

---

# People, Places, and Life Transitions: Consequential Experiences in the Lives of Management Laureates

ERIC W. FORD  
Texas Tech University

W. JACK DUNCAN  
University of Alabama at Birmingham

ARTHUR G. BEDEIAN  
Louisiana State University

PETER M. GINTER  
University of Alabama at Birmingham

---

*We analyzed the autobiographies of 55 “management laureates” to learn how their life experiences influenced their careers and intellectual contributions. Our results indicate the probability of becoming a management laureate is enhanced by (a) receiving a doctoral degree from a prestigious university under the tutelage of an accomplished scholar; (b) seeking out and affiliating with a hot group at the beginning of one’s career; (c) devoting a majority of one’s energy to research; and (d) pursuing a research agenda with long-term implications, as reputations are rarely established early in one’s career.*

---

In the Preface to the initial volume in the 6-volume set, *Management Laureates: A Collection of Autobiographical Essays*, Bedeian (1992: vii) states the belief that “you cannot fully understand an individual’s work without knowing a great deal about the person behind that work.” In this connection, he notes that the autobiographies within each volume not only highlight the social, cultural, and environmental changes that influenced the authors’ professional lives, but also underscore the importance of reference groups and reference individuals, the significant others who helped shape the character of each laureate’s work. The narratives in the *Management Laureates* series thus affirm Stanley’s (1993: 50) observation that “a life,

whether of one’s self or another, is never composed of one decorticated person alone.”

Indeed, the self-portraits comprising each volume reveal how the contributing laureates moved across a variety of overlapping intellectual and social networks, internalizing aspects of these networks and, at the same time, leaving indelible marks on the institutions and people they encountered. The impact of professional relationships developed within and across such networks on the personal and intellectual lives of business-school faculty was confirmed in Gersick, Bartunek, and Dutton’s (2000: 1026) interview study of academic careers. Commenting on their findings, they noted that such relationships can be “nurturant sources of learning, inspiration, and enjoyment, or they can be destructive sources of frustration and injury.”

Although there are many ways to garner insights into an individual’s life, the autobiography is perhaps the most intimate and fascinating means for gaining behind-the-scenes understanding. As self-exemplifying exercises, the autobiographies in the

---

Inquiries concerning this article should be directed to: W. Jack Duncan, Graduate School of Management, University of Alabama at Birmingham, 207D BEC, 1530 3rd Avenue South, Birmingham, AL 35294-4460. Tel: (205) 934-8855; Fax: (205) 934-3347; e-mail: jduncan@uab.edu. We thank Abigail J. Stewart for her consultation and data-coding assistance.

*Management Laureate* series provide not only a glimpse of the subjective determinants and personal experiences of the management discipline's leading thinkers, but also an appreciation of the evolving social policies, practices, and structures of our discipline. With this in mind, we content-analyzed the autobiographies of 55 contributors to the *Management Laureates* series to learn more about (1), how their life experiences influenced their careers and intellectual contributions; (2), how significant others helped shape their careers and the character of their work and; (3), what experiences were related to their research, teaching, and professional service. In doing so, we extend one of the fastest growing areas of research in the social sciences and humanities to the management discipline (Wright & Nunn, 2000). That all scholarship is to some extent autobiographical, and must be interpreted within the lives and times of its authors is increasingly acknowledged. We look first at the unique character of autobiographies as verbal self-portraits. Next, we introduce the idea of autobiographically consequential experiences (ACEs) and a method for their identification and scoring. We then discuss the role of ACEs in addressing our three objectives. Finally, we consider the implications of our findings.

## AUTOBIOGRAPHICAL RESEARCH

By clarifying the extent to which the private and professional worlds of their authors operate across rather than *within* separate spheres, the autobiographies in the *Management Laureates* series highlight the fact that no one operates or works in a vacuum. All the laureates whose autobiographies we studied reported functioning within an intellectual milieu of ideas, people, and institutions. It is, however, accepted that such personalized accounts do not constitute mechanical reproductions (Anderson, Cohen, & Taylor, 2000). Simply put, memory can be inaccurate, details may be forgotten or misremembered, and completely new details may enter into one's memory (Mather, Shafir, & Johnson, 2000; Ross, Buehler, & Karr, 1998). Such errors in recollection are offset, however, by certain advantages (Bluck & Levine, 1998; Brown & Schopflocher, 1998).

In methodological terms, autobiographers are the "ultimate participants in a dual-participant-observer role," having privileged access to their own inner thoughts (Merton, 1988: 18). By providing self-relevant information that is direct and not secondhand, the autobiographer is better qualified than anyone else to document thoughts and experiences that are unobtainable from other sources.

Moreover, research indicates that memories of personally important episodes or events are more likely to be accurately recalled than more general events (Thorne, 2000).

## METHOD

Data for our study were taken from the chapter-long autobiographical essays contained in the 6-volume *Management Laureates* series (Bedeian, 1992, 1993a, 1993b, 1996a, 1998b, 2002). The aim of the series was to present autobiographies prepared by some of the management discipline's highest achievers. The impetus for doing so was to gain a deeper understanding of the contributors' work by learning about the various pathways each traveled through life and about the many intangibles that brought them to their current condition.

Contributors to the series were selected on the basis of specific criteria. All (a) were distinguished by their professional successes (Bedeian, 1992: vii); (b) had had a significant impact on the management discipline (Bedeian, 1992: viii); (c) were long-standing "members of the guild" (Bedeian, 1996: ix); and, consequently, (d) possessed insights into the management discipline's historical development (Bedeian, 1998: vii).

## Management Laureates

The *Management Laureates* series contains 57 autobiographical essays. As is common practice in autobiographical research (Mackavey, Malley, & Stewart, 1991), we omitted two essays from our analysis because of their atypical format. Paul R. Lawrence's essay (Vol. 2) was presented as a colloquy with his daughter, and Eric L. Trist's essay (Vol. 3) was based on two edited interviews. In both cases, the concern was that the involvement of an outside agent may have introduced a reporting bias not present in other essays and also may possibly restrict the laureates' range of memories. As is also customary in autobiographical research (Mackavey et al., 1991), our intent, to the extent possible, was to allow individuals to speak for themselves. In this regard, as series editor, Bedeian (1992: viii) states that editorial intervention was purposefully kept at a minimum to allow the laureates to select those aspects of their lives they wished to emphasize.

The 55 laureates whose autobiographies we content-analyzed are identified in the Appendix, together with information on the discipline and year in which they received their highest degree, the institution awarding the degree, whether they hold Fellows status in the Academy of Management,

and if they are currently living. Fifty-two laureates were male. Years of birth ranged from 1900 to 1947. Eighteen percent were born during the 1910s, 25% during the 1920s, 27% during the 1930s, and 25% during the 1940s. Fourteen are now deceased. At the time their autobiographies were prepared, the laureates ranged in age from 52 to 93 ( $M = 65.7$ ;  $SD = 9.7$ ). Chronological age is relevant, as it has been noted that even though autobiographical memories are most numerous in the immediate past, in people over 50 years of age, there is a *remembrance surge* or a peak in the recall of experiences occurring between the ages of 10 and 30 (Rubin, Wetzler, & Nebes, 1986).

Whereas the laureates are now identified with the management discipline, their educational backgrounds vary, with the most common doctoral degrees held in psychology ( $n = 18$ ), management ( $n = 12$ ), and organizational behavior ( $n = 6$ ). Others received doctorates in applied mathematics, business administration, economics, engineering, history, human relations, industrial relations, industrial administration, philosophy, political science, and sociology. A total of 36 different universities (31 in the United States and 5 in Europe) awarded the laureates' highest degree. Three universities, Cornell, Harvard, and Ohio State were most frequently represented, with four graduates each. The University of Chicago, University of California at Berkeley, Massachusetts Institute of Technology, and Yale University each contributed three laureates.

One may admittedly quibble with the choice of scholars included in the management laureates series. There are certainly other scholars who are arguably qualified. Several individuals who were nominated for inclusion either declined because they had previously authored autobiographies (viz., Peter Drucker and Herbert Simon), or they failed to meet publications deadlines. Miner (2002) notes, "there can be no doubt that [the designated laureates] are influentials" and "outstanding contributors to the management field as a whole" (p. 84). Additionally, given the demographic data presented in the Appendix, there is little reason to suspect a priori that the set of autobiographies on which our analysis is based exhibits an ascriptive bias.

### Data Analysis

Content analysis is a widely accepted technique for extracting quantitative measures from autobiographies and other personalized accounts (McAdams & West, 1997). It is particularly appropriate for our purposes, in that it allows us to analyze personally meaningful experiences in a naturally oc-

curing and nonreactive manner. We employed the content-analysis technique specifically developed by Mackavey, Malley, and Stewart (1990) for coding written autobiographies. This technique provides a standardized and simple scheme for identifying and quantifying autobiographical experiences that produced "substantial and lasting effects" on their authors' lives.

Referred to as *autobiographically consequential experiences* (ACEs), these events are seen as creating memories that have lasting personal significance (Conway, Anderson, Larsen, & Donnelly, 1994; Thorne, 1998). Such memories are considered to be pivotal in an individual's life and, thus, to be enduring elements in an individual's self-system. It is noteworthy, however, that based on their research, Mackavey et al. (1991) concluded that although consequentiality may be a sufficient reason for recalling an experience, it may not be required. An experience may be memorable, but not have long-term consequences. Prior to the introduction of Mackavey et al.'s (1991) technique for identifying autobiographical experiences, little quantitative research on autobiographies and other personalized accounts existed. Anecdotal observations prevailed.

### Identifying ACEs

Our initial step in the data collection process was to identify the ACEs contained in each of the 55 autobiographies. Three coders were involved in this task. Two were doctoral students in management and the third, a management professor. To ensure agreement about the methodology to be employed, the coders read and discussed Mackavey et al. (1991) and a detailed coding manual provided by Mackavey et al. (1990). Two autobiographies were randomly selected and individually scored by all three coders. The coders achieved 80% agreement in scoring ACE passages. Instances of disagreement were then discussed and resolved. Subsequently, an additional autobiography was randomly selected and individually scored by the coders. This time an 85% agreement was obtained, and disagreements were again discussed. Finally, a fourth autobiography was randomly selected and scored by each coder with a resulting 90% agreement. Two coders then independently scored each autobiography. The scoring of all ACE passages was then reviewed in a series of meetings with all three coders present. In cases of disagreement between any two coders, all three coders reviewed the ACE and attempted to achieve agreement. The interrater reliability remained at 90%.

Following Mackavey et al. (1991: 53), to be coded an ACE, a memory had to include three elements expressed in its author's own words: a *cause*, a *consequence*, and *importance*. Thus, a "particular memory was coded as an ACE if it described an event, person, or set of circumstances [a cause] in the individual's life [a consequence] that was remembered as having affected the unfolding of the life story in a personally significant way [importance]." If any one of these elements was not explicit in a memory, it was not considered an ACE. Coders were not allowed to make inferences by relating events to one another or by attributing importance to an event regardless of how significant it seemed to them. We acknowledge, consistent with Mackavey et al.'s (1991: 53) approach, that "by focusing on only ACEs in which an explicit, causal connection is made between a particular experience and its consequence, we no doubt excluded some events that were consequential." Nonetheless, given the paucity of research on ACEs and customary conventions, we judged it best to follow a more conservative approach that would result in a high degree of interrater agreement.

To illustrate, the following three passages contain memories that were coded as ACEs. The requisite elements of *cause*, *consequence*, and *importance* are parenthetically noted.

*Example 1.* Knowing of my dissertation work on organizational size, [James] March invited me to write about growth and development for his projected *Handbook* {cause}. I was elated. This was the opportunity of my fantasies {importance}. It never crossed my mind that his *Handbook* might be a dud, or that there were people who paid little attention to handbooks. I worked hard to write a landmark synthesis—16-hour days, 7 days a week, for 18 months. And the effort really paid off {consequence} (Starbuck, Vol. 3: 76).

*Example 2.* Instead we moved into writing and thinking more about cultures in organizations. We had written a single chapter for a book on culture and signed a contract for it with a publisher when, in 1983, I was asked to be editor of the *Academy of Management Journal* {cause}. I hesitated because I knew it would greatly interrupt my own research. At the same time I was greatly honored {importance}. Harry [Trice] solidified my leanings when he said to me, "You can't refuse a thing like that" {importance}. So I accepted . . . Editing the *Journal* turned out to be the most satisfying thing I have done in my academic career {importance and consequence} (Beyer, Vol. 4: 69).

*Example 3.* Once *Strategy and Structure* was published I turned to the next project. Three members of the du Pont family still in top management asked me to write a biography of Pierre S. du Pont {cause}. Here again was an appealing opportunity {importance}. Not only did Pierre du Pont create the modern Du Pont Company, but after he became president of General Motors at the end of 1920 he brought Alfred Sloan into top management. Here was a chance to observe the day-by-day creation and operation of two of the nation's most successful modern industrial corporations {importance and consequence} (Chandler, Vol. 1: 212–213).

### Coding ACEs

Once ACEs were identified, they were coded for the 22 variables described in Table 1. The first 12 variables in Table 1 were taken directly from Mackavey et al. (1991). To gain additional insight as to how the laureates' life experiences contributed to their total development as management scholars, we considered two additional sets of variables. The first set, *Relationship to Author*, examined relationships with students, peers, and mentors (variables 13–15). The second set, *Professional Area*, was added to better understand various aspects of the laureates' professional involvement, including research, service, and teaching (variables 16–22). We gave particular attention to the relationship between academic activities (i.e., research, teaching, and service) and professional relationships (i.e., mentors, peers, and students).

A multinomial regression analysis was performed to assess the roles of mentors, peers, students, and combinations of these relationships in ACEs related to professional academic activities—research, teaching, service, career decisions, and education. ACEs that mentioned multiple professional relationships were combined. There were 296 ACEs that mentioned professional relationships and 105 that did not. Evaluation of expected frequencies indicated there was no need to restrict the model further; however, there were 3 cells related to students in ACEs that had insufficient counts to be effectively analyzed. The affected cells attempted to measure the relationship between students and the professional areas related to the laureate's education, career, and service activities. Because it was intuitively obvious that students would play little or no role in the laureates' education, career decisions, and service activities, these coefficients were not estimated.

Many ACEs involved multiple variables. As an example, the following ACE from James C. Wor-



**TABLE 1**  
**Definition of Study Variables**

Variable Number	Variable <sup>a</sup>	Definition
1	Year	Year event took place or was initiated. "In 1950, even though the dissertation was unfinished, I accepted a much needed job" (Chandler, 1992: 208).
2	Episodic	An explicit event occurs in a brief period of time, generally one day or less . . . "At the age of 9, when on a camping trip up into the Canadian end of Lake Memphremagog, my life changed dramatically. What had been close to an idyllic existence became a nightmare. As I arrived back at the Camp Neperan dock, word was passed that my father was deathly ill" (Miner, 1993: 287). Nonepisodic memories involve a more general discussion of life experience. "As I look back on my career, it seems, on one hand that I had incredible luck in being at the right place at the right time, but, on the other hand, I also wonder whether I had already learned to seize the moment, to turn an opportunity into a creative output" (Schein, 1993: 38).
3	Place	Coded "yes" if author mentions a specific location in which the author was physically located when the memory was recalled. Otherwise coded "no." "A particularly significant event in my career occurred in the summer of 1952 at Dartmouth" (Bass, 1992: 75).
4	Own affect	Coded as "positive" or "negative" if author explicitly mentions her/his emotional state, experience, or reaction. Otherwise coded "no." "A great influence on me during this period was my experience being a consultant to Harold Geneen of ITT fame. I was greatly impressed by his confidence and success [positive] but increasingly turned off [negative] by his coldness when it came to what he considered a choice between people and profits (Herzberg, 1993: 9 inserts added).
5	Other's affect	Coded "positive" or "negative" if the author explicitly mentions the emotional state, experience, or reaction of another person. Otherwise coded "no." "For me and my spouse who was with me, the meeting was awkward [negative]" (Bartol, 1996: 16).
6	Rehearsal	Coded "yes" if the author has thought about, talked about, or written about the ACE since its occurrence. Otherwise coded "no." There were no examples of ACEs that constituted rehearsal.
7	Surprise	Coded "yes" if the author indicated that the consequence was unexpected, otherwise coded "no." "To everyone's surprise, the results of the first basketball study were validated in a second basketball study, and subsequently, in studies of surveying parties and open hearth steel crews" (Fiedler, 1992: 310).
8	Vividness	Coded "yes" if the memory is recalled in sufficient detail that it seems to be a live experience. Otherwise coded "no." "I cannot recall anything about my early years that made a bigger impression on me and shaped my values than The Depression. I was a child of the depression and I was at least forty years old before I freed myself from the depression thought mold" (Buffa, 1992: 171).
9	Life stage	The age period in which the event took place. Stages are: childhood (<13 years old), adolescence (13–17 years old), college (18–21 years old), early adulthood (22–35 years old), middle adulthood (36–50 years old), late adulthood (>50 years old).
10	Life transition	Coded "yes" if the event occurred during a period of life change (change in employment, marital status, health, etc.). Otherwise coded "no." "Although the last sixteen months in Berlin brought no improvements for my family, they made a dramatic turning point for me. Believing I was going to die had induced serious stocktaking" (Starbuck, 1993: 91).
11	Other people, identified	Coded "yes" if author mentions other person(s) by name, title, or other identifying factor. Otherwise coded "no." "As I reflect back upon my professional development since 1959, there have been a few people who have been of extremely great importance and influence on my life . . ." Author goes on to identify Barry Staw, Peter Frost, Bill Glueck, George Huber, and John Slocum. (Cummings, 1992: 251).
12	Other people, unidentified	Coded "yes" if the author mentions other unidentified person(s). Otherwise coded "no." "People often ask why I made such an abrupt change as going from engineering to the Management School" (Forrester, 1992: 343).
13	Relationship to author/student	Coded "yes" if the author specifically mentions an individual or group of students. Otherwise coded "no." "What I sought to develop in all of them [doctoral students] was expansion of their conceptual frameworks and an ability to think creatively about issues utilizing a variety of models and approaches" (Mahoney, 1998: 152).
14	Relationship to author/peer	Coded "yes" if peers were mentioned by author, otherwise coded "no." "Dr. Ralph G. Hirschowitz, then in the Laboratory, and Dr. Miles F. Shore, Head of the Massachusetts Mental Health Center, became close friends and supportive colleagues" (Levinson, 1993: 197).
15	Relationship to author/mentor	Coded "yes" if author mentioned mentor(s), otherwise coded "no." "Primarily as a result of my working with Porter, I was able to develop a strong publication record as a graduate student and thus began to think more and more about an academic career" (Lawler, 1993: 84).

(table continues)

TABLE 1 Continued

Variable Number	Variable <sup>a</sup>	Definition
16	Professional area/career	Coded "yes" if the event was related to the author's academic career. Otherwise coded "no." "These professors were responsible for illustrating that an academic career could be productive, enjoyable, and worthwhile" (Ivancevich, 1996: 129).
17	Professional area/consulting	Coded "yes" if the event was related to the author's consulting work, otherwise coded "no." "During the Baytown project, I received an invitation to carry on the same kind of work with Exxon, but now in the Far East. This too was a turning point. I decided to terminate my professorship at the University of Texas and use Scientific Methods, Inc. as the vehicle for carrying on this applied work" (Blake, 1992: 127).
18	Professional area/education	Coded "yes" if the event related to the author's formal education, otherwise coded "no." "Honors students were involved in administering tests, conducting interviews, writing evaluations, and participating in selection decisions. This really caught my interest: psychologists doing a real job in a practical situation that I could relate to" (Pugh, 1996: 238).
19	Professional area/research	Coded "yes" if the event related to the author's research interest. Otherwise coded "no." "Toward the latter half of my first year at Berkeley Ed [Ghiselli] dropped [into] my office and said that he had some data that he had collected recently that he hadn't yet had a chance to analyze or write up . . . It was Ed's gentle way of offering to help me get started doing scholarly work in the industrial-psychology field" (Porter, 1993: 9-10).
20	Professional area/service	Coded "yes" if the event related to the author's work in service activities for a university or other formal organization. Otherwise coded "no." "The highlight of my professional career, and something I am unabashedly proud of, was when my peers elected me president of the Academy of Management in 1986" (Luthans, 1996: 187).
21	Professional area/teaching	Coded "yes" if the event related to the author's teaching activities. Otherwise coded "no." "Norman Maier was also a very strong influence on me at Michigan. My introduction to experiential learning occurred while serving as a teaching fellow in his course, Psychology of Human Relations, during my first year" (Vroom, 1993: 264).
22	Professional area/working	Coded "yes" if the event related to the author's work experience in industry. Otherwise coded "no." "Robert Gross, chairman of the board and chief executive officer, asked me to design for the company a system for developing long-range plans for the company . . . This work led me into a major path of corporate planning which I have since followed" (Steiner, 1993: 120).

<sup>a</sup> Variables 1-12 adapted from "Remembering Autobiographically Consequential Experiences: Content Analysis of Psychologists' Accounts of Their Lives," by W. R. Mackavey, J. E. Malley, and A. J. Stewart, 1991, *Psychology and Aging*, 6: 50-59. Copyright © 1991 by the American Psychological Association. Adapted by permission. No further reproduction or distribution is permitted without permission from the American Psychological Association.

thy's autobiography involved five variables (*Others Unidentified*, *Education*, *Others Identified*, *Mentoring*, and *Vividness*).

We met frequently with faculty members (*Others Unidentified* and related to *Education*) in their homes. Most notable were our weekly meetings at Professor [Earl Dean] Howard's home (*Others Identified* and indication of *Mentoring*). Many of these meetings were attended by special guests. One of these I remember vividly (*Vividness*): Whiting Williams, who met with us five or six times in 1930 and 1931. Years later, when I read Mayo (1933) and Roethlisberger and Dickson (1938), I felt I was in territory not

altogether unfamiliar; now, after some 60 years, I can recognize that Williams exercised considerable influence on my thinking after I entered the business world (Vol. 3: 380).

## RESULTS

A total of 470 ACEs were identified in the 55 autobiographies. The mean number of ACEs per autobiography was 8.6, the mode was 13, and the median was 9, with a range of 1 to 18. The first topic we addressed in our analysis was "how the consequential experiences (i.e., ACEs) of the management laureates influence their career develop-

**TABLE 2**  
**Characteristics of Autobiographically**  
**Consequential Events Relative to Mackavey,**  
**Malley, and Stewart (1991) Variables**

Variable Number	Variable Name	N = 470 <sup>a</sup>	Percent
11	Other People Identified	343	73
3	Place	303	64
12	Other People Unidentified	202	43
10	Life Transition	145	31
4	Own Affect	140	30
	Positive	74	53
	Negative	66	47
8	Vividness	109	23
2	Episodic	84	18
5	Others' Affect	46	10
	Positive	13	28
	Negative	33	72
7	Surprise	31	7
6	Rehearsal	0	0

Note. Variable 1 (Year) and Variable 9 (Lifestage) were not included in this table because of the nature of their scoring. These variables are discussed separately.

<sup>a</sup> Because ACEs are characterized on more than one variable, their sum is >470. The variables have been presented in descending frequency of occurrence.

ment." Table 2 illustrates that ACEs frequently referenced five variables: Others People Identified, Place, Other People Unidentified, Life Transition, and Own Affect (both positive and negative). There were no instances of ACEs involving Rehearsals and very few involving Surprises.

Seventy-three percent of the ACEs included references to other people who were identified and another 43% made reference to other people, but did not identify individuals by name, title, position or so on. Often these anonymous references were to students and colleagues, as in the following example provided by James G. Hunt:

My stint in psychology changed me forever. Both [Fred] Fiedler {*Others Identified*} and his students {*Others Unidentified*} gave me my first real taste of behavioral research . . . . With my lack of background in psychology, I would have been easy to reject. Rather than rejection, however, Fred encouraged me and changed me more than he knew (Vol. 6: 171–172).

Sixty-four percent of the ACEs made reference to the specific place where a consequential experience occurred, as illustrated in this passage by Larry L. Cummings:

By January 1987 I decided to take a leave from Northwestern {*Place*} to consider what I wanted to do for the next few years of my life.

I further decided, after much exploration, to spend the 1987/1988 academic year at St. Benedict's Monastery near Madison, Wisconsin {*Place*} . . . . The Benedictine tradition emphasizes balance in life. The balance seemed to be one of a mixture of physical labor, intellectual study, prayer and worship, and silence. I practiced these four components on a daily and weekly basis at the monastery for 9 months. I gained great insight into my real desires and about what I wanted to do in my career from there on out (Vol. 1: 248–249).

Thirty-one percent of the ACEs took place during a period of life transition. Sometimes the transition was the death of a loved one, a serious illness that changed a laureate's life, or a similar life-altering experience, such as a divorce. In 30% of the cases the laureates acknowledged that the experience had either a positive (53%) or negative (47%) emotional effect on their lives {*Own Affect*}. For instance, Jeffery Pfeffer relates how heart surgery prompted him to carefully re-evaluate and alter his personal and professional priorities:

Finally, this experience [heart surgery] gave me the opportunity to reflect, once again, on what I was doing and how I was spending my time. This reflection renewed my appreciation for the pleasure {*Own Affect, Positive*} I get out of my job (Vol. 4: 225).

In another example, Wickham Skinner reflects on the effect of being scolded by colleagues early in his career:

Thus bruised {*Own Affect, Negative*} by my first compulsive brush with academic orthodoxy, I went to earth with my nascent ideas, overtly concentrated on teaching and course development, wrote a book on international manufacturing, and tried to be an all-around good citizen, not bothering my colleagues again with heresy of any sort for a full 5 years (Vol. 5: 253).

The majority (82%) of the ACEs were nonepisodic, meaning that the memories extended over a period of time rather than being a punctuated event (Conway, Anderson, Larsen, & Donnelly, 1994). Only 23% were vivid or were recalled in the detail necessary to be considered a "live experience."

The laureates remembered most of the ACEs as taking place during college and early adulthood (see Table 3). Almost 54% of the ACEs occurred between the ages of 18 and 35 years. Middle adulthood accounted for another 24% of the ACEs, with

**TABLE 3**  
Distribution of ACEs Across Life Stages

Lifestage	N = 470	Percent	ACE Per Year
Childhood <13 Years	28	6.0	2.15
Adolescence 13–17 Years	29	6.2	7.25
College 18–21 Years	50	10.7	12.5
Early Adulthood 22–35 Years	202	43.0	14.4
Middle Adulthood 36–50 Years	113	24.1	7.5
Late Adulthood >50 Years	47	10.0	NA

Note. Lifestage taken from Mackavey et al., 1991. Because the lifestage intervals vary in length, Column 4 reports the number of ACEs per year for each lifestage category. As Late Adulthood is open-ended, ACEs per year could not be calculated.

late adulthood accounting for 10%. Childhood and adolescence accounted for a final 12%.

Recognizing that laureates' contributions did not occur in social isolation, we examined the importance of professional contacts with mentors, peers, and students and combinations of these groups in relationship to the academic areas of research, service, and teaching—controlling for other factors (i.e., place, ACE year, role of self, own affect, and life transition). Table 4 provides the results of a multinomial logistic regression analysis performed to assess the roles of mentors, peers, and students in such ACEs. To create orthogonal groupings of interpersonal relationships, ACEs that mentioned any combination of professional relationships were grouped together.

The overall model was statistically significant at  $p < .001$  and had an approximated explained variance of 32.2% ( $pseudo-R^2 = .322$ ). The ACEs that identified only students were significantly related to the professional areas of teaching and to a lesser extent research. Peers were more frequently mentioned relative to service and research activities and also tended to play a significant role in ACEs related to laureates' career decisions. Mentors were most frequently mentioned in ACEs relating to the laureate's own education and also played a major role in research and career-related activities. In addition, the authors' assessments of their roles in initiating events were significantly and negatively correlated with the presence of mentors relative to all other events in the sample. In effect, the mentor initiated the ACEs related to career choices. Collectively, the relationships between individual classes of academic relationships and professional roles are as one would expect.

**TABLE 4**  
Multinomial Logistic Analysis: Personal Relationships vs. Professional Duties

Professional Area Variables	Students (n = 16)	Peers (n = 124)	Mentors (n = 122)	Students, Peers, & Mentors <sup>a</sup> (n = 38)
Research	1.14*	.58***	.48**	1.07*
Teaching	0.72**	.63	-.09	.72**
Service	<sup>α</sup>	.44**	.12	.52†
Career	<sup>α</sup>	.42*	.36*	.94*
Education	<sup>α</sup>	.18	.60***	1.30**
Control Variables				
Place	.28	.04	-.01	.53*
ACE Year	.05*	.03**	-.01	.03*
Role of Self	-.37	-.28*	-.55	-.32†
Own affect	-.11	.04	-.19	.00
Life transition	.01	-.18	-.11	-.44
Df	168.93***			
Df	40.0			
Pseudo-R <sup>2</sup>	0.322			

Notes: Coefficients are standardized. The adequacy of the expected cell counts in the Multinomial Regression were too small to converge for the denoted relationships.

<sup>a</sup> The students, peers, and mentors' classification can have any combination of those individuals or all of them.

† $p < .10$ .

\* $p < .05$ .

\*\* $p < .01$ .

\*\*\* $p < .001$ .

Peers and mentors were most often mentioned with regard to the professional areas. Peers were more frequently mentioned relative to research activities. Students, as expected, were mentioned primarily with regard to teaching, whereas mentors were most frequently mentioned in ACEs relating to education. Dalton E. McFarland, for example, recalls his days as a doctoral student at Cornell University and the impact of his mentor William Foote Whyte:

Being part of William Foote Whyte's {*Others Identified*} team of researchers and doctoral students in human relations was a magnificent experience and a privilege that profoundly influenced the rest of my life and career (Vol. 2: 256).

In addition, place appeared to be an important factor with regard to all interpersonal interactions.

## DISCUSSION

Our present analysis is based on the belief that to fully understand an individual's work one must



know a great deal about the person behind that work. Building on the notion that life narratives provide unique access to one's development and thinking, we examined the autobiographies of 55 management laureates to identify experiences that had "substantial and lasting effects" on their lives and work. The identification of these experiences also enabled us to examine the laureates' relationships with mentors, peers, and students, as their personal lives and professional careers developed.

In considering our results, it is interesting to note the changing origins of the management laureates' academic training. Prior to 1949, the laureates' highest degrees were awarded in a variety of disciplines: economics, engineering, mathematics, philosophy, psychology, sociology, and so on. During the 1950s, the training of the laureates was predominately in psychology. Of the 21 laureates who received their highest degree during this decade, 10 received degrees in psychology. During this time, however, the human relations degree from Cornell University and the industrial relations degree from institutions such as the University of Minnesota began to appear on the laureates' vitae. Psychology remained the most common degree for laureates who graduated during the 1960s, but degrees in management and organizational behavior also began to appear. Reflecting the maturation of management as a discipline, all laureates who received their degrees during the 1970s did so in either management (4 out of 9) or organizational behavior (5 out of 9).

With regard to the timing of career choices, Erikson, Erikson, and Kivnick (1986) suggest that late adolescence and early adulthood are periods of intense identity formation and, therefore, are likely to be ripe with ACEs (Mackavey et al., 1991; Thorne, 1995). In the case of the management laureates, many of their ACEs occurred from very late adolescence (college years) through early adulthood or until the age of 35. Fifty-four percent of the coded ACEs took place during this time period. It was also during these two life stages that the largest number of ACEs occurred, averaging 12.5 and 14.4 per year, respectively.

Because of its advanced degree requirements, management education is unlikely to be chosen by younger people as a possible academic career until they have entered college or graduate school when they are exposed to management as a discipline and to potential mentors. This may account for the larger number of ACEs reported during college and early adulthood than has been the case with studies involving other populations (e.g., Rubin, Rahhal, & Poon, 1998; Thorne, 2000). Memories

associated with early adulthood (a time when most people attend graduate school) appear to be especially salient given the large number of ACEs reported during this period. Fred E. Fiedler, for instance, recounts an ACE that took place when he was 29-year-old graduate student:

In 1951, Lee Cronbach (*Others Identified*) invited me to work with him at the University of Illinois as Research Assistant Professor of Education. He and I had applied for a big research contract (\$20,000!) which supported me, a research associate, a secretary, a couple of research assistants, and part of Lee Cronbach's salary. For 1951, it was big money (Vol. 1: 307).

Most of the laureates did not become well-established in their research careers until middle adulthood. In fact, compared to their peers in the physical and natural sciences, where Nobel Laureates are often recognized relatively early in their lives (Zuckerman, 1996), the management laureates' scholarly contributions typically were not recognized until later in their lives. There are at least two factors that may contribute to this "late bloomer" effect (Bedeian, 1996b: 5).

First, management programs at the doctoral level are a relatively recent phenomenon; therefore, most of the laureates received their training in other disciplines. Because most spent their youth in a discipline other than management, a midcareer change in the direction and focus of their research may have delayed the recognition of their contributions. As noted above, however, this trend is changing. The management laureates who received their doctorates after 1964 were primarily trained in management (9/18) or organizational behavior (5/18) and, thus, had no need to establish themselves in one area and move to another.

Second, the management laureates' identification process, compared to selection criteria in the natural and psychological sciences focus on an entire body of work rather than one exceptional breakthrough. This may explain why so many of the reported ACEs were nonepisodic memories and lacked the vividness that often accompanies revolutionary scientific breakthroughs and "eureka experiences." These two factors may have skewed the average age of the laureates upward as compared to their contemporaries in other disciplines.

Other people, both identified and unidentified, were important to the management laureates. Furthermore, the place where consequential experiences occurred was a part of many laureates' memories. As important as other people and places might be, however, there was a broad di-

versity in the laureates' work habits. Forty-seven percent (26/55) did not mention the involvement of students, peers, or mentors in their research. This finding suggests individual agency, rather than communion with others, as a characteristic common to many laureates (McAdams, Hoffman, Mansfield, & Day, 1996). Alternatively, 46% (24/55) of laureates specifically identified some combination of mentors, peers, and students as being important to their professional activities. Taken together, these findings imply that more than one path to achieving professional excellence exists, but that the preferred routes are either solitary or highly collaborative in nature.

Leavitt (1996) defines "hot groups" as collections of individuals in "totally consuming places." The importance of people and place was underscored by laureates frequently mentioning the desire to be part of a hot group and how such groups were instrumental in selecting an academic home and as a stimulus to their creativity. In ACEs involving the presence of multiple professional relationships, the laureates were more likely to identify the geographic location or name the academic institution where such relationships occurred. Further, the professional area variables in Table 4 were positively and significantly associated with these ACEs. This finding is consistent with the image of hot groups excelling across all dimensions of academic performance.

As an example of the importance of people and place, H. Igor Ansoff (1992: 14) described Carnegie Mellon as a university where the students were outstanding and the "stellar faculty included Herb Simon, Bill Cooper, Hal Leavitt, Vic Vroom, and a number of others." Echoing a similar sentiment, Vroom (1993: 266) indicated that he decided to go to Carnegie Mellon instead of Yale because "the opportunity to work with Dick Cyert, Jim March, Harold Leavitt, and Herbert Simon was too attractive to refuse." Reflecting a corresponding sense of people and place, Arthur G. Bedeian (1998a: 17) stated that the environment "within the [Auburn University] Management Department was one of nourishment, excitement, and collegiality. Above all, no one was afraid of excellence and achievement in others. My debt, both academic and personal, to my original academic family—Achilles Armenakis, Junior Feild, Bill Holley, Bill Giles, and later on, Kevin Mossholder—may now be acknowledged, but never can be repaid."

Mentors were most often associated with early adulthood, indicating that the laureates tended to find and interact with their mentors during graduate school and early-career stages. Likewise, peers were mentioned primarily during the early stages

of the laureates' careers. Perhaps this was a time when the laureates' research careers were taking off and the influence of peers was greatest. Students tended to be mentioned during middle adulthood when the laureates' careers were mature and they were working more and more with their own doctoral students.

Another finding related to the dominance of research over teaching and professional service. A majority of ACEs (130) related to research, whereas only 26 were associated with teaching, and 16 with service. The relatively heavy emphasis on research might be expected, as research and publications are the bases on which academic prominence is built (Bedeian, 1996b; Van Fleet, McWilliam, & Siegel, 2000). Some laureates, however, did have a more vivid recall of experiences relating to their career or education than to their research. In one such instance involving an undergraduate class, Larry L. Cummings recalled how he discovered his "affection" for psychology and how it could be his calling:

Dr. [James D.] Lovell, the instructor, who later became my advisor and mentor, called me into his office {cause} and questioned me regarding my study habits and nightlife. I explained that in fact my study habits were fine and that the fraternity was reasonably quiet and I was not having any difficulty studying. Of course he queried, "Why in the world are you falling asleep in class?" {vividness} I explained that I was going to the library at about ten each night and reading journals which had been footnoted in our beginning psychology textbook. I fully expected him to not call me a liar, but at least smile, puff on his pipe, roll his eyes, look out the window, and say, "My God, how creative an excuse can one find?" On the other hand he said, "Well, I think you've discovered your interest." {consequence} And he was absolutely right {importance} (Vol. 1: 241).

## CONCLUSIONS

We began our research to learn more about how the experiences of a select group of management laureates were reflected in their work. In particular, we sought to learn (1), how the laureates' life experiences influenced their careers and intellectual contributions; (2), how mentors, peers, and students helped shape their careers and the character of their work; and, (3), what experiences were related to their research, teaching, and professional service. A content analysis of the laureates' autobiographies supports the following conclusions.

People are important. A majority of the experiences that produced "substantial and lasting effects" on their lives took place in the presence of other people. In most cases the people were identified by name, title, or position. When individuals were not specifically identified, they were often mentioned as groups, such as students, colleagues, and so on. Places also play a prominent role in memories. One implication of this conclusion for aspiring scholars is "location, location, location." In this regard, it has been suggested that the most important factor in a career is locating with a critical mass of colleagues involved in research, writing, and publishing (Bedeian, 1996b). Whereas the chemistry behind the transformation of a collection of colleagues into a hot group is far from clear, the significance of colleagues in shaping careers is undisputable.

A third conclusion relates to the importance of *life transitions*. As scholars, the laureates' autobiographies suggest that they are no different from people in general, in that life transitions intensified the way they were affected, positively and negatively, by their experiences. Although life transitions are particularly noted for producing memories with substantial and lasting effects, most of the memories reported by the laureates were nonepisodic, forming over a period of time. The implication of this finding is that the nature of the academic enterprise does not lend itself to *episodic* (one-time) experiences and that memories evolve rather than dramatically emerge.

Events associated with *research* experiences dominated the laureates' memories of their professional careers. Within a research context, peers and mentors were more important than students. The memories of the laureates confirm the axiom that research-based publications are the major "coin of the academic realm." Teachers may have influenced many of the laureates in selecting a career, but most of the laureates' lasting memories related to research rather than teaching. Likewise, virtually none of the laureates' memories related to service activities. ACEs involving service, when they occurred at all, related to significant professional service—Academy of Management President, journal editor, and so on.

As with all studies, our effort should be considered in light of its limitations. An initial set of concerns involves the generalizability of the current results given our restricted sample size. The general applicability of our results to the larger academic universe would be verified by replication with other samples drawn not only from management, but also from different scholarly disciplines and from a wider range of national and

societal contexts possessing alternative educational and normative structures. Further, our sample was composed primarily of males (52/55 laureates). Mackavey et al. (1991) attempted to adjust for a similar imbalance in their sample by including entries from a collection of autobiographies prepared by eminent female psychologists. There is no similar collection available in management. Mackavey et al. (1991), however, found "very few" gender differences in autobiographical events that produced "substantial and lasting effects" on their authors' lives (p. 56). Additionally, all laureates in our sample were more than 50 years old when they completed their autobiographies. Ruben et al. (1986) note that early life experiences in an older population (>50 years) produce the most autobiographical memories because the majority of important transitional events in the prototypical life cycle occur in early adulthood. This reasoning is consistent with Eriksonian (Erikson, Erikson, & Kivnick, 1986) theory (see above) suggesting that late adolescence and early adulthood are periods of intense identity-formation and, therefore, are likely to be ripe with ACEs.

A second set of concerns relates to the inherent nature of autobiographical data. Writing about one's self naturally raises questions of objectivity and emotion. Sometimes emotion is thought to hinder the objective recall of significant experiences. At other times emotion is believed to improve recall accuracy (Bower, 1981). Whatever the case, the fact that all the laureates recognized that their autobiographies would be read by colleagues likely served as an incentive to minimize bias, as engaging in exaggeration or other distortions would place them at risk of damaging their professional credibility.

Finally, content analysis always involves judgments and choices on the part of raters. Although interrater reliability in our case was high, it was not perfect. In an effort to make the protocol for identifying ACEs as uniform as possible, we used an extremely conservative methodology for identifying ACEs, as was the case with Mackavey et al. (1991). In doing so, we likely excluded some experiences that were consequential.

In spite of these limitations, our results do suggest an overarching observation. The probability of becoming a management laureate is enhanced by (a) receiving a doctoral degree from a prestigious university under the tutelage of an accomplished scholar; (b) seeking out and affiliating with a hot group early in beginning one's career; (c) devoting a majority of one's energy to research; and (d) pursuing a research agenda with long-term



implications, as reputations are rarely established early in one's career.

## REFERENCES

- Anderson, S. J., Cohen, G., & Taylor, S. 2000. Rewriting the past: Some factors affecting the variability of personal memories. *Applied Cognitive Psychology*, 14: 435-454.
- Ansoff, H. I. 1992. A profile in intellectual growth. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*: Vol. 1: 1-39. Greenwich, CT: JAI Press.
- Bartol, K. M. 1996. Challenged on the cutting edge. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*: Vol. 4: 3-37. Greenwich, CT: JAI Press.
- Bass, B. M. 1992. A transformational journey. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*: Vol. 1: 67-105. Greenwich, CT: JAI Press.
- Bedeian, A. G. 1992. *Management laureates: A collection of autobiographical essays*: Vol. 1. Greenwich, CT: JAI Press.
- Bedeian, A. G. 1993a. *Management laureates: A collection of autobiographical essays*: Vol. 2. Greenwich, CT: JAI Press.
- Bedeian, A. G. 1993b. *Management laureates: A collection of autobiographical essays*: Vol. 3. Greenwich, CT: JAI Press.
- Bedeian, A. G. 1996a. *Management laureates: A collection of autobiographical essays*: Vol. 4. Greenwich, CT: JAI Press.
- Bedeian, A. G. 1996b. Lessons learned along the way: Twelve suggestions for optimizing career success. In P. J. Frost and M. S. Taylor (Eds.), *Rhythms of academic life: Personal accounts of careers in academia*: 3-9. Thousand Oaks, CA: Sage Publishing.
- Bedeian, A. G. 1998a. And fate walked in. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*: Vol. 5: 1-40. Greenwich, CT: JAI Press.
- Bedeian, A. G. 1998b. *Management laureates: A collection of autobiographical essays*: Vol. 5. Greenwich, CT: JAI Press.
- Bedeian, A. G. 2002. *Management laureates: A collection of autobiographical essays*: Vol. 6. Oxford, UK: Elsevier.
- Beyer, J. M. 1996. Performing, achieving, and belonging. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 4: 39-84. Greenwich, CT: JAI Press.
- Blake, R. R. 1992. The fruits of professional independence for enriching a career. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 1: 109-165. Greenwich, CT: JAI Press.
- Bluck, S., & Levine, L. J. 1998. Reminiscence as autobiographical memory: A catalyst for reminiscence theory development. *Aging and Society*, 18: 185-208.
- Bower, G. 1981. Mood and memory. *American Psychologist*, 36: 129-148.
- Brown, N. R., & Schopflocher, D. 1998. Event clusters: An organization of personal events in autobiographical memory. *Psychological Science*, 9: 470-475.
- Buffa, E. S. 1992. Green lights all the way. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 1: 169-201. Greenwich, CT: JAI Press.
- Chandler, A. D. 1992. History and management practice and thought. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 1: 205-236. Greenwich, CT: JAI Press.
- Child, J. 2002. Mix context and choice, and add a large dose of serendipity. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 6: 30-52. Oxford, UK: Elsevier.
- Conway, M. A., Anderson, S. J., Larsen, S. F., & Donnelly, C. M. 1994. The formation of flashbulb memories. *Memory & Cognition*, 22: 326-345.
- Cummings, L. L. 1992. Calling, disciplines, and attempts at listening. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 1: 239-266. Greenwich, CT: JAI Press.
- Erickson, E., Erickson, J., & Kivnick, H. Q. 1986. *Vital involvement in old age*. New York: Norton.
- Fiedler, F. E. 1992. Life in a pretzel-shaped universe. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 1: 303-333. Greenwich, CT: JAI Press.
- Forrester, J. W. 1992. From the ranch to system dynamics. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 1: 337-370. Greenwich, CT: JAI Press.
- Gersick, C. J. G., Bartunek, J. M., & Dutton, J. E. 2000. Learning from academia: The importance of relationships in professional life. *Academy of Management Journal*, 43: 1026-1044.
- Herzberg, F. I. 1993. Happiness and unhappiness: A brief autobiography. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 2: 3-7. Greenwich, CT: JAI Press.
- Hunt, J. G. 2002. Born to be an editor: Tales of a right brain, defrocked engineer. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 6: 161-198. Oxford, UK: Elsevier.
- Ivancevich, J. M. 1996. Roots, wings, and applying management and leadership principles: A personal odyssey. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 4: 125-151. Greenwich, CT: JAI Press.
- Lawler, E. E., III. 1993. Understanding work motivation and organizational effectiveness: A career-long journey. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 2: 81-109. Greenwich, CT: JAI Press.
- Leavitt, H. J. 1996. The old days, hot groups, and managers lib. *Administrative Science Quarterly*, 41: 288-300.
- Levinson, H. 1993. Teacher as leader. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 2: 179-214. Greenwich, CT: JAI Press.
- Luthans, F. 1996. A common man travels 'back to the future.' In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 4: 153-199. Greenwich, CT: JAI Press.
- Mackavey, W. R., Malley, J. E., & Stewart, A. J. 1990. *The autobiographically consequential experience*. Unpublished manuscript, University of Michigan.
- Mackavey, W. R., Malley, J. E., & Stewart, A. J. 1991. Remembering autobiographically consequential experiences: Content analysis of psychologists' accounts of their lives. *Psychology and Aging*, 6: 50-59.
- Mahoney, T. A. 1998. The life and times of a perennial student. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 5: 129-170. Greenwich, CT: JAI Press.
- Mather, M., Shafir, E., & Johnson, M. K. 2000. Misremembrance of



- options past: Source monitoring and choice. *Psychological Science*, 11(2): 132–138.
- Mayo, G. E. 1933. *Human problems of an industrial society*, 2<sup>nd</sup> ed. Boston, MA: Division of Research, Harvard Business School.
- McAdams, D. P., Hoffman, B. J., Mansfield, E. D., & Day, R. 1996. Themes of agency and communion in significant autobiographical scenes. *Journal of Personality*, 64: 339–377.
- McAdams, D. P., & West, S. G. 1997. Personality psychology and the case study. *Journal of Personality*, 65: 757–1068.
- McFarland, D. E. 1993. Field of dreams: Perspectives on the teaching of management. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 2: 251–282. Greenwich, CT: JAI Press.
- Merton, R. K. 1988. Some thoughts on the concept of sociological autobiography. In M. W. E. Riley (Ed.), *Sociological lives: 17–21*. Newbury Park, CA: Sage.
- Miner, J. B. 1992. Pursuing diversity in an increasingly specialized organizational science. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 2: 285–319. Greenwich, CT: JAI Press.
- Miner, J. B. 2002. *Organizational behavior: Foundations, theories, and analyses*. New York: Oxford University Press.
- Pfeffer, J. 1996. Taking the road less traveled. Serendipity and influence of others on a career. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 4: 201–233. Greenwich, CT: JAI Press.
- Porter, L. W. 1993. An unmanaged pursuit of management. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 3: 3–29. Greenwich, CT: JAI Press.
- Pugh, D. S. 1996. A taste for innovation. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 4: 235–276. Greenwich, CT: JAI Press.
- Roethlisberger, F. J., & Dickson, W. J. 1938. *Management and the worker*. Cambridge, MA: Harvard University Press.
- Ross, M., Buehler, R., & Karr, J. W. 1998. Assessing the accuracy of conflicting autobiographical memories. *Memory & Cognition*, 26: 1233–1244.
- Rubin, D. C., Rahhal, T. A., & Poon, L. W. 1998. Things learned during early adulthood are remembered best. *Memory & Cognition*, 26: 3–19.
- Rubin, D. C., Wetzler, S. E., & Nebes, R. D. 1986. Autobiographical memory across the lifespan. In D. Rubin (Ed.), *Autobiographical memory: 202–221*. Cambridge, England: Cambridge University Press.
- Schein, E. H. 1993. The academic as artist: Personal and professional roots. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 3: 33–62. Greenwich, CT: JAI Press.
- Skinner, W. 1998. Getting to see what's out there. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 5: 243–284. Greenwich, CT: JAI Press.
- Stanley, L. 1993. On autobiography in sociology. *Sociology*, 27: 41–52.
- Starbuck, W. H. 1993. Watch where you step! Or Indiana Starbuck amid the perils of academe (Rated PG). In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 3: 65–110. Greenwich, CT: JAI Press.
- Steiner, G. A. 1993. My roads to management theory and practice. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 3: 113–143. Greenwich, CT: JAI Press.
- Thorne, A. 2000. Personal memory telling and personality development. *Personality and Social Psychology Review*, 4: 45–56.
- Thorne, A. 1998. Autobiographical memory: Remembering what and remembering when. *American Journal of Psychology*, 111: 480–485.
- Thorne, A. 1995. Developmental truths in memories of childhood and adolescence. *Journal of Personality*, 63: 139–163.
- Van Fleet, D. D., McWilliam, A., & Siegel, D. S. 2000. A theoretical and empirical analysis of journal rankings: The case of formal lists. *Journal of Management*, 26: 839–862.
- Vroom, V. H. 1993. Improvising and muddling through. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 3: 257–284. Greenwich, CT: JAI Press.
- Worthy, J. C. 1993. From practice to theory: Odyssey of a manager. In Bedeian, A. G. (Ed.), *Management laureates: A collection of autobiographical essays*, Vol. 3: 375–414. Greenwich, CT: JAI Press.
- Wright, D. B., & Nunn, J. A. 2000. Similarities within event clusters in autobiographical memory. *Applied Cognitive Psychology*, 14: 479–489.
- Zuckerman, H. 1996. Proliferation of scientific prizes reinforces Nobel's distinguished honor. *Scientist*, 10: 1–10.

**Eric W. Ford** is the Rawls Professor and Director of the Center for Healthcare Innovation, Education, & Research at Texas Tech University. His research interests include healthcare information systems, strategic management, and management history. Contact: eric.ford@ttu.edu.

**W. Jack Duncan** is professor of management and University Scholar at the University of Alabama at Birmingham. Jack is a Fellow of the Academy of Management, the International Academy of Management, and the Southern Management Association. Contact: jduncan@uab.edu.

**Arthur G. Bedeian** is past-president of the Academy of Management, former dean of the Fellows of the Academy of Management, a recipient of the Academy of Management's Distinguished Service Award, and a charter member of the Academy's Journals Hall of Fame. Contact: abede@lsu.edu.

**Peter M. Ginter** is professor and chair of the Department of Health Care Organization and Policy in the School of Public Health at the University of Alabama at Birmingham. He also holds an appointment as professor of management in the Graduate School of Management at UAB. Contact: pginter@uab.edu.

**APPENDIX**  
**Management Laureates: Selected Information**

Volume	Laureate	Degree Discipline <sup>a</sup>	Year Awarded <sup>e</sup>	University Awarding Degree
1	H. Igor Ansoff <sup>b,c</sup>	Mathematics	1949	Brown
1	Chris Argyris <sup>c</sup>	Human Relations	1951	Cornell
1	Bernard M. Bass <sup>c</sup>	Psychology	1950	Ohio State
1	Robert R. Blake <sup>b</sup>	Psychology	1947	Texas
1	Elwood S. Buffa <sup>c</sup>	Engineering	1957	UCLA
1	Alfred D. Chandler, Jr. <sup>c</sup>	History	1952	Harvard
1	Larry L. Cummings <sup>b,c</sup>	Organizational Behavior	1964	Indiana
1	Keith Davis <sup>b,c</sup>	Management <sup>d</sup>	1952	Ohio State
1	Fred E. Fiedler <sup>c</sup>	Psychology	1950	Chicago
1	Jay W. Forrester <sup>c</sup>	Engineering	1943	MIT
1	Robert T. Golembiewski <sup>c</sup>	Political Science	1958	Yale
2	Frederick I. Herzberg <sup>b</sup>	Psychology	1950	Pittsburgh
2	Robert J. House <sup>c</sup>	Psychology	1960	Ohio State
2	Edward E. Lawler, III <sup>c</sup>	Psychology	1964	California-Berkeley
2	Edmund Philip Learned <sup>b,c</sup>	Marketing	1930	Harvard
2	Harry Levinson	Psychology	1952	Kansas
2	Edwin A. Locke <sup>c</sup>	Psychology	1964	Cornell
2	Dalton E. McFarland <sup>b,c</sup>	Human Relations	1954	Cornell
2	John B. Miner <sup>c</sup>	Psychology	1955	Princeton
2	Henry Mintzberg <sup>c</sup>	Management	1968	MIT
2	William H. Newman <sup>b,c</sup>	Business Administration	1935	Chicago
2	Charles Perrow	Sociology	1960	California-Berkeley
3	Lyman W. Porter <sup>c</sup>	Psychology	1956	Yale
3	Edward H. Schein <sup>c</sup>	Psychology	1953	Harvard
3	William H. Starbuck <sup>c</sup>	Industrial Administration	1960	Carnegie Mellon
3	George F. Steiner <sup>c</sup>	Economics	1937	Illinois
3	George Strauss <sup>c</sup>	Industrial Relations	1952	MIT
3	Stanley C. Vance <sup>b,c</sup>	Economics	1951	Pennsylvania
3	Victor H. Vroom <sup>c</sup>	Psychology	1958	Michigan
3	Karl E. Weick <sup>c</sup>	Psychology	1962	Ohio State
3	William Foote Whyte <sup>b</sup>	Sociology	1943	Chicago
3	James C. Worthy <sup>b,c</sup>	Business (BA)	1952	Lake Forest College
4	Kathryn M. Bartol <sup>c</sup>	Management	1972	Michigan State
4	Janice M. Beyer <sup>b,c</sup>	Organizational Behavior	1973	Cornell
4	Geert Hofstede <sup>c</sup>	Psychology	1967	Groningen
4	John M. Ivancevich <sup>c</sup>	Management	1968	Maryland
4	Fred Luthans <sup>c</sup>	Management	1965	Iowa
4	Jeffrey Pfeffer <sup>c</sup>	Organizational Behavior	1972	Stanford
4	Derek S. Pugh	Psychology (MA)	1957	Edinburgh
4	John W. Slocum, Jr. <sup>c</sup>	Management	1967	Washington
5	Arthur G. Bedeian <sup>c</sup>	Management	1973	Mississippi State
5	C. West Churchman <sup>b</sup>	Philosophy	1938	Pennsylvania
5	David J. Hickson	Psychology (MA)	1958	Manchester Institute of Science & Technology
5	Thomas A. Mahoney <sup>b,c</sup>	Industrial Relations	1956	Minnesota
5	Andrew M. Pettigrew <sup>c</sup>	Sociology	1966	Manchester Business School
5	Karlene H. Roberts <sup>c</sup>	Psychology	1967	California-Berkeley
5	Wickham Skinner <sup>c</sup>	Management	1961	Harvard
6	John Child <sup>c</sup>	Management	1966	Cambridge
6	George A. Graen	Psychology	1967	Minnesota
6	Donald B. Hambrick <sup>c</sup>	Management	1979	Pennsylvania State
6	Michael C. Hitt <sup>c</sup>	Management	1974	Colorado
6	James G. Hunt <sup>c</sup>	Management	1961	Illinois
6	Thomas A. Kochan	Organizational Behavior	1973	Wisconsin
6	Richard T. Mowday <sup>c</sup>	Organizational Behavior	1975	California-Irvine
6	Greg R. Oldham <sup>c</sup>	Organizational Behavior	1974	Yale

<sup>a</sup> Degrees other than doctoral-level are noted in parentheses.

<sup>b</sup> Deceased.

<sup>c</sup> Academy of Management Fellow.

<sup>d</sup> Management as a major area of study at the doctoral level presented particular problems of classification. Laureates were assigned this designation if they did not make specific reference to a subspecialty such as organizational behavior, their degrees were awarded by business schools in areas variously identified as "organizations," "strategy," "policy," or, in the case of Child at Cambridge, their dissertation was clearly in an area recognized as mainstream management.

<sup>e</sup> Year degree awarded verified, where possible, from date given in *Dissertation Abstracts*.

Copyright of *Academy of Management Learning & Education* is the property of *Academy of Management* and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.