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The Relationship Among Career Anchors, Negative Career Thoughts, Vocational Identity, and Hope in Freelance Production Crew for Film and Television

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THE RELATIONSHIP AMONG CAREER ANCHORS, NEGATIVE CAREER THOUGHTS, VOCATIONAL IDENTITY, AND HOPE IN FREELANCE PRODUCTION CREW FOR FILM AND TELEVISION

By

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For Eric, today, tomorrow, always.
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ABSTRACT

The purpose of the current study was to test a model that considered factors impacting Hope in freelance production crew for film and television, particularly the relationship between Career Anchors, Negative Career Thoughts, Vocational Identity, and Hope. Also, the relationships among Career Anchor Identification, Negative Career Thoughts, and Vocational Identity were tested. The participants were 158 individuals currently working as freelance production crew members on a film and/or television production in three major film and television production regions in the United States of America: Orlando, FL, Los Angeles, CA, and Wilmington, NC and the surrounding areas of each. Participants were asked to complete a consent form, a demographic questionnaire, the Career Orientations Inventory (Schein, 1990), The Career Thoughts Inventory (Sampson, Peterson, Lenz, Reardon, and Saunders, 1996), The Vocational Identity (VI) Scale from My Vocational Situation (Holland, Daiger, & Power, 1980), and The Hope Scale (Snyder, Harris, et al., 1991).

Results indicated that though career anchor identification and negative career thoughts were negatively correlated the correlations were not significant. Further, results indicated career anchor identification and vocational identity were positively correlated yet again the correlations were not significant. The relationship among negative career thoughts and vocational identity was strong and significant. In the proposed model, 43% of the variance of hope was accounted for by career anchor identification, negative career thoughts, and vocational identity.

Future research should focus on the factors, including but not limited to hope, contributing to the overall health and wellbeing of freelance crew members. This study did not limit participation to a particular department or position (e.g., camera department, grip and electrics, etc.) nor were union or non union members identified; rather participation was provided from crew members serving in various departments and capacities. Narrowing and comparing the sample would likely provide a more clear picture of how freelance crew members in various departments and union affiliation approach career decision-making and experience hope within their career.
CHAPTER I
INTRODUCTION

The Hollywood Studio System that had controlled film making since sound was integrated into video provided, among other things, secure employment to the crews who created the films. However, independent filmmakers saw this system as a monopoly and were eventually able to petition the courts to declare the studios a monopoly and impose sanctions. These sanctions, beginning with the Supreme Court decision in 1948 (United States Supreme Court, 1948), eventually lead to the death of the “Studio System” and gave rise to freelance film production. Crew members were no longer employees of a particular studio with the security of benefits and jobs on any film or television production controlled by that studio. Crew members now had to search for work on projects either within or outside of the studios. This method of freelance filmmaking continues to this day.

Unlike their predecessors who may have been given positions or promoted up the production ranks through nepotism or similar connections, freelance crew are typically highly skilled and earn advancement based on performance (Jensen & Westenholz, 2004). Though a crew member may enter the production crew because of “who they know” it is unlikely that individual will be hired repeatedly if his or her talents are not commensurate with the demands of production (Jensen & Westenholz, 2004).

Though some outlets, mostly cable channels directed at a specific audience, provide traditional employment an individual who decides to work in film or television must generally accept the role of freelance worker. Freelance work arrangements are characterized by flexible work arrangements and increased job instability (Ertel, Pech, Ullsperger, Von Dern Knesebeck, and Siegrist, 2005). Ertel et al. (2005) produced one of the first studies of work stress as related to the effort-reward imbalance in 290 German freelancers in the media industry. Preliminary evidence indicated an elevated risk of poor health that was higher in males than females. The authors attribute this gender imbalance to societal expectations for “dominant male gender-role orientation” (p. 298).

Wills and Cooper (1984) measured stress in work as well as alcohol consumption using freelance musicians in the United Kingdom. Results indicated stress resulting from a need to reach self-imposed standards of musicianship, lack of jobs, pressure on personal
relationships, and lack of pension and benefits. Further, participants produced high neuroticism scores and indicated fairly heavy alcohol consumption.

Such a dramatic shift in the way an industry is run ultimately requires a change in the organization itself. Storey, Salaman, and Platman (2005) found that enterprise, such as freelance work, at the individual level requires, is legitimized by, and is inherently associated with changes at the organizational level. Organizations that require enterprising individuals must seek individuals who value enterprise and either inherently have or have incorporated enterprising characteristics into their self identity as a worker (Storey, Salaman, & Platman, 2005).

Given this, an understanding of the worker’s career anchors, career decision-making skills, vocational identity, and their relationship to work hope is beneficial to the healthy and successful navigation of their career and attainment of their career goals.

A person’s career anchor is “his or her self-concept consisting of (1) self-perceived talents and abilities, (2) basic values, and (3) the evolved sense of motives and needs as they pertain to the career” (Schein, 1996, p. 17). Schein’s research revealed that most people’s self-concepts revolve around eight categories that reflect an individual’s basic values, motives, and needs. These categories are: (1) Autonomy/Independence, (2) Security/Stability, (3) Technical-Functional Competence, (4) General Managerial Competence (5) Entrepreneurial Creativity, (6) Sense of service/Dedication to a cause, (7) Pure Challenge, and (8) Lifestyle.

Individuals fitting into the category of Autonomy/Independence cannot stand to be bound by other’s rules, procedures, working hours, dress codes, etc. Further they find organizational life to be restrictive, irrational, and intrusive in their private lives. They gravitate toward contract or project work and value merit pay for performance and are “terrified of the ‘golden handcuffs’”.

Individuals fitting into the category of Security/Stability have an overriding need to organize their careers so that they feel safe, secure, are able to predict future career events, and can relax in the knowledge that they have “made it”. These individuals seek positions that offer good benefits including retirement plans, have a reputation of avoiding layoffs, and offer tenure. In opposition to those with an Autonomy/Independence anchor, they value the ‘golden handcuffs’.
Individuals fitting into the category of Technical-Functional Competence find value in a career that allows the exercise of talents and the satisfaction of knowing they are experts. These individuals build a sense of identity around the content of their work and commit their career life to specialization. The single most desirable characteristic of their work is that it be challenging and test their abilities and skills.

Individuals fitting into the category of General Managerial Competence have a desire to be responsible for major policy decisions where their own efforts will make the difference between organizational success and failure. They view specialization as a trap and value advancement up the corporate ladder. These individuals understand that in order to be a successful manager they must become an expert in one’s business or industry. Motivation and talents and skills in three basic areas are understood as necessary for success. These areas are Analytical Competence, Interpersonal and Intergroup Competence, and Emotional Competence.

Analytical competence includes the ability to identify, analyze, synthesize, and solve problems under conditions of incomplete information and uncertainty. Interpersonal and intergroup competence includes the ability to influence, supervise, handle, and lead people at all levels of the organization toward organizational goal achievement. Emotional competence includes the ability to be stimulated rather than exhausted by interpersonal issues or crises.

Individuals fitting into the category of Entrepreneurial Creativity need to create new businesses, products, or services by creating new organizations through financial manipulation or taking over existing businesses and reshaping them. Their creative urge is specifically to create new organizations. This anchor differs from the Autonomy/Independence anchor in that the need here is not necessarily to be autonomous but to prove they can create new businesses often risking both autonomy and stability.

Individuals fitting into the category of Sense of service/Dedication to a cause possess central values and seek careers that embody or allow for the expression of these values. Career decisions are based on the desire to improve the world in some fashion. They seek work that permits them to influence their employing organizations or social policies in the direction of their values.
Individuals fitting into the category of Lifestyle seek a career that must integrate into their lifestyle. More than balancing personal and work life they seek a more a holistic integration of the needs of the individual, family, and career. These individuals are typically less willing to travel or move from those they value and sometimes are faced with sacrificing advancement or redefining career goals altogether.

Individuals fitting into the category of Pure Challenge have the belief that they can conquer anything or anyone. For these individuals success is defined by overcoming obstacles, solving the ‘unsolvable’, or winning out over extremely tough opponents. Issues arise when there is nothing presented to overcome and the individual becomes bored and often irritable.

Career anchors remain “remarkably stable”, even without the opportunity to exercise the career (Schein, 1990). Only with systematic experience and feedback that is not determined by the individual to be external or temporary may a career anchor shift. Much of this experience and feedback is likely to come from time spent on the job. Therefore, time spent as a freelance worker is likely an important variable in solidifying or shifting his or her career anchor. Time spent on the job also exposes the individual to the various career prospects available in the production world, and provides opportunities for advancement.

According to Sampson et al. (2004) career decisions are “choices individuals make about occupations, education, training, and employment” (p. 7). People facing a transition in their career must use various decision-making tools to determine the steps they will take to move successfully through their career. Any deficit in an individual’s career decision-making process is likely to negatively affect the individual’s career experience. Sampson, Reardon, Peterson, and Lenz (2004, p.3) set forth four main assumptions in the approach to career decision-making. First, career problem-solving and career decision-making involve both affect and cognition. Second, effective career problem-solving and decision-making involve both knowledge and meta-cognitions. Third, as individuals learn from their experiences they reorganize their self and world knowledge in more complex ways. Finally, career problem-solving and decision-making are skills that can be learned and honed.
The interactive nature of career anchors and career decisions needs to be considered by the crew members as they move through their career with various production companies. Schein (1996) defines an “internal career” as a “subjective sense of where one is going in one’s work life”. He defined an “external career” as a career in which an individual follows the “formal stages and roles” (Schein, 1990) defined by organizational policies and societal concepts of what an individual can expect in the “occupational structure” (Schein, 1990). Given these definitions, Schein’s concept of an “internal career” is much more indicative of the career path of freelance production crew. Furthermore, the identification and understanding of one’s career thoughts relating to various positions held in the film and television business can assist the worker in identifying the position, and/or career path, that best suits him or her. For example, an individual may enter production as a production assistant (P.A.), but hope to advance through the camera department to Director of Photography. For this individual the understanding of his/her career anchors and career decision making processes assist in making career decisions that are more aligned with his/her vocational identity, and therefore increase hope.

An individual’s belief that he or she can either advance through their chosen career, or remain happily static in their current position, is likely related to whether their chosen career matches their career anchor as well as the absence of negative career thoughts. This belief is also linked to the sense of vocational identity.

Vocational identity is the third variable in the model. Vocational identity is defined as the “possession of a clear and stable picture of one’s goals, interests, and talents” (Holland, Johnson, & Asama, 1993, p.1). According to Holland, Daiger, and Power (1980) individuals with a strong sense of vocational identity may experience greater ease of occupational decision-making, and possess the confidence to make more positive career-related decisions. Savickas (1985) reported positive associations among vocational identity, the level of identity achievement, and level of career development. He thus concluded that the construct of identity is an important mediator between vocational and personal psychology (Savickas, 1985). Further, the characteristics associated with vocational identity lead to “relatively untroubled” career decision-making and confidence in one’s ability to make good career related decisions (Holland, Johnson,
& Asama, 1993, p.1). Given this, the concept of hope relates to the individual’s thoughts of his or her career trajectory.

Hope is defined as the process of thinking of one’s goals along with thoughts about how to achieve those goals, and the motivation and willingness to achieve those goals (Snyder, 1995). In this manner, hope is not a vague concept, but rather a theory built on the importance and necessity of goals in daily living (Snyder, 1995). The culmination of knowing one’s career anchor, understanding one’s negative career thoughts, and awareness of vocational identity likely leads to a greater sense of hope.

The purpose of this study is to test a model (see Figure 1) that considers factors impacting hope, namely career anchors, negative career thoughts, and vocational identity. Gender, years in production, and serving in a supervisory position are considered as variables that may affect the model’s variables, but not necessarily the relationship between them. This work addresses the theoretical and empirical justification for the model. The results of this study will provide individuals, unions, and film schools with a tool for assisting individuals in building a career that not only enhances creativity in projects, but also meets the demands of the industry, as well as the needs of the employee.

The proposed model (see Figure 1) postulates the relationship among career anchors, negative career thoughts, and vocational identity and their individual and combined causal link to hope of freelance production crew for film and television.
Figure 1. A proposed model of The Relationship Among Career Anchors, Negative Career Thoughts, and Vocational Identity and their impact on Hope.
CHAPTER II
REVIEW OF THE LITERATURE

The review of literature presents theoretical and empirical justification for the relationship of career anchors, career thoughts, vocational identity and their effects on hope in freelance production crew for film and television. The significance and purpose of the study are introduced followed by hypotheses stating.

Career Anchors

The concept of career anchors was developed in response to the vague definition and perception of “career” (Schein, 1990). Schein broke down the concept of career into “internal career” and “external career”. Schein (1990) defines “External career” as opportunities and constraints that exist in a given occupation and organization, which are aligned with the company’s definition of success. “External career” pertains to the concrete steps required by an occupation or organization in order to progress successfully through that occupation. For example, in order to practice as a psychologist one must successfully complete graduate school, internship, pass the licensure exam, maintain continuing education credits, and so on. The concept of career anchors centers on the “internal career”. Schein defines “internal career” as an individual’s perception of work and personal definition of success. A person’s “internal career” includes “how any individual’s work life develops over time, and how it is perceived by that person” (Schein, 1990, p. 9). An internal career focuses on the individual’s self-concept and career values. It should be noted here that Schein (1978) separated “career” from “work”, stating that work is the manner in which to “support and make possible a career that the person values” (p. 125-126).

Career anchor is defined as the individual’s self concept consisting of self-perceived talents and abilities, basic values, and an evolved understanding of motivations and needs as they pertain to an individual’s career (Schein 1978, 1990). It is this “anchor” that keeps the individual from drifting too far from a particular career path (Schein, 1978). The career anchor functions as a stabilizing force, and is the “one element of a person’s self-concept that he or she will not give up even in the face of difficult choices (Schein, 1990). While a person’s career often fulfills many needs, these needs are not equal in importance to the individual. It is important for the individual to know which of
the needs have the highest priority. Given this, career anchors hold “significant consequences for individuals’ job satisfaction and job stability” (Tan & Quek, 2001, p. 528).

One’s career anchor can remain stable over time even without the opportunity to exercise the anchor. For example, a waitress who states she is “really an actress”. The anchor can change if the individual obtains “systematic experience and feedback” that make it impossible to maintain the career illusion (Schein, 1990, p. 19). Continuing the example, the waitress though never wins any roles and her performances fail to meet her own standards of an actress. Conversely, the anchor may remain stable if the individual does not internalize the constrain, or if it is seen as temporary.

The first study presenting the concept of career anchors involved forty-four alumni of the Master’s program at the Sloan School of Management. Subjects were interviewed during their second year of the program, six and twelve months after graduation, five years after graduation, and finally twelve years after graduation. Each interview asked subjects to identify “key choices and events” as well as to “speculate about why they made those particular choices, and how they felt about each (Schein, 1990 p. 19). Though the details of each history varied, the reasons given for the choices made and patterns of feelings about career events were “surprisingly consistent” (Schein, 1990, p.20). It was participants’ repeated use of the descriptor of “being pulled back” (Schein, 1990, p.20) in a certain career direction that produced the metaphor of a (career) anchor.

Warr and Pearce (2004) found that when a career anchor is related to a personality trait, those traits are significantly associated with career preferences. Schneider (1987) put forth an attraction-selection-attrition model that indicates the conditions under which organizations become homogeneous. The concept of career anchors fits neatly into this model. First, the company recruits and accepts applications from individuals who are attracted to the type of work and environment the company provides. Second, individuals are weeded out both by the employer and themselves. Finally, individuals who fit into the environment and culture of the career setting thrive, while those who do not fit in do not thrive or move on to other work environments.

Feldman and Bolino (1996) proposed that primary and secondary career anchors
are possible. They provided two main reasons an individual may have two career anchors. First, career anchors can be “need”, “talent”, or “value” based. For example, an individual may hold one “need” based career anchor and one “talent” based career anchor, e.g., one could have both a Technical/Functional Competence Anchor and an Entrepreneurial Creativity Anchor. In this case the individual would have the need to have work that is challenging to him or her as well as the need to create and keep from becoming bored. Second, an individual may be torn between two goals, and lack desire or motivation for choosing only one.

In order to attract, and maintain, talented workers employers must understand their employees’ perception of a successful career, thus understanding their employees’ career anchor. Working to fulfill internal needs, employers must recognize their workers’ intrinsic motivation to work. According to Sansone and Harackiewicz (2000) intrinsic motivation is the drive to do or achieve something “associated with positive feelings of interest, enjoyment, or satisfaction” (p.2). Woodworth (1921) referred to these activities as “less concerned with the struggle for existence than with the joy of living” (p. 139). It is this internal motivation that further strengthens the Career Anchor.

Schein (1978) stated that when individuals find congruence between their career anchor and their work environment they are more likely to achieve positive career outcomes. This congruence includes satisfaction with the type of work, advancement opportunities, pay and benefits provided, job security, and a sense of work effectiveness. Schein (1990) stated that securing this congruence is “a shared responsibility among individual career occupants, employing organizations, and managers” (p. 35). Wegge, VanDick, Fisher, Wecking, and Moltzen (2006) found that objective working conditions substantially correlated with subjective measures of work motivation. Further, Wegge et al. found that employees experiencing a high motivating potential at work reported more organizational identification, higher job satisfaction, and less turnover intentions. Sampson et al. (2004) and Feldman and Bolino (1996) reported positive outcomes would be a reduction in outside role conflict. Feldman and Bolino indicated that additional positive outcomes of this congruence would be positive work role adjustment and overall psychological well-being.

Though the literature on career anchors specifically is sparse, the idea of career
adaptability is similar enough to provide support for this concept. As the career anchor is the “one element of the person’s self-concept that he or she will not give up even in the face of difficult choices” (Schein, 1990), it then sets the boundaries of career adaptability. Savickas (1997) defined career adaptability as “the readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustments prompted by changes in work and working conditions” (p. 254). Further, Savickas identified it as the central construct in adult career development. Additionally, Duffy and Blustein (2005) operationalized career adaptability as career decision self-efficacy. Finally, O’Connel, McNeely, and Hall (2008) described it as a key concept to general career success.

Savickas (1997) recommended four strategies for strengthening career adaptability. These strategies are: self-exploration, environment exploration, career planning, and decision-making. Baumeister and Vohs (2007) conceptualize these characteristics as self-regulatory mechanisms, and insist they are relevant to career adaptability as they are activated in times of change, stress, or the need to complete novel tasks. Career anchors focus on self-exploration and knowledge while the concept of career decision making is more encompassing.

Negative Career Thoughts

Individual’s knowledge and thoughts about themselves as well as his or her career options affect their ability to make career decisions. Reduction in role conflict, greater job satisfaction, and a high level of congruence between an individual and their work environment supports a worker’s ability to make sound career decisions. Further, Sampson et al. (2004) stated that individuals with positive thoughts about their ability to make career-related decisions tend to make effective decisions. However, individuals who have negative or dysfunctional thoughts about their ability to make career-related decisions tend to exhibit avoidance behaviors and experience difficulty.

The process of career decision-making has had components contributed by many researchers. Blustein (1997) maintained that environmental exploration involves gathering information relevant to making a sound career decision. Zikic and Klehe (2006) expressed the importance of self-exploration, specifically, a focus on personal values, interests, and experiences, in better understanding the self in relation to the world of
work. Phillips and Blustein (1994) asserted decision-making involves accumulating knowledge and evaluating alternatives the individual believes support the outcomes to which he or she can commit. Savickas’ (1994) concept of career adaptability involves self-exploration, environment exploration, career planning, and decision making. Though his concept comes close to involving all aspects of processing information in order to make a sound career-related decision it is missing a final component.

Sampson, et.al, (2004) refer to this component as meta-cognitions. Meta-cognitions involve an evaluative process. During this process the individual internally reviews their performance making the decision, becomes aware of the manner in which they solve problems and make decisions, is able to monitor where they are in the process of problem solving, and control the attention and information applied to solving a given problem.

Negative career thoughts, as measured by the Career Thoughts Inventory (Sampson, Peterson, Lenz, Reardon, and Saunders, 1996) have been found to impair an individual’s ability to solve career problems and to make career decisions. Previous research on negative career thoughts has shown they relate to depression, decreased life satisfaction, poor problem solving skills (Sampson et al. 2004), anxiety (Saunders, Peterson, Sampson, & Reardon 2000) and perfectionism (Emmett & Minor, 1993; Sampson et al., 2004; Leong & Chervinko, 1996). Further, perfectionism has been shown to positively correlate with work exhaustion (Mitchelson & Burns, 1998) and indecision (Leong & Chervinko 1996). Furthermore, Sampson et al. (1998) indicated that fear of commitment is positively correlated with career indecision. High self criticism and increased anxiety have been shown to be associated with career indecision and indecisiveness (Kaplan & Brown, 1987; Fuqua, Seaworth, & Newman, 1987).

Thus any deficit in an individual’s career decision-making process is likely to negatively affect the individual’s career experience. According to Sampson et al. (2004) the two core constructs of the Cognitive Information Processing (CIP) approach can be used to help persons make decisions about employment. The two core constructs of CIP are the Pyramid of Information Processing and the Communication, Analysis, Synthesis, Valuing, and Execution, or CASVE, Cycle (Sampson et al. 2004).

The Pyramid of Information Processing consists of four domains. The base of the
pyramid is made of self-knowledge and occupations-knowledge. The center of the pyramid houses the CASVE Cycle. The top of the pyramid consists of Metacognitions. The base of the Pyramid is much like an anchor for career decision-making. However, while the base is a foundation on which to build, these domains are dynamic and can change as the individual grows, obtains knowledge, expands interests, and builds and hones skills.

Knowledge of self includes values, interests, skills, and employment preference. Knowledge of self also includes the re-evaluation of the relative importance of values, interests, skills, and employment preferences when new information and opportunities are presented. Sampson et al. (2004) defined values as, “motivators for work” (p.22), interests as, “activities that people enjoy” (p.22), skills as, “activities that people perform well” (p.22), and employment preferences as, “factors people seek in their job or seek to avoid” (p.22). Occupations knowledge, according to Sampson et al. consists of an understanding of specific occupations and of how the world of work is organized. For example, understanding the tasks involved in performing a certain job would fall under Occupations Knowledge.

The CASVE Cycle is housed in the center of the Pyramid known as Knowledge about Decision Making (Sampson et al., 2004). The CASVE Cycle “represents a ‘generic’ decision-making process” (Sampson et al 2004, p.43), and is therefore easily applied to many types of decision-making including career choice. This wide application may serve to ease anxiety about career decision making when the individual realizes that he or she may already be familiar with this cyclical process.

CASVE is a cyclical model for decision making one revisits the Communication phase and determines then if the cycle is to be ended for that decision or should be repeated until a more sound or desirable decision is obtained. According to Sampson et al. (2004), an individual enters the Communications phase when he or she is faced with either an immediate or impending decision regarding his or her career status. During this phase the individual realizes there is a “gap” in where they currently are with respect to their career, and where they want or need to be. During the Analysis phase the individual examines this “gap” and his or her self knowledge and occupations knowledge. The Synthesis phase has two steps: Elaboration and Crystallization. During the Elaboration
phase the individual performs a brainstorming of potential solutions to the career problem he or she is facing. During the Crystallization phase the individual performs a cost-benefit analysis of each option, and prioritizes the choices. During the Valuing phase, the individual examines the remaining choices with regard to their environment moving outward in concentric circles. These circles include the individual’s family members and/or significant other, cultural group, community, and general society. During the execution phase the individual creates and commits to a plan of action. This phase often includes moving to, or obtaining appropriate and required training for the selected choice, reality-testing in the form of volunteering or job shadowing, or employment seeking (Sampson, Reardon, Peterson, and Lenz, 2004).

As CASVE consists of a cycling process the individual must return to the Communications phase and determine if the identified “gap” has diminished. If so, the cycle ends there; if not the individual re-enters the cycle this time with all the information and knowledge acquired during previous rounds.

The executive processing domain tops the pyramid. This domain consists of meta-cognitions. Meta-cognitions are the use of “self-talk, self-awareness, and monitoring and control the selection and sequencing of cognitive strategies used to solve a career problem” (Sampson et al., 2004, p.14). Self-talk is the internal conversation one has with oneself about how they are completing, or completed a given task. Self-awareness is the extent one is aware or moves through a decision making process. Self-awareness monitors how self-talk affects the decision making process. Monitoring and control refer to an individual’s ability to monitor their place in the decision-making process, and control the movement through and resources dedicated to making a certain decision.

A rational decision-making style, described as making decisions deliberately, logically, and systematically, is associated with career maturity (Blustein, 1987), career decisiveness (Lunneborg, 1978), problem solving efficacy (Phillips, Pazienza & Ferrin, 1984), and occupational certainty (Mau, 1995). However, this style of decision making is linear and rigid, and does not allow for the emotional aspects of human decisions. A flexible decision-making style, such as the “Positive Uncertainty” strategy introduced by Gelatt (1989), allows for use of an individual’s intuition and emotional aspects of a decision. Certainly, and as suggested by Gati (1986) and Heppner (1989), it is a blend of
these styles that will allow for a more holistic approach to decision-making. The ability to cope with ambiguities and uncertainties of the decision is related to less anxiety associated with the process of making a decision (Gati, 1986). Further, positive thoughts about the quality of the career decision are associated with an outcome more in line with an individual’s expectations (Gelatt, 1989).

In summary, Sampson et al., (2004) indicated that an individual must pay attention to his or her feelings, as well as thoughts, about career-problem solving or decision-making. Further, individuals must not only gather and analyze knowledge, but also have an understanding of how they process and think about that knowledge. Experience in making decisions enhances the individuals’ decision-making process. Paying attention to, and applying lessons learned from these experiences, can strengthen and hone an individual’s decision-making skills. Saunders, Peterson, Sampson, and Reardon (2000) suggested that the combination of disabling career thoughts and a weak vocational identity could result in more career indecision. In this situation the cognitive abilities needed and the capacity for information processing are compromised. Hence, those with low amounts of negative career thoughts are better able to use their cognitive abilities and resources to make a positive career decision and have a strong vocational identity.

Vocational Identity

Vocational identity is defined by Holland, Johnson, and Asama, (1993) as the possession of a “clear and stable picture of one’s goals, interests, and talents” (p. 1). According to Holland, Gottfredson, and Power (1980), possessing these characteristics may lead to “relatively untroubled decision-making and confidence in one’s ability to make good decisions” (p. 1191). Further, possessing these characteristics may strengthen one’s decision-making abilities even when faced with external ambiguity. Holland, et al.’s (1980) findings revealed that individuals with a sound vocational identity experience greater ease in occupational decision-making. Further, they often possess the confidence to make more positive career-related decisions.

Relatively free choice of careers is largely a result of industrialization and economic globalization. The meaning of work has moved beyond purely provisional and toward self-satisfying. Today, individuals are free to choose the type of work they want
to pursue, their work environment, and the relative importance of work in their lives (Coutinho, Dam, and Blustein, 2008). Havinghurst (1982) found that the type of work individuals choose and pursue controls and orients their behaviors even beyond the workplace. Goals and expected rewards are created based on the understanding of what a particular career can provide. Erikson (1968) stated that it is work more than anything else that forms the basis of how individuals view themselves.

An increase in one’s career self-efficacy may increase the probability of strengthening one’s vocational identity. Bandura (1997) referred to career self-efficacy as task- or domain-specific confidence. He identified four factors that influence self-efficacy. These factors are verbal persuasion, vicarious learning, task performance, and physiological and emotional arousal (1997). Verbal persuasion provides external, verbal suggestions that the individual can succeed in reaching their chosen goal. Vicarious learning occurs when an individual sees another with whom they identify achieve the chosen goal. Task performance aids in the neutralization of anxiety by exposing the individual to the tasks involved in reaching the chosen goal, and the individual’s successful completion of same. Physiological and emotional arousal aids in the individual’s ability to gauge self-efficacy. As vulnerability to stress is diminished self-efficacy for that task increases, and as the individual receives positive responses to his or her performance his or her self-efficacy increases and his or her vocational identity is strengthened.

Development of a vocational identity is an integral part of an individual’s personality development. Just as there are many aspects to and theories accounting for personality development there are many theories accounting for the development of vocational identity. Vondracek (1992) suggested that vocational identity be viewed as a unifying construct representative of the self as an active participant in the process of career development. Schein (1978) viewed the organization as the critical context for understanding vocational identity development. To the contrary, Bronfenbrenner (1979) and Baltes, Reese, and Lipsitt (1980) related to the characteristics of the individual in interacting with the work environment to develop vocational identity. Mortimer and Shanahan (1994) viewed the family structure as critical for understanding how individuals socialize into the role of worker and provider. Elder (1995) theorized that the
larger socio-cultural environment is the deciding factor in vocational development and identity.

An individual’s vocational identity increases with the increase of the following factors: a) knowing what one’s major strengths and weaknesses are, b) low occurrence of indecision regarding choosing a career or career field, (c) having a clear and accurate understanding of one’s knowledge, skills, and abilities, (d) possessing an understanding of careers and occupations one would find enjoyable (Holland, et al. 1980).

It is for these reasons that career anchors (congruent with factor d), career decision-making (congruent with factors b and c), and vocational identity (congruent with factor a) have been identified as working together to create a clear and whole picture of vocational development. It is this more complete understanding of development that leads to a more realistic and therefore more satisfying expectation of hope, especially in relation to the expectation of realizing one’s career goals.

Hope

Hope is defined as the process of thinking of one’s goals along with thoughts about how to achieve those goals, and the motivation and willingness to achieve those goals (Snyder, 1995). In this manner, hope is not a vague concept rather a theory built on the importance and necessity of goals in daily living (Snyder, 1995).

According to Snyder (2000) hope has three primary components: (1) a goal or an “anchor point”, (2) thoughts about how to achieve those goals or “pathways”, (3) the motivation to achieve those goals or “agency”. Hope is the achievement of a positive motivational state that is based on a perception of successfully blending the identification of a goal and an understanding of how to achieve the goal. In this way hope is viewed as a strength and coping strategy (Seligman & Csikszentmihalyi, 2000)

O’Brien (2003) posited that positive psychological traits such as optimism and hopeful decision-making skills are critical to career success. Savickas (2003) bolstered this suggesting by stating that many vocational theories rely on assumptions of individual strengths and coping skills. Robitschek (2003) addressed the vital role work plays in overall life satisfaction and specifically stated that satisfaction with one’s work life contributes significantly to one’s satisfaction with life in general. Snyder, et al. (1991)
found strong correlations between hope, optimism, and decision making self-efficacy therefore hope can be similarly related to the expectation of achieving career success.

Snyder et al. (2000) argued that hope is more future-oriented than optimism and that the pathways to achieving goals are attended to more fully. Bryant and Cvengros (2004) argued that hope is more related to general self-efficacy than to optimism. Optimism is defined by Carver and Scheier (1986) as the belief that good things will happen by belief or internal striving. Snyder (1995) maintained that while an optimistic person may believe things will work out he or she lacks the planning to make it so while the hopeful person is able to implement a plan to reach his or her goals.

While hope and self-efficacy are more closely related than hope and optimism there are still several differences (Snyder, et al., 1991). First, Bandura (1997) assumed thoughts of self-efficacy to be the critical aspect of the initiation of goal-directed behaviors, while both goal-directed energy (agency) and a plan to meet the goal (pathway) are vital contributions to goal-directed behaviors. Second, Snyder, Rand, and Sigmon (2002) stated that agency has more to do with intention than perceived ability. Finally, the theory of hope explicitly identifies the role of emotion. The emotion comes from the outcome of agency and pathway thoughts (goal-directed behaviors and cognitions of reaching the goal). Self-efficacy does not explicitly address the role or causality of emotions in goal-attainment. Snyder et al., (1991) found that individuals that possess a high level of hope have been found to generate multiple pathways to reach their identified goal. Further, these individuals are more likely to engage in positive self-talk in the direction of reaching the identified goal than those with lower levels of hope.

It is important to emphasize that the subjective experience of hope depends on the perception that pathways to goals could be successfully charted and navigated should the need arise and not necessarily on the existence of real and concrete pathways to the goals (Snyder et al., 1999). It is this difference that elevates hope above simple expectation.

Jackson and Neville (1998) found that hope was positively correlated with vocational identity and significantly correlated with academic standing. Based on these findings they suggest that the role of hope be explored in the process of career development. Marko and Savickas (1998) found support for this suggestion and also that being future oriented plays a central role in career adaptability. Carifio and Rhodes
More research is called for to identify the relationships between career anchors, career decision-making, vocational identity, and hope among freelance production crew for Film and Television. The samples used in the aforementioned studies are largely limited to college-age adults and adolescents. Further, though some studies examined the interrelated nature of these factors, such as vocational identity and career decision-making, the extant research fails to address the relationship of each factor and their combined effect on hope in production crew. The current research is a starting point in filling this gap in the literature. This lack of literature highlights the need for exploration into a model identifying the factors contributing to hope of freelance production crew for film and television.

Application of the construct of hope to the variables of career decision-making, vocational identity, and career anchors is expected to show that the hopeful person believes he or she can make good career decisions with or without assistance, will create a vocational identity strong enough to meet the needs of both the individual and his or her employer, and believes he or she will find a career congruent with his or her identified career anchor. Finally, the hopeful person expects the combination of these factors to lead to a fulfilling career experience. The model in Figure 1 is offered forth.

Significance of the Study

The identification of individuals more likely to flourish rather than suffer in this career choice would benefit these individuals, their family, the local film and television community, and film and television production in general. An understanding of the contributing factors to hope, and the implication of hiring protocol that acknowledges these factors must be considered.

Purpose of the Study

The current study combined aspects salient to the hope of freelance production crew for film and television. The purpose of the study was to test a model accounting for
factors that influence the hope of freelance production crew for film and television. The variables identified in Figure 1 were measured using self-report measures completed by current freelance production crew for film and television. The current study is important because of the identified variables’ impact on not only the workplace experience of the participants, but also of the effect their work experience has on their lives outside the workplace. The proposed model can be used to assist individuals in their decision to either pursue or continue their current career choice. An understanding of the relationship between these variables will likely lead to a more successful career for the individual and continued success and growth for the film and television industry.

Hypotheses

1. Negative career thoughts will be negatively correlated with career anchor identification.
2. Vocational identity will be positively correlated with career anchor identification.
3. Vocational identity will be negatively correlated with negative career thoughts.
4. Career anchors, vocational identity, and negative career thoughts will account for a substantial amount of hope variance.

Research Question
What is the relationship among career anchors, negative career thoughts, vocational identity, and hope in freelance production crew for film and television?
CHAPTER III
RESEARCH DESIGN AND METHODOLOGY

Participants

Freelance production crew members for film and television were approached at their work site by a confederate and asked to participate in this study. The participants were given an envelope containing the consent form, demographic questionnaire, Career Orientations Inventory (COI), Vocational Identity scale of My Vocational Situation (VI), Career Thoughts Inventory (CTI), and The Hope Scale (THS). All measures were scored and coded according to the original instructions for the instrument. No individual requested mental health or career counseling upon completion of the packet.

Two hundred packets were distributed and 158 were returned completed. Incomplete packets were not considered in the final analyses. This represents a 79% return rate. Participants were 61.9% male and 38.1% female. The average age of the participants was 31.9 years ($SD = 10.65$) with a minimum age of 18 and a maximum age of 61 years. Participants who indicated a Key or Lead role comprised 49% while those who indicated they did not have a Key or Lead role comprised 51%. The average time spent in production was 7.58 years ($SD = 8.45$) with a minimum of one year and a maximum of 40 years. Participants self identified in the following categories of race: African American (3.9%), Asian American/Pacific Islander (1.9%), Bi/Multi Racial (7.7%), Caucasian (67.7%), Latino/Hispanic (12.3%), Other (3.2%), and Prefer not to answer (3.2%).

Instrumentation

Consent form (Appendix A). All participants signed a consent form indicating their willingness to participate in this study. The document outlined the following: participation is voluntary, responses are confidential, participation will involve minimal risk, and that withdrawal from participation is allowed at any time without concern for penalty. Further, participants were offered a list of referrals in case they desired assistance for any reason during or after participation in this study. Referrals included, but were not limited to private psychologists and the Employee Assistant Program through various film unions.
Demographic profile (Appendix B). All participants completed a demographic form that served to gather participants’ age, gender, race, whether they serve in a supervisory position, and years in film or television production.

Career Orientations Inventory (COI, Schein, 1990; Appendix C). The COI is a 40-item self administered, self-scored instrument with a 6-point Likert type scale where responses range from 1 (Never True for Me) to 6 (Always True for Me). Examples of items: “I dream of starting up and building my own business” and “I dream of being so good at what I do that my expert advice will be sought continually”.

Once all items are completed the individual reviews the answers and locates the items he or she rated the highest. The three items that seem “most true” to the individual are given four (4) additional points. Next, the scores for the items are placed on a scoring matrix that separates the items into factors representing the Anchors. The vertical lines are added and the top score provides the Career Anchor for the individual.

The COI provides information on areas of competence, values, and motivation for career. Further, it provides a ranking of importance and identification with each career anchor. Longitudinal qualitative studies have indicated individuals generally adhere to their identified Career Anchor. Through experience those with more than one possible Anchor tend to identify one more strongly than the other. No quantitative data exists to indicate the validity of the instrument however, once familiar with the anchors, face validity becomes more evident (Schein, 1990).

Career Thoughts Inventory (CTI, Sampson et al., 1996; Appendix D). The CTI is a 48-item questionnaire with a four point Likert scale where responses range from 1 (Strongly Agree) to 4 (Strongly Disagree). Examples of items include, “I know what I want to do but I can’t develop a plan for getting there” and “My interests are always changing”. The CTI provides a global indicator of dysfunctional thinking in career problem solving and decision-making, and is comprised of three subscales including Decision Making Confusion (DMC), Commitment Anxiety (CA), and External Conflict (EC). DMC reflects the inability to begin or continue the decision making process due to disabling emotions and/or a lack of knowledge about the decision making process. CA refers to the inability to commit to a specific career choice, as well as generalized anxiety about the conclusion of the decision making process. EC indicates the inability to balance
the importance of self-perceptions with input from significant other. Sampson et al. (1996) reported internal consistency coefficients for the Total Score $\alpha = 0.93-0.97$, Decision Making Confusion $\alpha = 0.90-.094$, Commitment Anxiety $\alpha = 0.79-0.91$, and External Conflict $\alpha = 0.74-0.81$. The CTI’s content validity is based on the Cognitive Information Processing (CIP) Theory (Peterson, Sampson, & Reardon, 1991). Items and construct scales are intercorrelated with CIP content dimensions - Occupations knowledge (0.87), Self-knowledge (0.88), Communication (0.92), Analyses (0.92), Synthesis (0.89), Valuing (0.87), execution (0.85), and executive processing (0.90). Intercorrelations among CTI scales for the total normative sample are as follows. For the total normative sample (N=1,562) the CTI Total correlated with DMC (0.93), CA (0.88), and EC (0.76). For adults (n=571) the CTI Total correlated with DMC (0.94), CA (0.92), and EC (0.80). The CTI Total score correlated -0.54 in the adult tested sample of the Career Decision Scale-Certainty subtest. CTI Total score correlations with NEO subtests were found to be 0.56 with the anxiety subscale, 0.45 with the anger hostility subtest, 0.41 with depression subtest, 0.55 with the vulnerability subtest, and 0.58 with the total Neuroticism score.

Vocational Identity (VI) scale from My Vocational Situation (MVS, Holland, Daiger, & Power, 1980; Appendix E). The MVS is a commonly used 20-item, true-false questionnaire. The VI scale (18 items) measures the extent to which an individual possesses “a clear and stable picture of one’s goals, interests, personality, and talents.” Examples include, “No single occupation appeals strongly to me” and “I am not sure of myself in many areas of life”. The score consists of adding the number of “false” responses. High scores on the VI scale indicate relatively untroubled decision-making and confidence in one’s ability to make good decisions in the face of inevitable environmental ambiguities (Holland et al., 1980b). Holland et al. (1993) found that scores on the VI scale increase with age, training, and degree of specialization. Holland et al. (1980) reported internal consistency of 0.88-0.89 for the entire scale. In a sample of 236 participants the coefficient alpha was found to range between 0.74 - 0.89. Test-retest reliabilities of the scales varied from 0.86 - 0.96 (Nordvik, 1991) and Holland, Johnston, and Asama (1993) reported a test-retest reliability of 0.75 for 1-3 months. Solberg, Good, Fischer, Brown, and Nord (1995) found a strong correlation between vocational identity
and career self-efficacy (0.54), and between vocational identity and career decision-making self-efficacy (0.61). Internal consistency coefficients ranged from 0.86 to 0.89 for the Vocational Identity subscale of My Vocational Situation (MVS).

The Hope Scale (THS, Snyder, Harris, et al., 1991) is a 12-item questionnaire with a four-point Likert scale ranging from 1 (definitely false) to 4 (definitely true). Items include, "I can think of many ways to get out of a jam" and "I worry about my health". The Hope Scale provides a measurement of hope based on Snyder's bifaceted construct of hope; specifically including the Agency and Pathways of Hope. Four items are designed to measure the Agency subscale; four items are designed to measure the Pathways subscale; four items are unrelated "filler" items. Total scores on the Agency, Pathways, and Hope Scale range from 4-16, 4-16, and 8-32 respectively. Snyder et al. (1991) reported internal consistency of 0.74-0.78 across multiple independent samples. Test-retest correlations ranged from 0.73 to 0.82 across 8 to 10 week intervals. Further, Snyder et al. (1991) reported convergent validity finding that hope overlaps, but is distinct from, optimism, self-esteem, problem solving ability, and positive and mental health. They reported discriminant validity finding that hope is negatively related to depression and negative affect.

Procedure

Freelance production crew members for film and television were asked to participate in the study. Workers were recruited from three major film and television production regions in the United States of America: Orlando, FL, Los Angeles, CA, and Wilmington, NC and the surrounding areas of each. The participants were given an envelope containing the consent form, demographic questionnaire, COI, VI, CTI, and THS. This packet took approximately 10-20 minutes to complete. Measures were counterbalanced in the envelopes in order to control for testing effects however; the consent form and demographic questionnaire always appeared first. Participants were recruited through contact with the primary researcher and confederates at their work site. Participants were debriefed upon completion of the packet. No individual requested a referral to career services, or mental health services.

Statistical Analyses

To test the first, second, and third hypotheses, Pearson-Product Moment
Correlations were calculated for the CTI and COI agreement, VI and COI agreement, and VI and CTI. To test the fourth hypothesis, structural equation modeling (SEM) was performed to test the model linking Career Anchor agreement, Vocational Identity, Career Decision Making, and Hope.

Construct validity was determined using specific fit indices. Chi square was used to reflect model fit. Relative Chi Square ($\chi^2/df$) was used to make the fit less dependent on the sample size. The standardized root mean square residual (SRMR) was examined for the difference between predicted and observed variances and covariances in the model. The root mean square error of approximation (RMSEA) was examined for discrepancy between the reproduced and observed covariances per degree of freedom. Confirmatory Factor Analyses were conducted for each measurement model and the data fit all models adequately therefore the proposed model was tested. The fit indices were specifically chosen as they are less sensitive to sample sizes less than 200 than other commonly used indices (Fan, Thompson, & Wang, 1999). While no consensus exists for an acceptable $\chi^2/df$ ratio, Wheaton, Muthen, Alwin, and Summers (1977) and Schumacker and Lomax (2004) set the maximum at 5.0 while Kline (1998) and Carmines and McIver (1981) argued more conservatively that 3 or less is acceptable. All models meet the more conservative fit ratio for this index. Kenny (2010) and Hu and Bentler (1998) suggested that SRMR < .08 are considered an acceptable fit. Again, all models produced a SRMR < .08. Hair, Anderson, Tatham, and Black (1998) provided the following guidelines for interpreting the RMSEA: RMSEA < .05 indicates a good model fit, RMSEA < .10 a reasonable model fit, and RMSEA > .10 a poor model fit. Further, MacCallum, Browne, and Sugawara (1996) as well as Venderberg and Lance (2000) suggested a RMSEA between .08 - .10 provides a mediocre fit of the model to the data and < .08 a good fit. With the exception of the CTI, the data fit the models reasonably well with the CTI fitting the data relatively less well, but still acceptably.

According to Bordens and Abbott (2002), factor loadings greater than .30 are acceptable, while Hair et al. (1998) argued that factors loadings > .60 as high and those > .40 as low. The lowest factor loading among all measures and subscales was .39, while all others were well above .40. Tate (1998) indicated a CFI cut off point of .90; however, Bollen (1989) insisted this cut off is arbitrary.
CHAPTER IV
RESULTS

Preliminary Analysis

Prior to testing the study’s hypotheses the data were observed for missing values. Four cases missing minimal data were detected. Specifically, in all four cases the participant, rather than indicating a whole number as instructed, gave two numbers (e.g., 3/4) to indicate their answer fell between the two numbers. The method for determining the data point used was based on the individual’s average response to other items in that category (Tate, 1998). Data were then screened for potential data entry errors. No errors were found. Anomalies were assessed by creating peer groups (e.g., female over 30 year of age) and determining if any individual differed drastically within his or her particular group. No anomalies were detected.

Data were then tested to verify the basic assumptions of the general linear model. Specifically, tests were conducted to assess skewness, multivariate outliers, multivariate linearity, normality, and constant variance. Univariate normality was assessed for all main research variables. All normality measures were within acceptable ranges (see Table 1), except Vocational Identity. Vocational Identity revealed substantial negative skewness, which was partially rectified by a cube transformation (Tabachnick & Fidell, 2007). Multivariate outliers were screened and three outlying cases were detected. These three cases had a significant Mahalanobis’ Distance and a Cook’s value > 0.04 indicating that in the present sample they could facilitate unstable findings. These three cases were therefore removed. Examination of scatterplot matrices, residual scatterplots, and normal-probability plots confirmed no violations of multivariate linearity, normality, or constant variance. Given the relatively small sample size, items for the COI were parceled (Bagozzi & Edwards, 1998). This was done to reduce model complexity.

Internal consistency coefficients (Cronbach’s alpha) and descriptive statistics were obtained for the measures used in this study. The reliability coefficients for the COI ($\alpha = .92$), CTI ($\alpha = .98$), VI ($\alpha = .87$), and THS ($\alpha = .77$) were satisfactory. Descriptive statistics for the model’s total scales’ scores are presented in Table 1.
Table 1

Descriptive statistics for Career Orientations Inventory (COI), Career Thought Inventory (CTI) total score, Vocational Identity (VI), and Hope total score

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>SD</th>
<th>Skewness</th>
<th>Kurtosis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COI</td>
<td>2.08</td>
<td>6.00</td>
<td>3.99</td>
<td>0.64</td>
<td>-0.25(0.19)</td>
<td>0.06(0.39)</td>
</tr>
<tr>
<td>CTI-Total</td>
<td>1.00</td>
<td>3.09</td>
<td>1.58</td>
<td>0.5</td>
<td>0.57(0.19)</td>
<td>-0.49(0.39)</td>
</tr>
<tr>
<td>VI</td>
<td>0.82</td>
<td>6.00</td>
<td>3.82</td>
<td>1.95</td>
<td>-0.58(0.19)</td>
<td>-0.83(0.39)</td>
</tr>
<tr>
<td>Hope-Total</td>
<td>2.38</td>
<td>4.00</td>
<td>3.42</td>
<td>0.39</td>
<td>-0.33(0.19)</td>
<td>-0.53(0.39)</td>
</tr>
</tbody>
</table>

Descriptive Statistics

Means, Standard Deviations, and internal consistencies for the study’s variables are presented in Table 2. Overall, participants reported similar mid-point ratings of COI ($M = 3.99$, $SD = 0.64$), Vocational Identity ($M = 3.82$, $SD = 1.95$), and Hope ($M = 3.42$, $SD = 0.39$). The CTI Total score reflected the lowest mean rating ($M = 1.58$, $SD = 0.5$). All scales indicated acceptable variance with all measures indicating standard deviations greater than 0.5 except Hope ($SD = 0.39$). Mean ratings are similar to those of the original validations samples for all measures.

A multivariate analysis of variance (MANOVA) was performed on the three factors of the Career Orientations Inventory (Lifestyle, Technical/Functional Competence, and Autonomy/Independence), three factors of Career Thoughts Inventory (Decision Making Confusion, Commitment Anxiety, and External Conflict), the two factors of Hope (Will and Way), and an ANOVA was performed for Vocational Identity as only one dependent variable exists. Independent variables consisted of each ethnic group, a simpler comparison of Caucasian versus non-Caucasian participants, Lead or Key position versus non Lead or Key position, and gender. Homogeneity of variance was confirmed through a non-significant Box’s $M$, $F(135, 14934.70) = 1.09$, $p > .05$.

The factors contributing to Hope (Will and Way) were subjected together to a MANOVA procedure. The findings showed non-significant effect for gender, $F(2, 132) = .18$, $p > .05$, $\eta^2 = .003$, ethnicity $F (10, 264) = .77$, $p > .05$, $\eta^2 = .03$, Caucasian versus
non-Caucasian, $F(2, 150) = 1.9, p > .05, \eta^2 = .03$, and Lead or Key positions versus non Lead or Key positions, $F(2, 132) = 2.23, p > .05, \eta^2 = .03$.

Similarly, MANOVA applied to the career anchors Autonomy/Independence, Lifestyle, and Technical/Functional Competence resulted in non-significant effects for gender, $F(3, 131) = .35, p > .05, \eta^2 = .01$, ethnicity $F(15, 362) = 1.33, p > .05, \eta^2 = .05$, Caucasian versus non-Caucasian, $F(3, 146) = .55, p > .05, \eta^2 = .01$, and Lead or Key positions versus non Lead or Key $F(3, 131) = 1.59, p > .05, \eta^2 = .04$.

MANOVA also revealed non-significant effects for the factors comprising Career Thoughts: gender, $F(3, 131) = .82, p > .05, \eta^2 = .02$, Caucasian versus non-Caucasian, $F(3, 146) = .71, p > .05, \eta^2 = .01$, and Lead or Key positions versus non Lead or Key $F(3, 131) = .37, p > .05, \eta^2 = .01$. However a small, but significant effect, was found for ethnicity, $F(15, 362) = 1.74, p < .05, \eta^2 = .06$. ANOVAs performed for each component revealed non- significant effect for Race and Decision Making Confusion, $F(df = 5) = 1.2, p > .05, \eta^2 = .04$, Commitment Anxiety, $F(df = 5) = 1.3, p > .05, \eta^2 = .05$, and External Conflict, $F(df = 5) = 2.1, p > .05, \eta^2 = .07$.

Finally, ANOVAs revealed non-significant effect of gender, $F(df = 1) = .12, p > .05, \eta^2 = .001$, ethnicity, $F(df = 5) = 1.24, p > .05, \eta^2 = .05$, Caucasian versus non-Caucasian, $F(df = 1) = .04, p > .05, \eta^2 = .00$, and Lead or Key positions versus non Lead or Key positions, $F(df = 1) = .03, p > .05, \eta^2 = .00$ on Vocational Identity. These findings indicate that the subsequent analyses can be generalized to the profession of freelance production crews for film and television across the demographic variables tested.
Table 2

*Means (M), Standard Deviations (SD), and Internal Consistencies (α)*

<table>
<thead>
<tr>
<th>Variable</th>
<th>M</th>
<th>SD</th>
<th>α</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hope - total</td>
<td>3.42</td>
<td>0.39</td>
<td>0.77</td>
</tr>
<tr>
<td>Will</td>
<td>3.34</td>
<td>0.47</td>
<td>0.69</td>
</tr>
<tr>
<td>Way</td>
<td>3.49</td>
<td>0.42</td>
<td>0.65</td>
</tr>
<tr>
<td>Career Thought Inventory – total</td>
<td>1.58</td>
<td>0.49</td>
<td>0.98</td>
</tr>
<tr>
<td>Decision Making Confusion</td>
<td>1.44</td>
<td>0.48</td>
<td>0.95</td>
</tr>
<tr>
<td>Commitment Anxiety</td>
<td>1.72</td>
<td>0.58</td>
<td>0.92</td>
</tr>
<tr>
<td>External Conflict</td>
<td>1.58</td>
<td>0.53</td>
<td>0.80</td>
</tr>
<tr>
<td>Career Orientations Inventory – total</td>
<td>3.99</td>
<td>0.64</td>
<td>0.92</td>
</tr>
<tr>
<td>Technical/Functional</td>
<td>4.21</td>
<td>0.90</td>
<td>0.68</td>
</tr>
<tr>
<td>Autonomy</td>
<td>4.18</td>
<td>1.07</td>
<td>0.83</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>4.31</td>
<td>1.02</td>
<td>0.79</td>
</tr>
<tr>
<td>Vocational Identity (cubed)</td>
<td>3.82</td>
<td>1.95</td>
<td>0.87</td>
</tr>
</tbody>
</table>

1 All scale values range from 1-5

*Testing of the Hypotheses*

Pearson-Product Moment Correlations (PPMC) were used to estimate the relationship between CTI and COI, VI and COI, and VI and CTI, and test the first three hypotheses. The correlation matrix appears in Table 3.
Table 3
Variable correlations between observed and latent variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hope</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 CTI</td>
<td>-0.42**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 COI</td>
<td>0.41**</td>
<td>-0.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 VI</td>
<td>0.47**</td>
<td>-0.74**</td>
<td>0.12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 TF</td>
<td>0.21**</td>
<td>-0.04</td>
<td>0.73**</td>
<td>0.04</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 AU</td>
<td>0.18*</td>
<td>-0.13</td>
<td>0.62**</td>
<td>0.09</td>
<td>0.41**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 LS</td>
<td>0.27**</td>
<td>-0.17*</td>
<td>0.62**</td>
<td>0.19**</td>
<td>0.30**</td>
<td>0.26**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Will</td>
<td>0.90**</td>
<td>-0.40**</td>
<td>0.40**</td>
<td>0.45**</td>
<td>0.22**</td>
<td>0.20**</td>
<td>0.23**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Way</td>
<td>0.86**</td>
<td>-0.33**</td>
<td>0.31**</td>
<td>0.37**</td>
<td>0.15*</td>
<td>0.11</td>
<td>0.24**</td>
<td>0.55**</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 DMC</td>
<td>-0.42**</td>
<td>0.93**</td>
<td>-0.14*</td>
<td>-0.70**</td>
<td>-0.08</td>
<td>-0.11</td>
<td>-0.21**</td>
<td>-0.40**</td>
<td>-0.33**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 CA</td>
<td>-0.41**</td>
<td>0.95**</td>
<td>-0.08</td>
<td>-0.74**</td>
<td>0.02</td>
<td>-0.11</td>
<td>-0.13</td>
<td>-0.41**</td>
<td>-0.31**</td>
<td>0.85**</td>
<td></td>
</tr>
<tr>
<td>12 EC</td>
<td>-0.33**</td>
<td>0.90**</td>
<td>-0.05</td>
<td>-0.59**</td>
<td>-0.05</td>
<td>-0.14*</td>
<td>-0.15*</td>
<td>-0.30**</td>
<td>-0.28**</td>
<td>0.74**</td>
<td>0.76**</td>
</tr>
</tbody>
</table>

N=155. ** Correlation is significant at the 0.01 level (1-tailed) * Correlation is significant at the 0.05 level (1-tailed). \(^1\) cubed.

The first hypothesis assumed a negative correlation between negative career thoughts and career anchor identification. The Pearson-Product Moment Correlation (PPMC) between the two was negative and non-significant \((r = -0.10)\); therefore this hypothesis was not supported. Further inspection of the correlations among the subscales of these two measures also indicated negative correlations; three of the correlations, though low, were statistically significant. Lifestyle and Decision Making Confusion \((r = -0.21, p < .01)\), Lifestyle and External Conflict \((r = -0.15, p < .05)\), and Autonomy/Independence and External Conflict \((r = -0.14, p < .05)\). Decision Making Confusion shared very small and non-significant correlations with two subscales: Technical-Functional Competence \((r = -0.08)\) and Autonomy/Independence \((r = -0.11)\). External Conflict shared an almost zero and non-significant correlation with Technical-Functional Competence \((r = -0.05)\). Commitment Anxiety shared very small and non-significant correlations with three subscales: Autonomy/Independence \((r = -0.11)\), Lifestyle \((r = -0.13)\), and Technical-Functional Competence \((r = 0.02)\).
The second hypothesis assumed a positive correlation between vocational identity and career anchor identification. The PPMC revealed a positive, but statistically non-significant correlation ($r = 0.12$); therefore this hypothesis was not supported.

Further inspection of the correlations among the subscales of these two measures also indicated positive correlations; vocational identity and Technical-Functional Competence shared almost zero and non-significant correlation ($r = 0.04$), similar to the correlation between vocational identity and Autonomy/Independence ($r = 0.09$). Vocational identity and Lifestyle were positively and significantly correlated, but the correlation magnitude was very small ($r = 0.19, p < .01$).

To test the third hypothesis stating a negative correlation between vocational identity and negative career thoughts, the PPMC revealed a negative and significant correlation ($r = -0.74, p < .01$) supporting this hypothesis. Further inspection of the correlations between vocational identity and the subscales of the CTI indicated negative and significant correlations. Decision Making Confusion and vocational identity were strongly, negatively, and significantly correlated ($r = -0.70, p < .01$), similar to the correlation between Commitment Anxiety and Vocational Identity ($r = -0.74, p < .01$), and External Conflict and Vocational Identity ($r = -0.59, p < .01$).

**Measurement Models**

Measurement models were used to evaluate the adequacy of the indicators for each latent variable. A summary of the fit statistics for the measurement models are presented in Table 4.
Table 4
Summary of fit indices for the measurement models

<table>
<thead>
<tr>
<th>Model</th>
<th>$\chi^2$</th>
<th>df</th>
<th>$\chi^2$/df</th>
<th>p</th>
<th>SRMR</th>
<th>RMSEA</th>
<th>CFI</th>
</tr>
</thead>
<tbody>
<tr>
<td>COI</td>
<td>166.6</td>
<td>87</td>
<td>1.91</td>
<td>.001</td>
<td>.07</td>
<td>.08</td>
<td>.88</td>
</tr>
<tr>
<td>CTI</td>
<td>894.55</td>
<td>347</td>
<td>2.58</td>
<td>.001</td>
<td>.06</td>
<td>.10</td>
<td>.83</td>
</tr>
<tr>
<td>VI</td>
<td>266.08</td>
<td>135</td>
<td>1.97</td>
<td>.001</td>
<td>.07</td>
<td>.08</td>
<td>.82</td>
</tr>
<tr>
<td>Hope</td>
<td>31.39</td>
<td>19</td>
<td>1.65</td>
<td>.04</td>
<td>.05</td>
<td>.07</td>
<td>.95</td>
</tr>
</tbody>
</table>

COI = Career Orientation Inventory, CTI = Career Thoughts Inventory, VI = Vocational Identity Scale of My Vocational Situation, Hope = Hope Scale

The CFI for COI, CTI, and VI ranged from .82 - .88 lower than recommend in the literature. However, the CFI for Hope was .95. Taking all the fit statistics together (relative normed chi-square, SRMR, RMSEA, factor loading size and significance, and CFI), the measurement models fit the data acceptably, but not strongly.

**COI model.** The first measurement model tested was the three-factor model for the COI. This model, including full factor loadings, errors, and subscale correlations, is presented in Figure 2. The factor loadings of each latent variable on its corresponding observed variables are included in Figure 2. This model is comprised of three factors with five indicators for each factor. The global fit of this model to the data was acceptable, $\chi^2 = 166.6$, $df = 87$, $\chi^2$/df = 1.91, $p < .001$, CFI = .88, RMSEA = 0.08, SRMR = .07. All factor loadings were strong and significant ($p < .001$) with a range between .62 - .73 on the Lifestyle subscale, between .54 - .86 on the Autonomy subscale, and between .42 - .63 on the Technical/Functional Competence subscale.
Figure 2. Measurement model of the COI comprised of three subscales with 18 loading items.
**CTI model.** The second measurement model tested was the three-factor model for the CTI. This model is presented in Figure 3. The CTI model is comprised of the DMC scale (13 indicators), the CA scale (10 indicators), and the EC scale (5 indicators). The factor loadings of each latent variable on its corresponding observed variables are shown in Figure 3. The global fit of this model to the data was adequate, $\chi^2 = 894.55$, $df = 347$, $p < .001$, $\chi^2 / df = 2.58$, CFI = .83, and RMSEA = 0.10, SRMR = .06. Factor loading values were all significant ($p < .001$) and strong, ranging between .60 - .86 on the Commitment Anxiety subscale, .68 - .83 on the Decision Making Confusion subscale, and .58 - .77 on the External Conflict subscale. Further, strong correlations were found among the three subscales of the CTI ranging between .85 - .91. Given that the CTI was developed around a theory of decision making, and that each subscale was designed to measure a specific aspect of that theory the strong correlations between the subscales are understandable and expected.
Figure 3. Measurement model of the CTI comprised of three subscales with 28 loading items.
**VI model.** The third measurement model tested was a unidimensional model for the VI scale of My Vocational Situation with 18 indicators. The model is presented in Figure 4. The global fit of this model to the data was marginal, $\chi^2 = 266.08$, $df = 135$, $\chi^2 / df = 1.97$, $p < .001$, CFI = .82, and RMSEA = 0.08, SRMR = .07. The VI model had the lowest factor loading of .39 (VI 12) however all other loadings are acceptable and range between .39 - .68. Holland et al., (1993) summarized literature reporting structural analyses of the VI scale of MVS. They noted findings indicating that the VI may be a complex three or four factor scale; however, they warned many of those studies used small samples or inappropriate analytic techniques. Johnston and Asama (1992, as cited in Holland et al., 1993) performed a factor analysis with a large heterogeneous sample, and strongly suggested the VI scale is composed of a single factor.
Figure 4. Measurement model of the VI scale of MVS with 18 loading items.
**THS model.** The fourth measurement model tested was a two-factor model for the THS which was comprised of the Way scale (4 indicators) and the Will scale (4 indicators) which is presented in Figure 5. The global fit of this model to the data was sufficient, $\chi^2 = 31.39$, $df = 19$, $\chi^2 / df = 1.65$, $p = .04$, CFI = .95, and RMSEA = 0.07, SRMR = .05. Factor loadings were strong and ranged from .45 - .72. A strong correlation of .74 was found between the two subscales, Will and Way. This correlation was expected given the operationalization of hope used in this study. Hope was defined by Snyder (1995) as the process of thinking of one’s goals along with thoughts about how to achieve those goals along with the motivation and willingness to achieve those goals. Given this definition, a weak correlation between Will (the desire) and Way (the plan) would be antithetical.
Figure 5. Measurement model of the THS comprised of two subscales with 8 loading items.
The fit of the measurement models are acceptable based on their goodness of fit statistics (see Table 4); all factor loadings are strong, and error terms did not indicate significant problems (i.e., no squared multiple correlations < .20, with the exception of VI, indicating relatively low error). Review of the modification indices indicated improvement only by allowing the error terms to correlate, not based on item loadings, indicating current structure was the best fitting. All subscale intercorrelations were significant (p < .01). The instruments were used as directed by their authors. In other words, all instruments were found to be structurally adequate, and were used in testing the structural equation model (SEM), as originally validated.

**Testing of the Theoretical Model**

To test the fourth hypothesis, stating that career anchor identification, negative career thoughts, and vocational identity would account for a substantial amount of the variance of hope was tested through a structural equation model. More specifically, a model linking career anchor identification, negative career thoughts, vocational identity, and Hope (see Figure 1) was tested. The Structural Equation Model is shown in Figure 6 and latent correlations are presented in Table 5. This model was a good fit to the data. No modifications were required, $\chi^2 = 21.09$, $df = 22$, $\chi^2 / df = .96$, $p = 0.52$, CFI = 1.00, and RMSEA = 0.00.

In the model, career anchor identification, negative career thoughts, and vocational identity accounted for 43% of the variance of hope. Total effects on hope were accounted for by career anchor identification ($\beta = 0.34$), vocational identity ($\beta = 0.34$), and negative career thoughts ($\beta = -0.20$). Thus, the postulated model was strongly supported.
Table 5
*Latent correlations for model variables*

<table>
<thead>
<tr>
<th></th>
<th>Career Anchor</th>
<th>Negative Career Thought</th>
<th>Vocational Identity</th>
<th>Hope</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Anchor</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative Career Thought</td>
<td>-.14*</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational Identity</td>
<td>.19**</td>
<td>-.77***</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Hope</td>
<td>.34***</td>
<td>-.20**</td>
<td>.34***</td>
<td>--</td>
</tr>
</tbody>
</table>

* - p < .05, ** = p < .01, *** = p < .001
Figure 6. The relationship among Career Anchors, Negative Career Thoughts, and Vocational Identity and their impact on Hope.

CHAPTER V
DISCUSSION

The purpose of this study was to test a model that considered factors impacting hope in freelance production crew for film and television; specifically, the study looked for the relationship between career anchors, negative career thought, vocational identity and their effect on hope.

Since the fall of the “studio system” in 1948, and the growing number of “independent” films, freelance production crew-members have made up a large percentage of the crews creating film and television projects. Freelance crew-members are faced with flexible work arrangements and increased job instability (Ertel, Pech, Ullsperger, von dem Knesebeck, & Siegrist, 2005). Further, film and television crew-members typically work comparatively long hours. The minimum “day” for a unionized crew member is 10 hours. No such minimum exists for non-unionized crew-members. A typical day during the pre-production portion of a production, the weeks and months prior to shooting, is a 12-hour day. Once principle photography begins a unionized crew member can expect to work 12 - 18 hours each day with a required 8 hour “turn around,” while non-unionized crew can make no such expectation of a limited work day or guaranteed period of rest. Post-production days typically return to the 10-12 hour periods of unionized members, while non-unionized crew are typically given specific tasks to complete and non-unionized crew is cut as the tasks are completed. Given these working hours sleep, proper nutrition, and basic self-care can be difficult to maintain. In a similar vein, the work environment of a film, or a television, production can also be difficult and at times dangerous. Productions filmed on location, or heavily laden with special effects, weapons, or motor vehicles present particular danger and an increased level of difficulty. As a result, these demands, and the ability to cope with these demands, may also have an impact on the level of hope experienced by this population.

Given that the concept of hope is related to an individual’s thoughts of his or her career trajectory, it is important to capture the components of career choice; specifically, career anchor identification, negative career thoughts and vocational identity. For this population, identifying one’s career anchor may help the individual more quickly choose a department, or specialty, for which they are best suited. Also, identifying the
components of negative career thoughts and strengthening decision-making skills may reduce the impact of the lack of jobs, the stress on personal relationships, and lengthy working hours (Ertel et al., 2005). Furthermore, the confidence in, and identification with, one’s career choice may reduce the occurrence of negative coping behaviors (Wills and Cooper, 1984).

The first hypothesis of the current study proposed that negative career thoughts would be negatively correlated with career anchor identification. It stated that when one is aware of his or her career anchor, he or she has an understanding of one’s motivations and needs as they pertain to a career, he or she is likely to have a lower occurrence of negative career thoughts. In this case, it was postulated that if an individual is anchored, for example, in the Technical/Functional area and he or she holds a position congruent to this anchor such as an editor, he or she would be better able to make career-related decisions and have fewer negative thoughts about their career. The findings did not support this hypothesis. The two variables were found to be very weakly negatively correlated and non-significant.

When individuals find congruence between their career anchor and their work environment they are more likely to achieve positive career outcomes (Schein, 1978). Failing to measure whether participants’ jobs were congruent to their career anchor may account for this study’s findings. Individuals were working in their chosen industry, but not necessarily holding positions in their desired departments. Similarly, an individual may have not yet reached a level of skill that allows them to advance to a position that best matches their career anchor. For example, an individual may anchor in Technical/Functional Competence, but not yet possess the necessary knowledge, skills, and abilities to function in a matching position such as editor, gaffer, or director of photography. This lack of congruence may have skewed the study’s participants’ responses with regard to vocational identity or negative career thoughts. Schein does not provide a list of occupations congruent with each career anchor; therefore the use of the Self-Directed Search by John Holland (1994) with the corresponding dictionary of occupational codes would likely be more beneficial for determining congruence of knowledge, skills, and abilities, and choice of career.
The Career Thoughts Inventory is based on Cognitive Information Processing theory (Sampson et al., 2004), indicating any deficit in an individual’s career decision-making process is likely to negatively affect the individual’s career experience. A model of decision-making was developed and termed, the Pyramid of Information Processing (Sampson et al., 2004). Self-knowledge and options-knowledge are at the base of this pyramid. The identification of one’s career anchor is likely appropriately placed in the self-knowledge domain located at the base of the pyramid. Given this placement, career anchor identification, though informational, is likely less important to the overall decision-making process than hypothesized. The absorption of one variable into another, career anchor into negative career thoughts, is therefore the probable reason for this relationship.

Further examination of the correlation matrix indicated that career anchors Autonomy/Independence and Lifestyle were weakly, yet significantly, negatively correlated with the external conflict subscale of the CTI. These two career anchors feature freedom and a focus on the self the other anchors do not. External conflict occurs when one in unable to balance his/her career decisions with the wants, needs, and input of significant others (Sampson et al., 1996). Individuals anchored in Autonomy/Independence or Lifestyle strongly value their private lives. These individuals are satisfied only when their career either compliments, or does not interfere, with their private lives (Schein, 1996). The relationship found between External Conflict and the anchors, which greatly value a private life, is therefore theoretically sound. The weakness of the correlation may be due to the uncertain nature of the work. Though an individual may experience support in choice of career from significant others, the stress of the sometimes-long stretches of time without work may strain relationships and lead to questions of the appropriateness of career choice. Schein (1996) reported individuals anchored in Autonomy/Independence often find the occupational world fairly easy to navigate because they are self-reliant and flexible in how they unite their work and personal lives. Bailyn (1993) postulated that it was the workplace, and not the individual, that would have to evolve in order for organizations to attract and keep the best employees. This is particularly true of the film industry. Individuals quickly earn a reputation for their knowledge, skills, and abilities. Those with the knowledge, skills, and
abilities necessary for a certain project have a good deal of power regarding work conditions, make up of their crew, and pay rate (Wills & Cooper, 1984). Given this, an individual anchored in Lifestyle who has obtained the desired and necessary skills for the profession has a greater freedom to move between or within organizations, thus satisfying and supporting his or her desired lifestyle choice including balancing and integrating their career and personal lives.

Also, the career anchor Lifestyle was weakly, yet significantly, negatively correlated with Decision-Making Confusion. Again this is likely due to the focus on freedom and “personal time” the individual expects to be available in his or her job. The career that offers the freedom individuals are seeking is often “nontraditional”, (e.g., lack of a set schedule, flexible work locations, etc.). A freelance career in film is by its very nature “nontraditional” (Ertel, et al., 2005). An individual who works freelance can choose when, and on what projects, he or she wants to work. Given this, the individual faces little difficulty making a decision to participate in a career that fits the definition of this career anchor nearly perfectly. Conversely, the career anchor Technical/Functional Competence was not significantly correlated with Decision-Making Confusion. This is expected, as these individuals seek a career that allows them to highlight their skills and abilities as often as possible (Schein, 1996). The choice to enter into a profession that does not typically provide a steady opportunity for this may be undesirable to those anchored in this area.

The second hypothesis of the current study proposed that vocational identity would be positively correlated with career anchor identification. This hypothesis was based on Wegge, et al.’s (2006) study, which found individuals who experienced high motivating potential at work reporting higher job satisfaction, organizational citizenship behavior, and had lower turnover rates. Further, Blustein, Devenis, and Kidney (1989) postulated that the process of developing a vocational identity is an integral part of identity development in line with Schein (1996) argument that career anchor is part of one’s overall identity. It was assumed that when one is aware of his or her career anchor he or she would likely possess a strong vocational identity. The findings did not support the hypothesis. The two variables were positively correlated but not significantly.
Wegge et al.’s (2006) study focused on individuals in a more traditional work environment, namely a call center. The likelihood that such a population experiences a greater level of organizational citizenship leading to motivation to perform well for that community is of particular note. Though there are occasionally long projects lasting several years, most film and television projects are completed in weeks or months. These short periods do not offer the environment necessary to build organizational citizenship as described in the Wegge et al. study. This lack of identity within a work community likely contributed to the current study’s findings, not allowing for generalization across professions.

Further examination of the correlation matrix revealed that the career anchor of lifestyle was the only career anchor significantly and positively correlated with vocational identity, yet again this correlation was weak. Havinghurst (1982) found that the type of work an individual chooses orients his or her behaviors well beyond the work environment. This would hold particularly true for an individual anchored in lifestyle as it has been established that individuals anchored here seek a career that must integrate into their life and not the other way around (Schein, 1996). An individual anchored in lifestyle often seeks a “nontraditional” type of job, and the population sampled is one of individuals holding “nontraditional” jobs. Once the individual finds a congruent position they are likely to remain either with that position or one similar. This valuing of the occupational freedoms and the ease of its inclusion into one’s identity is likely a contributing factor to the significance of this correlation. However, the great demands of the job, including time and effort, may interfere with an individual anchored in Lifestyle to fully meet their desires. For example, planning a family vacation is often difficult as production crew-members do not know when or where a job may become available. This may be a contributing factor to the weakness of the correlation.

The third hypothesis of the current study proposed that vocational identity would be negatively correlated with negative career thoughts. This hypothesis was based on the convergent validity of the two scales, the Career Thoughts Inventory (CTI), its subscales, Decision Making Confusion (DMC), Commitment Anxiety (CA), and External Conflict (EC), and the Vocational Identity (VI) Scale of My Vocational Situation. This hypothesis
was included to attempt to extend the validity of the Career Thoughts Inventory to a new population of adults.

Theoretically, vocational identity is compromised when dysfunctional career thoughts, specifically Decision Making Confusion, Commitment Anxiety, and External Conflict, increase (Sampson, Reardon, Peterson, and Lenz, 2004). Conversely, a decrease in dysfunctional career thoughts strengthens one’s vocational identity. Given this relationship has been tested and held true among high school students, college students, and adults (in unspecified occupations) it was assumed for this population as well.

The current study using freelance crew-members strongly supports this hypothesis. Further, all subscales, Decision Making Confusion, Commitment Anxiety, and External Conflict of the Career Thoughts Inventory (CTI) were negatively correlated with Vocational Identity (VI). These findings extend the validity of the existing scale (CTI) to a new population, and support the use of this instrument in an adult population holding employment in the freelance film and television production industry.

Committing to an industry with the challenges of very long work days, uncertain availability of work, and often difficult or dangerous environments is a choice that affects many aspects of the individual’s life. Once the decision to join the profession is complete, the commitment to the associated lifestyle is made, and people significant to the individual provide support the likelihood one would strongly identify with their vocation is high. Further when one understands how to make sound career decisions, reduces their anxiety of committing to the profession, and has the support of those important to him the likelihood they will remain, and flourish, in the profession increases.

The fourth hypothesis stated that career anchor identification, negative career thoughts, and vocational identity would account for a substantial amount of the variance of hope. It was postulated that an awareness of the one thing an individual was not willing to compromise for an occupation, the ability to make sound career decisions, and possessing a clear and stable picture of goals interests and talents would lead to not only forming goals but having an understanding of how, and the motivation to, achieve those goals.

About 43% of the variance of hope was accounted for by career anchor identification, negative career thought, and vocational identity. The model was based on
theoretical components, consists of variables which were clearly operationalized, and all measures used were valid and reliable to some degree. Sampson et al. (2004) stated an individual’s knowledge and thoughts about themselves as well as their career options affect their ability to make career decisions. The ability to make sound career decisions is given as a probable component of successful goal identification and achievement. Also, the possession of a clear and stable picture of one’s goals, interests, and talents (Holland, Johnson, & Asama, 1993) as well as an understanding of one’s motivations and needs as they pertain to career (Schein 1978, 1990) indubitably lead to the setting and achieving of goals, thus to an increase of hope. Given this, it was expected that the understanding of one’s career anchor, low occurrence of negative career thought, and strong vocational identity would contribute to the attainment of career goals in this particular career. Furthermore, based on these expectations, it was anticipated that the creation of achievable and realistic goals and the motivation to reach those goals would increase.

Interestingly, career anchor identification and vocational identity contributed equally to the variance of hope ($\beta = .34$) and negative career thought contributed slightly less ($\beta = -.20$). These findings suggest that what one wants from his or her career and how he or she identifies with that career are slightly more important than any negative career thoughts that may constrain his or her ability to make sound career decisions.

A common factor of career anchor identification, negative career thoughts, and vocational identity is decision-making (Schein, 1996; Sampson et al., 1996; Holland, 1993). The ability to make sound decisions is a vital part of hope, defined as setting goals and creating plans to reach those goals (Snyder, 1995). As these factors are linked through the definition of their components, their relationship is expectedly sound. The theory of Cognitive Information Processing (Sampson et al., 2004) states that career problem solving and career decision-making involve both affect and cognitions. This blending of emotion with rationality may be the link that enables career counselors and therapists to assist their clients in understanding how they make decisions. Once one understands how he or she makes decisions those skills can be focused on desires of what one truly wants from his or her career, as well as achieving a clear picture of one’s interests and talents. Once these three skills are in place, specific career goals can be set along with a plan to reach those goals.
Based on these relationships, beginning a therapy session focused on the client’s career with the information provided by the Career Thoughts Inventory will likely open a space for the client to explore his or her desires related to their career, identify possible career paths, and set realistic and achievable career goals.

*Limitations and Future Directions*

There are several limitations that should be considered when interpreting the results of this study. The participants in this study were not randomly selected from the population of freelance film and television production crew-members; therefore generalizability of the findings is limited. However the results of a MANOVA indicate findings may be generalized to the larger film industry population. The percentage of individuals holding Key or Lead positions was nearly equal to those not holding these positions therefore position cannot be viewed as a contributing factor to hope.

Though generally accepted as a unidimensional measurement model, the Vocational Identity scale of My Vocational Situation has been used in research as a 2-factor measurement model. The two factors are ability and uncertainty (Holland, Daiger, & Power, 1980). Given this study’s interest in decision making, specifically within the Pyramid of Information Processing, the separation of ability and uncertainty would likely have been beneficial and added a richer understanding to the outcome of this study.

The relatively small sample size limited the analysis of the data. Specifically, it required parceling of the eight factors of the COI. Though the three Career Anchors used were the three most often identified by this sample, a much larger sample, would be required to examine the correlations between all eight Career Anchors and the other variables employed in this study.

Future research should focus on the factors, including but not limited to Hope, contributing to the overall health and well-being of freelance crew-members. Specifically, the comparatively long work hours, the uncertainty of available work, the work environment, and the individual’s state of mental health. Future researchers may also examine how this population copes with these difficulties. Substance use and/or abuse were not examined and may be considered as a coping mechanism for these factors.
This study did not separate participants by union or non-union affiliation. In retrospect this was likely a significant oversight given the typically vast differences between the two. Unionized crew-members can expect protection in the way of guaranteed wages, overtime, meal penalties, guaranteed turn around, and the requirement of certain projects to hire a certain percentage, if not completely, unionized crew. Further, union members have access to health insurance, life insurance, retirement and vacation funds, and representative protection from any harassing or other illegal activity. Non-unionized crew have no such protection or benefits and are often expected to work for a much lower wage with no expectation of overtime pay, meal penalty, or guaranteed turn around time. If participants were largely unionized their responses likely would have strengthened their Vocational Identity as belonging to a union is a significant commitment. Further, having made the decision to commit to such an organization may decrease any negative feedback from those significant to the individual. Specifically, belonging to a union, with benefits and requirements for membership, gives a sense that the profession is bona fide rather than capricious. Both of these possibilities would have impacted response styles on the CTI and the VI, possibly significantly.

This study did not identify or limit participation to a particular department or position (e.g., camera department, grip and electrics, etc.) rather participation was provided from crew-members serving in various departments and capacities. Future research should identify or narrow the sample and compare departments and/or positions within departments for varying experience of Hope.

Participants were not asked to state whether they had attended film school. Future research could use this model to compare those who received formal education in the film industry with those who entered without this formal education.

Finally, participants were not asked for any information regarding their personal lives. Consider an individual whose spouse or partner holds a more traditional or stable job, is supportive of their partner’s choice of career, and is accepting of the sacrifices that come with that choice, long hours, travel, etc. Compare them to a single individual or one whose spouse or partner does not support their career choices. These individuals likely experience the blending of their work and home lives very differently.
Summary and Conclusions

The following conclusions can be made based on the results of this study. First, though negative career thoughts and career anchor identification were negatively correlated \( (r = -.10) \) the correlation was non-significant. Therefore it seems that this sample does not experience a significant decrease in career related decision-making distress even when they have an understanding of what they want most from their career. Similarly, the weak and non-significant positive correlation between vocational identity and career anchor identification indicates this sample does not experience increased identification with their chosen career even when they also understand what they want most from their career. These findings may be the result of career anchor identification merely being a component of both vocational identity and the occurrence of negative career thoughts as measured by the CTI. Negative career thoughts are the result of poor choices regarding one’s career (Sampson, et al., 2004), while vocational identity increases when an individual has confidence in his or her ability to make good career related decisions (Holland, Johnson, & Asama, 1993). Based on the weak relationships found between career anchor identification and both negative career thoughts and vocational identity it appears that the knowledge of what one wants most from his or her career, thought certainly informative, is not strong enough to significantly impact negative career thoughts or vocational identity.

Second, the strong negative correlation between negative career thoughts and vocational identity holds with this sample of freelance crew-members. This finding extends the validation and supports the use of these two instruments to another population.

Third, very little literature exists for career anchors and their relationship to the experience of one’s career. Though the findings were not significant, they may offer direction for the use or modification of career anchors. Specifically, the inclusion of career anchor identification in career decision-making. Also, career anchor identification may be used, perhaps along with another instrument, such as the Self Directed Search (SDS; Holland, 1994) when an individual has difficulty narrowing down his or her field of career interest.
Finally, the correlations between career anchor identification, negative career thoughts, and vocational identity were significant and strong in this sample of freelance crew-members for film and television production. In addition, career anchor identification, negative career thought, and vocational identity contributed to a large percentage of the variance in hope experienced by this sample. Researchers and helping professionals should consider not only the components of this model but also their relationship when seeking to assist a client in making a career related decision. Doing so is expected to lead to a more holistic decision containing not only a cognitive component but an emotional one as well. Further, the client will learn valuable decision making skills that can be applied to other areas of his or her life leading to an increase in overall hopefulness.
APPENDIX A
HUMAN SUBJECTS COMMITTEE APPROVAL

From: Human Subjects <humansubjects@magnet.fsu.edu>
Subject: Use of Human Subjects in Research - Approval Memorandum
Date: October 13, 2009 01:41:39 PM EST
To: Leveta Horne
Cc: gtenenbaum@fsu.edu gtenenbaum@fsu.

Office of the Vice President For Research
Human Subjects Committee
Tallahassee, Florida 32306-2742
(850) 644-8673 · FAX (850) 644-4392

APPROVAL MEMORANDUM

Date: 10/13/2009
To: Heather Horne

Address: 4951 Caspian Ct. Orlando, FL 32819
Dept.: EDUCATIONAL PSYCHOLOGY AND LEARNING SYSTEMS

From: Thomas L. Jacobson, Chair

Re: Use of Human Subjects in Research
THE RELATIONSHIP BETWEEN CAREER ANCHORS, NEGATIVE CAREER THOUGHTS, VOCATIONAL IDENTITY, AND HOPE IN FREELANCE CREW FOR FILM AND TELEVISION PRODUCTION

The application that you submitted to this office in regard to the use of human subjects in the proposal referenced above have been reviewed by the Secretary, the Chair, and two members of the Human Subjects Committee. Your project is determined to be Expedited per 45 CFR § 46.110(7) and has been approved by an expedited review process.

The Human Subjects Committee has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval does not replace any departmental or other approvals, which may be required.

If you submitted a proposed consent form with your application, the approved stamped consent form is attached to this approval notice. Only the stamped version of the consent form may be used in recruiting research subjects.
If the project has not been completed by 10/12/2010 you must request a renewal of approval for continuation of the project. As a courtesy, a renewal notice will be sent to you prior to your expiration date; however, it is your responsibility as the Principal Investigator to timely request renewal of your approval from the Committee.

You are advised that any change in protocol for this project must be reviewed and approved by the Committee prior to implementation of the proposed change in the protocol. A protocol change/amendment form is required to be submitted for approval by the Committee. In addition, federal regulations require that the Principal Investigator promptly report, in writing any unanticipated problems or adverse events involving risks to research subjects or others.

By copy of this memorandum, the Chair of your department and/or your major professor is reminded that he/she is responsible for being informed concerning research projects involving human subjects in the department, and should review protocols as often as needed to insure that the project is being conducted in compliance with our institution and with DHHS regulations.

This institution has an Assurance on file with the Office for Human Research Protection. The Assurance Number is IRB00000446.

Cc: Gershon Tenenbaum, Advisor
HSC No. 2009.3378
APPENDIX B
INFORMED CONSENT

I freely and voluntarily and without the element of force or coercion, consent to be a participant in the research project entitled “Career Thoughts and Decisions.” The purpose of the current study is to understand the career outlook and decision-making styles among freelance crew for film and television production as they progress through their career. The current study is being conducted by Heather Leveta Horne, M.S. (Counseling Psychology and School Psychology Ph. D. candidate at Florida State University) under the direction of Dr. Gershon Tenenbaum in the Department of Educational Psychology and Learning Systems at Florida State University.

As a part of the study, I agree to complete a brief demographic form and several brief rating scales measuring a variety of thoughts, feelings, and behaviors that relate to career thoughts and decision making styles. I will be provided with instructions for each measure and will be given the opportunity to ask questions throughout my participation. In addition, I can refuse to answer questions that I may feel are inappropriate or are particularly uncomfortable to answer. My participation will involve completing questionnaires during one session lasting approximately 10 to 20 minutes. I agree not to put my name on any of the surveys.

I understand that I may stop participating in the research project at any point in time. All my answers to the questions will be kept confidential to the full extent allowed by law. My responses to the demographic form and the questionnaires will be stored in a secure filing cabinet in an office at Florida State University and destroyed on December 8, 2014. In addition, all identifying information on the demographic form filled out for the purpose of this study will be removed from the researcher’s copy of the demographic form. Subject’s responses will only be identified by a randomly assigned identification number. Results of the study may be published but my name will not appear on any of the results. In addition, individual responses will be combined with group findings for reporting purposes.

I understand that the benefit of participating in this study is that researchers will gain more information to help freelance production crew be better prepared and informed to make career decisions more likely to match with the individual’s desires and strengths thus benefiting both the individual and their career trajectory. The primary risk involved in participation is increased self-awareness in the areas of personal characteristics relating to thoughts and behaviors. If any career or personal concerns should arise during the completion of the questionnaires, the Career Center at FSU (850-644-6431) may be contacted to receive counseling services. Another risk involved in this study is boredom and fatigue, given the short time and effort to complete the rating forms these are unlikely. However, I will be allowed to take breaks or discontinue participation at any point in the research project.

I may contact Ms. Horne (407-341-4507), Dr. Gershon Tenenbaum (850-664-8791), or the Chairman of the Institutional Review Board (IRB) at (850) 644-8633 with any questions or concerns that I may have regarding the current study or my rights. Group results will be sent to me upon my request.

By completing and returning the surveys in the accompanying packet I indicate understanding and give my consent to participate in this study.
APPENDIX C

DEMOGRAPHIC PROFILE

Age: ______  Gender: please circle one  M  F

Ethnicity: please circle one

Aboriginal/American Indian  African American
Asian American/Pacific Islander  Bi-racial/Multi-racial
Caucasian  Latino/Hispanic
Other  Prefer not to answer

Total time in freelance production: ______

Are you a key/lead? Please circle one  Yes  No
APPENDIX D

CAREER ORIENTATIONS INVENTORY

Use the following scale to rate how true the following are for you:

<table>
<thead>
<tr>
<th>Never True for me</th>
<th>Occasionally True for me</th>
<th>Often True for me</th>
<th>Always True for me</th>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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_____ 1. I dream of being so good at what I do that my expert advice will be sought continually.

_____ 2. I am most fulfilled in my work when I have been able to integrate and manage the efforts of others.

_____ 3. I dream of having a career that will allow me the freedom to do a job my own way and on my own schedule.

_____ 4. Security and stability are more important to me than freedom and autonomy.

_____ 5. I am always on the lookout for ideas that would allow me to start my own enterprise.

_____ 6. I will feel successful in my career only if I have a feeling of having made a real contribution to the welfare of society.

_____ 7. I dream of a career in which I can solve problems or win out in situations that are extremely challenging.

_____ 8. I would rather leave my organization than to be put into a job that would compromise my ability to pursue personal and family concerns.

_____ 9. I will feel successful in my career only if I can develop my technical or functional skills to a very high level of competence.
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<th>Occasionally True for me</th>
<th>Often True for me</th>
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10. I dream of being in charge of a complex organization and making decisions that affect many people.

11. I am most fulfilled in my work when I am completely free to define my own tasks, schedules, and procedures.

12. I would rather leave my organization altogether than accept an assignment that would jeopardize my security in that organization.

13. Building my own business is more important to me than achieving a high-level managerial position in someone else’s organization.

14. I am most fulfilled in my career when I have been able to use my talents in the service of others.

15. I will feel successful in my career only if I face and overcome very difficult challenges.

16. I dream of a career that will permit me to integrate my personal, family, and work needs.

17. Becoming a senior functional manager in my area of expertise is more attractive to me than becoming a general manager.

18. I will feel successful in my career only if I become a general manager in some organization.

19. I will feel successful in my career only if I achieve complete autonomy and freedom.

20. I seek jobs in organizations that will give me a sense of security and stability.
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<th>Never True for me</th>
<th>Occasionally True for me</th>
<th>Often True for me</th>
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<td>1</td>
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21. I am most fulfilled in my career when I have been able to build something that is entirely the result of my own ideas and efforts.

22. Using my skills to make the world a better place to live and work is more important to me than achieving a high-level managerial position.

23. I have been most fulfilled in my career when I have solved seemingly unsolvable problems or won out over seemingly impossible odds.

24. I feel successful in life only if I have been able to balance my personal, family, and career requirements.

25. I would rather leave my organization than accept a rotational assignment that would take me out of my area of expertise.

26. Becoming a general manager is more attractive to me than becoming a senior functional manager in my current area of expertise.

27. The chance to do a job my own way, free of rules and constraints, is more important to me than security.

28. I am most fulfilled in my work when I feel that I have complete financial and employment security.

29. I will feel successful in my career only if I have succeeded in creating or building something that is entirely my own product or idea.

30. I dream of having a career that makes a real contribution to humanity and society.
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<th>Never True for me</th>
<th>Occasionally True for me</th>
<th>Often True for me</th>
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31. I seek out work opportunities that strongly challenge my problem solving and/or competitive skills.

32. Balancing the demands of personal and professional life is more important to me than achieving a high-level managerial position.

33. I am most fulfilled in my work when I have been able to use my special skills and talents.

34. I would rather leave my organization than accept a job that would take me away from the general managerial track.

35. I would rather leave my organization than accept a job that would reduce my autonomy and freedom.

36. I dream of having a career that will allow me to feel a sense of security and stability.

37. I dream of starting up and building my own business.

38. I would rather leave my organization than accept an assignment that would undermine my ability to be of service to others.

39. Working on problems that are almost unsolvable is more important to me than achieving a high-level managerial position.

40. I have always sought out work opportunities that would minimize interference with personal or family concerns.
APPENDIX E
CAREER THOUGHTS INVENTORY

Career Thoughts Inventory™ (CTI™)
Test Booklet

James P. Sampson, Jr., PhD
Gary W. Peterson, PhD
Janet G. Lenz, PhD
Robert C. Reardon, PhD
Denise E. Saunders, MS

This inventory has been developed to help people learn more about the way they think about career choices. Inside this booklet you will find statements describing thoughts that some people have when considering career choices. Please answer each statement openly and honestly as it describes you.

Directions:
Read each statement carefully and indicate the degree to which you agree or disagree with each item by circling the answer that best describes you. Do not omit any items.

SD = Strongly Disagree D = Disagree A = Agree SA = Strongly Agree
Circle SD if you strongly disagree with the statement.
Circle D if you disagree with the statement.
Circle A if you agree with the statement.
Circle SA if you strongly agree with the statement.

If you make a mistake or change your mind, DO NOT ERASE! Make an “X” through the incorrect response and then draw a circle around the correct response.
<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td>No field of study or occupation interests me.</td>
</tr>
<tr>
<td>2.</td>
<td>Almost all occupational information is slanted toward making the occupation look good.</td>
</tr>
<tr>
<td>3.</td>
<td>I get so depressed about choosing a field of study or occupation that I can't get started.</td>
</tr>
<tr>
<td>4.</td>
<td>I'll never understand myself well enough to make a good career choice.</td>
</tr>
<tr>
<td>5.</td>
<td>I can't think of any fields of study or occupations that would suit me.</td>
</tr>
<tr>
<td>6.</td>
<td>The views of important people in my life interfere with choosing a field of study or occupation.</td>
</tr>
<tr>
<td>7.</td>
<td>I know what I want to do, but I can't develop a plan for getting there.</td>
</tr>
<tr>
<td>8.</td>
<td>I get so anxious when I have to make decisions that I can hardly think.</td>
</tr>
<tr>
<td>9.</td>
<td>Whenever I've become interested in something, important people in my life disapprove.</td>
</tr>
<tr>
<td>10.</td>
<td>There are few jobs that have real meaning.</td>
</tr>
<tr>
<td>11.</td>
<td>I'm so frustrated with the process of choosing a field of study or occupation I just want to forget about it for now.</td>
</tr>
<tr>
<td>12.</td>
<td>I don't know why I can't find a field of study or occupation that seems interesting.</td>
</tr>
<tr>
<td>13.</td>
<td>I'll never find a field of study or occupation I really like.</td>
</tr>
<tr>
<td>14.</td>
<td>I'm always getting mixed messages about my career choice from important people in my life.</td>
</tr>
<tr>
<td>15.</td>
<td>Even though there are requirements for the field of study or occupation I'm considering, I don't believe they apply to my specific situation.</td>
</tr>
<tr>
<td>16.</td>
<td>I've tried to find a good occupation many times before, but I can't ever arrive at good decisions.</td>
</tr>
<tr>
<td>17.</td>
<td>My interests are always changing.</td>
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<tr>
<td>18.</td>
<td>Jobs change so fast it makes little sense to learn much about them.</td>
</tr>
<tr>
<td>19.</td>
<td>If I change my field of study or occupation, I will feel like a failure.</td>
</tr>
<tr>
<td>20.</td>
<td>Choosing an occupation is so complicated, I just can't get started.</td>
</tr>
<tr>
<td>21.</td>
<td>I'm afraid I'm overlooking an occupation.</td>
</tr>
<tr>
<td>22.</td>
<td>There are several fields of study or occupations that fit me, but I can't decide on the best one.</td>
</tr>
<tr>
<td>23.</td>
<td>I know what job I want, but someone's always putting obstacles in my way.</td>
</tr>
<tr>
<td>24.</td>
<td>People like counselors or teachers are better suited to solve my career problems.</td>
</tr>
<tr>
<td>25.</td>
<td>Even though I've taken career tests, I still don't know what field of study or occupation I like.</td>
</tr>
</tbody>
</table>
26. My opinions about occupations change frequently. .......... SD D A SA
27. I'm so confused, I'll never be able to choose a field of study or occupation. ........ SD D A SA
28. The more I try to understand myself and find out about occupations, the more confused and discouraged I get. .......... SD D A SA
29. There are so many occupations to know about, I will never be able to narrow down the list to only a few. .......... SD D A SA
30. I can narrow down my occupational choices to a few, but I don't seem to be able to pick just one. .......... SD D A SA
31. Deciding on an occupation is hard, but taking action after making a choice will be harder. .......... SD D A SA
32. I can't be satisfied unless I can find the perfect occupation for me. .......... SD D A SA
33. I get upset when people ask me what I want to do with my life. .......... SD D A SA
34. I don't know how to find information about jobs in my field. .......... SD D A SA
35. I worry a great deal about choosing the right field of study or occupation. .......... SD D A SA
36. I'll never understand enough about occupations to make a good choice. .......... SD D A SA
37. My age limits my occupational choice. .......... SD D A SA
38. The hardest thing is settling on just one field of study or occupation. .......... SD D A SA
39. Finding a good job in my field is just a matter of luck. .......... SD D A SA
40. Making career choices is so complicated, I am unable to keep track of where I am in the process. .......... SD D A SA
41. My achievements must surpass my mother's or father's or my brother's or sister's. .......... SD D A SA
42. I know so little about the world of work. .......... SD D A SA
43. I'm embarrassed to let others know I haven't chosen a field of study or occupation. .......... SD D A SA
44. Choosing an occupation is so complex, I'll never be able to make a good choice. .......... SD D A SA
45. There are so many occupations that I like, I'll never be able to sort through them to find ones I like better than others. .......... SD D A SA
46. I need to choose a field of study or occupation that will please the important people in my life. .......... SD D A SA
47. I'm afraid if I try out my chosen occupation, I won't be successful. .......... SD D A SA
48. I can't trust that my career decisions will turn out well for me. .......... SD D A SA
APPENDIX F
VOCATIONAL IDENTITY SCALE FROM MY VOCATIONAL SITUATION

my vocational situation

Try to answer all the following statements as mostly TRUE or mostly FALSE. Circle the answer that best represents your present opinion.

In thinking about your present job or in planning for an occupation or career:

1. I need reassurance that I have made the right choice of occupation. T F
2. I am concerned that my present interests may change over the years. T F
3. I am uncertain about the occupations I could perform well. T F
4. I don't know what my major strengths and weaknesses are. T F
5. The jobs I can do may not pay enough to live the kind of life I want. T F
6. If I had to make an occupational choice right now, I am afraid I would make a bad choice. T F
7. I need to find out what kind of career I should follow. T F
8. Making up my mind about a career has been a long and difficult problem for me. T F
9. I am confused about the whole problem of deciding on a career. T F
10. I am not sure that my present occupational choice or job is right for me. T F
11. I don't know enough about what workers do in various occupations. T F
12. No single occupation appeals strongly to me. T F
13. I am uncertain about which occupation I would enjoy. T F
14. I would like to increase the number of occupations I could consider. T F
15. My estimates of my abilities and talents vary a lot from year to year. T F
16. I am not sure of myself in many areas of life. T F
17. I have known what occupation I want to follow for less than one year. T F
18. I can't understand how some people can be so set about what they want to do. T F
APPENDIX G
THE FUTURE SCALE*

Directions: Read each item carefully. Using the scale shown below, please select the number that best describes you and put that number in the blank provided.

1= Definitely False
2= Mostly False
3= Mostly True
4= Definitely True

___ 1. I can think of many ways to get out of a jam.
___ 2. I energetically pursue my goals.
___ 3. I feel tired most of the time.
___ 4. There are lots of ways around any problem.
___ 5. I am easily downed in an argument
___ 6. I can think of many ways to get the things in life that are most important to me.
___ 7. I worry about my health.
___ 8. Even when others get discouraged, I know I can find a way to solve a problem.
___ 9. My past experiences have prepared me well for my future.
___ 10. I’ve been pretty successful in life.
___ 11. I usually find myself worrying about something
___ 12. I meet the goals I set for myself

* When administering the scale is labeled "The Future Scale" (From C.R. Snyder et al. Journal of Personality and Social Psychology, Vol 60 p.585 1991)
REFERENCES


United States v. Paramount Pictures, Inc., 334 U.S 131 (1948)


BIOGRAPHICAL SKETCH

Heather Leveta Horne was born to a loving family in the very small town of Christiansburg, VA. She left the area as soon as possible. It is a beautiful town to be from. Originally wanting to be a ballerina like her mother, she was forced to change her plans when she grew to over 5’8” tall at the age of 14.

Following earning her B.A. in Anthropology from Emory & Henry College in Emory VA she returned home to figure out what she wanted to do with her life. Throughout her 20s she explored and moved around, eventually settling in Orlando FL to work in the film industry. Her first job was on the HBO mini series “From the Earth to the Moon” with Tom Hanks and Ron Howard. It was on that set she met her partner, and now husband, Eric Brown. Other movie and television credits followed.

After six or seven years in the industry Leveta decided to return to school. She was accepted into the Masters program at Stetson University. She and Eric decided to wed and did so at the onset of her graduate career. The Masters program merely whetted her appetite for graduate school and she was accepted into the doctoral program at FSU.

Moving to Tallahassee posed difficulty as the two own a home in Orlando and Eric’s work is anchored there. Making it work, as usual, the two built a temporary home in Tallahassee, kept at least one mobile phone provider in business, and racked up the miles on their vehicles. Choosing to complete all coursework not only in the combined counseling and school psychology program but also in the sport psychology program added a year to this endeavor.

Leveta served her pre-doctoral internship at the Federal Correctional Complex in Coleman FL. The experience was invaluable and it produced professional and personal relationships expected to last long into the future. Earning this internship allowed the couple to reunite and move back in to their Orlando home.

Now once again settled in their home with their friends and family surrounding them the couple looks forward to the next chapter in their lives opened by the completion of this document.