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RESEARCH ARTICLE

THE INVESTIGATION OF THE MULTIPLE RELATIONSHIPS BETWEEN MEYER-BRIGGS TYPE INDICATORS AND CAREER ANCHORS WITH CAREER ADAPTABILITY AMONG PERSONNEL OF MASJID SULEIMAN HOSPITALS, IRAN

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ABSTRACT

This study investigated the relationships between Meyer-Briggs type indicators and career anchors with career adaptability among personnel of Masjid Suleiman hospitals. We surveyed 260 employees who were selected through Stratified proportional sampling method using career adaptability, Meyers-Briggs personality and career anchor questionnaires. The data was analyzed by statistical methods including Pearson correlation, and multiple regression. The results showed that technical/functional competence and service/dedication have a positive and meaningful relation with career adaptability. Introversion and thinking have a negative and meaningful relation with career adaptability.

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INTRODUCTION

Society and the world of work are changing and there are notable differences between the traditional and postmodern workplace. In an unstable environment, regulation skills, adaptation abilities, and thus adaptability are crucial for successfully facing the challenges of everyday life (Savickas and Porfeli, 2012). Career adaptability is not a new concept in career psychology. For the first time, Career adaptability was suggested by Super and Knasel (1981) as the basic construct in adult career development (Savickas, 1997). 'Career adaptability' came into use to define the ability to make career choices and adapt to vocational tasks (Brizzi, 1990; Super and Knasel, 1981). Career adaptability involves the adjustment to certain changes, including the mastering of vocational development tasks, dealing with occupational traumas and negotiating job transitions over time (Hartung and Taber, 2008; Savickas, 2008).

Career adaptability was recently defined as a set of coping resources and readiness responses that individuals might activate and use in order to plan, explore, and decide about career-related future possibilities (Savickas, 1997, 2005; Savickas and Porfeli, 2012). According to career construction theory, Career adaptability is defined as a set of four resources including concern, control, curiosity, confidence. As Savickas (2005) explained, concern consists in the ability to be aware of and to plan for a vocational future; control reflects the subjective feeling of self-governing and decisiveness concerning a vocational future; curiosity is defined as the tendency to explore one's environment; and, finally, confidence is the tendency to feel efficient concerning the ability to solve concrete career problems.

Numerous studies showed that predictors of more career adaptability include career decision making, self-efficacy beliefs, personality traits, or parental behavior and attachment (e.g., Bartley and Robitschek, 2000; Betz and Klein Voyten, 1997; Kracke, 2002). Up to now. There are not any studies about relations between career anchors and Meyer-Briggs type indicators.

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The aim of this study was to investigate the relationships between Meyer-Briggs type indicators and career anchors with career adaptability among personnel of Masjid Suleiman hospitals.

Career anchors

There is overwhelming evidence that, in an increasing complex and global world, individuals have to become more self-reliant. But individuals cannot be more self-reliant if they do not have a clear concept of what they are good at, what they value, and what motivates them. This self-image of competence, motives, and values is their "career anchor." The concept of career anchors offers valuable insights in understanding diversity in career preferences and contemporary career patterns (Rodrigues and Guest, 2010). Edgar Schein's career anchors theory is another seminal work that contributes to our understanding of career adaptability. The overarching concept of career anchors is well stated by King (2004): "Career anchors provide a central organization principle that guides a person's career-related decisions, and drives and constrains choices about how to achieve desired career outcomes" (p. 124). Schein (1978) regards career anchors as a pattern of self-perceived talents and abilities, basic personal values and an evolved sense of motives and needs that influence a person's career-related decisions. Research by Schein (1978, 1990, 1996) suggests that these self-perceived talents and abilities, motives and values are grounded in eight career anchors including Technical/Functional, General Managerial, Autonomy/Independence, Security/Stability, Entrepreneurial Creativity, Service/Dedication to a Cause, Pure Challenge, and Lifestyle. The eight anchors are described in detail below and the definitions were derived from Coetzee, Bergh, Schreuder's (2010) article.

- Autonomy includes a person's need to be free of organizational constraints in order to pursue professional competence.
- Technical or functional competence is the motivation to develop one's technical or functional knowledge and expert skill.
- General managerial competence, which can be described as the desire to attain a position that requires the application of interpersonal, political, analytical and financial skills associated with management.
- Entrepreneurial or creativity, the need to create or build (rather than manage) something that is entirely one's own project.
- Lifestyle, the need to integrate work, family and self-concerns into a coherent lifestyle.
- Pure challenge, the need to test one's abilities by single-mindedly focusing on winning out over or competing with extremely tough opponents and solving a variety of challenging problems.
- Service or dedication to a cause, the need to align work activities with personal skills and values related to helping society and to improve the world in some fashion.
- Security or stability, the need for job security associated with benefit packages and long-term employment in an organization and stability in a geographical area.

Empirical evidence suggests that when individuals achieve congruence between their career anchors and their work environment, they are more likely to achieve positive career outcomes (Feldman and Bolino 1996, 2000). People with a dominant priority at work are able to make unambiguous career decisions, exercise more control over their job placement and have more positive career outcomes (Feldman and Bolino 1996; Rodrigues and Guest 2010). Research by Driver (1982) and Olson (1979) indicate a relationship between Schein's (1975) career anchors and the career patterns described in Driver's (1979) career concepts model.

Personality

Personality type refers to the psychological classification of different types of individuals. It is a way by which one's preferences in life and doing activities is determined. The concept of personality types goes back to the Swiss psychologist Jung (1921). According to Jung (1921/1971), each personality may be divided into one of various personality types in terms of two constructs, namely attitudes and functions. The two basic attitudes in Jung's typology are extraversion and introversion. Jung's (1921/1971) theory of personality types is concerned with the conscious use of the functions, perception and decision making (or judgment) and the areas of life are which these functions are used. Jung (1921/1971) assumes that apart from a dominant attitude, each person also has a specific way in which he/she observes his/her world and assigns meaning to each experience. He distinguishes four conscious mental functions, or processes, namely: two perception processes (sensing and intuition) and two judgment processes (thinking and feeling). By combining an individual's dominant attitude and function, the basic personality type may be determined. The personality types are thus patterns in the way people prefer to perceive and make judgments.

Katherine Briggs and Isabel Myers-Briggs extended Jung's (1923) theory on personality types by including the presence of an auxiliary process to supply a degree of balance between the functions of perception and judgment, and the attitudes of extraversion and introversion. Myers developed an instrument, called the Myers-Briggs Type Indicator, to make it possible to empirically test and use Jung's theory with nonclinical populations. Myers-Briggs Type Indicator theory had four dichotomies that indicated an individual's personality preferences. These four dichotomies demonstrated how individuals acquired energy, gathered information, made decisions, and organize their decisions. Each area had two opposing poles, and each individual had a personality preference towards one of these extremes (Myers, McCaulley, Quenk, and Hammer, 1998, pp. 23-27).

Introvert/Extravert (I / E). Extraverts find their energy from working in groups and thrive in a group setting, whereas introverts find their energy from working alone. Sensing/Intuition (S / N). People with a sensing preference rely on that which can be perceived and are considered to be oriented toward that which is real, while intuitive persons prefer abstract concepts.

Thinking/Feeling (T / F): Thinkers rely on objective rationalization to make decisions and are considered to be impartial, whereas feelers are more likely to make subjective decisions based on social considerations rather than strict logic. **Judgment/Perception (J / P):** The judgment-perception preferences were invented by Briggs and Myers to indicate if rational or irrational judgments are dominant when a person is interacting with the environment. The judgmental person uses a combination of thinking and feelings when making decision, whereas the perception person uses the sensing and intuition processes.

The combination of the four bipolar scales, will result in 16 personality types, summarized in the Table 1. Studies have shown that distributions of individuals across job roles are consistent with what would be predicted by type theory (Myers *et al.*, 1998, Myers and Myers, 1980). Hammer (1986, cited by Myers *et al.* 1998) found that Introvert and Perceiving types are less satisfied overall with their work than Extravert and Judging types. Personality characteristics play a key role in the development of career adaptability. Given the relationship between career anchors and career patterns, as well as the relationship between personality and career adaptability, this study aimed to examine the relationship between the personality types described by Myers-Briggs and career anchors with career adaptability.

MATERIALS AND METHODS

Participants

Participants were 260 employees of masjid Suleiman hospitals who were selected through Stratified proportional sampling method.

Instrumentation

Myers-Briggs Type Indicator (MBTI): The MBTI is one of the most widely used psychological tests administered today. The MBTI consists of 93 items and is a self-report questionnaire that takes about 45 minutes to administer. The MBTI questionnaire items are concerned with four bipolar preferences to determine the relative preference of one over the other. The reliability of the MBTI has been found to be good, with preferences remaining relatively stable over time (Gardner and Martinko, 1996). The internal consistency reliabilities of MBTI are acceptable for most adult samples, test retest reliabilities show consistency over time, and MBTI results are consistent with subjects' self-estimates of type (Myers and McCaulley, 1985).

Career adaptability questionnaire: We developed and validated Career Adaptability Inventory (CAI) among university students based on Savickas theory (2005). Career adaptability Inventory consists of 4 dimensions (career concerns, career control, career curiosity, and career confidence) and 16 items (each dimension has 4 items). All items are scored on a 5-point frequency rating scale ranging from 1 (totally agree) to 5 (totally disagree). The Cronbach's alphas among 450 students were .73 for career concerns, .65 for career control, .60 for career curiosity, .95 career

confidence, and .89 for whole of career adaptability scale. Face, convergent, divergent and construct validities and other psychometric characters were reported acceptable. Finally concurrent validity examined via the examination of correlation between Career Adapt-Abilities Inventory-USA Form (Savickas and Porfeli, 2012) with our inventory. We translated CAAS to Persian and then performed it with CAI on thirty students. The correlation between the total scores and subscales of two measurements were acceptable (correlation between the total scores of CAI and CAAS was $r = .839$, $p < .001$; correlation between career concerns of CAI and CASS was $r = .746$ $p < .001$; correlation between career control of CAI and CAAS was $r = .572$ $p < .001$; correlation between career curiosity of CAI and CAAS was $r = .782$, $p < .001$ and correlation between career confidence of CAI and CAAS was $r = .602$, $p < .001$). In the research, the cronbach's alphas were .72 for career concerns, .65 for career control, and .55 for career curiosity, .90 for career confidence and .88 for whole of career adaptability.

Career Orientations Inventory (COI): The COI is a self-report measure that contains 64 items. All items are scored on a 10-point Likert-type scale. Eight career anchors are measured by the COI namely, general managerial competence, technical-functional competence, entrepreneurial creativity, pure challenge, life style, autonomy/independence, service or dedication to a cause, and security/stability. The COI has evidenced good psychometric validity and reliability in other samples (Coetzee and De Villiers 2010; Coetzee and Schreuder 2008, 2009; Coetzee, Schreuder and Tladinyane 2007). In the present study, the cronbach's alphas were .66 for general managerial, .66 for technical-functional competence, .80 for entrepreneurial creativity, .69 for pure challenge, .75 for life style, .72 for autonomy/independence, .70 for service or dedication to a cause, and .50 for security/stability

RESULTS

To response to research questions, data was examined in two steps. The first step was to examine the intercorrelations matrix between dependent and independent variables. The results showed career adaptability was significantly and meaningfully associated with Technical/functional competence anchor ($r = .220$, $p = .001$), Service/Dedication to a cause anchor ($r = .256$, $p = .001$), introversion ($r = -.161$, $p = .001$), thinking ($r = -.354$, $p = .001$). The results are presented in Table 1.

Table 1. The sixteen personality types resulting from the four bipolar scales

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ESFJ	ESTJ

Predicting career adaptability

Multiple regression analyses was conducted to responses research questions in relation to predicting career adaptability. Career adaptability was entered as the dependent variable, and career anchors with Myers-Brigs personality dimensions were entered as the independent variables.

Table 1. Means, Standard Deviations and Pearson correlations for dependent and independent variables N =150

Variables	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13
1- career adaptability	49.33	6.71	1	.074	-.051	.220"	-.112	.056	.256"	.143	.066	-.161'	-.118	-.354"	-.348"
2 – Security / Stability	67.18	12.09		1	-.309"	.311"	.207"	.231"	.311"	.147	.284"	-.012	-.211"	.032	-.247
3- Autonomy/ Independence	66.50	9.64			1	.548"	.514"	.643"	.509"	.499"	.562"	-.109	-.104	-.093	-.133
4- Technical /Functional Competence	70.40	8.07				1	.508"	.626"	.726"	.629"	.533"	.436"	-.062	-.240"	-.326"
5- General Managerial Competence	58.25	11.82					1	.680"	.546"	.553"	.436"	-.062	.008	-.056	-.179'
6-Entrepreneurial Creativity	63.97	11.19						1	.583"	.662"	.464"	.045	-.011	-.087	-.117
7- Service / Dedication to a Cause	66.42	9.22							1	.678"	.546"	-.191'	-.059	-.336"	-.338"
8- Pure challenge	63.02	10.71								1	.456"	-.105	-.040	-.304	-.257
9- Life style	64.85	8.03									1	-.027	-.176'	-.220"	-.251"
10-Introversion	33.32	5.4										1	.128	.095	.289"
11- Sense	30.09	4.09											1	.403"	.476"
12- Thinking	30.78	5.09												1	.529"
13- Judgmental	28.10	4.76													1

Note." = p< .0001; '= p< .05 N=150

Table 2. Stepwise multiple regression of career adaptability based on career anchors Myers- Briggs personality dimensions

Dependent variables	model	Variables	B	SEB	β	T	sig
Career adaptability	1	Thinking	-.466	.104	-.354	-4.47	.000
	2	Thinking	-.310	.121	-.235	-2.56	.011
	3	Judgmental	-.315	.129	-.224	-2.41	.16
		Thinking	-.298	.119	-.226	-2.50	.014
4	Judgmental	-.356	.129	-.259	-2.82	.005	
	General Managerial Competence	-.097	.044	-.171	-2.19	.030	
	Thinking	-.217	.119	-.165	-1.82	.070	
	Judgmental	-.287	.128	-.203	-2.23	.027	
		General Managerial Competence	-.181	.051	-.319	-3.54	.001
		Service/Dedication to a Cause	.216	.071	.296	3.03	.003

Summary data are presented in Table 2. The results indicated a significant model fit, for each models, for model 1 F = 20.12, p = .001, and that the independent variable (thinking) included in the model was able to account for 12. 5% of the variance (R² = .125). For model 2 F = 13.34, p = .001, and that the independent variables (thinking and judgmental) included in the model were able to account for 13. 34% of the variance (R² = .161). For model 3 F = 10.73, p = .001, and that the independent variables (thinking, judgmental and General Managerial Competence) included in the model were able to account for 18. 9% of the variance (R² = .189). For model 4 F = 10.83, p = .001, and that the independent variables (thinking, judgmental, General Managerial Competence and Service/Dedication to a Cause) included in the model were able to account for 24. 0% of the variance (R² = .240).

DISCUSSION

The results indicated that career adaptability is positively associated with Technical/functional competence and Service/Dedication to a cause. This results concur with the findings of Cordina, Lauri, and Lauri (2012) and Bester and Mouton (2006). In explanation the result could say that people relating to technical/functional anchor usually specialize in a specific skill and work to become experts in that area. They value the intrinsic aspects of the job and work to be better than others in their specialty (Marshall and Bonner, 2003). There is an extensive body of evidence that shows that more skilled workers are more flexible and adaptable (UKCES, 2010, p. 29), indicating an inter-relationship between higher skills, flexibility and adaptability. To achieve this ultimate goal

(to become experts in a specific skill), they will need to engage in problem solving behaviors to deal with a series of inter-related issues, each with a small-scale, but related, goal.

This could comprise: starting and then following through the training to successful completion; actively seeking alternative employment opportunities requiring the new skill set; and then securing an alternative employment niche (either an offer of employment or becoming self-employed). Each ‘mini’ goal must be achieved as part of the overall process of changing career direction. Once these inter-related goal-orientated, adaptive behaviors have been successfully completed, the individual will have changed a situation that had become (or was becoming) unacceptable to them, to one that is more acceptable. Therefore this anchor has a positive relation with career adaptability.

Those relating to Service/Dedication to a Cause anchor are service oriented and value the reward of what they can do for a cause of interest. They input their time and dedication to a particular cause and do not value money as a reward. They seek to help people in the ways they can (Marshall and Bonner, 2003). So it seems that this group show more Flexibility, which is indicative of career adaptability. Judgers are typically orderly people who prefer rigid structure and planning but may ignore facts that do not fit their plan or structure. They tend to be scheduled and systematic and prefers mostly to live in a decisive, planned, and orderly way, aiming to regulate and control events. Whereas perceivers do little planning and work spontaneously but are more open to facts that do not conform to their views. They prefers mostly to live in a spontaneous,

flexible way, aiming to understand life and adapt to it. Flexible and open behavior enables individuals to incorporate new roles and responsibilities into their personal identities as well as learning continuously throughout their career (Briscoe, Hall, and DeMuth, 2006; Verbruggen and Sels, 2008). The concepts of flexibility and openness are also embedded in the literature on career adaptability (Creed, Fallon, and Hood, 2009; Fugate, Kinicki, and Ashforth, 2004; Heslin, 2005).

Therefore it seems that perceivers, due to openness and flexibility can experience more career adaptability and in contrast Judgers due to lack of openness and flexibility will have lower career adaptability. The results also indicated that career adaptability is negatively associated with introversion and thinking.

“Feelers” usually weigh what other people think and how a decision may affect other people. They aim for the choice that will keep or establish harmony and want the best for everyone involved. “Thinkers,” however, look at situations along more rational, logic-based lines. They prefer to be objective and believe that what is good for the whole is the most ideal outcome. Thinkers are rational and logical in their decision making processes. These individuals may be oblivious to the consequence of their decisions on the feelings of others which can lead to lower support from others. Thus adaptability can be difficult for them.

It seems that introverts due to attributes such as lack of sociability are unable to reach to career adaptability. Several limitations of the current study should be noted. First, the results of this study were limited by the self-report nature of the instruments. Second, a cross-sectional design was used and may be problematic when examining relationships that occur over time. Third, because this study was conducted among the personnel of Masjid Suleiman hospitals therefore generalize the results to other students should be done with caution.

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