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MICHIGAN STATE UNIVERSITY

RECRUITING TRENDS 1976-77

A Study of 418 Businesses, Industries,
Governmental Agencies, and
Educational Institutions Employing
New College Graduates

by

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and

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December 10, 1976

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Summary of
RECRUITING TRENDS SURVEY 1976-77

This is a summary of the Sixth Annual Recruiting Trends Survey conducted by Michigan State University Placement Services for 1976-77. This survey represents a cross-section of employers from business, industry, government and education. This study includes information pertaining to trends in hiring of college graduates, salaries college graduates can anticipate, and suggestions on bridging the gap between education and the world of work.

A summary of the report follows:

1. Campus Recruiting

There will be an upswing in the number of campuses visited by employers in 1976-77. Those businesses showing the greatest upswing are agribusiness, automotive, banking, construction, metals, and public utilities. Accounting, which has long been in greater demand than supply, is now leveling off, as are many of the service industries.

2. Hiring

Hiring quotas in business, industry and government are definitely up. This study reveals that approximately half of the employers will be increasing their quotas by approximately ten percent. This will be partially offset by the increased number of graduates entering the job market this year. The net effect should be an improvement in the overall job picture. Special emphasis on quotas for females, minorities and handicapped are also up. In public education, it is anticipated that job opportunities will be slightly less than last year.

3. Next Three Years

When employers were asked their overall employment projections for the next three to five years, all of them-with the exception of educational institutions-forecast increases in hiring of college graduates.

4. Demand by College Major

When employers were asked what academic majors would be in greatest demand, engineering and business continued to be in the highest demand category. Employers anticipate hiring approximately the same numbers they have hired in the past in the liberal arts, social sciences, and communication arts, which means that the oversupply in those areas will continue. Employers in business, industry and government have special needs for graduates in engineering, computer science, marketing, and food science, with special emphasis on highly motivated individuals with analytical minds. Employers in education have special needs for learning disabilities, math, science, and data systems majors, psychologists, and women for administrative positions.

5. Salary Offers

Salary offers will increase for college graduates approximately five to six percent in the engineering and business categories, three to four percent in education, and two to three percent in most other majors. Final salary offers in business and industry are contingent on previous work experiences, degree level, academic major, grades, college or university attended, competition for the candidate, and job responsibilities. In education and government, salaries are generally predetermined by negotiated contracts (salary schedules), and starting salaries depend upon college degree earned and prior years of experience.

6. Salary Compression

Employers are witnessing a salary compression problem between recent hires and employees who have been on the job for awhile. This is particularly true with

recent M.B.A. salaries. Starting salaries for new graduates are close to the same level as those of employees who have been on the job two or three years.

7. Problems with EEO

More than fifty percent of employers in business, industry and government stated they are having difficulty in implementing EEO requirements because of insufficient supply of women and minorities, especially in engineering and business curricula. Employers in education do not have the problems encountered by other employers, except for women seeking administrative positions.

8. Distribution of Job Information

The survey revealed that the single best method of obtaining employment for a college graduate is through the placement office. The second best method of finding employment is by writing or visiting the personnel offices. Newspaper advertising is the third most commonly used method of seeking candidates for employment. In education, most employers hire candidates through "walk-ins". The second most important method is through college placement offices.

9. More Prior Work Experiences

When hiring new college graduates, 85% of the business, industry and government employers and 76% of the educational institutions hired individuals who had worked for their organizations prior to graduation. In fact, as many as 30% of their new hires had worked for them previously. In their important selection criteria, employers again emphasized that prior career related work experiences was an important criteria in hiring college graduates.

10. Resumes

There are some college counselors who advocate that new college graduates should apply to prospective employers without a resume. Do you agree? To this question, employers overwhelmingly advocated use of a resume.

11. Applying to Top Brass

Employers were strong in their advice to graduates that applying "to the top brass" (i.e. president, executive vice president, etc.) of most organizations will not necessarily bring better results than going through regular personnel channels. There were exceptions, however.

12. Selection Criteria

When recruiting and hiring new employees, business, industry and government employers consider the following factors most important: career and work aspirations, knowledge of subject, personality, previous career related work experiences, vocational preferences, and innovative ideas. For education employers, the following are most important: personality, attitude toward the work ethic, recommendations from former employers, knowledge of their subject, and innovative ideas.

13. Factors Affecting Hiring

The single most important factor that will influence hiring of new college graduates next year will be the economy. The second most important factor will be employee turnover, directly influenced by the economy.

14. Time Off

When employers were asked, "What is the attitude of your organization toward graduating students who take time off for a year 'to find themselves'," a large number were neutral, with a surprisingly large number having a negative response: Positive (36), Neutral (236), and Negative (135).

15. Husband/Wife Combinations

Most employers were neutral in their attitude toward hiring husband-wife combinations. However, 138 of the employers indicated a negative attitude.

16. Academic Requirements Raised

Of the employers surveyed, 110 indicated that they intend to raise the academic requirements for filling

vacant positions as the supply of college graduates increases. Another 277 indicated their requirements would remain unchanged.

17. Testing

Testing in business, industry, government and education is decreasing at a rapid rate. Of the 418 employers surveyed, 351 have discontinued testing college graduates.

18. Career and Vocational Education

Of the employers surveyed, 360 felt there should be increased emphasis during high school on training for vocations that do not require a college education. To the question, "Do you think that some career discussion should be included in the sixth, seventh and eighth grades," 307 employers said yes, 91 said no.

19. Underemployment

A majority of employers feel that less than five percent of their current employees are underemployed. This could be in sharp contrast to what employees feel on this subject. Most employers have a system for moving these individuals to more productive, challenging, and satisfying employment within their organization. Employers indicate that college graduates are generally willing to accept an entry-level position for which they are over-qualified in order to gain entrance into their organization.

20. Best Career Planning Advice

To the question, "Where can most college students get the best advice for planning their careers," most employers feel the college placement office is the best source and the second best source is talking to persons in their fields of interest.

21. Work Ethic

Employers generally believe that new college graduates have more respect for the work ethic than in the 1960's. Increased appreciation has been partially caused by competition for available employment opportunities. Overall, new college graduates

have improved their appreciation for the work ethic in recent years. College graduates in business, engineering and the sciences are familiar with and respect the work ethic, more than their counterparts in other disciplines, say the employers. Some employers feel that a college education has caused some applicants to have an over-inflated self-worth. According to the surveyed employers, college graduates with a solid understanding of the work ethic and a first-hand knowledge of hard work have a decided advantage on the job market.

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

Employer Category	Number of Employees					
	1-99	100-499	500-999	1,000-4,999	5,000-9,999	10,000 or more
Accounting	9	6			9	
Aerospace & Components	1		1		1	6
Agribusiness	1			4		3
Automotive & Mechanical Equipment				2	2	7
Banking, Finance & Insurance	3	2	2	9	3	6
Chemicals, Drugs & Insurance		2	1	2	3	21
Communication (Radio, TV and Newspapers)		2		3		1
Construction & Building Materials Manufacturing	1	2	2	5	4	4
Educational Institutions		26	17	23	9	8
Electrical Machinery & Equipment					5	4
Electronics & Instruments		1		3	5	12
Food & Beverage Processing		1	2	6	7	5
Glass, Paper, Packaging & Allied Products					1	11
Governmental Administration	1	1	1	2	3	8
Hospitals & Health Services				7	1	1
Hotels, Motels, Resorts, Camps, Recreational Facilities			1	2		4
Merchandising & Related Services (Retailing Industries)	1			6	5	15
Metals & Metal Products		2	2	7	3	16
Military				2		
Petroleum & Allied Products (Natural Gas included)		1		2	1	8
Printing, Publishing & Information Services				2		4
Public Utilities (Including Transportation)		1		2	5	13
Research and/or Consulting Services	1	4		8		1
Tire & Rubber						2
Volunteer & Service Organizations					1	1
Totals (418)	18	51	29	97	62	161

What change, if any, do you foresee in the number of campuses visited by your organization in 1976-77

Business, Industry, Government and Education

Employer Category	Increase						Remain the Same	Decrease						None Hired
	Over 75%	50 74%	25 49%	11 24%	6 10%	1 5%		1 5%	6 10%	11 24%	25 49%	50 74%	75 100%	
Accounting					2		13		1	1	1			1
Aerospace & Components	1						7				1			1
Agribusiness														
			1		2	1	3							
Automotive & Mech Equipment				2	1		1							5
Banking, Finance & Insurance			2	1	3	3					1	1		
Chemicals, Drugs, & Allied Products					6	5	10	1	2	1	1			4
Communication (Radio, TV and Newspapers)						1	2							2
Construction & Bldg Materials Manuf		2	1	1		4	4			1	2			2
Education Institutions				4	2	2	26	1	2			1	1	33
Electrical Machinery & Equipment							6			2	1	1		1
Electronics & Instruments				4	2	1	7		1					3
Food & Beverage Processing				1	1		8		2		2			6
Glass, Paper Packag & Allied Products				1	3	3	4			1				
Governmental Admin.							8					1	1	4
Hospitals & Health Services		1		2			4							2
Hotels, Motels, Resorts, Camps, Rec							5							1
Merchandising & Related Services			1	1	2	5	11	1						1
Metals & Metal Products	1			2	2	4	12			1				3
Military							2							
Petroleum & Allied Products				1	1	1	2	1				1		
Printing, Publishing & Information Service					1	2	1							
Public Utilities (transportation)	2		1	1	3	1	8	1				3		1
Research and/or Consulting Services				1	3	2	2	1		1				2
Tire & Rubber									1					
Volunteer & Service Organizations							2							1
TOTALS	4	3	4	22	34	35	148	6	9	8	9	8	2	73

Compared to the last three years, what does your organization anticipate in the hiring of new college graduates for 1976-77:

Business, Industry and Government

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%	
All New Coll Grads	6	6	14	16	43	31	121	8	4	5	7	3		19
Male Grads	4	6	10	14	31	24	120	15	17	7	8	2	2	14
Female Grads	9	6	14	31	38	55	83	8	3	1	4	1	1	13
Minority Grads	12	4	18	33	43	63	79	3		1	4	1	1	14
Handicapped	5	4	7	10	20	44	105	1	1	1	2	1		47
Bachelor's Degree Grads	7	7	12	20	30	40	131	7	2	7	6	2	1	15
Master's Degree Grads	3	3	7	14	18	24	124	8	4	5	5	3		53
Doctoral Degree Grads	2	1	3	8	7	10	83	5	1		2	2	1	132

Education-Total

All New Coll Grads	1			4	3		36	6	4	2	1	1		7
Male Grads				1	1	3	39	7	4	1	1	1		5
Female Grads			2	2	3	7	33	6	5	1		1		5
Minority Grads	1	2	3	3	9	12	20	6	4			1		7
Handicapped					3	4	35	2	3			1		12
Bachelor's Degree Grads				1	3	5	41	3	4	2		1		5
Master's Degree Grads		1			1	3	39	3	5	1		1		7
Doctoral Degree Grads						4	31	1	2			1	2	19

Compared to the last three years, what does your organization anticipate in the hiring of new college graduates for 1976-77?

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%	
Employer Category: Accounting														
All New Coll Grads		1	1	3	2		9						1	
Male Grads		1	1	1	3		12		1					
Female Grads		1	1	2	1		11						1	
Minority Grads		2	2	2	1		7						1	
Handicapped Bachelor's Degree Grads		1			1		8	1					2	
Master's Degree Grads		2	1	1	3		9	1						
Doctoral Degree Grads		1		2	3		6		1				4	
		1			1		5						9	
Employer Category: Aerospace and Components														
All New Coll Grads	1			1	1		4			1			1	
Male Grads	1				1		3		1		1			
Female Grads	1			1			3	1			1			
Minority Grads	1	1		1		1	1	2			1			
Handicapped Bachelor's Degree Grads	1				1		3			1			1	
Master's Degree Grads	1				2		3	1			1			
Doctoral Degree Grads	1			1		1	3				1			
		1				1	1	1			1		2	

Compared to the last three years, what does your organization anticipate in the hiring of new college graduates for 1976-77?

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%	
Employer Category: Agribusiness														
All New Coll Grads				2	1		3		1				1	
Male Grads					1		3		2				1	
Female Grads	1		1		3	1	1		1					
Minority Grads				1	2	3	1							
Handicapped					1	1	4							
Bachelor's Degree Grads					1	2	3		1					
Master's Degree Grads					1		4						2	
Doctoral Degree Grads							2						5	
Employer Category: Automotive and Mechanical Equipment														
All New Coll Grads		1	1		4	2	2						1	
Male Grads		1	1		3	1	4							
Female Grads		1	1		2	4								
Minority Grads	2		1		1	5	1							
Handicapped					1	3	3						1	
Bachelor's Degree Grads	1	1	1	1	2	2	2							
Master's Degree Grads				2		1	4						3	
Doctoral Degree Grads							4						5	

Compared to the last three years, what does your organization anticipate in the hiring of new college graduates for 1976-77?

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%	
Employer Category: Banking, Finance and Insurance														
All New Coll Grads		3	2	3	2		10			1				
Male Grads		1	3	2	1		9	1	1	1	1		1	
Female Grads		2	7	3	4		6							
Minority Grads	1	3	7	1	3		6							
Handicapped		1	1	2	1		10						4	
Bachelor's Degree Grads		2	3	4	1		13			1				
Master's Degree Grads	1	1		1			12	1					6	
Doctoral Degree Grads							6						14	
Employer Category: Chemicals, Drugs and Allied Products														
All New Coll Grads	1		2	3	3	2	10	2	1				3	
Male Grads	1	1	1	2	2	1	11	2	1	1			3	
Female Grads	1		2	4	6	5	4	2					3	
Minority Grads	1		2	4	4	4	6	1					4	
Handicapped	1		1	2	2	3	11						3	
Bachelor's Degree Grads	1	1	1	2	2	4	9	1					4	
Master's Degree Grads			2	3		3	12	2	1				3	
Doctoral Degree Grads				5	2	1	10	1		1			6	

Compared to the last three years, what does your organization anticipate in the hiring of new college graduates for 1976-77?

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%	
Employer Category: Communication (Radio, TV and Newspapers)														
All New Coll Grads							2						2	
Male Grads							3						1	
Female Grads						1	2						1	
Minority Grads					1		2						1	
Handicapped					1		2						1	
Bachelor's Degree Grads							3						1	
Master's Degree Grads							3						1	
Doctoral Degree Grads							1						3	
Employer Category: Construction and Building Materials Manufacturing														
All New Coll Grads			2	1	3		6			1				
Male Grads			1	1	2		5	2	1	1				
Female Grads	1	1	1		3	4	2			1			1	
Minority Grads	1	1	1		3	4	5			1				
Handicapped			1		2	2	1						6	
Bachelor's Degree Grads			1	3	2	1	7			1				
Master's Degree Grads	1					2	3			1			6	
Doctoral Degree Grads	1			1			2						8	

Compared to the last three years, what does your organization anticipate in the hiring of new college graduates for 1976-77?

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%	
Employer Category: Education														
All New Coll Grads		1			4	3	36	6	4	2	1	1		7
Male Grads				1	1	3	39	7	4	1	1	1		5
Female Grads			2	2	3	7	33	6	5	1		1		5
Minority Grads		1	2	3	9	12	20	6	4			1		7
Handicapped					3	4	35	2	3			1		12
Bachelor's Degree Grads				1	3	5	41	3	4	2		1		5
Master's Degree Grads		1			1	3	39	3	5	1		1		7
Doctoral Degree Grads						4	31	1	2			1	2	19
Employer Category: Electrical Machinery and Equipment														
All New Coll Grads				1	1	1	4				1	1		1
Male Grads				1	1	1	2	1	1			2		1
Female Grads				1	1	4	2					1		1
Minority Grads				1	1	4	2					1		1
Handicapped				1		1	5					1		1
Bachelor's Degree Grads				1	1	3	4					1	1	1
Master's Degree Grads				1		2	3							3
Doctoral Degree Grads							3						1	5

Compared to the last three years, what does your organization anticipate in the hiring of new college graduates for 1976-77?

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%	
Employer Category: Electronics and Instruments														
All New Coll Grads	1	1	1		2	1	5		1				1	
Male Grads	1	1		1	2	2	4	1	2					
Female Grads	1	1	1	1	6	2	3							
Minority Grads	1	1	1		4	4	3		1					
Handicapped Bachelor's Degree Grads	1	1			3	1	7		1					
Master's Degree Grads	1	1	1		3	3	6		1					
Doctoral Degree Grads							5		1					
					1	3	6						1	
Employer Category: Food and Beverage Processing														
All New Coll Grads					2	2	11		1	1			1	
Male Grads					1	2	8	2	2	1				
Female Grads				3	1	3	7			1				
Minority Grads				4	1	1	9			1				
Handicapped Bachelor's Degree Grads		1		1	1		7			1			3	
Master's Degree Grads					1	2	11		1	1				
Doctoral Degree Grads					1	1	8		1	1			2	
							5						8	

Compared to the last three years, what does your organization anticipate in the hiring of new college graduates for 1976-77?

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%	
Employer Category: Glass, Paper, Packaging and Allied Products														
All New Coll Grads	1	2	1				6	1						
Male Grads	1	1	1	1			4	2	1					
Female Grads	1	1	1	1	3	1	3							
Minority Grads	2		1	1	1	2	4							
Handicapped Bachelor's Degree Grads			2			1	5						2	
Master's Degree Grads		2	1	1			6	1						
Doctoral Degree Grads			1		2		4	1		1	1			
Handicapped Bachelor's Degree Grads	1		1				3						5	
Employer Category: Governmental Administration														
All New Coll Grads						2	4		3				2	
Male Grads							4	1	1	2			2	
Female Grads	1			1		1	5						1	
Minority Grads	1				1	2	4						2	
Handicapped Bachelor's Degree Grads						3	5						2	
Master's Degree Grads						1	5		3				2	
Doctoral Degree Grads				1			6	1	2				1	
Handicapped Bachelor's Degree Grads							5	1			1		4	

Compared to the last three years, what does your organization anticipate in the hiring of new college graduates for 1976-77?

[illegible]

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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%	
Employer Category: Merchandising and Related Services (Retailing Industries)														
All New Coll Grads			1	4	3		8	1	1		1			
Male Grads				5	3		7					1		
Female Grads			1	2	2		9	2	1					
Minority Grads		1		4	4		7							
Handicapped Bachelor's Degree Grads				1	1		8						5	
Master's Degree Grads			1	4	2		9	1			1			
Doctoral Degree Grads				2			8	1					5	
				1			1						14	
Employer Category: Metals and Metal Products														
All New Coll Grads	1		1	2	3	5	13			1			2	
Male Grads		1	1	1	2	3	13	3	2	1	1		2	
Female Grads	1		2	3	6	7	8					1	1	
Minority Grads	1		2	2	3	9	9					1	2	
Handicapped Bachelor's Degree Grads	1			2		7	11		1				5	
Master's Degree Grads	1			2	1	7	16				1		2	
Doctoral Degree Grads	1			2	1	7	16				1		7	
							9	2					15	

Compared to the last three years, what does your organization anticipate in the hiring of new college graduates for 1976-77?

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%	
Employer Category: Military														
All New Coll Grads					1									
Male Grads					1		1							
Female Grads					1		1							
Minority Grads					1		1							
Handicapped Bachelor's Degree Grads							1						1	
Master's Degree Grads							1							
Doctoral Degree Grads							1							
Employer Category: Petroleum and Allied Products (Natural gas included)														
All New Coll Grads		1	1	1		2	1	1			1			
Male Grads		1	1	1			1		1		1			
Female Grads		1	2	1		2							1	
Minority Grads		1	2	1		2					1			
Handicapped Bachelor's Degree Grads		1	1	1		2							1	
Master's Degree Grads		1	1	1		2	1	1			1			
Doctoral Degree Grads			1	1		1	1	1			1		1	
Doctoral Degree Grads	1			1		1	2	1					2	

Compared to the last three years, what does your organization anticipate in the hiring of new college graduates for 1976-77?

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%	
Employer Category: Printing, Publishing and Information Services														
All New Coll Grads					2		2							
Male Grads					2		3							
Female Grads					1	2	2							
Minority Grads					2	3								
Handicapped						3								1
Bachelor's Degree Grads			1		1	2	1							
Master's Degree Grads						2	1		1	1				
Doctoral Degree Grads						1	1		1					2
Employer Category: Public Utilities (Including Transportation)														
All New Coll Grads	1	2		2	3	1	8	1	1					
Male Grads	1		2	2	1	2	7		2					
Female Grads	1	1		3	4	6	2	1	1		1			
Minority Grads	1	1		5	3	6	3							
Handicapped	1	1			3	8	3							1
Bachelor's Degree Grads	2	1	1	3	1	3	6		2					
Master's Degree Grads			1	1	2	2	8	1						4
Doctoral Degree Grads						1	5							11

Compared to the last three years, what does your organization anticipate in the hiring of new college graduates for 1976-77?

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%	
Employer Category: Research and/or Consulting Services														
All New Coll Grads					6	1	4						1	
Male Grads					5		6						1	
Female Grads				2	4	2	3						1	
Minority Grads			1	1	6	1	2						1	
Handicapped				2	2	2	2						2	
Bachelor's Degree Grads				1	3		4						3	
Master's Degree Grads				3	2		6						1	
Doctoral Degree Grads				1	1	1	4						2	
Employer Category: Tire and Rubber														
All New Coll Grads							1							
Male Grads														
Female Grads				1										
Minority Grads				1										
Handicapped					1									
Bachelor's Degree Grads							1							
Master's Degree Grads							1							
Doctoral Degree Grads							1							

Compared to the last three years, what does your organization anticipate in the hiring of new college graduates for 1976-77?

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%		
Employer Category: Volunteer & Service Organization (Boy Scouts, Red Cross, etc.)															
All New Coll Grads	1							1	1						
Male Grads	1							1	1						
Female Grads	2								1						
Minority Grads	1 2														
Handicapped	1														1
Bachelor's Degree Grads	1							1	1						
Master's Degree Grads	1						1		1						
Doctoral Degree Grads	1						1								

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

Employer Category	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%	
Accounting		1		1	1	3	2							
Aerospace & Components		1			2	1	1							
Agribusiness					1	3			1					
Automotive & Mech Equipment				2	2		3							1
Banking, Finance & Insurance				2	3	5	3		1					
Chemicals, Drugs, & Allied Products				6	6	2	1	1						
Communication (Radio, TV and Newspapers)							2	1						
Construction & Bldg Materials Manuf		2		2	5	1	1							
Education Institutions				2	3	5	29	11	6	1	1	1		1
Electrical Machinery & Equipment					2	4	2	1						
Electronics & Instruments		2			2	2	5	1						
Food & Beverage Processing					4	6	5							
Glass, Paper Packag & Allied Products				2	4	1	1		1					
Governmental Admin.				1	2	2	3		1					1
Hospitals & Health Services					2		4	1						1
Hotels, Motels, Resorts, Camps, Rec					2		2	2						
Merchandising & Related Services		1		2	6		8							
Metals & Metal Products				3	8	8	5							
Military					1									
Petroleum & Allied Products					3									
Printing, Publishing & Information Service				2	1	1								
Public Utilities (transportation)		2		1	11	1	2							
Research and/or Consulting Services				2	8	2								
Tire & Rubber					1									
Volunteer & Service Organizations					1			1						
TOTALS		9		28	81	47	79	19	10	1	1	1		4

What change in demand in your organization do you anticipate, if any, for the following academic majors in 1976-77:

Business, Industry, Government & Education

Academic Majors	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	3	1	6	5	40	2	1	1				318
Arts & Letters			1	2	7	8	68		5	1	3	1	2	260
Business	3	1	11	13	39	59	134	9	3		2	3	1	98
Comm Arts					3	13	61	6	3			1	1	267
Education			1		2	7	30		5	2	1	1		246
Engineering	7	5	15	21	46	40	81	3	1	1	4	1		149
Human Ecology					3	4	36	2	2				1	310
Liberal Arts			2	3	6	16	116	8	2	2	1		2	207
Natural Science		1	2	3	6	11	81	3	3		1		2	247
Osteo/Human Med			1	2	3	1	17						1	325
Social Science			1	1	1	1	60	9	2		2	1		280
Vet Medicine					1		15		1					332

What changes, if any, do you expect on salary offers to 1976-77 college graduates?

Candidate Type	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%	
Business, Industry & Government - Total													
All New Coll Grads	5	11	55	90	59	21	47	1					18
Degree Levels:													
Bachelor's	3	15	53	82	63	15	48	1					16
Master's	2	11	40	68	40	10	34		1				67
Doctoral		3	25	46	23	6	25	2					124
All Women College Grads	4	14	59	78	45	12	41						27
All Men College Grads	4	9	51	82	57	14	40	2	1				21
All Minority College Grads	5	18	55	79	50	12	40						25
Education - Total													
All New Coll Grads	1		8	25	20	1	10		1				5
Degree Levels:													
Bachelor's	2		7	23	21		9		1				4
Master's	1		9	20	16		11		1				5
Doctoral	1		4	23	8	2	12						17
All Women College Grads	1		6	20	18		12		1				5
All Men College Grads	1		6	20	17		11		1				6
All Minority College Grads	1		7	17	18		10		1				7

What changes, if any, do you expect in salary offers to 1976-77 college graduates?

Candidate Type	Increase					Remain the Same	Decrease						None Hired
	Over 10%	9-10%	7-8%	5-6%	3-4%		1-2%	3-4%	5-6%	7-8%	9-10%	Over 10%	
Employer Category: Accounting													
All New Coll Grads	1		1	6	3	4	3						
Degree Levels:													
Bachelor's	1			5	5	3	2					1	
Master's	1			3	3	3						6	
Doctoral				2	2	1						9	
All Women College Grads	1			5	4	2						3	
All Men College Grads	1			4	5	2						3	
All Minority College Grads	2			4	5	2						4	
Employer Category: Aerospace & Components													
All New Coll Grads				3	3								
Degree Levels:													
Bachelor's				3	3								
Master's				2	3	1							
Doctoral				1	2	2	1						
All Women College Grads				3	2								
All Men College Grads				2	4								
All Minority College Grads				3	3								
Employer Category: Agribusiness													
All New Coll Grads	1		1	3	1		1						
Degree Levels:													
Bachelor's	1		1	2	1		1						
Master's	1			2								2	
Doctoral	1			2			1					4	
All Women College Grads	2		2		1							1	
All Men College Grads	1		1	2	1							1	
All Minority College Grads	2		2		1							1	

What changes, if any, do you expect in salary offers to 1976-77 college graduates?

Candidate Type	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%	
Employer Category: Automotive														
All New Coll Grads	1		5	7	5	1	5						1	
Degree Levels:														
Bachelor's			4	5	6	1	4							
Master's			2	5	3		3						4	
Doctoral			3	2	1		4						7	
All Women College Grads	3		3	5	4	1	3						1	
All Men College Grads			4	5	5	1	4						1	
All Minority College Grads	3		2	6	4	1	4						1	
Employer Category: Banking & Finance														
All New Coll Grads	1	1	3	4	5	2	6							
Degree Levels:														
Bachelor's		3	4	3	5	3	6						1	
Master's			2	3	6	1	4						8	
Doctoral			1	2	1		3						13	
All Women College Grads	1		2	4	5	2	6						1	
All Men College Grads	1		2	4	5	2	6						1	
All Minority College Grads	1		2	4	5	2	6						1	
Employer Category: Chemicals, Drugs														
All New Coll Grads			6	12	4	2	1						3	
Degree Levels:														
Bachelor's			6	10	5	1							3	
Master's	1		4	9	1		1						3	
Doctoral	1		5	7	2		1						6	
All Women College Grads			10	9	2	1	1						3	
All Men College Grads			6	11	4	1	1						3	
All Minority College Grads	1		9	9	2	1	1						3	

What changes, if any, do you expect in salary offers to 1976-77 college graduates?

Candidate Type	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%	
Employer Category: Communication														
All New Coll Grads							2						2	
Degree Levels:														
Bachelor's							2						2	
Master's							2		1					
Doctoral							1						2	
All Women College Grads							2						1	
All Men College Grads							2						1	
All Minority College Grads							2						1	
Employer Category: Construction														
All New Coll Grads			3	7	1	2	1							
Degree Levels:														
Bachelor's			3	7	1	2	1							
Master's			2	3	2		1						5	
Doctoral			2	2		1	1						6	
All Women College Grads		1	4	5	1	1	1						2	
All Men College Grads		1	3	6	1	2								
All Minority College Grads		1	4	5	1	1							2	
Employer Category: Education														
All New Coll Grads	1		8	25	20	1	10		1				5	
Degree Levels:														
Bachelor's	2		7	23	21		9		1				4	
Master's	1		9	20	16		11		1				5	
Doctoral	1		4	23	8	2	12						17	
All Women College Grads	1		6	20	18		12		1				5	
All Men Collgee Grads	1		6	20	17		11		1				6	
All Minority College Grads	1		7	17	18		10		1				7	

What changes, if any, do you expect in salary offers to 1976-77 college graduates?

Candidate Type	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%	
Employer Category: Electrical Machinery														
All New Coll Grads			2	5	3		1							
Degree Levels:														
Bachelor's			2	5	3		1						1	
Master's			1	3			1						5	
Doctoral			1	2									6	
All Women College Grads			2	5	2	1							2	
All Men College Grads			2	5	2		1						1	
All Minority College Grads		1	1	5	1	1							2	
Employer Category: Electronics & Instruments														
All New Coll Grads			5	6	3		1						1	
Degree Levels:														
Bachelor's			6	6	1		1							
Master's		1	5	5	1								1	
Doctoral			3	4	2		2						2	
All Women College Grads			6	7									1	
All Men College Grads			6	5	3									
All Minority College Grads		1	5	5	3									
Employer Category: Food & Beverage														
All New Coll Grads	1		6	3	6		1						2	
Degree Levels:														
Bachelor's			6	4	5		2						1	
Master's			5	1	3		1						5	
Doctoral			1	1	2			1					9	
All Women College Grads	1		4	3	4	1	2						1	
All Men College Grads			4	4	5	1	1						1	
All Minority College Grads	1		4	4	4	1	1						1	

What changes, if any, do you expect in salary offers to 1976-77 college graduates?

Candidate Type	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%	
Employer Category: Glass, Paper, Packaging														
All New Coll Grads		1		1	8		2							
Degree Levels:														
Bachelor's		1		1	6		1	2						
Master's				3	5		2							
Doctoral				1	4		1						4	
All Women College Grads	1		1		3	5		1						
All Men College Grads		1		1	5		2							
All Minority College Grads			2		3	5		1						
Employer Category: Governmental Administration														
All New Coll Grads				1	2		1	1	6				2	
Degree Levels:														
Bachelor's				1	2		3		4				2	
Master's				2	2		2		4				1	
Doctoral				1	2		1		3				3	
All Women College Grads				1	2		1		4				3	
All Men College Grads				1	2		2		4		1		2	
All Minority College Grads				1	2		2		4				2	
Employer Category: Hospitals & Health Services														
All New Coll Grads		1			2			1	2				1	
Degree Levels:														
Bachelor's		1			2			1	2				1	
Master's		1			2			1	1				1	
Doctoral					2				2				1	
All Women College Grads		1			2				3				1	
All Men College Grads		1			2				3				1	
All Minority College Grads		1			2			1	2				1	

What changes, if any, do you expect in salary offers to 1976-77 college graduates?

Candidate Type	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%	
Employer Category: Hotels, Motels, etc.														
All New Coll Grads		1		1		3							1	
Degree Levels:														
Bachelor's		1				4	1						1	
Master's		1				2	1						3	
Doctoral						1							6	
All Women College Grads		1		1		3								
All Men College Grads		1		1		3								
All Minority College Grads		1		1		2	1						1	
Employer Category: Merchandising														
All New Coll Grads				3	4	4	12							
Degree Levels:														
Bachelor's				3	4	4	11							
Master's					2	3	6						9	
Doctoral							1						18	
All Women College Grads				3	3	5	10							
All Men College Grads				3	4	5	9							
All Minority College Grads				3	3	5	8							
Employer Category: Metals & Metal Products														
All New Coll Grads	1	1	9	6	5	1	3	1					1	
Degree Levels:														
Bachelor's	1	1	10	6	5	1	3	1						
Master's	1	1	5	7	3	1	3						5	
Doctoral		1	2	5	2		1	1					13	
All Women College Grads	1	1	10	5	2	1	4							
All Men College Grads	1	1	9	5	4	1	3	1					1	
All Minority College Grads	1	1	10	6	4	1	4							

What changes, if any, do you expect in salary offers to 1976-77 college graduates?

Candidate Type	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%	
Employer Category: Volunteer and Service Organizations														
All New Coll Grads					1		1							
Degree Levels:														
Bachelor's					1		1							
Master's				1			1							
Doctoral					1								1	
All Women College Grads					1		1							
All Men College Grads							1	1						
All Minority College Grads					1		1							

What changes, if any, do you expect in salary offers to 1976-1977 college graduates by academic major?

Business, Industry, Government & 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		2	8	17	11	3	12							311
Arts & Letters (Liberal Arts)	1	1	19	25	22	13	42	1				1		233
Business Admin	3	7	38	74	61	22	36			1		1		126
Accounting	3	7	36	68	52	14	34			2				138
Communication Arts (TV/Radio, Speech)		2	4	17	3	2	20			1		1	1	298
Education	1	1	6	24	18	1	12	1	1					237
Engineering														
Chemical	5	11	28	35	20	10	15			1		1	1	225
Civil & Sanitary	2	8	22	32	16	9	21	1		1	1		1	238
Computer Science	3	3	31	50	27	13	23			1	1			299
Mechanical	5	13	44	61	39	10	22					1	1	172
Metallurgy, Mech & Materials	3	5	20	31	20	10	10						1	255
Human Ecology (Retail, Nutrition)		2	5	13	7	2	13	1				1	1	302
Human Medicine		1	4	6	2	1	8			1			1	317
Natural Science (Math, Physics)	2	3	18	24	16	9	16		1	2			1	264
Osteopathic Medicine		2	1	6	4	1	6						1	329
Social Science (Crim Jus/Ur Plan)			6	12	5		16						1	305
Urban Development														
Racial/Ethnic Stds			3	5	5		9	1					1	324
Veterinary Medicine			2	6	2		2						1	323

Does your organization negotiate salaries, or are starting salaries the same for all new college graduates with a particular degree and academic major?

Business, Industry & Government

Negotiate Salaries: 104

Depends on experience(16); Degree (8); Grades (6); Negotiated ranges (5); Academic major(3); Individual basis (3); College or university attended (2); Job level (2); Testing; Area of work; Competition; Ratings; A formula-base salary, add so much for graduates, so much for related work, so much for activities, etc.

Same Starting Salaries: 157

Related to degree level & major (8); Except for outstanding experience (4); Except for outstanding college and universities (2); Except for outstanding grades (2); Minimum salary is starting salary (2); Vary only with region; except for some variance at PhD level; Except for rare outstanding applicants; Adjust offer by individual strengths.

Additional Comments By Employers: Salaries determined after second plant interview; extra curricular activities important; vary up to \$50.00 per month based on qualification but there is no negotiation; based on age and maturity; vary salary by marital status & cost of living assignment; salaries are fixed in the Commonwealth Compensation Plan; judge salaries by grade level only.

Education

Negotiated Salaries: 15

Based on education & experience (2); With two year contracts; Depending on degree level; State personnel negotiates within limits; negotiated with teachers.

Same Starting Salaries: 50

Same for particular degree level; More for advanced degree and experience; Have a salary schedule.

Additional Comments By Employers: Same for the discipline or specialty and adjusted for special qualification above the required minimum; salary schedule for teaching.

Do you have a salary compression problem between recent hires and employees who have been on the job awhile?

Business, Industry & Government

Yes: 189

Recent MBA salaries are causing compression problems (4); Starting salaries for new graduates are close to the same level as current employees with 2-3 years experience (3); Inflation of starting salaries is higher than yearly increases (2); Inflation makes it difficult for existing employees to keep up (2); Union pressure for flat rate adjustments above entry level (2); Gaining more control (3); The external supply/demand forces create some real problems for us internally; Diminishing as tenured employees retire, are promoted or leave job market; Increased starting salary recently caused problem; Top salaries limited; More of a problem for managers who try to cut expenses.

No: 146

Have worked at keeping a justifiable range provided performance dictates (3); Due to our salary administration program involving birth month evaluations any salary compression is only temporary; The first increase is about 20%; We have a \$10,000 per year spread; People move quickly within our company; Promotion practices have avoided this; The general salary inflation of the last few years has focused on middle management salaries and beginning rates for college graduates; Needs watching in some departments; Needs watching if economy dips.

Education

Yes: 8

No: 61

Constantly expanding scales.

Is your organization experiencing trouble effectively implementing its EEO programs?

Business, Industry & Government

No: 146

Yes: 180

Too expensive (20); The economy/profit picture makes it impractical (15); Location of facilities doesn't attract minorities (5); Declining enrollment causing lay offs (5); Turnover (3); No successful programs on our part (2); Need more in Engineering (2); Not sufficient qualified women and minorities; Need those who are willing to take the Merit Systems exam; Other problems of implementation; Premium salary offers by other companies; Not likely to find women & minorities in Engineering; Don't like hard outdoor work.

Education

No: 47

Yes: 19

Insufficient amount of qualified women and minorities (19); The economy/profit picture makes it impractical (4); Other problems of implementation; Decreasing number of employees in some categories; Male minorities; No positions available; No one qualified for areas opened; Non-qualified men; Lower enrollment causing loss of positions.

How are most job applicants informed of available positions in your organization?

<u>Business, Industry & Government</u>	<u>Number of Responses</u>
Recruitment at college campuses	241
By candidates calling, writing, or visiting our personnel office	184
Newspaper advertising	160
Vacancy listings in college placement offices	113
Job listing with placement agencies	102

Education

By candidates calling, writing, or visiting our personnel office	62
Vacancy listings in college placement offices	52
Recruitment at college campuses	23
Job listing with placement agencies	18
Newspaper advertising	10

Does your personnel office list job openings with commercial agencies with either experienced or new positions?

Business, Industry & Government

Yes: 224

Do not pay fees for fresh college graduates; Experienced only; When having difficulty filling position ourself.

No: 127

Not on executive training level.

Education

Yes: 4

No: 67

Are the same openings listed with college placement offices that offer alumni placement services?

Business, Industry and Government

Yes: 202

Depends on type of position; When needing specific skills.

No: 122

Education

Yes: 57

No: 5

Do you do more business with employment agencies than you did 3 years ago?

Business, Industry & Government

Yes: 82

The hiring of experienced people is higher now; almost exclusively used for special data processing vacancies; As job openings occur in greater numbers; association with agencies increases appropriately/proportionally.

No 249

Education

Yes 1

No: 68

What percent of your new hires last year (1975-1976) worked for your organization prior to graduation (i.e. summer work, part-time work, internships, coop assignments)?

Business, Industry & Government

None	1 to 10%	11 to 30%	31 to 50%	51 to 70%	71 to 90%	91 to 100%	None Hired
51	208	53	4	4		1	15

Education

None	1 to 10%	11 to 30%	31 to 50%	51 to 70%	71 to 90%	91 to 100%	None Hired
18	40	9	2	3			2

In credential materials on file with placement offices, how important are each of the following items:

Business, Industry & Government

Items	Index of Importance ^a	Of Extreme Importance	Of High Importance	Of Medium Importance	Of Low Importance	Of No Importance
Credential Forms	3.8	88	135	72	16	13
List of Courses	3.7	68	138	100	17	13
Letters from Prev Supv	3.3	31	127	96	50	27
Letters from Col Faculty	2.9	12	80	138	73	25
Letters from Ministers	1.7	1	3	50	113	158
Letters from Politicians	1.5	1	2	31	103	182

^a The Index of Importance corresponds to the answer receiving the highest importance most often from employers. Thus, a response of "extremely high importance" receives a value of "5" and a response of "no importance at all" receives a value of "1". The Index signifies the average importance received by each factor.

Comments: Resumes & transcripts are best (5); Faculty reports are useless (2); Face to face interview is most important (2); Applicants are required to fill out application; A student's academic life doesn't necessarily correlate to creative demands of society; After offer we conduct telephone reference interviews with professors and former employers.

In credential materials on file with placement offices, how important are each of the following items:

Education

Items	Index of Importance ^a	Of Extreme Importance	Of High Importance	Of Medium Importance	Of Low Importance	Of No Importance
Letters from Prev Supv Credential Forms	4.4	36	26	9		
List of Courses	3.9	24	29	17	4	2
Student Teach Report	3.8	18	36	29	2	
Letters from Col Faculty	3.7		17	1	1	1
Letters from Ministers	3.4	5	25	32	9	
Letters from Politicians	2.2		5	21	35	13
	1.8		2	10	33	25

^aThe Index of Importance corresponds to the answer receiving the highest importance most often from employers. Thus, a response of "extremely high importance" receives a value of "5" and a response of "no importance at all" receives a value of "1". The Index signifies the average importance received by each factor.

Comments: Grades and interview impressions are more important; Personal reference checks are available.

There are some placement counselors who advocate that new college graduates should apply to prospective employers without a resume. Do you agree?

Business, Industry & Government

Yes: 37

Most graduates have nothing to put on a resume anyway (2); Have a standard application sheet (2); Never read them; Candidates are referred from the U.S. Civil Service Commission; Acceptable for management positions, not for technical.

No: 247

The resume saves both the employer and student valuable time (15); Valuable as a prescreening tool (4); Reference material (4); Evaluation would be difficult (4); Helpful starting point in talking to students (3); Never consider anyone without a resume (3); Reveals individuality of applicant (2); Keep resume factual and to the point, to save from fact gathering (2); Cold resumes are easy to turn down; Burden of preparation should be placed on applicant.

Education

Yes: 8

Personal interviews are the deciding factor; Helpful, but not essential; Our application is the most important thing; Isn't required.

No: 46

Preferred (6); Provides a neat summary of significant data (5); Find resumes extremely valuable (5); Request resume (3); Interviews would be too long and impractical (2); Valuable in preliminary screening; Would not interview someone without a resume.

There are some placement counselors who advise graduates to apply "to the top brass" (i.e. president, executive vice president, etc.).

Business, Industry & Government

Yes: 29

Resumes are usually sent to personnel but it can be effective (6); It might help but it could also do harm; It can get applicant directed towards the right source faster; If I were trying for a job I would use it; All applicants are sent to me; Depends on the size of the company; Resumes are forwarded to persons charged with manpower requirements; In our firm it makes no difference to whom such a letter is addressed; Unless credentials are outstanding it is better to find out recruiter's name and address and send it to him or the personnel manager; In our organization the individual doesn't receive any more consideration unless they know the executive.

No: 207

They are referred without comment to person in charge of hiring so it is a waste of time (42); Letters go right to personnel; Usually backfires but this is alright for experienced individuals; The "top brass" are not always familiar with the needs for entry level positions; The application should be made according to the internal structure of the organization for "normal" or "regular" hiring; Being too aggressive irritates the men who actually control the hiring.

Does it work? Yes: 40

Could help if they actually know the executive (4); Just gets passed down (2); More rapid action; Sometimes; Most college recruiters desire to "please the boss".

Does it work? No: 283

Letters from "top brass" have no effect upon decisions (8); Applications which are sent to the "top brass" don't receive the attention which they deserve (8); Achievements and accomplishments are more important; Rules require jobs to be filled through competitive exams; It establishes an immediate bias against candidates trying to short circuit the organization; Applicants should use normal channels.

Education

Yes: 8

In public schools we recommend all applications be sent to the Director of Personnel but other personnel recruiters are authorized to interview candidates in the Placement Office at colleges; Appropriate for our small system; Always apply to superintendent of schools; They are going over a lot of heads that they will have to work with later.

No: 31

It all goes to personnel eventually (25); Can hurt themselves by by-passing personnel; Very opposed; Not always good; Inadvisable; Should follow proper established procedures; Apply to personnel director.

Does it work? Yes 11

For top level staff positions; In our system we always welcome our elementary and secondary principals to refer good prospects also.

Does it work?

No: 51

If not why?

They always end up in personnel (4); Screening and interviewing is done by personnel (4); They don't have time to be bothered in our system; All applicants go through personnel office; It delays the response; The materials or letters are forwarded to the personnel office.

Organizations for handicapped persons are recommending that handicapped individuals not list their physical limitations on credentials and resumes.

Business, Industry, & Government

Agree 35

Agree unless handicap affects job performance (31); Alright because of EEO (11); Isn't required on applications (6); May be an advantage (4); Agree on the same basis as not asking for applicant's race (2); Depending on nature of limitations (2).

Disagree 14

Applications should be complete (35); In fairness to themselves, tell it like it is (9); Prefer notice so that special accommodations for physical limitations can be made (9); Unfair to organization and waste of time (7); With the affirmative action program, we can't hire handicapped if we don't know who they are (6); It will be evident sooner or later (4); Affects credibility (4); Need to combine abilities with job requirements (2); Society is not ready to fully accept the handicapped in professional careers.

Education

Agree 19

If handicaps don't interfere with duties-OK (11); Should not be on resumes (3); May help attain an interview (2); Unless requested on an application form in some manner, I wouldn't list handicaps (2); Good idea (1).

Disagree 14

Complete information should be provided (6); Helps them if they do; then we can give them special treatment and special interviews (6); Dishonest and misstatement of facts (2); Not honest; It delays response; Would like to hire more handicapped so the listing is valuable.

Neutral 1

This might turn out like the civil rights limitations concerning race.

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

Business, Industry & Government

	Very Much	Some What	Not At All
Send letter and resume to personnel department. . . .	280	52	4
Answer newspaper want advertisements	216	66	26
Visit personnel office personally	108	147	72
Phone personnel department and request an interview .	95	131	97
Send letter and resume to department head in area . .	43	149	132

Comments: Use placement services (40); Follow-up contacts (5); Use employment agencies (3); Use referrals (3); Know someone in the company.

Education

	Very Much	Some What	Not At All
Send letter and resume to personnel department. . . .	61	9	
Phone personnel department and request an interview .	23	17	25
Visit personnel office personally	22	29	12
Answer newspaper want advertisements	20	12	18
Send letter and resume to department head in area . .	5	18	38

Comments: Secure application information through college placement office; Send application to school superintendent.

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

Business, Industry, & Government

Factors	Index of Importance ^a	Of Extreme Importance	Of High Importance	Of Medium Importance	Of Low Importance	Of No Importance
Knowledge of Subject	4.2	115	154	46	4	2
Career/Work Aspirations	4.1	127	156	31	14	10
Personality	4.1	97	179	56	1	2
Prev Work Rel Experience	3.9	90	167	66	22	2
Innovative Ideas	3.9	80	152	70	8	5
Suitable Appearance	3.8	55	182	80	10	4
Part-time or Summer Work	3.8	62	157	94	9	3
Grades	3.7	47	145	98	5	2
Attit toward Work Ethic	3.7	73	141	68	29	10
Vocational Preference	3.7	80	148	63	36	15
Extra Assign Accepted	3.6	46	173	78	32	9
Knowledge of Work Expect	3.6	54	154	89	39	4
Marital Status of Candidate	3.4	12	18	38	44	185
Recommend from Employers	3.4	38	125	120	43	8
Recommend from Professors	3.1	15	85	148	65	13
Proper Establishmt View	2.8	16	64	128	99	34
Unrelated work Exper	2.7	12	43	134	106	27
Publications	2.2	5	30	85	99	89
Sex of Candidate	1.9	16	33	79	45	173
Race of Candidate	1.8	18	24	32	36	163

^a The Index of Importance corresponds to the answer receiving the highest importance most often from employers. Thus, a response of "extremely high importance" receives a value of "5" and a response of "no importance at all" receives a value of "1". The Index signifies the average importance received by each factor.

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

Education

Factors	Index of Importance ^a	Of Extreme Importance	Of High Importance	Of Medium Importance	Of Low Importance	Of No Importance
Personality	4.5	38	25	3	1	
Knowledge of Subject	4.3	23	39	4		
Innovative Ideas	4.3	23	37	5		
Suitable Appearance	4.3	19	41	9		
Recommend from Employers	4.2	25	33	10	2	
Previous Work Related Exp	4.1	19	36	10	1	
Knowledge of Work Expect	3.9	13	37	14		
Career/Work Aspirations	3.9	16	35	14	1	1
Attit toward Work Ethic	3.9	26	27	10	2	6
Extra Assign Accepted	3.8	12	35	12	5	
Grades	3.7	5	29	24		
Part-time or Summer Work	3.6	10	25	26	3	
Vocational Preference	3.6	9	28	22	3	3
Recommend from Professors	3.4	5	22	33	5	1
Proper Establishment View	3.3	5	24	22	8	5
Unrelated work exper	2.9	2	12	31	15	4
Publications	2.3	1	6	20	24	14
Sex of Candidate	2.0	1	3	4	18	39
Marital Status of Candidate	1.5	2	5	1	7	45
Race of Candidate	1.3	4	5	5	8	43

^a

The Index of Importance corresponds to the answer receiving the highest importance most often from employers. Thus, a response of "extremely high importance" receives a value of "5" and a response of "no importance at all" receives a value of "1". The Index signifies the average importance received by each factor.

Do most students appreciate the work ethic, in your opinion?

Business, Industry & Government

Yes 268

Only until they have the job; In science and engineering fields they do; On their own terms: 1st personal, then corporate; Some may be a little misdirected, but people want to be productive and want to contribute; Especially those who contribute dollars to their own education; Most students hired by our organization show a high degree of professionalism; Students in the business fields more so than others; At the graduate levels, they do; Those majoring in hotel and restaurant management would not remain in field otherwise.

No 54

College is their thing, and they feel above handling some routine tasks of a manager's job; Define work ethic; College has over-inflated student thoughts of their worth; Many students are not able to cope with the long hours and hard work involved in being successful; Fewer than half appreciate and practice it; Most have lack of ambition and dedication to job; Attitude is too often "What can you do for me?" rather than "Here's what I can contribute to you."

Education

Yes 53

Young people are not as involved in union problems.

No 13

Not in today's working fields; Unfortunately societal changes are taking place, but the infrequent solid individuals have a decided edge.

What changes (if any) have you seen in new college graduates' appreciation of the work ethic in recent years?

Business, Industry & Government

Improvement (46); None (25); Increased appreciation because of competition for the openings (23); Same (14); More realistic career goals, grads are looking for a self-satisfying career (11); Decreased (9); They expect more and are prepared to give less in terms of their efforts, dedication, and time (6); Willing to work hard but not at the expense of balanced lifestyle (6); Willing to work hard but not at the expense of balanced lifestyle (6); Most graduates are getting involved with the department they are assigned to (6); More serious and determined (5); Students realize that upon graduation they must be suitably trained and prepared to work (4); Better understanding of what they are and how to perform accordingly (3); Little loyalty (3); Willing to earn promotions (3); Greater short term expectations (3); Most are now not afraid to work for a company that makes a profit (2); Loss of major principles; Students are more flexible; Greater commitment to get ahead; Varies with the college; Recession and extreme competition for few jobs has revealed the cynicism of the early '70's; Improving though too few have a strong urge to be a producer.

Education

Appreciate the work ethic more (12); No change (12); With job shortage ethic has increased (4); Improved (4); Want too much too soon (2); Less appreciated (2); More awareness, more flexible attitudes and regard; Graduates work ethic are determined by teachers' unions and contracts; More professional; more dedication; career oriented curriculums; High absenteeism; More sincere interest in children; General questioning of all regulations and decline in personal appearance; Many feel that someone owes them a job because they went to school.

What are the most significant changes in recruitment witnessed by your organization in the last year (1975-76)?

Business, Industry & Government

Increase number of good graduates (33); More emphasis on blacks and females (25); More specialization (11); More students available (10); More sincere about getting a job (9); Very little recruitment due to increase in application demand (9); Over abundance of candidates (9); More talented candidates (6); Higher salaries (5); Overall hiring up 46%, College hiring up 63%; Good applicants are highly sought; Increased government regulation; Too many business and non-technical graduates; The increased entry level salaries; The increasing awareness of our firm and industry; Recruited very few graduates; Hiring in technical areas (engineering) up 100%; Many liberal art students not aware of general management needs in trainee positions; Availability of computer science majors; Higher salaries for inexperienced grads; More qualified females/minorities coming into work force; Declining enrollment which has made recruiting practically unnecessary; Higher grades with less knowledge among new hires; Far more good applicants available; Larger percentage of candidates available in each major; Geographic location became more important to graduates; Increasing competition for limited jobs; Better appearance; Recruiting graduates who have been out of school for a year or two; Aggressive graduates; Number of engineers appears to be dropping.

Education

Less need to recruit (7); Campus visits are as much public relations as needed (3); Applicants are better prepared; Number of candidates available; Less available money for recruiting; High competition; Women tend to request maternity leave instead of resigning; More administrative staff personnel involved; Decrease enrollment and loss of state aid; Enjoyment of more experienced teachers; Failure by placement to give vocational guidance; Meeting fewer minorities and women in business schools; Enjoyment of more men; Applicants in teams with wife being stronger candidate; Use of new application form.

What factors will significantly influence the hiring of new college graduates in your organization next year (1977-78)?

Business, Industry & Government

Economy (152); Employee turnover (25); Growth and expansion, volume of contracts (21); Qualified and availability of applicant (9); Increasing numbers of government, and professional requirements to comply with (9); Need for more engineers (all types) (5); EEOC (4); Need for trainees (3); Anti-Nuclear decisions (3); National Energy Policy (3); Ability to plan for our future and come to grips with our future manpower requirements (2); Hire minorities first; Type of demand for program sponsors funding; Completion of major long-range projects; Truck and automotive trends; World political picture; Increased world need for American Agriculture Products; Possible passing of Investiture Bill; Accomplishments, achievements and practical experience; Candidates should understand they are working for someone; Continuing need for physicians, psychologists, social workers, and medical technologists; More students seeking part-time, co-op work; Ability of graduates to make solid commitments; Better application form, screening and selection; Reduction in liberal arts graduates is needed.

Education

Economy (19); School enrollment figures (18); Availability of positions (9); State School Aid Act (7); Turnover of staff (retirement) (6); Hire less costly personnel (5); Quality of candidates (2); Behavior patterns within a candidate that will build relationships with students and stimulate their growth (2); Better staff personnel (2); Area of certification; Personality assessment at interview; Willingness to work; Specific preparation in special education, English, Math, Science and bilingual education; More intensive recruitment of minorities; New application form; Layoffs; New programs.

Do you foresee any change in the world of work in the next 5-10 years that will effect the hiring of new college graduates?

Business, Industry & Government

Students: Greater concentration or request for degreed individuals (3); Competitive edge of a degree will be diminished (2); Increasing requirements for qualitative and communication skills (2); More vocationally trained students employed; Movement to more adequately trained students to be more ready for work after graduation; More qualified students; Greater demand for science and engineering discipline; Fewer grads will be available; More people at graduate level with fewer jobs; Larger supply of non-technical grads than demand; Expect to do less for more.

Job Benefits: Greater demand for job security; More orientation towards a satisfying career; Increase in demand for affirmative action for women, handicapped and minorities; Greater demand for leisure time; Mandatory retirement at 65 will be eliminated; Fluctuating work hours in manufacturing to take greater advantages of investments.

Work Force: Appears that we're mainly towards a more specialty geared work force (8); Great mobility in work force; Fewer white collar workers; Strong demand for team concept; Trend-towards service rather than manufacturing; More interest in upgrading current employees (female and minorities).

Economy: Government regulations (4); Economics growth (2); Nuclear programs (2); Rapid breakthrough in technology will have a decided affect on academic research; Underemployment.

Education

Population trends declining-still some turnover in staff and some new programs (10); More specialists and fewer generalists (3); Less turnover; Teachers unions placing limits on number of student teaching placements will narrow the field; More emphasis on the fields of technology and ecology; Committments of local, state and federal bodies to the importance of education; Great growth of our schools in the 50's will make those teachers eligible for retirement in great numbers soon; Not in education.

If you were to summarize the outlook for college graduates in the upcoming year, how would you describe it?

Good (80); Better than before (63); The same (35); Fair (30); More competitive (23); Opportunities available (8); Limited (6); Unknown (6); Depending on variables (3).

Did your organization have any needs for employees in 1976-77 which were not met or were filled with unqualified applicants?

Business, Industry, & Government

Yes: 84

Black and female engineers (10); Petroleum engineers; Coal mining engineers; Chemical & Mechanical engineers for petroleum; Civil engineers; Engineering systems analysis; Medicine (6); Engineering (5); Data processing (2); Marketing (2); Communications; Psychologists; Vocational Education; Food Science; Systems analysis; Business; Pharmacology; MBA's with science degrees; MBA's with operations research; Toxicology; Agriculture; Mechanical laboratory training; Hotel, restaurant and institutional management; Need people who are turned on to our business or evidenced with great desire, high motivation, analytical in thinking and clarity of thought and turned onto others' needs and objectives.

No: 251

We don't lower our standards just because we are seeing unqualified people; Very highly skilled polymer people are needed; Could always use more minority engineers; Encountered problems in finding qualified data processing people.

Education

Yes: 17

Learning Disabilities (special education) (6); Math (2); Science; Data systems; Females for administrative positions; psychologists.

No: 51

What sources do you use to identify women and minorities for your special recruiting programs?

Business, Industry & Government

Placement offices and other companies (29); Minority female academic institutions (22); Employment agencies and government sources (16); Personal interviews (13); Co-op programs (11); Private agencies, letter agencies, ads in minority publications (7); College campuses (6); College recruiting and special interest groups (5); Minority Resume books (4); Resume books and similar publications (4); List of organizations or application and publications (3); High School and college recruiters (3); Specialized employment (3); Referrals (3); Minority and Female Engineering Society rosters (2); EEO Coordinator-Employment agencies (2); Recruit at predominately black colleges, sometimes use special placement agencies (2); Students and current employees (2); Minority career coordinator faculty contacts (2); Field contacts (2); Scholarship programs (2); Recruit on the basis of qualifications only; Recommendation from several local agencies; Minority employees: MBA from four of N. Carolina and current schools; Placement counselors and minority organizations; Newspaper advertising, word of mouth and specialized employment agencies; NAB, NAT, Urban League, etc.; Summer program, black student groups, MSU counselors; Pre-recruitment visits, careerfairs, rosters, etc.; Internal management development; Ethnic and women's groups on our mailing list; Internal promotion from within; Use intern program for minorities during junior year in college; Part-timers; Work closely with schools who seem sensitive to our needs and genuinely try to help; Last year's hires; Junior college; Basis of qualifications only; Faculty contacts; Pre-screening of resumes; COGME-for graduate study in management.

Education

None (15); University placement services (15); Personal contacts (interview) (12); Contacting colleges who have minority programs (2); Recruitment Fairs, advertisements (2); Contact with other systems; Black colleges and universities; Application and placement papers; Candidate themselves; Professional journals; teacher-perceiver process.

What sources do you use to identify the "Blue Chip" graduates?

Business, Industry & Government

Placement offices (61); College recruiter (54); None (51); Interviews (44); Resumes and credentials (23); Grades (20); Top notch schools (14); Summer employment (5); Special activities (4); Don't understand Blue Chip (4); Personality (3); Honor organizations (3); What's a Blue Chip college graduate? (3); Employment referrals (3); Special courses (2); Employment agency (2); His own initiative in finding a job (1); Applications (1); Testing program (1); Research grants (1); Alumni association (1); Fraternities (1); GM scholarship and fellowship program (1); Secret (1); Scholarship program (1); In-house evaluation (1); Campus-Pre recruiting (1); Student organizations (1); MBA magazines (1).

Education

Personal interviews (14); None (9); Campus recruiting (8); References (7); Professors (3); Word of mouth (2); Application and placement papers (2); Recommendations-Tips from alumni (2); Experiences with grads from traditionally strong institution (1); Credentials (1); College placement papers (1); The "Blue Chip" graduate doesn't really look to teaching for a career (1); Quality of their school's programs (1); Faculty recommendations, grades (1); Teacher perceiver (1); Secret (1); Staff recommendations (1).

What sources do you use to identify the person with a strong appreciation for the work ethic?

Business, Industry & Government

Interviews (82); None (53); Resume (30); Work history (summer, full time) (23); References (14); Placement Offices & Agencies (12); College recruiting (10); College faculty (9); Previous employers (8); Attitude, Values, Goals (8); College expenses earned (5); Co-op program (4); Psychological evaluation, judgement (3); Accomplishments-Work related, school related etc. (3); Referrals (3); Credentials (2); Summer programs (2); Exams (1); Department heads (1); Schools which traditionally exhibit certain traits that they look for (1).

Education

Personal interview (28); None (9); Credential evidence of successful work experiences (6); Letter of reference (2); Experience (1); Type of college; Previous employers; Performance; Teacher perceiver process; The candidates themselves; Quality of their schools programs; Supervisory recommendations; Screening by staff.

Do you use any special techniques when recruiting the "Blue Chip" female and minority candidates?

Business, Industry & Government

Yes 63

Campus interview (8); Home office interview (3); Extra personal touch (3); Summer work (2); Career weekends (2); More care to assure full employment (2); Faculty referral program (2); Corporate Sponsorship programs (1); Affirmative Action (1); Personal contact prior to campus visit (1); Using Blue Chip-female and minority managers (1); Special Agencies (1); Reputation of referral source (1); Extra care to find a potential match of interest and need (1); Closer follow up (1); Newspaper and other advertising (1); Plant tour, Speaking with key executives (1); Have minority recruiters work with them (1); Letters asking them to sign up (1); Extra care to sell our company (1)

No 181

All treated equal (13); Only go after "Blue Chip" minority or female makes no difference (2); No, but when he or she is made an offer we move fast (1); All our offers are made to Blue Chip graduates (1); Unfortunately we do not (1)

Education

Yes 10

More personal attention, no extra inducement (1); Personal contacts (1); Secret (1); S.R.I. Perceiver process (1); Face-to-face (1); "The Hard Sell" (1); Involve several staff in the interview process (1); Scholarships (1)

No 40

Treat all applicants equally; What is a "Blue Chip" female?

What recommendations do you have for placement services to better help you in your special recruitment efforts?

Business, Industry & Government

Improve counseling of students concerning recruitment process (9); Maintain single contact with companies (8); More minority & female job affairs should be held (6); Make resume books available & screen applicants to specific needs of employer (5); Get information to possible graduates without delay (5); Become more knowledgeable concerning industry (5); Develop a prescreening procedure & do a better job of counseling (5); Know your students & their interests (5); MSU does a fine job (5); Take more initiative in contacting qualified applicants & present better data on specific openings (More frequent bulletins) (5); Prepare complete files on every student (4); Standardize student data sheets (4); Make names of candidates available (3); More flexibility with changing times of interviews (2); Take more applicable summer jobs (2); Assist graduates on how to prepare a brief resume (2); Introduce placement center earlier to students (2); Problem is lack of qualified or interested applicants (2); Identify handicapped (2); Stop telling the most commonly asked questions by recruiters (2); Improved parking (2); Have company applications completed prior to interviews (2); Limit interviewing schedule only to qualified & interested applicants (2); Better placement services for those applicants interested in a banking career; Recruit more students in special categories; Encourage students to sign up on schedules or write to companies;

Education

Most placement services seem to be doing all they can (2); More specific knowledge of candidates (2); Screening (2); Help us get these persons on our schedule; Excellent job; Assign a person who can work with us & understand our needs; Allow students to get more & varied teaching experiences; Be able to forward credentials & transcripts for the specific requirements we seek; Communication; Career Counseling; Advise graduating seniors to approach business world realistically; Encourage graduates to inform placement offices when they have jobs;

What is the attitude of your organization toward graduating students who take time off for a year to find themselves?

Business, Industry & Government

Positive: 24

Depending on how it was spent (2); Gain maturity and direction; Prefer them to take time off before final year; Life experiences are the best possible education and provides opportunity for a well-rounded, aware person.

Neutral: 191

Depends on what individual accomplishes during the year (5); Providing they have found themselves (3); Would need to know the background of the individual (2); Dealing with individuals, some benefit by it; Not while collecting our pay; Should find themselves before they invest in college; Some people have to; For good reasons, fine; Often means they can't bear up to the responsibilities; May indicate lack of motivation.

Negative: 121

If a graduate student hasn't found himself, industry doesn't want him; Perhaps OK before or during college, not after (2); Depending on person and reason why; If spent loafing, they tend to lose some of their ability; European hitch-hikers are concerned primarily with themselves; A month OK, a year, no; Unless they've used the year to produce something of a tangible nature; Not a factor in candidates favor; "Finding oneself" is a cop out for immaturity; Can't blame them but shows lack of enthusiasm.

Education

Positive: 12

Indicates self awareness

Neutral: 45

Depends on what he did to find himself; Whatever is advantageous to the individual is our eventual advantage.

Negative: 14

Lack of ambition, direction.

What is the attitude of your organization toward hiring husband/wife combinations?

Business, Industry & Governments

Positive: 30

Would like student to tell us of spouse at time of interview; Seems to work well; Not under same management; Desirable when it can be done.

Neutral: 168

Not in the same department (8); Try to avoid it; Each must present individual merits; Both must be qualified and positions available; Not a primary plus or minus factor in our organization; Geographical limitations if only one can be hired; Difficult unless both have similar degrees; Too soon to form an opinion; No problems, so don't care; Experience with this has been favorable.

Negative: 123

Many potential problem areas (3); Not permitted by corporate policy (3); Relocation can get too sticky (2); Conflicts with travel; Husband and wife have limitations/no supervisory positions; Not as a team; Danger of nepotism; If they successfully compete, they will be hired, though not necessarily in the same work unit; Tough to find this combination where both individuals are totally qualified; Have never done it.

Education

Positive: 13

Provides stability

Neutral: 38

Will not place in same building (3); Do employ many combinations (2); Depending on size of district and board policy.

Negative: 15

More problems than benefits.

Will the increasing numbers of women and minorities entering technical fields create an overage of engineers and other technical graduates in the next ten years?

Business, Industry, Government & Education

Yes: 37

Provided in that women and minorities actually enter the engineering field and complete it; We look forward to it; A glut of computer science majors will emerge in 3-5 years; Figures seem to indicate we could have trouble placing women down the road.

No: 229

Field will always have higher demand than supply (11); Room for everyone qualified (1); Should help to balance out these areas; Other internal factors are more important i.e., economy, government programs, etc (1); Need for women engineers; Competition for highly qualified women and minorities will attract oversupply to other jobs; It shouldn't if we assign people wisely; Standards, may be compromised, making it more difficult to determine the actual ability of the applicant; Provided they all don't take civil engineering and more of them enroll in mining, petroleum, and Chemical Engineering; Not for several years; In education with the tighter job market, we will have well qualified math, science, and physics teachers from engineers.

As more and more college educated people become available, is your organization raising the requirements for filling vacant positions and requiring a college degree for them?

Business, Industry, Government & Education

Yes: 110

Intention is to recruit the most qualified individuals available (3); The MBA is now required for non-engineering positions, masters preferred for business positions (2); Broader responsibility now requires a stronger candidate (2); No degree requirements but overall standards are up (2); There is an unconscious trend toward this; Experience and a more professional training program require stricter requirements; For all non-clerical, management career levels, yes.

No: 266

Requirements have remained unchanged (13); Graduates are hired where job content demands that level of training (7); College degrees are far from all that is needed to do a good job (4); Require associates or bachelors degrees but less enamored with MBA (4); Federal level pressure to hire at lowest possible level and then promote (2); Would only cause job boredom, frustration, and morale problems (2); Depends on person; Many current top managements are not college educated; Too expensive; Just being very selective; Will probably change in other direction due to EEOC and inability to validate requirements for a degree.

Does your organization use vocational and psychological testing when considering new college graduates for employment?

Business, Industry, Government & Education

Yes: 48

Tests have been validated as successful (1); Depending on the position (1); Having tested for more than 25 years, the use of tests has not changed dramatically (1).

No: 351

Discontinued (1).

More today than five years ago?

Less (13); Same (5); Tested extensively five years ago (1); Now have a PhD consultant (1).

Which test do you use?

In-house tests (2); Vocational (1); Wessman (1); Assessment battery job knowledge test (1); Thurstone Temperament Schedule (1); Tests are job related, criterion validated by U.S. Supreme Court (1); McQuaig and Klein Psychological Test (1); IBM Programmer Aptitude (1); Cooperative Personnel testing (1); New Breed Profile-Aptitude Index Battery (1); System Analyst Aptitude test (1); AIB (1); Civil Service (1); Kostick (1); Polygraph (1); Registered psychologist(1); Personality Inventory (1); Edwards (1); Steven Thurrow-Inventory (1).

Do you think that there should be an increased emphasis during high school on training for vocations that do not require a college education?

Business, Industry, & Government

Yes: 296

Everybody doesn't need to go to college (8); More emphasis should be placed on vocational trade, and technical training (8); Pursue your interest (3); More emphasis on career counseling (2); Awareness of various occupations (2).

No: 29

Improve general education (3); Show pros and cons of continued education and not use vocational training as easy way out (3); Emphasis should be at college level (2); Better vocational counseling and career planning (2); An agricultural field (1);

Education

Yes: 54

College is too late; High school counselors should work in the "real world"; limited ability: A vocation is always a means to an education later if not presently; Certainly.

No: 12

Most school districts doing well in this area now; More counseling and awareness of vocation is needed; Junior colleges responsibility.

If yes, would your organization then be able to develop jobs suitable for those with such vocational training?

Business, Industry, Government & Education

Yes: 249

Jobs already in existence are adequate and sufficient for those persons qualified (11); Already using associates and trade school people in technical jobs, operators, mechanics, technicians, etc. (4); In this growing economy, programmers are advised to get a good vocational education; Skilled workers are essential; This is now part of educational systems; The paraprofessional systems.

No: 73

Lack of qualified candidates (4); Doubtful, but possible (3); Depends on type of training and programs offered (2); Company requires degrees; Lack of staff, depth and funds.

Do you think that some career discussion should be included in the sixth, seventh and eighth grades?

Business, Industry & Government

Yes: 242

Never too early (16); Only in broadest categories (5); Too much fun and games in early school now; Junior high is where curriculum choices affect later career choices; Students are often confused about their careers; Early vocational contact can help save wasted time in the future; We are currently interested in this area to promote interest in engineering as a career; Need more parents for "models"; Limit to those who seem to have little direction toward college, so that technical training might be started early; Important in 8th grade because science and math are needed for technical collegiate disciplines; Counseling should relate to aptitudes for vocations early; At least how to fill out an application properly.

No: 89

Don't feel child is ready (7); Start in 9th grade or definitely in high school (4); Emphasis should be designed to help them find and develop use of their talents and to channel them later (2); Don't begin before 8th grade, too early; Perhaps a little early for career decisions (1); I think that there are higher priorities for this age group; Depending on maturity; No idea; Definite lack of interest at this grade; Difficult for a career decision at this point but an awareness might be helpful.

Education

Yes: 65

Very minimal at this age; Presently being done (2); Before that-3rd or 4th.

No: 2

Do college and universities give graduates enough practical experiences to prepare them for the world of work?

Business, Industry & Government

Yes: 40

Limited to co-op programs, good lab experiences and internships (13); Depends on individual (11); Purpose of college is for background and knowledge (5); In engineering and business related courses (2); Improved with the addition of field experience programs (2); Opportunity to develop personally is with the student-teacher relationship; The 'real thing' is the only real teaching.

No: 129

More emphasis should be on co-op programs and internships (19); Can't duplicate in a classroom for 9 weeks the activities of a viable entity (14); Most degrees are based on theory work is more practical (6); Not in Accounting (4); The next step would be getting faculty out for practical experiences (3); Some experiences should be self-motivated by the student; Better liason between industry and college would improve situation; Not in Liberal Arts

Education

Yes: 20

More internships and practice which give positive experience (3); This takes initiative of the student, there are plenty of opportunities

No: 29

Student teaching should be done earlier and longer in the program (3); Prepared for classroom but have difficulty working with peers and superiors (2); Placement offices try but not all students avail themselves to their services.

Do you think that colleges & universities should require all college students to develop skills (clerical, carpentry, electrical, machinist, etc) in addition to their academic courses?

Business, Industry & Government

Yes: 114

Where career objectives would be partially serviced by a skill or two; Would help develop work habit; Not limited to vocational skills; Maybe as an elective only; Depends on career interests; A balance between abstract and conceptual work; Good background; Only if required for faculty also; Some areas should be mandatory, some optional; Basic clericals; Preferably grammar, writing, math, skills, (Not calculator dependency), business sense to earn a living; Should be recommended not required.

No: 317

Should be an elective experience, provided but not required (12); This should be an individual experience through counseling (4); Make available, stress importance; General courses in business should be; Most can find jobs without unrelated additional skills; Depends on student's interests; Not in a technical major; Better to be acquired in vocational or 2-year colleges; May never master anything worthwhile; The intelligent & mature college student does this without being required to do so.

What percent of your current professional employees are underemployed college graduates?

Business, Industry & Government

Percent	None	1 to 5%	6 to 10%	11 to 15%	16 to 20%	Over 20%
Number of Responses	100	128	43	11	5	6

75%

Education

Percent	None	1 to 5%	6 to 10%	11 to 15%	16 to 20%	Over 20%
Number of Responses	21	34	5	2		2

What change, if any, do you expect this year in the number of underemployed college graduates working with your organization?

Employer Category	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%	
Accounting							9		1					7
Aerospace & Components							4							2
Agribusiness		1				1	5							
Automotive & Mech Equipment		1					4	1	1					
Banking, Finance & Insurance							13	2		1				5
Chemicals, Drugs & Allied Products							19		1					5
Communication (Radio, TV and Newspapers)						1	3							1
Construction & Bldg Materials Manuf				1		1	8							3
Education Institutions		1	1	3	5	3	44							6
Electrical Machinery & Equipment		1			1		6			1				1
Electronics & Instruments						1	5	2		1				2
Food & Beverage Processing		1			1		6							
Glass, Paper Packag & Allied Products							2							1
Governmental Administration				1	1		7							
Hospitals & Health Services					1	1	4							2
Hotels, Motels, Resorts, Camps, Rec					1		8					1		
Merchandising & Related Services		1				3	14	1						4
Metals & Metal Products		1	1	1	2	2								
Military							1							
Petroleum & Allied Products				1	1		5							
Printing, Publishing & Information Service							1	1						
Public Utilities (transportation)				1		1	9	3	2	1				2
Research and/or Consulting Services						1	6					2		1
Tire & Rubber														
Volunteer & Service Organizations							3							
TOTAL		7	2	8	13	15	186	10	5	4		1	2	42

Do you have a system for moving these individuals to more productive, challenging and satisfying employment within your organization?

Business, Industry & Government

Y ~~167~~ 75%

Internal, external transfer system (12); Promotion program-merit within, etc. (12); Manpower information system (5); Developmental or mobility program (5); Careers open to all employees, as openings develop (4); Posting of all job openings (3); Career planning; Our fair system; Appraisal system; Formal career development processes; Number of house training programs; Top bidding; Through continued training; An informal system; On the job training; Identification & change.

No: 44

No formal system (4); Limited (3); Through our developmental program; It takes time to deserve a promotion; Must compete with other applicants; Depends upon educational major.

Education

Yes: 24

Hiring a college trained teacher from the ranks of playground aide; We have a career opportunities program (1); Teachers working as substitutes are first consideration for full-time position; Can apply for administrative jobs; Encouraged to apply for available jobs; Hire a teacher aide; Transfer when vacancy occurs; Need teaching certificate; Qualified employees have more status for advancement than outside candidates.

No: 13

Do you find that college graduates are willing to accept an entry level position for which they are overqualified in order to gain entrance into your organization?

Business, Industry & Government

Yes: 254

80%

Sometimes, more so today (5); Varies with major, i.e. liberal arts, business, etc. (5); Varies with the economy (3); Try to avoid or discourage this practice (5); Depends on type of work and demand (2); Motivation may be inability to acquire jobs in their own field (2); Especially with females; Non-professional work; Depends on employment market; If they can't find something else; With oversupply of students; They sometimes lack confidence; Entry level positions offer maximum challenge.

No: 50

They often view these as temporary positions and fail to evidence the initiative and interest necessary for promotion; Graduates are usually aware of qualifications and are eager to accept challenge of higher positions; More new graduates should take that road to move up; Don't offer them because individuals are dissatisfied inevitably; Especially liberal arts graduates; Most recent graduates with no full-time work experience expect too much by virtue of their degree; Being a college graduate doesn't mean anyone is overqualified; Depends on individual's ability and confidence in handling the job.

Education

Yes: 54

Have them as teacher's aides; Only way to enter program or organization since most top level positions are filled by promotion.

No: 9

A few positions would offer this opportunity, but they are the exception rather than the rule; Many are willing but we employ according to preparation.

Do you believe that grants should be provided to placement offices for career research like those provided to academic departments for academic research?

Business, Industry, & Government

Yes: 229

Provided this would be a cooperative effort with the industry; Placement centers should be fully informed of the realistic job market; This research should be available to counselors before students decide on a major; Placement offices must sell the product (graduates) it produces; Might bring academic instruction closer to the problems and the requirements of industry; Depends on type and purpose of research; Faculty are too often removed from the real world; Should be made available to all students.

No: 79

Should be a part of any regular placement programs and not dependent on special grants; Choosing a career is a very personal thing; A federal agency would be more logical, less self-interested; Placement people need practical experience to better guide students; Research might help but is only part of the answer; When it gets as far as placement, it's too late; Mickey Mouse degrees should be eliminated, then placement wouldn't be a problem; I don't know, with the quality of personnel at most placement offices, they could not handle the funds; Don't think the information is there to find; Placement is an administrative function and should rely on a normal budget for such items; A few offices like M.S.U., Purdue, etc., would issue reports to use the grants, and it would not apply to all placement areas, an opportunity for generating reports of marginal value; Would it have predicted an economic recession?

Education

Yes: 41

It would create some positions for research personnel; They would be better prepared for advising young people.

No: 11

Would it have predicted an economic recession?

Would your organization consider supporting research on the subject of careers for college graduates?

Business, Industry & Government

Yes: 68

No: 157

Depends on the type of research and its relatedness to our company (14); Any request would be considered on the basis of its merit (11); Assistance yes, support no (7); Already do research (5); Should be government funded (3); Should be a community project (2); Provided the information would give the students a realistic look at careers they are considering.

Education

Yes: 19

No: 20

No funds available (6); Depending on type of research; Don't have enough for our own research; There seems to be sufficient money available from federal government.

Where can college students get the best advice for planning their careers?

Business, Industry & Government

Placement offices (98); Talking to persons in their fields of interest (27); Personnel directors and career planning professionals, campus advisors (13); School counselors (11); From employers or recruiters (8); From high school counselors and tests (7); Friends, family (6); Summer or work experiences (6); In researching corporations or organizations (4); From industrial magazines (3); Career days (3); In the business world (3); No best place (3); Career libraries (2); Everywhere (2); Review future requirements of industries (1); Alumni (1); Self-Analysis (1); Professors (1); State placement offices (1).

Education

College placement offices (19); By talking to people already in the field (11); Employment offices (11); High school counselors (8); No one best source (3); Contacts with business, industry and education representatives (2); Career counseling centers (2); Vocational counseling (2); Aptitude-interest testing services (1); Vocational advising (1); K-12 career education (1);

Based on your experience, where geographically in the United States will it be easiest for new college graduates to find job opportunities in 1976-77?

Business, Industry & Government

North East.....52
 South East.....54
 North Central.....78
 South Central.....46
 North West.....3
 South West.....38
 Don't know.....125

Education

North East.....4
 South East.....8
 North Central.....3
 South Central.....5
 North West.....5
 South West.....5
 Don't know.....36

What change, if any, does your organization anticipate in the number of summer employment opportunities available for college students in 1976-77?

BUSINESS, INDUSTRY, GOVERNMENT & EDUCATION

Percent	75% or more	50- 74%	25- 40%	11- 24%	6- 10%	1- 5%	Remain the Same	1- 5%	6- 10%	11- 24%	25- 49%	50- 74%	75- 100%	None Hired
Number of Responses	4	2	5	7	24	25	199	3	3	2	1		1	122

EMPLOYERS RESPONDING TO SURVEY

-A-

A B Dick Company
 A C Parts Tech Center
 A E Staley Company
 Abraham & Straus
 Action Vista Peace Corps
 Aeroquip Corporation
 Aetna Casualty & Surety Div.
 Agway Inc.
 Albany International Corp.
 Albion Public Schools
 Allen Bradley Company
 Allied Chemical Corporation
 Alpena Public Schools
 Alton Box Board Company
 Air Products & Chemicals, Inc.
 Amax Inc.
 American Broadcasting Company
 American Air Filter
 American Can Company
 American Chain Div. of ACCO
 American Home Products
 American Hospital Supply Corp.
 American Management Systems Inc.
 American Motors Corporation
 American Tel & Tel Company
 AMF Incorporated
 AMP Incorporated
 Analytic Services
 Anderson Clayton Foods
 Ann Arbor Public Schools
 Applied Physics Lab
 Armco Steel Corporation
 Armstrong Cork Company
 Arthur Young & Company
 Associated Spring
 Atlanta Public Schools
 American Natural Resources System

-B-

Babcock & Wilcox
 Baltimore County Board of Education
 Baltimore Police Dept.
 Baxter Laboratories Inc.
 Bay City Public Schools
 Battle Creek Schools
 Beaverton Rural Schools
 Becton Dickinson & Company
 Bell Systems
 Benton Harbor Area Schools
 Beth Israel Hospital
 Bethlehem Steel Corporation
 Big Rapids Public Schools
 Birdwell Division of SSC
 Black & Decker Mfg. Company

Bloomfield Hills Schools
 Boeing Company
 Booz Allen & Hamilton International
 Borden Inc.
 Borg Warner Chemicals
 Bridgeport Community School District
 Bristol Myers Company
 Brown Shoe Company-Div. of Brown Group
 Brown Williamson Tobacco Company
 Burger Chef
 Burlington Northern Company
 Burns & Roe Inc.
 Byron Jackson Pumps-Div. of Borg Warner

-C-

Caddo Parish
 Cadillac Area Schools
 Campbell Soup Company
 Carmen Schools
 Carrier Corporation
 Carson Pirie Scott & Company
 Ceco Corporation
 Celanese Corporation
 Central Mutual Insurance
 Central Soya
 Central Tel & Utilities Corporation
 Cerain Feed Product Corporation
 Champion International Corporation
 Chase Manhattan Bank
 Chemical Abstracts
 Chesaning Union Schools
 Chesebough Ponds
 Chicago Bridge & Iron Company
 Chicago Board of Education
 Chicago & Northwestern
 Chrysler Corporation
 Cincom Systems Inc.
 City National Bank of Detroit
 Coldwater Community Schools
 Collins Divisions-Rockwell International
 Columbia Gas Services Corporation
 Combusion Engineering Inc.
 Commonwealth Assoc. Inc.
 Concord Union School District
 Cone Mills Corporation
 Connecticut General Life
 Continental Oil Company
 Continental Tel Service Corporation
 Control Data Corporation
 Conval Corporation
 Conwed Corporation
 Coopers & Lybrand
 Corning Glass Works
 Cottage Gardens Inc.
 CPC International
 Crane Company

Crowe Chizek & Company
 Crum & Forester
 Cryovac Div. - WR Grace & Company
 CTS Corporation
 Cummins Engine Company
 Cyphernetics Corporation
 Cutler-Hammer, Inc.
 Citicorp

-D-

Dames & Moore
 Dana Corporation
 Danielson Schultz & Company
 Davison Community Schools
 Dayco Corporation
 Daytons
 Debron Corporation
 Deere & Company
 Dekalb Ag Research Inc.
 Del Monte Corporation
 Deltona Corporation
 Desoto Inc.
 Detroit Edison Company
 Detroit Police Department
 Detroit Public Schools
 Devlieg Machine Company
 Doeren Mayhew Grob Mc Namara
 Dow Chemical Company
 Duke Power
 Dupont Company
 Dupuis & Ryden

-E-

East Lansing Public Schools
 Eastman Kodak Company
 Eaton Corporation
 Ebasco Services
 Edward C Levy Company
 El Paso School District
 Eli Lilly and Company
 Elkhart Community School District
 Erie County Dept. of Personnel
 Ernst & Ernst
 Ex Cell O

-F-

Famous Barr
 Farmers Union Exchange Inc. (CENEX)
 Federal Mogul
 Fieldcrest Mills Inc.
 First Financial Group
 First National Bank & Trust of Michigan
 First Wisconsin National Bank
 Florida Power & Light
 Florida State Dept. of Administration
 Fluor Engineers & Constructors, Inc.
 Flushing Community Schools

FMC Corporation
 Foote Cone & Belding
 Ford Motor Company
 Fowlerville Community Schools
 Frito Lay Inc.
 Fruitport Community Schools

-G-

General Dynamics
 General Electric Company
 General Motors Corporation
 George Washington University
 Gerber Products Company
 Giffels & Assoc, Inc.
 Goodyear Tire & Rubber Company
 Grand Union
 Great West Life Assurance Company

-H-

H J Heinz Company
 Hackley Union National Bank
 Hallmark Cards Inc.
 Haslett Public Schools
 Hawaii Department of Education, State of
 Hayes Albion Corporation
 Henry Ford Hospital
 Herman MacClean & Company
 Hershey Foods Corporation
 Hewlett-Packard Company
 Holiday Inns, Inc.
 Hollys, Inc.
 Hoover Ball & Bearing Company
 Hormel George A & Company
 Hospitality Motor Inns, Inc.
 Host International, Inc.
 Howard Needles Tammen & Berg
 Howmet Corporation Misco Division
 HQ Army & Air Force
 HRB Singer
 Hughes Aircraft
 Hungerford Cooper Luxon & Company
 Hurley Hospital
 Hygrade Food Products Corporation

-I-

IBM Corporation
 Illinois Tool Works
 Indiana Farm Bureau Coop
 Inmont Corporation
 Interlake, Inc.
 International Minerals & Chemical Corporation
 Ionia Public Schools

-J-

J K Lasser & Company
 J L Hudson Company

Jackson School District
 Jacobson Store Inc.
 Jefferson County Public Schools (Calif.)
 Jefferson County Public Schools (Ky.)
 Jenison Public Schools
 Jewel Food Stores
 John Hancock Mutual
 Johnson Service Company
 Jr. School District 1

-K-

Kalamazoo Public Schools
 Keeler Brass Company
 Kellogg Company
 Kennecott Copper Corporation
 Kentucky State Dept. Of Personnel
 Kerr McGee Corporation
 Kimberly Clark Corporation
 Knight-Ridden Newspaper
 Kraftco Corporation
 Kroger Company

-L-

Lakeside United Elementary District
 Lakewood Public Schools
 Lanse Creuse Schools
 Lansing City Planning Dept.
 Laventhol & Horwath
 Lawrence Township MSD
 Lazarus Department Store
 Leo Burnett Company, Inc.
 Libbey Owens Ford Company
 Libby McNeill & Libby
 Liberty Mutual Insurance Company
 Lincoln Public Schools
 Lockheed Missiles & Space Company
 Lone Star Industries, Inc.
 Lord & Taylor
 Lowell Area Schools

-M-

M Oneil Company
 Macy's Department Store
 Main Lafrentz & Company
 Manchester Union 37
 Marathon Mfg. Company
 Marple Newton District
 Marriott Corporation
 Martin Marietta Corporation
 Maryland State Of
 Massachusetts Mutual
 Mattel, Inc.
 McGraw-Hill, Inc.
 McLouth Steel Corporation
 Menominee Public Schools
 Methodist Hospital of Indiana
 Michigan National Bank
 Midland Public Schools

Midland Ross Corporation
 Minnesota Fabrics
 Missouri Pacific System
 Monroe Public Schools
 Monsanto Company
 Montpelier School District
 Morton Norwich Prod., Inc.
 Motorola, Inc.
 Mount Clemens Community Schools
 Muskegon Public Schools
 Mutual Benefit
 Mutual of New York

-N-

NASA Lewis Research Center
 National Bank of Detroit
 National Semi Conductor
 National Steel Corporation
 NCR Corporation
 Nevada State Department of Education
 New England Life
 New York State Civil Service Department
 Newark School District
 Niagara Mohawk Power
 Northrop Corporation-Aircraft Division
 Northwest Public Schools
 Norwalk Lamirada Co. Unif. Dist.

-O-

Ohio Edison Company
 Old Kent Bank & Trust Company
 Orleans Parish
 Oshkosh District 1
 Otsego Public Schools
 Owens Corning Fiberglas Corporation
 Owens Illinois, Inc.
 Owosso Public Schools

-P-

Pacific Gas & Electric
 Packaging Corporation of America
 Parke-Davis Company
 Peat Marwick Mitchell & Company
 Pennfield Schools
 Pennsylvania State Civil Service
 Pennsylvania, University of
 Philadelphia, City of
 Philadelphia Electric
 Philco Ford Corporation
 Phillips Petroleum
 Phoenix Mutual
 Pittsburgh Des Moines Steel Company
 Pocatello District School 25
 PPG Industries
 Price Waterhouse
 Procter & Gamble Company
 Purdue University

-R-

R M Bower & Associates
 R J Reynolds Industries
 R R Donnelley & Sons
 Raytheon Company
 RCA
 Ren Plastics
 Rexnord, Inc.
 Rikes
 River Rouge School District
 Riviana Foods
 Rochester City School District (NY)
 Rochester Community Schools (MI)
 Rockwell International
 Rohm & Haas Company
 Romeo Community Schools
 Royal Globe Insurance Companies
 Royal Oak Public Schools
 Ryan Homes, Inc.

-S-

San Diego, City Unified District
 Sangamo Electric Company
 Santa Clara County
 Schippers Kintner Robertson
 Schlumberger Well Services
 Scott Paper Company
 Scovill Mfg. Company
 Sears Roebuck & Company (Chicago)
 Sears Roebuck & Company (Skokie, IL.)
 Shell Companies
 Sheller Globe Corporation
 Southern California Edison
 Southern Railway
 Southern Research Institute
 Square D
 St. Joe Minerals Corporation
 St. Louis, City of
 St. Louis District Schools
 St. Regis Paper Company
 Standard Oil of Indiana
 Standard Oil of Ohio
 Stanford Research Institute
 Stanley Works
 Stau-fer Chemicals
 Steelcase, Inc.
 Stokley Van Camp, Inc.
 Stouffer Foods Division
 Swift & Company

-T-

Tecumseh Prod. Company
 Tecumseh Public Schools
 Tenneco
 Tesoro Petroleum Corporation
 Texas Instruments
 Texas Utilities Services, Inc.

Texasgulf, Inc.
 The Sheraton Corporation
 Thomas J. Lipton
 Toledo Public Schools
 Topeka Shawnee Unified District 501
 Touche Ross & Company
 Travelers Insurance Company
 Troy School District

-U-

U S Department of the Air Force
 U S National Security Agency
 Unified School District 1
 Union Camp Corporation
 Union Carbide Company (WV)
 Union Carbide Corporation (IL)
 Univ. of Michigan
 Univ. of Minn. Hospital
 Univac Data Processing Div.
 University of Kentucky
 UOP Process Division
 Upjohn Company
 US Dept of the Army
 US Dept of the Navy (Naval Air Station S)
 US Dept of the Navy (Navy Nurse Corps)
 US Federal Highway Administration
 US General Accounting Office
 US Gypsum Company
 US Gypsum
 US Veterans Administration
 US Steel Corporation

-V-

Vick Chemical
 Vicksburg School District
 Vought Corporation

-W-

Wallace Business Forms
 Warren Consl. Schools
 Washington Post Company
 Washington Suburb Sanitary Comm.
 Waterford Schools
 Waterloo Community School District
 Waverly Schools
 West Point Pepperell
 Westinghouse Electric Corporation
 Whirlpool Corporation
 Winklemans
 Wisconsin State Bureau of Personnel
 Wyandotte General Hospital

-Y-

Yellow Freight System Inc.
 Yeo & Yeo
 York Air Conditioning
 YWCA

-Z-

Zayre Corporation
Zenith Radio Corporation

