THE RELATIONSHIP OF JOB MARKETABILITY TRAINING TO THE PLACEMENT SUCCESS OF COLLEGE SENIORS

By

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To My Wife, Lorna

Whose Love Provided the Inspiration

for Completion of this Dissertation

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By

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The difficult experience of graduates of higher education in obtaining satisfactory employment in the mid-70's has attracted national interest. Highly deserved attention and concern are focused principally upon the unemployment and underemployment of these graduates.

Since the placement service cannot alter the job market, a feasible way to address the employment problem might be placement services which enhance a registrant's ability to effectively market his assets as a potential employee. This study was an analysis of one particular approach to the employment problem, that of the University of Florida Career Resource Center career education mini-school program.

The purpose of this study was to assess the relationship of job marketability training to the placement success of college seniors. This relationship was evaluated by the

researcher through determining differences in scores on instruments which measure job search preparedness, job employability ratings, and employment status at time of graduation.

A particular sequence of six career education mini-school sessions presented in a structured fashion provided job marketability training for this study. Students randomly assigned to the experimental group attended two separate job marketability training courses. Students randomly assigned to the control group were not exposed to job marketability training.

This study initially included 160 undergraduate students classified as seniors, attending the University of Florida in Gainesville, Florida. These students were drawn from three classes in the College of Engineering and three classes from the College of Business Administration. A total of 115 students completed the study. Of the 115 students, 59 were in the experimental group, and 56 were in the control group.

The Job Search Preparedness Instrument was given to all students before and after the training period to provide a measure of job search preparedness. Interviews with professional recruiters were arranged for all students on a posttest basis only, to provide data on job employability ratings. The Graduating Student Questionnaire was completed

only by those seniors graduating in August 1977, to provide information on actual job offers at time of graduation.

Data analysis indicated that there were significant differences, at the .05 level of confidence, in scores between the experimental and control groups on 9 out of 38 items on the Job Search Preparedness Instrument. Data analysis indicated that there were significant differences, at the .05 level of confidence, in scores between the experimental and control groups on the summary category of the Job Employability Ratings Interview Recap Sheet. Analysis of the Graduating Student Questionnaire indicated that there were no significant differences between the experimental and control groups in their employment status as of the date of graduation, August 1977.

The results of this study lead to the following conclusions:

1. This study found that student exposure to a job marketability training program had a positive effect on several elements of job search preparedness. These elements included critical tasks in the job-hunting process in the areas of self-awareness, job analysis and interview preparation.

2. This study found that student exposure to a job marketability training program had a positive effect on job employability ratings by specific employers.

3. This study found that a job marketability training program can effectively teach some of the skills and competencies needed to engage more successfully in the job-hunting process.

Even though statistical significance was not demonstrated for four of the hypotheses, this study suggests that job marketability training has sufficient beneficial effects for students and therefore should be included as one aspect of an overall placement program.

CHAPTER 1

INTRODUCTION

The difficult experience of graduates of higher education in obtaining satisfactory employment in the mid-70's has attracted national interest. Highly deserved attention and concern are focused principally upon the unemployment and underemployment of these graduates. Some of the more obvious elements that contribute to the employment problem for these, the most highly trained of our young people, are the recently depressed economy, the dwindling demand for postsecondary graduates, and the superabundant numbers entering the labor market. Among the less obvious complications is failure of higher education to provide these young people with adequate career counseling in their undergraduate years. Missing, in too many instances, is any well-planned program to stimulate the career thinking of these young people, to acquaint them with the career options available to them, and to counsel them in self-assessment and adaptability to the world of work (Herrick, 1976).

The recent emphasis on career planning and placement

at the college level has several causes. These include the need to increase education's relevance to later life, a tightening economic situation, and the desire to contribute to the total development of the student (Ripley, 1975). In the 1970's the supply of college graduates has outrun the demand for their services. The supply-demand picture will permit employers the opportunity to be selective in choosing employees. The available openings will go to the best qualified candidates (Powell, 1974). With jobs difficult to obtain, students must be taught how to ascertain the compatability between individual means and job market limitations (Devlin, 1974).

College students are expressing a greater need for career certainty. They are critically questioning the investment of their time, money and effort in a college education when they are unable to understand or find the correlation between such education and the work world (Devlin, 1974).

An important aim of higher education is the development of the whole individual. This wholeness implies something far beyond the classroom. It means education for life, and a very real part of living in our industrial society is earning a living. Thus, the placement program is a significant element of higher education. It is the responsibility

of this program through education, counseling, guidance, and advisement to help students become aware of their own potential and how that potential may be used productively in the world of work. The placement office, through career counseling, through occupational information, through helping the student secure part-time and summer employment, and through the employer campus interview program, can assist students to put their classroom learnings into realistic perspective (Stephens, 1970).

If colleges and universities are to help students in the career development process, the traditional placement office will have to change. For placement to function as a link between students and a changing world of work, it must focus on the self-development, career development, and growth of the students themselves. Major objectives would be assisting students to evaluate themselves to determine their career objectives as well as planning a systematic career search (Simpson & Harwood, 1973).

Bolles (1974) argues that career development counselors must see themselves as advocates of the job-hunters (students), with the students as the primary focus of consideration. Once this change in role and perspective is accepted, career development counselors must then recover an instructional

function so that students can develop the skills and approaches to be effective, independent job-hunters and job-changers for the remainder of their working lives.

Rationale

Successful evaluation of career alternatives and job attainment depend upon a set of interpersonal skills which many people do not necessarily acquire or refine through their day-to-day, unsupervised experiences. Included are such personal skills as: (1) self-assertiveness, (2) interviewing, and (3) self-disclosure. Career decisions are more complicated than buying a suit of clothes, and require more than only a brief contact with a career counselor. In fact, the career decision making process is quite intricate and cannot be unraveled in a day. Like any other complex topic, the process must be learned cumulatively in a sequence of sessions (Figler & Mandell, 1975). The major focus of career planning and placement centers is on the career development of students. The placement office accomplishes this by providing services designed to assist students make decisions regarding the evaluation of career alternatives and job attainment. This study will investigate the advantages of teaching the skills and competencies needed to

engage more successfully in the job-hunting process.

Many Career and Planning and Placement Centers have decided to combat the employment problem by utilizing their resources to increase the marketability of their institution's graduates. Through expanding services, these placement offices have tried to maximize the student's ability to secure post-baccalaureate employment. A number of programs have appeared on college campuses in the last few years, including group career counseling, life planning workshops, and career development courses (Devlin, 1974).

Another vehicle which seems to be achieving acceptance and success at the University of Florida Career Resource Center is the career education mini-school program. Briefly, this program consists of a total of 17 individual sessions on separate topics in the areas of career development, jobs and outlook, and job placement. These sessions are designed to enhance student career selection, review employment opportunities, and prepare students to successfully compete for jobs. Each session is 50 minutes long and all sessions are presented weekly, free of charge, to interested University of Florida students and alumni. A particular sequence of six career education mini-school sessions taken in a structured fashion provided job marketability training for this study.

Since the placement service cannot alter the job market, a feasible way to address the employment problem might be placement services which enhance a registrant's ability to effectively market his assets as a potential employee. This study was an analysis of one particular approach to the employment problem, that of the University of Florida Career Resource Center career education mini-school program. This study was the first research project to investigate the effectiveness of this specific program. The results of this investigation can provide useful information to aid in the development of placement programs which assist students in improving their job marketability.

This program and others attempt to assist the college graduate in selecting and obtaining a career position after college. This assistance is given by presenting career planning concepts and professional placement techniques that are designed to equip the graduate with a competitive advantage in the initial job market (Powell, 1974). Effective college placement services can be a strategic linkage between educational preparation and successful job placement (Robb, 1971).

Purpose of the Study

The purpose of this study was to assess the relationship of job marketability training to the placement success of college seniors. The following questions were investigated:

1. What is the relationship between job marketability training and student competence in such areas as self-awareness, job analysis, and interview preparation?

2. What is the relationship between job marketability training and job employability ratings by specific employers?

3. What is the relationship between job marketability training and actual job offers at time of graduation (August, 1977)?

Definition of Terms Used in the Study

Career Development--refers to the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual (National Vocational Guidance Association and American Vocational Association Joint Position Paper, 1973).

Job Placement--refers to the process of focusing the student's self-concept, educational background, and

occupational skills on the specific act of finding a job (Sampson, 1977, p. 22).

Job Marketability Training--refers to a particular sequence of career education mini-school sessions (a total of 6) taken in a structured fashion.

Personal Empowerment--refers to the process which enables individuals to develop the insights and competencies necessary for them to take charge of their lives, to control what occurs rather than to be controlled, and to act on the belief that they can manage their own life career development by their planning and decision making (Walz & Benjamin, 1974, p. 79).

Placement Success--refers to the degree of student job marketability. The greater the degree of student job marketability the greater the likelihood of placement success. Job marketability is evaluated by scores on instruments which measure job search preparedness, job employability ratings, and employment status at time of graduation.

Organization of the Remainder of the Study

The remainder of the study is organized as follows: Chapter II contains a review of the literature. Chapter

III contains a discussion of the research methodology. The findings of the study are presented in Chapter IV. Chapter V includes the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature for this investigation is divided into the following broad topics: (1) placement, (2) job market analysis, (3) group career counseling, (4) career development courses, (5) recruiting practices, (6) future of college placement, and (7) summary.

Placement

Job Placement and Placement Services

Sampson (1977, p. 22) states, "Job placement is a process of focusing the student's self-concept, educational background, and occupational skills on the specific act of finding a job. This process creates a high level of ego involvement for the student and can be extremely frustrating if the student encounters difficulties in translating occupational goals into actual job offers." Bolles (1972) suggests a proactive approach to placement, emphasizing self-knowledge and intensive personal research on possible

job openings. Tolbert (1974) stresses that college placement should not be left to the senior year. Self assessment should begin early in college and continue until graduation.

The traditional functions of placement services have been: (1) campus job interview coordination, (2) career counseling, and (3) provision of occupational and manpower information (Toombs & Frisbey, 1972). Placement services have now broadened to include freshman orientation, student employment, career education, career days, maintenance of student and employer records, alumni placement, graduation follow-up, research, and public relations (Stephens, 1970). Kruger (1972-1973) suggests that the college placement center should serve as a liaison with the academic community. By providing feedback to academic departments, the placement staff can serve as change agents to improve the quality of student career development. Herrick (1976) reported that the College Placement Council conducted an ambitious study in 1975, to analyze career planning and placement in the mid-70's, in which 860 college and university career planning and placement centers participated. The results of this survey indicated that career planning and placement centers consistently offered these seven services: (1) campus interviews, (2) full-time job placement, (3) career

counseling, (4) alumni placement, (5) resume service, (6) part-time and summer job placement, and (7) credential service.

Historical Development of Counseling

Counseling emerged and developed as an American product. Several factors were instrumental in its emergence in America. These factors include: (1) belief in the importance of the individual, (2) lack of rigid class lines, (3) economic system affluent enough to afford it, and (4) child centered society (Shertzer & Stone, 1974).

Several historical factors and forces influenced and facilitated the development of counseling. The climate provided by the interaction of these factors and forces enabled counseling to emerge and maintain itself in America. The key factors and forces included: (1) the social reform movement, (2) vocational guidance, (3) the child study movement, (4) psychometrics, (5) the influence of the mental health movement, (6) the psychoanalytic movement, (7) client-centered therapy, (8) the depression and World War II, and (9) federal government support (Borow, 1964; Shertzer & Stone, 1974).

Parsons' Theory of Vocational Choice

No complex movement such as that of vocational guidance can be traced to any simple set of circumstances. Brewer (1942) points out four conditions which, taken together, led to the rise of the movement: (1) the fact of the division of labor, (2) the growth of technology, (3) the extension of vocational education, and (4) the spread of modern forms of democracy.

Vocational guidance and placement developed as one of the early, fragmented, student personnel activities. Frank Parsons, a Boston educator and social worker, is generally credited with being the real motivator of vocational counseling and placement. Parsons developed the first theory of vocational choice which received widespread attention. Parsons reasoned that young people floundered vocationally because they did not know themselves, and because they did not know how to relate themselves to jobs. Out of his experiences in counseling at the Vocational Bureau of Boston at the turn of the century, Parsons developed a theory of vocational choice which he described in his book Choosing a Vocation, published posthumously in 1909.

Parsons (1909, pp. 4-5) described his three-step theory of vocational choice: (1) self-understanding on the part of the client: a knowledge of his interests, aptitudes, resources, limitations, etc.; (2) knowledge of the world of work: aptitudes required on a job, educational background necessary, paths of advancement, remuneration, etc.; (3) matching of individual qualifications to job requirements. This was a simple, workable hypothesis: reasoned vocational choice in the light of man-analysis and job-analysis. Parsons' book became the bible of vocational guidance for years to come. In fact, Parsons' theory of vocational choice remains the rationale of many a counselor today.

In most college placement offices, current theory and practice does suggest a Parsonian approach to vocational counseling. Hoppock (1963, p. 149) rather succinctly states that "the basic problem in all vocational counseling is to help the client find out what he hopes to get from his job, what he has to offer in exchange for what he hopes to get, and in what occupations he will have the best chance of getting what he wants."

Placement Objectives

Stephens (1970, p. 3) has defined placement as "a means of helping students understand themselves through counseling, of aiding in the clarification of life goals and educational and job objectives through guidance, and of advising and helping to make education and employer contacts." In these terms, placement is defined as what it does. Placement is action that has a positive effect on students as well as a state of mind which centers on the self-development, career development, and growth of students (Simpson & Harwood, 1973).

Simpson and Harwood (1973) suggest that the major objectives of placement should be to assist students in: appraising interests and abilities; determining personal career objectives; learning how to systematically plan an approach to employment; developing initiative, independence, and realism in the career and post-graduate decision-making process; and planning and implementing career and post-graduate decisions.

Souther (1975) stresses three primary objectives of the career planning and placement center: (1) that students at the university have sufficient career and employment information to understand the implications of their educational program decisions, (2) that graduating students and alumni

obtain employment commensurate with their academic preparation, interests, capabilities, and career and life goals, and that those students leaving the university prior to graduation find employment compatible with their education, experience, and personal goals, and (3) that the social and economic well-being of public and private institutions and employing organizations be promoted by a continuous flow of contributive talent graduating from the university.

Holcomb (1972) provides another related view of objectives for a career planning and placement center. Holcomb emphasizes the following objectives: (1) to function as a fully-integrated institutional service for students and graduates, (2) to offer career guidance and placement assistance to counselees, (3) to help students and graduates find both part-time and full-time employment, (4) to develop and maintain working relationships with employers who have opportunities of interest to students and graduates of the institution, and (5) to evaluate and improve the work of the department.

Basic Programs

As the title "Career Planning and Placement" suggests, the service is built on two basic programs: a career planning program and a placement program. A career planning program is best seen as a continuum, for career planning does not take place at any one point in time. Different students will need career planning and counseling at different times in their careers, and a particular student will need career counseling at more than one time in a career. Placement programs, on the other hand, tend to be needed at particular points in time, as near graduation or when a job change is desirable. Both programs are highly related and interdependent, yet each is distinctive and different (Souther, 1975).

A career planning program is part of the educational processes of the college or university and can come into play at a variety of points in a student's lifetime. It can provide important insights for the student trying to choose an academic major. It can assist in defining the kind of part-time or summer work experience that a student should seek for self-development. The need for career planning can occur at any time, and an effective program assures the

student easy access. Even after graduation, many alumni will return for career planning as well as placement assistance. The two primary building blocks for the career planning program are career information and individual and group career counseling (Souther, 1975).

The placement program differs from the career planning program in that it tends to be time-oriented, that is, it tends to meet the needs of students or alumni at a given point in time, as when they need employment or wish to change jobs. Placement programs usually involve the student most deeply during the senior year or the year prior to receiving a graduate degree. Placement programs focus on job identification and job development, student-employer contact, and job seeking (Souther, 1975).

A somewhat different view of the basic programs of a career planning and placement center is taken by Kirts and Fisher (1973). Kirts and Fisher advocate a systems approach called TRIPOD, to career planning and placement. TRIPOD, an acronym for Tri-Phase Integrative Program for Occupational Development, focuses on three phases: (1) self-assessment (activities include interviews, testing, simulation, and feedback), (2) exposure (activities include off-campus field experiences, individual studies in area

of interest, integration with the academic program, and volunteer work and part-time employment), and (3) placement (activities include evaluation of job opportunities, resume writing and interview techniques, and approaches to job hunting).

Job Placement and Career Development

Sampson (1977) has defined job placement as the process of focusing the student's self-concept, educational background, and occupational skills on the specific act of finding a job. Tolbert (1974) has described career development as referring to the lifelong process of developing work values, crystallizing a vocational identity, learning about opportunities, and trying out plans in part time, recreational, and full time work situations. Several theories of career development recognize the critical role of job placement in the career development process.

Super's theory considers vocational development as a process of implementing self-concept. The theory suggests that a person implements his self-concept by choosing an occupation that gives him self-expression. Super maintains that there are vocational life stages which people go through.

These vocational life stages include: (1) growth, (2) exploration, (3) establishment, (4) maintenance, and (5) decline (Super, 1957; Tolbert, 1974).

An important concept in Super's theory is the sequence of developmental tasks. These vocational development tasks include: (1) crystallization, (2) specification, (3) implementation, (4) stabilization, (5) consolidation, and (6) retirement (Super & Bohn, 1970). Super believes that individuals move through vocational life stages, each of which calls for vocational behavior of a different sort (Super, 1957; Osipow, 1973).

Tiedeman and O'Hara believe that career development is defined as the process of building a vocational identity through differentiation and integration as one confronts work. Career development is a continuing process of defining one's identity in vocational terms. The developmental-decision-making process of differentiation and integration is made up of a series of steps which may be repeated throughout one's lifetime in two distinct phases. The first phase is anticipation or preoccupation. This phase consists of four steps: exploration, crystallization, choice, and clarification. The second phase is implementation and adjustment. The steps in this phase include:

induction, reformation, and integration (Tiedeman & O'Hara, 1963; Tolbert, 1974).

According to the Ginzberg (1951) developmental theory, the individual moves through a series of related stages. The process of occupational choice, rather than a one-time decision, is central to the theory. Values, environmental realities, psychological attributes, and educational opportunities and achievement affect the process. It is assumed that vocational decision making can be portrayed in the following stages: (1) fantasy period, (2) tentative period, and (3) realistic period. Occupational choices are made during the realistic period. There are compromises between reality factors (job requirements and/or educational opportunities) and personal factors. Substages of the realistic period include: (1) exploration, (2) crystallization, and (3) specification (Ginzberg, 1951; Tolbert, 1974).

Job Market Analysis

Career Development and the Job Market

Career development refers to the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any

given individual (National Vocational Guidance Association and American Vocational Association Joint Position Paper, 1973). Today there are many social factors which converge to stimulate an interest in the career development needs of persons of all ages. Some of these include: (1) growing complexity in the occupational and organizational structure of society which makes it difficult for a person to assimilate and organize the data necessary to formulate a career, (2) ever more rapid technological change demanding human adaptability and responsiveness, (3) increasing national concern with the need to develop all human talent, (4) an ardent search for values which will give meaning to life, (5) the need for specialized training to obtain entry jobs, and (6) the apparent disenchantment expressed by students who have difficulty relating their education to their lives. Each of these factors impinges on the individual in ways that make achieving self-fulfillment more difficult (National Vocational Guidance Association and American Vocational Association Joint Position Paper, 1973).

There is a clear need for college students to plan realistically for their future. Competition among college graduates for jobs will become increasingly keen in the years ahead. College students should: (1) carefully

appraise their abilities and limitations early in college, (2) learn about the employment outlook, earnings, and working conditions in the fields that interest them before getting committed to them in school, and (3) develop techniques for job-hunting before graduation (Young, 1975).

Endicott (1967, p. 32) states that "the employability of the graduate often relates to his personal qualifications, such as maturity, poise, enthusiasm, and ability to work with people." Endicott is convinced that, for a considerable number of jobs, the field of major study is not significant, and the college graduate with the necessary personal qualifications will find many opportunities for employment.

Figler (1973) stresses that it is the responsibility of the career counselor to erase what students perceive to be the rigidities of the job-market structure. Figler asserts that it is possible to take an individual with a bachelor's degree to any of a variety of employers and to convince an employer that the individual has enough ability to solve problems in that particular organization. Figler believes that career counselors must communicate this to their students.

Gaymer (1970) suggests that job-hunting is a combination of several arts. Gaymer describes several components

which are needed in the job-hunting process. These include: (1) digging for information and opportunities, and examining them from all possible angles, (2) self-assessment, (3) self-presentation, and (4) applied persistence.

The Changing Job Market

Explanations for the declining vigor of the job market for college graduates range from the fairly simple to the very complex. As the College Placement Council observes (1975, p. 3), the root of the current dilemma is supply versus demand: "Each year the number of college graduates increases, but the number of jobs requiring college training is not increasing proportionately." Institutions of higher education have been caught right in the middle of this problem. On one hand, increased pressure for mass education has caused higher student enrollments, while on the other hand, the reality of too few college-level positions has created an overabundance of college graduates (Webb, 1972).

Historically, there has been an association between the growth of the economy and the expansion of higher education in the United States. Since 1900 the professional and managerial occupation groups that might utilize college educated workers have increased in proportion to all workers.

Despite large increases in enrollment after World War II, the demand for college graduates kept pace until 1969, so that college graduates generally had little difficulty finding the jobs they sought (Gordon, 1974, pp. 27-29). Gordon identifies the 1950's as the time when the rise in employment of college graduates for professional-technical occupations hit its peak. From 1959 to 1968 the proportion of college graduates employed in these occupational categories increased only slightly and in 1969 a decline began (pp. 32-36). A perspective on the current situation may be had if one sees the increase in demand for college graduates in the 1950's and 1960's as an unusual phenomenon, which can be attributed to large increases in the portion of the Gross National Product going into research and development and to a rising demand for elementary and secondary teachers (p. 40). Gordon believes that both of these influences will probably not occur again in the 1970's or 1980's.

Another perspective may be gained from Freeman (1975) who finds that there was a substantial drop in the real and relative starting salary of college graduates beginning in the early 1970's after years of increases. This represents, in his view, a price system response to a surplus of college

manpower. According to Freeman, a marked slowdown occurred in the growth of professional and managerial jobs from 1969 to 1974 that coincided with an expansion in the number of college graduates. The result was a worsening in occupational structure for college graduates, such as having to take lower level jobs, or jobs outside their area of interest (p. 294). Since these developments in conjunction with higher costs of college resulted in less return on an investment in college, Freeman argues that a market mechanism occurred that explains the declining proportion of 18- and 19-year-olds enrolling in college (p. 298). The relative position of college graduates was maintained for twenty years by a change in industrial job mix and a relatively small increase in the supply of college graduates, due to the expansion in enrollment in postgraduate education. As the 1970's began, the demand declined and the supply peaked (p. 305).

An individual's educational level upon entering the labor force has been important in determining future income (Stevenson, 1971). The findings regarding lifetime income as related to educational level are presented in Table 1.

Table 1

Lifetime Income Grows as Education Levels Rise

	Years of School Completed	1972 Lifetime Income for Men Age 18 to Death
Elementary	8	$344,000
High School	4	479,000
College	1 to 3	543,000
	4	711,000
	5 or more	824,000

Source: Current Population Reports, Consumer Income, Series P-60, No. 92, March 1974, Bureau of the Census, p. 4.

As can be seen from Table 1, four years of college has meant extra lifetime earnings, on the average, of almost $250,000 (as compared to only completing a high school education). The 1974 Current Population Reports, Consumer Income, Bureau of the Census, confirms the money-value of a college education.

Job Market Trends

In addition to the supply of graduates exceeding demand, another problem exists. The talents and skills of college graduates, as defined by the subjects in which they major, are not in harmony with the occupations which will be needing talent (Powell, 1974). Statistics taken from a

recent Department of Labor report (U. S. Department of Labor, Bulletin 1701, 1970) indicate that, on the average, 1.1 million graduates each year will be available for career employment by 1980. On the average, only 865,000 jobs will be available. Even if many graduates drop out of the job market to travel, or become housewives, there will still not be a balance between supply and demand.

The most critical element in the employment situation for college graduates in the coming years will be the necessity for the absorption of some college educated persons into jobs which have not been traditionally filled by persons with a college education (Carnegie Commission on Higher Education, 1973). College graduates are expected to continue to have a competitive advantage in the job market, taking jobs previously held by those without degrees and not experiencing significant levels of unemployment (U. S. Department of Labor, Bulletin 1824, 1974; U. S. Department of Labor, Bulletin 1786, 1974). The problems of college graduates will more likely involve employment below the level of skill for which they were trained, underemployment, rather than unemployment (Trivett, 1975). College graduates will be able to find jobs, but their qualifications may far exceed the skills demanded by the job market, creating

underemployment in those situations where their work does not require the full utilization of their skills and training (DeWitt & Tussing, 1971; Trivett, 1975).

To assist individuals with their educational and vocational choices, counselors must have occupational information that is current, accurate, and comprehensive. The Occupational Outlook Handbook, 1976-1977 Edition is a primary source of the information needed for sound career planning. For more than 850 occupations and 30 major industries, the Handbook describes what workers do on the job, the training and education required, advancement possibilities, employment outlook, and earnings and working conditions. Most statements also list professional societies, trade associations, unions, and other organizations that can supply additional career information.

This job market analysis may be completed by a review of specific information regarding job opportunities (from the present extending into the next 10 years or so). A Job Opportunities Outlook Handbook: 1975-1985 has been prepared by the University of Florida Counseling Center and the University of Florida Career Planning and Placement Center (1976) for just this precise task. The handbook is designed to provide general information regarding job opportunities

from 1975 through 1985. The information included is: (1) the particular field, (2) number of persons presently employed, (3) per cent increase in the field over the next 10 years, and (4) assessment of job opportunities in the particular field. The handbook appears in Appendix A (the last page concerning career opportunities for Ph.D.'s has been omitted, as not appropriate for this study).

Group Career Counseling

Rationale for Groups

The idea of group vocational (career) counseling is not new; nearly two decades ago Hewer (1959) compared group and individual counseling focused on vocations and conducted in a college setting. Both initially and after an eight-year follow-up, no difference was found between group and individual approaches (Hewer, 1968). In the second issue of the Journal of College Student Personnel (Kirkbride, 1959), placement was identified as one student personnel service in which group counseling can be effective. In 1966, Loughran, of Hunter College, told a placement workshop that "Group work is the field of the future in placement due to the increasing numbers of students and the complexities and rapid changes in the world of work" (Frisbey & Scott, 1966, p. 100).

Rogers (1970) judged the group experience to be the most potent and rapidly spreading social invention of the century.

Any rationale for using groups in career development is essentially the same as for using group approaches in counseling generally. Offering career services in a group setting has some distinct advantages over the traditional individual one-to-one approach. Some of the advantages include: (1) more economical use of staff resources, (2) the benefits of social modeling, (3) the sharing of common difficulties, (4) reality testing in a social setting, and (5) providing a microcosm of the larger society (Hoffman & Cochran, 1975). Graff, Danish, and Austin (1972) have found group career counseling to be equally as effective as individual career counseling.

Figler and Mandell (1975) have identified a number of objectives to teach students through career planning and placement assistance: (1) narrowing, (2) expanding, (3) skills identification, (4) values identification, (5) goals identification, (6) exploration, (7) reality-testing, and (8) evaluation. Figler and Mandell believe that group career counseling has a high probability of helping students to obtain most or all of the objectives noted above because:

(1) a group experience is socially reinforcing, therefore, it increases the likelihood that students will continue the learning experience for a longer period of time than they might do by themselves, (2) it establishes a situation in which students can feel an identification with peers who are experiencing the same concerns, creating less of a feeling of isolation, (3) there is immediate feedback from various people other than the counselor and they are a potent source of help for students, by giving them support where necessary and questioning their self-assessments, (4) a good group will provide a "charged" atmosphere which may motivate the members to be more open and introspect at deeper levels than they would during an individual one-to-one counseling process, and (5) an effective group has the extra benefit of improving interpersonal skills for individuals, while they are advancing through the career exploration and decision-making process.

The content of group career counseling is being influenced by several different sources: (1) values clarification exercises from the National Humanistic Education Center (Raths, Harmin & Simon, 1966; Simon, Howe, & Kirschenbaum, 1972), (2) life/work planning exercises from Crystal and Bolles (1974), and Loughary and Ripley (1974),

in their textbooks and workbooks, (3) structured exercises drawn from workbooks such as PATH (Figler, 1973, 1974, 1975), and (4) exercises adapted from effective problem solving (Magoon, 1969).

Specific Career Counseling Groups

Career Development Group (CDG). Reardon and Burck (1975) report that the Counseling Center at Illinois State University has developed and implemented the Career Development Group (CDG). The CDG is aimed at lower division students who are undecided about choice of major and career plans. The CDG is intended to address broad informational needs with an emphasis on expanding alternatives. The group introduces identification of decision making strategies, identification of values as they relate to educational career plans, and the formation of short and long range goals. It is a content oriented group. The CDG meets for four one-hour sessions. Most participants appreciate being introduced to available sources of information both about themselves and the world of work (Reardon & Burck, 1975).

Vocational Exploration Group (VEG). The Vocational Exploration Group (VEG) is designed to help students clarify

the man-job relationship. Four basic dynamics occur as students progress through the experience: (1) gains in self-confidence, (2) sharing of job knowledge and job resources, (3) gains in understanding man-job relationships, and (4) job personalization. VEG is composed of five phases: (1) interpersonal exploration and exposure to the world of work, (2) sharing and study of job information, (3) examination of job demands and job satisfactions, (4) job expansion and group feedback, and (5) planning for future action (Daane, 1972). VEG is content oriented. There are two similar programs, a short one, and an extended one. The short sequence is designed for completion in about two and one-half hours, while the extended sequence takes about four hours. Research evidence has shown that after experiencing VEG, students improved in measures of employability perceptions, social alienation, and dogmatism (Daane, 1972).

Awareness of Career Decision-Making (ACADEM). Awareness of Career Decision-Making (ACADEM) is a group career counseling program developed by Johnson (1973). It consists of "a program of activities that helps participants understand the educational, occupational, and personal aspects of life so that their decision-making will be smooth and

rewarding" (Johnson, 1973, p. 2). ACADEM consists of six stages: (1) personal assessment, (2) occupational exploration, (3) tentative occupational choice, (4) educational exploration, (5) tentative educational choice, and (6) implementation of choices. ACADEM can be completed in about seven and one-half hours. Research evidence found that the reactions of students to participation in ACADEM were positive, based on evaluations of student perceptions and attitudes of this experience (Pyle, 1976).

Case Conference Group. The Case Conference approach has been patterned after that reported by Hoyt (1955), Hewer (1959), and Volsky and Hewer (1960). Sprague and Strong (1970) describe three general goals for the case conference group: (1) the sessions attempt to improve the helping skills of participants, (2) each participant develops a better sense of his or her interests, abilities, and needs regarding career aspirations, and (3) each participant has opportunity for interaction with peers which generates mutual support, organization in thinking, and strategies for problem solving. Specific objectives of the group include: (1) to define the members' problems in educational/career decision-making, (2) to understand

oneself and other members in the career development process, (3) to explore various alternatives available, and (4) to seek courses of action (Reardon & Burck, 1975). The case conference group entails approximately 10 hours of meetings. Sprague and Strong (1970) reported that over half of the students who had participated in the case conference group had made a definite vocational choice or were making progress in acquiring firm alternatives at the conclusion of the group experience.

Life-Planning Workshop (LPW). The Life-Planning Workshop (LPW) was developed at Colorado State University in 1969 (Birney, Hinkle, & Thomas, 1970-1971; Hinkle & Thomas, 1971). The LPW is aimed at experience and skill development broader than job selection and the use of occupational information. It represents movement toward a more affective growth experience. The LPW is described (Greer, 1972) as a powerful, impactful, structured growth group designed to involve participants in the process of influencing their own future. The LPW focuses on self-assessment in the present and projection of self into the future. The objective of the workshop is increased self-awareness and realization of the need for specific and flexible plans for the future.

The workshop is a one-day, six or seven hour mini-marathon experience. Research evidence suggests that participants of the LPW tended to take more responsibility for career decision making by actively seeking information relevant to their career, their future plans, and themselves, as a result of this experience, and tended to consider areas and majors more congruent with their measured interests than those considered by subjects who had not experienced the workshop (Mencke & Cochran, 1974).

Life Career Development System (LCDS). The Life Career Development System (LCDS) was developed by Walz, Smith, and Benjamin in 1974. The LCDS was designed according to the principle that career development should be concerned with the total individual and encompass education, occupation, and leisure time. The LCDS has as its objective the development of the basic understandings and competencies necessary for mastering life planning and decision making. Nine modules comprise the LCDS and provide for participants a sequential, organized series of experiences which will help them develop the attitudes and behaviors requisite for creative and productive living. Each module consists of approximately six to nine 50-minute sessions. All of

the nine modules are designed with the goal of facilitating the acquisition of specific attitudes and competencies on the part of the participant. The nine modules are: (1) exploring self, (2) determining values, (3) setting goals, (4) expanding options, (5) overcoming barriers, (6) using information, (7) working effectively, (8) thinking futuristically, and (9) selecting mates (Walz & Benjamin, 1974). Research evidence indicates that the LCDS provides a series of integrating "getting it all together" experiences that help individuals to gain perspective from the past, more fully understand and take advantage of the present, and utilize their strengths to become more of what they would be in the future (Walz & Benjamin, 1974).

Career Education Mini-School Program. The University of Florida Career Resource Center has developed the Career Education Mini-School Program (1975). This program presently (1976-1977) consists of a total of 17 individual sessions on separate topics, in the areas of career development, jobs and outlook, and job placement. The Career Education Mini-School Program is designed to enhance student career selection, review employment opportunities, and prepare students to successfully compete for jobs. The 17

sessions that comprise the program are:

A. Career Development

1. An introduction to the center
2. The cooperative education program
3. Careers and jobs--a woman's view
4. Career planning

B. Jobs and Outlook

5. Facts on government jobs
6. Liberal arts graduates and the job market
7. Science and Engineering graduates and the job market
8. Business and communications graduates and the job market
9. So you're going to teach
10. Summer jobs
11. Working overseas
12. Foreign student workshop

C. Job Placement

13. Job search planning
14. Resume preparation
15. Writing cover letters and other job search correspondence
16. Job interview techniques
17. Resume review

A brief description of each of the 17 sessions appears in Appendix B. This information is taken from a publication prepared by the University of Florida Career Resource Center, the University of Florida Career Resource Center Career Education Mini-School Program (1976). The University of Florida Placement Manual (1976) also describes the Career Education Mini-School Program. Each session is 50 minutes

long and all sessions are presented weekly to interested University of Florida students and alumni. This study was the first research project investigating the effectiveness of the Career Education Mini-School Program.

Future Group. The Future Group was developed by Sanz (1973) at Florida State University. It is an experimental career development group approach and is currently being refined and studied. The underlying assumptions of the Future Group are that students are largely unaware of the patterns of career decision-making in their pasts, the processes and bases of decisions they are making in the present, and the questions they want to ask about their future careers. As one becomes more aware of the process by which antecedents of past and present choices are centered in his environment or situation, he will be able to make more satisfying and appropriate decisions about the future (Sanz, 1973; Hoffman, 1973).

The goal of the future group experience is to provide a setting of experiential self-awareness of the processes and antecedents of present choices, and to help participants make some guesses about the future. The Future Group is a highly structured group workshop which can be completed in three

to four hours. Research evidence has demonstrated that the future group increases internality and time-competence, and to a limited extent, career maturity (Hoffman, 1973).

Group Career Counseling Research

Healy (1973, 1974) has developed a group career counseling procedure based on Super's (1963) theory of career development. This procedure assists students in: (1) identifying career goals and assets, (2) examining alternatives in terms of goals and assets; (3) selecting alternatives, (4) making plans to obtain training and entry, (5) executing career plans, and (6) evaluating the initial progress. Research evidence has found this group career counseling procedure effective in helping students to increase the certainty of their career plans and their willingness to engage in career planning (Healy, 1973, 1974).

Pate, Simpson, and Burks (1971) reported the results of a demonstration project entitled "Group Counseling for Individual Decision-Making: Maximizing the Effectiveness of the College Placement Service." This project was conducted at the University of Virginia from September, 1969 to September, 1971, and was funded by the SPUR Program of the ESSO Education Foundation. The purposes of this

project were to demonstrate the feasibility of providing career counseling by specially trained graduate assistants as part of the college placement service, and to demonstrate that such counseling can be provided as effectively and more efficiently in a group setting than in the traditional one-to-one relationship. This project compared an experimental group, which received non-traditional services (individual or group vocational counseling) in addition to regular placement services, to a control group, which only received regular placement services.

Criteria for the project consisted of ratings of the randomly-placed clients by employer representatives, comparable ratings by the Director of Placement, and client satisfaction. The placement registrants who participated in the project received employment interview evaluations significantly below those of randomly selected control interviews. Despite reporting more difficulty with securing positions than a randomly selected group of placement registrants, the placement clients who participated in the project counseling (individual or group counseling) gave equally favorable evaluations to the placement services they received. Project participants' placement success was rated by the Placement Director as equal to that of the

randomly selected control group. This ultimate placement success was seen as a result of the non-traditional services they received (individual or group counseling). No differences in outcome were apparent between those counseled individually and those counseled in groups.

Career Development Courses

Rationale

Since the 1950's, the proportion of college-educated persons in the labor force has doubled--and it may double again by 1980. This abundance of college graduates creates a problem in that such a large group of workers is not all guaranteed "college-level" career positions (Webb, 1973). Because of the problems of unemployment and under-employment, colleges and universities have a clear responsibility to provide career guidance and counseling for students early in their college years. More emphasis must be directed to the concern of what type of career is best suited for the individual in today's work world. Career decisions can no longer be deferred until the last semester before graduation. Many universities across the country have seen this situation and have attempted to provide such

guidance through their career planning and placement services (Webb, 1973).

A variety of approaches has been developed to assist the student in career identification. A career development course is one specific approach, and a number of universities offer such a course in career development. This type of course is usually an academic credit-bearing course designed to assist students to develop a comprehensive understanding of themselves in relation to a future career life (Devlin, 1974).

Today's students need to have access to a variety of options to permit ample opportunity for career investigation (Devlin, 1974). A career development course can set the stage for a more effective utilization by the student of career planning and placement office resources (Stephens, 1970).

Extent of Career Development Courses

Devlin indicated in 1974 that 78 colleges were offering career development courses. The findings of the Devlin (1974) study suggest that there exists a definite trend among college placement counselors for utilizing a

career development course as a career exploration resource for students. The placement counselor is gradually beginning to move into the formal academic area. It is being accepted that the study of the individual and the individual's future role in our work society need not only be considered as a cocurricular examination, but as a vital part of the student's recognized learning process (Devlin, 1974).

The Midwest College Placement Association (1974) developed a proposed model for a credit course in career planning and placement. This association included nine separate topics in its proposed model of a career development course. These topics include: (1) philosophy of career choice, (2) mission of the university, (3) self-evaluation, (4) evaluative tools and techniques, (5) careers and college majors, (6) graduate schools and professional schools, (7) mobility in the university system, (8) employability, and (9) trends and occupations. Herrick (1976) reported that approximately 320 colleges and universities offered career planning and/or employment readiness courses. These courses were, by and large, open to all students, as well as to alumni and faculty. Devlin (1974) has maintained that there are three types of academic courses which seem to fall under the title of "career development" course.

These three types are: (1) the job-oriented course, (2) the occupational-information course, and (3) the career identification and career dynamics course.

Purposes

A trend is apparent among college placement counselors for making available a career development course. There tends to be a great degree of diversity among career development courses because placement counselors differ significantly in their course objectives, design, and implementation (Devlin, 1974). One expectation for a career development course is that the students are left wanting more in terms of skills, information, and understanding. Since a career is a lifetime experience, this course should open up a realm of possibilities and leave students with the motivation to continue the career development process further (Ripley, 1975).

The purpose of a career development course is to get students involved in the process of career selection. It is expected that as a result of such a course, most (if not all) of the students will be better able to choose majors and careers for themselves (Webb, 1973). Wollman (1974) used a pretest and posttest questionnaire to evaluate the

effectiveness of a career development course at the University of Minnesota. Results showed increases in: (1) student knowledge of sources of career counseling, internships, occupational information, and educational programs, (2) student ability to gather and analyze occupational information, (3) perceived student competency in the analysis of compatibility with occupations, and (4) the number of occupations the students were willing to consider as occupational possibilities.

College placement counselors should consider providing an academic, accredited course as part of the career counseling program for students (Devlin, 1974).

Recruiting Practices

Present Trends

In recruiting college students for employment, recruiters usually look for certain factors when considering the applicant for a job. Such factors include college grades, personality, the degree to which the student has supported himself or herself financially, and his or her marital status. Employers are seeking well-balanced students whose personality, interests, academic preparation,

and vocational goals are compatible with the employer's needs (Ma, 1969).

Ma (1969) conducted a study to determine the factors given chief emphasis by employers in their recruiting practices. This study involved 94 companies whose representatives had visited San Jose State College (California) during 1967-1969 for the purpose of recruiting business students. Results of this study indicated that 66 per cent of the companies considered personality traits as the most important factor in the evaluation of a prospective employee. College grades ranked second, work experience ranked third, and extra-curricular activities were fourth.

Shell and Patrick (1973) have reported on the major selection criteria used by employers in their recruiting practices. The recruitment procedures of 180 companies were surveyed in this study. Results of this study indicated that personality and grades were definitely the most heavily weighted factors, with personality scores slightly higher than grades. Shell and Patrick found that employers feel that the personality factors, which presumably indicate ability to work with others, and the performance reflected in college grades give them much of the information which they need in selecting prospective employees.

Tschirgi (1972-1973) designed a study to determine the major factors deemed important in hiring interviews. This study surveyed 70 business firms for the purpose of identifying the most important characteristics considered in an interview situation. Results of this study showed that the important factors in hiring interviews were (in order of importance): (1) communication skills, (2) grade point average, (3) work experience, (4) appearance, and (5) extra-curricular activities. This study suggests that more recruiter attention should be focused on perceptual (communication skills, appearance) rather than substantive (college grades, work experience, extra-curricular activities) data. Tschirgi maintains that recruiters are more impressed with how well the candidate communicates with them in the interview than they are with evidence of candidate-achievement potential collected in employment dossiers, unless such information is unusually impressive.

Lumsden and Sharf (1974) conducted a study which identified dimensions of job-applicant behavior which influence, and can be used to predict, the outcome of an interview. This study, done at the University of Tennessee, used data from over 250 job interviews gathered by 100 interviewers from 83 companies during 1973-1974. This study

was predicated on the following assumptions: (1) that there exist specific applicant behaviors which are endemic to the interview process, (2) that these distinct behaviors influence the interviewer's final judgment, and (3) that these distinct behaviors can be measured. Results of this study indicated that six behavioral dimension scores were found to be significantly related to the overall evaluation given an applicant. These behavioral dimensions were: (1) social and academic balance, (2) socially unresponsive, (3) mature insight, (4) dedication, (5) verbal, and (6) unprepared.

Lumsden and Sharf suggest two implications that can be drawn from this study for placement practice. First, before beginning the interview process students should be coached on placing their "best foot forward." Students should be made aware of potential pitfalls to avoid, such as the behavior specimens in the dimensions labeled "socially unresponsive" and "unprepared." Second, students should be brought to realize that it is not only what they are saying but how they say it that can influence an interviewer's judgment. The behavior specimens in the dimensions labeled "social and academic balance," "mature insight," "dedication," and "verbal" indicate the importance

of making an effective presentation in the interview.

Research Regarding Recruiting Practices

Anton and Russell (1974) conducted a study to determine employer attitudes and opinions regarding potential college graduate employees. This study surveyed 101 companies in the United States, identified by 114 college recruiting officers and managers from each of 17 Western College Placement Association industry groupings. Results of this study provided priority rankings by consensus of industry groupings. Items listed in the first priority category included: (1) major field of study, (2) academic performance, (3) work experience, (4) plant or home office interview, and (5) campus interview. Items listed in the second priority category included: (1) extra-curricular activities, (2) recommendations of former employer, and (3) academic activities and awards. Items listed in the third priority category included: (1) type of college or university attended, and (2) recommendations from faculty or school official. Items listed in the fourth priority category included: (1) standardized test scores, (2) in-house test scores, and (3) draft status.

There are many internal factors which may be influential in helping the individual get a job. Interests, abilities and skills, attitudes, motivation, intelligence, personality and sensitivity to others, and general experience may all make their contribution in helping the individual to obtain his desired job goal. The individual's ability to mobilize these personal resources in order to attain his job goal may be a critical factor in the job-getting process (Stevens, 1963). His ability to translate his background into new terms, to organize and reorganize his thoughts, feelings, attitudes, and experiences so that his behavior becomes goal-directed and purposeful has been defined as placement readiness (Stevens, 1960, 1963), and the quality of his placement readiness affects his placement success.

Stevens' (1960, 1963) research identified different patterns of behavior exhibited by a randomly selected population of registrants with the New York University Placement Services in their efforts in seeking a job. She found that individuals who were purposeful and self-actualized in their job-seeking efforts with specific and realistic job goals (identified as high placement readiness) obtained desired jobs in a short period of time, whereas individuals who were passive and dependent in their actions with

vague, confused, and unrealistic job goals (low placement readiness) failed to get jobs. A third pattern (moderate placement readiness) was exhibited by others with a conflicting mixture of characteristics reflecting the characteristics of the other two patterns. They fluctuated between being passive and purposeful, dependent and independent, crystallized and vague about job goals. However, they did have a unique characteristic in that they gave evidence of being in the stage of exploring job goals. These clients found jobs but in a longer period of time than it took those people who had self-actualized behavior and specified job goals (Schneider & Stevens, 1971).

Stevens' research (1960, 1963) was based on the Ginzberg (1951) developmental theory of occupational choice. Ginzberg postulated that an individual making an occupational choice goes through periods of (1) fantasy during early childhood, (2) tentative choices during adolescence, and (3) realistic choices during early adulthood. Ginzberg suggested that the realistic choices during early adulthood consisted of the following three stages: (1) exploration, (2) crystallization, and (3) specification (Osipow, 1973). Ginzberg also described the different approaches taken by individuals attempting to solve their problem of occupational choice. He found that some people had a passive approach

and sometimes appeared to be floundering, or to be confused. Ginzberg found some people that were in the stage of exploring different possible occupational choices and job goals. Other people were found by Ginzberg to be purposeful and crystallized regarding their occupational choice and job goals (Ginzberg, 1951; Schneider & Stevens, 1971).

The Stevens Placement Readiness Scale, based on the Ginzberg (1951) developmental theory was developed by Stevens in 1960. This scale is a 10-dimensional, 5-point Likert type scale evaluating the individual's degree of specification (point 5), crystallization, exploration, confusion, and passivity (point 1) in identifying the job-goals sought in the labor market. This instrument effectively identified job-seeking clients with characteristics of three different measured levels of placement readiness that were highly significant factors in the success, or lack of success, in getting desired jobs (Stevens, 1960, 1963).

Future of Placement

Automation

Recruitment by industry, as currently pursued, is

extremely expensive. A. F. Hartford, manager of College Relations for DuPont, has said that "College recruiting is the most inefficient and costly phase of a company's staffing operation. We'd go out of business if the rest of our company had to be run the same way" (Kauffman, 1967, p. 43). Many placement educators and company recruiters maintain that there must be a better way both for the placement office to process student job hunters and for companies to recruit (Stephens, 1970). Stockard, placement director at the University of Rhode Island, has said that "The sheer weight of numbers will eventually make it impossible for recruiters to talk to every candidate on every campus who wants to see them. There seems to be no alternative but to find some means for bypassing the time, effort, and space-consuming, if not inefficient, elementary screening of the campus interview" (Kauffman, 1967, p. 43).

Some believe the computer has the potential to rescue both the placement officer and the recruiter. Why has computer application in placement been developing so slowly? Among several reasons are the increasing fears of further impersonalization at the university; there is also the losing battle on the small college campus to keep relationships intimate. Even so, it is predicted that

one common denominator, namely the cost of doing business, will force both placement educator and recruiter into a computerized operation (Stephens, 1970).

Stephens (1970) has described several ways in which computer application and utilization can improve and help personalize placement operations. Computer utilization in placement will result in increased effectiveness of placement operations because: (1) the computer can handle far better than the clerical worker the job of storing and retrieving data, furthermore, the computer is always accurate, and it is capable of total recall in dealing with endless numbers of students, (2) the computer can be programmed to retrieve the data it has stored in an endless variety of combinations, (3) the computer can become involved in the dispensing of company-job information, and (4) the computer can address and type letters to those students whom it has selected for interviews, thus notifying them personally of their interview selection, the time and place of the interview, and the name of the interviewer, and inviting them to sign up.

The College Placement Council developed a computerized matching system, designed to assist students and alumni in selecting potential employers and to assist employers in

identifying potential employees. This system was developed in 1970, and is called GRAD II (an acronym for Graduate Resume Accumulation and Distribution). At present (1976-1977), GRAD II is operational at approximately 12 colleges and universities (including the University of Florida), while another 50 or so educational institutions are considering the implementation and operation of this system.

The objective of GRAD II is to lessen the amount of time students and employers spend in searching for job openings and qualified candidates so that more time can be spent on evaluating alternatives and making decisions. To participate in this system, the student and employers complete a two-page data input form. After the forms are processed, the student receives a list of employers with corresponding job openings, and a mathematical correlation for each employer that indicates the degree of similarity between student and employer needs. The employers receive a list of qualified students for each job opening, biographical information on each student, and the mathematical correlation. The factors included in the matching and correlation process are: (1) academic major, (2) degree level, (3) career field preference, (4) geographic

preference, and (5) employer type preference (Sampson, 1976).

The fears extant that computerization of the placement office might depersonalize placement-student-employer relationships have not materialized. Quite a contrary condition has been produced where computer application and utilization have been tried. The computer has, rather, greatly increased the effectiveness of professional staff members (Stephens, 1970).

Future Directions

Robb (1971) suggests that each college and university worthy of survival in the 1980's should transform its placement office into what might be called a "career development center." This center would not only subsume the responsibilities of a traditional placement office but would employ modern technology and systems approaches in becoming a useful learning resource for students, faculty, and alumni. It would provide career orientation information for individuals and groups, with an emphasis upon individual exploration of career alternatives and potentialities. The career development center would work productively with entering freshmen as well as with seniors

and alumni. The career development center would attempt to prevent either premature or unnecessarily delayed vocational decisions, encourage rational career choices, and provide an early warning system to detect personal problems related to career development.

Sovilla (1970) describes a seven step program for effective career planning and placement. This program consists of the following steps: (1) selection of a major field, (2) self-analysis, (3) career field analysis, (4) short-range career goals, (5) analysis of employment environments, (6) long-range career goals, and (7) the job campaign. An advantage of adaptation of this program is the flexibility it provides for the appropriate adjustments that will be necessary due to changing conditions. The goal of the program is to provide students with the appropriate skill development to effectively analyze their career posture.

Bolles (1972) suggests a proactive approach to placement. This approach emphasizes self-knowledge and intensive personal research on possible job openings so that students can develop the competencies necessary to become effective, independent job-hunters. In this approach, effective career counselors "empower" the job-hunter

rather than merely offer services (Bolles, 1972, 1974). Walz and Benjamin (1974) provide a clear description of the proactive approach and its resultant personal empowerment: "personal empowerment enables individuals to develop the insights and competencies necessary for them to take charge of their lives, to control what occurs rather than to be controlled, and to act on the belief that they can manage their own life career development by their planning and decision making" (p. 79). Bolles (1974) also suggests that effective career counselors will become the advocates of the job-hunter and that such counselors will increasingly move more into group work.

Stephens (1970, p. 211) rather succinctly describes the future direction of placement: "There is one thing certain about the future of placement--change. The old bureau of appointments, with the placement office serving primarily as a meeting place for employer and prospective employee, is gone forever. Placement tomorrow will need to articulate its basic educational mission--that of helping the student put together his jigsaw pieces of education and reason out his value orientation to life and the earning of a living."

Summary

The traditional functions of placement services have been expanded to meet the needs and challenges of the present day job market situation. The factors which facilitated the historical development of counseling have been mentioned, with particular emphasis given to the development of vocational guidance. The fundamental placement objectives and the basic programs involved in a college or university career planning and placement service have been described. The relationship of job placement to career development is examined.

A job market analysis has been presented and the implications of the job market regarding career development have been examined. Possible explanations for the declining vigor of the job market for college graduates are considered. Specific information relating to job opportunities has been documented, including job market trends in the 1970's and 1980's.

The area of group career counseling has been analyzed. Several rationales supporting use of groups in career development have been presented and a number of specific career counseling groups have been reviewed. This study

was the first research project to investigate the effectiveness of the University of Florida Career Education Mini-School Program, one particular group career counseling approach.

A career development course can set the stage for a more effective utilization by students of the career planning and placement office resources. The rationale for, extent of, and purpose of career development courses have been described.

The area of recruitment of college students for employment has been investigated and present trends in recruiting practices have been described. Information regarding specific recruitment procedures of employers has been examined. Potential computer application and utilization in placement has been discussed. Future directions of placement have been suggested.

CHAPTER III

RESEARCH METHODOLOGY

The purpose of this study was to assess the relationship of job marketability training to the placement success of college seniors. This relationship was evaluated by employing a two-part experimental research design. This study made use of both the pretest-posttest control group design and the posttest-only control group design. The college seniors who participated in this investigation were drawn from three classes in the College of Engineering and three classes from the College of Business Administration. This study compared an experimental group which received job marketability training to a control group which did not. This situation necessitated the use of an experimental design (Issac & Michael, 1971).

The independent variable was job marketability training. The dependent criterion variable, which was examined to see if it was affected by experimental manipulation of the independent variable, was the placement success of college seniors. The experimental group was exposed to

job marketability training; the control group was not.

The Job Search Preparedness Instrument (Appendix C) was given to all students as a pretest and a posttest to provide a measure of job search preparedness. Interviews with professional recruiters were arranged for all students as a posttest to provide data on job employability ratings (Appendix D). The Graduating Student Questionnaire (Appendix E) was completed by graduating seniors only, as a posttest to provide information on actual job offers at time of graduation (August, 1977).

The remainder of this chapter includes the: (1) hypotheses, (2) research design, (3) population and selection of subjects, (4) description of the sample, (5) training program, (6) procedures, (7) instrumentation, (8) data collection, (9) data analysis, and (10) limitations of the study.

The Hypotheses

This research was concerned with the following five null hypotheses:

H_o1 There are no differences between the experimental and control groups in the level of self-awareness as a result of job marketability training.

H_o2 There are no differences between the experimental and control groups in the level of student job analysis as a result of job marketability training.

H_o3 There are no differences between the experimental and control groups in the level of interview preparation as a result of job marketability training.

H_o4 There are no differences between the experimental and control groups in job employability ratings by specific employers as a result of job marketability training.

H_o5 There are no differences between the experimental and control groups in actual job offers at time of graduation (August 1977) as a result of job marketability training.

The Research Design

A two-part experimental research design was used to test the hypotheses. This research design was required in this investigation because testing of the first three hypotheses involved analysis of both pretest and posttest data while testing of the fourth and fifth hypotheses required analysis of posttest data only. A pretest-posttest control group design was used to test the first three hypotheses. This design had the advantage of controlling for all threats to internal validity. This design did not control the threat to external validity which concerned the interaction of testing and treatment. If the pretest somehow sensitized or

altered the subjects so that they responded to the treatment differently than they would have if no pretesting had taken place, then the external validity would have been compromised. The interaction effects of selection biases and the experimental variable might be a factor jeopardizing external validity. This was not expected to become a problem since participation in this study was voluntary and students had been randomly selected for participation and randomly assigned to either experimental or control group classifications. Reactive arrangements might be another factor jeopardizing external validity. Reactive arrangements did not pose a threat to external validity in this design because the application of the treatment (job marketability training) was a recognized aspect of senior year placement activities, and the collection of data took place in a classroom situation as a normal evaluative procedure rather than as a unique experimental situation (Campbell & Stanley, 1963).

This design was represented as follows:

Group	Pretest	Treatment	Posttest
Experimental (R)*	O_1	X	O_2
Control (R)	O_1		O_2

*Random assignment

A posttest-only control group design was used to test the fourth and fifth hypotheses. This design had the advantage of controlling for all threats to internal validity. This design also controlled the threat to external validity concerned with the interaction of testing and treatment. The interaction effects of selection biases and the experimental variable, and reactive arrangements might be factors jeopardizing external validity. Both of these factors were not expected to pose any threat to the external validity in this design, because of the same reasoning which has been previously mentioned (Campbell & Stanley, 1963).

This design was represented as follows:

Group	Pretest	Treatment	Posttest
Experimental (R)*		X	O_2
Control (R)			O_2

*Random assignment

Both of the experimental designs used in this study, the pretest-posttest control group design, and the posttest-only control group design, made use of randomization. Randomization is an all-purpose procedure for achieving pre-experimental equality of groups (Campbell & Stanley, 1963).

The Population and the Selection of Subjects

The population for this study was composed of undergraduate students classified as seniors, attending the University of Florida in Gainesville, Florida. These students were drawn from three classes in the College of Engineering and three classes from the College of Business Administration.

Two primary reasons prompted the selection of subjects from the College of Engineering and the College of Business Administration. One was that a majority of the senior student contacts at the University of Florida Career Resource Center were with students from either a business-related or engineering-related academic background. The second was that a majority of the recruiters that regularly visit the University of Florida request students from either a business-related or engineering-related academic background to fill their current job openings.

In determining the best subject selection method, this investigator initiated a preliminary pilot test. This involved a letter inviting randomly selected students in the Colleges of Engineering and Business Administration to participate in a research project conducted by the University

of Florida Career Resource Center. The response rate was inadequate. In view of this experience, an alternative method of subject selection was adopted. This method utilized six regularly scheduled academic classes, known to have a predominantly senior enrollment, from the Colleges of Engineering and Business Administration. Participation of students from these classes provided an adequate selection process.

A letter (see Appendix F) was distributed to the Assistant Dean of the College of Engineering, the Department Chairmen of Mechanical, Civil, and Electrical Engineering, the Assistant Dean of the College of Business Administration, and the Department Chairmen of Marketing, Accounting, and Finance, asking for their assistance in helping to carry out this study. These particular departments were selected because of the likelihood of large student enrollments in their classes. This letter briefly described the research project, detailed the type of assistance needed and specified the advantages of participation in a study of this nature. Faculty support was requested to permit participation of three classes from Engineering and three classes from Business Administration in this study. Faculty reaction proved to be quite positive. Assurances were received from each of the

six department chairmen that one upper-division undergraduate class (400 level, composed predominantly of seniors) would participate in this study during the summer quarter 1977. An identical letter was distributed to the specific faculty members who would be teaching these classes during the summer quarter. A brief meeting between each faculty member and the investigator was held to arrange all the necessary planning required. These meetings were held near the end of the spring quarter, when teaching assignments for the summer were complete. The following six classes participated in this investigation: (1) Mechanical Engineering 482, (2) Civil Engineering 461, (3) Electrical Engineering 461, (4) Marketing 421, (5) Accounting 409, and (6) Finance 422.

The students in each class participating in this study were randomly assigned to experimental and control group classifications. All students participating in this study filled out an index card, including their name and class. These index cards were collected by the investigator and sorted according to class. The cards for each class were then numbered and divided into two groups. One group contained the students assigned an odd number while the other contained the students assigned an even number. This

procedure permitted random assignment of students in each class into experimental and control group classifications. While the faculty of these six classes encouraged student participation in this study, it was understood that all student participation in this research project was voluntary. Several factors served to motivate student participation in this study. All interview evaluations would be provided to the students for their information. Some students would receive actual job offers which would be generated from the interview situation. Finally, the level of awareness of job search preparedness for student participants would be increased. All forms pertaining to the protection of human subjects were completed by those individuals participating in this study. All students who participated in this study signed an informed consent form. A copy of this form appears in Appendix G.

The six classes that participated in this study contained approximately 30 students each, for a total of 180. All students who participated in this study were classified as seniors. Allowing for possible non-participation and expected experimental and control group mortality, a total of 100 students (seniors) was the minimal acceptable number of subjects for this study. This total included

50 in the experimental group and 50 in the control group. Approximately 25 of these students were graduated in August 1977.

Records were kept by the investigator to insure that students in the control group classification had not participated in more than two career education mini-school sessions previously and that they did not participate in any job marketability training or career education mini-school sessions during the first-sixth weeks of this study. Records were kept by the investigator to insure that students in the experimental group classification had participated in the job marketability training during the third-fourth weeks of this study. Only those students classified as seniors who completed all requirements necessary for full participation in the experimental or control group classification were included in this study.

Description of the Sample

The six classes which were involved in this investigation contained approximately 30 students each, for a total of 180. The six classes included approximately 10 students classified as juniors, who were not included in this study. Another group of approximately 10 students from the six

classes did not wish to participate in this research project because of a heavy academic and/or work schedule. Since all participation was completely voluntary, these students were also not included in this study. Approximately 160 students expressed an interest in participating in this investigation, and 115 students completed all the requirements necessary for full participation in the experimental or control group classification.

Table 2

Crosstabulation of Group by Class

	Class Engineering	Business	Row Total
Group Experimental	24	35	59 51.3%
Control	26	30	56 48.7%
Column	50	65	115
Total	43.5%	56.5%	100.0%

Table 2 describes the sample by group and class. In the experimental group there were 59 students, 24 from Engineering and 35 from Business. In the control group there were 56 students, 26 from Engineering and 30 from

Business. A total of 115 students participated in this study.

Table 3

Crosstabulation of Group by Graduation Date

	Graduation Date						Row
	Aug.77	Dec.77	Mar.78	June 78	Aug.78	Dec.78	Total
Group Exp.	17	21	5	7	7	2	59 51.3%
Cont.	13	18	9	10	6	0	56 48.7%
Column Total	30 26.1%	39 33.9%	14 12.2%	17 14.8%	13 11.3%	2 1.7%	115 100.0%

Table 3 describes the sample by group and graduation date. A review of Table 3 shows that 26.1 per cent of the 115 students graduates in August, 1977, 33.9 per cent will graduate in December, 1977, 12.2 per cent will graduate in March, 1978, 14.8 per cent will graduate in June, 1978, 11.3 per cent will graduate in August, 1978, and 1.7 per cent will graduate in December, 1978.

Table 4

Description of Specific Classes by Group

Specific Classes	Experimental	Control	Total
Mechanical Engineering	6	3	9
Civil Engineering	14	16	30
Electrical Engineering	4	7	11
Marketing	11	11	22
Accounting	15	15	30
Finance	9	4	13
Total	59	56	115

A description of the specific participating classes is presented in Table 4. Examination of Table 4 shows that the 115 students can be broken down into their respective classes as follows: (1) 9 from Mechanical Engineering, (2) 30 from Civil Engineering, (3) 11 from Electrical Engineering, (4) 22 from Marketing, (5) 30 from Accounting, and (6) 13 from Finance.

The Training Program

A particular sequence of six career education mini-school sessions presented in a structured fashion provided

job marketability training for this study. The six sessions were: (1) Science and Engineering Graduates and the Job Market, (2) Business and Communications Graduates and the Job Market, (3) Job Search Planning, (4) Resume Preparation, (5) Job Search Correspondence, and (6) Job Interview Techniques. The first two mini-school sessions were included in job marketability training because engineering graduates and business administration graduates are both recruited by engineering and business firms. The other four mini-school sessions were included in job marketability training because they deal specifically with job placement. A brief description of the material covered in these six sessions included: (1) a preview of the job outlook for graduating technical students, (2) a preview of the job outlook for graduating non-technical students, (3) the details of planning an effective job search campaign, (4) the details involved in resume preparation, (5) the preparation of cover letters and other job search correspondence, and (6) information concerning specific job interview techniques. Each session was 50 minutes long. A detailed description of the material covered in these six sessions appears in Appendix H.

The students who had been randomly assigned to the experimental group were invited to participate in two

separate job marketability training courses. The first course, Job Marketability Training Course #1, was given from 7:00 - 9:30 P. M., Tuesday, Wednesday, and Thursday of the third week and Monday of the fourth week of the summer quarter. Students attended Course #1 on one of these four nights. This course covered: (1) Business and Communications Graduates and the Job Market, (2) Job Search Planning, and (3) Resume Preparation. The second course, Job Marketability Training Course #2, was given from 7:00 - 9:30 P. M., Tuesday, Wednesday, and Thursday of the fourth week of the summer quarter. Students attended Course #2 on one of these three nights. This course covered: (1) Science and Engineering Graduates and the Job Market, (2) Job Search Correspondence, and (3) Job Interview Techniques. All students in the experimental group received a hand-out sheet describing the date, time, and location of the Job Marketability Training Courses. These hand-out sheets were distributed in the classroom settings by the researcher during both the third and four weeks of the summer quarter. A copy of the hand-out sheet appears in Appendix I.

These two two and one-half hour courses were designed to enhance student career selection, review employment opportunities, and prepare students to successfully compete

for jobs. The six career education mini-school sessions that comprised the job marketability training were taught by the lecture method from a prepared text (Appendix H contains the prepared texts) with an open-ended question and answer period at the end of each of the sessions. All students in the experimental group received copies of the prepared texts on job search planning, resume preparation, job search correspondence, and job interview techniques, for their information. The researcher's role in the training program was to serve as the counselor/instructor of the Job Marketability Training Courses #1 and #2. He has had previous experience in teaching all six of these career education mini-school sessions, over a three-month period.

At the conclusion of each of the job marketability training courses, a presenter rating sheet (Appendix J) was completed by the students present, to evaluate the researcher. Ratings were made on a 5-point Likert type scale in six different categories. An analysis of the presenter rating sheets appears in Tables 5 and 6. The mean scores obtained on these rating sheets for each separate date were relatively consistent, ranging from 3.93 to 4.46. The mean score for Job Marketability Training Course #1 was 4.13,

while the mean score for Job Marketability Training Course #2 was 4.21. These data indicate that there was reasonable consistency in the presentations by the researcher.

Table 5

Analysis of Presenter Rating Sheet
Job Marketability Training Course #1

Date	Number Attending	Mean Score	
July 5	10	4.46	
July 6	22	4.10	
July 7	40	4.06	
July 11	8	4.19	
4 Nights	80	4.13	Totals

Table 6

Analysis of Presenter Rating Sheet
Job Marketability Training Course #2

Date	Number Attending	Mean Score	
July 12	18	4.33	
July 13	19	3.93	
July 14	32	4.32	
3 Nights	69	4.21	Totals

Procedures

Experimental Group Procedures

The treatment schedule for the experimental group was as follows:

Week	Procedure
1	Explanation of the investigation--advantages of participation* Random assignment of subjects into experimental and control group classifications
2	Job Search Preparedness Instrument--pretest*
3	Hand-out sheet Job Marketability Training Courses distributed* Job Marketability Training Course #1
4	Hand-out sheet Job Marketability Training Courses distributed* Job Marketability Training Course #2 Scheduling of job interviews*
5	Job interviews
6	Job Search Preparedness Instrument--posttest*
8	Graduating seniors only--Graduating Student Questionnaire*

*In classroom settings

The critical element involved in this investigation was student participation in job marketability training. The

experimental group participated in this training during the third-fourth weeks of this study.

Students in this group took part in a job interview during the fifth week of this study. Arrangements were made by the Associate Director of the University of Florida Career Resource Center to have nine professional recruiters from the fields of engineering and business, who regularly recruit at the University of Florida, conduct job interviews with all of the students participating in this study. The nine professional recruiters represented the following seven firms: (1) Union Carbide, (2) International Business Machines, (3) General Electric, (4) Southern Bell, (5) Misener Marine, (6) Maas Brothers, and (7) Westinghouse. The professional recruiters did not know which students were in the experimental group classification and which students were in the control group classification, and were able to offer actual jobs to the most qualified candidates. The job interviews were conducted over a two-day period during the fifth week of the summer quarter.

Control Group
Procedures

The schedule for the control group was as follows:

Week	Procedure
1	Explanation of the investigation--advantages of participation*
	Random assignment of subjects into experimental and control group classifications
2	Job Search Preparedness Instrument--pretest*
4	Scheduling of job interviews*
5	Job interviews
6	Job Search Preparedness Instrument--posttest*
8	Graduating seniors only--Graduating Student Questionnaire*

*In classroom settings

The control group was not exposed to job marketability training. Issac and Michael (1971) state that the control group should be exposed to the same treatment as the experimental group, with the exception of the critical factor. Since the critical factor in this investigation was job marketability training, the control group did not participate in any job marketability training. The control group was asked to not participate in any career

education mini-school sessions during the first-sixth weeks of the summer quarter; after this period, they could enroll if they desired.

Students in the control group took part in a job interview during the fifth week of this study. The procedures for this group were the same as those described in the Experimental Group Procedures section.

Instrumentation

The three instruments used in this investigation were the Job Search Preparedness Instrument, the Job Employability Ratings Interview Recap Sheet, and the Graduating Student Questionnaire. The Job Search Preparedness Instrument was developed by the investigator to assess job search preparedness. The Job Employability Ratings Interview Recap Sheet was developed by the investigator to provide job employability ratings of students on a job interview. The Graduating Student Questionnaire was developed by the University of Florida Career Resource Center to ascertain the after-graduation plans of graduating seniors.

The Job Search Preparedness Instrument is based on the Job Search Barometer, a copyrighted publication of the College Placement Council (College Placement Annual 1977,

pp. 12-14). The Job Search Barometer is responded to on a yes-no format, while the Job Search Preparedness Instrument is responded to on a Likert type scale and has several additional questions. This instrument was used to provide pretest and posttest data on student job search preparedness. Questions are answered on a five-point Likert type scale. The instrument contains 38 items in the following three parts: (1) self-awareness, (2) job analysis, and (3) interview preparation. These three parts contain 10, 12, and 16 items, respectively. A copy of this instrument appears in Appendix C.

A demonstration of the credibility of this instrument was conducted as a part of this investigation. Reliability was demonstrated through a coefficient of stability using the test-retest method. One section of an upper-division undergraduate education course (EDC 450, n = 17) was readministered the Job Search Preparedness Instrument one week after they had completed the instrument initially. A Pearson Product Moment correlation coefficient was calculated for all items. The instrument used here was a slightly shorter version of the final Job Search Preparedness Instrument, containing 24 items as compared to the 38 items on the final instrument. This difference is accounted for by

four questions which were revised. They had only one response on this shortened version while on the final instrument they are broken down into several separate items. The mean correlation coefficient was .72 with a standard deviation of .17. The median correlation coefficient was .735 with a range of .34 to .95. It was concluded that the Job Search Preparedness Instrument possessed sufficient reliability to be used in this investigation.

Validity was demonstrated by the content method. Six professional staff and faculty members of the University of Florida, who are directly involved in career planning, career placement, and career development, were asked to "logically conclude whether or not the test content comprises an adequate definition of what it claims to measure" (Issac & Michael, 1971, p. 82). The experts evaluated this instrument by indicating the degree to which job search preparedness was measured in the areas of self-awareness, job analysis, and interview preparation. The response scale used consisted of a five-point Likert type scale, one being very poor and five being very good. The mean figures obtained from the six experts were 4.0 in self-awareness, 4.5 in job analysis, and 4.5 in interview preparation. These six local experts included the Director, Associate Director, and the three Assistant

Directors of the University of Florida Career Resource Center, and an Associate Professor in the Department of Counselor Education of the University of Florida. After inspection of the Job Search Preparedness Instrument, these experts concluded that the instrument did possess adequate content validity.

The Job Employability Ratings Interview Recap Sheet is based on the University of Florida Career Resource Center Interview Recap, an interview rating scale that appears in Calvert and Steele's (1963) book, Planning Your Career, and an interviewer's work sheet developed by the Babcock and Wilcox Company. This instrument was used to provide posttest data on job employability ratings of students on a 30 minute job interview. This instrument was filled out by employer representatives on each student who was interviewed. Ratings are made on a 10-point Likert type scale in eight different categories. These categories include: (1) appearance, (2) academic qualifications, (3) work experience, (4) professional awareness, (5) motivation, (6) personality, (7) communication skills, and (8) interest. A copy of this instrument appears in Appendix D.

The Graduating Student Questionnaire was developed by the University of Florida Career Resource Center. This

instrument was used to provide posttest data on the after-graduation plans of graduating seniors. This instrument contains questions regarding personal data, academic background, and employment status as of date of graduation. It was completed only by those seniors who participated in this study who graduated in August 1977 (there were 30). This was done during the eighth week of the summer quarter 1977. A copy of this instrument appears in Appendix E.

Data Collection

Administration by this investigator of the Job Search Preparedness Instrument (pretest and posttest) and the Graduating Student Questionnaire (posttest) took place in the classroom settings. The scheduling of the job interviews was done in the classroom settings with sign-up sheets. The actual job interviews were conducted by professional recruiters at the Reitz Union in rooms reserved by the University of Florida Career Resource Center for regularly scheduled job interviews.

The Job Search Preparedness Instrument was administered as a pretest to the experimental and the control groups during the second week of the summer quarter 1977. It was administered as a posttest to the experimental and the

control groups during the sixth week of the summer quarter, after completion of job marketability training by the experimental group. It can be completed in approximately 15 minutes. The Job Employability Ratings Interview Recap Sheet was completed by the professional recruiters on all students (of both the experimental group and the control group) during the fifth week of the summer quarter, as a posttest. It can be completed in approximately five minutes. The Graduating Student Questionnaire was administered as a posttest to those students graduating in August 1977, during the eighth week of the summer quarter. It can be completed in approximately five minutes.

Students were not included in the data analysis unless they completed all requirements necessary for full participation in the experimental or control group classification. For students in the experimental group classification this included: (1) completion of the pretest and the posttest of the Job Search Preparedness Instrument, (2) participation in both job marketability training courses, (3) participation in the scheduled job interview, and (4) completion of the Graduating Student Questionnaire, if graduating in August 1977. For students in the control group classification this included: (1)

completion of the pretest and the posttest of the Job Search Preparedness Instrument, (2) no exposure to job marketability training and no participation in any career education mini-school sessions during the first-sixth weeks of the summer quarter, (3) participation in the scheduled job interview, and (4) completion of the Graduating Student Questionnaire, if graduating in August 1977.

Analysis of the Data

Statistical analyses included an analysis of covariance, t-tests for two independent samples, and reporting of hand analysis of data. The analysis of covariance is a blending of regression and the analysis of variance, which permits statistical rather than experimental control of variables (Roscoe, 1975, p. 351). Roscoe (1975, p. 352) states that the benefits of this procedure are "(1) any variable that influences the variation of the criterion variable may be controlled, and (2) the error variance in the analysis is substantially reduced." Analysis of the pretest and posttest data of the Job Search Preparedness Instrument was done by an analysis of covariance. By using the pretest scores as the covariate, the effect of relevant initial differences between the experimental and

the control group can be controlled. This procedure identified what differences existed, if any, between the experimental group and the control group on the Job Search Preparedness Instrument.

The t-test for two independent samples was used to determine whether the criterion means for the experimental group and the control group differed significantly (Roscoe, 1975, p. 217). Analysis of the posttest data of the Job Employability Ratings Interview Recap Sheet was done by t-tests for two independent samples. Scores in each separate category were compared between the students in the experimental group and the students in the control group. This procedure identified what differences existed, if any, between the experimental group and the control group on the Job Employability Ratings Interview Recap Sheet. For purposes of the data analysis, the scores on category 8 (interest) were utilized to determine job employability ratings. This particular procedure was followed because the scores on categories 1 through 7 constitute, in effect, the basis for the overall summary rating of candidate job employability. Accordingly, the overall summary ratings of candidates are most accurately reflected by the scores on category 8. An alpha level of .05 was accepted as

demonstrating statistical significance for both the analysis of covariance and the t-tests.

In many projects of limited scope and sample the simplest way of analyzing the data to develop frequency distributions is to tally the data by hand (Fox, 1969, p. 637). Primarily because of small sample size (n was 30), analysis of the posttest data of the Graduating Student Questionnaire was done by reporting of hand analysis of this data. The focus of this analysis was on the after-graduation plans of the graduating seniors, specifically, their employment status as of date of graduation (August 1977). This procedure identified what differences existed, if any, between the graduating seniors of the experimental group and the graduating seniors of the control group on the Graduating Student Questionnaire.

Limitations of the Study

As in any investigation, certain limitations exist that may affect the results of the study. The first limitation concerned possible confoundment of treatment with the control group. Some students in the control group may have already participated in one or two career education mini-school sessions before participation in this study

during the summer quarter 1977. It is felt that the organized, concentrated, structured pattern of the Job Marketability Training Courses #1 and #2 is considerably stronger than the effects of one or two isolated mini-courses. Acceptance of this assumption permitted valid comparisons to be made between the experimental and the control groups, based upon differences in exposure to job marketability training.

A second limitation had to do with the researcher's role in the training program. The researcher took an active role in the training program, serving as the counselor/instructor of the job marketability training courses. It is possible that the personality of the researcher might have effected the findings. This study assumed that the researcher's direct involvement had no significant effect upon the outcome.

A third limitation pertained to possible restricted generalizability. The essential ingredient of job marketability training consisted of the six structured career education mini-school sessions that formed the content of the two courses. Any effects of job marketability training would be generalizable only to those students who have participated in these six career education mini-school sessions.

A fourth limitation concerned follow-up procedures. It was beyond the scope of this study to investigate the employment status as of date of graduation of those non-graduating seniors who participated in this study during the summer quarter 1977. This study investigated the employment status as of date of graduation only of those seniors graduating in August 1977. The effect of job marketability training on the employment status as of date of graduation of those seniors graduating at later dates remains unknown.

CHAPTER IV

THE FINDINGS

Introduction

This study sought to assess the relationship of job marketability training to the placement success of college seniors. This relationship was evaluated by the researcher through determining differences in scores on instruments which measure job search preparedness, job employability ratings, and employment status at time of graduation. These instruments included the Job Search Preparedness Instrument, the Job Employability Ratings Interview Recap Sheet, and the Graduating Student Questionnaire.

The pretest and posttest data of the Job Search Preparedness Instrument were analyzed by an analysis of covariance. The posttest data of the Job Employability Ratings Interview Recap Sheet were analyzed by t-tests for two independent samples. The Statistical Package for the Social Sciences (SPSS) was used for the analysis of covariance, and the t-tests. Data regarding employment status at time

of graduation, August, 1977, provided by the Graduating Student Questionnaire, were tabulated by the researcher.

This study initially included 160 undergraduate students classified as seniors, attending the University of Florida in Gainesville, Florida. These students were drawn from three classes in the College of Engineering and three classes from the College of Business Administration. A total of 115 students completed the study. Of the 115 students, 59 were in the experimental group and 56 were in the control group. Tables 2, 3 and 4 located in Chapter III, describe the sample by group and class, group and graduation date, and specific participating classes.

A particular sequence of six career education mini-school sessions presented in a structured fashion provided job marketability training for this study. Students randomly assigned to the experimental group attended two separate job marketability training courses. Students randomly assigned to the control group were not exposed to job marketability training.

Findings Related to the Null Hypotheses

Testing of the first three hypotheses involved analysis of both pretest and posttest data while testing of the

fourth and fifth hypotheses required analysis of posttest data only. Findings regarding the null hypotheses follow.

H_o1 There are no differences between the experimental and control groups in the level of self-awareness as a result of job marketability training.

Ten items on the pretest and the posttest of the Job Search Preparedness Instrument provided the data for testing this hypothesis. These items, 1A through 6, comprise Part I--Self-Awareness, of the Job Search Preparedness Instrument (see Appendix C). The analysis of covariance served to identify differences between the experimental group and the control group in responses to items on Part I of the Job Search Preparedness Instrument. The data are presented in Tables 7 through 16.

There were no significant differences, at the .05 level of confidence, in scores between the experimental and control groups on 8 of the 10 items of Part I of the Job Search Preparedness Instrument. On Item 4 (Table 14), "I have a clear idea about the types of satisfactions I want from a job," a significant difference existed between the experimental and control groups. A significant difference also existed between the experimental and control groups on Item 5 (Table 15), "I have summarized my personal experience in

Table 7

Analysis of Covariance of Item 1A on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	16.730	1	16.730	28.454
Group	0.637	1	0.637	1.084

Table 8

Analysis of Covariance of Item 1B on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	13.843	1	13.843	21.979
Group	0.792	1	0.792	1.257

Table 9

Analysis of Covariance of Item 1C on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	16.468	1	16.468	22.299
Group	0.070	1	0.070	0.095

Table 10

Analysis of Covariance of Item 2A on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	13.411	1	13.411	20.550
Group	0.444	1	0.444	0.681

Table 11

Analysis of Covariance of Item 2B on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	6.077	1	6.077	10.644
Group	0.981	1	0.981	1.718

Table 12

Analysis of Covariance of Item 2C on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	7.711	1	7.711	12.953
Group	1.477	1	1.477	2.431

Table 13

Analysis of Covariance of Item 3 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	9.737	1	9.737	14.679
Group	2.443	1	2.443	3.683

Table 14

Analysis of Covariance of Item 4 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	9.059	1	9.059	14.735
Group	2.663	1	2.663	4.332*

*$p \leq .05$

Table 15

Analysis of Covariance of Item 5 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	11.353	1	11.353	10.907
Group	9.720	1	9.720	9.338

*$p \leq .05$

Table 16

Analysis of Covariance of Item 6 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	26.477	1	26.477	27.871
Group	0.003	1	0.003	0.004

terms of work, education, and avocational activities."

Hypothesis 1 was not rejected because there were significant differences between the experimental and control groups on only 2 out of the 10 items involved.

H_o2 There are no differences between the experimental and control groups in the level of student job analysis as a result of job marketability training.

Twelve items on the pretest and the posttest of the Job Search Preparedness Instrument provided the data for testing this hypothesis. These items, 7 through 18, comprise Part II--Job Analysis, of the Job Search Preparedness Instrument (see Appendix C). The analysis of covariance served to identify differences between the experimental group and the control group in responses to items on Part II of the Job Search Preparedness Instrument. The data are presented in Tables 17 through 28.

There were no significant differences, at the .05 level of confidence, in scores between the experimental and control groups on 9 of the 12 items, of Part II of the Job Search Preparedness Instrument. On Item 8 (Table 18), "I have listed employers who are interviewing by sign-up dates and

Table 17

Analysis of Covariance of Item 7 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	57.463	1	57.463	59.690
Group	2.195	1	2.195	2.280

Table 18

Analysis of Covariance of Item 8 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	58.839	1	58.839	39.159
Group	8.050	1	8.050	5.358*

*$p \leq .05$

Table 19

Analysis of Covariance of Item 9 on the
Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	80.903	1	80.903	69.573
Group	0.972	1	0.972	0.836

Table 20

Analysis of Covariance of Item 10 on the
Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	37.679	1	37.679	38.271
Group	2.220	1	2.220	2.255

Table 21

Analysis of Covariance of Item 11 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	71.526	1	71.526	48.070
Group	1.288	1	1.288	0.866

Table 22

Analysis of Covariance of Item 12 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	69.076	1	69.076	31.699
Group	16.920	1	16.920	7.765*

*$p \leq .05$

Table 23

Analysis of Covariance of Item 13 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	89.063	1	89.063	54.083
Group	0.219	1	0.219	0.133

Table 24

Analysis of Covariance of Item 14 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	72.327	1	72.327	57.262
Group	2.153	1	2.153	1.704

Table 25

Analysis of Covariance of Item 15 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	57.091	1	57.091	42.858
Group	0.012	1	0.012	0.009

Table 26

Analysis of Covariance of Item 16 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	24.541	1	24.541	22.325
Group	1.022	1	1.022	0.929

Table 27

Analysis of Covariance of Item 17 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	24.571	1	24.571	27.501
Group	6.845	1	6.845	7.661*

*$p \leq .05$

Table 28

Analysis of Covariance of Item 18 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	34.434	1	34.434	29.498
Group	0.319	1	0.319	0.273

interview dates," a significant difference existed between the experimental and control groups. Item 12 (Table 22), "I have completed and duplicated a standard resume," showed a significant difference between the experimental and control groups. A significant difference also existed between the experimental and control groups on Item 17 (Table 27), "I have investigated all possible job search contact sources (includes college placement office, direct application, personal referral, newspaper ads, private employment agencies, state employment service, etc.)."

Hypothesis 2 was not rejected because there were significant differences between the experimental and control groups on only 3 out of the 12 items involved.

H_o3 There are no differences between the experimental and control groups in the level of interview preparation as a result of job marketability training.

Sixteen items on the pretest and the posttest of the Job Search Preparedness Instrument provided the data for testing this hypothesis. These items, 19 through 24G, comprise Part III--Interview Preparation, of the Job Search Preparedness Instrument (see Appendix C). The analysis of covariance served to identify differences between the

experimental group and the control group in responses to items on Part III of the Job Search Preparedness Instrument. The data are presented in Tables 29 through 44.

There were no significant differences, at the .05 level of confidence, in scores between the experimental and control groups on 12 of the 16 items of Part III of the Job Search Preparedness Instrument. A significant difference existed between the experimental and control groups on four items, namely, items 24B, 24D, 24E and 24F (Tables 39, 41, 42, and 43): "I have written down the answers to commonly asked questions: (b) long-term career objectives, (d) why I chose my area or field, (e) elaboration of interests, activities, and qualifications, and (f) why I chose my educational institution."

Hypothesis 3 was not rejected because there were significant differences between the experimental and control groups on only 4 out of the 16 items involved.

H_o4 There are no differences between the experimental and control groups in job employability ratings by specific employers as a result of job marketability training.

Eight categories on the posttest of the Job Employability Ratings Interview Recap Sheet provided the data for testing

Table 29

Analysis of Covariance of Item 19 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	46.618	1	46.618	29.832
Group	4.831	1	4.831	3.092

Table 30

Analysis of Covariance of Item 20 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	66.775	1	66.775	34.629
Group	0.376	1	0.376	0.195

Table 31

Analysis of Covariance of Item 21 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	46.284	1	46.284	29.952
Group	4.126	1	4.126	2.670

Table 32

Analysis of Covariance of Item 22 on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	34.268	1	34.268	29.149
Group	0.002	1	0.002	0.001

Table 33

Analysis of Covariance of Item 23A on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	16.378	1	16.378	15.992
Group	1.004	1	1.004	0.980

Table 34

Analysis of Covariance of Item 23B on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	8.125	1	8.125	7.095
Group	0.495	1	0.495	0.432

Table 35

Analysis of Covariance of Item 23C on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Source of	18.963	1	18.963	15.127
Group	1.588	1	1.588	1.267

Table 36

Analysis of Covariance of Item 23D on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	17.145	1	17.145	15.559
Group	2.556	1	2.556	2.319

Table 37

Analysis of Covariance of Item 23E on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	17.774	1	17.774	18.505
Group	0.395	1	0.395	0.411

Table 38

Analysis of Covariance of Item 24A on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	23.523	1	23.523	12.399
Group	6.521	1	6.521	3.437

Table 39

Analysis of Covariance of Item 24B on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	36.646	1	36.646	21.422
Group	6.577	1	6.577	3.845*

*$p \leq .05$

Table 40

Analysis of Covariance of Item 24C on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	52.909	1	52.909	34.926
Group	3.382	1	3.382	2.233

Table 41

Analysis of Covariance of Item 24D on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	39.536	1	39.536	22.230
Group	12.551	1	12.551	7.057*

$p \leq .05$

Table 42

Analysis of Covariance of Item 24E on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	33.630	1	33.630	20.142
Group	13.096	1	13.096	7.844*

$p \leq .05$

Table 43

Analysis of Covariance of Item 24F on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	33.615	1	33.615	18.716
Group	8.899	1	8.899	4.955*

$p \leq .05$

Table 44

Analysis of Covariance of Item 24G on the Job Search Preparedness Instrument

Source of Variation	Sum of Squares	DF	Mean Square	F
Covariate	42.725	1	42.725	26.532
Group	5.961	1	5.961	3.702

this hypothesis. These categories, 1 through 8, comprise the Job Employability Ratings Interview Recap Sheet (see Appendix D). T-tests were used to identify differences between the experimental group and the control group on the Job Employability Ratings Interview Recap Sheet. The data are presented in Table 45.

There were significant differences, at the .05 level of confidence, in scores between the experimental and control groups on 2 of the 8 categories. On category 1 (Table 45), "Appearance--grooming, appropriate dress, manner," a significant difference existed between the experimental and control groups. There was also a significant difference between the experimental and control groups on category 8 (Table 45), "Interest--if you had a job available how strong a candidate would this person be." For purposes of the data analysis, the scores on category 8 were utilized for accepting or rejecting the hypothesis regarding job employability ratings. This procedure was followed because the scores on categories 1 through 7 constitute, in effect, the basis for the overall summary rating of candidate job employability. Accordingly, the overall summary ratings of candidates are most accurately reflected by the scores on category 8.

Hypothesis 4 was rejected because there were significant

Table 45

T-tests of Significance of Differences Between Experimental and Control Groups on the Job Employability Ratings Interview Recap Sheet

Category	Group	Number of Cases	Mean	Standard Deviation	t-Value	DF
Category 1 Appearance	Exp.	59	7.390	1.608	2.09*	101.44
	Cont.	56	6.643	2.161		
Category 2 Academic Qualifications	Exp.	59	7.322	1.467	1.86	113
	Cont.	56	6.786	1.626		
Category 3 Work Experience	Exp.	57	6.088	1.661	0.86	90.01
	Cont.	50	5.760	2.218		
Category 4 Professional Awareness	Exp.	59	6.407	1.566	1.79	113
	Cont.	56	5.821	1.936		
Category 5 Motivation	Exp.	59	7.170	1.354	1.65	113
	Cont.	56	6.714	1.592		
Category 6 Personality	Exp.	59	7.119	1.314	1.10	113
	Cont.	56	6.821	1.574		
Category 7 Communication Skills	Exp.	59	7.288	1.451	1.37	113
	Cont.	56	6.911	1.505		
Category 8 Interest	Exp.	59	6.458	2.037	1.98*	113
	Cont.	56	5.625	2.461		

$p \leq .05$

differences between the experimental and control groups on category 8, which, as noted, represents an overall summary rating of candidate job employability.

H_o5 There are no differences between the experimental and control groups in actual job offers at time of graduation (August, 1977) as a result of job marketability training.

Questions on the posttest of the Graduating Student Questionnaire provided the data for testing this hypothesis. These questions focus on the after-graduation plans of graduating seniors, specifically, on their employment status as of date of graduation (see Appendix E for a copy of this questionnaire). Hand tabulation of data served to identify differences between the graduating seniors of the experimental group and the graduating seniors of the control group. The data are presented in Table 46.

There were no significant differences between the experimental and control groups on employment status as of date of graduation. Of the 115 students who completed this study, 30 graduated in August, 1977. The experimental group included 17 students. As of date of graduation, 4 of these students had either accepted a job (indicated by letter B on the Graduating Student Questionnaire), or had a firm job

Table 46

Analysis of Graduating Student Questionnaire

Group	Employment Status A	B	C	D	E	F	Total
Exp.	0	1	3	3	8	2	17
Cont.	1	1	3	2	5	1	13
							30

Explanation of Employment Status

A = Not in Job Market at Present

B = Have Accepted a Job

C = Have a Firm Job Offer(s)

D = Negotiating for a Job

E = Available But No Job Prospects at Present

F = Plan to Continue my Education

offer (indicated by letter C). The control group included 13 students. As of date of graduation, 4 of these students had either accepted a job (indicated by letter B), or had a firm job offer (indicated by letter C). As of date of graduation, 4 out of 17 students in the experimental group indicated successful employment status, while 4 out of 13 students in the control group indicated successful employment status. The students in the experimental and control groups showed similar patterns regarding their employment status as of date of graduation.

Hypothesis 5 was not rejected because there were no significant differences between the experimental and control groups on employment status as of date of graduation, August, 1977.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to assess the relationship of job marketability training to the placement success of college seniors. Six career education mini-school sessions presented in a structured fashion provided this training. This study compared an experimental group which received job marketability training to a control group which did not.

The Job Search Preparedness Instrument (Appendix C) was given to all students before and after the training period to provide a measure of job search preparedness. Interviews with professional recruiters were arranged for all students on a posttest basis only, to provide data on job employability ratings (Appendix D). The Graduating Student Questionnaire (Appendix E) was completed only by those seniors graduating in August, 1977, to provide information on actual job offers at time of graduation.

The remainder of this chapter includes: (1) a summary of the findings, (2) discussion, (3) conclusions, (4) implications, and (5) recommendations for further research.

Summary of the Findings

The first hypothesis concerned differences in the level of self-awareness as a result of job marketability training. Hypothesis 1 was not rejected because there were significant differences between the experimental and control groups on only 2 out of 10 items on Part I of the Job Search Preparedness Instrument.

The second hypothesis related to differences in the level of student job analysis as a result of job marketability training. Hypothesis 2 was not rejected because there were significant differences between the experimental and control groups on only 3 out of 12 items on Part II of the Job Search Preparedness Instrument.

The third hypothesis pertained to differences in the level of interview preparation as a result of job marketability training. Hypothesis 3 was not rejected because there were significant differences between the experimental and control groups on only 4 out of 16 items on Part III of the Job Search Preparedness Instrument.

The fourth hypothesis had to do with differences in the level of job employability ratings by specific employers as a result of job marketability training. Hypothesis 4 was rejected because there were significant differences between the experimental and control groups on category 8, which represents an overall summary rating of candidate job employability.

The fifth hypothesis concerned differences in the level of actual job offers at time of graduation (August, 1977) as a result of job marketability training. Hypothesis 5 was not rejected because there were no significant differences between the experimental and control groups in their employment status as of the date of graduation, August, 1977.

Discussion

Data analysis of the Job Search Preparedness Instrument did show significant differences between the experimental and control groups on 9 out of the 38 items. Examination of these nine items reveals that several important elements necessary for a successful job-hunting campaign have been significantly influenced by the students' exposure to the job marketability training program. These elements included: (1) understanding of personal satisfactions required from

a job, (2) awareness of organizations whose representatives are interviewing, (3) investigation of all possible job search contact sources, (4) resume preparation, and (5) interview preparation. All three items on resume preparation and a total of four items (one of which also concerned resume preparation) on interview preparation were significantly effected by exposure to the training program. These results indicate that the sessions on resume preparation and job interview techniques were particularly effective parts of the job marketability training program.

It should be noted that the data from the Job Search Preparedness Instrument were analyzed by an univariate analysis of covariance, because this procedure adjusts for any initial differences on the pretest of the Job Search Preparedness Instrument. However, in an univariate analysis of covariance one must be aware of the possibility that some items may have turned out to be significant by chance because of the large number of items analyzed. At the same time, the data show that the experimental group had higher mean scores on 36 out of the 38 items on the posttest.

Several factors may have played a role in influencing the control groups responses on the Job Search Preparedness

Instrument. Participation in this research project raised the level of awareness of job search preparedness of all students. Exposure to the pretest of the Job Search Preparedness Instrument and participation in the scheduled job interview may have influenced the control group's responses on the posttest of the Job Search Preparedness Instrument. Exposure to the pretest of the Job Search Preparedness Instrument and the job interview may have sensitized the control group as to the different components important in a job-hunting campaign. Another factor relates to the college seniors who participated in this study. All students who participated in this research project majored in engineering or business administration. The rigorous program of study characteristic of these specific major fields may have already primed these students for career entry.

It also appears likely that college seniors, regardless of their major field or participation in specific placement programs, become seriously concerned about their after-graduation plans. This concern inevitably leads to some degree of job search preparedness because of the realization of impending graduation. The above factors may have influenced the control group by raising the overall level

of awareness, and preparation for, embarking upon a job-hunting campaign. These factors may account for the fact that data analysis of the Job Search Preparedness Instrument showed no significant differences between the experimental and control groups on 29 out of the 38 items.

Students who had completed the training program demonstrated that this program had a measureable influence on the success of their job interview. Data analysis indicated that there were significant differences, at the .05 level of confidence, in scores between the experimental and control groups on the summary category concerning interest of the Job Employability Ratings Interview Recap Sheet. In addition, the data analysis indicated that there were noticeable differences in scores between the experimental and control groups on the other seven categories of the Job Employability Ratings Interview Recap Sheet. Job employability ratings on these seven categories were effected in a positive direction by the students' exposure to the training program. These results indicate that the session on job interview techniques was a particularly valuable aspect of the job marketability training program.

Analysis of the Graduating Student Questionnaire showed that there were no significant differences between the

experimental and control groups in their employment status as of the date of graduation, August, 1977. Of the 115 students who participated in this study, 30 graduated in August, 1977. The Graduating Student Questionnaire was completed only by those 30 students who graduated in August, 1977. Analysis of the data of this questionnaire revealed that approximately 25 per cent of those students had either accepted a job or had a firm job offer as of date of graduation.

During the course of this investigation, a number of students in the experimental group told the researcher that the exposure to the job marketability training program proved to be very valuable to them. Approximately 20 out of the 59 students in the experimental group remarked that this placement program was either the most valuable or one of the most valuable activities that they had participated in while attending the University of Florida. The enthusiasm of the students in the experimental group toward the job marketability training program was so contagious that several students in the control group expressed a strong desire to attend the specific career education mini-school sessions that formed the content of the job marketability training program, when this research project was completed.

Conclusions

The results of this study lead to the following conclusions:

1. This study found that student exposure to a job marketability training program had a positive effect on several elements of job search preparedness. These elements included critical tasks in the job-hunting process in the areas of self-awareness, job analysis, and interview preparation. The component parts of these elements included: (1) self-awareness--types of satisfactions from a job, (2) self-awareness--summary of personal experience, (3) job analysis--list of employers who are interviewing, (4) job analysis--completed a standard resume, (5) job analysis--investigated all possible job search contact sources, (6) interview preparation--long-term career objectives, (7) interview preparation--why this area or field chosen, (8) interview preparation--elaboration of interests, activities, and qualifications, and (9) interview preparation--why educational institution chosen. This conclusion was based upon the data analysis which indicated that there were significant differences, at the .05 level of confidence, in scores between the experimental and control groups on 9 out of the 38 items of the Job Search Preparedness Instrument. The

posttest indicated that on these 9 items the experimental group had significantly higher mean scores than did the control group.

2. This study found that student exposure to a job marketability training program had a positive effect on job employability ratings by specific employers. This conclusion was based upon the data analysis which indicated that there were significant differences, at the .05 level of confidence, in scores between the experimental and control groups on category 8 (interest) of the Job Employability Ratings Interview Recap Sheet. This category represents an overall summary rating of candidate job employability. The posttest indicated that on this category the experimental group received significantly higher ratings than did the control group. Analysis of the mean values received by the experimental and control groups on the other seven categories established that the students in the experimental group received consistently higher ratings than the students in the control group, on all seven categories. This analysis showed that a significant difference, at the .05 level of confidence, in scores between the experimental and control groups also existed on the category concerning appearance.

3. This study found that a job marketability training program can effectively teach some of the skills and competencies needed to engage more successfully in the job-hunting process. Teaching of these skills and competencies can be accomplished by presenting career planning concepts and professional placement techniques in such areas as resume preparation and job interview techniques.

Even though statistical significance was not demonstrated for four of the hypotheses, this study suggests that job marketability training has sufficient beneficial effects for students and therefore should be included as one aspect of an overall placement program. It should be noted that student reaction to participation in job marketability training was highly positive.

Implications

The findings of this study suggest several implications regarding job marketability training. These include:

1. A job marketability training program may be more useful and effective for particular students in certain fields of study. This study suggests that students majoring in engineering and business administration may have already been sufficiently prepared in some areas covered by the training program.

2. By additional emphasis on job interview techniques and development of communication skills, a job marketability training program can better assist students in presenting themselves more favorably and effectively in job interview situations.

3. Since job marketability training is a relatively new aspect of placement programs, existing instrumentation may not be entirely adequate to fully evaluate the effectiveness of the training.

4. The job marketability training program developed in this investigation can serve as the basis for a placement program which attempts to assist students in improving their job marketability. This training program can be modified and adapted at other college and university career planning and placement centers throughout the United States.

Recommendations for Further Research

The following recommendations are made for further research in the area of job marketability training:

1. Additional research is needed to develop new instruments which measure placement success as well as to refine existing instruments which measure job search

preparedness, job employability ratings, and employment status at time of graduation.

2. Further research should be undertaken to examine this job marketability training program. This research would determine what modifications of content and content emphasis might improve the effectiveness of the total program. Greater emphasis on job interview techniques and communication skills is suggested by the findings of this study.

3. This study investigated the employment status as of date of graduation only of those seniors graduating in August, 1977. Further research is needed to determine the full effect of job marketability training. This research should include: (1) thorough follow-up procedures to investigate the employment status as of date of graduation of those non-graduating seniors who participated in this study during the summer quarter 1977, and (2) additional longitudinal studies which concentrate on the effect of job marketability training on employment status.

4. A replication of the present investigation should utilize several counselors/instructors/investigators, instead of only one, in conducting the research project. This procedure would neutralize the effect the personality of one counselor/instructor/investigator might have on the findings.

5. Similar studies should be made using a variety of treatment populations. Such populations could include: (1) college seniors from other academic majors, in addition to engineering and business administration, (2) disadvantaged students, (3) students with various degrees of academic ability, (4) students involved in mid-career change, (5) community college students, and (6) graduate students.

APPENDICES

APPENDIX A

JOB OPPORTUNITIES OUTLOOK HANDBOOK: 1975-1985

UNIVERSITY OF FLORIDA COUNSELING CENTER
UNIVERSITY OF FLORIDA CAREER PLANNING
AND PLACEMENT CENTER 1976

This brochure is designed to provide general information regarding job opportunities from 1975 through 1985. Most of the major professions are represented and are grouped according to the College which would offer an appropriate degree program.

The information included is,

(1) the particular field
(2) number of persons presently employed
(3) percent increase in the field over the next ten years; for example 40% increase means that the number of jobs will increase by 4% per year over the next 10 years

(4) job opportunities are listed as

excellent -
very good -
good -
favorable -
fair -
competitive -
keen competition -

The critical factor here lies in the number of individuals currently preparing to enter the field. Thus, a 40% increase in growth does not guarantee a good job outlook. The percent of growth must first be matched against the current supply of personnel before a prediction can be made.

There are, of course, a number of limiting factors to be considered:

(1) no set of predictions can claim infallibility
(2) many sub specialties have not been listed here
(3) no attempt has been made to categorize these positions in terms of equal opportunity hiring practices

EMPLOYMENT OPPORTUNITIES PROJECTIONS

Occupation	Now Employed	1975-1985 Growth % Increase	Job Opportunities
Architecture and Fine Arts			
Architecture	37,000	40	Favorable
Commercial Artists	60,000	15 - 30	Favorable
Industrial Designers	10,000	5 - 10	Competitive
Musicians	85,000	5 - 10	Keen Comp.
Actors and Actresses	9,000	0 - 5	Keen Comp.
Arts and Sciences			
Anthropology	3,700	40	Keen Comp.
Astronomers	2,000	slow	Competitive
Biochemistry	12,500	30 - 40	Favorable
Life Scientists	180,000	30 - 40	Competitive
Chemistry	134,000	15 - 30	Favorable
Geographers	7,500	15 - 30	Favorable
Historians	24,000	15 - 30	Keen Comp.
Mathematicians	76,000	30 - 40	Competitive
Meteorologists	5,000	15 - 30	Favorable
Political Scientists	10,000	15 - 30	Competitive
Dentists	105,000	30 - 40	Very Good
Lawyers	300,000	15 - 30	Keen Comp.
Physicians	317,000	30 - 40	Very Good
Psychologists	57,000	15 - 30	Good
Religion			
Protestant Ministers	325,000	0 - 5	Competitive
Rabbis	5,800	15 - 30	Very Good
Roman Catholic Priests	58,500	15 - 30	Excellent
Sociologists	15,000	40	Favorable
Statisticians	23,000	30 - 40	Favorable
Business Administration			
Accounting	700,000	30 - 40	Excellent
Economics	36,000	15 - 30	Competitive
Bank Officers	225,000	30 - 40	Good
Insurance Underwriters	60,000	15 - 30	Good

Occupation	Now Employed	1975-1985 Growth % Increase	Job Opportunities
Insurance Agents & Brokers	388,000	15 - 30	Competitive
City Managers	2,500	30 - 40	Keen Comp.
Marketing Research Workers	25,000	40	Favorable
Real Estate Salesworkers and Brokers	350,000	15 - 30	Favorable
Computer and Informational Sciences			
Programmers	190,000	30 - 40	Very Good
Systems Analysts	100,000	40	Excellent
Electronic Computer Operating Personnel	480,000	30 - 40	Good
Education			
Kindergarten & Elementary School Teachers	1,333,000	Little	Competitive
Secondary School Teachers	1,000,000	None	Keen Comp.
College and University Teachers	625,000	Slow	Keen Comp.
Engineering			
Aerospace Engineers	60,000	15 - 30	Competitive
Agricultural Engineers	12,000	30 - 40	Good
Chemical Engineers	50,000	15 - 30	Good
Civil Engineers	180,000	30 - 40	Good
Electrical Engineers	230,000	40	Very Good
Industrial Engineers	125,000	40	Good
Mechanical Engineers	210,000	30 - 40	Very Good
Institute of Food and Agricultural Science			
Soil Scientists	5,000	15 - 30	Good
Food Scientists	7,500	15 - 30	Fair
Food Processing Technicians	4,500	15 - 30	Favorable
Forester	22,000	15 - 30	Good
Forestry Aids & Technicians	14,500	30 - 40	Very Good
Range Managers	4,000	Little	Limited
Soil Conservationists	12,000	Moderate	Good
Agricultural Engineers	12,000	30 - 40	Good

Occupation	Now Employed	1975-1985 Growth % Increase	Job Opportunities
Health Center			
Dentists	105,000	30 - 40	Very Good
Dental Assistants	115,000	30 - 40	Excellent
Dental Hygienists	17,000	40	Very Good
Dental Laboratory Technicians	32,000	30 - 40	Very Good
Hospital Administrators	17,000	40	Favorable
Medical Records Administrators	11,600	40	Excellent
Medical Laboratory Workers	165,000	15 - 30	Good
Physicians	317,000	30 - 40	Very Good
Veterinarians	26,000	40	Favorable
Occupational Therapists	7,500	40	Favorable
Occupational Assistants	6,000	40	Very Good
Pharmacists	131,000	15 - 30	Very Good
Physical Therapists	18,000	40	Favorable
Radiologic (X-Ray) Tech.	55,000	30 - 40	Favorable
Rehabilitation Counselors	16,000	15 - 30	Favorable
Registered Nurses	750,000	40	Favorable
Licensed Practical Nurses	430,000	40	Very Good
Nursing Aides, Orderlies and Attendents	900,000	40	Very Good
Journalism and Communications			
Advertising Workers	150,000	15 - 30	Keen Comp.
Radio and T.V. Announcers	21,000	15 - 30	Keen Comp.
Newspaper Reporters	39,000	15 - 30	Favorable
Public Relations Workers	85,000	15 - 30	Good

The information contained in this brochure was taken from:

Employment Opportunity Projections Occupational Outlook to 1985. Manpower Report 74-1, Purdue University, 1974.

APPENDIX B

CAREER EDUCATION MINI-SCHOOL PROGRAM

MINI-SCHOOL PROGRAM

This program consists of seventeen separate sessions. Each session is 50 minutes long and all sessions are presented weekly. There is no charge for attendance. Register for sessions of your choice at the Career Resource Center, G-22, Reitz Union, University of Florida.

Career Development

Title & Description

An Introduction to the Center

An introduction to the services and resources available at the Center--includes a tour of the Center, discussion of policies and procedures, registration, the Career Resources Library, Audio-Visual resources, mini-school sessions, individual assistance, job information sources and on-campus job interviewing.

The Cooperative Education Program

An introduction to the Cooperative Education program. . . . Responsibilities of students and the University, relationship between participating employers and students, requirements for participation, registration procedures, student classification and training periods, and academic department supervision.

Careers and Jobs--A Woman's View

New job opportunities and career possibilities are available to college women. . . .Students learn about traditional and non-traditional career options selecting those that fit individual interests and needs, make best use of talents, do not conflict with lifestyle choices and that offer the best job opportunities and advancement possibilities.

Career Planning

A group experience designed to help individuals identify career field choices and establish tentative goals to be carried out. Helps facilitate student awareness of career opportunities--primarily for the undecided.

Jobs and Outlook

Facts on Government Jobs

Procedures for getting government jobs. . . .An informative discussion of the Professional and Administrative Career Examination requirements, Civil Service announcements and other job advertising methods used, forms needed, application procedures, the Federal Registry and how it's used, salaries, classifications, forecasts of personnel needs and Civil Service Job Information Centers.

Liberal Arts Graduates and the Job Market

Transforming a liberal arts degree into careers. . . .Identifying compatible career fields and jobs, matching personal traits with typical worker traits (training, aptitude, interests, temperament, physical requirements and working conditions) in selected career fields and measuring the job market. How to use GRAD II as a job search instrument.

Science and Engineering Graduates and the Job Market

A preview of the job outlook for graduating technical students. . . .Suggestions on industries to investigate and employment leads on companies within each, how to use the resources of the Center to locate immediate and projected job openings, employers that traditionally hire technical majors, employer on-campus interview visit schedules, how to use GRAD II as a job search instrument and other sources of job information.

Business and Communications Graduates and the Job Market

A preview of the job outlook for graduating non-technical students. . . .Suggestions on industries to investigate and employment leads on companies within each, how to use resources of the Center to locate immediate and projected job openings, identifying employers that traditionally hire non-technical majors, employer on-campus interview visit schedules, how to use GRAD II as a job search instrument and other sources of job information.

So You're Going to Teach

Important information for graduating elementary and secondary teachers. . . .Covers job forecasts, job application procedures (requesting and filling out application forms, enclosures needed, cover letters), hiring procedures of school boards and addresses, establishing a credentials file, requesting Florida Certification, reciprocity in certification, interviewing, contracts and salaries.

Summer Jobs
(Presented Fall, Winter and Springs Quarters ONLY)

Investigates the many different summer jobs available for pay and/or experience. . . .Procedures for identifying employers, employer addresses, qualifications and filing deadlines for governmental and civil jobs. Jobs are usually available in industry (technical and non-technical), business (sales), resort areas (service), government park (supervisors) and recreational areas and summer camps (instructors and counselors).

Working Overseas

Required information for students interested in working overseas after graduation. . . .How and where to start looking, qualifications, potential employers, salary ranges, passport and visa information, work authorization and other important information.

Foreign Student Workshop

Designed specifically for foreign students (in the United States on student visas) who wish to work in the U. S. after graduation. . . .Information is provided on contacting potential employers, visa requirements, limitation of time, etc.

Job Placement

Job Search Planning

The details of planning an effective job search campaign . . . .Includes evaluating personal needs, skills, interests, likes/dislikes, values, academic preparation and other factors needed for clearly identifying the product (you); Relating product to industries, employers and jobs, locating the most favorable job market place in terms of the product utilization and finding the best ways of successfully penetrating that market.

Resume Preparation

The resume is the job seeker's introduction to a prospective employer. It is the basis upon which an employer decides whether or not to grant a job interview. . . .This session includes details on resume preparation including format and content (emphasizing those points considered most important by employers) and discussion on the most effective utilization of resumes in a job search campaign.

Writing Cover Letters and Other Job Search Correspondence

Initial contact with employers is usually made by letter. Cover letters are used to transmit resumes and application blanks, letters are used when information is sought. Appreciation notes for interviews, responses to employer interest and job offer letters are all part of job search correspondence. . . .This course teaches how to prepare letters of inquiry and transmittal and how to respond to the various kinds of employer correspondence received by the job seeker.

Job Interview Techniques

Resumes get interviews, but it's interviews that get jobs . . . .If the job seeker is well prepared, becomes familiar with interview structure, knows what to expect and look for during an interview including questions employers ask and responses expected. . .including the things you must know about yourself and the employer. The discussion also

covers information the job seeker needs to know about employers and himself.

Resume Review

A special period for students to ask questions regarding composition and content of their resumes. Students can also leave their resumes to be critiqued and returned.

APPENDIX C

JOB SEARCH PREPAREDNESS INSTRUMENT

Name_____ Date_____

Social Security Number_____ Classification_____

Class_____ Expected Graduation Date_____

Telephone Number_____

JOB SEARCH PREPAREDNESS INSTRUMENT

This questionnaire is designed to assess job search preparedness. Questions are in sequence and move through all the steps in the job-hunting process.

Answer questions according to the 5-point scale that appears below (and on the questionnaire as well). Please circle the appropriate response for each question.

Response Scale Used for the Job Search Preparedness Instrument

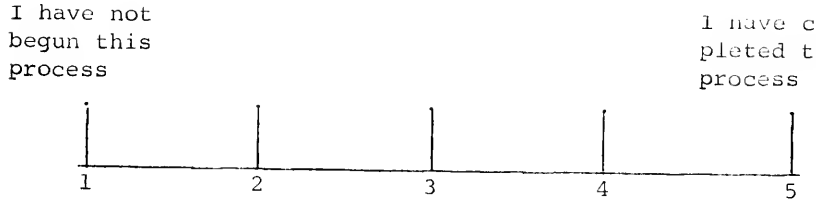
I have not begun this process — I have completed this process

1 2 3 4 5

Use this scale to evaluate the progress you've made in each of the following processes.

Job Search Preparedness Instrument

Response Scale



Part I--Self-Awareness

1. I have considered my personal requirements and preferences regarding: (a) geographic locations, (b) environmental setting (urban, suburban, rural), and (c) work settings (for example--large industrial, small business, research centers, educational institutions, government, etc.).

a - 1 2 3 4 5
b - 1 2 3 4 5
c - 1 2 3 4 5

2. I have identified personality characteristics which should be considered in my job decision: (a) do I work best with people, data, or things?, (b) do I work best by doing or thinking?, and (c) how do I feel about supervision and responsibility?

a - 1 2 3 4 5
b - 1 2 3 4 5
c - 1 2 3 4 5

3. I have identified my assets in terms of skills and interests and know how these skills and interests might be applied to work.

1 2 3 4 5

Response Scale

I have not begun this process

I have completed this process

4. I have a clear idea about the types of satisfactions I want from a job.

1 2 3 4 5

5. I have summarized my personal experience in terms of work, education, and avocational activities.

1 2 3 4 5

6. I have investigated the current job market situation in my field(s) of interest.

1 2 3 4 5

Part II--Job Analysis

7. I have identified employers that meet my requirements and interests and who are interviewing students with my academic credentials.

1 2 3 4 5

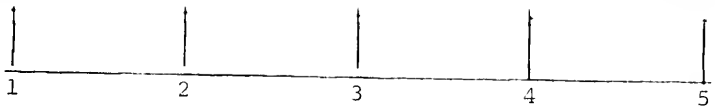
8. I have listed employers who are interviewing by sign-up dates and interview dates.

1 2 3 4 5

Response Scale

I have not begun this process

I have completed this process



9. I have compiled a list of employers who may not be interviewing, but who interest me (using sources such as the College Placement Annual, Dun and Bradstreet, Standard and Poor's, yellow pages, Chamber of Commerce directories, National Associates listings, directories in library section).

1 2 3 4 5

10. I have talked to professionals and others associated with my field for advice and suggestions.

1 2 3 4 5

11. I have drafted a basic letter of introduction and inquiry (job search correspondence) which can be used as a basis for writing to specific employers.

1 2 3 4 5

12. I have completed and duplicated a standard resume.

1 2 3 4 5

13. I have secured at least three persons (teachers, former employers, professional associates) to serve as references for me.

1 2 3 4 5

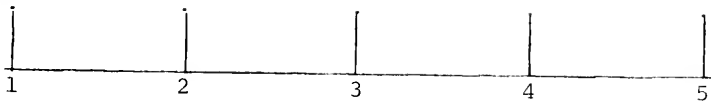
14. I have had my job search correspondence and resume reviewed and evaluated by a professional counselor and have made any necessary changes.

1 2 3 4 5

Response Scale

I have not begun this process

I have completed this process



15. I have sent individual letters and resumes to employers not interviewing on campus that were identified as employment possibilities.

1 2 3 4 5

16. I have checked all available recruitment information on employers in whom I am interested to determine if I might qualify for positions outside my area. Where indicated I have written to these employers requesting interviews.

1 2 3 4 5

17. I have investigated all possible job search contact sources (includes college placement office, direct application, personal referral, newspaper ads, private employment agencies, state employment service, etc.)

1 2 3 4 5

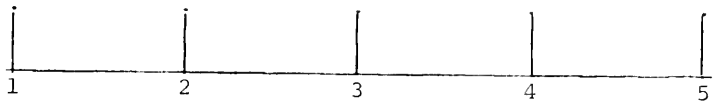
18. I have checked all information about hiring patterns of employers in which I am interested. I have also checked information about persons whose backgrounds are similar to mine to determine the type of employers that hired them.

1 2 3 4 5

Response Scale

I have not begun this process

I have completed this process



Part III--Interview Preparation

19. I have studied all the literature available about employers with whom I desire an interview.

1 2 3 4 5

20. I have arranged the time and date of each interview.

1 2 3 4 5

21. I have formulated for each employer the specific questions I wish to ask during the interview.

1 2 3 4 5

22. I have specific salary requirements in mind, and have studied salary data for information as to appropriateness.

1 2 3 4 5

23. I know what information I desire to get from the interview: (a) type of work involved, (b) others who work in the organization (interests, degree level, sex, race, etc.), (c) nature of training program (if any), (d) career patterns typical of the organization, and (e) whether mobility is required.

a - 1 2 3 4 5
b - 1 2 3 4 5
c - 1 2 3 4 5
d - 1 2 3 4 5
e - 1 2 3 4 5

Response Scale

I have not begun this process

I have completed this process

24. I have written down the answers to commonly asked questions: (a) short-term career objectives, (b) long-term career objectives, (c) why this employer interests me, (d) why I chose my area or field, (e) elaboration of interests, activities, and qualifications, (f) why I chose my educational institution, and (g) what I expect of a job.

a -	1	2	3	4	5
b -	1	2	3	4	5
c -	1	2	3	4	5
d -	1	2	3	4	5
e -	1	2	3	4	5
f -	1	2	3	4	5
g -	1	2	3	4	5

APPENDIX D

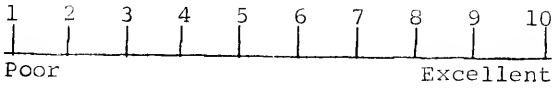
JOB EMPLOYABILITY RATINGS INTERVIEW
RECAP SHEET

INFORMATION SHEET

Please use accompanying Job Employability Ratings Interview Recap Sheet to furnish a recap of results of your interview day. Complete it carefully on each candidate interviewed.

Instructions: Please rate each student interviewed using the following scale in each category.

SCALE:



CATEGORIES:

Appearance -- grooming, appropriate dress, manner

Academic Qualifications -- academic credentials

Work Experience -- related work experience

Professional Awareness -- familiarity with the employer firm and the professional environment

Motivation -- personal expectations, career ambitions

Personality -- poise, self-confidence, maturity

Communication Skills -- initiative in conversation, ability to express self

Interest -- if you had a job available how strong a candidate would this person be

NON-DISCRIMINATION: Race, color, religion, sex, age, or national origin are not valid considerations for employment.

JOB EMPLOYABILITY RATINGS INTERVIEW RECAP SHEET

Interview Date_____ Employer_____ Representative_____

Please follow the instructions on the information sheet and return to the scheduling coorcinator at the end of the day.

Appt. Time	Name of Interviewee	Appearance	Academic Qualifications	Work Experience	Professional Awareness	Motivation	Personality	Communication skills	Interest
9:00									
9:30									
10:00									
10:30									
11:00									
11:30									
1:00									
1:30									
2:00									
2:30									
3:00									
3:30									

APPENDIX E

GRADUATING STUDENT QUESTIONNAIRE

GRADUATING STUDENT QUESTIONNAIRE

University of Florida
Gainesville, Florida 32601

Dear Graduating Student,

Please complete this questionnaire. Return it in the enclosed postage pre-paid envelope. Questions relate to your after-graduation plans. Information given will be used to help the University better respond to your job search needs and those of future graduates. Your individual input is important! All information will be treated as confidential.

1. Personal Data
( ) Male ( ) Female
( ) Registered with Center
( ) American Black
( ) American Oriental
( ) American White
( ) American Indian
( ) Spanish Surname American
( ) Other

Give address through which future letters will reach you.

No. & Street_____

City_____

State_____ Zip_____

( ) II. Academic Background. Place appropriate NUMBER in box provided for degree you are receiving.

1. Bachelor
2. Masters
3. Specialist
4. Doctorate

List your College and Major and Graduation Date.

College_____

Major_____ Graduation Date_____

( ) III. Employment Status (Indicate what your job status will be as of date of graduation by placing the appropriate LETTER in the box provided that most nearly describes your situation.)

A. Not in Job Market at Present
B. Have Accepted a Job
C. Have a Firm Job Offer(s)
D. Negotiating for a Job
E. Available but no Job Prospects at Present
F. Plan to Continue my Education

If you indicated A (not in job market)--Skip all below. Return questionnaire in envelope provided.

( ) If you indicated B, C, or D (accepted job, job offer, or negotiating)--indentify type employer by placing NUMBER in the box provided.

1. Business/Industry
2. Education
3. Government
4. Own Business/Private Practice
5. Military
6. Action/Peace Corps

If you indicated B (accepted a job) give the following:

Job Title_____

Employer Name_____

Job Location (City & State)_____

( ) Monthly Salary Range--place appropriate NUMBER in the box provided that corresponds to the salary range accepted.

01 - less than $600
02 - $601 - 700
03 - $701 - 800
04 - $801 - 900
05 - $901 - 1000
06 - $1001 - 1100
07 - $1101 - 1200
08 - $1201 - 1300
09 - $1301 - 1400
10 - $1401 - 1600
11 - $1601 - 1800
12 - More than $1800

( ) If you indicated E (available) the University Career Planning and Placement Center can assist in your job search. Place appropriate NUMBER in box provided that represents your current job placement needs.

1 - Receiving Placement Assistance
2 - Assistance Desired
3 - Assistance Not Needed

If you checked 2, please stop by or write the Center for registration forms.

( ) If you indicated F (continuing education) - identify program by placing appropriate NUMBER in the box provided and give information requested.

1 - Will work on advanced degree
2 - Working on same degree

Name of University _____

Academic Major _____

( ) Place appropriate NUMBER in box provided for degree you will be working on.

1 - Bachelor
2 - Masters
3 - Specialist
4 - Doctorate

Thank you, your time and effort is appreciated. Good luck in your future career!

Maurice E. Mayberry, Director U. F. Career Resource Center
Suite G-22, Reitz Union

APPENDIX F

LETTER TO COLLEGES OF ENGINEERING AND BUSINESS ADMINISTRATION

LETTER

April 1, 1977

TO: Assistant Deans, Colleges of Engineering and Business Administration
Department Chairpersons, Departments of Civil Engineering, Electrical Engineering, Mechanical Engineering, Marketing, Accounting and Finance
Faculty Members, Colleges of Engineering and Business Administration

FROM: Alan Schlossman, Project Director

SUBJECT: University of Florida Career Resource Center Research Project

The Center is requesting your assistance to help conduct a research project scheduled during the Summer Quarter 1977. The project's purpose is to assess the relationship of job marketability training to the placement success of college seniors.

A particular sequence of six education mini-school sessions (offered by the Center) taught in a structured fashion provides job marketability training. Placement success will be evaluated by a Job Search Preparedness Instrument measuring job preparedness, interview evaluation of students by professional recruiters, and actual job offers received by graduating seniors.

You are asked to provide several upper-division undergraduate classes (three classes from Engineering and three classes from Business Administration) to participate in this study. Some brief testing, arrangements for scheduling job interviews, and other necessary planning will be done in the actual classroom setting. These activities will be spread out over the summer quarter and altogether will take approximately one hour of class time.

Participation in this research project should be advantageous to both students and faculty. The level of job preparedness of students indicated by the Job Search Preparedness Instrument will be given to the faculty involved in this study. The interview evaluations will be provided to the students for their information, and some students

will receive actual job offers which will be generated from the interview situation. Finally, the level of awareness of job search preparedness for student participants will be significantly increased.

Thank you for your cooperation.

APPENDIX G

INFORMED CONSENT FORM

INFORMED CONSENT FORM

The University of Florida Career Resource Center is requesting your participation in a research project scheduled during the Summer Quarter 1977. The project's purpose is to assess the relationship of job marketability training to the placement success of college seniors.

A particular sequence of six career education mini-school sessions (offered by the Center) taught in a structured fashion provides job marketability training. Placement success will be evaluated by a Job Search Preparedness Instrument measuring job preparedness, interview evaluations of students by professional recruiters, and actual job offers received by graduating seniors (August 1977).

Three 400 level classes from the College of Engineering and three 400 level classes from the College of Business Administration will participate in the research project. Students from these six classes will be randomly assigned to experimental or control group classifications. The experimental group will be exposed to job marketability training; the control group will not. After the sixth week of the summer quarter the students in the control group will have access to job marketability training if they desire.

Participation in this research project is completely voluntary (you are free to withdraw at any time without prejudice). No monetary compensation will be awarded for participation. Advantages of participation include:

1. Some students will receive actual job offers from interview
2. All students will be given their interview evaluations
3. Students' level of awareness of job search preparedness will be increased

I HAVE READ AND I UNDERSTAND THE PROCEDURES DESCRIBED ABOVE. I AGREE TO PARTICIPATE IN THE PROCEDURE AND I HAVE RECEIVED A COPY OF THIS DESCRIPTION.

Signed_____
Subject

_____
Relationship, if other than subject

_____
Witness

_____
Principal investigator's name & address

APPENDIX H

JOB MARKETABILITY TRAINING

JOB MARKETABILITY TRAINING COURSE #1--SESSION 1

BUSINESS AND COMMUNICATION GRADUATES AND THE JOB MARKET

Each year thousands of Business and/or Communication graduates enter the job market. For many it's a frustrating experience. For others, they don't know where to begin.

Faced with competition for each job, uncertain of their own abilities, unable to identify employment sources or opportunities, or to find immediate jobs, graduation day becomes a somber experience at best.

The dilemma for most business and communication graduates is how to avoid the problems outlined above. The following information should prove useful to business and/or communication majors in locating career information related to their career interests.

Each part builds upon Career Resource Center programs, activities and resources that can help ensure your employability and marketability upon graduation. Five steps are outlined to assist the Business and/or Communication graduate in gathering the career information essential to a successful job search campaign.

FIVE STEPS TO SUCCESS

1. Self Assessment
2. Exploration of Employment Opportunities Associated with Degree/Major
3. Identify Employer Sources
4. Identify Immediate Job Sources
5. Utilize Job Placement Resources

Let's examine each one in detail.

I. SELF ASSESSMENT -- determine your present status:

A. Are you seeking immediate employment? Visit the Career Resource Center for assistance (G-22 Reitz Union).

B. Are you interested in Graduate School? Visit the Career Resource Center Library for materials on graduate school programs. (G-22 Reitz Union).

College Blue Books

Peterson's Guides to Graduate Study

A Guide to Graduate Study: Programs Leading to the Ph.D. Degree

Graduate and Professional School Opportunities for Minority Students

University Curricula in the Marine Sciences and Related Fields

Special Career Library Files (Section 4, Drawer 2 & 3) (Pamphlets, Brochures and Graduate School announcements)

C. Do you know what you can do with your degree/ academic major?

D. Have you taken an inventory of your abilities?

E. What was course content? (types of courses taken)

F. What was extent of career related work experience?

G. What other skills do you have?

H. Do you have knowledge of career related jobs?

I. What are your interests and plans? Have you thought of them in relation to your CAREER PLANS?

II. IDENTIFY TYPES OF EMPLOYMENT OPPORTUNITIES related to your Degree/Major

A. Do you know the types of career options associated with your degree?

B. Have you taken the time to identify the types of hiring institutions that seek individuals with your degree?

C. Are you familiar with SPECIFIC JOB TITLES in your career field?

The following informational sources are available in the Career Resource Center to help you answer the above questions.

GENERAL INFORMATION:	What Can I Be? What Can I Do with a Major in _____? Occupational Thesarus Dictionary of Occupational Titles Occupational Outlook Handbook Encyclopedia of Careers Career Kits Special Career Titles (File Cabinet 4, Tray 4 & 5)
BUSINESS GRADUATES:	Opportunities in Sales & Marketing (VGM) The Retail Trade (Selected Occupations) Management Careers for Women (VGM) Opportunities in Accounting (VGM) Catalyst Series: Accounting, Banking, Data Processing, Finance, Insurance, Personnel, Real Estate, Retailing/ Fashion, Business Administration Special Career Titles (File Cabinet 4, Tray 4 & 5)
COMMUNICATION SOURCES:	Technical Writing Today (VGM) Opportunities in Publishing Careers (VGM) Opportunities in Advertising Careers (VGM) Directory of Minority Media (U.S.D.C.) Opportunities in Journalism (VGM) Free Lance Writing (VGM) Catalyst Series: Advertising, Communications, Public Relations, Publishing

III. IDENTIFY EMPLOYER SOURCES

A. Do you know where to find employer contact lists?

B. Do you know how employers will utilize someone with your degree/major?

C. Are you aware of the job trends in area of interest.

The following sources are available in the Career Resource Center to help identify potential employers.

EMPLOYER INFORMATION:

College Placement Annual--lists 1300 employers, what they do and where they hire, lists over 150 different academic majors (given free to U OF F students).

Employer Information Files--the Center's Career Information Library contains files on 2500 employers. Many list the degrees sought and the ways utilized in the company. Some even list job descriptions.

Actual Job Notices--can provide graduating students indepth information about job titles, specific duties and responsibilities of employment opportunities within their fields. The Center receives over 700 job notice vacancies each week.

OTHER INFORMATIONAL SOURCES:

Value Line--an up-to-date listing of some 1600 companies

Dun & Bradstreet--the bible of corporate companies

Federal Career Directory--lists agencies, types of jobs and how to apply

Consultants & Consulting Organizations Directory

Directory of American Firms Operating in Foreign Countries

The Executive's Corporate Handbook--a listing of 1700 major corporations

IV. IDENTIFY IMMEDIATE JOB SOURCES

Finding a job involves lots of work. Your success will depend on how much effort you put into identifying immediate job leads. The following job leads are available in the Center's Career Information Library.

Since job notice vacancies are constantly changing, students should examine the following sources often. The Career Resource Center receives over 700 job notices each week. These listings are filed in appropriately marked notebooks in our library.

A. GRAD II--a free computerized job matching program available to all graduating students and alumni. Pick up forms in Career Resource Center. Each student receives a computer printout of employers matching job preference listed.

B. ON-CAMPUS EMPLOYER INTERVIEWS--Center has 600-700 employers visiting campus each year to interview students for jobs. Students should register with the Career Resource Center and pick up an employer interview schedule. Job interview schedules are posted every day during the interview seasons inside the Center.

C. NON-TECHNICAL JOB OPENINGS NOTEBOOK--immediate jobs for all business and communication graduates are filed in this notebook under the following headings: Accounting, Real Estate, Finance, Liberal Arts, Business Administration General, Sales, Management and Marketing, Journalism.

D. CAREER OPPORTUNITY UPDATE--a bi-monthly listing of jobs from employers in the Southwest United States and California.

E. MULTIPLE TECHNICAL/NON-TECHNICAL JOB NOTEBOOK--listings from employers who send the Career Resource Center their monthly listings.

F. STATE OF FLORIDA CIVIL SERVICE--contains job notices from various cities, counties and state agencies.

G. OUT-OF-STATE CIVIL SERVICE--contains job notices from various state governments.

H. FEDERAL JOB NOTICES--Center receives weekly job vacancy announcements from various federal agencies.

I. FEDERAL JOB LETTER--focuses primarily on how to get a job with the federal government, lists current vacancies by agencies and location.

J. STATE OF FLORIDA EMPLOYMENT SERVICE COMPUTER JOB BANK--the Center receives a daily listing for Northeast Florida and a weekly listing for the entire state of all jobs listed with the FSES.

K. JOB OPENINGS FOR ECONOMISTS--a specialized job listing received monthly from the American Economic Association.

L. JOURNALISM & COMMUNICATION PLACEMENT BULLETIN--Center receives the Colleges' own job bulletin of openings. Students should examine this bulletin also.

M. JOBS AVAILABLE--a monthly listing of employment opportunities in the public sector from California, Oregon, Washington.

N. CHRONICLE OF HIGHER EDUCATION--often has communication related job openings. It comes out weekly and is available in our Career Information Library.

O. TAB--a bi-monthly listing of job opportunities in urban planning, public administration and economic development.

V. UTILIZING JOB PLACEMENT RESOURCES

The Career Resource Center operates a unique career Education Mini-School Program designed to enhance student career selection, review employment opportunities and prepare students to successfully compete for jobs. Each session is 50 minutes long and all sessions are presented weekly.

Of particular note to business and communication graduates are the following:

JOB PLACEMENT SEMINARS

JOB SEARCH PLANNING--a detailed outline of how to prepare an effective job search campaign

RESUME PREPARATION--complete details on resume preparation including format and content

WRITING COVER LETTERS--a session on "how to" prepare letters of inquiry or cover letters, a detailed handout with examples is given to each student

JOB INTERVIEW TECHNIQUES--explains interview structure, questions employers ask and things students should know about the employer.

JOB MARKETABILITY TRAINING COURSE #1--SESSION 2

JOB SEARCH PLANNING
(Outline)

A. INTRODUCTION

Success in getting a job depends primarily on four areas of proficiency.

1. Knowledge of product. . . .What your academic training, work experience and productivity potential can bring to a job and what you expect from a job.

2. Ability to identify potential employers. . . .Which employers fit your job expectations and career needs.

3. Job market analysis and penetration. . . .finding which employers have jobs available and the methods used to establish initial contacts.

4. Proficiency in selling your product. . . .communicating your abilities and potential to perspective employers.

Remember: There are generally several career options available for every academic background and work experience.

Your task is to translate your education, work and other experiences into jobs and career choices. . . . and find out what the opportunity outlook is for the jobs most attractive to you. . . .It makes little sense to search for jobs that don't exist and even less to become vocationally proficient in a job for which there will be no future demand.

Cast yourself in the role of the seller of a product. Know everything there is to know about the QUALITY of the product you wish to sell. Obviously, in this case,

the product is your EDUCATION, WORK EXPERIENCE and POTENTIAL PRODUCTIVITY. To know yourself in this context involves the determination of (1) where you think you can fit in the career field you want to enter; (2) what you have to offer; (3) how far you want to go; (4) why you think you deserve the position you seek.

B. KNOW YOUR PRODUCT

There are three steps in making a personal assessment relating to a job search:

1. Identify accomplishments, activities, skills (list by college, work, service and other areas) and determine likes and dislikes in each.

2. List personal values (in order of importance). Determine why certain values are important.

3. List factors to be considered that you want (or expect) in a job. Also list those factors (non-job related) that are important.

FIRST--identify and catalog your attributes by College, Work, Service and Other. Construct a chart similar to the one below. Use key words that identify your abilities. Refer to the list of sample Accomplishments, Activities and Skills. Add others as needed.

Attributes	COLLEGE (Academic & Extracur.)	WORK (All work Exp.)	SERVICE (Vol. & Comm.)	OTHER (hobbies, family, etc.)
ACCOMPLISHMENTS				
ACTIVITIES				
SKILLS				
LIKES/DISLIKES				

SUMMARIZE by selecting those likes and dislikes generated by your Accomplishments, Activities and Skills that are most representative of you.

ACCOMPLISHMENTS

Cast or Support -- Theater
Office Held -- Political, pre-professional or social fraternities
Talent -- Built or created something/play musical instrument
Academic Excellence -- High school/college
Sports Excellence -- High school/college
Work -- Awards/ recognition
Extra-curricular -- Clubs/teams
Social -- Samson Project or other social work

ACTIVITIES

Organized, supervised, directed, managed, conducted
Designed, invented, constructed
Researched, developed, created analyzed
Negotiated, coordinated
Sold, reduced costs, raised profits
Produced, expanded
Wrote, acted
Trained, planned

SKILLS

Persuasion -- sales
Initiative
Verbal
Determination -- persistence
Organizing
Research
Creative -- writing, theater, music
Leadership
Directed energy
Craft
Manual -- tools and machinery
Communication
Physical -- sports
Records and numbers

LIKES/DISLIKES

Challenge
Money
Competition
Supervision
Memory Work
Craft Work
Meeting Quotas
Working with people
Working with ideas
Pressure
Responsibility
Authority
Meeting Deadlines
Criticism

SECOND--List those VALUES important to you. Check the list below. Mark, in sequence of importance to you, the five values that most accurately reflect your feelings.

VALUES

Prestige
Integrity
Service
Relationships
Security
Sincerity
Reputation
Appearance
Frankness
Faith in Self, Others
Promptness
Loyalty
Self-reliance
Stability
Industry
Perseverance

THIRD--An important part of job decision making are the many factors, both Job-related and Non-job related that should be considered.

JOB RELATED FACTORS

Training Program
Work in line with education/ experience
Advancement opportunity
Executive or management status
Challenge
Established responsibilities
Work schedules and hours
Job related travel
Freedom of ideas and methods
Opportunity to continue education
Prestige
Salary
Job Location
Frequency of moves
Variety in work
Leadership
Work environment
Co-workers
Security
Other (list)

NON-JOB RELATED FACTORS

Location
Availability of housing
Assistance in relocating

Commuting distance
Cost of living

Availability of schools
Health facilities
Climate and environment

Recreation facilities
Proximity to family
Cultural and social activities
Town friendly to newcomers
Churches/Service organizations
Services available
Other (list)

This exercise calls for lots of brain searching, but it is essential that you know your product in detail to successfully market it.

Further, the knowledge base for your resume, employer interviews, and job application correspondence, comes from this assessment.

C. IDENTIFY POTENTIAL EMPLOYERS

1. Select industries that interest or attract you and identify why.

2. The Key: Be able to identify with the industry--to desire association based upon common interests.

3. Select companies (employers) within industries of your choice. The primary factor is your ability to identify. Make certain that your selection of potential employers is based upon sound reasoning and good judgment.

4. Identify specific jobs within each company for which you have the proper education and training that interest you. Be able to tell a prospective employer which job (or jobs) you wish to compete for.

D. LOCATE AND PENETRATE THE JOB MARKET

1. Employer hiring practices fluctuate:

   a. To replace employees who retire or leave their jobs
   b. To meet expansion needs
   c. In response to product demand
   d. Economic stability

2. With many factors influencing the job market it is seldom static. Develop knowledge about the market as it relates to your skill so you know where your most valuable contacts can be found.

3. View the job market as an exchange where available workers and job opportunities are matched. The job seeking effort is enhanced by your knowledge of labor market conditions and the best contact sources for obtaining a job.

E. JOB SEARCH SOURCES

A recent United States Department of Labor Survey stated that, on an average four job search contact sources are used by college educated job seekers. The job search sources most frequently used are:

Direct Application	33%
Personal Referral (friends and relatives help about jobs where they work or elsewhere)	20%
Responding to Newspaper Ads	13%
College Placement Offices	10%
Private Employment Agencies	8%
State Employment Services	2%

Use as many sources as you have the time and energy to apply.

F. COMMUNICATE WITH EMPLOYERS

To successfully compete in the job market arena you need a level of communication skills sufficient to convince potential employers that you are the first choice for the job you seek.

You must have the ability to prepare an effective resume, write interesting and informative letters of transmittal, application, follow-up, and to successfully conclude a job interview.

153 employers were asked to list the reasons potential employees were rejected at the interview level. They came to these basic reasons:. . .poor personal appearance. . .lack of interest and enthusiasm. . . failure to look at the interviewer when conversing . . .late to interview. . .ask no questions. . .over-bearing-know it all attitude. . .inability to express self clearly. . .poor voice, diction, grammar. . .lack of planning for career. . .and lack of purpose or goals.

JOB MARKETABILITY TRAINING COURSE #1--SESSION 3

RESUME PREPARATION

RESUME CONTENT

First of all, let's consider what a resume should NOT be! It should not be your life history, nor should it be a listing of ALL the information you think a prospective employer might want to know about you.

First and foremost your resume is a Sales Tool designed to help you obtain interviews with prospective employers. It should be a concise listing of information which hopefully will create interest on the part of an employer--enough interest that he will want to learn more about you in an interview. NEVER INCLUDE ANYTHING IN YOUR RESUME THAT REQUIRES FURTHER EXPLANATION TO BE CORRECTLY UNDERSTOOD.

The resume--and your entire job search campaign--should emphasize your strong points and minimize shortcomings. If you make a good enough impression during the interview, the prospective employer probably will not worry too much about your weaknesses. On the other hand, if you call attention to your weaknesses in advance, you might not get an interview!

Your resume in addition to your name, address and telephone number should contain five basic parts: (1) Career Interests/Objectives; (2) Educational Background; (3) Work Experience; (4) Personal Information; and (5) References.

First, carefully review the following outline then study the resume sample (Figures 2 and 3) appropriate for your degree level. You will then be ready to start on your own resume.

YOUR NAME, CURRENT ADDRESS AND TELEPHONE NUMBER

Always list your telephone number, if you have one. Employers frequently use this means to respond.

CAREER INTERESTS

A brief overview of how you wish to initiate your career and the direction you presently feel most closely meets your needs. Normally, the next 3 - 5 years are of paramount interest to an employer. Figure 1 contains a variety of sample career interest statements.

EDUCATION

Academic--Start with highest degree first. List only schools from which you have a degree. Do not list A.A. or A.S. degrees unless you possess a skill or other special capabilities relating thereto.

Honors--List your honors; organizations, grades, honor rolls, class standing, etc. Employers are attracted to bright, well balanced students.

Extra-Curricular Activities--List all your organized activities in which you have participated during your college career (on or off campus). State activity, your participation and time frame by academic year. This is where you demonstrate leadership and the ability to interrelate with others.

WORK EXPERIENCE

Career Related--List internships, practicums, cooperative education or other career interest related positions.

Other--List other jobs, part or full time, that you feel will give the employer an idea of your ability to produce in a work situation.

Always list your most recent work experience first and work back. Identify the company (employer), your job title, a brief description of your duties and responsibilities and the time frame in which it was accomplished (i.e., part-time or full-time and inclusive dates).

Be specific in discussing each position, stressing those which relate in some way to the type of position you are seeking. If you participated in a research project, for example, identify the project and then describe your contribution and accomplishments. Don't underestimate your contribution, but don't ramble on about every detail of your work.

PERSONAL INFORMATION

Data--State your date of birth, place of birth, (if born outside the U.S.A. tell your citizenship status), the state of your health and most importantly give you DATE OF AVAILABILITY.

Background--Relate any experiences that you feel the employer might be interested in such as travel or residing in various areas.

If you were an outstanding student or active in sports in high school you may mention your honors (these show a high productivity level).

Interests--What do you enjoy doing?

There really isn't much you can say under Personal Information that will get you an interview, so keep it brief.

REFERENCES

Inform the employer where (or how) copies of your references may be obtained. List the names and titles of three references. Do not list addresses unless the references have stated they specifically desire all inquiries to be directed to them.

RESUME FORMAT

There are several acceptable forms for resumes. Samples are included here. Others are available in the College Placement Annual. You may pick up a copy in the Career Resource Center. The form you select should be the one most nearly fitting your individual needs.

Where you locate the paragraph headings (left margin or center of page) is immaterial. The important point is your resume must be balanced on the page, neat and attractive. A poorly presented resume will not be read. Finally, when possible keep it to a single page. However, do not eliminate important information needed by an employer to make a sound judgement in your favor. If you NEED more than one page--use it!

Your resume should be neatly typed, preferably on an electric typewriter with a carbon ribbon (for better copy reproduction). Use 8½ X 11 white bond paper, and leave approximately one-inch margin on all four sides. Copies of your resume may be reproduced by offset printing (relatively inexpensive in quantity) or photocopied (if only a few are needed).

Different employers place varying degrees of importance on the different paragraphs usually contained in a resume. However, most employers agree on the sequence in which they like to see this information presented. The sequence outlined above is the one most employers expect to see.

Figure 1

RESUME CAREER INTEREST STATEMENTS

The CAREER INTEREST statement on your resume must clearly represent your individual needs. A review of the following samples will assist you in terms of general content, structure and format.

ACCOUNTING, GENERAL

Desire staff accountant position in an industrial firm or government agency. Special interests are internal auditing and financial accounting. Longer range goal is to qualify for a major corporate or governmental comptrollership.

ACCOUNTING, PUBLIC

Interested in joining audit staff of a public accounting firm as a staff accountant. Long term plans are to progress to a partnership level.

AGRICULTURE, ANIMAL SCIENCE

Interested in a challenging assignment in the field of animal science with organization or industry involved in animal production programs. Specific interests are in beef cattle production. Prefer an applied field oriented agricultural environment. Intermediate goals include executive leadership responsibilities.

AGRICULTURAL ENGINEERING

Seek position as agricultural engineer. Primary interests are hydraulics, water resources and soil and water conservation. Preference is for line responsibility. My immediate goal is to qualify for a supervisory position.

DATA PROCESSING

Wish to begin a career in data processing through an entry level professional position as a programmer or systems analyst. Have a special interest in marketing and financial applications. Longer range goal is to manage a large management information system installation.

ENGINEERING, INDUSTRIAL

Interested in an industrial engineering career in the production phase of manufacturing with the goal of moving into plant management. Entry positions in production scheduling, first-line supervision, safety, quality control or related fields are of particular interest.

FINANCE/BANKING

Seek opportunity to begin a professional career in finance in the banking industry. Primary interests are in credit analysis and commercial and installment lending. Longer term goals are officer status as department management and executive leadership.

GEOGRAPHY

Seek professional level position in field of photogrametics (D.O.T. 018.281) in either the private or government sector with collateral interest in the opportunity to utilize acquired managerial and supervisory experience.

MANAGEMENT

Desire management trainee position in personnel department of industrial firm where I can build on academic training in (management) (a people oriented liberal arts program). Immediate interests are in labor relations, negotiations with employee or union representatives, and development of communications programs, activities and organizations designed to develop employee/management relations.

MARKETING

Desire position in marketing that will utilize my technical background in engineering technology. Prefer to work for a firm in the petroleum or petro-chemical industries. Longer range plan is to move into a management position. Specifically, a position in which I could influence marketing plans and decisions.

NURSING

Seek position as staff nurse preferably in a large metropolitan hospital. Area of professional competence and personal interest is obstetrics, gynecology and neonatology. My goal is to make a positive contribution through my work while keeping abreast of new techniques and concepts through continued educational opportunities.

OCCUPATIONAL THERAPY

Desire therapist position in an occupational therapy clinic that will offer increasing supervisory and administrative responsibilities. A hospital setting is desired but not a requirement. My immediate goal is to qualify for the opportunity to compete for a clinic directorship.

PHARMACY

Interested in a position as a staff pharmacist in institutional pharmacy department with a large hospital (public or private) in a metropolitan setting. Intermediate goal is to qualify through experience and self-directed education, to compete for department management or a position as clinical pharmacist.

PUBLIC RELATIONS

Wish to join the public relations staff of a publishing or industrial organization. Professional interests are copywriting, editing, preparing news releases and working on company publications (internal or external). My immediate goal is to qualify for a major staff position with the public relations department.

RETAILING

Seek entry level professional position as management or executive trainee in retailing. Primary interests are sales management (in soft-good area) or store operations. Intermediate goal is to qualify and compete for store management position.

TEACHING

Desire academic instructional position in community or junior college. Florida certification in mathematics and science with specialization in both chemistry and physics. Primary interest is in classroom teaching and inter-relationship with students. Research interests in academic curriculum development relating to the diversified career goals of community college students.

Figure 2

Sample Resume (Undergraduate)

MYRA B. PEARCE

1278-P FLORIDA APARTMENTS, GAINESVILLE, FLORIDA 32601 --
Telephone 904-373-3000

career interests

Desire therapist position in an occupational therapy clinic, in a hospital setting, that will offer increasing professional and administrative responsibilities. My objective is to qualify for the opportunity to compete for a clinic directorship.

educational background

Academic. Bachelor of Science degree, MAJOR--Occupational Therapy, College of Health Related Professions, University of Florida, June 1977.

Honors. Will graduate in top 5% of class with 3.6 average on a 4.0 grade point scale. Dean's List last two years of college. Member, Alpha Delta Pi Honor Sorority.

Extracurricular. College of Health Related Professions Student Council--Treas 74-75, Vice Pres 75-76. Volunteer--Samson Project (underprivileged children) 72-73; Varsity Cheerleader 73-75.

work experience

Career Related. Internships at the Woodrow Wilson Rehab Center, Virginia., 6/76 to 9/76 and Shands Teaching Hospital, Fla., 1/76 to 3/76. Worked with pediatric, psychiatric and physically disabled patients.

Other. Sales Clerk, Sears-Roebuck, Hollywood 73-75; (past summer was acting Division Manager, Children's Wear, for one month).

Student Assistant Receptionist (part-time), University Counseling Center, 74-75.

personal information

Data. Height 5'6". Weight 125 lbs. Excellent health. Born February 17, 1954, Homestead, Florida. Permanent address--3351 Matilda Street, Miami, Florida 33133. AVAILABLE FOR EMPLOYMENT June 10, 1977.

Background. National Honor Society in high school; Varsity girls field hockey team; Varsity Cheerleader (HS).

Interests. Outdoor activities of all kinds, enjoy a variety of crafts and hobbies, travel (United States and Canada).

references

References from the following persons (and others) are in my professional file at the University of Florida. I will have copies sent upon request.

Dr. A. D. Talbert, Department of Occupational Therapy
Mr. S. A. Russo, Sears-Roebuck, Hollywood, Florida
Dr. L. B. Lanjeski, Associate Professor, Department of Chemistry.

Figure 3

SAMPLE RESUME (GRADUATE)

JAMES K. BOURN

Post Office Box 1776
Gainesville, Florida 32611

Off. (904) 392-1564
Res. (904) 372-6898

career interests

To begin work as Industrial Engineer and Systems Analyst, with opportunity to compete for general management responsibilities.

education

GRADUATE STUDIES — UNIVERSITY OF FLORIDA

Master's degree in Industrial and Systems Engineering--August 1975. . .Concentration in system optimization with strong emphasis on large scale systems, production and inventory control, production scheduling, facilities planning and design, system analysis, forecasting techniques, engineering economics, modeling and simulation, and statistical methods.

1973 to present

Member Alpha Pi Mu -- Industrial Engineering Honor Society since fall 1974, currently Vice-President local chapter. . .Student Member American Institute of Industrial Engineers . . .Chairman Council of International Organizations--a student corporate body (1975-76) . . .Expenses financed through Graduate research and teaching assistantship award.

UNDERGRADUATE STUDIES — AUBURN UNIVERSITY

Bachelor's degree in Electrical Engineering with Honors in July 1972. . .Placed among TOP 10%. . .Majored in power engineering and control systems with additional concentration in industrial organization and economy.

1968 to 1972	Member of Engineering Colloquium Society . . .Member of Hiking Club. . .Half of total expenses financed through award from the Governor's Scholarship Fund.
computer experience	Hardware: IBM 370/165 Software: FORTRAN, SIMSCRIPT, and COBOL.
research publications	"Computation of Reliability of a System Using its Directed Graph," co-authored with J. Sharps and L. M. May -- presented at ORSA/TIMS Joint National Meeting, San Juan, Puerto Rico, October 16-18, 1974. "A Note on a Multi-Product, Multi-Item, Multi-Facility, Finite Horizon, Production and Packaging Problem," co-authored with T. J. Goodson--submitted for publication to Operations Research Quarterly in January 1975. "On Rectilinear Distance Facility Location Problem When Cost is Piece-Wise Linear Convex Function," co-authored with R. L. Transki--under preparation (to be submitted for publication).
work experience	Presently associated with production planning and scheduling studies at University of Florida, Department of Industrial and Systems Engineering. Electrical Engineering Student Assistant. Auburn University. Classroom assistant in two classes and on laboratory course. . . September 1971 - June 1972. Area Sales Engineer, Premier Sales Corporation, Atlanta, Georgia. . .responsible for promotion and after-sales service of power capacitors . . .July 1972 - September 1973.
personal	Height 5'10". Weight 145 lbs. Excellent health. Born October 29, 1949. Willing to relocate anywhere. AVAILABLE AFTER SEPTEMBER 1, 1976.

activities — Photography, world affairs, tennis, interested in music. . .Enjoy camping and hiking when time permits. . .Voluntary tutoring service . . .Travel.

references — References from the following persons (and others) are on file at the University of Florida. Copies will be provided upon request to me.

Dr. B. E. Nesbitt, Chairman, Industrial and Systems Engineering Department, College of Engineering, University of Florida

Dr. T. J. Mendon, Chairman, Electrical Engineering Department, School of Engineering, Auburn University

Mr. S. C. McDonald, President, Premier Sales Corporation.

JOB MARKETABILITY TRAINING COURSE #2--SESSION 1

SCIENCE AND ENGINEERING GRADUATES AND THE JOB MARKET

Each year thousands of Science and Engineering students graduate not knowing where to find a job. Most students pay very little attention to the job market until their last quarter. Others start tuning in the world of work only after they graduate. They think employment will automatically be provided for them.

Faced with competition for jobs, unsure of what jobs are available or how to even find employment sources, graduation becomes a frightening experience.

The objective of this handout is to help science and engineering majors avoid the problems outlined above. The information which follows should inform science and engineering graduates of resource information available in the Career Resource Center related to their academic areas.

For convenience sake, the resource information is broken down into five major sections. Each part builds upon Career Resource Center programs, activities and resources that aim at ensuring your employability and marketability upon graduation.

FIVE STEPS TO SUCCESS

1. Self Assessment
2. Exploration of Employment Opportunities Associated with Degree/Major
3. Identification of Immediate Job Sources
4. Identification of Immediate Job Sources
5. Utilize Job Placement Resources

Let's examine each one in detail.

I. SELF ASSESSMENT -- determine your present status:

A. Are you seeking immediate employment? Visit the Career Resource Center for assistance (individual counseling or career mini-sessions are available) /G-22 Reitz Union/.

B. Are you interested in Graduate School? Visit the Career Resource Center Library for materials on graduate school programs. (G-22 Reitz Union).

College Blue Books

Peterson's Guides to Graduate Study

A Guide to Graduate Study: Programs Leading to the Ph.D. Degree

Graduate and Professional School Opportunities for Minority Students

University Curricula in the Marine Sciences and Related Fields

Special Career Library Files--Section 2, Drawer 2 and Section 4, Drawer 2 & 3 (Pamphlets, Brochures and Graduate School announcements)

C. Do you know what you can do with your degree/ academic major?

D. Have you taken an inventory of your abilities?

E. What was course content? (types of courses taken)

F. What was extent of career related work experience?

G. What other skills do you have?

H. Do you have knowledge of career related jobs?

I. What are your interests and plans? Have you thought of them in relation to your CAREER PLANS?

II. IDENTIFY TYPES OF EMPLOYMENT OPPORTUNITIES related to your Degree/Major

A. Do you know the types of career options associated with your degree?

B. Have you taken the time to identify the types of hiring institutions that seek individuals with your degree?

C. Are you familiar with SPECIFIC JOB TITLES in your career field?

The following informational sources are available in the Career Resource Center to help you answer the above questions.

GENERAL INFORMATION:	What Can I Be? What Can I Do with a Major in _____? Occupational Thesarus Dictionary of Occupational Titles Occupational Outlook Handbook Encyclopedia of Careers Career Kits Special Career Library Files (Section 4, Tray 4 & 5)
ENGINEERING INFORMATION:	Opportunities in Building Construction Trades (VGM) Architecture Careers (VGM) Opportunities in Drafting Today (VGM) Machine Shop Trades (VGM) Opportunities in Electrical and Electronic Engineering (VGM) Federal Career Directory (Employment Opportunities) Catalyst Series, Engineering C-9 Special Career Library Files (Section 4, Drawers 4 & 5)

SCIENCE INFORMATION:

Biological Sciences (VGM)
Chemical Sciences (VGM)
Federal Career Directory (Employment Opportunities)
Food Science & Technology (VGM)
Forestry Careers (VGM)
Pharmacy Careers (VGM)
Special Career Library Files (Section 4, Drawers 4 & 5)

III. IDENTIFICATION OF EMPLOYER SOURCES

A. Do you know where to find employer contact lists?

B. Do you know how employers will utilize someone with your degree/major?

C. Are you aware of the job trends in area of interest.

The following sources are available in the Career Resource Center to help identify potential employers.

EMPLOYER INFORMATION:

College Placement Annual--lists 1300 employers, what they do and where they hire, lists over 150 different academic majors (given free to U of F students)

Employer Information Files--the Center's Career Information Library contains files on 2500 employers. Many list the degrees sought and the ways utilized in the company. Some even list job descriptions.

Actual Job Notices--can provide graduating students indepth information about job titles, specific duties and responsibilities of employment opportunities within their fields. The Center receives over 700 job notice vacancies each week.

OTHER INFORMATIONAL SOURCES:

Value Line--an up-to-date listing of some 1600 companies
Dun & Bradstreet--the bible of corporate companies
Federal Career Directory--lists agencies, types of jobs and how to apply
Consultants & Consulting Organizations Directory
Directory of American Firms Operating in Foreign Countries
The Executive's Corporate Handbook--a listing of 1700 major corporations
Science, Engineering, Research and Development Directory, U.S. Small Business Administration (nine different regions)
Constructor Directory
Nuclear News Directory of Employers (at academic department)
Smithsonian Opportunities for research and study in science, art & history
Directory of Florida Industries
Research Center's Directory
Medical Careers Planning
Conservation Director

JOB TRENDS MATERIALS:

/See Job Trends Desk/
Scientific, Engineering, Technical Manpower Comments
Engineering Manpower Bulletin
Occupational Outlook Quarterly
Job Trends Notebook (Various trends information)
Employer Recruiting Trends (Bulletins)
Engineering Needs in the South, Southern Regional Education Board

IV. IDENTIFICATION OF IMMEDIATE JOB SOURCES

Finding a job involves a lot of work. Your success will depend on how much effort you put into identifying immediate job leads. The following job leads are available in the Center's Career Information Library.

Since job notice vacancies are constantly changing, students should examine the following sources often. The Career Resource Center receives over 700 job notices each week. These listings are filed in appropriately marked notebooks in our library.

A. GRAD II -- a free computerized job matching program available to all graduating students and alumni. Pick up forms in Career Resource Center. Each student receives a computer printout of employers matching job preferences listed.

B. ON-CAMPUS EMPLOYER INTERVIEWS -- Center has 600 - 700 employers visiting campus each year to interview students for jobs. Students should register with the Career Resource Center and pick up an employer interview schedule. Job interview schedules are posted every day during the interview seasons inside the Center.

C. TECHNICAL JOB OPENINGS NOTEBOOK -- immediate jobs for all science and engineering graduates are filed in this notebook under the following headings: Architecture, Computer Science, Engineering, Math & Statistics, Agriculture, Science, Technical Sales, and Health Related Professions.

D. CAREER OPPORTUNITY UPDATE -- a bi-monthly listing of jobs from employers in the Southwest United States and California.

E. MULTIPLE TECHNICAL/NON-TECHNICAL JOB NOTEBOOK -- listings from employers who send the Career Resource Center their monthly listings.

F. STATE OF FLORIDA CIVIL SERVICE -- contains job notices from various cities, counties and state agencies.

G. OUT-OF-STATE CIVIL SERVICE -- contains job notices from various state governments.

H. FEDERAL JOB NOTICES -- Center receives weekly job vacancy announcements from various federal agencies.

I. FEDERAL JOB LETTER -- focuses primarily on how to get a job with the federal government, lists current vacancies by agencies and location.

J. STATE OF FLORIDA EMPLOYMENT SERVICE COMPUTER JOB BANK -- the Center receives a daily listing for Northeast Florida and a weekly listing for the entire state of all jobs listed with the FSES.

K. PARK AND RECREATION OPPORTUNITIES -- A twice-a-month listing of jobs in parks and recreational areas.

L. OPENINGS FOR CHEMICAL ENGINEERS -- a specialized list of openings in the chemical engineering fields, received monthly.

M. JOBS AVAILABLE -- a monthly listing of employment opportunities in the public sector from California, Oregon, Washington.

N. CHRONICLE OF HIGHER EDUCATION -- often has related job openings. It comes out weekly and is available in our Career Information Library.

V. UTILIZING JOB PLACEMENT RESOURCES

The Career Resource Center operates a unique career Education Mini-School Program designed to enhance student career selection, review employment opportunities and prepare students to successfully compete for jobs. Each session is 50 minutes long and all sessions are presented weekly.

Of particular note are the following:

JOB SEARCH PLANNING
RESUME PREPARATION
WRITING COVER LETTERS
JOB INTERVIEW TECHNIQUES

JOB MARKETABILITY TRAINING COURSE #2--SESSION 2

JOB SEARCH CORRESPONDENCE

INTRODUCTION

Armed with knowledge of your product and as much information as available about the employers, start your correspondence believing in your ability to fit into each company you have selected and that you can do the jobs for which you are applying. However, if you don't think you can identify with the company and the job, forget it.

If you can't sell yourself on what you are trying to do, you'll never sell anyone else. Your letters will more than likely transmit your true feelings. But even if you prove your ability as a "fiction writer," remember it takes an excellent actor to fake an interview. Don't waste your time. Go after jobs that fit your needs.

FACTORS TO CONSIDER BEFORE CONTACTING A PROSPECTIVE EMPLOYER

Here are three key factors you should not fail to consider before writing that letter to a prospective employer.

1. Do I have a definite interest in the general characteristics of the industry; its products or service; its goals?

2. Is the work in line with my interest, education and experience?

3. Is the place of employment within the boundaries of my geographical preference?

RESUME TRANSMITTAL LETTERS (Cover Letters)

Your cover letter should do two things--introduce you to the employer and interest him to the point that he will review your resume. Therefore, a cover letter must always accompany

your resume. Since the immediate purpose of a mail campaign is to obtain an interview, the first step is to get the employer to read and respond to your resume. So keep these facts in mind when writing your cover letter:

1. Each letter must be an original.
2. Address your letter to a specific person by name when possible.
3. The first twenty words are important; they should attract the reader's interest.
4. Tell your story in terms of the contribution you can make to the employer.
5. Refer to your resume. It gives the facts.
6. Use simple, direct language and correct grammar and, of course, type neatly on standard size white paper (8½ x 11).
7. Keep it short; you need not cover the same ground as your resume. Your letter should sum up what you have to offer and act as an "introduction card" for your resume.
8. Let your letter reflect your individuality, but avoid appearing aggressive, overbearing, familiar, cute, or humorous. You are writing to a stranger about a subject that is serious to both of you.
9. With local firms, take the initiative in suggesting that you telephone for an interview.

Figure 1 outlines the format used in a cover letter. Figures 2 and 3 are sample letters. Study each carefully, as well as the pointers listed above before writing your letters.

INTERVIEW INVITATION ACCEPTANCE LETTERS

Employers usually request that you respond to an interview invitation by telephone so that all details of the visit can be discussed and problems (if any) resolved. However, if the employer indicates he wants or expects a letter, make sure it contains the following and any additional information he requests.

1. Acknowledge receipt of letter; express appreciation.
2. Confirm or suggest interview date.
3. Give details of mode of transportation, arrival times in city, motel, etc.

4. If the employer has not discussed travel reimbursement, ask about their method of reimbursement.
5. Outline supporting materials you will have with you.
6. Friendly close.

Figure 4 is an example of an Interview Acceptance Letter.

INTEREST LETTERS (Expressing Desire for Continued Consideration)

If an employer states he has no job available at the time but desires to keep your resume on file for future openings--he's interested. Employers do not encourage job seekers in this manner if they aren't interested.

It is your responsibility, if you desire continued consideration, to confirm this and establish the time limits within which you would be available.

1. Acknowledge receipt of letter; express appreciation.
2. If interested in future consideration:
   a. State interest in being considered for job if one becomes available.
   b. Specify time limits of possible availability during which you desire consideration.
   c. Promise to notify immediately if situation changes.
3. Confirm where you can be contacted.
4. Inquire if additional information is required.
5. Friendly close.

Figure 5 is an example of an Interest Letter.

RESPONSES TO JOB OFFER LETTERS

High on the list of nice letters to receive from employers is the one offering you a job. You have three choices in your responses, depending upon your final evaluations and decisions regarding the opportunities made available to you.

You may ACCEPT, DECLINE or ASK FOR A DELAY IN MAKING A DECISION. Figures 6, 7 and 8 are examples of letter responses for all three cases.

Remember, irrespective of how you receive a job offer (letter, telephone or verbally in person) or how you make an informal initial response, you should always follow-up by documenting your reply with a letter addressed to the appropriate person.

Your acceptance letter should contain the following information.

1. Thank the individuals in the company that you feel are responsible for a favorable decision in your case.
2. If you wish, identify your reasons for making the decision to accept.
3. In accepting the offer, reaffirm the job title, department, salary and any other factors important to you.
4. Concur with or suggest own work starting date.
5. Friendly close.

Sometimes it becomes necessary to write a declining letter rejecting a job offer. Do not neglect this task. It is always the wise policy in refusing an offer to remember that you may be seeking employment from the same employer at a future date. Make your letter both friendly and complimentary.

1. Acknowledge the position and thank the persons with whom you negotiated.
2. Give background on your decision if you desire.
3. Decline offer.
4. Friendly close.

If it is in your best interests to neither accept or decline an offer at the time of receipt (or within the time-frame specified by the employer), you may request a delay in making your decision.

Your letter asking for a delay should contain the following information.

1. Thank those individuals in the company that you feel are responsible for a favorable decision in your case.
2. Request the delay desired and explain the difficulty involved that precludes an immediate answer. Specify when you would like to respond.

3. Assure the addressee that if the arrangement you suggest is not satisfactory you will try to redirect your plans to meet their needs.
4. Friendly close.

CORRESPONDENCE PRACTICES

Don't expect a personal response to each inquiry sent out. Many employers use pre-printed form letters. Just remember, an invitation to an interview or letter expressing "interest" and the desire to keep your resume on file for future consideration is valid no matter what the form used. The important thing is how you respond.

Compose your letters in an easy flowing language. Avoid pompus or meaningless phrases and stilted sentence structure.

Be brief, but thorough (one page).

Check carefully for grammatical and spelling errors.

Always type your letters using standard business letter forms.

Remember, good correspondence practices by themselves seldom get jobs, but they do initiate favorable consideration and the opportunity for interviews. Poor correspondence practices, on the other hand, will remove you from job consideration at the outset.

FIGURE 1

COVER LETTER FORMAT

Your Address
City, State, Zip
Telephone Number
Date

Mr. Michael S. Reeder
Professional Employment Specialist
FLORIDA POWER CORPORATION
Post Office Box 14042
St. Petersburg, Florida 33733

Dear Mr. Reeder:

Your opening paragraph should arouse interest on the part of the reader. Tell him why you are writing the letter. Give information to show your specific interest in his company.

The second paragraph should tell him, in brief terms, your academic (and professional) background and identify the title(s) of the job(s) you are seeking. Be as specific as possible about the kind of job you want. Don't make the reader try to guess what would be of interest to you.

Your middle paragraph(s) should create desire. Give details that will show the reader why you should be considered as a candidate. Cite specific examples of your qualifications for the particular job(s) sought. Refer to your resume or other material. Use as much space as needed to tell your story, but keep it brief and to the point.

In your closing paragraph ask for action. Ask for an appointment suggesting a time when you will be free. A positive request is harder to ignore than a vague hope.

Very truly yours,

(Sign and Type Your Name)
Enclosure

FIGURE 2

SAMPLE RESUME COVER LETTER

Your Address
City, State, Zip
Telephone Number
Date

Ms. Maureen Wright, Director
Professional Staffing
UNITY HOSPITAL OF MIAMI
900 S. W. 80th Street
Miami, Florida 33158

Dear Ms. Wright:

This job inquiry is in response to your vacancy listing in the May issue of the American Journal of Occupational Therapy. I visited Unity Hospital's nationally recognized clinic this past summer and would consider it an honor to be a member of its professional staff.

I will graduate from the University of Florida on June 12, 1977 with a bachelor degree in Occupational Therapy. My primary interest is working with older patients although I would not like to limit myself to that group.

In addition to the internships listed in the enclosed resume, I have done volunteer work with physically handicapped senior citizens and under-privileged children. Beside being personally rewarding, these experiences have given me an understanding of problems and needs of widely divergent age groups in regard to occupational therapeutic treatment.

At your convenience, I would appreciate the opportunity to talk with you in detail about job prospects.

Kindest personal regards,

(Sign and Type Your Name)

Enclosure: Personal Resume

FIGURE 3

SAMPLE RESUME COVER LETTER

Your Address
City, State, Zip
Telephone Number
Date

Mr. Joseph W. Card
Delta Woodlands Manager
Southern Kraft Division
INTERNATIONAL PAPER COMPANY
Woodlands Department
Natchez, Mississippi 39120

Dear Mr. Card:

This job inquiry is important to me. The stature and reputation of your company in the industry is known to both professors and forestry students here at the University of Florida. It would be a privilege for me to be a part of your Woodlands Department.

I will graduate from the University of Florida in June 1977, with a Bachelor of Science Degree in Forestry. My primary interest is in timber management.

I am presently working as a student research technician for the Cooperative Research in Forest Fertilization Program (CRIFF). This experience has given me an increased understanding of forest fertilization management, and of research application to forestry problems. Also, I have considerable part time and vacation work experience, the income from which financed a fair portion of my education.

I would appreciate an appointment with you or your representative so that I could present my qualifications personally. My academic schedule this quarter permits availability for an interview on any Friday or Saturday. If these days are inconvenient, I can make special arrangements with my Dean to be absent from classes on another day.

Sincerely yours,

(Sign and Type Your Name)

Enclosure: Personal Resume

FIGURE 4

SAMPLE INTERVIEW ACCEPTANCE LETTER

Your Address
City, State, Zip
Telephone Number
Date

Mr. John E. Jackson
Director of College Relations
Personnel Department
SEARS, ROEBUCK, AND CO.
675 Ponce de Leon Avenue, NE
Atlanta, Georgia 30395

Dear Mr. Jackson:

Thank you for your telephone call (letter, verbal offer, etc.) on March 1, 1977, inviting me to Atlanta for further interviews. I was pleased to hear from you because after our initial conversation, I was impressed with Sears' training approach and wanted to be considered further.

I am eager to get together as soon as possible because I hope to make an employment decision around April 1. Since the campus spring break falls between March 11 and 25, would it be possible to get together then? Would March 15 be okay with you? (Or if just confirming, indicate that you plan to arrive by 9:00 A.M. on March 15.)

I prefer to make my own travel plans. Being unfamiliar with your location in Atlanta, would you please make a hotel reservation for two people as my spouse wishes to accompany me. Of course, I will pay any cost over one person. Please advise me of the hotel accommodations.

Your program appears to be exactly what I am seeking. I will arrive in your office by 9:00 A.M. unless advised otherwise. Thank you for your consideration.

Very truly yours,

(Sign and Type Your Name)
P.S. Enclosed is your completed application blank and a copy of my transcript as requested.

FIGURE 5

SAMPLE INTEREST LETTER

Your Address
City, State, Zip
Telephone Number
Date

Mr. Evan A. Milton
College Employment Coordinator
SOUTHERN BELL TELEPHONE COMPANY
888 Jacobs Building
Jacksonville, Florida 32202

Dear Mr. Milton:

Thank you for your letter of January 3, 1977. I was disappointed that there are no openings in the traffic department at this time. However, I do appreciate your offer to retain my resume in the event an opening does occur.

Please give me continuing consideration until June 11 (the date of my graduation). I would also like to widen my work location preference to include all of Florida. In the event I become no longer available during the stated time, I will notify you immediately.

Since I do not plan to change my residence prior to graduation the above address and telephone number will be current in the event you wish to contact me.

Once again, thank you for your interest. Southern Bell is beyond a doubt my first choice for employment. I will look forward to hearing from you in the future.

Very truly yours,

(Sign and Type Your Name)

FIGURE 6

SAMPLE OFFER ACCEPTANCE LETTER

Your Address
City, State, Zip
Telephone Number
Date

Mr. Howard K. Wickham
Vice President, Personnel
BARNETT BANKS OF FLORIDA, INC.
100 Laura Street
Jacksonville, Florida 32202

Dear Mr. Wickham:

Thank you for all of the time spent considering me for a position with Barnett Banks. I am very appreciate of your efforts and those of Mr. William Jenner and Ms. Sue Clemons of the Trust Department who have given me so much of their attention.

I wish to accept your offer as a trainee in your Trust Department at the salary of $10,850.00. I recognize that this is contingent upon my passing a routine physical examination from which I anticipate no difficulty. The influence of Mr. Jenner triggered my decision. I am sure it will be a pleasure to work with him. I function best when challenged and he has the knack of making one want to do their best.

I would like to report for work as soon after graduation, June 15, as possible. Please let me know an acceptable starting date. My wife and I plan to take Ms. Clemons up on her offer to help us search for an apartment which we hope to do about two weeks before my starting date.

Please advise me if there is any data you need or if any other details need to be handled. I am eagerly preparing for my new assignment and looking forward to talking with your soon.

Very truly yours,

(Sign and Type Your Name)

FIGURE 7

SAMPLE OFFER DECLINING LETTER

Address
City, State, Zip
Telephone
Date

Mr. William J. Schiever
Employment Manager
THE MIAMI HERALD PUBLISHING COMPANY
One Herald Plaza
Miami, Florida 33101

Dear Mr. Schiever:

Thank you for all of the time that you have spent considering me for a position as an ad writer in your advertising department. I am very much appreciative of all of your efforts and those of Mr. James who gave so much of his time to me.

I have just made one of the most difficult decisions of my life. Who should I go to work for? I have been quite fortunate in having a choice between some of the most outstanding opportunities ever presented to me.

After much deliberation with faculty and placement office personnel, I must respectfully decline your invitation to join your staff. I feel that another opportunity matches my qualifications and interests better at this stage of my career. In the unlikely event that the other opportunity does not work out as planned, I would hope that you could leave the door open for possible discussions of something else in two or three years. I am very impressed with your operation and professional way of doing things.

I have advised a number of my friends of your cordial and candid approach to hiring college graduates. A number have expressed an interest in speaking with you. I know that you have offers extended to other graduating students of the University of Florida and I wish you much success in your recruitment efforts. I sincerely appreciate all of your kindness and consideration toward me.

Very truly yours,

(Sign and type your name)

FIGURE 8

SAMPLE DELAYING LETTER

Address
City, State, Zip
Telephone
Date

Mr. Arthur J. Andersen
Personal Manager
PRICE WATERHOUSE & COMPANY
Post Office Box 011631
Miami, Florida 33101

Dear Mr. Andersen:

Thank you for the time you have spent considering me for a position as a staff accountant in your Miami office. I am very appreciative of your efforts and those of Mr. Silversmith who gave me so much of his time during my last visit.

Price Waterhouse is my first choice for employment. However, without my knowledge I was referred to another firm by a professor and in return received an unexpected interview invitation.

Because of the circumstances, I feel obligated to meet with the employer in question. The interview is scheduled to take place in three weeks. I would therefore appreciate a delay of 30 days (date) in responding to your job offer.

Since I in no way wish to inconvenience you or jeopardize my situation with Price Waterhouse, please inform me if the suggested arrangement is not feasible and I will try to make other plans.

I appreciate the confidence you have shown in me through the job offer. If you need any additional information, please call me. Thank you for your consideration in this unusual situation.

Very truly yours,

(Sign and type your name)

JOB MARKETABILITY TRAINING COURSE #2--SESSION 3

JOB INTERVIEW TECHNIQUES

The employment interview is one of the most important events in the average person's experience, for the obvious reason that the 20 or 30 minutes he spends with the interviewer may determine the entire future of his life. Yet college recruiters are continually amazed at the number of applicants who drift into job interviews without any apparent preparation and only the vaguest idea of what they are going to say. Their manner says, "Well, here I am." And that's often the end of it. In more ways than one.

Others, although they undoubtedness do not intend to do so, create an impression of indifference by behaving as though they'd dropped in between coke dates. The young man who reports to an interview wearing saddle shoes and a sports coat--who leans back in his chair and lights up a cigarette--seems to be saying, "What can you do for me?"

At the other extreme, a few applicants get themselves into a state of mind where they feel as if they are being marched into a medieval inquisition chamber. When they arrive they are in the last stages of nervous fright and unable to do much but gulp and answer in monosyllables.

These marks of inexperience can be avoided by knowing a little of what actually is expected of you and by making a few simple preparations before the interview.

Here are some of the things you can do to get yourself ready:

1. Find out the exact time and place of the interview.

2. Write the time and place down and keep the notation with you.

3. Get the full name of the company straight, along with its address.

4. Be certain you have your interviewer's full name, and find out how to pronounce it if it looks difficult.

5. Do some research on the company interviewing you (this will be covered in more detail later on in this presentation).

6. Prepare your questions before you go in for the interview (also covered in more detail later on).

7. Bring a pencil or a pen with you. Also have some kind of note paper with you, out of sight. You may be asked to take something down. If not, you should make a few notes immediately after you leave the interview.

8. Plan to arrive at the designated place at least 15 minutes early, if you can. Late arrival for a job interview is almost never considered excusable.

9. Observe the essentials of neatness and cleanliness. It might be well to note, however, that a woman should use cosmetics conservatively and that she should have a neat hair style. A man should pay careful attention to details such as his hair and fingernails.

10. In regards to suitable clothing, your own good taste is your best guide. Conservative dress is generally most appropriate. Remember that you are looking for a job--not going to a party.

11. Each of the above suggestions is meant to be helpful, but it would be a mistake to become unduly worried over too many details. A genuinely attractive personality and a good academic record will overcome most small errors. Be friendly, honest, and sincere and you should make a good impression.

COMMUNICATION SKILLS

PREPARING FOR THE JOB INTERVIEW

"The key to a successful interview is TO BE IN REALITY WHAT YOU APPEAR TO BE" (be yourself).

BEFORE WE START -- a couple of thoughts & insights.

A. I will not suggest you shave your beard or cut your hair.

B. Or alter your hemline or change your hair style.

C. Neither will I give you any STOCK PHRASES OR BUZ WORDS; however,

D. There are some factors involved in an interview that surface and influence the situation regardless of anything else--These are:

   1. Your personality

   2. Interviewers personality

   3. Physical setting of an interview

   4. Time limitations

E. Each interview depends upon the person conducting it. However, the Basic Structure is:

   1. INTRODUCTION -- Establish rapport

   2. BACKGROUND -- The Why, where and when

   3. DISCUSSION -- Career objectives fit to company

   4. CLOSE -- Final instructions

I. THE INTRODUCTION

A. This is where the interviewer notes first impression and makes judgments on:

1. Appearance
2. Manner
3. Energy (turned on by ideas and challenges)
4. Enthusiasm and reflectiveness

----The key is still -- be yourself----

B. The interviewer will set tone with small talk or other gestures to

C. Establish a positive atmosphere, but remember,

D. First impressions influence people

1. Appearance is therefore a consideration (No neat and clean routine) But be yourself--if a beard, long hair, no make-up or "Alice in Wonderland" appearance is going to hinder your chances to get a job--then IT'S YOUR DECISION. Your question to yourself, How important is it? Do a little soul searching. You may decide you want to take your chances with an unconventional appearance. --BUT YOU BETTER DECIDE!!

E. Remember, the evaluation starts the minute you enter the room--the way you

1. Look
2. Shake hands
3. Sit
4. Talk--All play a major part on the impression you make.

II. THE BACKGROUND

A. The Why, Where and When. The interviewer:

1. Revises or confirms initial judgment
2. Notes how you handle yourself

3. Begins to evaluate your qualifications and suitability for employment
4. Makes tentative decision--either you are (or are not) someone his company would like to employ
5. If you ARE NOT, he will begin to move directly to the CLOSE
6. If you are, he will go into the DISCUSSION

B. Examples (just a few of a long list) of topics the interviewer may choose to discuss:

1. Grades--High school and college
2. Factors influencing attending college
3. Depth and extent of major subject interest
4. Extra-curricular activities
5. Personal interest and concerns--These are all questions designed to MEASURE SELF EXPRESSION --ability to communicate with others in a clear and logical manner.

C. Specifically the interviewer is seeking to EVALUATE your

1. MEASURE OF SELF CONFIDENCE
2. ABILITY TO RELATE TO OTHERS
3. MOTIVATION
4. INTEREST SPAN
5. PERSONAL VALUES
6. CAREER AMBITIONS (EXPECTATIONS) TO SEE IF THEY ARE BALANCED WITH YOUR PAST PERFORMANCE (GRADES, WORK EXPERIENCE, OTHER INTERESTS, EXTRA-CURRICULAR ACTIVITIES, ETC.)

D. Companies are looking for well adjusted men and women. You will find that TO BE YOURSELF IS TO KNOW YOURSELF.

E. Two blunt interview Questions you should always BE PREPARED to answer are:

1. What do you have to offer?
2. Why do you want to work for my company?

F. All kinds of work background is important--do not overlook experiences because they do not relate to the job you seek. IMPORTANT--evaluate your work experience and be able to relate them in a positive manner.

G. SELF-STARTERS, SELF-MOTIVATIONS, NOT AFRAID TO WORK--these are important indicators interviewers seeks.

H. A good self assessment can make you more articulate and it can help you to direct your thinking in responding to such questions.

III. THE DISCUSSION

A. It is here that the interviewer will:

1. Start helping you match career goals with organizational opportunities
2. Do a selling job on the company (training--advancement--benefits)
3. Give you an opportunity to:

   a. Ask questions
   b. Sell your product (YOU)

B. Make sure you read the Company Literature (You must have some knowledge about the company). Failure to do your homework before an interview can be the Kiss of Death.

C. Try to be prepared to discuss:

1. Job responsibilities in your area of interest
2. Other areas or activities that attracted your attention in the literature
3. Company operations and policies
4. Your geographical preference in relation to areas that the company functions
5. Benefits

D. Allow interviewer to initiate discussion of salary.

E. The discussion is a critical part of an interview--The interviewer is trying to determine your qualifications and to match these with particular job openings--consequently:

F. Know your immediate and long range objectives--be able to express them in a clear organized fashion.

IV. THE CLOSE

A. It is here you receive the information needed to insure a clear understanding of the employment procedure.

B. If your interview has been successful to this point the interviewer will:

1. Let you know when next to hear from him or the company
2. Describe steps for application (give you an application form)
3. Suggest a company visit or visit with the people with whom you would work
4. Make arrangements for testing
5. Arrange for a further meeting or indicate you will receive specific communications in the next few weeks
6. Or give you other need instructions.

A FEW OBSERVATIONS ON THE JOB INTERVIEW

A. Preparation for interview

1. Analyze yourself

Strength, weaknesses, background, academic performance, vocational interests, and your personal aspirations and values--be prepared to express your overall qualifications for a career in an organized, logical and convincing manner.

B. Study your prospective employer

Most employers are turned off by candidates who demonstrate a lack of knowledge about their organization. Know--Products--Services--Type of jobs available--Training programs, and geographical locations of the company's business operations.

C. Be on Time

D. Let basic good taste be your guide in your appearance. A neat business-like appearance is still a key factor in making a good first impression.

E. Attitude

Just be yourself. Emphasize positive aspects. Display personal energy. You are selling a product--YOU.

F. Negative Comments should not be volunteered but when asked the truth should be given in the interest of sound ethics.

G. Excuses and Criticisms are out of place--be positive.

H. Ask appropriate questions if you are not clear on important points. Do not ask questions because you think it is expected.

I. Follow-up on the interview.

Write down--Name, address, title of interviewer--promptly send any additional matter he requests. Most often it is a good idea to write a letter of appreciation for the interview.

Negative factors evaluated during the employment interview and which frequently lead to rejection of the applicant.

As reported by 153 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University.

1. Poor personal appearance.
2. Overbearing--overaggressive--conceited "superiority complex"--"know-it-all."
3. Inability to express himself clearly--poor voice, diction, grammar.
4. Lack of planning for career--no purpose and goals.
5. Lack of interest and enthusiasm--passive, indifferent.
6. Lack of confidence and poise--nervousness--ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money--interest only in best dollar offer.
9. Poor scholastic record--just got by.
10. Unwilling to start at the bottom--expects too much too soon.
11. Makes excuses--evasiveness--hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy--ill mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy hand-shake.
21. Indecision.
22. Loafs during vacations--lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.

29. Lack of knowledge of field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant--strong prejudices.
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High pressure type.
50. Indefinite response to questions.

INTERVIEWING TIPS

Information to Have on the Employer

1. Relative size of firm in the industry.
2. Potential growth for the industry.
3. Percent of annual sales growth the last five years.
4. Array of product line or services.
5. Potential new markets, products, or services.
6. Various price points in product or service line.
7. Who is the competition.
8. Age of top management.
9. Organization structure--by product line, functional, etc.
10. Geographical locations.
11. Number of plants, stores, or sales outlets.
12. Short-term profit picture.
13. Structure or unstructured training.
14. Average time in non-management assignment.

15. Recent items in the news.
16. Structure of assets.
17. Relocation policies.
18. Percent of annual growth in earnings per share.
19. Present price of stock
20. People you know in the firm.
21. Formal versus on-the-job training.
22. Typical career path in your field.
23. Location of home office.
24. Name of recruiter.

Predictors of Success

1. Ambition and motivation.
2. Grades.
3. Related work experience.
4. Creativity and intelligence.
5. Teamwork capabilities.
6. Initiative and responsibilities.
7. Good personality (outgoing)
8. Job "fit."
9. Specific courses.
10. Adaptability.
11. Leadership ability.
12. Ability to communicate.
13. Work habits.

Twenty Frequently Asked Questions

1. Tell me about yourself. Expand on your resume.
2. For what position are you applying?
3. What are your long-term career goals? Where in ten years?
4. Why do you feel that you will be successful in. . . .?
5. What supervisory or leadership roles have you held?
6. How do you spend your spare time?
7. What have been your most satisfying and most disappointing school or work experiences?
8. What are your strongest (weakest) personal qualities?
9. Give me some examples that support your stated interest in. . .(field, industry, position, or firm).

10. Why did you select us to interview with?
11. What courses did you like best? least? why?
12. What did you learn or gain from your part-time and summer job experiences? Relate to your goals?
13. Which geographic location do you prefer? Why?
14. Would you prefer on-the-job training or a formal program?
15. What can you do for us now? What can I do for you?
16. What are your plans for graduate study?
17. Why did you choose your major?
18. Why are your grades low?
19. Tell me about your extracurricular activities and interests.
20. Why did you quit your various jobs?

Frequent Student Inquiries

(Questions are pertinent only if the answer influences you)

1. How much travel is normally expected?
2. Do employees normally work many hours of overtime?
3. Can I progress at my own pace or is it structured?
4. How frequently do you relocate professional employees?
5. What is the average age of your first level supervisors?

6. Is the sales growth in the new product line sustainable?
7. How much contact and exposure to management is there?
8. At what level is an employee placed in the "exempt" status?
9. Is it possible to move through the training program faster?
10. When does the training program begin? Only in June?

11. About how many individuals go through your program each year?
12. What is the housing market for young married couples in. . .?
13. How much freedom is given and discipline required of the new people?
14. Would I have to cut my hair and trim my mustache?
15. Does the firm recommend any night courses the first year?

16. How often are performance reviews given?
17. Is it possible to transfer from one division to another?
18. How much decision-making authority is given after one year?
19. Have any new product lines been announced recently?
20. How soon after graduation would I expect to report for work?

21. How much input does the new person have on geographical location?
22. In your firm, is this position more analytical or more people oriented?
23. In promotions, are employers ever transferred between functional fields?
24. Does the firm provide employee discounts?
25. Is a car provided to travelling personnel?

26. Is the city difficult to adjust to compared to this campus community?
27. What is the average age of top management?
28. What is the normal routine of a . . . like?
29. How much independence is allowed in dress and appearance?
30. Is public transportation adequate?
31. What is the average time to get to . . . level in the career path?

THE INITIAL INTERVIEW IS NOT THE TIME TO INQUIRE ABOUT SALARY!

Fifteen Knockout Factors

(Reasons why candidates receive rejection replies)

1. Lack of proper career planning--purposes and goals ill defined.
2. Lack of knowledge of field of specialization--not well qualified.
3. Inability to express himself clearly.
4. Insufficient evidence of achievement or capacity to excite action in others.

5. Not prepared for the interview--no research on company.
6. No real interest in the organization or the industry--merely shopping around.
7. Narrow location interest--unwilling to relocate later.
8. Little interest and enthusiasm--indifferent.
9. Overbearing--overaggressive--conceited.
10. Interested only in best dollar offer.
11. Asks no or poor questions about the job.
12. Unwilling to start at bottom--expects too much too soon.
13. Makes excuses--evasiveness--hedges on unfavorable factors in record.
14. No confidence and poise--fails to look interviewer in the eye.
15. Poor personal appearance.

APPENDIX I

HAND-OUT SHEET--JOB MARKETABILITY TRAINING COURSES

HAND-OUT SHEET--JOB MARKETABILITY
TRAINING COURSES

EXPERIMENTAL GROUP

JOB MARKETABILITY TRAINING COURSE #1

OFFERED:

July 5 Tuesday Night, 7:00 - 9:30 P.M.
Reitz Union, Room 362-363

July 6 Wednesday Night, 7:00 - 9:30 P.M.
Reitz Union, Room 362-363

July 7 Thursday Night, 7:00 - 9:30 P.M.
Norman Hall, Room 342

July 11 Monday Night, 7:00 - 9:30 P.M.
Reitz Union, Room B72

ATTEND ONE OF THESE NIGHTS

JOB MARKETABILITY TRAINING COURSE #2

OFFERED:

July 12 Tuesday Night, 7:00 - 9:30 P.M.
Reitz Union, Room 362-363

July 13 Wednesday Night, 7:00 - 9:30 P.M.
Reitz Union, Room 362-363

July 14 Thursday Night, 7:00 - 9:30 P.M.
Norman Hall, Room 342

ATTEND ONE OF THESE NIGHTS

APPENDIX J

PRESENTER RATING SHEET

Date_____

PRESENTER RATING SHEET

INSTRUCTIONS: Please rate the presenter at the level best representing your estimate of his competence.

SCALE: Use the following scale in each category.

1 2 3 4 5
Poor Excellent

CATEGORIES:

Appearance	1	2	3	4	5
Speech	1	2	3	4	5
Enthusiasm	1	2	3	4	5
Leadership	1	2	3	4	5
Knowledge of Subject Matter	1	2	3	4	5
Skill as Instructor	1	2	3	4	5

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BIOGRAPHICAL SKETCH

Alan G. Schlossman was born on September 29, 1950, in Charleston, South Carolina. He attended public school in Plainview, New York, where he was graduated from Plainview-Old Bethpage High School in 1968.

From 1968 to 1972 he attended the State University of New York at Stony Brook, where he received a Bachelor of Arts degree in psychology in May 1972. While attending Stony Brook he met his wife, the former Lorna Ann Altman. They were married in 1975. Upon graduation from college, he worked as a counselor/tutor in a home for emotionally disturbed boys in Huntington, New York.

From 1973 to 1975 he attended graduate school at the University of Florida, where he received the degrees Master of Education and Specialist in Education in counselor education in June 1975. He entered the doctoral program in counselor education at the University of Florida directly after graduation. While pursuing his doctoral degree, he was employed by the University of Florida Department of Counselor Education, the University of Florida Psychological and Vocational Counseling Center, and Santa Fe Community College.

After receiving the doctor of philosophy degree in counselor education at the University of Florida in December 1977, he expects to begin full-time employment as a counselor at Daytona Beach Community College in January 1978.

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Harold C. Riker, Chairman
Professor of Counselor Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

E. L. Tolbert, Associate Professor
of Counselor Education

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.

Franz Epting, Associate Professor
of Psychology

This dissertation was submitted to the Graduate Faculty of the Department of Counselor Education in the College of Education and to the Graduate Council, and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

December 1977

Dean, Graduate School