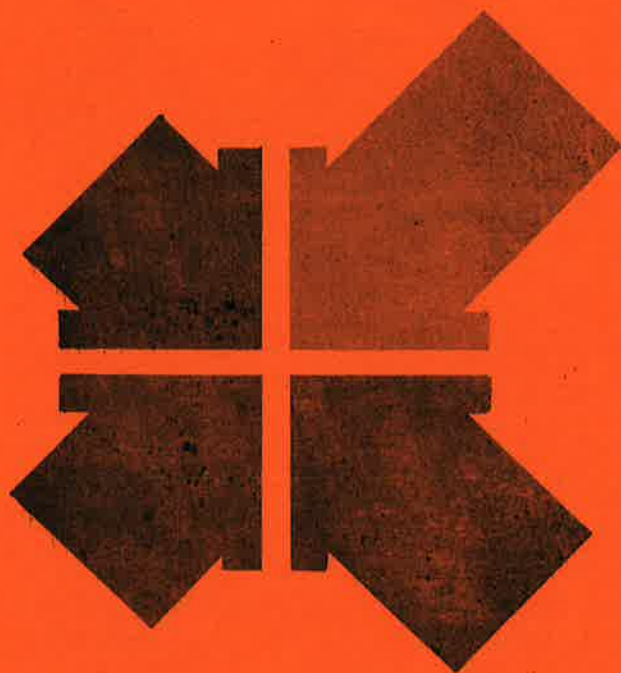


# *Recruiting Trends*

**1975-76**

A Study of 372 Businesses, Industries, Governmental Agencies,  
and Educational Institutions Employing New College Graduates



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## SUMMARY

This report is a summary of the fifth annual Recruiting Trends Survey conducted by the Michigan State University Placement Services for 1975-76. Each year we survey a representative cross section of employers in business, industry, government, and education. We request information on job prospects for new graduates, opinions on current academic preparation needed from college graduates, and suggestions on ways of improving the education at colleges and universities. Other questions address anticipated salary offers, hiring practices, and employer attitudes and opinions about present and future job opportunities.

From the results included in this report, some general observations are possible:

1. Hiring - The demand for new college graduates in 1975-76 should increase slightly toward the end of the year. Guarded optimism would best describe this recruiting season. Employers believe that the economy will turn upward and that their recruitment needs will thereby increase, but they are unable to increase their hiring yet.
2. Campus Recruiting - The number of campuses visited by employers in 1975-76 will decrease somewhat, approximately 6 to 10 percent. Even on campuses where employers do recruit, they will have fewer schedules and smaller needs. Expect more competition among students for interview appointments and more specialization in employer requests.
3. Demand by Major - The trend toward more specialization in recruitment needs will continue. An abundance of candidates in most disciplines permits employers to be more selective in their advertised employment opportunities. Business, industry, and government employers cite needs for more engineers, business graduates, and health services employees. Education employers have unfilled needs for vocational education teachers, school social workers, and school psychologists while most disciplines remain crowded.
4. Recruitment of Minorities and Females - Employers anticipate visits to campuses where minority and female candidates are available, especially in engineering and in business. Employers suggest that more aggressive admissions programs are needed to attract more female and minority candidates into these shortage areas. Too many qualified women and minorities are being prepared in liberal arts, humanities and social science for available employment opportunities.

5. Advanced Degrees - Although employers expect the demand for new graduates to increase somewhat, the demand for Master's and Doctoral Degree candidates will decrease. Doctoral Degree graduates will get jobs but in lower level positions in many cases.
6. Salary Offers - Regardless of supply and demand, salary offers continue to climb. On the average, offers to new college graduates are expected to increase five to six percent. Some disciplines may increase as much as eight percent; others less than three percent.
7. Recommended Curriculum Revisions - Employers offered some suggestions for improvement of education curricula. Because some college graduates are not prepared to enter the work world, employers recommended that colleges and universities introduce students to the world of work through career-oriented courses, work/study assignments, cooperative education programs, and more seminars on job responsibilities and functions. Another recommendation was that students get a specialty needed by employers, diversify their curriculum (in liberal arts and social science), learn a marketable skill, and establish goals and priorities compatible with today's real world.
8. Career Counseling - To help alleviate some of the problems facing college graduates today, employers proposed that more adequate career counseling was necessary. As early as elementary, junior high, or high school, students should start exploring their career interests and get counseling help. Students must become more responsible for their own prospects. More realistic high school and college counseling are needed to make students aware of the real state of the economy. Some students should be encouraged to enter high-demand, vocational areas. The stigma of a non-college education must be removed so that high school and two-year technical and vocational skills are perceived as valuable, too. Career counseling personnel should attempt to optimize the student's job potential while maximizing his/her educational capability. This orientation will mean more emphasis on lifelong education--earning while learning.
9. Employment Interviews - Employers recommended that students be taught how to have successful interviews. The "art" of getting a job is most important. Employers cited some of their favorite questions about long- and short-range goals, career objectives, strengths and weaknesses, knowing oneself, extra-curricular activities and interests, work experiences, and academic preparation. Employers expect graduating students to know their career objectives when entering employment interviews.

10. Men vrs. Women - Employers generally believe that women are accomplished team players, that women are a necessity in organizations, and that women are effective administrators. Employers believe that women learn team-work, competition, cooperation, and discipline through their own activities without sports competition.
11. Employers' Counsel to College Graduates - The outlook for college graduates in 1975-76 will be "fair". To be successful in this job market, employers recommend that graduating students be competitive and flexible and that they plan with more than one career alternative in mind. Although too many college graduates are being prepared for limited employment opportunities, job opportunities do exist. Jobs exist especially for those who are pleasantly aggressive, tactful, personable, and, most of all, willing to work. For many college graduates in today's job market, it will be necessary to start at the bottom and work their way up as earlier generations did. If college graduates are challenged by this prospect, employers want them!

Which category best describes your organization and how many employees are on your payroll?

Employer Category	1-99	100-499	500-999	1000-4999	5000-9999	10,000 or more
Accounting	11	3		1	2	
Aerospace & Comp				4		4
Agribusiness				5	1	2
Auto & Mech Equip		3		4		10
Banking & Finance	6	6	1	9	4	4
Chemical & Drug			4		3	17
Construction		2	1	3	2	5
Education	1	30	13	19	8	6
Electrical Mech			1	2	2	5
Electronics	1			2	1	7
Food & Beverage	1	1	1	2	4	4
Glass & Paper & Pkg				1	1	9
Government Admin	1			1	9	6
Hospitals & Health				7	1	2
Hotels & Motels		1		3	1	4
Merchandising		1		6	7	14
Metals		1	3	1	3	10
Military				2		3
Petroleum		1			1	4
Printing			1	3		
Public Utilities		1	1	2	3	8
Research & Consult	1		2	6	3	2

## DEMAND FOR NEW COLLEGE GRADUATES BY EMPLOYER CATEGORY

Employer Category	Anticipated Demand Compared to Last Year
Accounting	slight increase
Aerospace & Components	remain the same
Agribusiness	remain the same
Automotive & Mechanical Equipment	slight increase
Banking, Finance & Insurance	slight increase
Chemicals & Allied Products	substantial increase
Construction & Building Materials Mfg.	slight increase
Educational Institutions	slight decrease
Electrical Machinery & Equipment	slight increase
Electronics & Instruments	remain the same
Food & Beverage Processing	remain the same
Glass, Paper, Pkg. & Allied Products	slight increase
Government -- Federal & State	slight decrease
Hospitals & Health Services	slight increase
Hotels, Motels, Resorts, Camps, Recreational Facilities	remain the same
Merchandising & Related Services (Retail Industries)	remain the same
Metals & Metal Products	slight decrease
Military	remain the same
Petroleum & Allied Products (Natural Gas included)	slight increase
Printing, Publishing & Info. Services	remain the same
Public Utilities (including Transportation)	slight decrease
Research and/or Consulting Services	remain the same
Tire and Rubber	remain the same

Compared to last year, what change does your organization anticipate in the hiring of new college graduates for 1975-76?

Candidate Type	Increase						Remain the Same	Decrease						None Hired
	75%-more	50-74%	25-49%	11-24%	6-10%	1-5%		1-5%	6-10%	11-24%	25-49%	50-74%	75-100%	

Business, Industry, & Government

All New Coll Grads	3	8	5	14	29	27	95	7	10	14	7	5	2	20
Male Grads	1	7	3	12	23	15	94	15	21	12	10	4	1	16
Female Grads	3	6	11	15	37	48	73	7	5	1	4	4	1	19
Minority Grads	4	4	16	21	48	46	60	1	4	1	4	2	1	18
Bachelor's Degree Grads	2	6	2	14	25	22	107	5	9	10	9	3	2	18
Master's Degree Grads	1	2	1	6	9	23	94	9	4	7	7	4	1	62
Doctoral Degree Grads	1	1		1	5	11	56	5	4	2	3	3	4	127

Education

All New Coll Grads		1	2		2	2	48	5	3	2	1			5
Male Grads		1	1		1	1	46	6	3	1				3
Female Grads		1	2		1	3	44	6	3			1		3
Minority Grads	1	1		4	2	11	40	1						5
Bachelor's Degree Grads	1	1	1		1	3	39	6	2			1		2
Master's Degree Grads		1				2	43	6	3	1			1	6
Doctoral Degree Grads						2	36	3						24

Observations:

Business, industry, and government employers are expecting an overall increase of approximately 4-8% in hiring of all new college graduates. The increase for minority graduates will be approximately 6-10%. At the Master's Degree level, the anticipated change will be a decrease of approximately 1-5%. For Doctoral Degree recipients, few business, industry, and government employers expect to hire any. For those that do hire Doctoral Degree graduates, they expect the overall market to remain the same or decrease somewhat.

In education, the picture is expected to remain the same or decrease somewhat. Only a few school districts expect to increase their hiring for primarily minority graduates.

What change, if any, do you expect in the overall employment picture for college graduates in the next three to five years?

Increase						Remain the Same	Decrease						None Hired
75%- more	50- 74%	25- 49%	11- 24%	6- 10%	1- 5%		1- 5%	6- 10%	11- 24%	25- 49%	50- 74%	75- 100%	

Business, Industry, & Government

2	5	8	31	77	38	53	10	10	6	3	1		
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Education

			1	6	8	20	12	13	5	1			
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Observations:

Employers in business expect the job market to increase approximately 6-10% in the next 3-5 years. Education employers expect the market to remain the same or decrease 1-10%.

What change, if any, do you anticipate in the total number of professional employees working for your organization during 1975-76?

Increase						Remain the Same	Decrease						None Hired
75%- more	50- 74%	25- 49%	11- 24%	6- 10%	1- 5%		1- 5%	6- 10%	11- 24%	25- 49%	50- 74%	75- 100%	

Business, Industry, & Government

1	2	2	14	57	62	92	8	9	2				1
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Education

				5	8	23	14	13	5				
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Observations:

The number of professional employees working for business employers during 1975-76 is expected to increase 1-10%. In education, the number of employees is expected to decrease 1-10%.

What changes, if any, do you expect in salary offers to 1975-76 college graduates?

Candidate Type	Over 10%	9-10%	7-8%	5-6%	3-4%	1-2%	Remain the Same	1-2%	3-4%	5-6%	7-8%	9-10%	Over 10%	None Hired
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Business, Industry, & Government

All New Coll Grads	1	8	32	83	44	17	45		2			1	1	22
Degree Levels:														
Bachelor's	2	7	29	78	44	17	43	1	1			1	1	22
Master's	1	8	21	58	29	16	36		2			1		61
Doctoral	1	2	12	32	14	14	28	1	1			1		123
All Women College Grads	1	11	32	79	37	18	41	1	2	1				22
All Men College Grads	2	8	30	73	43	17	45		1	1			1	21
All Minority College Grads	2	14	33	73	35	16	43		1	1				23

Education

All New Coll Grads		9	17	21	4	4	9							4
Degree Levels:														
Bachelor's		9	18	19	4	4	9							3
Master's		10	16	20	2	2	8							5
Doctoral		5	13	13	3		8							17
All Women College Grads		6	17	17	2		15							5
All Men College Grads		6	17	16	2		15							5
All Minority College Grads		7	17	18	3	1	12							4

Observations:

Starting salaries for all college graduates in 1975-76 are expected to increase 5-6%. In business, more employers expect salaries to remain the same than in education. Presumably, education employers have negotiated contracts with their professional employees which have built-in salary escalation regardless of economic conditions or supply and demand situations.

What changes, if any, do you expect in salary offers to 1975-76 college graduates (Bachelor's Degree) by academic major?

Business, Industry, and Government and Education

Academic Major	Increase						Remain the Same	Decrease						None Hired
	Over 10%	9-10%	7-8%	5-6%	3-4%	1-2%		1-2%	3-4%	5-6%	7-8%	9-10%	Over 10%	
Agriculture & Natural Resources	1	4	5	10	3	1	16			1				243
Arts & Letters (Liberal Arts)		2	10	33	13	8	47	2	2	2		1		164
Business Admin	1	14	22	58	31	22	38		1	3		1	1	107
Accounting	1	8	20	49	28	19	44		2	3		1		94
Bachelor's		6	9	40	20	15	32		1	1		1	1	145
Master's														
Communication Arts (TV/Radio, Speech)	1		4	12	4	1	13			1				247
Education		5	21	30	5	3	22			1			1	207
Engineering														
Chemical	1	12	8	25	13	3	22			2			1	199
Civil & Sanitary		4	6	23	15	3	20			2		2	2	209
Computer Science		3	11	34	25	10	24		1	2		2	2	177
Electrical	1	5	13	44	19	18	28		1	1			1	160
Mechanical	1	9	16	44	21	8	25			1		1	1	151
Metallurgy, Mech & Materials	1	2	7	27	8	7	19		1	1	1		1	212
Other Engr.			7	28	14	7	21		1	1			1	196
Human Ecology (Retail, Nutrition)			3	15	6	3	12			1				242
Human Medicine			3	7	5	1	6			1				259
Natural Science (Math, Physics)	1	1	9	28	15	10	31	1		2				191
Osteopathic Medicine			1	4	4	1	4			1				260
Social Science (Crim Jus/Ur Plan)	1		4	8	3	2	10		1	1				259
Urban Development Racial/Ethnic Stds			2	5	2	2	7			1				268
Veterinary Medicine		1	1	4	1		6			1				278

Observations:

Answers for education employers are included in this summary. Evidently there is little correlation between the demand by academic major and expected salary offers for college graduates. If employers expect to raise salaries for any academic major, they evidently will raise salaries for all academic majors.

What change, if any, are you experiencing with the number of the following types of candidates employed with your organization?

Candidate Type	Increase						Remain the Same	Decrease						None Hired
	75%-more	50-74%	25-49%	11-24%	6-10%	1-5%		1-5%	6-10%	11-24%	25-49%	50-74%	75-100%	

#### Business, Industry, & Government

Minorities	1	2	11	27	76	72	60	3	1					14
Women	1	2	11	18	69	54	84	2	1					12
Handicapped		1			16	67	108	1	1					58
Visually Impaired/Blind					5	20	109		1					113

#### Education

Minorities	1	1	1	2	5	22	33					1		7
Women		1				7	56			1				5
Handicapped						4	44							20
Visually Impaired/Blind	1					2	29							37

#### Observations:

Business, industry, and government employers are experiencing an increase of 1-19% in numbers of minority and women employed by their organizations. The numbers of handicapped are increasing 1-5%. The numbers of visually impaired or blind are generally remaining the same or none are hired by these organizations.

In education, the numbers of minority candidates hired was increasing 1-5%. The numbers of women, handicapped, and visually impaired/blind employees were generally remaining the same. Possibly more education employers were seeking male applicants for their positions since education employers have traditionally been the predominant employer of women.

Only 25 business and education employers recognized the problem of the visually impaired/blind and were attempting to employ more persons with this handicap.

What change in demand do you anticipate, if any, for the following academic majors in 1975-76:

Business, Industry, and Government and Education

Academic Major	Increase						Remain the Same	Decrease						None Hired
	75%-more	50-74%	25-49%	11-24%	6-10%	1-5%		1-5%	6-10%	11-24%	25-49%	50-74%	75-100%	
Agriculture		1	1		11	5	20	3						175
Arts & Letters					3	8	61	9	10	5	1	2		122
Business	1	3	3	7	43	37	105	11	6	2	2	2		34
Comm. Arts	1					5	28	5	1			1		158
Education	1				5	13	40	14	13	1		1		179
Engineering		2		13	35	36	59	4	5	2	2		1	74
Human Ecology				1		10	21	1						161
Natural Science		1		2	4	13	30	5	3	1	1			138
Osteo/Human Med					2	5	10							186
Social Science			1			4	23	4	3		1	1		166
Vet Medicine							8							192

Observations:

Answers to this question generally confirm that employers are still seeking business and engineering graduates. They are also avoiding arts and letters (liberal arts), communication arts, education, and human ecology majors.

Did your organization have any needs for employees in 1974-75 which were not met or were filled with unqualified candidates because of insufficient supply of qualified applicants?

Business, Industry, & Government

Yes 44 No 196

Education

Yes 16 No 52

Observations:

Business, industry, and government employers reiterated their needs as follows: technical positions/engineers (20), business (9), physicians/nurses (6), female/minority engineers (4), female/minority business (4), and technical sales (2).

Education employers indicated a need for learning disabilities teachers, industrial arts teachers, school psychologists, and school social workers.

When predicting your personnel needs, how closely related is each of the following factors:

Business, Industry, & Government	Very Much	Some- what	Not at All
Trends in the economy.....	129	105	16
Optimism in the business world.....	38	153	58
Current rate of inflation.....	30	116	95
Local millage/tax issues.....	9	34	207
Public opinion toward your organization.....	19	81	149
Current national political climate .....	17	79	150
Federal Reserve's monthly industrial production index.....	3	94	153
Consumer prices.....	27	87	131
Real spendable earnings of employees.....	27	85	136
Consumer confidence in the economy.....	33	121	92
Interest rates on industrial and commercial loans.....	42	90	113
Your organization's assets and budget balance.....	133	79	37
Manpower supply and demand.....	70	98	77
Birth rate and demographics.....	16	59	143

#### Education

Trends in the economy.....	15	42	12
Optimism in the business world.....		25	41
Current rate of inflation.....	13	31	22
Local millage/tax issues.....	55	11	7
Public opinion toward your organization.....	26	30	11
Current national political climate.....		25	41
Federal Reserve's monthly industrial production index.....	1	8	57
Consumer prices.....	5	27	34
Real spendable earnings of employees.....	4	29	33
Consumer confidence in the economy.....	6	28	33
Interest rates on industrial and commercial loans.....	10	13	43
Your organization's assets and budget balance.....	34	18	16
Manpower supply and demand.....	21	28	19
Birth rate and demographics.....	37	9	8

#### Observations:

Business employers feel that trends in the economy and their organization's assets and budget balance are key factors in predicting their personnel needs. Somewhat related are optimism in the business world, current inflationary trends, and consumer confidence in the economy.

Education employers note that their personnel needs are closely related to local millage/tax issues, their organization's assets and budget balance, and birth rate/demographic data. These factors are followed closely by trends in the economy, public opinion about their organization, and the man power supply and demand situation.

If you were to summarize the outlook for college graduates in the upcoming year, how would you describe it? One word is sufficient.

Observations:

Business, industry, and government employers summarized the employer outlook for college graduates with the following terms: improving (42), fair (28), good (21), competitive (17), and poor (13).

Education employers described the situation with the following: poor (10), fair (11), and bleak (8).

What change, if any, is your organization experiencing in the following:

Business, Industry, and Government and Education

Change	Increase						Remain the Same	Decrease						None Hired
	75%- more	50- 74%	25- 49%	11- 24%	6- 10%	1- 5%		1- 5%	6- 10%	11- 24%	25- 49%	50- 74%	75- 100%	
Quality of Decision Making & Planning	5	7	21	34	71	34	125	3		3				4
Quality of Work Environment		4	12	26	58	56	147	4	2					4
Average Retirement Age	1		1	3	6	9	203	64	15	5	1			4
Average Length of Work Week			1		7	8	281	9	4					1
Number of Hours Worked Per Day			1		5	7	288	8	4		1			1
Leisure Time Available to Employees					13	29	264	8	2					3
Average Length of Vacation Time			1	9	17	39	248	1						2
Average Annual Salary		1		16	194	77	28	1	2	1				1
Unemployment Rate				7	35	32	194	26	5	2	1	1		8
Optimism About the Economy		1	2	13	49	53	156	13	17	2	1	1		2
Providing Comp. in Non-Cash Benefits		1	2	8	55	42	146	5						4

Observations:

No significant difference was noted between business, industry, and government and education employers in answering this question. Most employers thought that decision-making and planning were increasing in quality. The work environment was improving; the average age of retirement was decreasing somewhat; and the average work week, hours worked each day, leisure time available, and length of vacation were remaining about the same. All employers thought that the average annual salary was increasing approximately 6-10%. The unemployment rate was expected to remain the same or increase 1-5%. Optimism about the economy and compensation in non-cash benefits were expected to increase as much as 1-10%.

What change, if any, do you foresee in the number of campuses visited by your organization in 1975-76?

Increase						Remain the Same	Decrease						None Hired
75%- more	50- 74%	25- 49%	11- 24%	6- 10%	1- 5%		1- 5%	6- 10%	11- 24%	25- 49%	50- 74%	75- 100%	
Business, Industry, & Government													
	1	5	12	24	22	96	11	20	19	13	7	2	19
Education													
			1	5	3	24	2	2		3	1	1	30

Observations:

Both business and education employers expected to recruit on approximately the same number of campuses in 1975-76 as they visited in 1974-75. Some employers in both business and education expected to increase or decrease their campus visits. The overall picture tended to indicate that campus recruitment would remain approximately the same this year as last year. Last year was a tight year for campus recruitment.

What change, if any, does your organization anticipate in the number of summer employment opportunities available for college students in 1975-76?

Increase						Remain the Same	Decrease						None Hired
75%- more	50- 74%	25- 49%	11- 24%	6- 10%	1- 5%		1- 5%	6- 10%	11- 24%	25- 49%	50- 74%	75- 100%	
Business, Industry, & Government													
1	1		3	12	15	99	11	8	5	8	3	5	76
Education													
				1		39		3				1	28

Observations:

Summer employment in business and education is expected to remain the same. When the job market for college graduates is tight, summer employment opportunities are also usually limited.

When selecting college campuses for the recruitment efforts of your organization, how important are each of the following factors:

Factor	Levels of Importance				
	Of Extremely High Importance	Of High Importance	Of Medium Importance	Of Low Importance	Of No Importance
Prestige of the college	15	80	104	35	12
Academic majors offered at the college	126	80	25	6	7
Total number of students on campus	6	29	97	73	41
Number of graduating students	13	67	97	49	20
Proximity of college to your location	27	91	73	33	23
Whether college has supplied new hires in past	58	103	61	6	11
Quality of graduates prepared by the college	156	84	7	4	3
Whether college is principally liberal arts, technical, or educ.	94	86	47	11	16
Efficiency of placement office	42	93	83	21	8
Reputation of college	38	120	69	19	10
Respectability of college	32	113	81	20	8
Availability of minority graduates	51	99	73	13	10
Availability of female graduates	36	104	81	14	13
Education					
Prestige of the college	2	15	30	15	6
Academic majors offered at the college	16	37	11	1	2
Total number of students on campus	1	5	21	16	25
Number of graduating students	2	4	21	18	23
Proximity of college to your location	4	18	28	10	7
Whether college has supplied new hires in past	4	24	29	7	4
Quality of graduates prepared by the college	44	19	2		1
Whether college is principally liberal arts, technical, or educ.	10	24	25	5	3
Efficiency of placement office	16	28	19	5	1
Reputation of college	7	31	22	4	2
Respectability of college	9	30	21	2	2
Availability of minority graduates	21	12	21	8	6
Availability of female graduates	4	11	28	11	9

Observations (for previous question):

When business and education employers chose college campuses for their recruitment, both indicated that the academic majors offered by the college, the quality of college graduates, and the academic orientation of the college (liberal arts versus technical education) were very important. All employers were also concerned about the proximity of a college to their location. Results experienced at the college in the past, efficiency of the placement office, reputation of the college, and availability of particular types of graduates were also important.

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Within the last year, was it necessary for your organization to lay off college-trained personnel?

<u>Very Much</u>	<u>Some- what</u>	<u>Not At All</u>
Business, Industry, & Government		
<u>7</u>	<u>68</u>	<u>175</u>
Education		
<u>4</u>	<u>17</u>	<u>50</u>

Observations:

Approximately 30% of the business and 29% of the education employers experienced layoffs of college-trained personnel. Only 7 business and 4 education employers experienced significant layoffs.

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Within the next year, do you anticipate that your organization will be laying off college trained personnel?

<u>Very Much</u>	<u>Some- what</u>	<u>Not At All</u>
Business, Industry, & Government		
<u>1</u>	<u>42</u>	<u>212</u>
Education		
<u>1</u>	<u>29</u>	<u>41</u>

Observations:

Within the next year, fewer business employers anticipated layoffs for college-trained personnel. Evidently, the job market in business is beginning to turn around.

For education employers, however, the job market is evidently deteriorating. Twenty-one employers experienced layoffs this past year. Thirty education employers expect layoffs this year. Education employers, beware.

When layoffs are necessary in your organization, what factors determine who is laid off?

	<u>Very Much</u>	<u>Some- what</u>	<u>Not At All</u>
Business, Industry, & Government			
Seniority.....	79	90	38
Race.....	7	24	162
Sex.....	8	21	163
Job performance.....	162	27	22
Position qualifications.....	101	79	21
Administrative level of position.....	29	89	79

#### Education

Seniority.....	51	11	3
Race.....	5	10	35
Sex.....		7	43
Job performance.....	17	18	18
Position qualifications.....	38	13	10
Administrative level of position.....	5	22	26

#### Observations:

In business, job performance and professional qualifications are extremely important when considering who is laid off. These factors are followed closely by seniority and administrative level of position. Business employers also consider the candidate's potential for advancement and the organizations need for the function performed by the candidate. Veterans will also gain benefits according to comments by employers. Also, the employee's capability for retraining into other possible positions is considered.

In education, the primary factor considered in layoffs is seniority. This is followed by position qualifications, although job performance is somewhat important in determining layoffs.

If your organization laid off employees in college-trained positions during the current recession, will you rehire all of those employees before hiring any new college graduates?

Business, Industry, & Government

Yes 43 No 64

Education

Yes 35 No 7

Comments by employers (Number of Responses):

Business, Industry, and Government: Our organization has had no layoffs (30). We have had problems with job performance and absenteeism (16). Some of the laidoff employees have found other positions and are not available for rehire (7). The type of position would determine if the same persons were qualified to fill them (6).

Education: No, we must fill vacancies according to certification requirements (4). Yes, union contracts require this action (3).

Observations:

If business employers laid off college-trained personnel, it was possible for them to rehire other new college graduates without rehiring their previous personnel. In education, it was generally mandated by union contract that laid off personnel be rehired before new graduates were considered in education. Also in education, some vacancies were filled because of certification qualifications of new college graduates when college-trained personnel in other academic areas were being laid off.

In your organization, what educational level is generally necessary for the following:

		<u>Degree Levels</u>		
	<u>High School Diploma</u>	<u>Bachelor</u>	<u>Master</u>	<u>Doctorate</u>
Business, Industry, & Government				
Most positions.....	184	58	0	0
Most professional positions.....	3	234	16	2
Most management/administrative positions.....	7	220	35	3
Education				
Most positions.....	26	39	1	
Most professional positions.....		65	6	
Most management/administrative positions.....		1	70	

#### Observations:

Business employers generally required a high school diploma for most positions and a Bachelor's Degree for most management/administrative positions. Education employers required a Bachelor's Degree for most professional positions and a Master's Degree for most management/administrative positions. It seems that business employers in the last few years have de-emphasized their need for a Master's Degree in management/administrative positions.

What change, if any, do you foresee in the number of college graduates being hired by your organization to fill positions held by high school graduates in 1975-76?

Increase						Remain the Same	Decrease						None Hired
75%- more	50- 74%	25- 49%	11- 24%	6- 10%	1- 5%		1- 5%	6- 10%	11- 24%	25- 49%	50- 74%	75- 100%	

Business, Industry, & Government

	1		3	10	18	57	3	3	1			2	152
--	---	--	---	----	----	----	---	---	---	--	--	---	-----

Education

			1	1	5	19	1						42
--	--	--	---	---	---	----	---	--	--	--	--	--	----

Observations:

Generally business and education employers indicated that they would prefer to hire high school graduates for positions that required only a high school diploma. However, for those employers who did hire college graduates for high school-level positions, they expected the trend to generally remain the same or increase slightly (1-5%). Employers were interested in upgrading the educational level of their employees. They did recognize the problem caused by over-qualified people in positions that did not utilize their full educational potential. Education employers mentioned that a surplus of teachers had made it possible for them to hire certificated individuals as teacher aides and para-professionals. However, both education and business employers mentioned that college-trained personnel would rather accept professional level positions.

Do you think that a college graduate should start in a non-skilled job if no other "college type" job is available?

Business, Industry, & Government

Yes 180 No 70 If yes, would having held such a position be an asset 156 or a detriment 8 to that person if he or she were to later seek a professional position with your organization?

Education

Yes 59 No 5 If yes, would having held such a position be an asset 59 or a detriment        to that person if he or she were to later seek a professional position with your organization?

Additional Comments By Employers (Number of Responses): Any experience is more desirable than no experience (17). Taking a non-skilled job indicates a desire to get started on a job--shows initiative (13). Once you're in a company, advancement is more readily available (12). This type of experience provides empathy and insight. It makes better managers (7). Non-skilled job experience is an asset if the work has any connection with the later position sought (5). Under-utilizing a person is not desirable for the organization or the person (5). "Asset" or "detriment" judgement depends on employee's work record during this time (2).

Observations:

Both education and business employers indicated that college graduates should start in non-skilled jobs if other positions were not available. Both types of employers indicated that such positions would be an asset when considering individuals for professional positions in their organization.

What does a college education provide to your organizational needs in new employees that are not met by high school graduates?

Business, Industry, & Government					
	Almost Always	Frequently	Sometimes	Rarely	Never
Practical skills.....	48	64	101	27	1
Problem solving abilities.....	109	108	28	3	
An ability to compete with others.....	53	105	77	10	
Related work experiences.....	20	66	113	44	5
Confidence that they have graduated from college.....	54	112	62	15	4
Maturity.....	66	102	70	5	1
An elimination of the poorer candidates.....	33	73	97	30	5
Mental abilities.....	58	128	57	2	2
Reading abilities.....	55	140	56	8	1
Speaking abilities.....	61	127	52	6	1
Writing abilities.....	61	121	54	9	1
Ability to express themselves and their thoughts.....	71	117	54	3	1
Ability to organize.....	51	134	57	5	1
Ability to lead others.....	33	94	109	9	2
Ability to participate and cooperate with a group.....	29	114	96	10	3
Ability to constructively criticize.....	25	95	107	16	2
Technical abilities/skills.....	115	61	48	5	1
Confidence in their success capabilities.....	41	160	60	5	
Knowledge about their strengths and weaknesses.....	5	67	138	27	2
An understanding of their preferences.....	19	80	125	21	1
An understanding of their likes and dislikes.....	20	71	128	35	1
Coping skills for the world of work.....	22	70	116	32	2
Ability to be creative and original.....	30	88	119	10	
Ability to achieve.....	28	126	85	3	
Understanding of complicated situations.....	39	120	80	10	
Education					
Practical skills.....	23	13	16	1	2
Problem solving abilities.....	20	25	10		
An ability to compete with others.....	23	17	14	1	
Related work experiences.....	21	13	16	4	
Confidence that they have graduated from college.....	20	17	13	2	3
Maturity.....	14	27	16		2
An elimination of the poorer candidates.....	12	14	22	5	
Mental abilities.....	16	19	19	1	
Reading abilities.....	16	26	13		
Speaking abilities.....	17	26	12		
Writing abilities.....	18	28	8	1	
Ability to express themselves and their thoughts.....	18	30	7		
Ability to organize.....	13	25	17		
Ability to lead others.....	8	23	24		
Ability to participate and cooperate with a group.....	10	29	15	1	
Ability to constructively criticize.....	10	20	24		
Technical abilities/skills.....	29	15	4	4	
Confidence in their success capabilities.....	12	25	18		
Knowledge about their strengths and weaknesses.....	10	21	23	2	1
An understanding of their preferences.....	10	17	26	1	1
An understanding of their likes and dislikes.....	12	18	22	3	1
Coping skills for the world of work.....	11	24	18	2	1
Ability to be creative and original.....	9	18	26		
Ability to achieve.....	11	25	18	1	
Understanding of complicated situations.....	11	19	21	2	

#### Observations:

Both business and education employers indicated that college graduates generally possessed more problem-solving ability; a greater technical ability/skill; more confidence; more ability to compete with others; greater mental, reading, speaking, and achieving abilities; greater organizational ability; and more ability to participate and cooperate with others.

Approximately what percent of new hires in your organization last year (1974-75) were the following:

Business, Industry, and Government and Education

Types of Graduates	Percent Hired										
	None Hired	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%	61-70%	71-80%	81-90%	91-100%
Liberal Arts & Soc Sci Grads	75	76	15	9	3	8	2	2	2		
Business Grads	18	63	25	23	12	17	4	11	5	12	19
Engineering/Sci Grads	39	51	15	10	7	6	7	12	19	11	17
Education Grads	124	14	7	4				4			
Agriculture Grads	154									2	

Observations:

Employers continued to emphasize a demand for business and engineering graduates. Some liberal arts and social science graduates were hired by many of the responding organizations. The percent of liberal arts and social science graduates hired by employers was interesting since few employers are recruiting these graduates during their campus visits. In conclusion, some employment opportunities are available for liberal arts and social science graduates even if they are not recruited heavily during campus interviewing.

How many qualified applicants do you normally have for each available position?

Business, Industry, & Government

<u>145</u>	1-10	<u>11</u>	51-100	<u>        </u>	301-400
<u>52</u>	11-20	<u>4</u>	101-200	<u>1</u>	401-500
<u>26</u>	21-50	<u>3</u>	201-300	<u>2</u>	501 or more

Education

<u>14</u>	1-10	<u>14</u>	51-100	<u>2</u>	301-400
<u>13</u>	11-20	<u>2</u>	101-200	<u>        </u>	401-500
<u>23</u>	21-50	<u>2</u>	201-300	<u>1</u>	501 or more

Observations:

Most business employers expected approximately 1-10 qualified applicants for each available position. Education employers expected an average of 21-50 applicants. Some employers in business and education experienced as high as 500 or more applicants for particular positions.

How many candidates do you generally interview for each available position?

Business, Industry, & Government

<u>33</u>	1-3	<u>26</u>	11-15
<u>96</u>	4-6	<u>13</u>	16-20
<u>40</u>	7-10	<u>28</u>	More than 20

Education

<u>7</u>	1-3	<u>11</u>	11-15
<u>31</u>	4-6	<u>2</u>	16-20
<u>17</u>	7-10	<u>2</u>	More than 20

Observations:

Both business and education employers expected to interview 4-6 applicants for each available position. Both employer types had examples where particular employers interviewed more than 20 candidates for each available position.

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For initial interviews with graduating students on college campuses, how long should interviews be?

Business, Industry, & Government

<u>1</u>	10 minutes
<u>20</u>	20 minutes
<u>205</u>	30 minutes
<u>19</u>	40 minutes

Education

<u>1</u>	10 minutes
<u>28</u>	20 minutes
<u>41</u>	30 minutes
<u>2</u>	40 minutes

Observations:

Most business and education employers expected 30 minute interviews for on-campus recruiting. Some employers, 20 business and 28 education, agreed that 20 minute interviews with graduating students on campus were sufficient. Only one employer in business and one in education agreed that 10 minute interviews were sufficient.

On an average basis, when do you make the decision to consider the candidate for further employment negotiations?

Business, Industry, & Government

<u>2</u>	After the first minute of the interview
<u>34</u>	After the first ten minutes
<u>30</u>	After twenty minutes
<u>12</u>	After thirty minutes
<u>76</u>	At the conclusion of the interview
<u>82</u>	At a later date following the conclusion of interviewing all of the candidates

Education

<u>14</u>	After the first minute of the interview
<u>3</u>	After the first ten minutes
<u>2</u>	After twenty minutes
<u>15</u>	After thirty minutes
<u>38</u>	At the conclusion of the interview
<u>38</u>	At a later date following the conclusion of interviewing all of the candidates

Observations:

Most business and education employers decided to consider a candidate further at a later date following conclusion of interviewing all available candidates. A significant number of the business (76) and education (15) employers decided at the conclusion of the interview. Quite a few business (34) and education (14) employers decided after the first 10 minutes of the interview whether they would consider the candidate further for employment possibilities. If 10 minutes are sufficient, why have campus interviews longer than 10 minutes? This is especially true when so many candidates are interested in interviewing with prospective employers for fewer available interview appointments.

What are your favorite questions to ask a student during campus interviews?

Comments by employers (Number of Responses):

Business, Industry, and Government: What are your long and short-term goals (48)? Why did you choose your major (46)? What are your career objectives (38)? What are your strengths and weaknesses (37)? If you could write a job description based on your desires, how would it read (29)? What do you know about our company (28)? Why did you apply for this position (26)? What are your outside activities and interests (18)? Why did you choose this college (10)? What was your greatest success and failure in life (10)? What are your expectations from this job (10)? What is your family background (9)? Why are you interested in this field (8)? What are your hardest and easiest courses (8)?

Education: Why did you choose education as your major (14)? Describe your student teaching experience (11). What are your long-term career goals (10)? What are your strengths and weaknesses (7)?

Observations:

It seems that most employers were interested in the applicant's career goals. They were also seeking information about personality characteristics, planning capabilities, attitudes toward work, and the applicants' understanding of themselves.

Please answer the following questions as they apply to the hiring practices in your organization.

Business, Industry, & Government	Almost Always	Frequently	Sometimes	Rarely	Never
When interviewing college graduates for employment in your organization, do you find that they are over-educated?.....	1	9	110	115	13
Does your organization require a college education for starting professional positions?.....	128	52	32	4	5
It has been estimated that by 1980, 40% of all college graduates will be doing jobs that could be adequately performed by a high school graduate. Is this true for college graduates that become employed by you?.....	16	18	105	91	19
Some trends suggest that para-professionals are being hired to replace some professionals. Is this true in your organization?.....	1	9	66	14	45
Does the availability of energy have a direct effect on the employment of college graduates in your organization?.....	27	14	35	74	74
Does your organization administer any personality tests when considering applicants for positions?.....	14	3	14	26	190
Does your organization use any evaluation tests when placing candidates into job assignments?.....	14	18	28	33	147
Is your organization recruiting to fill immediate needs?.....	112	58	37	20	11
Is your organization recruiting to fill long-range needs?.....	52	86	55	22	4
Is your organization hiring new college graduates today to have good, qualified, promotable employees in the future?.....	145	49	33	6	
Do you do follow-up progress reports on each new hire?.....	141	42	21	22	4
Is your organization applying new standards in selecting new personnel because of the available supply?.....	34	55	83	34	16
Does your organization give hiring preference to someone who has worked for you before?.....	40	46	101	25	10
Is your organization placing a greater emphasis on work experiences rather than educational attainment levels when hiring new employees?.....	18	46	119	39	3
Does your organization fill job vacancies when they occur?.....	112	92	56	5	
Does a college educated new hire receive a higher starting salary than a high school graduate in your organization?.....	165	34	19	4	7
When it comes to getting a good job, it's not what you know, but who you know that counts. In your opinion, is this statement true with your organization in today's labor market?.....	6	22	56	104	46
Does your organization consciously develop your employees to their greatest ability?.....	99	91	44	7	1

(Continued from previous page)

Education	Almost Always	Frequently	Sometimes	Rarely	Never
When interviewing college graduates for employment in your organization, do you find that they are over-educated?.....		2	23	36	8
Does your organization require a college education for starting professional positions?.....	66	2			
It has been estimated that by 1980, 40% of all college graduates will be doing jobs that could be adequately performed by a high school graduate. Is this true for college graduates that become employed by you?.....	1		4	38	25
Some trends suggest that para-professionals are being hired to replace some professionals. Is this true in your organization?.....			18	25	26
Does the availability of energy have a direct effect on the employment of college graduates in your organization?.....		3	5	19	41
Does your organization administer any personality tests when considering applicants for positions?.....	2		1	7	55
Does your organization use any evaluation tests when placing candidates into job assignments?.....	2	1	8	11	48
Is your organization recruiting to fill immediate needs?.....	26	20	13	6	4
Is your organization recruiting to fill long-range needs?.....	13	13	23	14	5
Is your organization hiring new college graduates today to have good, qualified, promotable employees in the future?.....	17	22	14	8	2
Do you do follow-up progress reports on each new hire?.....	43	14	7	1	2
Is your organization applying new standards in selecting new personnel because of the available supply?.....	22	22	20	5	1
Does your organization give hiring preference to someone who has worked for you before?.....	7	21	36	4	1
Is your organization placing a greater emphasis on work experiences rather than educational attainment levels when hiring new employees?.....	5	16	31	11	4
Does your organization fill job vacancies when they occur?.....	53	12	4		
Does a college educated new hire receive a higher starting salary than a high school graduate in your organization?.....	53	2	3	1	4
When it comes to getting a good job, it's not what you know, but who you know that counts. In your opinion, is this statement true with your organization in today's labor market?.....	3	2	24	30	10
Does your organization consciously develop your employees to their greatest ability?.....	13	35	19	2	

## Observations:

Most business and education employers were hiring college graduates because their organization required a college education for starting professional positions, recruiting to fill immediate needs, hiring to have good, qualified, promotable employees in the future, hiring to fill job vacancies only when they occur, and consciously attempting to develop their employees to the employee's greatest potential. Most of the business and education employers did progress reports on each of their new hires. One education employer suggested that hiring in his organization was closely related to referrals made by placement staff members. This employer suggested that graduating students should get to know their placement counselor since that individual could help them get excellent employment opportunities.

When pre-screening candidates before coming to interview or before inviting candidates to your location to interview, how important is each of the following:

	<u>Very Much</u>	<u>Some- what</u>	<u>Not At All</u>
Business, Industry, & Government			
Academic major.....	199	44	5
Academic minor(s).....	15	195	37
Work experiences.....	127	110	10
Career and work aspirations.....	128	58	1
Locational preferences.....	134	103	10
Race.....	34	57	154
Sex.....	34	63	146
Grade point average.....	82	162	7
Extra-curricular activities.....	61	168	18
Professors' recommendations.....	47	154	44
Neatness of credential forms.....	38	172	40
Completeness of credential forms.....	77	151	17
Percent of college expenses earned.....	35	169	43
Degree level.....	102	130	16

#### Education

Academic major.....	67	3	
Academic minor(s).....	38	30	1
Work experiences.....	29	39	
Career and work aspirations.....	32	36	2
Locational preferences.....	20	32	18
Race.....	15	13	41
Sex.....	6	19	45
Grade point average.....	10	56	3
Extra-curricular activities.....	18	48	1
Professors' recommendations.....	23	42	5
Neatness of credential forms.....	15	48	6
Completeness of credential forms.....	34	34	
Percent of college expenses earned.....	6	30	32
Degree level.....	28	36	3

#### Observations:

Most business employers cited academic major, work experiences, career and work aspirations, and locational preferences as very important factors in pre-screening candidates before interviewing them or inviting them to the organization's location. Education employers suggested that academic majors and minors and completeness of credential forms were especially important when pre-screening candidates. Of lesser importance were work experience and career and work aspirations, grade point averages, and extra curricular activities, neatness of credential forms and professors' recommendations.

Do you recommend the following methods of making initial contacts with your organization?

Business, Industry, & Government	Very Much	Some- what	Not At All
Visit personnel office personally.....	61	88	87
Send letter and resume to personnel department.....	167	59	14
Send letter and resume to department head in area.....	22	75	140
Phone personnel department and request interview.....	56	82	99
Answer newspaper want ads.....	99	78	44

#### Education

Visit personnel office personally.....	22	29	11
Send letter and resume to personnel department.....	57	7	1
Send letter and resume to department head in area.....	3	15	40
Phone personnel department and request interview.....	14	23	24
Answer newspaper want ads.....	7	15	30

#### Observations:

Most business and education employers recommend that candidates contact their organizations for employment by sending letters and resumes to their personnel departments. Many business employers also suggested that applicants should apply when organizations visit their campus to recruit. Federal and state government agencies suggested that applicants should apply through their local civil service office. Some school districts suggested that applicants apply by sending letters and resumes or calling the superintendent's office or individual principal's offices.

When recruiting new college graduates, how important are each of the following factors?

Factor	Levels of Importance				
	Of Extremely High Importance	Of High Importance	Of Medium Importance	Of Low Importance	Of No Importance
<b>Business, Industry, &amp; Government</b>					
Appropriate establishment views/life style	19	76	108	33	11
Recommendations from:					
professors	26	60	105	46	11
former employers	53	103	81	10	2
Career aspirations	96	120	32	1	
Grades	41	111	94	2	2
Innovative ideas	62	115	58	7	
Work experiences:					
summer/part-time	44	96	80	23	
former work-related	64	109	58	6	
Suitable appearance	47	128	63	8	1
Motivation to achieve	146	88	13	1	1
Sex of candidate	13	25	53	40	115
Race of candidate	12	26	48	34	125
Marital status	3	5	29	56	153
Subject matter knowledge	83	110	45	8	3
Vocational preferences	92	115	36	5	3
Willingness to relocate	82	76	61	23	6
Extracurr. activities	25	79	89	43	14
Willingness to take extra assignments	49	124	59	11	3
Attitude	173	71	2	2	
<b>Education</b>					
Appropriate establishment views/life style	9	24	29	6	
Recommendations from:					
professors	9	24	29	6	3
former employers	36	26	6		
Career aspirations	9	33	25	1	
Grades	4	25	38	3	
Innovative ideas	19	36	14		
Work experiences:					
summer/part-time	4	28	31	4	
former work-related	15	24	24	2	
Suitable appearance	12	38	16		
Motivation to achieve	33	28	5		
Sex of candidate	1	1	13	26	27
Race of candidate	7	9	8	17	26
Marital status			5	19	46
Subject matter knowledge	37	27	4	1	
Vocational preferences	17	30	18		3
Willingness to relocate	18	21	13	9	7
Extracurr. activities	14	24	25	5	
Willingness to take extra assignments	16	35	15	2	
Attitude	53	15	1		

#### Observations:

Most business employers cited career aspirations, motivation to achieve, and attitude as very important factors when recruiting new college graduates. Education employers cited recommendations of former employers, motivation to achieve, subject matter knowledge, and attitude as the most important factors when recruiting new college graduates. Both education and business employers cited sex, race, and marital status as the least important factors. Some employers objected to answering the segment of the questionnaire about sex, race, and marital status because their E.E.O. guidelines prohibited discrimination. Business employers mentioned that they were required to seek female and minority candidates during their recruitment efforts. Only a few business employers were brave enough to tell us that these factors were extremely important when recruiting college graduates. Some employers commented that it was necessary to identify female and minority candidates before they could be hired. Education employers were more concerned about recruitment of minority candidates than female applicants. Some education employers were even seeking male applicants for teaching positions.

In credential materials on file in placement offices, how important are each of the following?

Factor	Of Extremely High Importance	Of High Importance	Of Medium Importance	Of Low Importance	Of No Importance
Business, Industry, & Government					
Letters from:					
College faculty	23	60	102	49	14
Previous supervisors	37	97	88	11	7
Credential forms	44	104	81	10	6
List of courses	44	102	68	14	7
Education					
College faculty	8	25	27	6	3
Previous supervisors	35	29	5		1
Credential forms	17	24	23	2	1
List of courses	15	30	21	2	
Student teaching reports (educ. only)	51	16			

#### Observations:

Business employers expected placement credentials to include lists of courses, recommendations from previous supervisors and credential forms. Recommendations from college professors received a rating of only medium importance. Education employers cited previous supervisors' recommendations and student teaching reports as very important materials. Of lesser importance were college faculty recommendations, credential forms, and lists of courses.

Does your organization generally contact the following references listed on new graduates credentials or resumes?

Business, Industry, & Government	Almost Always	Frequently	Sometimes	Rarely	Never
Previous employers.....	120	45	47	29	8
Former supervisors.....	77	59	64	37	11
Faculty.....	26	50	80	73	19
Personal.....	7	23	62	100	53
Business associates.....	12	36	86	76	34
Clergy.....	1	5	22	104	115
Character references.....	12	14	42	113	64

#### Education

Previous employers.....	54	11	5	1	
Former supervisors.....	39	18	11	3	
Faculty.....	4	13	24	19	5
Personal.....	2	7	21	28	10
Business associates.....	1	6	20	29	12
Clergy.....		1	8	33	25
Character references.....	1	4	23	24	14

#### Observations:

Both business and education employers reported that previous employers and former supervisors were almost always contacted when hiring new college graduates. Clergy and character references were rarely or never contacted. Faculty, personal, and business associate references were sometimes or rarely contacted. Some employers did suggest that only telephone or personal contacts were really effective when contacting references. Recommendation letters and forms were seldom complete enough to tell an employer about the candidate's capabilities for the available job.

What percent of new college hires initiate their interviews with your organization through a resume? (Resumes received on campus visits are not included)

#### Business, Industry, & Government

<u>2</u>	0%	<u>50</u>	10-12%	<u>5</u>	21-23%
<u>23</u>	1-3%	<u>16</u>	13-15%	<u>6</u>	24-26%
<u>19</u>	4-6%	<u>1</u>	16-18%	<u>0</u>	27-29%
<u>9</u>	7-9%	<u>22</u>	19-20%	<u>78</u>	30% or more

#### Education

<u>7</u>	0%	<u>7</u>	10-12%	<u>2</u>	21-23%
<u>1</u>	1-3%	<u>2</u>	13-15%	<u>5</u>	24-26%
<u>1</u>	4-6%	<u>1</u>	16-18%	<u>2</u>	27-29%
<u>1</u>	7-9%	<u>4</u>	19-20%	<u>38</u>	30% or more

#### Observations:

Both business (78) and education (38) employers hired college graduates 30% or more of the time who initiated their interviews with the prospective employer by sending a resume and letter of application. Evidently this process is still effective when contacting prospective employers.

Which of the following grade point averages would be acceptable for a new college graduate to be hired by your organization?

#### Business, Industry, & Government

<u>149</u>	<u>A</u> 4.0/4.0	<u>204</u>	<u>B</u> 3.0-3.4/4.0	<u>47</u>	<u>C</u> 2.0-2.4/4.0	<u>3</u>	<u>D</u> 1.0-1.4/4.0
<u>158</u>	3.5-3.9/4.0	<u>194</u>	2.5-2.9/4.0	<u>7</u>	1.5-1.9/4.0		

#### Education

<u>41</u>	<u>A</u> 4.0/4.0	<u>52</u>	<u>B</u> 3.0-3.4/4.0	<u>32</u>	<u>C</u> 2.0-2.4/4.0	<u>1</u>	<u>D</u> 1.0-1.4/4.0
<u>44</u>	3.5-3.9/4.0	<u>56</u>	2.5-2.9/4.0	<u>6</u>	1.5-1.9/4.0		

#### Observations:

Most business and education employers expected graduating students to have a grade point average of 2.5 or greater. The range of 3.0 to 3.4 was the most acceptable grade point average for new college graduates in business. In education, the most acceptable grade point average was 2.5-3.4. Business employers suggested that grades were secondary to other factors. They also suggested that, depending on the job, grades might not be important. Education employers mentioned that they seldom saw a connection between grades and teaching ability.

What was the approximate average cost per hire for new college graduates in your organization in 1975-75?

Business, Industry, & Government

<u>2</u>	\$0-\$50	<u>87</u>	\$101-\$500	<u>44</u>	Over \$1000
<u>14</u>	\$51-\$100	<u>57</u>	\$501-\$1000	<u>4</u>	None Hired

Education

<u>15</u>	\$0-\$50	<u>16</u>	\$101-\$500	<u>2</u>	Over \$1000
<u>14</u>	\$51-\$100	<u>3</u>	\$501-\$1000	<u>1</u>	None Hired

Observations:

Most employers in business spent approximately \$101 to \$500 for each new college graduate hired by their organization. The cost for hire ranged from \$0 to over \$1,000 per hire. Several business employers (44) spent over \$1,000 for new college hires.

Most education employers spent between \$0 to \$500 per hire. The average cost per hire was approximately \$50 to \$100. This seems like a small investment for a new employee that may earn over \$500,000 during a lifetime with an employer.

Looking back upon automation in your organization, please indicate the extent to which it has changed your organization in the following ways:

Business, Industry, & Government

	Very Much	Some- what	Not At All
It mandated retraining of current personnel.....	33	156	34
It decreased the need for new employees.....	5	86	129
It increased the need for technically trained new employees.	111	90	22
More highly trained personnel are needed because of it.....	73	119	30
It made many jobs very simple/mechanical.....	5	124	93
It continues to decrease the need for new employees.....	5	61	151
It will continue to replace many jobs in our organization...	4	66	150
It is causing layoffs of current personnel.....		18	211

Education

It mandated retraining of current personnel.....	5	22	28
It decreased the need for new employees.....	3	10	48
It increased the need for technically trained new employees.	5	36	19
More highly trained personnel are needed because of it.....	3	33	19
It made many jobs very simple/mechanical.....		11	42
It continues to decrease the need for new employees.....		6	52
It will continue to replace many jobs in our organization...		5	53
It is causing layoffs of current personnel.....		2	56

Observations:

For business employers, automation has caused these organizations to increase their need for technically trained new employees. Automation somewhat caused the need for retraining of current personnel, made many jobs very simple/mechanical, and caused some organizations to need more highly trained personnel.

Automation in education had only limited effect. It did somewhat increase the need for technically trained new employees and increase the need for highly trained personnel.

Will your organization hire a college graduate who:

Business, Industry, & Government

	Yes	No
Has been a one-time experimenter with beer or hard liquor.....	194	2
Has indulged in beer or liquor.....	221	5
Is an alcoholic.....	25	182
Has been convicted of an alcoholic related offense.....	101	90

Education

Has been a one-time experimenter with beer or hard liquor.....	65	1
Has indulged in beer or liquor.....	63	2
Is an alcoholic.....	2	63
Has been convicted of an alcoholic related offense.....	16	45

Observations:

Both business and education employers seldom hire an alcoholic. Education employers indicated that they would not hire an individual convicted of an alcoholic related offense. Both education (9) and business (13) employers commented that they decided each case depending on the offense. Some business employers (5) said that they usually don't know this information. Two business employers indicated that they hire reformed alcoholics for particular staff positions.

Will your organization hire a college graduate who:

Business, Industry , & Government

	<u>Yes</u>	<u>No</u>
Has been a one-time experimenter with drugs.....	193	16
Has smoked marijuana.....	196	15
Has used hard drugs.....	53	136
Has been convicted of drug related offenses.....	41	155
Has in any way been exposed to drugs.....	164	22

Education

Has been a one-time experimenter with drugs.....	48	10
Has smoked marijuana.....	48	10
Has used hard drugs.....	9	50
Has been convicted of drug related offenses.....	3	60
Has in any way been exposed to drugs.....	35	16

Observations:

Both business and education employers reported that they seldom hired college graduates who had used hard drugs or had been convicted of drug related offenses. Several education (7) and business (13) employers would judge each case on its own merits. Four business and four education employers thought the answer depended on the nature of the offense and the graduate's dependency on drugs. Six business employers said that this information is usually not available to them when considering college graduates. Two business employers have programs staffed entirely by ex-addicts.

Do you feel that lack of participation in team sports has caused women in organizations to be less accomplished "team players" than men?

Business, Industry, & Government

Yes 21 No 213

Education

Yes 14 No 56

Observations:

One employer thought this question was stupid and ridiculous. Employers generally believe that this statement is no longer valid, that women are a necessity in business, and that women do an effective job in administrative positions. Most employers believe that women learn team-work in other ways. Especially women respondents disagreed whole-heartedly with the above statement.

Do you feel that sports competition gives men competitive advantages in the world of work over women?

Business, Industry, & Government

Yes 53 No 181

Education

Yes 17 No 51

Observations:

Depending on whether a man or woman was answering this question, the answers varied. Women believe that they learn competition, cooperation and discipline in their own activities. Men believe that men are more aggressive and that athletics provides them with an advantage, especially in sales. Both business and education employers generally agreed that sports competition did not give men competitive advantage. Employers also reminded us that only limited numbers of men and women had competed at the college level in athletics.

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Do you have recruitment programs specifically designed for women?

Business, Industry, & Government

Yes 69 No 165

Yes 9 No 62

Comments by Employers (Number of responses):

Business, Industry and Government: We will recruit at predominantly female universities (25). We are training female recruiters to recruit women (11). We have an affirmative action plan (9). We advertise in women's career magazines (3).

Education: Yes, in administration and coaching especially (2).

Observations:

Approximately 1/3 of the business and 10% of the education employers had recruitment programs designed specifically for women. In business, these programs were generally in technical areas. In education, women administrators and coaches were the target population.

Do you have recruitment programs specifically designed for minorities?

Business, Industry, & Government

Education

Yes 137 No 102

Yes 22 No 45

Observations:

Unlike recruitment programs for women, a majority of the business and 1/3 of the education employers do have recruitment programs specifically designed for minorities. Many business employers (44) interview at predominately Black schools. Others contact minority organizations, advertise in minority publications, and use employment offices specializing in Black candidates. Some education employers were under court order to specifically recruit minorities.

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What are the most significant changes in recruitment witnessed by your organization in the last year (1974-75)?

Comments by Employers (Number of responses):

Business, Industry, and Government: There is an abundance of candidates in most disciplines (26). Minority hiring practices have changed--an increased demand for minority candidates (25). Competition for female candidates has increased (22). The demand for college graduates in general has decreased--there is less hiring (19). Only a limited number of campuses are being visited (15). The quality of candidates has increased (15). Organizations have more specific needs than previously (15). Students are eager to go to work (12). Organizations lack money for recruitment (10).

Education: There is more availability of qualified candidates (16). Improved quality of candidates is significant (9). Education employers have less need for campus visits (9).

Observations:

The most significant change witnessed by employers was the abundance of candidates in most disciplines. Most employers expected the demand for college graduates to decrease as the availability of graduates increased. Employers also expected campus recruitment to decrease as more college graduates became available. Because of the availability of candidates in most disciplines, organizations are expected to be much more specific in their recruitment requests.

What, in your opinion, will be different about the recruiting scene in the next three to five years?

Comments by Employers (Number of Responses):

Business, Industry, and Government: Hiring will be more selective (28). Recruiting will be more specialized (17). The demand for and interviewing of women will increase (14). The demand for and hiring of minorities will increase (13). There will be more job applicants (12). Interest in candidates with work experience will rise (8). Campus recruiting will decline (7). The need for recent college graduates will be less (6). The average student will have trouble finding any job at all (5). Hiring in general will be less (5).

Education: Employers will be more selective (6). It will be the same as the last few years (6). Employers will develop and follow more affirmative action guidelines (2).

Observations:

Employers generally expect hiring to be more selective, demand for women and minorities to increase, and recruitment more specialized. When supply exceeds demand, competition decreases appreciably. When organizations are recruiting manpower, this same economic phenomenon occurs. In the next few years, it is expected that recruitment activities for college graduates will continue to decline, as too many college graduates are prepared for available employment opportunities.

In view of the changing job market of the 70's and the college recruitment system born in the 60's, what problems exist for your organization and what solutions do you suggest?

Problems:

Solutions (Number of Responses):

Finding qualified female and minority candidates is difficult.

Visit more minority and female oriented campuses (25).

Too many interviews are scheduled with candidates unqualified to meet specific needs.

Eliminate campus recruiting and hire through cooperative programs or faculty referrals (7).

After graduating, college students are still ill-prepared to enter the work world.

Change the curricula of universities to introduce students to the work environment (6).

The cost of recruiting is too high.

There will be less campus recruiting and more mail/phone contact with campuses (6).

College counseling is not realistic; graduates are unaware of the real state of the economy.

Counseling should be more career oriented (6).

Finding quality graduates is difficult.

Faculty contacts should be sought (5).

There is a shortage of candidates with some degrees.

Enlarge university admissions programs to attract more candidates to these areas (5).

Employers need teachers trained in more than one specialty.

Better counseling at the college level is needed (2).

Observations:

Employers again declared their need for qualified female and minority candidates. Their solutions to this problem and the problem of finding qualified graduates in high demand academic areas were twofold: Better career counseling to recruit qualified females and minority candidates into demand categories and pre-recruitment and pre-screening to identify qualified candidates for their employment opportunities.

Education  
Value Assigned  
to Solution

Problem	Solutions	Excellent	Good	Poor	Won't Work	Not A Problem	Excellent	Good	Poor	Won't Work	Not A Problem
Job counseling is inadequate	Employers should take more direct action in informing college students of needs	62	116	22	4	29	14	30	1	2	16
	Placement services should make better use of government information on manpower needs	34	94	58	15	26	14	29	4		14
	Counseling should begin in high school	196	59	6	9	14	22	29	2		8
	College faculty should incorporate job market information much more emphatically into the curriculum	137	90	7	5	11	29	26	1		6
	Other solutions: Earlier exposure to placement services. (3) Seminars in job responsibilities and functions. (2) Placement officers should visit employers. (1)										
Shortage of graduates in certain fields (especially women and minorities)	Early identification and continued cultivation of possible candidates in these areas	130	77	7	1	20	30	29	2		7
	Recruiting graduates from related fields for undersupplied areas	42	116	41	11	20	17	27	7	4	8
	Curtailling enrollment in oversupplied areas	58	62	57	32	22	12	21	10	9	9
	Recruiting two candidates whose combined skills fulfill the needs of a position previously held by one employee with a degree in a presently undersupplied area	0	7	69	125	24	2	7	17	24	11
	Other solutions: Business people should talk on campus during entire college career--not just to seniors. (1) All colleges should identify high-potential types. (1)										
Inadequate employer--college relations	On-campus seminars for employers	56	107	27	4	40	4	26	7	3	22
	More frequent and earlier plant visits for interested students	27	103	46	13	33	5	22	7	1	25
	Programs for faculty members to work in the field they teach	85	96	16	10	17	26	17	6	2	12
	Co-op and summer employment programs for students	95	95	10	7	18	10	20	6	2	18
	Other solutions: Advertise needs in magazines and publications. (1) Have career days for all students. (1)										
Lack of preparation for work realities which many liberal arts graduates show	Liberal arts graduates should take some business-related courses	105	88	11	3	22	7	24	6	1	20
	Business people offer themselves to colleges and universities as instructors in appropriate area or as resource people	73	116	15	7	15	10	22	4	2	17
	Required courses in business and economics for all students	80	87	25	15	16	2	27	7	3	16
	Other solutions: Make a career course in career planning mandatory for all students. (1)										
	Difficulty in adequately staffing the organization with trained and educated people	Seek possible candidates from community colleges and vocational schools	35	89	35	12	65	4	24	2	1
Seek promotable employees without degrees from within the organization for additional education		65	100	11	9	36	4	15	5	8	25
Give the recruiter a wider scope, allowing to plan a program of counseling, advising, and recruiting at all education levels		14	83	22	14	43	6	22	3	2	23
Other solutions: Upgrade recruitment/planning function as a profession. (1)											

If you were invited to make a speech to college freshmen and sophomores, what advice would you give them to help them prepare for the current job market?

Comments by employers (Number of responses):

Business, Industry and Government: Get work-related experiences or summer jobs in your field (77). Learn the projected trends and be aware of the future outlook in your chosen field (42). Explore your career interest early -- get counseling help (39). Set your goals and establish your priorities (31). Get the highest grades possible (25). Learn how to have a successful interview (11).

Education: Have several areas of academic preparation to broaden your opportunities for employment (8). Study the job market for positions which require your abilities and interests (3).

Observations:

Employers provided college freshman and sophomores with their expectations in today's world of competition. Employers expect students to seek work related experiences, know their own capabilities and get the best grades possible. Employers also expect college graduates who are willing and able to work in today's world.

What advice would you give liberal arts and social science majors looking for a job in your organization?

Comments by employers (Number of responses):

In addition to liberal arts courses, take business and technical subjects (39). Get a Master's degree to develop needed skills for entry level positions (12). Get training in a specialty; learn a marketable skill (11). Change your major (10). Get experience elsewhere before applying for employment with us (9). Get a minor in business (5).

Observations:

When giving advice to liberal arts and social science majors seeking employment with their organizations, employers suggested that these individuals obtain a marketable skill, gain training in a specialty needed by these employers, or receive work experiences before seeking employment with them. Employers expected college graduates to have skills in accounting, business administration, computer science, engineering, or similar academic areas before seeking employment with them.

Do you believe that liberal arts and social science majors in your organization are on a par in salary and job classification with technical graduates five years after graduation?

Observations:

Basically, business employers indicate that liberal arts and social science majors are on a par in salary and job classification with technical graduates. Employers indicated that the individual's administration and management skills were the determining factor. In technical positions with business employers, there were some employers who indicated a difference. In education, the salary schedule generally allows for no deviation according to academic preparation, except for vocationally certificated applicants with one education employer.

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Do you believe that liberal arts and social science majors in your organization are on a par in salary and job classification with technical graduates ten years after graduation?

Observations:

Answers for this question were basically the same given for the previous question. In fact, some employers believed that liberal arts and social science majors had the best managerial skills, except in technical areas.

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In your opinion, what should be done about the problem of too many college graduates for the available employment opportunities?

Comments by employers (Number of responses):

Make better career counseling available (43). Raise admission requirements (28). Educate high school students to those fields that don't require college degrees; remove the stigma of non-college jobs; technical and vocational fields and degrees are valuable too (29). Encourage enrollment in technical fields (17). Restrict enrollment in crowded fields (9). Make college students aware of their job market potential (4).

Observations:

Employers believe that high schools and colleges should better counsel their students if college graduates are expected to gain adequate employment upon graduation. These employers also recommend that colleges and universities raise their admissions requirements. It was proposed that colleges should promote truth in advertising. Students enrolling in a particular academic major should be given full information about the work experiences received by previous graduates of each program. If then, students still want to enroll in that particular major, they have been informed about the job market and will know their employment prospects.

Do you think universities should curtail enrollments?

Business, Industry, & Government

Education

Yes 84 No 149

Yes 20 No 42

Comments by Employers (Number of Responses):

Higher academic requirements are needed (8). College courses should be taken for a specific purpose, not just to be able to say you've gone to college (6). Some majors should be discouraged (6). Better counseling at the high school level is needed (5). Supply and demand will take care of the problem (4). Enrollments should be curtailed in oversupplied areas (3).

Observations:

A majority of the business and education employers recommended that university enrollment not be curtailed. However, they recommended that higher academic standards be required, a college education be pursued with a particular goal in mind, and that better career counseling be provided. Employers believe that these recommendations will help the problem of too many college graduates resolve itself very soon.

If you were making an economic forecast about the near future, when would you expect the economy to improve?

Business, Industry, & Government

15 It will decline more before it improves  
70 It has already improved  
2 Will improve within the next month  
43 Will improve within the next six months  
40 Will improve within this year  
51 Will improve after one year or longer  
28 Will not improve in the near future

Education

5 It will decline more before it improves  
14 It has already improved  
0 Will improve within the next month  
8 Will improve within the next six months  
11 Will improve within this year  
15 Will improve after one year or longer  
10 Will not improve in the near future

Observations:

Because the economy is a chief indicator of future employment prospects, employers were requested to forecast improvement of the economy in the near future. Most employers maintain that the economy has already improved. Close behind this answer was the response that the economy will improve after one year or longer.

What do you expect the percentage of national unemployment to be in:

Business, Industry, & Government	Percentage of National Unemployment						
	0%	1-2%	3-4%	5-6%	7-8%	9-10%	Over 10%
1 year			3	19	148	32	21
2 years		1	9	85	91	21	13
3 years		2	13	114	58	23	7
4 years		2	21	119	50	15	5
5 years		2	27	119	49	11	5

#### Education

1 year				6	29	15	6
2 years				19	25	5	6
3 years			4	26	13	10	1
4 years		1	4	27	15	6	1
5 years		2	8	22	14	7	1

#### Observations:

Most employers expect the national unemployment rate to remain at 7-8% for the next two years. After that time, they anticipate an unemployment rate of 5-6%. This information was requested because national unemployment figures traditionally help predict the job market for college graduates.

## EMPLOYERS RESPONDING TO SURVEY

A B Dick & Co  
 A E Staley Mfg Co  
 Abraham & Straus  
 Aeroquip Corp  
 Air Products & Chemicals  
 Albany International Corp  
 Alcoa Aluminum  
 Allegheny Ludlum Industries Inc  
 Allen Bradley Co  
 Alton Box Board Co  
 Amax Inc  
 American Cyanamid Co  
 American Hospital Supply Corp  
 American Natural Gas  
 American Tel & Tel Co  
 Amstar Corp  
 Analytic Services Inc  
 Applied Physics Lab  
 ARA Financial Services Corp  
 Armco Steel Corp  
 Armstrong Cork Co  
 Arthur Young & Co  
 Associated Spring  
 Austin Public Schools  
 Avon Products Inc  
 B F Goodrich Inc  
 Baltimore County Bd of Educ  
 Baltimore Police Dept  
 Bank of the Commonwealth  
 Battle Creek Schools  
 Baxter Laboratories Inc  
 Baylor College of Medicine  
 Beaverton Rural Schools  
 Bechtel Corp  
 Becton Dickinson & Co  
 Bemis Co Inc  
 Bendix Corp  
 Benton Harbor Area Schools  
 Beth Israel Hospital  
 Bethlehem Steel Corp  
 Big Rapids Public Schools  
 Birdwell Division of SSC  
 Bliss & Laughlin Co  
 Bloomfield Hills Schools  
 Boeing Co  
 Borden  
 Brown Group Inc  
 Brown Williamson Tobacco Co  
 Buena Vista Schools  
 Burger Chef  
 Burlington Northern Co  
 Burroughs Corp Sales Div  
 Burroughs Wellcome Co  
 Butterfield Realty Co  
 Byron Pumps  
 Carrier Corp  
 Carson Pirie Scott & Co  
 Cedar Rapids Comm Dist  
 Celanese Corp  
 Central Mutual Ins  
 Central Soya  
 Certain Feed Prod Corp  
 Chemical Abstracts  
 Chemical New York  
 Chesaning Union Schools  
 Chicago Board of Trade  
 Chicago Bridge & Iron  
 Chrysler Corp  
 CIBA-Geigy Agric Chem  
 Clairco Co  
 Coldwater Comm Schools  
 Collins & Aikman Corp  
 Combustion Engineering Inc  
 Coopers & Lybrand  
 Cornell University  
 CPC International  
 Crane Co  
 Crowe Chizek & Co  
 Cryovac Div  
 CTS Corp  
 Danielson Schultz & Co  
 Davison Comm Schools  
 Debron Corp  
 Deere & Co  
 De Kalb Ag Research Inc  
 Detroit Bank & Trust  
 Detroit Civil Service Comm  
 Detroit Edison Co  
 Detroit Police Dept  
 Detroit Public Schools  
 Dow Chemical Co  
 Dun & Bradstreet  
 Dupont Co  
 Dupuis & Ryden  
 Dykhouse Pickle Co Inc  
 East Lansing Public Schools  
 Eastman Kodak Co  
 Eaton Corp  
 Edward C Levy Co  
 Erie County Dept of Pers  
 Ex Cell O  
 F & R Lazarus  
 Fairfax Public Schools  
 Farm Credit Banks of St Paul  
 Farmers Union Exchange Inc  
 Field Crest Mills Inc  
 First Bank System  
 First Financial Group  
 Flint Public Schools  
 Florida Power & Light  
 Fluor Engineers & Constr Inc  
 FMC Food Process Machines Div  
 Foote Cone & Belding  
 Ford Motor Co  
 Foster Wheeler Corp  
 Fowlerville Comm Schools  
 Frito Lay Inc  
 Fruitport Comm Schools  
 Gary City Public Schools  
 General Electric Co  
 General Instrument Corp  
 General Motors Corp  
 General Public Utilities System  
 General Telephone Co of MI  
 Grand Lodge Public Schools  
 Great Western Financial  
 Great West Life  
 Great West Life Assurance Co  
 Grosse Pointe Public Schools  
 Grumman Corp  
 H J Heinz  
 Hackley Union Natl Bank  
 Halles Sub of Marshall Fields  
 Hallmark Cards Inc  
 Hamill Mfg Co  
 Harper Creek Public Schools  
 Haslett Public Schools  
 Hawaii Public Schools  
 Hayes Albion  
 Hazel Park Public Schools  
 Henry Ford Hospital  
 Herman MacLean & Marling  
 Hewlett Packard  
 Himelhochs  
 Hobart Mfg Co  
 Holiday Inns Inc  
 Hollis Inc  
 Honeywell Inc  
 Hospitality Motor Inns Inc  
 Host Enterprises Inc  
 Host International Inc  
 HRB Sinder  
 Hughes Aircraft  
 Hurley Hospital  
 Hyatt Corp  
 IBM  
 Iccerman Johnson & Hoffman  
 Immont Corp  
 International Minerals & Chem Corp  
 International Paper Co  
 International Voluntary Servs Inc  
 Ionia Public Schools  
 Iowa Beef Processors Inc  
 J C Penney Co  
 J K Lasser & Co  
 J L Hudson Co  
 Jackson Public Schools  
 Jackson School District  
 Jacobson Store Inc  
 Janesville Schools  
 Jensen Public Schools  
 Jefferson County (KY) Public Schools  
 Jewel Food Stores  
 John Hancock Mutual  
 Johnson Service Co  
 Joy Mfg Co  
 Joint School District 1  
 Keeler Brass Co  
 Kellogg Co  
 Kimberly Clark Corp  
 Kraftco Corp  
 Kroehler Mfg Co  
 Kroger Co  
 Lake Forest School District 67  
 Lakeside United Elem District  
 Lakewood Public Schools  
 Lansing Public Schools  
 Lavenhol & Horwath  
 Law Engineering Testing Co  
 Lawrence Livermore Lab  
 Leeds & Northrup  
 Lee Burnett Co Inc  
 Libbey Owens Ford Co  
 Liberty Mutual Ins Co  
 Limbach Co  
 Lincoln Public Schools  
 Lockheed Aircraft  
 Lord & Taylor  
 Lowell Area Schools  
 Lumus Company  
 Main LaFrentz & Co  
 Manufacturers Natl Bank of Detroit  
 Marathon Mfg Co  
 Marine Midland Bank  
 Marshall Field & Co  
 Martin Marietta  
 Masonite Corp  
 Massachusetts Mutual  
 Mattel Inc  
 May Co Cleveland  
 McLouth Steel Corp  
 Mead Corp  
 Menominee Public Schools  
 Merck & Co Inc  
 Methodist Hospital of Indiana  
 MI Hwy Dept St of MI  
 Michigan Natl Bank  
 Midland Public Schools  
 Midrex Corp  
 Milwaukee City Service Comm  
 Minneapolis Public Schools  
 Minnesota Fabrics  
 Mann Mining Mfg Co  
 Missoula Public Schools  
 Missouri Pacific System  
 Monroe Public Schools  
 MSD of Lawrence Twp  
 Muskegon Public Schools  
 Mutual Benefit  
 Nasa Lewis Research Center  
 National Bank of Detroit  
 National Gypsum Co  
 National Steel Corp  
 NCR Corp  
 Nevada State Dept of Ed  
 Newark School District  
 New England Life  
 New York St Civil Serv  
 Northport UFSD  
 Northview Public Schools  
 Northwest Airlines  
 Northwest Public Schools  
 Okemos Public Schools  
 Old Kent Bank & Trust Co  
 Omni International Hotels  
 O'Neil Co  
 Orleans Parish  
 Otsego Public Schools  
 Owens-Illinois Inc  
 Pacific Gas & Electric  
 Packaging Corp of America  
 Parke Davis Co  
 Peat Marwick Mitchell  
 Pennsylvania St Civil Serv  
 Pennwalt Chemical  
 Fet Inc  
 Philadelphia City of  
 Philadelphia General Hospital  
 Phillips Petroleum  
 Pitney Bowes Inc  
 Pittsburgh Des Moines Steel Co  
 Portage Public Schools  
 PPG Industries  
 Price Waterhouse  
 Procter & Gamble Co The  
 Purdue University  
 Quaker Oats Co  
 R M Hewer & Associates  
 Redford Union Schools  
 Republic Natl Bank of Dallas  
 Rikes  
 River Rouge School District  
 Rochester Comm Schools  
 Rohm & Haas Co  
 Romeo Comm Schools  
 Royal Globe Ins Companies  
 San Diego City Unified District  
 Sangamo Electric Co  
 Santa Clara County  
 Santa Fe School District  
 Sargent & Lundy Engineers  
 Sault Ste Marie Area Public Schools  
 Schippers Kintner Robertson  
 Schlumberger Well Services  
 SCM Corp  
 Scott Paper Co  
 Scovill Mfg Co  
 Sealed Air Corp  
 Sears Roebuck & Co  
 South Lake Schools  
 Southland  
 Sperry New Holland  
 Spokane ISD 101  
 Square D  
 St Joseph Public Schools  
 St Louis District School  
 St Paul Companies  
 Standard Oil of Indiana  
 State of Ohio  
 Stokley Van Camp Inc  
 Stouffers Foods Corp  
 Sundstrand Corp  
 Swartz Creek Comm Schools  
 T R W  
 Tecumseh Prod Co  
 Tennessee Valley Authority  
 TX Utilities  
 Tucson Schools  
 Union Carbide Corp  
 Union Oil Co of California  
 Univ of NC Memorial Hospital  
 Universal Oil Products Co  
 US Dept of the Army  
 US Dept of Commerce  
 US Dept HEW  
 US Dept of the Navy  
 US Dept of the Marines  
 US Federal Hwy Administration  
 US General Accounting Office  
 US Gypsum Co  
 US Internal Revenue Service  
 Wallace Business Forms  
 Warren Consolidated Schools  
 Washington Suburb Sanitary Comm  
 Waterford Schools  
 Waterloo Comm Sch Dist  
 Western International Hotels  
 Whirlpool Corp  
 Willis Drake & Watters CPA's  
 Willow Run Schools  
 Winklemans  
 Wichita Sedgewick Unified District  
 W T Grant  
 Wyandotte General Hospital  
 Wyandotte Public Schools  
 Yeo & Yeo  
 York Air Conditioning  
 Youngstown Sheet & Tube  
 Zavre Corp  
 Zenith Radio Corp

The first part of the paper discusses the importance of maintaining accurate records of all transactions. It is essential for the business to have a clear and concise record of all income and expenses. This will help in the preparation of the tax return and in the event of an audit. The second part of the paper discusses the importance of keeping up to date with the latest tax laws and regulations. It is important to consult with a tax professional to ensure that the business is in compliance with all applicable laws. The third part of the paper discusses the importance of maintaining proper documentation for all transactions. This includes keeping receipts, invoices, and other documents that support the business's financial records. The fourth part of the paper discusses the importance of having a clear and concise record of all transactions. This will help in the preparation of the tax return and in the event of an audit. The fifth part of the paper discusses the importance of keeping up to date with the latest tax laws and regulations. It is important to consult with a tax professional to ensure that the business is in compliance with all applicable laws. The sixth part of the paper discusses the importance of maintaining proper documentation for all transactions. This includes keeping receipts, invoices, and other documents that support the business's financial records. The seventh part of the paper discusses the importance of having a clear and concise record of all transactions. This will help in the preparation of the tax return and in the event of an audit. The eighth part of the paper discusses the importance of keeping up to date with the latest tax laws and regulations. It is important to consult with a tax professional to ensure that the business is in compliance with all applicable laws. The ninth part of the paper discusses the importance of maintaining proper documentation for all transactions. This includes keeping receipts, invoices, and other documents that support the business's financial records. The tenth part of the paper discusses the importance of having a clear and concise record of all transactions. This will help in the preparation of the tax return and in the event of an audit.

