feel the "perfect job" is out there somewhere, but, given the realities we have outlined above, they have no hope of researching all the opportunities before making a decision becomes a necessity. First, we say there are several jobs "out there" that any one person might be well suited for, and that with any job-person match there will be some dimensions that don't fit well. So don't be overly concerned about a perfect fit. Second, there are a number of ways of finding out enough about various opportunities to make a preliminary decision whether to pursue an opportunity further.

Sources of Information

There are three basic sources of information on potential jobs and on the organizations in which the jobs are located: published documents, people, and direct observation. Each is different in the informa-

tion it can supply and the cost of obtaining that information, but all three can be very useful.

Published Documents

Written sources, such as those listed in Exhibit 24-3, can be especially useful in supplying information on an organization's past financial performance, its current demographic characteristics (size, products/services offered, assets, and so on), its industry, and its major actions (bringing out a new product line, bringing in a new president, and so on). Published sources have the advantage of relative ease of access. All major libraries will have most of the sources in Exhibit 24-3. You can look over such information at your convenience, as often as you wish; you only need to allocate enough time to this task. People we have observed who have not been very successful at job hunting almost always seem to underutilize published information sources. Their time and their energy get absorbed elsewhere, in less productive activities.

Most large public libraries and university-associated libraries have considerable information about job and career opportunities. In the appendix to this chapter, we have listed the best library sources we know of for information on topics our students have typically researched.

In addition, we have utilized the research energies of our students to generate job research reports. These short reports consist of a two-page summary of vital information about various jobs. The data consist of a job description, including typical responsibilities, tasks, and routines, likely career paths, compensation patterns, and opportunities for advancement; the names of some companies who hire people in those jobs; and sources of additional information. We have found that teams of from two to four people can generate a wealth of useful information on a particular job in less than three days. At present, we have collected over eighty such job descriptions and are planning to publish in the near future a compilation of the findings to help job hunters develop a focus. A copy of the assignment sheet we use appears in this chapter for your reference (see Exhibit 24-4). You may wish to use it as a guide in developing your own portfolio of opportunities to consider in your job search.

People

People, although often less accessible than books, can be enormously useful sources of information on

Exhibit 24-3

Where to Find Written Information about Companies

A. Company and Industry Directories

Compiled by Henry Wingate,
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The Darden School, University of Virginia,
March, 1990.

There are many published directories of companies. A few are general lists of larger companies, others are specialized, either by location (country, state, or city) or by industry or trade. Some give as much information as the first three below, others merely give address or industry. These first two directories are probably used most often as a starting point for brief information on larger U.S. companies.

- *Standard & Poor's Register of Corporations, Directors and Executives*. 3 volumes, annual Poor's Register of Corporations, Directors and Executives. Alphabetical list of approximately 55,000 U.S., and Canadian corporations, giving officers, products (if manufacturer), standard industrial classification (SIC), sales range, and number of employees. Volume 1 consists of brief information on about 70,000 executives and directors. Volume 3 consists of geographical and SIC indexes.
- *Dun & Bradstreet Million Dollar Directory*. 5 volumes, annual. Lists approximately 160,000 U.S. companies/ \$500,000 or over. Gives officers, products (if manufacturer), standard industrial classification, approximate sales, and number of employees. Volume 4 lists companies geographically and Volume 5 by SIC industries.
- *Ward's Business Directory*. 3 volumes. Annual. Lists 92,000 public and private U.S. companies. Ranked by sales within SIC code categories. Gives address, chief executive officer, sales, and number of employees.
- *Marketing Economics Key Plant*. Annual. Lists 40,000 plants in the U.S. Arranged geographically. Gives address and number of employees.
- *Thomas Register of American Manufacturers*. (20 vols., annual). Volumes 1-12 list manufacturers by specific product. Volumes 13 and 14 are alphabetical lists of companies and include address, branch offices, subsidiaries, products, estimated capitalization. Volume 14 also contains a list of leading trade names (yellow sheets). Volumes 15-20 consist of product catalogs of individual companies.

1. Regional and State Manufacturers Directories

Manufacturing firms not listed in the Thomas Register of American Manufacturers may be listed in one of the state directories. For example:

- California Manufacturers Register
- Directory of New England Manufacturers
- Massachusetts Directory of Manufacturers
- MacRae's Industrial Directory for New York State.

2. Directories of Companies in Foreign Countries

- *Dun & Bradstreet Principal International Business*
- *International Directory of Corporate Affiliations*

There are also directories for individual countries and areas, such as:

- *Japan Company Handbook*
- *Dun's Latin America's Top 25,000*

3. Directories for Specific Industries or Trades

Examples:

- American Marketing Association, New York Chapter, *International Directory of Marketing Research Companies and Services*
- *Directory of Management Consultants*
- *Directory of Department Stores*
- *Davison's Textile Blue Book*
- *Franchise Opportunities Handbook*
- *Lockwood's Directory of the Paper and Allied Trades*
- *Money Market Directory*. (A directory of institutional investors and their portfolio managers)
- National Association of Real Estate Investment Trusts, *Directory of Members*
- *Rand McNally International Bankers Directory*
- *Rubber Red Book*
- *Security Dealers of North America*
- *Securities Industry Yearbook*. (A directory of investment banks and brokerage firms).

(continued)

- *Standard Directory of Advertising Agencies*
- *Venture Capital* (monthly publication)
- *World Aviation Directory*

4. Directories of American Firms with Foreign Subsidiaries

- *Directory of American Firms Operating in Foreign Countries*, 3 volumes
- *International Corporate Affiliations*

5. Guides to Directories

If you cannot find a directory for the industry or geographic area you want in any of the sources listed above, look for a bibliography of directories that may list a trade directory or a directory issue of a trade journal. One of the best bibliographies is:

- *Directories in Print*

B. Financial Information about Companies

The following documents for New York and American Stock Exchange companies also can be very useful:

- Annual reports to stockholders
- 10-K reports to the Securities and Exchange Commission
- Listing statements
- Proxy statements
- Registration statements

C. Articles about Companies

- *ABI/Inform CD-ROM Database*. (Monthly.) A compact disk database which offers abstracts of articles from

periodicals about business information, including company information.

- *F & S Index of Corporations & Industries* (Monthly, cumulated annually). Indexes articles on companies and industries that have appeared in selected business and financial publications.
- *F & S International* (Monthly, cumulated annually). An index similar to the one above, for foreign companies.
- *Lotus One Source CD/Corporate Database*. (Monthly.) A compact disk database that covers all United States public companies. Includes information from annual reports and SEC filings as well as the texts of brokerage house research reports and periodical/newspaper articles on individual companies.
- *Newspaper Abstracts CD-ROM Database*. A compact disk database that indexes articles from the Wall Street Journal, the New York Times, the Washington Post, and several other major newspapers in the United States.
- *Wall Street Journal Index* (monthly, with annual cumulation). Each issue has two parts: corporate news and general news. Indexing is based on the final Eastern Edition.
- *Wall Street Transcript* (weekly). A compilation of brokerage house reports on companies and industries. Each issue is indexed, and there is also a periodic cumulated index.

D. Lists of Largest Companies

- *Business Week Top 1000*. Annual. Ranks the top 1000 United States companies by market value of outstanding shares.
- *Forbes Annual Directory*. Each May, Forbes ranks the largest 500 United States companies by several criteria: sales, profits, assets, market value, and so on.
- *Fortune 500 Series*. In three separate issues, Fortune magazine lists the Fortune 500 Industrials, the Fortune 500 Service companies and the Fortune 500 International companies. All three lists are arranged in rank order by sales. Includes financial information on each company.

specific job and career issues.⁵ Our students have found that by using whatever personal contacts they

⁵We've noticed that some of our students resist this strategy of identifying and using people because they feel they don't know any such people or because they think it would just be too cumbersome to try to find such people and convince them to talk. Once prodded into action, however, virtually all our students have found that: (a) they do know someone who in turn knows the type of person they are looking for; and (b) when asked, people are usually more than willing to talk.

have to set up meetings (often at lunch) with people who actually work in the industries, companies, types of jobs, or geographic areas in which they think they might be interested, they can get a large amount of useful information very quickly. Armed with specific questions created in conjunction with a self-assessment paper, a person can sometimes learn more in thirty to sixty minutes from a well-informed source than from six hours in a library.

For example, Jerry Jones knows from his self-

Exhibit 24-4

Career Development Job Research Report

Job Description (Activities, Routines, Life Styles, Key Required Skills):

Compensation (Salary Range, Usual Benefits):

Career Paths (Future Potential, Transferability, Likely Advancement Routes):

Employers (Some Companies Likely to Hire, Sources for Finding Others):

Additional Data:

assessment, among other things, that he does not tend to work well under pressure and that he is very ambitious. In an initial analysis of his self-assessment, he decides he should look more deeply into professional auditing work. So on Tuesday he sets up a lunch with Jim Smith, a partner in a large CPA firm who is also a graduate of Jerry's college. (Jerry got Smith's name from his accounting professor.) Among the questions Jerry asks Smith are the following:

1. Do people in the CPA profession have to work with tight time and/or cost constraints? Or does it vary from firm to firm or job to job?
2. Do you feel much pressure in your job? What about most new employees you have observed—do they feel a lot of pressure?
3. How much does the average employee in your firm make after five, ten, or fifteen years?
4. Is your firm growing? How fast? Is the industry growing? How fast?
5. Out of every twenty people hired each year, how many will probably become partners? How long will that take most people?

Contrast that scenario with this one. Phil Roy has a "gut feel" that he may enjoy being a CPA. He spends his lunch hour on Tuesday asking the people who are sitting at his table in one of the university's cafeterias whether they think being an auditor is a good job. He gets two unqualified yesses, two qualified yesses, three maybes, one noncommittal response, two qualified nos, and a piece of paper thrown at him (possibly an unqualified no).

It is very easy, while job hunting, to end up in Phil Roy's position—wasting his own and other people's time in endless dialogues about careers and job opportunities that do not help him focus on a limited number of rational opportunities out of the many possibilities. And the reason it is easy is because most people do not begin job hunting with a good, accurate, up-to-date assessment of themselves.

There are two types of human information sources about potential jobs: current employees of the organizations with the job openings, and others. These others might be former employees, consultants who have worked with the organization, financial analysts who have studied the organization for their own firms, and so on. A job hunter automatically gains access to some of the organization's employees while interviewing. For moderate-sized to large organizations, our students have almost always been able to find a few people who fall into

that "other" category. It is a rare case, for example, in which no faculty member has ever had dealings with such an organization and no student has worked for it (if only for a summer).

In brief conversations with informed nonemployees, one can usually get reasonably candid and unbiased information of a type that doesn't tend to appear in print and that is awkward to obtain from the organization's current employees. What kind of problems does the organization have? How does it treat employees? Is it really going to be able to grow as fast as it says? If you previously worked for this organization, did you enjoy it? Why?

Inside sources can supply slightly different types of data. They can give you first-hand information on what it is currently like to work for that organization, what the potential job is really like, what the career path associated with it is really like, and what the people you would be working with are like. And possibly the easiest way to get that information is to ask these people about themselves. How long have you been working here? Why did you join up? What job did you start in? Specifically, what did you do? Whom did you work with? What did you like and dislike about that job? What job did you move to next? When did the move occur? Why did it occur? What did you do in your next job? And so on. People generally enjoy talking about themselves. When describing their own careers and jobs, they also generally give much more accurate and useful information than when they try to generalize about careers or jobs in their organization.

The third means of gathering data about job opportunities is direct observation, which we will come back to in the chapter on company visits.

The Key: Self-Assessment

By systematically going back and forth from analyzing one's self-assessment to gathering some more information to reanalyzing the self-assessment, one can create in a practical amount of time a rational focus for a job campaign. Hundreds of students have done just that. And the competitive advantage this has given them over those classmates who behave more like Phil Roy while job hunting is very significant.

The important things to remember here are these:

1. The importance of developing a focus so as to not dilute your job hunting efforts unnecessarily

2. To use your self-assessment as a set of criteria for making a decision on whether or not to pursue a particular opportunity

The latter point is extremely important. It would not make much sense to generate a careful self-assessment and then abandon it in favor of momentary excitement as you generate a job search focus. Consequently, we urge you to *use* your self-assessment by considering each theme and each implication to check the fit with a potential career opportunity. This process will also help you to discard with confidence opportunities that on one dimension may seem attractive, even glamorous, but that are not good fits with you.

This process of focusing is a progressive one. Your breadth of focus probably will be much wider at the beginning of your job search than it will be at the end. As you move through the job search, your focus will gradually narrow until you have accepted a single offer. Exhibit 24-5 represents this narrowing focus and the screens you will use as time goes by.

ASSIGNMENT

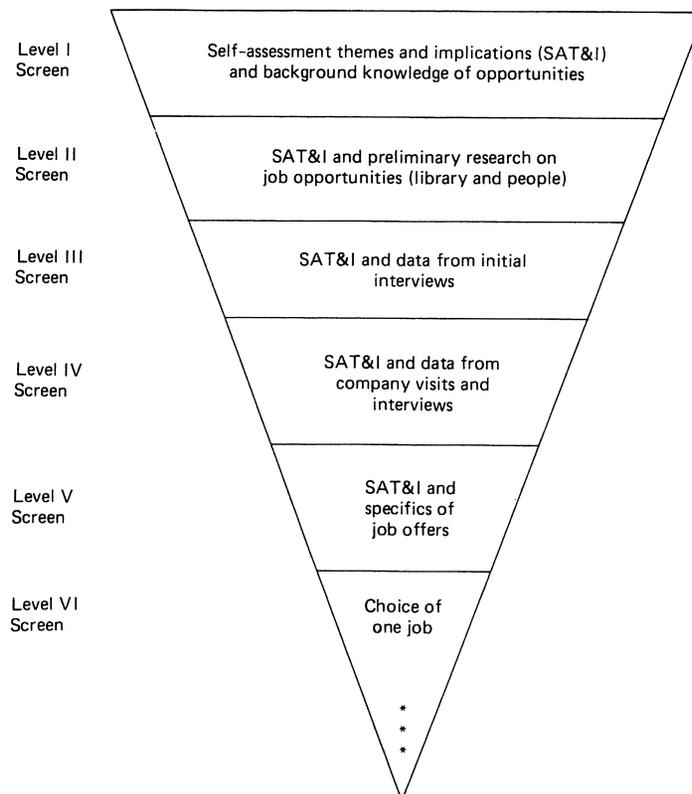
Here are Steven Taylor's and Carrie Baugh's life themes and the implications they drew from those themes. Use these to develop a focus for each. One of the major dilemmas here, as it will be with your own focusing, is that you are limited by your knowledge of the opportunities out in the world. For this assignment, that is okay, but you will probably want to find ways of expanding your view of the jobs available through a variety of exploration devices when you begin to develop your own focus. Be prepared to explain why you think Steven or Carrie should investigate further the options you identify. The following questions should help you in preparing for this discussion:

1. What job and career areas seem promising for this person? Why?
2. What areas can be eliminated given their themes and implications? Why?
3. What areas might be promising, although you're not sure because you don't have enough information? What additional information would you like to have?

Exhibit 24-5

The Narrowing Job Search Focus

Number of Organizations of Interest



STEVEN TAYLOR'S THEMES LIST

Self-Assessment Themes (plus three)

Steven Taylor is a person who:

1. Requires a balance in both work and personal life.
2. Plays a little fast and loose with traditional customs.
3. Thrives in an unstructured environment.
4. Is demanding of self/a drive for continuous improvement.
5. Has a need for intellectual stimulation.
6. For whom Family is important.
7. Can be pompous, but usually conscious of it.
8. Needs time to spend time in outdoor activities.
9. Values independence and self-sufficiency.
10. Cares more deeply about a smaller number of people.
11. Enjoys external confirmation of success.
12. Is demanding of friends.
13. Prefers an active environment.
14. For whom playing music is missing as a part of my life.
15. Handles crises well.
16. Learns from setbacks.
17. Adapts well.
18. Is restless; I like to get on to the next project.
19. Is willing to take risks to gain greater rewards.

Plus three!

20. Would like to see more of the world and its variety.
21. Senses the emergence of a more contemplative me.
22. Would like to find a place to call home, somewhere I will always come back to.

Steven Taylor's Self-Assessment Theme Implications

Professional Aspect

Cognitive:

1. I like to balance intuitive and analytical approaches to solving problems (T4,T7,T8).

2. I enjoy a constant flow of new and challenging situations (T3,T4,T5,T17,T19,T20).

Routines:

3. Predictability of hours is not critical, but relentlessly long hours will be unacceptable (T1,T3,T6,T8).
4. I like to take a break between major projects (T1,T3,T15).
5. A varying daily routine is exciting (T2,T3,T13,T18,T15).
6. I want to commute less than 45 minutes from home to work, and I prefer not to drive (T6,T18).

Tasks:

7. I enjoy making presentations and being challenged to support the analyses (T3,T4,T5,T7,T9,T17,T19).
8. I like to travel in my work and would like to travel internationally (T3,T5,T9,T13,T17,T20).
9. I thrive on unearthing the difficult questions, the ones nobody likes to answer (T3,T4,T12,T17).
10. I want to be responsible for managing my day (T1,T2,T3,T4,T9).
11. I derive great satisfaction from getting a team to pitch in and push a project to completion (T3,T10,T15,T17).

Organizational Style:

12. If it's not a fun place, then it's not for me (T2,T3,T13,T20).
13. I want to work with people who see excellence as a goal in and of itself and worth the effort (T4,T5,T9,T10,T12).
14. I like to work in an informal environment (T2,T3,T13,T15,T19).
15. I want to work in a firm small enough that I know everyone by name (T1,T9,T10,T19).
16. I want to know if I've done well, and I want to hear about it if I haven't (T4,T11,T16,T19).
17. A little pressure in my work is exciting! (T3,T4,T13,T15,T16,T19).

Rewards:

- 18. I would like to have an equity interest in my work, or at least a compensation plan that returns some equity (T11,T19).
- 19. I would like to have enough capital seven years from now to take no salary for a year while starting a business (T2,T19).
- 20. I will seek at least \$50,000 per year as a base salary.

Environment:

- 21. I would like to work in an office where I can tell whether it is day or night outside (T8).
- 22. It would be best if I can work with a very organized secretary or support staff (T2,T3,T13,T15,T18,T19).

Social Aspect

- 23. I would like to live in a place where there is a diverse and international population (T20,T22,T2).
- 24. I would like to have access to both the ocean and the mountains (T8,T21).
- 25. I would like to be close enough to theaters and music performance venues to go on a week night (T14,T5,T21,T20).
- 26. I like having a small group of friends to get together with regularly (T5,T10,T12,T22).

Material Aspect

- 27. I want to buy a home and a piano to go inside (T22,T14).
- 28. I would like to begin planning for acquiring a ski house with access to both downhill and cross-country skiing (T6,T8,T22).

Family Aspect

- 29. I would like to begin a family within the next ten years (T6,T13,T22).
- 30. I want to give my children the same exposure to natural beauty that I had while growing up (T6,T8,T10,T20,T21).
- 31. I want my children to have a place they will always think of as home (T6,T22).

Emotional Aspect

- 32. I need to cultivate a more conscious sensitivity to the effects of my actions on others (T2,T4,T7,T10,T12).
- 33. I need to come to a better understanding of my own definitions of success, and I need to evaluate myself in those terms and not as much by what others say or do in reaction to my efforts (T2,T9,T11,T17).
- 34. I need to allow myself greater joy in my successes, lest I exhaust myself THROUGH RELENTLESS SELF-CRITICISM (T4,T18,T19,T21).

CARRIE BAUGH'S LIFE THEMES

A summary code word for each theme is given in capital letters after each theme and then the name of the theme cluster to which each theme belongs.

NO. THEME

- 1. Family is my source of strength and support. (FAMILY/Personal Identity)
- 2. Carrie values her independence and family over having lasting friendships. (INDEPENDENCE/Personal Identity)

- 3. Although independent, Carrie needs contact with people. (CONTACT/People Oriented)
- 4. Carrie wants to maintain a balanced lifestyle. (BALANCE/Control)
- 5. Carrie wants to be seen as special and talented. (SPECIAL/Achievement Oriented)
- 6. Carrie seeks to learn from new situations. (LEARN/Diversity)
- 7. Carrie enjoys jobs that utilize both people skills and Analytical/Quantitative analyses. (SKILLS/Diversity)

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8. Carrie consults those people she trusts and respects, then makes her own decisions. (TRUST/People Oriented)
9. Carrie strives to improve herself. (IMPROVE/Achievement Oriented)
10. Carrie enjoys working in teams. (TEAMS/People Oriented)
11. Carrie is practical. (PRACTICAL/Personal Identity)
12. Carrie sets goals, then works hard to accomplish them. (GOALS/Achievement Oriented)
13. Carrie tends to make unstructured environments more structured. (STRUCTURES/Control)
14. Carrie enjoys competition and thrives on challenges. (COMPETITION/Achievement Oriented)
15. Carrie is results oriented. (RESULTS/Achievement Oriented)
16. Carrie likes to feel in control of her time and actions. (CONTROL/Control)
17. Carrie has a hidden passion for performing. (PERFORMING/Achievement Oriented)
18. Carrie enjoyed living in San Francisco and likes the culture and diversity of a larger city. (URBAN/Diversity)
19. Carrie enjoys helping others. (HELPING/People Oriented)
20. Carrie enjoys participating in sports. (SPORTS/Diversity)
21. Carrie enjoys playing the piano. (PIANO/Diversity)
22. Carrie tries to be tolerant of different types of people. (TOLERANCE/People Oriented)
23. Carrie dislikes long commutes to work. (COMMUTING/Control)
24. Carrie is prideful. (PRIDE/Personal Identity)

Carrie Baugh's Theme Implications

Job Content

1. *I want to further develop both analytical and interpersonal skills at work.* (Balanced, People Oriented, Analytical/Interpersonal, Team Oriented)
I most enjoy work that includes two components: financial and strategic analyses, and interaction with different groups of people. I am people and team oriented as well as analytical. One of my goals is to balance these different skills in my job.
2. *I want to have responsibility for making decisions and for implementing the results of those decisions.* (Independent, Goal-Setter, Results Oriented, Control)

Part of being independent and wanting control includes the need to make decisions. In order to meet goals, I tend to focus on action and results.

3. *I want to be responsible for a variety of tasks.* (Competitive, Independent, Diverse)

I enjoy being able to respond to new and different situations. I find it challenging to make decisions in a variety of different areas.

4. *I want to solve analytical problems that are intellectually challenging.* (Competitive, Analytical/Interpersonal, Results Oriented)

I enjoy solving challenging problems and working through the implementation of potential action plans. I need to be challenged analytically. This situation makes the administrative tasks that are necessary less boring.

Organizational Style

5. *I want to work in an environment that encourages open discussions among employees.* (People Oriented, Team Oriented, Interactive, Analytical/Interpersonal, Helpful)

I work best in an environment that supports open discussion of ideas and new solutions to problems. I appreciate the value of making decisions after having consulted knowledgeable people. I also value the opportunity to learn from others within the firm.

6. *I want to be judged on both the quantitative and qualitative results of my work.* (Competitive, Analytical/Interpersonal, Results Oriented, People Oriented)

I want to be judged on "results" that include important management skills such as coordinating different groups, bringing in business, and cutting costs. Although I believe in the importance of the "bottom line," I also see enormous benefits in smoother cooperation among employees. In the longer term, those employees become more efficient. I would like to be judged on my contributions to both areas.

7. *I want to receive feedback on my work and career progress at least twice a year.* (Competitive, Interactive, Self-Improvement, Results Oriented, Goal-Setter)

I need to know how I am performing over time, because improving and learning are essential to me. As a result, I need to receive both positive feedback and to be told which specific areas I can develop further. Constructive criticism allows me to focus my energies on improvement.

8. *I want to work in an environment that does not require close supervision.* (Independent, Goal-Setter, Control, Performer)

I work most effectively when I have the freedom to pursue ideas and set goals. Once I understand the problem or what needs to be done, I will follow through and get the work done effectively. Although I don't mind supervision, I am less effective if a supervisor is looking over my shoulder all day long.

Organizational Structure

9. *I want to work with different groups of people in a team environment.* (Team Oriented, Tolerant, People Oriented, Diverse)

I work most effectively in teams, where sharing ideas, seeing other perspectives, and developing strong plans are important. I don't mind working alone, but really excel with the support of team members. My sports background also made me appreciate the role of teams in getting things accomplished.

10. *I want to work in an organization or division with no more than 300 people.* (Special, Structured, Results Oriented, Performer, Independent)

In a smaller group, I would have a greater chance to be recognized for my achievements. I want responsibility early in my career and believe smaller groups provide that opportunity.

11. *I want to have a clear understanding of my career path and how long I can expect to be in each position.* (Self-Improvement, Goal-Setter, Structured, Control, Results Oriented)

I want to be on the "success track" within the firm. As a result, I want to know how I'm doing relative to company expectations. One way I can measure my development is to know the career path I'm on and where I should be at specific points in time. I can then work to achieve my career goals and objectives.

12. *I want a job that leads to significant supervisory responsibility within two years.* (Goal-Setter, Control, Structured, People Oriented, Independent)

My interpersonal skills will be an asset to me once I begin supervising others. To me, significant responsibility includes having at least three subordinates and responsibility for my group's results. Supervision also allows for control over the implementation of tasks.

Work Environment

13. *I want to have my own desk and space for organizing my work and setting up my own filing systems.* (Structured, Practical, Control, Independent)

I like to have a place to file away my work-related information. I want to have easy access to the information I need. I almost always structure my work

areas efficiently and so others can get what they need quickly. I cannot work at a completely messy desk.

14. *I want a "professional" office environment that is well lit and has comfortable, aesthetically pleasing furniture.* (Structured, Special, Practical)

The physical office environment tells me a lot about how a company values its employees. A nice office also makes it easier for me to perform well.

15. *I want an environment that utilizes up-to-date technology and advanced financial analysis tools.* (Independent, Practical, Results Oriented, Control)

Technological advances provide important tools to help an employee work more effectively. I think it is important to use tools that will help me provide the best service I can. Technology improvements also indicate a company's commitment to long-term results.

Routines

16. *I want to spend on average 55 hours per week or less at work.* (Family, Balanced, Control, Independent)

In order to be happy, I need more than a successful career. I also need a strong, positive family life. I can control this aspect only through explicitly balancing the time commitment I am willing to make at work with family needs.

17. *I want to travel no more than one week per month.* (Family, Balanced, Independent, Control)

From a practical point of view, since my family is most important to me, I need the freedom to go home at night and enjoy Mark. Travel is an outside variable that I can control up front, by avoiding jobs that require extensive travel.

18. *I want a busy work environment.* (Goal-Setter, Self-Improvement, Competitive, Results Oriented, Diverse)

I would rather be too busy than not busy enough. One way I challenge myself is to work extra hard during the day so I can get my extensive list of "to do's" completed. I do not enjoy having to sit around during the day.

Reward Systems

19. *I want to be recognized for both team and individual achievements.* (Independent, Team Oriented, Results Oriented, Special, Competitive)

I think team recognition is critical to accomplishing high-quality work. However, I also stay motivated when I am recognized for my individual efforts as well. I am somewhat competitive and need the recognition.

20. *I want recognition to include verbal acknowledgement of accomplishments as well as financial rewards.* (Special, Prideful, People Oriented, Interactive, Competitive)

Pats on the back do wonders to keep me motivated. The financial rewards are also important but are not enough in and of themselves.

21. *I want my promotions and raises based on merit, not time spent with the firm.* (Results Oriented, Goal-Setter, Performer, Competitive, Special)

I need to be recognized for my results and contributions. If I have new or additional goals to achieve within a job, I enjoy the challenge—but once I know the routines, I want to move on to new challenges.

Personal Lifestyle

22. *I want to live in or near a small- to medium-sized city, with a round-trip commute of an hour or less.* (City Person, Short Commute, Diverse)

I love the cultural diversity and exciting pace of good-sized cities. I can enjoy these activities if I can manage the hours I spend at work and my commute time.

23. *I want to live near tennis courts, golf courses, and a health club.* (Athletic, Balanced, Self-Improvement, Performer)

To maintain an intense lifestyle, I need several forms of exercise. Athletic activities also help me feel healthy and improve my stamina.

24. *I want to spend most weekends with Mark.* (Balanced, Family, Independent, Practical)

Time will always be stretched for both Mark and me. We are both intense and ambitious, yet we value family above work. From a practical point of view, we want to spend our weekends together so we can further develop and enjoy our life together.

25. *I want to live where we could afford to buy a pleasant home.* (Balanced, Family, Practical)

We want to enjoy our surroundings as much as possible. We would love to own a house next year, so we can begin putting down some ties.

Material Needs

26. *I want to earn a salary competitive with my peers.* (Prideful, Results Oriented, Practical, Competitive)

Salary, at least in part, reflects the value a company thinks an employee can add to the firm. Since I do have a lot of pride and want to be viewed as talented, a competitive salary provides one mechanism for me to attain this goal. It will also enable me to fill material wants as well.

Appendix to Chapter 24

Sources of Information on Selected Industries and Career Opportunities

The references listed here represent a selected set of useful information that is readily available to you. Each reference can be located in any major library. Titles are listed first according to industry or profession—"advertising," "health services"—and then by type—Directory, Book, Periodical, and so on. There are, however, four essential reference books, which should be consulted before you go on to the works listed below under a specific industry or field.

1. *Encyclopedia of Associations.* 3 Volumes. (Annual.) Detroit: Gale Research Inc.

A detailed listing of associations in the United States. Trade associations are a valuable source of information on specific industries. A telephone call to the research department of a trade association will often result in the mailing of a package of industry information, nearly always at no cost.

2. *Predicasts F & S Index.* (Monthly, with quarterly and annual cumulations.) Cleveland: Predicasts Inc.

This reference was prepared by Henry Wingate, Darden Graduate Business School Librarian, University of Virginia.

Published in two separate sections, one devoted to industries and one to specific companies, the *F & S Index* lists articles from magazines, newspapers, and trade journals. Each bound volume covers articles for one year. Looking through the current volumes and the volumes covering the most recent five or six years will provide an extensive list of articles on any industry or company.

3. *Standard & Poor's Industry Surveys*. 2 Volumes. (Quarterly.) New York: Standard & Poor's Corporation.

These books offer excellent overviews of specific in-

dustries. The reports, usually about fifty pages long, are very current and provide detailed analysis of industry trends. Additional sources of information are listed for each industry.

4. *U.S. Industrial Outlook*. (Annual.) Washington, D.C.: U.S. Department of Commerce.

Similar to the *S & P Industry Surveys* listed above. Each industry chapter is written by an industry expert of the Department of Commerce. The chapters offer excellent industry overviews, with listings of additional reference sources.

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2. Baker, Michael J., ed, *Dictionary of Marketing & Advertising*. Nichols Pub. 1985, p. 246.
3. Bennett, Peter D., ed. *Dictionary of Marketing Terms*. Am Mktg., 1989.
4. *Encyclopedia of Advertising*, 2d ed. New York: Fairchild Publications, 1969.
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6. Shapiro, Irving J., *Dictionary of Marketing Terms*. 4th ed. Totowa, NJ.

Handbooks and Manuals

7. Barton, Roger, ed. *Handbook of Advertising Management*. New York: McGraw-Hill, 1970.
8. Worcester, R. M., and J. Downham, eds. *Consumer Market Research Handbook*, 3rd ed. Elsevier, 1986.
9. Stansfield, Richard H. *The Dartnell Advertising Manager's Handbook*, 3rd ed. Chicago: Dartnell Corp., 1982.

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10. Dickinson, John R., *The Bibliography of Marketing Research Methods*, 2nd ed. Lexington MA: Lexington Books, 1986.
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12. "Marketing Abstracts," *Journal of Marketing*. (Quarterly.) Each issue contains an annotated bibliography covering selected articles of interest to marketers. It is arranged in 22 broad subject headings.

13. Robinson, Larry M. and Roy D. Adler, *Marketing Megaworks: The top 150 books and articles*. Foreword by Paul E. Green. New York: Praeger, 1987.

Books

14. Dirksen, Charles J., Arthur Kroeger, and Franco M. Nicosia, *Advertising: Principles and Management Cases*. 6th ed. Homewood, Ill.: R. D. Irwin, 1983.
15. Dunn, S. Watson, and Arnold M. Barban, *Advertising: Its Role in Modern Marketing*. 6th ed. Hinsdale, Ill.: Dryden Press, 1986. (The Dryden Press series in marketing).
16. Hass, Kenneth B. and John Ernest, *Principles of Creative Selling*. 3rd ed. Encino, CA: Glencoe Publishing, 1978.
17. Kotler, Philip, *Marketing Management: Analysis, Planning, Implementation, and Control*, 6th ed. Englewood Cliffs, NJ: Prentice Hall, 1988.
18. Mandell, Maurice I., *Advertising*, 4th ed. Englewood Cliffs, NJ: Prentice Hall, 1984.
19. Zober, Martin, *Principles of Marketing*. Boston: Allyn and Bacon, 1971.

Periodicals

20. *Academy of Marketing Science Journal*. (Monthly.)
21. *Advertising Age*. (Weekly.) This journal publishes several annual surveys of special interest to advertisers: (1) Marketing profiles of leading national advertisers; (2) 100 leading national advertisers; (3) U.S. agency.
22. *Journal of Advertising*. (Quarterly.)
23. *Journal of Advertising Research*. (Bimonthly.)
24. *Journal of Marketing*. (Quarterly.) Features: book reviews, legal developments, and marketing abstracts.
25. *Marketing News*. Bimonthly.

Directories

26. American Marketing Association, New York Chapter. *International Directory of Marketing Research Houses and Services*. (Annual.) Often called the "Green Book."
27. Bradford, Ernest S. *Bradford's Directory of Marketing Research Agencies and Management Consultants in the United States and the World*. (Biennial.) A list and description of reliable market research agencies in the U.S. and abroad.
28. *Commercial Atlas and Marketing Guide*. (Annual.) Skokie, Ill.: Rand McNally & Company. Lists of railroads, airlines colleges, and universities by state. Lists of largest 50 corporations: advertising agencies, commercial banks, life insurance companies, retailing companies, transportation, utilities, and industrial corporations.
29. Goldstrucker, Jac L., ed., *Marketing Information: A Professional Reference Guide*, Atlanta, Ga.: Georgia State University. Business Pub. Division, 1982.
30. *Marketing Economics Key Plants*. (Annual.) New York: Marketing Economics Institute. Directory of 40,000 plants with 100 or more employees. Useful as a statistical research tool, a prospect list, and a geographic guide to sales territories.
31. *Standard Directory of Advertising Agencies*. (Annual.) Skokie, Ill.: National Register Publishing Co. Covers 4,400 agency establishments, both national (4,000) and foreign (400). Issued three times a year, in February, June, and October.
32. *Standard Directory of Advertisers*. (Annual.) Directory of companies that advertise nationally, arranged by industry groupings, with alphabetical index. Gives officers, products, agency, advertising appropriations, media used, etc. Includes a "Trademark Index."
33. *Who's Who in Advertising*, New York: Marquis, 1989. Index to company names. Limited to United States and Canada.

Career Information and Opportunities

34. Catalyst. *Advertising Career Opportunities*. Prepared by Catalyst, the national nonprofit organization dedicated to expanding employment opportunities for college-educated women who wish to combine career and family responsibilities. A concise and simple overview of what advertising is and what opportunities are available. Good source of information for both women and men.
35. Gamble, Frederic R. *What Advertising Agencies Are: What They Do and How They Do It*. New York: American Association of Advertising Agencies. This pamphlet is also available from the AAAA at no charge.

AEROSPACE AND AIR TRANSPORTATION

Abstracts and Indexes

36. *Air University Library Index to Military Periodicals*. (Quarterly.) See "Aerospace Industry" and "Aeronautical Research." See "Airlines" for articles on companies.
37. *Applied Science and Technology Index*. (Monthly.)
38. *International Aerospace Abstracts*.
39. *Scientific and Technical Aerospace Reports*. For NASA contractors, it contains ongoing research projects and reports issued by the government.

Statistical Sources

40. *Aerospace Facts and Figures*. (Annual.) Aerospace Industries Association of America.
41. *Air Transport Facts and Figures*. (Annual.) Air Transport Association of America.
42. *Air Transport World*, "World Airline Report." (Annual.) June Issue.
43. *Aviation Week and Space Technology*, "Forecast and Inventory Issue." (Annual.) March issue.
44. United States Civil Aeronautics Board. *Handbook of Airline Statistics*. (Biennial.)

45. U.S. Federal Aviation Administration. *FAA Statistical Handbook of Aviation*. (Annual.)

Periodicals

46. *Aviation Week and Space Technology*. (Weekly.)
47. *Business and Commercial Aviation*. (Monthly.) Murdoch Magazine.
48. *Interavia*. (Monthly.) Jane's Information Group.

General Investment Services

49. Forbes. "Annual Report on American Industry." First issue in January each year has section on aerospace.
50. Standard & Poor's Corporation. *Industry Surveys*. (Quarterly.) Coverage is separate for aerospace and air transportation.

Census Publications

51. *Census of Transportation*. Washington, D.C.: U.S. Bureau of the Census, Government Printing Office, 1987.

52. *Current Industrial Reports*. Washington, D.C.: U.S. Bureau of the Census. Irregular. Contains pamphlets that are arranged alphabetically.
53. Miller, E. Willard and Ruby M. Miller, *Air Transportation—Airlines: A Bibliography*. Vance Biblios, 1987.

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54. Bailey, Elizabeth E., *Deregulating The Airlines*. MIT Press, 1985.

55. Kane, Robert M. and Allan D. Vose, *Air Transportation*, Dubuque, Iowa: 9th ed. Kendall-Hunt, 1987.
56. O'Connor, William E., *An Introduction to Airline Economics*, 3rd ed. New York: Praeger, 1985.
57. Sampson, Anthony, *Empires of the Sky*. London: Hodder and Stoughton, 1984.
58. Taneja, Nawal K., *The International Airline Industry: Trends, Issues & Challenges*. Lexington, MA: 192p. Lexington Books, 1987.

ARTS MANAGEMENT

Directories

59. *American Art Directory*. New York: R. R. Bowker, 1989–90. Museums, art schools, and art associations in the United States; includes lists of art magazines, fellowships, and scholarships, art schools abroad, and other art resources.
60. *Who's Who in American Art*. New York: R. R. Bowker, 1989–90.

Indexes

61. *Art Index*. (Quarterly.) New York: H. W. Wilson. For relevant articles check under subject headings such as Museums and Art Galleries—Administration, Art Patronage, Art and State, Art and Society, Business Committee for the Arts, National Endowment for the Arts, etc.
62. *Business Periodicals Index*. (Monthly.) New York: H. W. Wilson. For relevant articles check under subject headings such as Art and State, Museums, Performing Arts, The Arts, Art and Industry, Art Patronage, Theater, Opera, etc.
63. *PAIS*. (Weekly.) New York: Public Affairs Information Service. For relevant articles check under subject headings such as Arts Market, Museums, Theater, Opera, Art and Industry, Art and State, Art and Society, Performing Arts, Art Patronage, etc.
64. *Reader's Guide to Periodical Literature*. (Semi-monthly.) New York: H. W. Wilson. For relevant articles check under subject headings such as Art and Industry, The Arts, The Arts—Finance, The Arts—Federal Aid, Museums, Museum Directors, Theaters, Dance, Opera, Orchestras, etc.

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75. Shore, Harvey, *Arts Administration and Management: A Guide for Arts Administrators and Their Staffs*. New York: Quorum Books, 1987. xii, 218 p.; ill.; 23 cm.
76. Vogel, Harold L., *Entertainment Industry Economics*. Cambridge University Press, 1986.
77. *The Cost of Culture: Patterns and Prospects of Private Arts Patronage*, edited by Margaret Jane Wyszomirski and Pat Clubb. New York: ACA Books, 1989. ix, 102 p.; 23 cm.—(ACA arts research seminar series).

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79. *Arts Management*. (5 yearly.) New York: Radius Group.
80. *BCA News*. (Biennial.) New York: Business Committee for the Arts.

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81. *Broadcasting Cable Yearbook*. (Annual.) Washington: Broadcasting Publications. List of all TV stations and AM-FM radio stations in the United States and Canada, including addresses and telephone numbers, licenses and owners, and representatives. Lists names and addresses of radio and TV commercial and program producers, news service distributors, network executives, and research services.
82. *Editor and Publisher Yearbook*. (Annual.) New York: Editor and Publisher Inc. A directory and structured guide to the newspaper industry.
83. *Literary Market Place*. (Annual.) New York: R. R. Bowker Co. A directory of publishers, literary agents, editors, etc.
84. *O'Dwyer's Directory of Public Relations Firms*. (Annual.) New York: J. R. O'Dwyer Co.
85. *Standard Rate and Data Service*. (Monthly.) Wilmette, IL: Standard Rate and Data Service, Inc. Issued in 12 parts (Radio, Television, Consumer Magazine, etc.).
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95. *Association of Consulting Management Engineers Directory of Members*. (Annual.) New York: Assoc. of Consulting Management Engineers.
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99. *Dun's Consultants Directory*. (Annual.) Parsippany, NJ: Dun's Marketing Services.
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104. *Journal of Management Consulting*. (Quarterly.) New York: Elsevier, Inc.

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117. Meadows, A. J., et al. *Dictionary of Computing & Information Technology*, 3rd ed. New York: Nichols Pub., 1987.
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120. *Computing Reviews*. (Monthly.) New York: Association for Computing Machinery. A journal of reviews and abstracts of current publications in areas of the computing sciences.
121. *Predicasts*. (Annual.) Cleveland: Predicasts, Inc. Provides forecast data by SIC number. Sources for each forecast are given.

Directories

122. *Computers and People: Computer Directory and Buyer's Guide*. (Annual.) In addition to organizational list-

ings, includes information on the industry as a whole: a world computer census, a comprehensive list of computer applications, and a roster of college and university computer facilities.

Periodicals and Trades Journals

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124. *Computer Decisions*. (Monthly.) Teaneck, NJ: Baetech Pub. Co.
125. *Computer Literature Index*. (Quarterly with annual cumulations.) Phoenix: Applied Computer Research.
126. *Computerworld*. (Weekly.) Framingham, MA: CW Communications/Inc.
127. *Data Processing Digest*. (Monthly.) Los Angeles: Data Processing Digest, Inc. Reviews and abstracts books and articles in the computer field.
128. *Datamation*. (Monthly.) Barrington, IL: Technical Pub. Co.
129. *PC Week*. (Weekly.) New York: Ziff-Davis.

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130. Athey, Thomas H. and Robert W. Zund. *Introduction to Computers and Information Systems*, 2nd ed. Glenview, IL: Scott, Foresman/Little, Brown College Division, 1988.
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140. *The Condition of Education*. (Annual.) Washington, D.C.: U.S. Department of Education.
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