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Decoding architects' hiring criteria and students' perceptions of the job-seeking process

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DECODING ARCHITECTS' HIRING CRITERIA AND STUDENTS' PERCEPTIONS OF THE JOB-SEEKING PROCESS

by

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July 21, 1993

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My deepest thanks go to my family for their loving support and encouragement during the ebbs and flows of the thesis process. I dedicate my thesis to them.

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ABSTRACT

The objective of this thesis is to develop a picture of the communications which constitute the job-seeking process of architecture students and the professionals that hire them. This thesis seeks to improve upon standard job-seeking and hiring paradigms and contribute to current job-seeking information, applied specifically to the architecture profession, so that architecture schools are better equipped to prepare students for employment challenges that lie ahead.

Two hundred thirteen University of Arizona architecture alumni and two hundred twelve architecture students were surveyed to determine the criteria that architects use when hiring interns, to assess attitudes architects have toward employment-seeking materials, and to uncover perceptions students have about job-seeking.

The research concludes that architects' hiring criteria do not match students' perceptions. There were differences in hiring criteria and perceptions of the job-seeking process between and within professional and student populations.

I. INTRODUCTION

The following thesis intends to provide the reader with a better understanding of the job-seeking communications between interns and the architects that hire them. It is *not* the purpose of this report to find an "ultimate" job-seeking strategy. The data collected is meant to put a perspective on the current job-seeking situation so that interns or recent graduates can rethink the ways students have traditionally sought work and improve upon them with a new paradigm, reflective of the progressive context of our society.

This report seeks to shed light on the job-seeking process through a new lens, namely the marketing concept. Applied to this report, the marketing concept focuses attention on the architects' desires and preferences. It is important to mention here that this report centers on architects' hiring criteria for interns and recent graduates, and is not necessarily generalizable to all potential architectural employees. Architects may use different criteria for more advanced positions in their firms. Through this new frame of reference, students could emphasize their specific competencies and design more effective job-seeking strategies in light of their own objectives.

Furthermore, this report hopes to benefit architecture schools by contributing new knowledge about the communications between students and professionals in the hiring process of architecture graduates. Schools of architecture have an obligation to students, the profession and society at large to keep pace with the evolutionary process of the world. The architecture profession has changed dramatically in the last half century

and it is critical that students, as the future of the profession, are prepared to face the challenges that lie ahead.

The design of this study has also been heavily influenced by recent data and findings in human communication and cognition studies. Concepts such as schemas, (i.e. mental representations of objects, emotions), self-fulfilling prophecies, and person inferences based on presentations are reflected in this report. How people acquire and use belief systems also influenced the design of this study, particularly those from philosophical writings of anthropologists and semiologists. These operationalized belief systems are referred to in this report as "myths".

The purpose of this thesis was to decode the communications between architecture students and the professionals that hire them. In order to meet this objective, several questions of the hiring process were asked and responses carefully analyzed. First, what are architects' hiring criteria? Second, what do students think architects look for in job applicants? Last, what are some of the perceptual differences within the student and professional populations? Knowing the answers to these questions will 1) help interested people how architects go about selecting people to work in their firms, 2) expose some of the myths or perceptions students have about what is important to architects and 3) offer advice on how to target specific firms.

The organization of this thesis is as follows. In order to give the reader an overall understanding of the hiring process, the first section addresses the general beliefs and attitudes architects have about the job-seeking process. Second, students' perceptions of hiring criteria are

compared with the results from the professional population. To determine where students acquire these perceptions, the report reviews student resources. On a finer scale, to look for segments within the data, differences within the professional and student populations are analyzed. This is followed by a section on customized job-seeking. In order to determine how students and professionals would behave in practical situations, four cases are presented on job-seeking and fluctuations in demand. The thesis concludes with person inferences based on graphic presentation techniques.

It is important to mention that there is not much extant literature that pertains to this report. Obviously there has been extensive research on job-seeking in general which does not specifically address the hiring process in the profession of architecture. Most of the information available to students comes from experienced professionals or expert opinion developed from use of the Delphi method. It is for these reasons that this topic was chosen for this master's thesis. This thesis will attempt to give the reader background information as it pertains to the specific topic of discussion.

II. METHODOLOGY

A multi-stage research design was used to accomplish the main objectives of the project. To develop a picture of what architects look for in potential employees and what their opinions were towards the methods architecture students and recent graduates find work, nine exploratory interviews were conducted with architects practicing in San Diego, Tucson, and Phoenix. These discussions also led to the formation of a comprehensive list of architectural hiring criteria. The exploratory interviews gave critical insight to the project and served as a point of departure for a pilot study.

A pilot questionnaire was designed based on information concerning these architects' needs and wants of interns and recent graduates. Fifty pilot questionnaires were distributed to University of Arizona architecture alumni during Homecoming. Fourteen alumni completed and returned the document. A thorough examination of the open-ended responses and the usefulness of the information gained from the pilot study led to the design of the final professional questionnaire for University of Arizona architecture alumni.

The final professional questionnaire assessed the beliefs and attitudes employers have toward the materials interns use to seek employment in their firms and the criteria architects use when hiring them. The participants were told that the survey was being conducted in an anonymous manner and that only aggregate data would be reported. Surveys were mailed to 1,368 architecture alumni. Two hundred thirteen

professionals completed and returned the document, resulting in a sixteen percent response rate.

Also during this time a focus group was conducted with six University of Arizona architecture students. The purpose of the focus group was to determine the domain of possible criteria architecture students use when selecting firms they would like to interview with and to determine how they learned to do this. The researcher eventually used the students' selection criteria as a way to make the information gained from this project more beneficial to students and to point out areas that could be improved from the possible resources available to students on how to go about finding work. Similar to the interviews of the professional architects, the focus group helped in the design and development of a pilot questionnaire geared toward students.

A pilot study with forty second year students was executed. The student survey addressed questions regarding the students' criteria for selecting firms they want to work for and where they learned how to go about getting work. Students were asked what clues they depended on to know whether or not they would be able to communicate well with a potential employer. In order to compare the professional questionnaire results with the student population, the students were asked what employee attributes they believed were important to hiring architects, the relative effectiveness of traditional architecture job-seeking tools, and how architects determined if someone would 'fit' with their firm.

Building on the exploratory research efforts, a final draft of the student questionnaire was designed and executed. Combined with similar

questions from the professional survey, the student questionnaire was intended to expose some of the myths architecture students have about the job-seeking process and where they learned them. A total of two hundred twelve students participated in the final study. Of those, one hundred twenty-five students were in the pre-professional phase of the architecture curriculum and eighty-seven were in the professional phase.

Extensive bi-variate and multi-variate tests were performed on the data. The data was analyzed using SPSS, a statistical software package. As with the pilot studies, all open-ended responses of the final professional and student questionnaires were coded so that, if the situation should arise, better questionnaires could be designed based on the suggestions of the participants.

III. ARCHITECTS' HIRING CRITERIA

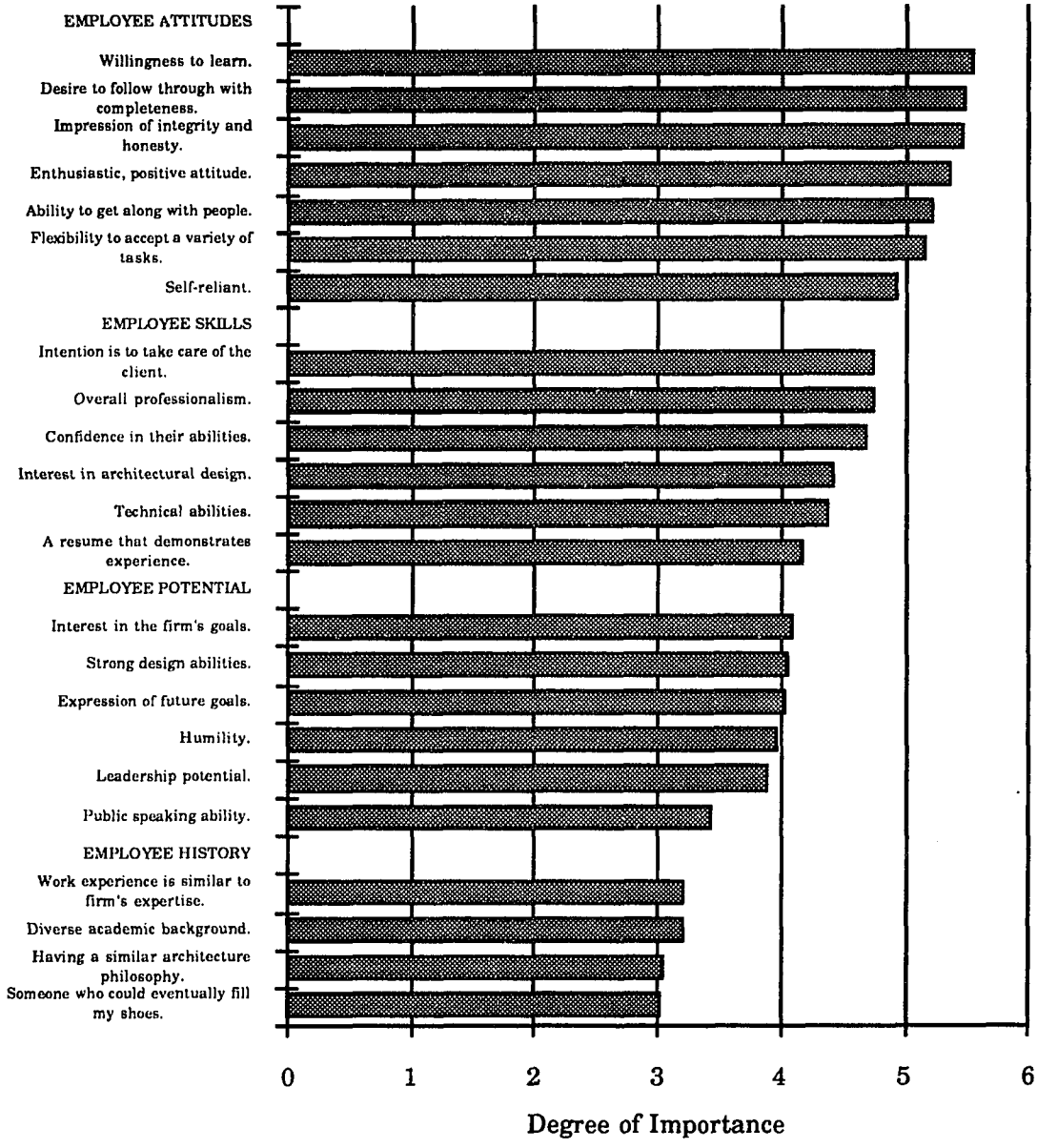
In reference to the marketing concept, one of the main objectives of this thesis was to determine the desires and preferences architects have about employees. These attributes merit significant consideration. First, schools of architecture can evaluate how well the objectives of the curriculum match the needs and wants of the profession. Second, these attributes determine the future directions of the profession. Social cognition theorists refer to this phenomenon as the Pygmalion effect (Fiske + Taylor, 1991). Positive or negative expectations can create self-fulfilling prophecies such as those expectations demonstrated in this thesis between architects and interns.

Desired Employee Attributes

To begin, this thesis will address areas of general consensus among professional architects. Participants were asked to rate 23 employee attributes (i.e. enthusiasm, flexibility, humbleness) on a six point *not at all important* to *extremely important* bipolar adjective scale. The point of the question was to determine what attributes were most desired in an employee. Below in Table One: "Alumni Means of Desired Employee Attributes" ranks the attributes by the average mean value. The means fall into roughly four clusters.

Table One:

Alumni Means of Desired Employee Attributes



The Clusters: Employee Attitudes, Skills, Potential and History

The first cluster, otherwise known as the "Employee Attitudes Cluster", included such attributes as 'willingness to learn', 'desire to follow through with completeness', 'impression of integrity and honesty', 'enthusiastic, positive attitude', 'ability to get along with people', 'flexibility to accept a variety of tasks', and 'self-reliant'. Interestingly, these attributes were more personal "team player" qualities than work oriented attributes such as years of previous work experience or specific skills. The fact that the most desired attributes in an employee have less to do with architectural qualities and more to do with individual attributes that are critical in the workplace is very important for the job-seeker to know.

"Employee Skills" was the second cluster. This group of criteria included such attributes as 'overall professionalism', 'intent is to take care of the client', 'confidence in their abilities', 'interest in architectural design', 'technical abilities', and 'a resume that demonstrates experience'. Clearly these attributes were more work related. More specifically, these attributes were ones the employer would utilize immediately.

Similar to the "Employee Skills" cluster, the third "Employee Potential" cluster was also made up of attributes that would be of immediate interest to the employer, such as 'interest in the firm's goals', 'humility', and 'strong design abilities'. However, this less important cluster also included long term qualities that were in the employee's as well as the employer's interest such as 'expression of future goals' and 'leadership potential'. Although perhaps justifiable, it is disconcerting that

those attributes that were not as desirable to the firm in the immediate horizon were rated less important by the employers.

The remaining cluster, "Employee History", was comprised of the least important employee attributes: 'previous work experience that is similar to firm's expertise', 'do they have a diverse academic background?', 'having a similar architectural philosophy' and 'someone who could eventually fill my shoes'. In regards to the general employment trend, the least important qualities included less task-oriented attributes and more individual qualities that may not meet the objectives of the firm.

Above all, the most important employee attributes reflected enduring personal qualities of the individual that would be desirable in an employee such as willingness to learn, enthusiasm, confidence, and self-reliance. An emphasis was definitely placed on "team player" qualities. No matter how skilled, promising, or interesting a potential employee may be, if that person is lacking in these attributes in his/her personality profile, the employer may think twice before offering the potential employee a position with his or her firm. Immediately following these person qualities were skill oriented attributes that were applicable to the needs at hand, for example, technical skills and experience. Attributes professionals rated as less important were generally more critical to firms' long-term success, such as interest in the firms' goals, leadership potential, and expression of future goals. The least important attributes dealt with the history or background of the potential employee; for example, design philosophy, diverse academic background, and type of previous work experience were all attributes that dealt with the job-seeker's personal history profile.

Correlations of Employee Attributes

Correlations on the data were performed. The objective of the correlation tests was to determine if a relationship exists between variables, in this case desired employee attributes. Basically the correlation tests the null hypothesis that there is no relationship between the answers (r=0.000) and any deviation from that in the positive or negative direction indicates that there is, the level of which determines the degree of certainty to be able to predict results.

Interestingly, correlation tests concluded that the employee attribute 'a resume that demonstrates experience' was negatively correlated with 'humility' (r=-0.2060). These results predict that as the score for 'a resume that demonstrates experience' increases the score for 'humility' would move in the opposite direction. 'A resume that demonstrates experience' was positively correlated with 'technical abilities' (r=0.3024) and 'work experience that is similar to the firm's expertise' (r=0.3312). Job-seekers with little or no experience are better off being humble about their shortcomings, rather than trying to conceal their lack of experience.

The most desirable employee attribute 'willingness to learn' was positively correlated with 'flexibility to accept a variety of tasks' (r=0.3296), 'impression of integrity and honesty' (r=0.3072), 'self-reliant' (r=0.3119), and 'desire to follow through with completeness' (r=0.2042). This hiring criterion was also positively correlated with personable, "team player" employee attributes such as 'humility' (r=0.1796), 'ability to get along with people' (r=0.3636), and 'enthusiastic , positive attitude' (r=0.3448).

In order to clarify a rather vague term, correlations were performed on the hiring criterion 'overall professionalism'. 'Overall professionalism' was positively correlated with 'diverse academic background' (r=0.2551), 'confidence in abilities' (r=0.2928), and 'impression of integrity and honest' (r=0.2852). This hiring criterion was further positively correlated with such attributes as 'leadership potential' (r=0.3120), 'public speaking ability' (r=0.2505), 'interest in the firm's goals' (r=0.1958), 'self reliant' (r=0.1887), and 'enthusiastic, positive attitude' (r=0.2861).

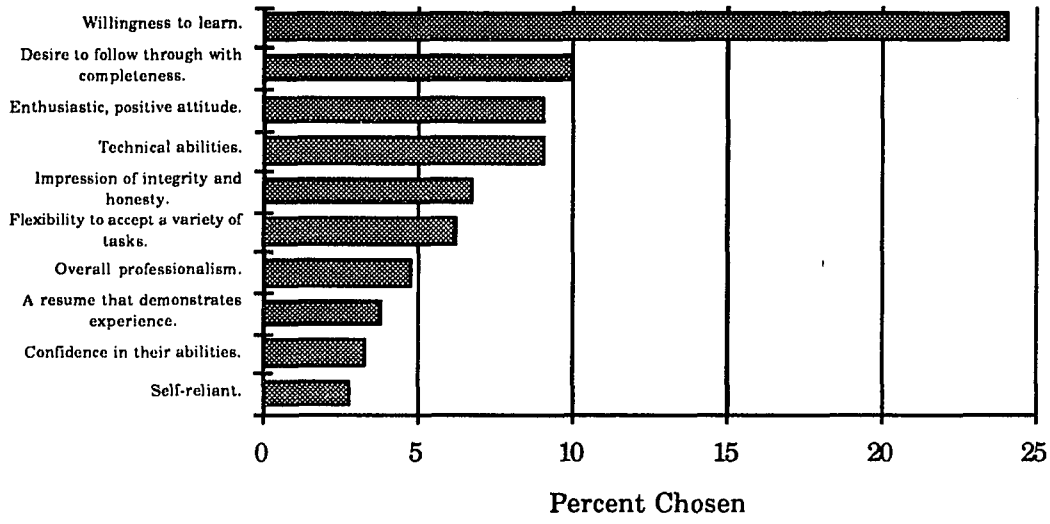
Single Most Important Employee Attribute

At the end of the desired employee attribute ranking question, participants were asked to indicate which single attribute was most important to them when considering to offer someone an internship or entry level position in their firm. The advantage of having alumni indicate their single most desired employee attribute is to look for synergistic effects. An excellent advantage of group discussions is that sometimes an issue is raised that strikes a similar chord with everybody. Focus groups produce this type of synergistic environment. These results can be very difficult to discover in dyad or interview style conversation because there is no indication of the breadth or depth of the issue. Many hiring criteria are individual preferences and opinions, however, there may be some hiring criteria that are in consensus with all people concerned. By asking respondents to indicate the single most important criterion, a synergistic

environment was artificially replicated. Table Two: "Alumni's Single Most Desired Employee Attribute" is a list of attributes the participants chose as the most important criterion when considering to offer someone a position in their firm.

Table Two:

Alumni's Single Most Important Employee Attribute



"Willingness to learn" was by far the most desired employee attribute. Almost one quarter of the respondents rated this criterion as the single most important employee attribute. Such absolute consensus on a single issue is noteworthy. The advantages of seeking synergistic effects can be seen when comparing Tables One and Two. As expected, the responses reflected the results of the previous question with one exception. 'Technical abilities' was the fourth most often chosen attribute, which was

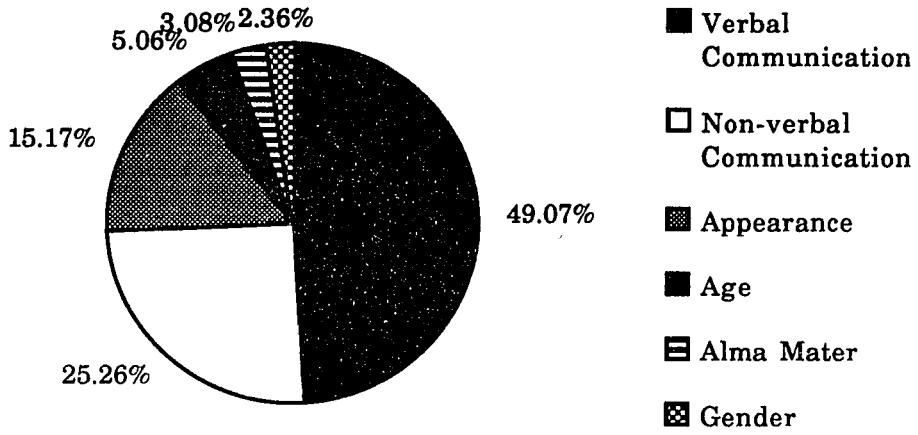
inconsistent with the results from Table One, the preceding scaled question. In perspective, 'technical abilities' may be more of a reflection of the immediate needs of the profession as it does not have the more enduring values of the deeper, person oriented attributes that are generally considered more important by the professional population. Most significant, however, was the prominent consensus of the criterion "willingness to learn" among the alumni population.

Communication Clues

In order to understand how professionals respond to different channels of communication and outward signs, the survey asked participants to indicate what clues tell them they will be able to communicate well with a potential employee. The study assumed findings would suggest what means of communication and external factors, such as alma mater, interns and recent graduates should emphasize during an interview with a hiring professional. With this information, job-seeking students would also know the most effective communication opportunities. Survey participants were questioned about architecture professionals' communication clues. Out of one hundred points possible, seventy-five percent of them were distributed between verbal and non-verbal communication skills. Please see Table Three: "Alumni Rating of Relative Importance of Communication Clues."

Table Three:

Alumni Rating of Relative Importance of Communication Clues



Totaling nearly fifty percent of the points, verbal communication skills were by far the most important channel of communication. The relatively high degree of importance placed on verbal communication is important to the job-seeker, but knowing the most desired employee attributes is only half the problem; knowing how to effectively communicate the attributes is also critical. Non-verbal communication accounted for an average of slightly over twenty-five percent of the point distribution. The remaining twenty-five percent of the points were distributed among the outward signs grouping. Interestingly, participants indicated that appearance (average of fifteen points) was by far the most important external sign that they would be able to communicate well with a potential employee. Age, alma mater, and gender, when added together, totaled an average of ten points.

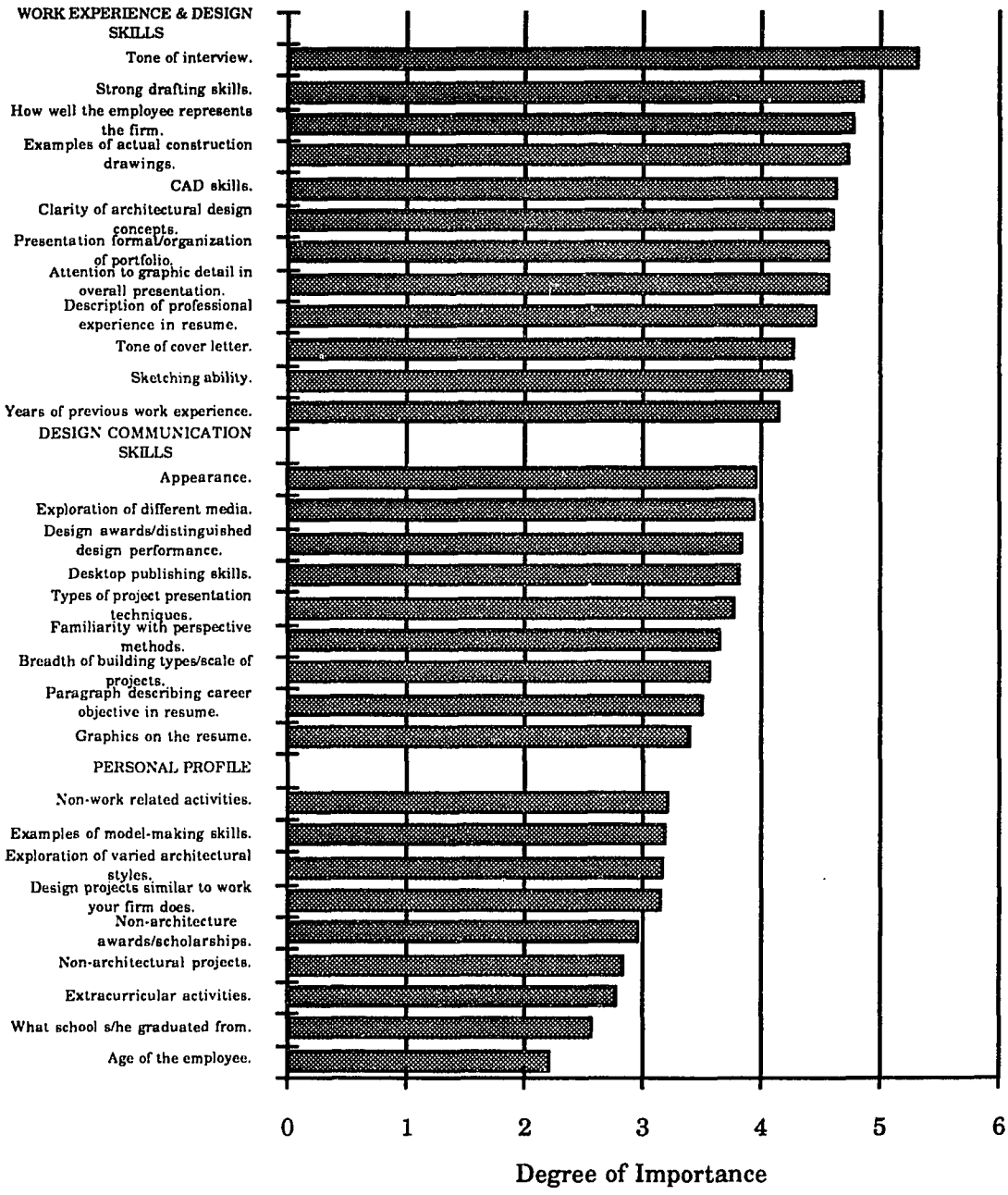
Criteria to Evaluate "Fit" with Firm

Professionals were then asked to rate the importance of characteristics for evaluating whether or not a potential intern or entry level architect would "fit" with their firm. The list was comprised of options interns could include in their job-seeking efforts, such as sketching ability or non-architectural projects. Please see Table Four: "Alumni Means of Criteria to Evaluate 'Fit' with Firm".

When seeing how important verbal and non-verbal communication is to the architecture professional, it is not surprising that 'tone of interview' had the highest mean importance rating. The other top ranked characteristics were task-oriented; for example, 'strong drafting skills', 'examples of actual construction drawings', and 'CAD skills' were all in the top five characteristics for evaluating fit with a firm. Criteria related to design skills such as 'clarity of design concepts' was also very important to employers. The characteristics that the respondents felt were relatively important dealt with design projects and presentation skills including 'familiarity with perspective methods', 'desktop publishing skills', 'breadth of building types', 'scale of projects', and 'design awards'. Lastly, the least important characteristics for evaluating fit were age, alma mater, extracurricular activities, and non-architectural awards. One interpretation of these findings is how dependent professionals are on evaluating interns strictly by architectural criteria.

Table Four:

Alumni Means of Criteria to Evaluate "Fit" with Firm



Correlations of Criteria to Evaluate "Fit" with Firm

As with the desired employee attribute question, correlations were performed on the data to evaluate fit with the firm. Correlations were performed to find out what employers meant by 'tone of interview'. Interestingly, this criterion was highly correlated with non-verbal communication criteria such as 'sketching ability' (r=0.2288), 'design awards and/or distinguished design performance' (r=0.2237), 'clarity of architectural design concepts' (r=0.2113), and 'attention to detail in job-getting presentation' (0.1913). Non-verbal aspects of the hiring process will be addressed in the Person Inferences section of this report . This criterion was also correlated with 'how well the potential employee represents your firm' (r=0.1697) and 'description of non-work related activities found in resume' (r=0.1677).

The correlation tests indicated that the criterion 'examples of actual construction drawings' was negatively correlated with hiring criteria 'extracurricular activities' (r=-0.1838), 'description of non-work related activities' (r=-0.1663), 'non-architectural projects' (r=-0.2439), and 'non-architectural awards or scholarships' (r=-0.1911). However, this hiring criterion was positively correlated with 'description of professional experience found in resume' (r=0.3269), 'strong drafting skills' (r=0.5841), 'design projects similar to the type of work your firm does' (r=0.2703), and 'years of previous work experience' (r=0.3676). Correlation tests confirmed that architects who desire architectural drafting experience of interns and graduates are really looking for production staff and are less interested in

the personality profile of the people they hire.

Correlations were performed to give some insight into what architects meant when they said 'how well someone represents the firm is important to me.' This hiring criterion was strongly correlated in the positive direction with 'appearance' (r=0.4296), and 'attention to graphic detail in job-getting presentation' (r=0.2104). Certain design criteria such as 'design projects that are similar to the type of work your firm does', 'exploration of varied architectural styles', 'breadth of building types and scale of design projects' and 'design awards or distinguished design performance' were all significantly correlated (r=0.1811, 0.2307, 0.2383, and 0.2143 respectively). This may be because architects generally see themselves as creative people, and they want creative people to represent them. Also, non-architectural criteria 'non-work related activities' and 'non-architecture awards and scholarships' were strongly correlated.

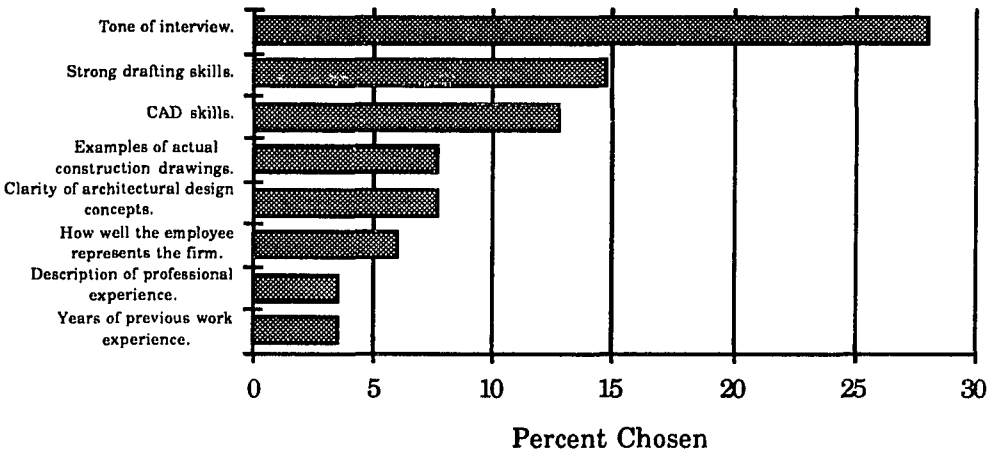
Single Most Important Criterion to Evaluate "Fit" with Firm

As with the previous attribute question, participants were asked to indicate the single most important characteristic for evaluating fit. On the following page, Table Five: "Single Most Important Characteristic to Evaluate 'Fit'" provides more than just an accurate snapshot of the previous exhibit. It reflects the synergistic effects when a population strongly agrees upon a particular criterion, which would otherwise be lost in the *very important* to *extremely important* area in the scaled question.

'Tone of interview' was by far the single most important criterion for the architecture professional to evaluate fit with a firm. The importance of having a good interview cannot be stressed enough.

Table Five:

Alumni's Single Most Important Criterion to Evaluate "Fit" with Firm



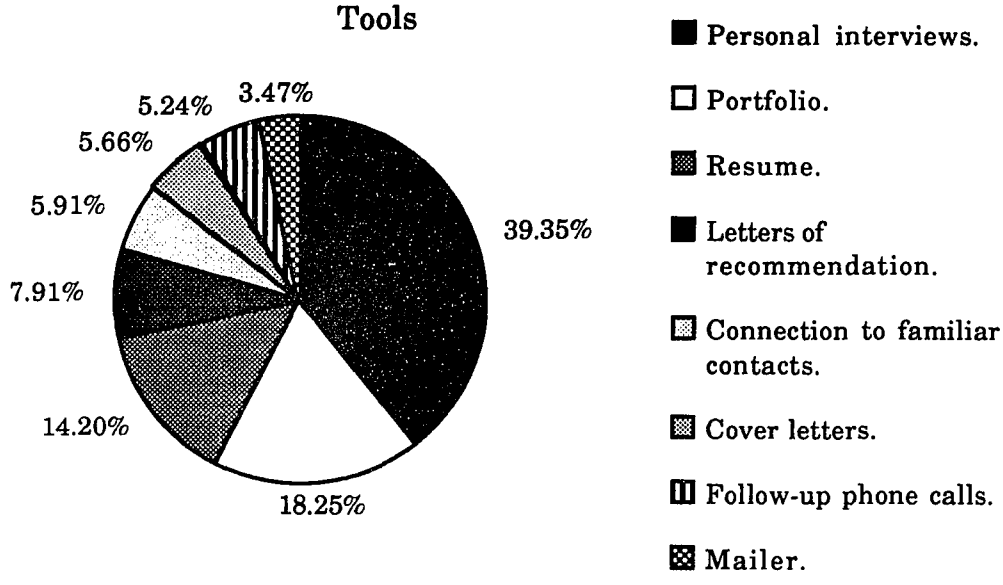
Relative Importance of Job-Seeking Tools

When schools of architecture place such an emphasis on the portfolio, it is sometimes difficult for students to realize that the portfolio may not be the single most important tool when looking for work. Perhaps one of the most informative questions on the professional survey asked the alumni to distribute 100 points between conventional job-seeking tools in order to rate the relative effectiveness of each tool. The value of the results

is that it puts a perspective on the the effectiveness of each tool, so that the job-seeker has a clearer picture of what tools are most critical to architects.

Table Six:

Alumni Rating of Relative Importance of Job-Seeking Tools



Interestingly, the portfolio received an average of less than twenty percent of the total points possible. This is obviously at odds with the curriculum and its emphasis of the portfolio. The personal interview accounted for a grand total of forty percent of points possible, by far the most points of any tool. The resume accounted for the third largest percentage of points, a mere 4.05 points behind the portfolio. Surprisingly, connections to familiar contacts, the faithful gate guard of the 'old boy network', received less than six percent of the total points possible. It would be erroneous to conclude that the 'old boy network' is nonexistent. However, this may be an

indication of a trend toward non-prejudiced employment behavior. Also noteworthy was the relative unimportance of the mailer, which by professional standards, most resembles the professional firm brochure.

Conclusions About Architects' Hiring Criteria

In summary, architecture alums rated desirable employee attitudes as the most important attributes for a potential employee. Second, alumni reported that the verbal communication skills of the job-seeker were the greatest determining factor in how well they would be able to communicate with a potential employee. When evaluating whether or not a potential intern or recent graduate would "fit" with their firm, architects used hiring criteria largely based on work experience and design skills. Of all the job-seeking tools available to interns and recent graduates, architects placed the most value on the personal interview.

All of the issues addressed in the professional questionnaire were geared toward helping the job-seeker have a better understanding of what attributes are desirable to an employer and what are the most effective means to communicate them. The findings above suggest where a job-seeker should focus his or her energies and resources. Most importantly, the findings shed some light on the mystery of how architects go about selecting people to work in their firms. Empirical evidence of the job-seeking process has been revealed where vagueness and guesswork had been.

IV. STUDENTS' PERCEPTIONS OF ARCHITECTS' HIRING CRITERIA

The second main objective of this report was to reveal what students think architects look for in job applicants. As mentioned earlier, the design of the student questionnaire was combined with similar questions from the professional questionnaire so that the responses could be compared. For example, students were asked what was their personal opinion of the hiring criteria used by architects when considering someone for a position in their firm.

The student population was divided into two groups consisting of one hundred twenty-five students in the pre-professional phase and eighty-seven students in the professional phase of the architecture curriculum. The rationale behind splitting the student population was to see if there were any trends existing within the data, for example, if students, as they get further along in the program, have a more accurate understanding of what architects are looking for in job applicants. (More specific differences will be addressed later in the report; for now, general categories are being analyzed.) Also, pre-professional phase students are different than professional phase students in that they better represent the larger, more diverse population of college students and they have not yet been conditioned by the architecture curriculum as have more advanced students. Therefore, a total of three groups were being compared, namely alumni, pre-professional phase students, and professional phase students.

Using multi-variate data analyses, each response was compared with every paired combination. For example, alumni and pre-professional

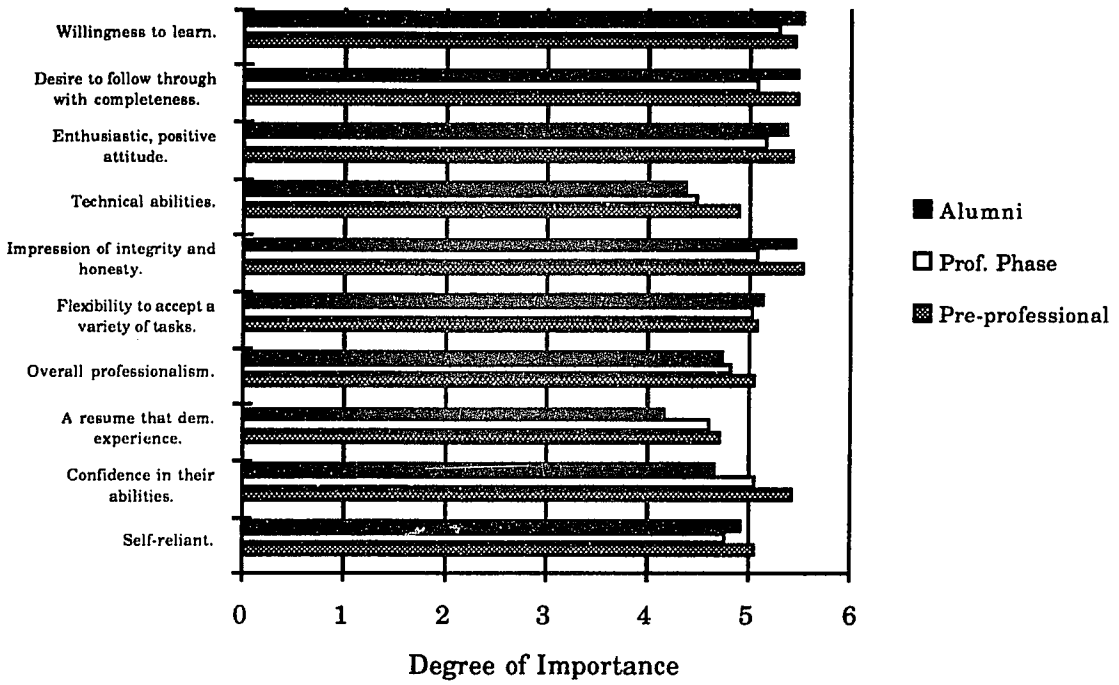
phase students had responses with significantly different means or averages while alumni and professional phase students, and pre-professional and professional phase students had insignificantly different responses. More than half of all possible answers resulted in significantly different means.

Most Desired Employee Attributes

To make the data more easily comprehensible and less tedious, the researcher has compared the results between the three groups (alumni, pre-professional phase and professional phase students) on the top ten employee attributes that architects said were most important to them when considering an intern or recent graduate for a job. Please see Table Seven on the following page.

Table Seven:

Comparison of the Means of the Most Desired Employee Attributes between Alumni and Students



The findings concluded that in some cases pre-professional phase students had significantly more accurate perceptions than professional phase students of how important specific employee attributes were to the architects. 'Desire to follow through with completeness' and 'impression of integrity and honesty' had significantly different means between professional phase students paired with pre-professional phase students and alumni. The pre-professional phase students also had a more accurate understanding of the alumni's single most desirable attribute in an

employee, 'willingness to learn'. In this case, the significant difference was between professional phase students and alumni. In all three comparisons, the professional phase students rated the attribute as less important than the other two groups.

Interestingly, pre-professional students rated 'technical abilities' significantly higher than either the professional phase students or alumni. Two questions resulted in insignificant differences between the means; that is, there was general consensus between the actual importance of the attribute to the alumni, and the students' perceptions of the importance. They were 'flexibility to accept a variety of tasks' and 'self reliant'.

Alumni rated 'a resume that demonstrates experience' and 'confidence in their abilities' significantly lower than both of the student populations. One interpretation of these findings is that in school, students are expected to be star players, when in reality, working in a firm more closely resembles members working as a team. Also, professionals may not expect an intern or entry level person to have much work experience. Rather than showing their lack of experience, architects may expect interns and recent graduates to focus on their academic achievements. Of course architects would use different criteria for more advanced positions in their firms.

Comparison of Communication Clues

The student population was asked a similar constant sum question as the professional population in order to compare the relative importance students place on specific communication clues with the professional population results. The question read as follows:

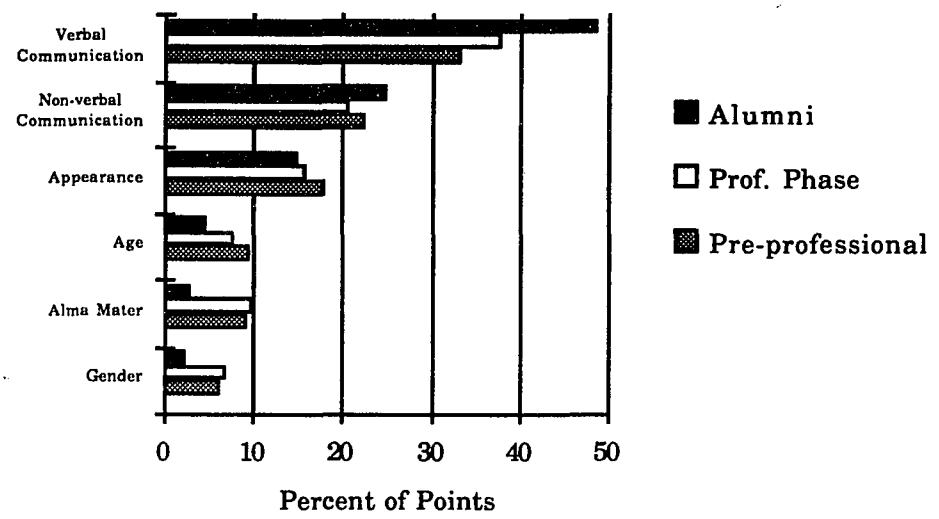
> Using a total of 100 points, divide the points to indicate what clues tell you that you will be able to communicate well with a potential employer? For example, having gone to the same school is worth about 10 points relative to all the clues I have whether or not I will be able to communicate well with a potential employer.

The intent of the question was to see if students depend on the same communication channels and outward signs as professionals. If not, what types of clues do they depend on differently? The questions were phrased from different points of view; namely, the student questionnaire asked student participants to rate the clues when evaluating an interviewer and the alumni questionnaire asked to rate the clues when evaluating a potential employee.

Interestingly, the test results concluded that there were no significantly different responses within the student population. Therefore, there was consensus among the student population as to what clues are most important to determine if one will be able to communicate well with a potential employer. However, when compared to the professional population, students answered much differently. All of the communication clues were significantly different between one or both of the student groups and the alumni population. Please see Table Eight: "Means of Communication Clues of Alumni and Students" on the following page.

Table Eight:

Means of Communication Clues between Alumni and Students



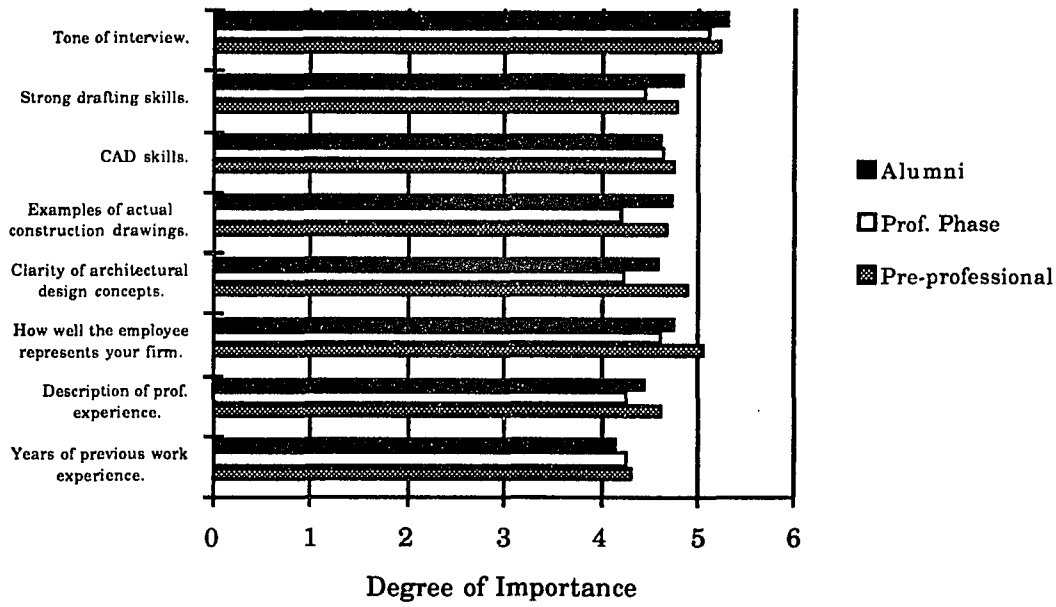
The results concluded that students depend much more on outward signs such as appearance and age, and especially alma mater and gender to assess how well they will be able to communicate with a potential employer. Alumni relied much more on verbal and non-verbal communication channels, and did not depend on outward signs (appearance, age, alma mater, and gender) when evaluating how well they will be able to communicate with a potential employee. Perhaps adults learn to cover their prejudices. A less critical interpretation of the results is that as people get older, they rely on different means to encode information.

Most Important Criteria to Evaluate "Fit" with Firm

As with the combined attribute question, students rated the characteristics to evaluate fit. Again they were told to answer the questions hypothetically from the employer's point of view. As chosen by the alumni, the means of the top eight criteria to evaluate fit were compared on Table Nine.

Table Nine:

Comparison of the Means of Criteria to Evaluate "Fit" with Firm between Alumni and Students



Surprisingly, only half of the responses were significantly different, and furthermore, the results concluded that the majority of the differences in opinion were between the pre-professional and professional phase students. Pre-professional students believed that 'strong drafting skills', 'examples of actual construction drawings', 'clarity of architectural design concepts', and 'how well the employee represents the firm' were all significantly more important than professional phase students.

With only two significantly different responses, the pre-professional students were better able to predict how employers evaluated 'fit' than the professional phase students. In both of these cases, 'clarity of architectural design concepts' and 'how well the employee represents your firm', the pre-professional students rated the characteristics significantly more important than the alumni population. The professional phase students significantly underestimated the value of 'strong drafting skill' and 'examples of actual construction drawings' to the alumni population.

Overall, the student population overrate the importance of extracurricular activities like non-architectural awards and non-architectural projects. The research concluded that students also over-estimated the importance of design characteristics. For example, design projects that are similar to the firm's expertise and design awards were significantly less important to alumni than the students had anticipated. Lastly, means of communicating architectural ideas through model making skills, perspective drawing, and alternative media were significantly overrated by the student population. One exception to this trend was sketching ability. Students were fairly accurate in judging the

importance of sketching to evaluate fit in the firm. The Person Inferences section of this thesis addresses some interesting conclusions architects made about people who sketched.

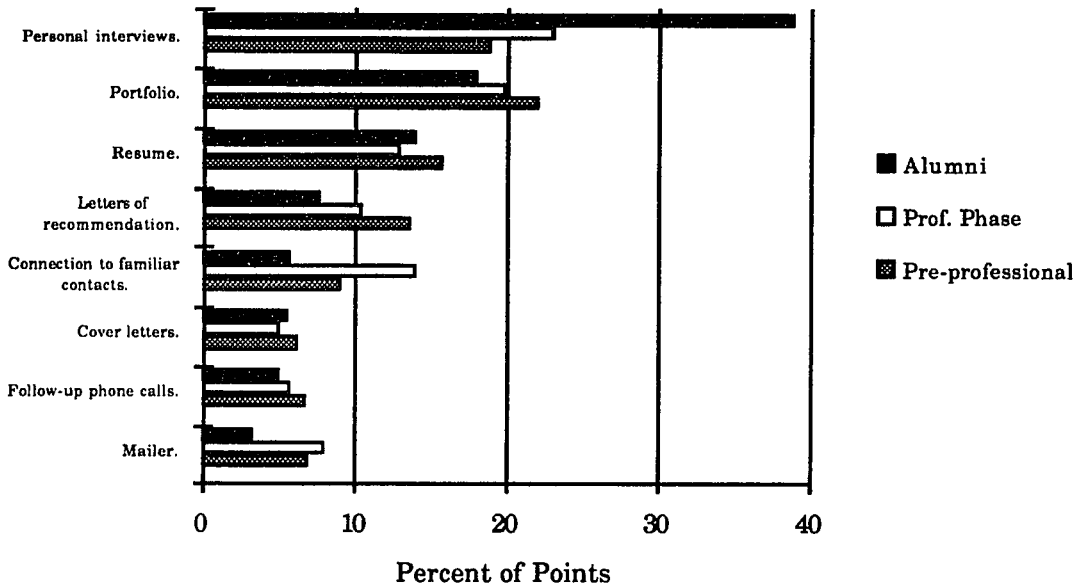
What is clear here is that students believe what distinguished them in the academic arena, (i.e. design performance, graphic presentation skills) will set them apart in the work force, and the findings suggest that is simply not true. The academic environment has replaced actual criteria used to evaluate architecture apprentices with its own belief system, thereby creating a myth in the minds of the students.

Relative Importance of Job-Seeking Tools

The last issue addressed by both the student and professional populations was the constant sum question concerning the relative importance of conventional job-seeking tools. All but one tool, the cover letter, resulted in significantly different values. Professional phase students felt that 'connections to familiar contacts' was far more important than either the pre-professional or alumni populations. Also, both student populations felt that 'letters of recommendation' were more important than the alumni reported. Please see Table Ten: "Comparison of Importance of Job-Seeking Tools Between Alumni and Students" on the following page.

Table Ten:

Comparison of Importance of Job-Seeking Tools between Alumni and Students



Alumni rated personal interview far more importantly than the student populations. It is important to mention here that according to some exploratory research with architecture marketers, most architectural commissions are secured by the mutual respect between the client and the firm, irrespective of the firm's portfolio. This is not because the firm's portfolio does not matter, but rather, by the time firms are short-listed for a project, all of the competing firms have a standard level of competence. The decision to select a firm for a job is largely based on non-architectural attributes. Also, clients are not interested in what the firm can do; they are interested in what the firm can do for them. The researcher's hypothesis is

that job-seeking for the recent graduate is not unlike a firm securing commissions. All graduates are basically the same; hiring is done in the margins. Similar to clients, architects hire for two reasons; to make them feel good, and to solve their problems.

Conclusions About Students' Perceptions of Architects' Hiring Criteria

Overall, students had significantly different perceptions of architects' hiring criteria than those which the alumni reported. Interestingly, pre-professional phase students had a more accurate understanding of the relative importance of the alumni's most desirable employee attributes than professional phase students. The student population depended more on outward signs such as age and gender to determine if they would be able to communicate well with a potential employer than the alumni did when evaluating students. The alumni rated verbal communications skills much higher than the students. Students had a relatively better understanding of the criteria employers used to evaluate "fit" with firm than employee attributes. Again, pre-professional students had a more accurate perception of architects' criteria for "fit" than professional phase students. Not so surprising, students overrated the value of the portfolio and underestimated the importance of the personal interview to the professional population.

V. STUDENT RESOURCES

Another primary focus of the research was to determine what sources of information were most influential to students in learning how to go about getting work. This information would give insight to what sources students seek to learn about job-seeking and find most credible. The mean score of each job-seeking resource is listed in Table Eleven. Because about sixty percent of the respondents were in the pre-professional phase of the program, the means are somewhat biased. However, specific grouping variables will be addressed further in the report.

Table Eleven:

Student Means of Job-Seeking Resources

Resource	Mean Score
1. Personal experience.	4.761
2. Friends in similar situations.	3.778
3. Information I have been exposed to in the architecture curriculum.	4.117
4. General information I have received about job-seeking outside the architecture curriculum.	3.953
5. Advice from architects.	4.821
6. Advice from non-architecture professionals.	3.358

(rating scale: 1=not at all important 6=extremely important)

As Table Eleven indicates, 'advice from architects' was the most influential resource in learning how to go about getting work. This may appear to contradict some of the hypotheses presented in this research project; however, a closer analysis proves otherwise.

Correlations of Student Resources

Correlations on the data were performed. 'Advice from architects' was significantly positively correlated with 'information I have been exposed to in the architecture curriculum', 'general information outside the architecture curriculum', and 'advice from non-architecture professionals'. These results predict that as the score of 'advice from architects' as influencers increase, the student's score for 'information I have been exposed to in the architecture curriculum' would move in the same direction. While 'information I have been exposed to in the architecture curriculum' is not the strongest influence in learning how to go about getting work, it is positively related to the strongest influences.

Extremely interesting, 'personal experience' was not strongly correlated with any of the other resources in learning how to go about getting work. There were minor correlations at the 0.05 level with 'friends in similar situations' (r=0.1650) and 'general information I have received about job-seeking outside the architecture curriculum' (r=0.1394). This gap is indicative that schools of architecture need to place more emphasis on preparing students for the experiences they will face in the job market. Ideally, personal experience should be correlated with information students have learned about job-seeking in the architecture curriculum.

Furthermore, students with previous work experience rated resource three, 'information I have been exposed to in the architecture curriculum', significantly less important. The average importance rating of resource three for students with previous work experience was 3.81 versus 4.26 for

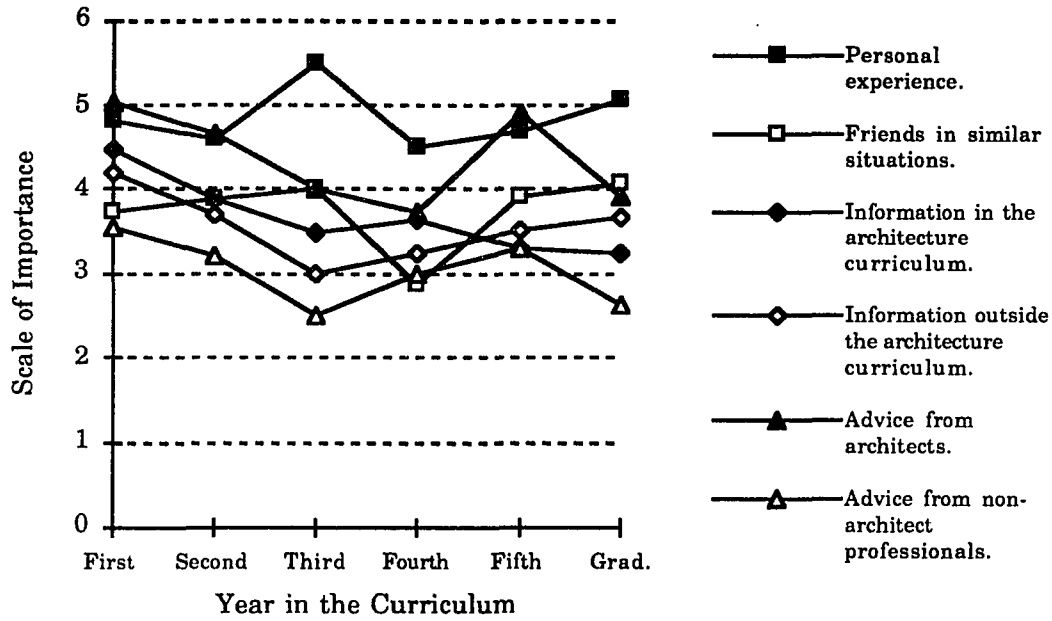
students without previous work experience. Also students with a previous degree rated resource three,'information I have been exposed to in the architecture curriculum' significantly less important than students without a previous degree.

Trends Over Time

In order to see if any trends existed on the influence of these specific resources over time within the curriculum, the mean score of each job-seeking resource was charted for each year in the curriculum. Please refer to Table Twelve: 'Trends in Influence of Job-Seeking Resources' on the following page.

Table Twelve:

Trends in Influence of Job-Seeking Resources



The results concluded that there were three significant differences in the means over the six years. First of all, the means of resource three, 'information within the architecture curriculum', dropped off significantly as a credible source as students continued in the program. (Please see Table Thirteen: 'Trends in Influence of Information on Job-Seeking in the Architecture Curriculum' for detailed information.) Second, 'advice from architects' yielded interesting results. Upon entering and leaving the curriculum, students rated 'advice from architects' significantly higher. This is most likely attributed to the career seminars and workshops available upon graduation from high schools and universities. Last, the

least significant difference in the means was 'information outside the architecture curriculum'. Not that surprisingly, the means followed the same pattern as resource five. That is the score increased significantly upon entering and leaving the college.

In order to see if the differences between the years were due to a relatively older population and their inherent experiences an ANCOVA was tested on the data to negate the effects of the co-variate age. Interestingly, when the effects of the co-variate age were singled out, the only resource that had differences due to age was resource four, 'general information I have received outside the architecture curriculum', and at 0.031, it was not that significant. What this means is that the differences over the years are not attributed to age; rather, they are strictly the effects of being in different phases in the curriculum.

Table Thirteen:

Trends in Influence of Information on Job-Seeking in the Architecture Curriculum.

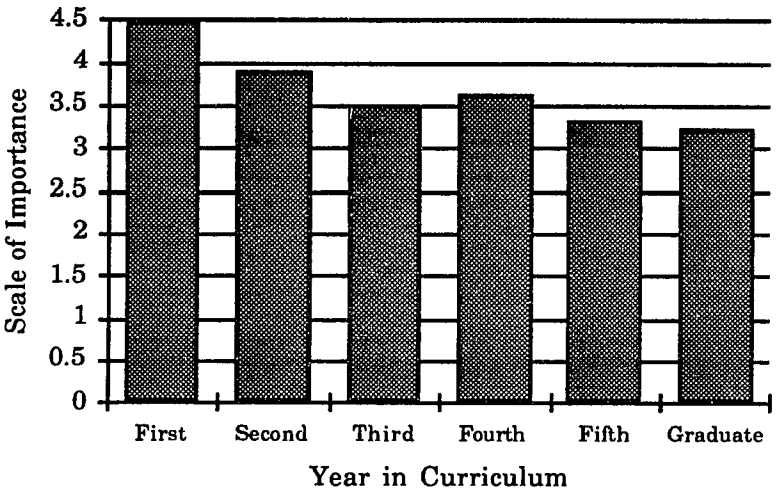


Table Thirteen charts the means of the influence of the architecture curriculum in helping students learn how to go about finding work between years in order to see the actual differences over time. The score was rated on a bipolar adjective six point scale with one being 'not at all important' to six being 'extremely important'. The test results concluded that as students move through the program, resources available through the architecture curriculum are less influential.

VI. DIFFERENCES WITHIN THE ALUMNI POPULATION

Not all the respondents in the survey felt the same about the criteria in the professional questionnaire. Actually there were some significant differences. In order to see if there were any segments within the data, the alumni population was divided into groups. It was the researcher's hypothesis that there would be some differences between these independent grouping variables.

Extensive demographic data was obtained from the alumni. For example, firms were asked when their offices were established, what services they offered, what their work distribution was, and the number of personnel they employed. These categories were used as independent grouping variables to compare with the dependent variables, namely the questions on the survey. To illustrate, the different means of an employee attribute such as 'desire to follow through with completeness' could be compared between large firms, medium sized firms, and small firms. An analysis of variance (ANOVA) would calculate the means of the dependent variables of each grouping variable to see if there were any significant differences between the segments in the population. This would enable the alumni population to be segmented into homogeneous groups that were differentiated from each other.

Gender Differences

The independent grouping variable with the greatest number of significantly different responses on the questionnaire were firms with only female principals, firms with only male principals, and firms with principals of both gender. The sample consisted of thirteen women who owned firms either as sole proprietors or with other women, 152 firms operated by only male principals and 30 firms that were owned by principals of both genders. It made sense that as the number of principals increased, such as with firms with principals of both genders, so would the size of the firm. To clarify, firms with principals of only one sex are more likely to be smaller than firms with principals of both genders. The effects of firm size were accounted for with an ANCOVA, an analysis of variance with a co-variate of firm size to separate the main effects of the variable gender of principal from the secondary effects of firm size.

The test results reflected definite differences between the hiring criteria and attitudes of male and female principals. First of all, female principals were more interested in social or personal aspects of the job applicants, such as their academic background, their design philosophy, extracurricular activities, non-architectural awards or scholarships, and impression of integrity and honesty. All of these criteria were rated higher than firms owned strictly by male principals or firms owned by principals of both genders.

In evaluating potential employees, firms owned by only male principals rated task-oriented attributes relatively more important than

firms owned by women or principals of both genders. Examples of actual construction drawings and years of previous work experience were relatively more important hiring criteria in male owned firms. These firms rated physical aspects of the job applicant such as appearance significantly higher than the other groups. As mentioned earlier, the mean of 'examples of actual construction drawings' as a hiring criterion was negatively correlated with extracurricular activities and non-architectural projects, awards, or scholarships, so that as the importance of actual construction drawings moves higher, the importance of non-architectural and personal aspects of the job-seeker move in the opposite direction.

Firms with principals of both genders were more neutral on task-oriented dimensions and physical aspects of the job applicant. This group was especially interested in non-architectural aspects that the individual could bring to the firm, such as recognition for non-architectural achievements. 'How well the job applicant represents the firm' and 'paragraph describing career objective' were also more important hiring criteria for firms with principals of both genders than for firms owned by principals of only one gender.

Type of Work

The grouping variable, or segment, that accounted for the second largest number of inconsistent means within the alumni population was type of work. Seven categories of building types were created: 1) commercial, office, retail, restaurant, hotels, and resorts, 2) historic preservation, 3) educational facilities, 4) single or multi-family residences, 5) military or industrial projects, 6) national, state, and city government projects, and 7) medical and laboratory facilities. Firms with fifty percent or more of their gross income coming from any one of these categories represented firms which did that type of work.

Table Fourteen:

Alumni Population Sample By Type of Work

Type of Work	Number of Firms
1. Commercial, Office, Retail, Hotels, Restaurants, and Resorts	29
2. Historic Preservation	4
3. Educational Facilities	22
4. Single or Multi-Family Residences	49
5. Military or Industrial Projects	4
6. National, State, or City Government Projects	10
7. Medical and Laboratory Facilities	20

Table Fourteen illustrates the population sample by type of work. Firms that did commercial work rated 'desire to follow through with completeness' significantly more important than firms that did other types of work. Historic preservation firms and industrial/military work firms rated 'confidence in their abilities' less important employee attributes

compared with the rest of the firms. 'Description of non-work related activities' and 'non-architecture awards and scholarships' were hiring criteria that were significantly more important to medical and educational firms. 'Clarity of architectural design concepts' was more important to medical and commercial firms and least important to industrial/military firms. Finally, CAD skills was a relatively less important hiring criterion for residential firms and relatively more important to industrial/military firms. Interestingly, letters of recommendation were significantly less important job-seeking tools for historic preservation firms and significantly more important to military and industrial type firms.

Year Firm Established

Firms were also segmented by the year the office was established. Four categories were created: firms existing before 1971, firms established between 1971 and 1978, firms established between 1979 and 1985, and firms created since then. Fifty firms were established prior to 1971, forty-five firms from 1971 to 1978, forty-six firms from 1979 to 1988, and fifty-two firms after 1988.

Humility as a desirable employee attribute was significantly more important to firms established between 1971 and 1985 and least important to firms established prior to 1971. Ability to get along with people was significantly more important to firms established in the early eighties. Age and alma mater as a means to indicate a person will be able to

communicate well with a potential employee were also more important to firms established during this economic boom time. Interestingly, firms that had been established prior to 1971 rated 'non-architecture awards or scholarships' as well as 'design projects that are similar to the type of work the firm does' as significantly more important hiring criteria than the other groups.

Organizational Type

Another grouping variable that resulted in some significant differences in opinion between the groups was by organizational type. Firms were grouped into one of four organizational types: 1) business corporation, 2) proprietorship, 3) partnership, and 4) professional corporation/association. Fifty-one firms were business corporations, fifty-six proprietorships, twenty-seven partnerships, and fifty-eight professional corporations/associations.

Interestingly, although not at all surprising, 'someone who could eventually fill my shoes' was a significantly more desirable employee attribute for business corporations and professional associations and significantly less important to proprietorships and partnerships. Obviously there is less of a need for chiefs when there are fewer warriors. 'Having a similar architecture philosophy' was a relatively more important hiring criteria for a proprietorship. As expected, appearance was least important to the proprietorship and most important to the professional association.

Gender was most important to the proprietorship and least important to the business corporation.

Age of Principal

Lastly, firms were grouped by the average age of the principals. Four categories were created: less than forty years old (45 principals), between forty and forty-four (50 principals), forty-five to forty-nine (52 principals), and fifty plus years old (52 principals). Interestingly, 'how well the potential employee represents the firm' was significantly less important to principals under the age of forty. 'Description of non-work related activities' and 'non-architecture awards or scholarships' were significantly more important hiring criteria to evaluate "fit" with firm for principals over fifty and less to those in their thirties and early forties.

Conclusions about Differences within the Alumni Population

The population categories with the most different attitudes and hiring criteria were gender of the principals. Women owned firms generally were more interested in the personal profile of the job applicant, and male owned firms were relatively more interested in skills and production-oriented attributes. Firms classified by type of work had the second greatest number of idiosyncrasies. Firms that specialized in

medical and educational projects rated non-architectural activities and awards significantly more important than firms that did other types of work. The segment "year the firm was established" had the third largest number of differences. Age and alma mater were more important to younger firms. Older firms valued non-architectural awards and design projects more than younger firms. The population segments that were in relative consensus were organizational type and age of principals.

The primary focus of this data analysis was to show how the independent grouping variables differed in their expectations, beliefs, and attitudes toward job-seeking. If these differences are large enough, principals may be especially aware of them (i.e., humility is important to me). These differences are very important to the job-seeker. All interns are basically the same; decisions to hire are made in the margins. If job-seekers are aware of the individual differences between the types of firms, then they can target the firms for which they would like to work. Not only are they aware of what to do, but also of what *not* to do. Empowered with the knowledge of these individual idiosyncrasies, job-seekers have an edge over the more traditional and generic "one size fits all" strategies.

VII. DIFFERENCES IN THE STUDENT POPULATION

As with the alumni population, there was not total consensus among the student population either. Tests were performed on the data. The questionnaire asked extensive demographic information from each respondent: previous work experience in an architecture firm, previous degree, friends or family in architecture prior to school, gender, and year in the program. Using this information as independent grouping variables, the researcher performed an analysis of variance (ANOVA) to compare the means of the dependent variables (questions) from each group. It was the researcher's hypothesis that these segments within the student population would feel different about the architect's hiring criteria, thereby rejecting the null hypothesis that all students are the same and differentiating within the student population. The following grouping variables are listed in descending order from those segments with the most differences to those in general consensus with each other.

Year in Curriculum

The student grouping variable that accounted for the most differences in perception of architects' hiring criteria was year in the curriculum. As mentioned earlier, pre-professional phase students dominated the student population. The student population constituted of 125 pre-professional phase students, forty second year students, two third

year students, eight fourth year students, twenty-three fifth year students and thirteen graduate students. Most of the differences in the earlier phases of the curriculum were between students who rated most of the hiring criteria as more important to architects than students in the latter parts of the program. There were some interesting exceptions to this rule, however, as illustrated by the following example.

Graduate students rated 'design awards or distinguished design performance' and 'types of project presentation techniques' as significantly more important hiring criteria for architects than students in other years. This may be an indication of the graduate admissions testing and evaluation criteria myth that is created in the minds of graduate students. Graduate admissions standards may look for exemplary design and presentation skills, their criteria having an entirely different agenda than that of an architecture firm. Thus graduate students are left with a warped sense of reality of what is important in the practice of architecture. Unfortunately, this gap only weakens the value of having a Master of Architecture graduate degree in the first place.

Previous Degree

The grouping variable with the second largest number of differences was between students who held a second degree and those who did not. Thirty-five students had a previous degree and one-hundred seventy-six did not. Again, the test results concluded that students without a second

degree consistently rated the hiring criteria as more important to architects compared with those who held another degree. Interestingly, students with experiences in fields other than architecture were better able to predict architects' hiring criteria. To illustrate this point, two hiring criteria with extremely different means were 'interest in architectural design' and 'desire to follow through with completeness'. The means for these criteria were 5.28 versus 4.33, 5.54, and 4.72 respectively.

Friends and Family in Architecture

Seventy-five students had friends and family in the profession and one hundred thirty-two students did not. Students with friends or family in architecture consistently rated the hiring criteria as more important to architects than those students without friends or family in the architecture profession prior to school.

Surprisingly, what this means is that students with friends or family in the profession were more 'out of touch' with the opinions of the professional population, as students 'overrated' most all of the hiring criteria. For example, an area where students with architectural contacts were extremely inconsistent was 'diverse academic background', with means of 4.55 compared to students without friends or family in architecture with 3.99 and to the alumni population with a mean of 3.22. There was also a significant difference of opinion between these grouping variables over the importance of 'description of professional experience' to

architects. Students with friends and family rated this criterion significantly more important to architects with means of 4.82 versus 4.32 for students without these relations. Architects reported this criterion as less important than the students had anticipated.

Previous Work Experience

The results concluded that there were not as many differences in opinion regarding architects' hiring criteria between students with and without previous work experience. One hundred forty-nine students did not have previous work experience and sixty-two students had previously worked for an architect. It is surprising, however, that what would appear to be a major indicator as to how well one would be able to rate the importance of specific employee attributes, actually was not. Next to gender differences within the student population, the previous work experience variable had the least amount of means from the independent grouping variables that were significantly different from each other.

Gender Differences

One hundred forty-seven of the student participants were male and forty-six participants were female. Unlike the professional population, there was little difference of opinion between female and male students.

Why this is so is not totally clear and would be well worth pursuing. What happens between school and the professional world to account for the disparity between male and female architects in the professional arena? The answer to this question would benefit female architects in school and in practice.

Conclusions about Differences within the Student Population

The year the student was in the curriculum accounted for the majority of the differences relative to all the population segments. Tests indicated that most of the differences were between students in the earlier phases in the curriculum and more advanced students, who perceived most of the architects' hiring criteria as less important than students in the earlier years of the curriculum. Students with a second degree were better able to predict architects' hiring criteria than those without a second degree. Interestingly, students with friends and family in architecture were less accurate in predicting architects' hiring criteria than students without these relations. Students with previous work experience were only slightly better able to predict architects' hiring criteria. Finally, and perhaps most surprisingly, considering the significant differences within this segment in the professional population, there were no significant differences between the different genders of the student population.

VIII. CUSTOMIZED JOB-SEEKING

It is important to recognize that the intent of this report was not to discover the single set of specifications for the ultimate job-getting strategy. For the reader to believe this is to have missed the point entirely. This report seeks to shed light upon the architecture job-seeking process. Only by getting accurate information can job-seekers question and rethink why they do the things they do. This report has put the job-seeking process, as it is known today, in perspective. It is now the job-seekers responsibility, empowered with the information within this report, to customize their job-seeking strategy to the firms they want to work for.

The most basic thing for the job-seekers to remember is to think of themselves as a product, and then to adjust their job-search efforts into ensuring that the potential employers understand how they can be better off by hiring them. The most desirable attributes in an employee is a place to begin. Job-seekers need to know what features they can offer to make themselves more attractive to employers. Knowing that requires research. The key here is to understand the employer's problem, and show him or her how the job-seeker can solve it. To reiterate, findings of this study suggest that hiring is done in the margins. The job-seeker has to exceed the employer's expectations.

This project has pointed out some of the strengths and weaknesses of the traditional job-seeking tools. Job-seekers must challenge the status quo. Just because things have been done a certain way in the past does not mean that they necessarily have been the best way to do things. Architects, as a

creative and innovative profession, need to stop and critically ask "What could we be doing better?" The future of the profession depends on it.

Architects should critically re-examine the standard job-seeking paradigm because the world in which the architecture profession practices has changed dramatically in the last half century. The architectural profession should open its mind to new ways of thinking about its role in the marketplace. Architects should also critically think about changes from within, take a long hard look inside and decide what they want to be. A place to begin is in the acquisition of the profession's most important resource -- people.

IX. CASE STUDIES

Two cases were presented in the alumni and student surveys to see how the populations would respond to practical situations. The cases illustrated how practitioners and students cope with real-life problems, and their inherent compromises, versus the more noble values and attributes addressed earlier in this thesis. The first case illustrated how the populations would analyze and act upon a hypothetical situation where they were looking for work either for their firm, as in the professional survey, or for themselves, as is the situation in the student survey. The second case included fluctuations in demand. The data analysis was strictly descriptive; it was not meant to be statistically accurate, rather exploratory in nature.

Alumni Job-Seeking Case

This report will address the alumni results first. The respondents were asked to read the following hypothetical job-seeking situation and provide a strategy from a list of four alternative courses of action following each case. Case One read as follows:

> Paloma and Associates, a Tacoma-based firm specializing in health care facilities, has been in the health care business for 15 years. They have been very successful in the past and have received a lot of publicity in health care related magazines. Two new health care firms are opening offices in the Tacoma area, and Paloma knows they will be competing for the same clients.

The hypothetical scenario in Case One was a firm that was losing work to new competition. Four possible courses of action were presented: 1) a product oriented strategy, 2) a market oriented strategy, 3) a selling oriented strategy, and 4) a production oriented strategy. According to Philip Kotler, the author of Marketing Management: Analysis, Planning, Implementation, and Control and leading authority on marketing principles, these are four competing concepts under which organizations conduct their marketing activity. It is important to mention here that Philip Kotler had one other market orientation, namely the societal marketing concept, which is very similar to the marketing concept with the added factor of society's interests. The following definitions of these concepts were taken from the text cited.

"The product concept holds that consumers will favor those products that offer the most quality or performance. Managers in these product oriented organizations focus their energy on making good products and improving them over time" (Kotler, 1991, p. 14). The course of action that best exemplified this concept was to "continue to improve the quality services his firm has a reputation for and, based on the firm's design expertise in health care facilities, have faith that his clients will pay for the best". The assumption is that the clients admire well designed buildings and can appraise their aesthetic value. Moreover, what is clear here is that the management has a love affair with their designs and fail to appreciate the fact that their clients may not be as enamored.

The second course of action was based on Philip Kotler's (1991) definition of the marketing concept. This concept holds "that the key to

achieving organizational goals consists in determining the needs and wants of the target markets and delivering the desired satisfactions more effectively and efficiently than competitors" (p. 16). The market orientation course of action read as follows: "determine the needs and wants of the health care facility market and deliver the desired satisfactions more effectively and efficiently than the competition." The concepts behind this solution are a market focus, customer orientation, coordinated marketing, and profitability. The client's needs are determined, and the firm profits through customer satisfaction.

The selling concept is best exemplified in the third alternative. Philip Kotler (1991) defines the selling concept as "that consumers, if left alone, will ordinarily not buy enough of the organization's product. The organization must therefore undertake an aggressive selling and promotional effort" (p. 15). Respondents who chose course three, "invest in a glossy four color marketing brochure in order to better position his firm in the client's mind as an experienced and knowledgeable competitor in the health care industry," preferred a more selling oriented strategy. What makes this course of action uniquely a selling strategy is that the focus is on the product and not the customer's needs. They are determined to profit through sales volume.

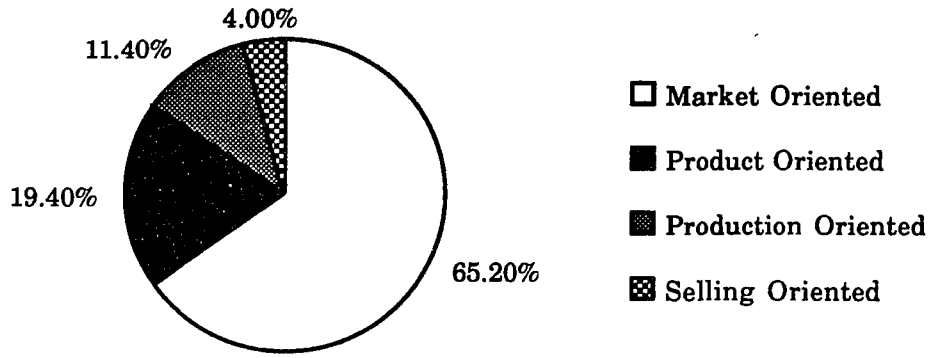
The final solution offered was a production orientation towards the marketplace. This is one of the oldest concepts guiding companies. According to Philip Kotler (1991), "The production concept holds that consumers will favor those products that are widely available and low in cost. Managers of production-oriented organizations concentrate on

achieving high production efficiency and wide distribution coverage" (p. 12). The strategy that best illustrates this concept was to "focus his firm's energy on providing good services that are cost-effective and seek commissions outside the Tacoma area. Firms that find this solution most viable run the risk of being organized by assembly line principles, resulting in handling many projects at a time. Furthermore, they have a tendency to be impersonal towards their clients and employees and have questionable service quality.

Surprisingly, 131 or sixty-five percent of the respondents chose the strategy that most exemplified the marketing concept. This approach was by far the most often chosen course of action. Perhaps these results reflect the desire to say what is socially most desirable. The second ranked course of action was the product strategy with thirty-nine votes. This is not surprising as it reflects one of the myths in the architecture profession; that society should admire well designed buildings and can appraise their aesthetic value with the same belief system as architects. This was followed by the production strategy, with its vices and virtues mentioned earlier, with twenty-three votes cast, and last, the selling strategy with eight votes. Table Fifteen on the following page illustrates how alumni answered the job-seeking case.

Table Fifteen:

Alumni Orientation to the Marketplace



Alumni Fluctuations in Demand Case

The second hypothetical scenario involved fluctuations in demand. The intent behind this question was to see how architects would react to a situation where they had more work than they could handle. This case was largely a staffing problem. Management had to make a decision on how to manage demand with consideration for their staff. Case Two presented in the questionnaire read as follows:

> Greenwald and Becker, a Richmond-based architectural firm, has had unusual good fortune in securing more commissions than the medium-size firm could handle. Due to fluctuations in demand for their services, Greenwald and Becker will have to make some decisions.

One purpose of the question was to see how the brunt of the burden of these fluctuations was being distributed. The first course of action was to

"hire more employees in order to meet their demand, even though the firm is uncertain if they will be able to keep them if things go back the way they were." The researcher refers to this solution as 'non-marketing to the employees' because this solution places the burden of the fluctuations on the shoulders of the employees. In a service industry it is especially important to market to the firm's employees because the profession inherently has a high degree of client contact, and a positive morale is critical for success from within the firm when dealing with clients.

The second alternative was to "raise their service fee and begin investing in more efficient production equipment." The researcher calls this course of action a 'proactive marketing strategy' because it takes advantage of an opportunity to be profitable in the short term; but more importantly, this solution has supply-side benefits in the long run for their firm, the architecture profession, and the clients they serve.

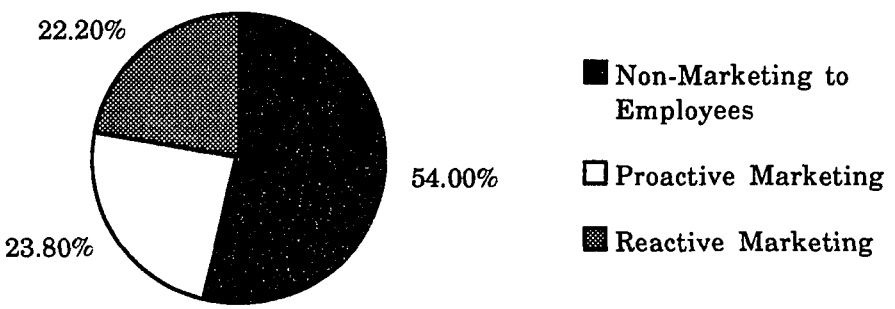
The last alternative was to "turn some clients away because they do not want to expand in such a volatile and uncertain market." The researcher believes this is a marketing strategy; however, it is a 'reactive marketing strategy' because the firm is allowing the situation to dictate their position, stripping the firm of the power to determine their own destiny, and losing an opportunity to make a profit. However, the firm is being responsible to their own employees and fair to their clients.

It should be noted that the possible courses of action were narrow and simplistic. Many respondents supplemented the available list of strategies, for example, 'hire temporary professional help on contract basis', 'tell new employees job may be temporary', 'borrow from other firms', and

'overtime'. The researcher feels that these alternatives, although unquestionably viable courses of action, still fall under the umbrella of 'non-marketing strategies'. The most interesting solutions fell in an entirely new answer all together. A few respondents would have added a joint venture option, for example, 'use smaller associate firm as venture to share workload'. The researcher feels this would have been an excellent alternative strategy, and it is oversights such as these that weaken the overall accuracy of this case study as a prediction of how alumni would handle fluctuations in demand for their services. Nonetheless, Table Sixteen illustrates how the alumni responded to Case Two.

Table Sixteen:

Alumni Responses to Fluctuations in Demand



Interestingly, 102 respondents chose what the researcher termed as the 'non-marketing to employees' strategy. The researcher feels this is indicative of the lack of marketing firms do towards their employees. Although some of the courses of action presented by the respondents to

supplement the list of alternatives were more marketing oriented, the majority of the open-ended responses were not, clearly putting the pressure of the fluctuations on the shoulders of the employees. The end results of the lack of the human resource management and marketing skills are a loss of morale among the employees and non-productivity, both of which are vital for the success of a service profession. The remaining responses were about evenly split between proactive and reactive marketing strategies, forty-five and forty-two respectively.

Student Job-Seeking Case

As mentioned earlier, the students were presented with two cases that were similar to the alumni's in concept only. Due to space restrictions on the student questionnaire, one half of the student population were presented with the cases and the remaining half with graphic presentations which this report will address later. A total of 105 students responded to the case questions. Similar to the alumni survey, Case One in the student survey involved a student looking for work. The case read as follows:

> Oklahoma State has an architecture internship development program. The Tulsa economy is slow and there seems to be a shortage of entry level positions in architecture firms. Gary Anderson, an architecture student in the internship development program at Oklahoma State, is looking for an entry level position. Anderson is new to Oklahoma and does not have any contacts in Tulsa. Anderson is a strong design student and has placed in several competitions.

Four alternative courses of action were presented at the end of each case. Echoing the alumni survey, the strategies were patterned after Philip Kotler's (1991) definition of company orientation toward the marketplace.

The first strategy was to "start investing heavily in time and money in his portfolio to demonstrate his strong design skills and prestigious awards which he considers his greatest assets to a firm." This course of action is best exemplified by the "product concept" (Kotler, 1991, p. 14). Obviously the student believes in the "better-mousetrap" fallacy, that the "ultimate" portfolio will land him the job. The student is focusing his energies toward a product, namely the portfolio, based on a myth that those criteria that schools of architecture use as rites of passage onto the professional phase are the same criteria used in professional practice. The data behind this report clearly demonstrates that school and practice do not share the same belief system.

The second course of action was based on Kotler's (1991) "production concept" (p. 12). "Go to the AIA in Tulsa and get a mailing list of architecture firms. To be cost-effective, he should design an easily reproducible resume and cover letter and widely distribute them to reach the largest market efficiently as possible." This solution best exemplifies the "spray and pray" or shotgun method. Elements which characterize this strategy as the production concept include emphasis on low cost, wide distribution area, and a non-differentiated market.

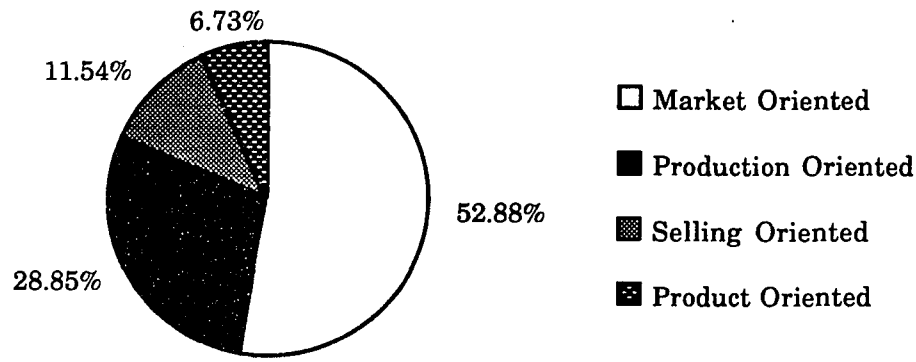
The third solution illustrated Kotler's (1991) "selling concept" (p. 15). "Anderson should repeatedly call firms for an interview even though initially the answer is they are not hiring. To get the job he will have to

convince the architect that s/he needs him and he will do the best job possible." This strategy uses vigorous selling and promoting tactics to land the job versus focusing on the customer's, or in this case the employer's, needs. Furthermore Anderson's aim is to get the job and not worry about 'post-hire' satisfaction.

The final strategy, based on Kotler's (1991) "market orientation" (p. 16), is to "pursue an informational interview with a knowledgeable architect in town for information concerning the needs and wants of Tulsa architecture firms and target the resume and portfolio to a particular niche that interests him." The elements of this strategy which make it a market oriented one are the coordinated efforts to research Tulsa firms and to customize his strategy to the particular niche that interest him. Table Seventeen illustrates the results from Case One of the student survey.

Table Seventeen:

Student Orientation to the Marketplace



More than half of the students opted for the market oriented strategy, echoing the results from the alumni survey. From this point, however, the alumni and students had a difference of opinion. Interestingly, as the second ranked alternative, students opted for the "shotgun" approach toward job-seeking. Students chose the "hard-sell" as the third alternative, followed by the product oriented strategy. Table Eighteen lists the means of the student responses with the means of the alumni population.

Table Eighteen:

Means of Alumni and Student Responses to Market Orientation

	Alumni	Students
Market Strategy	65.2%	52.9%
Product Strategy	19.4%	6.7%
Production Strategy	11.4%	28.8%
Selling Strategy	4.0%	11.5%

It is important to remind the reader that the data was strictly exploratory due to its open-ended nature and the amount of other factors or "noise" that was not controlled. Furthermore, the cases are not directly comparable as they are totally different in all aspects except in concept. However, for curiosity's sake and to gain the reader's interest for future research, Table Eighteen lists the means of the alumni and student responses to the job-seeking case.

Student Fluctuations in Demand Case

Case Two of the student survey involved a student who had to make a decision in regards to a position available with a firm that she was not enthused about. The question was, in essence, how to handle a situation where the work available was not desirable to the student. Following the case were three alternative courses of action. The student fluctuations in demand case read as follows:

> Gail Peterson has been looking for a summer internship for three months and she is getting anxious because school will be ending soon. She has interviewed with four firms and none has resulted in a job offer. A friend tipped Peterson of a entry level CAD position available in a local architecture firm. Although Peterson has CAD experience, she is hoping for a more client-centered job.

The first solution was to "request an interview and be up front with her desire for a more client centered job where she could use her strong communication skills." The researcher refers to this strategy as 'proactive marketing' because she is being honest with the firm and is taking the opportunity to openly discuss how she could perhaps be involved with clients. However, this solution may be a compromise, and she must be willing to fulfill the complete job requirements or not take the job at all.

The second alternative was to "alter the content of her interview material and gear it toward the qualities sought by the firm. Take the job if it is offered to her and leave it if something better comes along." The researcher calls this solution 'non-marketing to the employers' because she is not concerned with following through with her promise to do the job she expressed she would, and furthermore, she is severing future business

relations with the firm by not being honest with them.

The final strategy is to "not pursue the interview." The researcher refers to this as 'reactive marketing'. This may be the best alternative if the student knows she is not at all willing to have a CAD operator's position for the summer, and knows that the firm is interested in no other types of skills. However, if she is not sure the firm feels that way, she may be missing an opportunity to have a rewarding position. Furthermore, she may be missing an opportunity to do some research by asking the firm if they may know of another firm that may be needing someone with her interests.

Table Nineteen below illustrates how students responded to Case Two. At sixty-three votes, the proactive marketing strategy was by far the most popular solution. Thirty-eight Machiavellians voted for the non-marketing solution. Lastly, the reactive marketing solution, although completely viable, only received four votes.

Table Nineteen:

Student Responses to Fluctuations in Demand

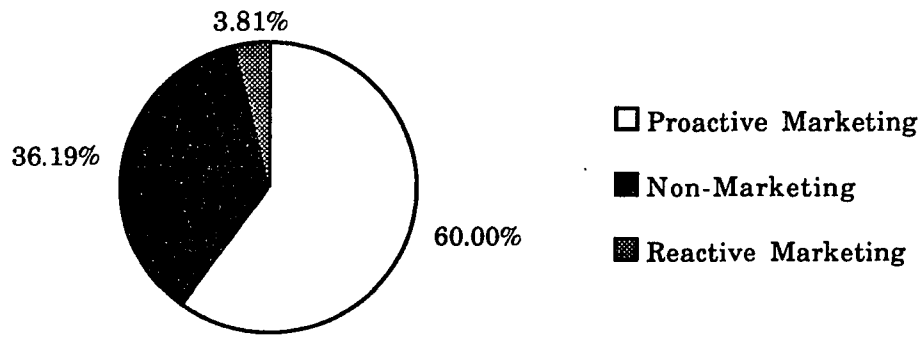


Table Twenty:

Means of Alumni and Student Responses to Fluctuations in Demand

	Alumni	Student
Proactive Marketing	23.8%	60.6%
Reactive Marketing	22.2%	3.8%
Non-Marketing	54.0%	36.2%

As with the preceding case Table Twenty lists the means for the alumni and student responses for Case Two involving fluctuations in demand. Again the researcher would like to remind the reader that these results are not statistically accurate or comparable. They only serve to whet the reader's appetite and spark his or her interest to further pursue how architects handle practical situations and where they learn to behave in these ways.

X. PERSON INFERENCES FROM DRAWINGS

In order to clarify the non-verbal aspects of the communications between architecture students and hiring professionals, the professional survey asked architects to make conclusions about a potential employee based on graphic presentations. Previous test results concluded that one fourth of the clues to determine whether or not an architect would be able to communicate well with a potential employee, as well as have the appropriate tone of the interview, were non-verbal or correlated with non-verbal criteria. It is widely accepted among social cognition theorists that humans are largely dependent on stereotypes or "schemas" to make sense of the world. This behavior is very apparent when humans try to encode new or unfamiliar information such as when an architect interviews a potential employee.

An interesting aspect of the job-seeking process is what stereotypes or "schemas" architects use to categorize people they interview. A schema is simply a mental representation of a wide variety of things including emotions, objects, experiences, or in this case, people. In order to expose some of the schemas architects have of interns or entry level graduates the survey incorporated three very different graphic presentation techniques commonly used by students, namely, a hard-lined perspective, a sketch, and a freehand or direct perspective. The intent was to be able to predict what inferences are made of the job-seeker based on these graphic presentation techniques.

The assumption here is based on the idea that, depending how well an architect will want to get to know a potential employee, he or she may make a vigorous effort to form an impression of the person. Seeing that architects believe that one quarter of their ability to assess how well they will be able to communicate with a potential employee is based on non-verbal clues, it would make sense that architects would use the graphic presentation styles presented by the interviewee to infer what kind of employee s/he would be, and furthermore, how they would like to have that person in their office.

The Perspectives: Hard-line, Sketch and Freehand

The question posed in the alumni questionnaire stated, "What conclusions would you make about the types of people that produced these pictures?" The respondents were given an open-ended sentence, "These people are best described as:" with a number corresponding to each of the three perspectives. Please refer to Figures One, Two, and Three for pictures of the Hard-line Perspective, the Sketch, and the Freehand Perspective, respectively.

Figure One:

Hard-line Perspective

The first drawing that was presented to the participants was a tight, finished, hard-lined perspective of a residence. Gary Mellenbruch of Kansas City was the illustrator. The drawing was complete with mature landscaping, shadows, and texture. It could have been enhanced with airbrushed color. The drawing was extremely accurate and looked like a suburban house in Anywhere, USA.

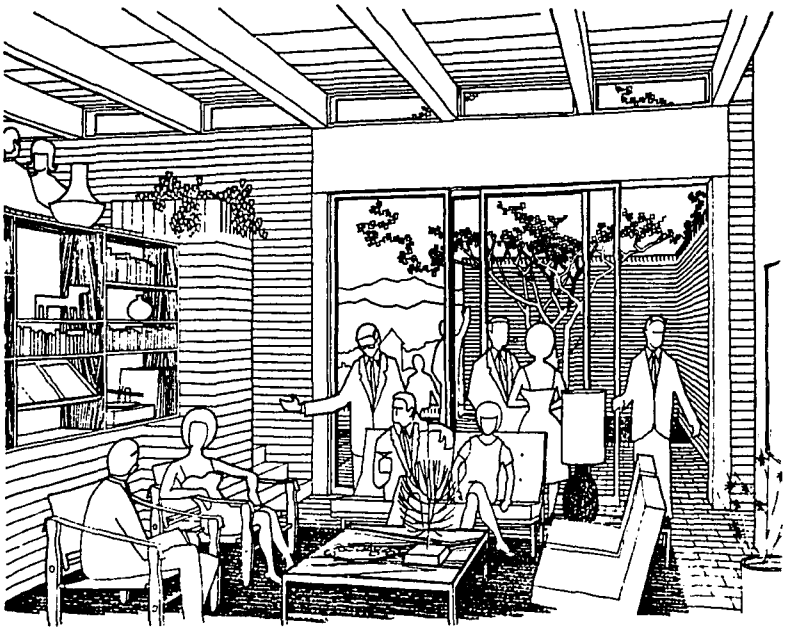
Figure Two:

Sketch

The second drawing was a sketch drawn by Paul Laseau of Ball State University. This drawing was definitely more "artsy". Parts of the sketch were fully rendered, other areas left to the imagination. The picture depicted a cluster of huts, which could have come from the "Old World". The drawing was loose and ambiguous, drawn with a thin ink pen.

Figure Three:

Freehand Perspective



The third drawing was a freehand perspective of a residential interior drawn by W. Kirby Lockard of The University of Arizona. The drawing was complete with entourage and textural interest. It was the only drawing of the three that portrayed the use of the space with people. This perspective was drawn using Kirby Lockard's perspective method.

Content Analysis Based on Desirable Employee Attributes

A content analysis was performed on the open ended responses. The responses (words or phrases) were put into categories representing the four most desirable employee characteristics found from the data collected earlier in the survey. For example, words that described the perspectivist's disposition would be placed in the category of "enthusiastic, positive attitude." These four categories were further broken down into specific dimensions within each larger category. "Willingness to learn", for example, had three sub-categories: 'cognitive capabilities', 'decision process', and 'imagination'. A semantic differential (two stimuli representing opposite ends of a continua) divided each of these sub-categories -- for example, 'linear' and 'intuitive' is found under the heading of 'decision process'.

Willingness to Learn

The first sub-category under the super-ordinate category "willingness to learn" was "cognitive capabilities". The semantic differentials were 'holistic' or 'small thinking'. None of the respondents used words for the hard-lined perspective that referred to holistic thinking; however, three respondents used terms that referred to small thinking. Interestingly, none of the words describing the person who drew the sketch or the freehand perspective referred to small thinking cognitive capabilities. Four respondents used terms such as 'philosophical' to describe the person who drew the sketch and eleven respondents concluded

that the person who drew the freehand perspective had an 'understanding of architectural relationships'.

The second dimension of "willingness to learn" was "decision process", namely 'linear' or 'intuitive'. Six phrases of the hard-line drawing fit the 'linear' category, zero fit the 'intuitive'. Again, zero responses fit the 'linear' dimension for either the sketch or the freehand perspective; however, nine words referred to the person who drew the sketch as having an 'intuitive' decision process (i.e. right-brained, non-linear), and five words referred to 'intuitive' thinking from the open-ended statements of the freehand perspective, such as 'insightful'.

Lastly, under the umbrella of "imagination", the semantic differentials were an 'idea person' and 'non problem-solver'. Not too surprisingly, nobody believed that the person who drew the hard-lined drawing as an 'idea' person, and five participants used words such as "simple" and "not as creative" to infer that person was not a problem-solver. Eighteen people described the person who drew the sketch as an 'idea' person and zero as a 'non problem-solver'. Similarly, sixteen participants concluded that the freehand perspectivist was an 'idea' person (i.e. open-minded, thoughtful) and zero concluded this person was a 'non problem-solver'.

Desire to Follow Through With Completeness

The second most desirable employee attribute from the list provided was "desire to follow through with completeness." Three categories were created to describe different dimensions of this attribute, each of which had

a pair of semantic differentials. They were "disciplined" ('thorough' or 'unorganized'), "time-management" ('quick' or 'slow'), and "continuum" ('schematic' or 'finished').

Twenty-four participants believed that the person who drew the hard-lined drawing was 'thorough' and zero described this person as 'unorganized'. Eighteen respondents inferred that the person who drew the sketch was 'unorganized' (imprecise, doodler) and zero inferred that person was 'thorough'. Six respondents believed that the person who drew the freehand perspective was 'thorough' (precise, competent) and zero believed that person was 'unorganized'.

Some of the open-ended responses referred to "time management." In general, participants concluded that the hard-lined perspectivist was 'slow', and the sketcher and the freehand perspectivist was 'quick'. Lastly, some participants commented on the perspectivist's place on the continua of "desire to follow through with completeness" from a person who drew 'schematic' to 'finished' drawings. Eleven people described the hard-lined perspectivist as a finisher, and not at all schematic. Nine people believed that the sketcher was a good starter, but no good for design development and beyond. Five people commented that the freehand perspective was overdone.

Enthusiastic Positive Attitude

The third category was "enthusiastic, positive attitude." Two dimensions were examined, first of all, "expressiveness" using the semantic differential of 'rigid' and 'loose', and second, "disposition" using

'conservative' and 'spirited' as a semantic differential. Interestingly, all respondents felt that the person who drew the hard-lined drawing and the person who drew the sketch were either one or the other. However, the responses for the freehand perspective were mixed, resulting in words placed under both of the semantic differentials for a single sub-category. This is a unique situation worth investigating because the respondents who interpreted the perspectivists differently may actually be quite different from each other. It would be important to know what types of people make different conclusions about the same drawing.

Twenty people believed that the person who drew the hard-lined perspective was 'rigid', i.e., uptight, controlled, inflexible. No one referred to this person as being 'loose'. Amazingly, forty participants concluded that the person who drew the sketch was 'loose'. There was obvious consensus that the person who drew the sketch was free, flexible, relaxed and uninhibited. No one referred to the person who drew the sketch as 'rigid'. Nine people believed that the person who drew the freehand perspective was 'rigid' and five people concluded this person was 'loose'.

Some people made inferences about the individuals' dispositions. Thirteen people inferred that the person who drew the hard-lined drawing was 'conservative'. Zero believed this person was 'spirited'. No one thought the person capable of drawing the sketch was 'conservative' and eleven people described this individual as 'spirited'. Again, the responses for the freehand perspective were mixed. One person referred to the perspectivist as 'conservative', and two respondents believed this person was 'spirited'. It is noteworthy that, in comparison, there were fewer

words referring to "dispositional" qualities of the person who drew the freehand perspective.

Technical Abilities

The final category used to sort the open-ended responses was "technical abilities." Three categories were used to organize the responses which made reference to technical abilities. They were "creativity" with the semantic differential of 'detail' and 'conceptual', "architectural" with the semantic differential of of 'drafter' and 'designer', and "graphic communication" with 'architectural qualities', 'professional presentation', and 'artistic' as semantic differentials.

Twenty-seven people felt that the person who drew the hard-lined drawing was 'detail' oriented. Zero believed this person was 'conceptual'. Interestingly, no one believed that the person who drew the sketch was into 'detail' and thirty-nine people thought this person was 'conceptual'. The responses were mixed about the freehand perspectivist.

Eight people believed that the person who drew the hard-line drawing was a 'drafter', no one believed this person was a 'designer'. Conversely, no one inferred the person who drew the sketch was a 'drafter'. However, nine people inferred this person was a 'designer'. As usual, people made inferences on both sides of the semantic differential about the freehand perspectivist.

Lastly, participants made inferences about the "graphic communication" skills of the perspectivists. What is interesting about this data is that it tells the researcher what qualities of each of these

presentations are most salient to the architects, basically, what they notice first. No one believed that the hard-lined drawing reflected 'architectural' qualities. However, twenty-two people described the perspective as a 'professional presentation' and surprisingly, five people believed it to be 'artistic'. Eighteen people referred to the 'architectural qualities' of the sketch, six as a 'professional presentation', and a tremendously large number of people (forty-two) described the graphic communication skills as 'artistic'. Finally, fifteen people made reference to the 'architectural qualities' of the freehand perspective', twenty-seven to the 'professional qualities' and three to the 'artistic' qualities of this presentation technique. These were the first and most important impressions made by the each of the presentation techniques.

Conclusions About Person Inferences

In conclusion, respondents believed that the people who drew the hard-lined drawing were disciplined, slow, but finishers. They were detail oriented and were thought of more as drafters than designers. Their behavior was rather rigid and they had a conservative disposition. In general, they were more linear in their thinking without a lot of problem-solving capabilities.

People who drew the sketch were thought of as idea people with an intuitive decision making process. They were somewhat unorganized but were quick and great with schematic ideas. They were most definitely

stereotyped as designers with a loose and spirited personality. These people could also capture the architectural qualities of a space.

The freehand perspectivists were thought of as being endowed with holistic thinking capabilities, really understanding how the world works. Their disposition was at neither extreme, and they could jump from details to concepts with ease. Their presentations capture architectural qualities, but most of all these perspectives were thought of as professional.

XI. DISCUSSION

This thesis has addressed four aspects of the job-seeking process between architecture students and the professionals that hire them. First, in reference to the marketing concept, architects' hiring criteria were determined in order to assess the needs and wants of the profession. Second, students' perceptions of the job-seeking process were revealed to see what "myths" students held about job-seeking. Third, real-life cases were presented to the student and professional populations to see how the populations would respond to practical job-seeking situations and to evaluate the compromises the populations would make in reaction to fluctuations in demand. Finally, person inferences from drawings were investigated because the portfolio is by far the most significant representation of architectural design achievements in school. What conclusions architects make about a job-seeker based on these presentations is important. These four aspects work together to build a comprehensive picture of the job-seeking process of interns and recent graduates and the hiring criteria of architecture professionals.

An interesting factor of architects' hiring criteria are the "hotter", less analytical aspects of architects' desires and preferences. Inferences made from drawings are ripe with opportunity for future research. Architects are visual people, inherently dependent on encoding information based on visual stimuli. Research based on these "hotter" aspects could uncover less explicit factors of the hiring criteria of architects and bring a new dimension into the job-seeking process. Second, it would be interesting

to research some of the contradictions in architects' hiring criteria. These contradictions were very apparent between desirable employee attributes and evaluation for "fit" with firm. For example, architects' single most desirable attribute was "willingness to learn"; however, architects were not interested in broad experiences and knowledge, such as diverse academic backgrounds, which would be an excellent indicator for one's need for cognition.

By creating a comprehensive list of desirable employee attributes and evaluations for "fit", the research began to unveil the hiring criteria architects use to select interns for their firms, replacing opportunity where guesswork had been. Once the architecture student has determined his or her goal, and identified individual competencies, s/he can customize the job-seeking strategy within the bounds of the individual's opportunities and resources in light of his or her own objectives.

Not only does this report seek to challenge architecture students but also the architects that hire them. Architects should question the ways things have been done in the past and re-evaluate the standard job-seeking and hiring paradigms. Architects should be aware that how they judge interns is a determining factor in the development and transformation of novice architects and should therefore be assertive in their role as mentors in shaping the beliefs and attitudes novices have about their role in the profession and the obligations architects have to society.

Architects sometimes play a more reactive role in society which transcends into the profession in diverse ways, one of which is the hiring criteria of its most valuable resource. Architects should use a new frame of

reference, namely a proactive strategy, to change the environment by choosing future directions for the profession. An excellent place to begin is by critically evaluating what hiring criteria and desirable employee attributes are in the profession's interests. If architects want to improve upon their role in society and the built environment, they should analyze the current situation and adopt new beliefs in light of these objectives. The opportunities are limitless! With the adoption of this new frame of reference (a proactive strategy), architects are empowered to act upon issues that are in the best interest of the profession, society, and the world in which they operate.

Second, architecture schools play an integral part in the development of architecture paradigms and belief systems of their graduates. It is an objective of architecture schools to improve upon the profession. To fulfill their role, educators need to keep pace with the architecture profession and the environment in which it operates and make graduates a valuable asset to society. In order for schools of architecture to be more appreciated by the profession, they need to stop indoctrinating young students with values that are at odds with those of the profession. Only then can architecture schools and educators make advancements for the betterment of graduates, the profession, and society.

Third, architecture students can begin to implement the marketing concept for firms with which they would like to work. Students now know the needs and wants of the profession and the most effective ways to communicate these desires and preferences to architects. As the future of the profession, students should look objectively at their architectural

education and see how they can use their skills and talents to supplement the profession. Students are the key factor in bridging the rift between architectural education and the architecture profession.

It is my hope that this thesis will benefit architecture students, professional architects, and the schools from which they graduate by encouraging them to look objectively at the standard job-seeking paradigm from a different frame of reference. By placing the job-seeking paradigm in perspective through a new lens, namely the marketing concept, this thesis hopes to shed light upon the current situation that may otherwise remain unchanged from a more myopic point of view. Hopefully this thesis will stimulate more research into the job-seeking process not only within architectural populations, but also the entities with which they operate.

XII. APPENDIX A

Pilot Professional Questionnaire

Entry-level Architecture Employer

Q u e s t i o n n a i r e

The following survey is being conducted in order to assess the beliefs and attitudes architecture employers have towards the materials interns use to seek employment and what criteria architects use when hiring them. This survey is being conducted in an anonymous manner, all data will be collective in nature. Thank you in advance for your time in assisting with this project.

Section I
In this section we are interested in information concerning what is most important to you when hiring an intern. Please provide your personal opinion to the following questions.

1. Please rate the importance of the following criteria for evaluating entry-level architects that you hire.

	not at all important					extremely important
_____ A resume that demonstrates experience.	1	2	3	4	5	6
_____ Flexibility to accept a variety of tasks.	1	2	3	4	5	6
_____ Do they have a unique background?	1	2	3	4	5	6
_____ Overall professionalism.	1	2	3	4	5	6
_____ Leadership potential.	1	2	3	4	5	6
_____ Someone who could eventually fill my shoes.	1	2	3	4	5	6
_____ Willingness to learn.	1	2	3	4	5	6
_____ Public speaking ability.	1	2	3	4	5	6
_____ Philosophically from a similar culture.	1	2	3	4	5	6
_____ Intention is to take care of client.	1	2	3	4	5	6
_____ Previous work experience that is similar to the firm's expertise.	1	2	3	4	5	6
_____ Interest in the firm's goals.	1	2	3	4	5	6
_____ Self-reliance.	1	2	3	4	5	6
_____ Enthusiastic, positive attitude.	1	2	3	4	5	6
_____ Other, please specify_____ _____	1	2	3	4	5	6

Please go back through the categories and mark an X on the line before the **one criterion** which is most important to you when considering to offer someone an entry level position in your firm.

2. Please rate the importance of the following characteristics for evaluating whether or not a potential entry-level architect would "fit in" your firm.

	not at all important					extremely important.
_____ Graphics on the resume (letterhead, format, images....)	1	2	3	4	5	6
_____ Description of experience found in resume.	1	2	3	4	5	6
_____ Description of non-work related activities found in resume.	1	2	3	4	5	6
_____ Non-architecture awards and/or scholarships.	1	2	3	4	5	6
_____ Tone of coverletter (confident, humble, patronizing, enthusiastic....)	1	2	3	4	5	6
_____ Presentation format of the portfolio.	1	2	3	4	5	6
_____ Design projects, found in portfolio, that are similar to the type of work your firm does.	1	2	3	4	5	6
_____ Graphic style of portfolio.	1	2	3	4	5	6
_____ Breadth of architectural styles.	1	2	3	4	5	6
_____ Breadth of building types and/or scale of design projects.	1	2	3	4	5	6

Pilot Professional Questionnaire -- *Continued*

	not at all important					extremely important
_____ Non-architecture related projects.	1	2	3	4	5	6
_____ Types of presentation techniques.	1	2	3	4	5	6
_____ Design Awards and/or good design projects found in portfolio.	1	2	3	4	5	6
_____ Years of previous work experience.	1	2	3	4	5	6
_____ Desktop publishing skills (Microsoft Word, PageMaker, Quark Express....)	1	2	3	4	5	6
_____ CAD skills (AutoCAD, ArchiCAD, GenCADD)	1	2	3	4	5	6
_____ Age of the employee.	1	2	3	4	5	6
_____ What school s/he graduating from or is currently attending.	1	2	3	4	5	6
_____ Style of dress.	1	2	3	4	5	6
_____ Other, please specify_____ _____	1	2	3	4	5	6

Please go back through the categories and mark an X on the line before the **one criterion** which is most important to you when considering to offer someone an entry level position in your firm.

3. Using a total of 100 points, divide the points to indicate what clues tell you that you will be able to communicate well with a potential employee.

_____ Eye contact.
_____ Style of dress.
_____ Age.
_____ Gender.
_____ Alma Mater.
±_____ Other, please specify_____.
100 Points

4. Using a total of 100 points, divide the points to indicate how you would rate the importance of the following employment-seeking practices.

_____ Contacts.
_____ Letters of recommendation.
_____ Cover letters.
_____ Phone calls.
_____ Personal interviews.
_____ Portfolio.
_____ Resume.
±_____ Other, please specify_____.
100 Points

5. What conclusions would you make about the types of people employed by the firm that produced these pictures?

1. Hardline Perspective

2. Sketch

3. Freehand Perspective

The people in this firm are:
1.
2.
3.

Pilot Professional Questionnaire -- *Continued*

Section II
Please read the following hypothetical situations and provide your answers to the questions following each case.

Case One:

Paloma and Associates, a Tacoma-based architecture firm specializing in health care facilities, has been in the health care business for 15 years. They have been very successful in the past and have received a lot of publicity in health care related magazines. Two new health care firms are opening offices in the Tacoma area, and Paloma knows they will be competing for the same customers.

1. Paloma should (check the one you feel is the best course of action):

_____ Continue to improve the quality service his firm has a reputation for and, based on the firm's design expertise in health care facilities, have faith that his customers will pay for the best.

_____ Focus his firm's energy on providing good services that are cost-effective and seek commissions outside the Tacoma area.

_____ Invest in a glossy four color marketing brochure in order to better position his firm in the customer's mind as an experienced and knowledgeable competitor in the health care industry.

_____ Determine the needs and wants of the health care facility market and deliver the desired satisfactions more effectively and efficiently than the competition.

2. In making the above solution Paloma (check one):

_____ Is confronting market situations as well as personal considerations.

_____ Feels it is necessary to give up personal considerations due to the competitive environment.

Case Two:

Greenwald and Becker, a Richmond-based architectural firm, has had unusual good fortune in securing more commissions than the medium-size firm can handle. Due to the fluctuation in the demand for their services, Greenwald and Becker will have to make some decisions.

1. Greenwald and Becker should (check the one you feel is the best course of action):

_____ Hire more employees in order to meet their demand, even though the firm is uncertain if they will be able to keep them if things go back the way they were.

_____ Raise their service fee and begin investing in more efficient production equipment.

_____ Turn the customers away because they do not want to expand in such a volatile and uncertain market.

Section III
Please answer the following questions concerning your firm.

1. Number of years in business. _____years.

2. Age of principal(s). _____ years.

Pilot Professional Questionnaire -- *Continued*

3. Gender of principal(s). Please write in the space provided the number of principals of each gender.

_____ Male _____ Female

4. Number of employees. _____employees.

5. What building-types and frequency best describes the work your firm does? Please circle the number which corresponds to the amount of work your firm does for each category.

	Never					Extremely Frequent
Government work.	1	2	3	4	5	6
Residential (custom).	1	2	3	4	5	6
Residential (commercial).	1	2	3	4	5	6
Religious facilities.	1	2	3	4	5	6
Schools.	1	2	3	4	5	6
Municipal buildings.	1	2	3	4	5	6
Office and/or retail (private).	1	2	3	4	5	6
Office and/or retail (speculative).	1	2	3	4	5	6
Health-care and/or retirement facilities	1	2	3	4	5	6
Hotels, resorts, and/or sports facilities.	1	2	3	4	5	6
Restaurants or financial institutions.	1	2	3	4	5	6
Parks and/or recreational facilities.	1	2	3	4	5	6
Other, please specify_____ _____	1	2	3	4	5	6

6. What percent of the clients your firm serves have never hired an architect before? _____%.

7. What percent of your firm's clients are repeat clients? _____%.

8. Please check **one definition**, from Weld Cox's generic project technology categories, which best describes your firm:

_____ *Strong-idea (brains) firms,* which are organized to deliver singular expertise or innovation on unique projects. The project technology of strong-idea firms flexibly accommodates the nature of any assignment, and often depends on one or a few outstanding experts or "stars" to provide the last word.

_____ *Strong-service (gray hair) firms,* which are organized to deliver experience and reliability, especially on complex assignments. Their project technology is frequently designed to provide comprehensive services to clients who want to be closely involved in the process.

_____ *Strong-delivery (procedure) firms,* which are organized to provide highly efficient service on similar or more-routine assignments, often to clients who seek more of a product than a service. The project technology of a delivery firm is designed to repeat previous solutions over and over again with highly reliable technical, cost and schedule compliance.

Thank you for your time and effort in completing this survey.

Please feel free to use the rest of this page for any additional comments you may have. Your input is very valuable to us!

Final Professional Questionnaire Cover Letter

THE UNIVERSITY OF
ARIZONA
TUCSON ARIZONA

College of Architecture
Tucson, Arizona 85721
(602) 621-6751
Fax (602) 621-8700

February 16, 1993

Dear Architecture Professional,

I am contacting University of Arizona Alumni to collect data for my thesis project. The study concerns your hiring criteria for interns and entry level architects. Implications of the findings may affect the way our college prepares its students entering the architecture profession. Your opinions are very important to me and critical to the success of this research study. Please take a moment to fill out this survey. If you do not do most of the hiring in your office, please pass on this survey to the person who does. I have attached a business reply envelope for your convenience. This survey will be conducted in a anonymous manner. All data analysis will be collective in nature, no firm name will be singled out in particular.

Although I am unable to offer you a financial incentive to complete the survey, I would be happy to share the results with you. If you have any questions, please contact me at (602) 327-9229. I will make copies of the research findings available upon request for participants in this research study.

Thank you in advance for your time and effort in participating in this research study. **Please return this survey as soon as possible,** your quick response is greatly appreciated. I hope the results will be beneficial to you, your firm, and the interns you hire.

Sincerely yours,

Daniela Frauenfelder

Daniela Frauenfelder
Master's of Architecture Candidate

Final Professional Questionnaire

Entry Level Architecture Employer Questionnaire

The following survey is being conducted in order to assess the beliefs and attitudes architecture employers have toward the materials interns use to seek employment and what criteria architects use when hiring them. This survey is being conducted in an anonymous manner, all data will be collective in nature. Thank you in advance for your time in assisting with this project.

Section I

In this section we are interested in information concerning what is most important to you when hiring an intern or recent architecture graduate. Please provide your personal opinion to the following questions.

1. What percentage of the hiring of interns and/or entry level architects do you do within your firm? _____%

2. Please rate the importance of the following criteria for evaluating interns or entry level architects that you hire by circling the most appropriate number.

	not at all important					extremely important
_____ A resume that demonstrates experience.	1	2	3	4	5	6
_____ Flexibility to accept a variety of tasks.	1	2	3	4	5	6
_____ Technical abilities.	1	2	3	4	5	6
_____ Do they have a diverse academic background?	1	2	3	4	5	6
_____ Overall professionalism.	1	2	3	4	5	6
_____ Confidence in their abilities.	1	2	3	4	5	6
_____ Impression of integrity and honesty.	1	2	3	4	5	6
_____ Expression of future professional goals.	1	2	3	4	5	6
_____ Leadership potential.	1	2	3	4	5	6
_____ Someone who could eventually fill my shoes.	1	2	3	4	5	6
_____ Willingness to learn.	1	2	3	4	5	6
_____ Public speaking ability.	1	2	3	4	5	6
_____ Having similar architecture philosophy.	1	2	3	4	5	6
_____ Strong design abilities.	1	2	3	4	5	6
_____ Interest in architectural design.	1	2	3	4	5	6
_____ Desire to follow through with completeness.	1	2	3	4	5	6
_____ Intention is to take care of client.	1	2	3	4	5	6
_____ Work experience is similar to firm's expertise.	1	2	3	4	5	6
_____ Interest in the firm's goals.	1	2	3	4	5	6
_____ Self-reliant.	1	2	3	4	5	6
_____ Humility.	1	2	3	4	5	6
_____ Ability to get along with people.	1	2	3	4	5	6
_____ Enthusiastic, positive attitude.	1	2	3	4	5	6
_____ Other, please specify _____ _____.	1	2	3	4	5	6

»»» Now, please go back through the categories and mark an X on the line before the <u>one criterion</u> which is most important to you when considering to offer someone an internship or entry level position in your firm.

3. Using a total of 100 points, divide the points to indicate what clues tell you that you will be able to communicate well with a potential employee.

_____ Verbal communication skills (e.g. listening skills, ability to convey ideas effectively).
_____ Non-verbal communication skills (e.g. eye contact, posture).
_____ Appearance (e.g. style of dress, haircut).
_____ Age.
_____ Gender.
_____ Alma Mater.
+_____ Other, please specify _____.
100 Points

Final Professional Questionnaire -- *Continued*

4. Please rate the importance of the following characteristics for evaluating whether or not a potential intern or entry level architect would "fit" with your firm by circling the appropriate number.

	not at all important					extremely important
_____ Graphics on the resume (letterhead, format, images...).	1	2	3	4	5	6
_____ Paragraph describing a career objective on resume.	1	2	3	4	5	6
_____ Description of professional experience found in resume.	1	2	3	4	5	6
_____ Description of non-work related activities found in resume.	1	2	3	4	5	6
_____ Non-architecture awards and/or scholarships.	1	2	3	4	5	6
_____ Tone of cover letter (confident, humble, patronizing, enthusiastic...).	1	2	3	4	5	6
_____ Tone of interview.	1	2	3	4	5	6
_____ Presentation format or organization of the portfolio.	1	2	3	4	5	6
_____ Attention to graphic detail in job-getting presentation (e.g. portfolio, mailer, resume, cover letter).	1	2	3	4	5	6
_____ Examples of model-making skills.	1	2	3	4	5	6
_____ Familiarity with perspective methods.	1	2	3	4	5	6
_____ Sketching ability.	1	2	3	4	5	6
_____ Exploration of different media (video, watercolor, computers...).	1	2	3	4	5	6
_____ Strong drafting skills (lettering, understanding of line weights...).	1	2	3	4	5	6
_____ Examples of actual construction drawings.	1	2	3	4	5	6
_____ Design projects, found in portfolio, that are similar to the type of work your firm does.	1	2	3	4	5	6
_____ Exploration of varied architectural styles.	1	2	3	4	5	6
_____ Breadth of building types and/or scale of design projects.	1	2	3	4	5	6
_____ Extracurricular activities (sports, travel).	1	2	3	4	5	6
_____ Non-architectural projects (art, furniture).	1	2	3	4	5	6
_____ Types of project presentation techniques (markers on blueprints, grease pencil on foamcore, colored pencil on butcher paper...).	1	2	3	4	5	6
_____ Design Awards and/or distinguished design performance.	1	2	3	4	5	6
_____ Clarity of architectural design concepts.	1	2	3	4	5	6
_____ Years of previous work experience.	1	2	3	4	5	6
_____ Desktop publishing skills (Microsoft Word, PageMaker).	1	2	3	4	5	6
_____ CAD skills (AutoCAD, ArchiCAD, GenCADD).	1	2	3	4	5	6
_____ Age of the employee.	1	2	3	4	5	6
_____ What school s/he graduated from or is currently attending.	1	2	3	4	5	6
_____ Appearance (e.g. style of dress, haircut...).	1	2	3	4	5	6
_____ How well the potential employee represents your firm.	1	2	3	4	5	6
_____ Other, please specify _____ _____.	1	2	3	4	5	6

»»» Now, please go back through the categories and mark an X on the line before the <u>one criterion</u> which is most important to you when considering to offer someone an internship or entry level position in your firm.

5. Using a total of 100 points, divide the points to indicate how you would rate the importance of the following factors in hiring an intern or recent architecture graduate for an entry level position.

_____ Connection to familiar contacts.
_____ Letters of recommendation.
_____ Cover letters.
_____ Mailer (xerox copies of projects).
_____ Follow-up phone calls.
_____ Personal interviews.
_____ Portfolio.
_____ Resume.
±_____ Other, please specify _____.
100 Points

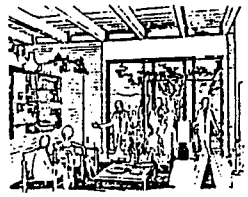
Final Professional Questionnaire -- *Continued*

6. What conclusions would you make about the types of people that produced these pictures?

These people are best described as:
1.

1. Hard-line Perspective

2.



3.

2. Sketch

3. Freehand Perspective

Section II
Please read the following hypothetical situations and provide your answers to the questions following each case.

Case One:
Paloma and Associates, a Tacoma-based architecture firm specializing in health care facilities, has been in the health care business for 15 years. They have been very successful in the past and have received a lot of publicity in health care related magazines. Two new health care firms are opening offices in the Tacoma area, and Paloma knows they will be competing for the same clients.

1. Paloma should (check the one you feel is the best course of action):

_____ Continue to improve the quality service his firm has a reputation for and, based on the firm's design expertise in health care facilities, have faith that his clients will pay for the best.

_____ Determine the needs and wants of the health care facility market and deliver the desired satisfactions more effectively and efficiently than the competition.

_____ Invest in a glossy four color marketing brochure in order to better position his firm in the client's mind as an experienced and knowledgeable competitor in the health care industry.

_____ Focus his firm's energy on providing good services that are cost-effective and seek commissions outside the Tacoma area.

Case Two:
Greenwald and Becker, a Richmond-based architectural firm, has had unusual good fortune in securing more commissions than the medium-size firm can handle. Due to the fluctuation in the demand for their services, Greenwald and Becker will have to make some decisions.

1. Greenwald and Becker should (check the one you feel is the best course of action):

_____ Hire more employees in order to meet their demand, even though the firm is uncertain if they will be able to keep them if things go back the way they were.

_____ Raise their service fee and begin investing in more efficient production equipment.

_____ Turn some clients away because they do not want to expand in such a volatile and uncertain market.

Final Professional Questionnaire -- *Continued*

Section III
Please answer the following questions concerning your firm.

1. Year office was established. _____.

2. Age of principal(s). _____ years (average).

3. Gender of principal(s). Please write in the space provided the number of principals of each gender.

_____ Male _____ Female

4. Which organizational type best describes your firm? Please check the most appropriate category.

_____ Business Corporation
_____ Proprietorship
_____ Partnership
_____ Professional Corporation
_____ Professional Association
_____ Other, please specify _____
_____.

5. Please write in the space provided the number of personnel of each discipline employed by your firm.

_____ Architectural
_____ Interior Designers
_____ Engineering
_____ Administrative
_____ Other Technical
_____ Other, please specify _____
_____.

6. What services does your firm offer? Please check all that apply.

_____ Architectural
_____ Consulting
_____ Contracting
_____ Graphic Design
_____ Research
_____ ADA Compliance Survey
_____ Planning
_____ Landscaping
_____ Solar Design
_____ Programming
_____ Delineation
_____ Feasibility Studies
_____ Engineering
_____ Interiors
_____ Construction Inspection
_____ Expert Witnessing
_____ Other, please specify _____
_____.

7. What is your firm's geographical distribution of work?

____ (Home) State _____% Other US _____% International _____%

8. What is your firm's work distribution by percentage of gross income?

_____% Commercial, Office
_____% Retail
_____% Restaurants
_____% Hotels/Resorts
_____% Religious
_____% Historic Preservation
_____% Education
_____% Residential (Single Family)
_____% Residential (Multi Family)
_____% Retirement Facilities
_____% Military
_____% Industrial
_____% Government (State, National)
_____% Municipal
_____% Medical
_____% Recreation/Sport & Athletic Facilities
_____% Transportation
_____% Laboratory Planning and Design
_____% Other, please specify _____
_____.

9. What percent of the clients your firm serves have never hired an architect before? _____%

10. What percent of your firm's clients are repeat clients? _____%

Thank you for your time and effort in completing this survey!
Please place this survey in the enclosed self-addressed and stamped envelope.

XIII. APPENDIX B

Pilot Student Questionnaire

Employment-seeking
Q u e s t i o n n a i r e

The following survey is being conducted in order to assess the beliefs and attitudes students, entering the architectural profession, have toward employment-seeking tools. We are also interested in information concerning what criteria students use to select the firms they would like to work for. Please give your personal views, rather than what you think is the expected answer. This survey is being conducted in an anonymous manner, all the data will be collective in nature. Thank you in advance for your time in assisting with this project.

Section I
In this section we are interested in what resources are most influential in learning how to go about getting work. Please rate the following sources on their influence, and circle on the scale of importance.

	not at all important					extremely important
1. Personal experience.	1	2	3	4	5	6
2. Friends in similar situations.	1	2	3	4	5	6
3. Information I have been exposed to in the Architecture curriculum.	1	2	3	4	5	6
4. General information I have been received about job seeking outside the Architecture curriculum.	1	2	3	4	5	6
5. Advice from architects.	1	2	3	4	5	6
6. Advice from non-architect professionals.	1	2	3	4	5	6
7. Other, please specify_____ _____.	1	2	3	4	5	6

Section II
Please provide your personal opinion to the following questions.

1. What criteria do you use to evaluate architecture firms for which you plan to seek employment?

	not at all important					extremely important
_____ The type of work the firm does.	1	2	3	4	5	6
_____ The type of clients the firm has.	1	2	3	4	5	6
_____ The office environment.	1	2	3	4	5	6
_____ Work benefits.	1	2	3	4	5	6
_____ Other, please specify _____ _____.	1	2	3	4	5	6

Please go back through the categorize and mark an X on the criteria which is most important to you when considering to accept a position in a firm.

2. What criteria do you use to evaluate if you would "fit in" an architectural firm?

	not at all important					extremely important
_____ The attitude of the secretary.	1	2	3	4	5	6
_____ Office decor.	1	2	3	4	5	6
_____ Types of clients.	1	2	3	4	5	6
_____ The firm's letterheads and signage.	1	2	3	4	5	6
_____ # of years the firm has been in business.	1	2	3	4	5	6
_____ The age of the firm's principal(s).	1	2	3	4	5	6
_____ Types of work the firm does.	1	2	3	4	5	6

Pilot Student Questionnaire -- *Continued*

_____ What school(s) the principal(s) went to.	1	2	3	4	5	6
_____ What everyone is wearing.	1	2	3	4	5	6
_____ Other, please specify _____	1	2	3	4	5	6

Please go back through the categorize and mark an X on the criteria which is most important to you when considering whether or not you would "fit in" a firm that has offered you a job.

3. How much time do you expect to spend researching each firm you plan to interview with? Please circle the correct response.

0 hours 1-3 hours 4-9 hours 9+ hours

4. Using a total of 100 points, divide the points to indicate how you would rate the following employment-seeking tools on importance to a employer. For example, a good letter of recommendation is worth about 20 points to a potential employer relative to all the tools.

_____ Contacts.
_____ Letters of recommendation.
_____ Cover letters.
_____ Phone calls.
_____ Personal Interviews.
_____ Portfolio.
_____ Resume.
± _____ Other, please specify_____.
100 Points

5. Using a total of 100 points, divide the points to indicate what clues tell you that you will be able to communicate well with a potential employer? For example, having gone to the same school is worth about 10 points relative to all the clues I have whether or not I will be able to communicate with a potential employer.

_____ Eye contact.
_____ Style of dress.
_____ Age.
_____ Gender.
_____ Alma Mater.
± _____ Other, please specify_____.
100 Points

6. What conclusions would you make about the type of firm the person that drew these pictures would work for?

1. Hardline Perspective

The people in this firm are:
1.

2.

2. Sketch 3. Freehand Perspective

3.

Pilot Student Questionnaire -- *Continued*

Section III
Please read the following hypothetical situations and provide your answers to the questions following the scenarios.

Case One:

Oklahoma State has an architecture internship development program. The Tulsa economy is slow and there seems to be a shortage of entry level positions in architecture firms.

Gary Anderson, an architecture student in the internship development program at Oklahoma State, is looking for an entry level position. Anderson is new to Oklahoma and does not have any contacts in Tulsa. Anderson is a strong design student and has placed in several competitions.

1. Anderson should (check one):

_____ Start investing heavily in time and money in his portfolio to demonstrate his strong design skills and prestigious awards which he considers his greatest assets to a firm.

_____ Go to the AIA in Tulsa and get a mailing list of architecture firms. To be cost effective, he should design an easily reproducible resume and cover letter and widely distribute them to reach the largest market efficiently as possible.

_____ Anderson should repeatedly call firms for an interview even though initially the answer is they are not hiring. To get the job he will have to convince the architect that s/he needs him and that he will do the best job possible.

_____ Pursue an informational interview with a knowledgeable architect in town for information concerning the needs and wants of Tulsa architecture firms and target the resume and portfolio to a particular niche that interests him.

2. In making his decision Anderson (check one):

_____ Is confronting market situations as well as personal considerations.

_____ Feels it is necessary to give up personal considerations due to the poor economic environment.

Case Two:

Gail Peterson has been looking for a summer internship for three months and she is getting anxious because school will be ending soon. She has interviewed with four firms and none has resulted in a job offer.

A friend tipped Peterson of a entry level CAD position available in a local architecture firm. Although Peterson has CAD experience, she was hoping for a more client oriented job.

1. Peterson should (check one):

_____ Request an interview and be up front with her desire for a more client centered job where she could use her strong communication skills.

_____ Alter the content of her interview material and gear it toward the qualities sought by the firm. Take the job if it is offered to her and leave if something better comes along.

_____ Not pursue the interview.

Pilot Student Questionnaire -- *Continued*

Section IV
Please answer the following questions concerning your demographics.

1. How old are you? _____.

2. How many years do you have left to complete the program? Please circle the correct response.

5 years	4 years	3 years	2 years	1 year	already graduated

3. What is your gender? Male Female

4. Do you have another college degree? No Yes
   If yes, please specify_____.

5. Do you have previous work experience in an architecture firm? No Yes

6. Prior to school, did you have any close friends or family in the architecture profession? No Yes

Thank you for your time and effort to complete this survey.

Please feel free to use the rest of this page for any additional comments you may have. Your input is very valuable to us!

Final Student Questionnaire

Employment Seeking Questionnaire

The following survey is being conducted in order to assess the beliefs and attitudes students, entering the architectural profession, have toward employment-seeking tools. We are also interested in information concerning what criteria students use to select the firms they would like to work for. Please give your personal views, rather than what you think is the expected answer. This survey is being conducted in an anonymous manner, all the data will be collective in nature. Thank you in advance for your time in assisting with this project.

Section I

In this section we are interested in what resources are most influential in learning how to go about getting work. Please rate the following sources on their influence, and circle on the scale of importance.

	not at all important					extremely important
1. Personal experience.	1	2	3	4	5	6
2. Friends in similar situations.	1	2	3	4	5	6
3. Information I have been exposed to in the Architecture curriculum.	1	2	3	4	5	6
4. General information I have received about job seeking outside the Architecture curriculum.	1	2	3	4	5	6
5. Advice from architects.	1	2	3	4	5	6
6. Advice from non-architect professionals.	1	2	3	4	5	6
7. Other, please specify _____	1	2	3	4	5	6

_____.

Section II

Please provide your personal opinion to the following questions.

1. Please rate the importance of the following criteria for evaluating architecture firms for which you plan to seek employment by circling the most appropriate number.

	not at all important					extremely important
_____ The type of work the firm does.	1	2	3	4	5	6
_____ Breadth of existing projects.	1	2	3	4	5	6
_____ Areas of specialization (e.g. medical, schools).	1	2	3	4	5	6
_____ The types of clients the firm has.	1	2	3	4	5	6
_____ Services the firm offers (e.g. landscaping).	1	2	3	4	5	6
_____ Variety of personnel by discipline (e.g. interior designers, engineers).	1	2	3	4	5	6
_____ Firm's geographic work distribution (in-state, out-of-state, and/or international).	1	2	3	4	5	6
_____ Organizational type (e.g. proprietorship, partnership, business corporation).	1	2	3	4	5	6
_____ Office environment.	1	2	3	4	5	6
_____ Office size.	1	2	3	4	5	6
_____ When the office was established.	1	2	3	4	5	6
_____ Qualifications of the employees and principals (e.g. AIA members).	1	2	3	4	5	6
_____ What architecture schools the employees and principals attended.	1	2	3	4	5	6
_____ Reputation of firm (e.g. hire and fire, designers).	1	2	3	4	5	6
_____ Location.	1	2	3	4	5	6
_____ Work benefits.	1	2	3	4	5	6
_____ Other, please specify _____	1	2	3	4	5	6

_____.

»»» Now, please go back through the categorize and mark an X on the <u>one criterion</u> which is most important to you when considering to accept a position in a firm.

Final Student Questionnaire -- *Continued*

2. What criteria do you use to evaluate if you would "fit in" an architectural firm? Please circle the most appropriate number.

	not at all important					extremely important
_____ The attitude of employees.	1	2	3	4	5	6
_____ Personality of principal(s).	1	2	3	4	5	6
_____ Gender and/or ethnic diversity in office.	1	2	3	4	5	6
_____ Office atmosphere (laid-back, busy).	1	2	3	4	5	6
_____ Office decor.	1	2	3	4	5	6
_____ The firm's letterheads and signage.	1	2	3	4	5	6
_____ # of years the firm has been in business.	1	2	3	4	5	6
_____ The age of the firm's principal(s).	1	2	3	4	5	6
_____ Types of projects the firm does.	1	2	3	4	5	6
_____ Types of clients	1	2	3	4	5	6
_____ What school(s) the principal(s) went to.	1	2	3	4	5	6
_____ What everyone is wearing.	1	2	3	4	5	6
_____ Other, please specify _____	1	2	3	4	5	6

_____.

»»» Now, please go back through the categorize and mark an X on the <u>one criterion</u> which is most important to you when considering whether or not you would "fit in" a firm that has offered you a job.

Section III

In this section we are interested in your opinions about what hiring criteria <u>employers use</u> when considering someone for an internship or entry level position.

1. How would you rate the importance of the following criteria for evaluating interns or entry level architects from the employer's point of view? Please circle the most appropriate number.

	not at all important					extremely important
_____ A resume that demonstrates experience.	1	2	3	4	5	6
_____ Flexibility to accept a variety of tasks.	1	2	3	4	5	6
_____ Technical abilities.	1	2	3	4	5	6
_____ Do they have a diverse academic background?	1	2	3	4	5	6
_____ Overall professionalism.	1	2	3	4	5	6
_____ Confidence in their abilities.	1	2	3	4	5	6
_____ Impression of integrity and honesty.	1	2	3	4	5	6
_____ Expression of future professional goals.	1	2	3	4	5	6
_____ Leadership potential.	1	2	3	4	5	6
_____ Someone who could eventually fill my shoes.	1	2	3	4	5	6
_____ Willingness to learn.	1	2	3	4	5	6
_____ Public speaking ability.	1	2	3	4	5	6
_____ Having similar architecture philosophy.	1	2	3	4	5	6
_____ Strong design abilities.	1	2	3	4	5	6
_____ Interest in architectural design.	1	2	3	4	5	6
_____ Desire to follow through with completeness.	1	2	3	4	5	6
_____ Intention is to take care of client.	1	2	3	4	5	6
_____ Work experience is similar to firm's expertise.	1	2	3	4	5	6
_____ Interest in the firm's goals.	1	2	3	4	5	6
_____ Self-reliant.	1	2	3	4	5	6
_____ Humility.	1	2	3	4	5	6
_____ Ability to get along with people.	1	2	3	4	5	6
_____ Enthusiastic, positive attitude.	1	2	3	4	5	6
_____ Other, please specify _____	1	2	3	4	5	6

_____.

»»» Now, please go back through the categories and mark an X on the line before the <u>one criterion</u> which you believe is most important to an employer when considering to offer someone an internship or entry level position in your firm.

Final Student Questionnaire -- *Continued*

2. Using a total of 100 points, divide the points to indicate how you would rate the following job seeking tools on importance to a employer. For example, a good letter of recommendation is worth about 20 points to a potential employer relative to all the tools.

_____ Connection to familiar contacts.
_____ Letters of recommendation.
_____ Cover letters.
_____ Mailer (xerox copies of projects).
_____ Follow-up phone calls.
_____ Personal interviews.
_____ Portfolio.
_____ Resume.
\+ _____ Other, please specify _____.
100 Points

3. From an employer's point of view, how would you rate the importance of the following characteristics for evaluating whether or not a potential intern or entry level architect would "fit" with their firm? Please circle the most appropriate number.

	not at all important					extremely important
_____ Graphics on the resume (letterhead, format, images...).	1	2	3	4	5	6
_____ Paragraph describing a career objective on resume.	1	2	3	4	5	6
_____ Description of professional experience found in resume.	1	2	3	4	5	6
_____ Description of non-work related activities found in resume.	1	2	3	4	5	6
_____ Non-architecture awards and/or scholarships.	1	2	3	4	5	6
_____ Tone of cover letter (confident, humble, patronizing, enthusiastic...).	1	2	3	4	5	6
_____ Tone of interview.	1	2	3	4	5	6
_____ Presentation format or organization of the portfolio.	1	2	3	4	5	6
_____ Attention to graphic detail in job-getting presentation (e.g. portfolio, mailer, resume, cover letter).	1	2	3	4	5	6
_____ Examples of model-making skills.	1	2	3	4	5	6
_____ Familiarity with perspective methods.	1	2	3	4	5	6
_____ Sketching ability.	1	2	3	4	5	6
_____ Exploration of different media (video, watercolor, computers...).	1	2	3	4	5	6
_____ Strong drafting skills (lettering, understanding of line weights...).	1	2	3	4	5	6
_____ Examples of actual construction drawings.	1	2	3	4	5	6
_____ Design projects, found in portfolio, that are similar to the type of work their firm does.	1	2	3	4	5	6
_____ Exploration of varied architectural styles.	1	2	3	4	5	6
_____ Breadth of building types and/or scale of design projects.	1	2	3	4	5	6
_____ Extracurricular activities (sports, travel).	1	2	3	4	5	6
_____ Non-architectural projects (art, furniture).	1	2	3	4	5	6
_____ Types of project presentation techniques (markers on blueprints, grease pencil on foamcore, colored pencil on butcher paper...).	1	2	3	4	5	6
_____ Design Awards and/or distinguished design performance.	1	2	3	4	5	6
_____ Clarity of architectural design concepts.	1	2	3	4	5	6
_____ Years of previous work experience.	1	2	3	4	5	6
_____ Desktop publishing skills (Microsoft Word, PageMaker).	1	2	3	4	5	6
_____ CAD skills (AutoCAD, ArchiCAD, GenCADD).	1	2	3	4	5	6
_____ Age of the potential employee.	1	2	3	4	5	6
_____ What school s/he graduated from or is currently attending.	1	2	3	4	5	6
_____ Appearance (e.g. style of dress, haircut...).	1	2	3	4	5	6
_____ How well the potential employee represents their firm.	1	2	3	4	5	6
_____ Other, please specify _____ _____.	1	2	3	4	5	6

»»» Now, please go back through the categories and mark an X on the line before the <u>one criterion</u> which you believe is most important to employers when considering to offer someone an internship or entry level position in their firm.

Final Student Questionnaire -- *Continued*

4. Using a total of 100 points, divide the points to indicate what clues tell you that you will be able to communicate well with a potential employer? For example, having gone to the same school is worth about 10 points relative to all the clues I have whether or not I will be able to communicate with a potential employer.

_____ Verbal communication skills (e.g. listening skills, ability to convey ideas effectively).
_____ Non-verbal communication skills (e.g. eye contact, posture).
_____ Appearance (style of dress, haircut).
_____ Age.
_____ Gender.
_____ Alma Mater.
\+ _____ Other, please specify _____.
100 Points

Section IV

Please read the following hypothetical situations and provide your answers to the questions following each case.

Case One:

Oklahoma State has an architecture internship development program. The Tulsa economy is slow and there seems to be a shortage of entry level positions in architecture firms. Gary Anderson, an architecture student in the internship development program at Oklahoma State, is looking for an entry level position. Anderson is new to Oklahoma and does not have any contacts in Tulsa. Anderson is a strong design student and has placed in several competitions.

1. Anderson should (check one):

_____ Start investing heavily in time and money in his portfolio to demonstrate his strong design skills and prestigious awards which he considers his greatest assets to a firm.
_____ Go to the AIA in Tulsa and get a mailing list of architecture firms. To be cost effective, he should design an easily reproducible resume and cover letter and widely distribute them to reach the largest market efficiently as possible.
_____ Anderson should repeatedly call firms for an interview even though initially the answer is they are not hiring. To get the job he will have to convince the architect that s/he needs him and that he will do the best job possible.
_____ Pursue an informational interview with a knowledgeable architect in town for information concerning the needs and wants of Tulsa architecture firms and target the resume and portfolio to a particular niche that interests him.

Case Two:

Gail Peterson has been looking for a summer internship for three months and she is getting anxious because school will be ending soon. She has interviewed with four firms and none has resulted in a job offer. A friend tipped Peterson of a entry level CAD position available in a local architecture firm. Although Peterson has CAD experience, she is hoping for a more client-oriented job.

1. Peterson should (check one):

_____ Request an interview and be up front with her desire for a more client centered job where she could use her strong communication skills.
_____ Alter the content of her interview material and gear it toward the qualities sought by the firm. Take the job if it is offered to her and leave if something better comes along.
_____ Not pursue the interview.

Section V

Please answer the following questions concerning your demographics.

1. How old are you? _____ years.
2. What year are you in the program?

First Year Second Year Third Year Fourth Year Fifth Year Graduate

3. What is your gender? Male Female
4. Do you have another college degree? No Yes
5. Do you have previous work experience in an architecture firm? No Yes
6. Prior to school, did you have any close friends or family in the architecture profession? No Yes

Thank you for your time and effort to complete this survey!

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