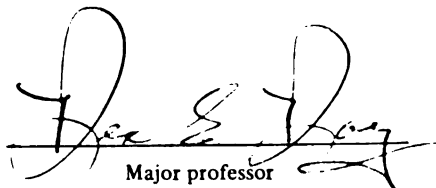This is to certify that the

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AN EVALUATION OF GRADUATING COMMUNITY COLLEGE
STUDENTS' PERCEPTION AND ACHIEVEMENT LEVELS
OF JOB-APPLICANT SKILLS AS MEASURED AT
KELLOGG COMMUNITY COLLEGE

presented by

Cheryl J. Costley

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AN EVALUATION OF GRADUATING COMMUNITY COLLEGE

STUDENTS' PERCEPTION AND ACHIEVEMENT LEVELS

OF JOB-APPLICANT SKILLS AS MEASURED AT

KELLOGG COMMUNITY COLLEGE

By

Cheryl J. Costley

A DISSERTATION

Submitted to
Michigan State University
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ABSTRACT

AN EVALUATION OF GRADUATING COMMUNITY COLLEGE
STUDENTS' PERCEPTION AND ACHIEVEMENT LEVELS
OF JOB-APPLICANT SKILLS AS MEASURED AT
KELLOGG COMMUNITY COLLEGE

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Purpose

The primary purpose of this study was to examine
graduating community college students' perceptions of their
ability to perform the skills needed to apply for and to
secure employment as well as to measure their ability to
perform those same skills. Such variables as type of
program (occupational or transfer), sex, income, and grade
point average were examined in order to determine students'
perceptions of or ability to perform job-applicant skills.

In addition, the research sought to ascertain the
value graduating community college students place on being
able to perform job-applicant skills as well as to identify
the job-related characteristics of the population.

Research Procedure

Two testing instruments were designed, tested, and
utilized: a perception instrument and an ability instrument.

Fourty-four individual job-applicant skills were identified from the literature and a survey of eighteen employers. These skills were clustered into six job-applicant skill areas: (1) Self-Assessment, (2) Knowledge about Job(s), (3) Identifying and Using Resources, (4) Selling Self Through Written Products, (5) Selling Self During a Job Interview, and (6) Following Up After an Interview.

A random sample of thirty-six students was selected for the study and divided into the following: male-occupational students, female-occupational students, male-transfer students, female-transfer students.

Students' perceptions were determined through self-evaluation on the written perception instrument. Students' abilities to perform the same skills were measured during a job interview by a professional job interviewer and by evaluation of the students' resumés, letters of application, and job-application forms by representatives from business and industry.

The study was double-blind. Through the use of outside observers research bias was controlled. The halo effect was minimized by establishing evaluation criteria and by pre-training in the use of the interview instrument. The data were analyzed both descriptively and statistically.

Findings

Graduating community college students perceive themselves as being able to perform job-applicant skills

at a significantly higher level than their performance demonstrates. Additionally, weak relationships exist between student perceptions of and ability to perform job-applicant skills.

Transfer and occupational students do not differ in their perceptions or in their ability except in their "Knowledge about Job(s)," which includes such items as identifying the skills, goals and functions, training and experience, employment opportunities, occupational hazards, salary, and fringe benefits, appropriate dress, and unions and organizations associated with a chosen job of interest. In their "Knowledge about Job(s)," occupational students score significantly higher than transfer students. Sex is not an influencing factor on students' perceptions of or ability to perform job-applicant skills.

The results of the study indicate that family income does not affect students' job-applicant skill ability. However, students from higher incomes do perceive themselves as better able to develop resumés, write letters of application, and complete job-application forms. Grade point average is also not an influencing factor.

The descriptive data demonstrate that the majority of community college students are employed, have had previous experience with job interviews and are relatively inexperienced in changing jobs and preparing resumés and letter of application. They value being able to perform

job-applicant skills and are unsure of themselves in this area.

ACKNOWLEDGMENTS

My sincere appreciation is extended to Dr. Rex Ray, my doctoral chairman, for his encouragement and guidance during my doctoral studies and during the writing of this study. I would also like to thank the members of my doctoral committee: Dr. Lawrence Borosage, Dr. Mildred Erickson, and Dr. Robert Muth.

My thanks also go to Kellogg Community College and the various businesses and industries who participated in the study. A special tribute is extended to Rolfe Jenkins, Director of Communications, Kellogg Company.

To Gary, Angela and Chad Costley, I share my love and appreciation for supporting my growth.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

Individuals in the United States will change careers
an average of three to five times in a lifetime. The
average worker under thirty-five years of age will look for
a job about once every 1-1/2 years, and the average worker
over thirty-five will job-hunt once every three years.[1]

Efforts continue to be placed on training persons
for job entry or advancement on career ladders. Yet,
individuals still find themselves unable to pursue jobs or
to utilize job-applicant or job-seeking skills in the job-
acquisition or job-change process.

For an activity which involves so many people, "Job
hunting is a neglected art."[2] The assumption is made that
if a person can perform a job, then the person simply goes
out and secures one. Yet, when faced with the task of
searching for employment, many people realize their lack of
skill and confidence in this area.

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[1]Richard Nelson Bolles, What Color is Your Para-
chute? (Berkeley, Calif.: Ten Speed Press, 1977), Preface.

[2]Laura Perlman, "Neglected Art of Job Hunting,"
Manpower Vol. 2, No. 5 (May 1970): p. 30.

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Bolles claims that the "helps," such as federal-state employment agencies, private employment agencies, classified ads, and computerized job banks, are not enough. They may rescue job hunters from their present predicament but do not leave individuals with the ability to confidently engage in the job-hunting process the next time, even though that "next time" could be in 1-1/2 to 3 years.[3]

The Bureau of Labor Statistics reports that in April 1977 unemployment was 7 percent nationally and 7.5 percent in Michigan. Teenagers 16 to 19 years of age were experiencing unemployment at the rate of 17.8 percent.[4]

Such unemployment figures represent an "employment crunch" where an "employers' market" makes competition for existing positions keen. Shingleton claims that such a competitive market necessitates job applicants being quite "sophisticated" in planning and conducting their job campaign.[5]

A 1975 follow-up survey conducted by the Michigan Department of Education reveals some interesting statistics regarding vocational graduates who were employed:

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[3]Bolles.

[4]Bureau of Labor Statistics, phone call to Michigan Employment Security Commission, Detroit, Michigan, June 7, 1977.

[5]John Shingleton, interview conducted at Placement Department, Michigan State University, June 6, 1977.

39 percent gave a friend or relative as the person who helped them find a job

7.8 percent sought help from the school placement office in finding a job

27.1 percent sought help from their teacher or co-op coordinator in finding a job

39.4 percent were taught how to fill out a job application during their schooling.[6]

These figures are for students graduating from secondary programs, and there are no such available data for community college graduates. However, it is obvious that graduates involved in the job-search process must utilize their own resources.

Unfortunately, most studies, to date, have been limited in their scope. These "job-seeking" studies have primarily been limited to the specific contact (person, agency, or resource) individuals utilize in identifying job openings. Little, if any, emphasis has been given to the total process of job applicants identifying what they have to offer employers, whom to offer such skills and attitudes to, and how to go about offering such skills and attitudes.

The main impetus for this study originated from an Employability Skills Project funded by the Michigan Department of Education. One of the goals of that project was to

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[6]Michigan's 1975 Secondary Vocational Education Follow-up Survey (Lansing, Mich.: Michigan Department of Education).

identify and validate a comprehensive list of employability skills.[7]

The Michigan Department of Education describes employability skills as "those skills, knowledges, behaviors, and judgments needed to secure, maintain, advance and terminate a job (other than occupational and technical skills)."[8] This particular research project is limited to those skills (other than occupational and technical) needed to secure employment; henceforth, in this study, these skills will be called "job-applicant skills."

The project funded by the Michigan Department of Education, with its main focus on the secondary level, seems to have equal applicability to the post-secondary level. In fact, Eli Ginzburg states a specific concern for "young adults who are still in the throes of making a career commitment, adult women returning to work, mature men seeking to change their employment, released patients and prisoners and many others who could profit from job and career advice and are hard pressed to find it."[9]

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[7]Addison Hobbs, letter issuing a request for proposal, Michigan Department of Education, Vocational-Technical Education Service, October 1, 1976.

[8]Ibid.

[9]Eli Ginzberg, "Toward a Theory of Occupational Choice: A Restatement," Vocational Guidance Quarterly, Vol. 20, No. 3 (March 1972): pp. 169-76.

The Problem

Statement of the Problem

Individuals attend college primarily for occupational reasons.[10] In 1975-76, there were approximately 12,355 students who graduated with associate degrees from community colleges in Michigan.[11] As these students reach this particular educational goal, it seems apparent that an assessment should be made of the skills they feel they possess for securing and changing jobs. It also seems critical to ascertain community college students' skill levels, that is, where they actually are in relation to their perceptions.

It appears that no formal assessment has been conducted to measure community college students' perceptions of their abilities and their actual performance levels of the job-applicant skills employers view as important. Without such a needs assessment, it is impossible to assess whether graduating community college students do or do not possess job-applicant skills. With such information, recommendations for future program planning and modification could be premised on identified, data-based needs rather than on intuition.

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[10]Richard Startup, "Why Go to the University?" *Universities Quarterly*, Vol. 26, No. 3 (Summer 1972).

[11]Michigan Department of Education, Lansing, Michigan, Telephone Interview, June 1977.

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Purpose of the Study

The primary purpose of this study was to evaluate graduating community college students' perception and achievement levels of job-applicant skills. Primarily, the study attempted to answer the following six questions:

1. Is there a relationship between community college students' perceptions of and ability to perform job-applicant skills?

2. Do community college students graduating from transfer programs differ from community college students graduating from occupational programs in their perceptions of or ability to perform job-applicant skills?

3. Do male and female community college students differ in their perceptions of or ability to perform job-applicant skills?

4. Do such factors as income level or grade point average affect community college students' perceptions of or ability to perform job-applicant skills?

5. Are there clusters of job-applicant skills where community college students perceive themselves as being particularly strong or weak?

6. Are there clusters of job-applicant skills where community college students perform at significantly higher or lower levels?

In addition, two secondary questions were posed:

1. Do graduating community college students value being able to perform job-applicant skills?

2. What are the characteristics relating to work of the sample of the population, that is, employment status and previous experience as job applicants?

It is expected that this study will provide a basis for:

1. Developing an overall description of college students' perception and achievement levels in relation to job-applicant skills.

2. Providing a needs assessment for Kellogg Community College to ascertain how well students perform in relation to how well they want to perform in regard to job-applicant skills.

3. Determining whether perceptions alone can serve as a measure for determining student acquisition of job-applicant skills.

4. Determining community college students' strengths and weaknesses in regard to job-applicant skills.

5. Providing suggestions and recommendations to other educational organizations who wish to assess needs in this area.

Need for the Study

Educators frequently plan for new curriculum, services, or delivery systems without first assessing the current status of their clientele. Such an assessment would assist in identifying real, not merely assumed, differences between the desired and the actual. In the present day of educational accountability and cost-effectiveness, data is desirable prior to initiating changes. A need, and the level of that need, must be identified.

Because of recent high rates of unemployment and the current surge of placement and job-seeking materials and services developing within society as a whole, it seems appropriate to evaluate where and at what level needs exist. A logical place to initiate such an evaluation is in the community college where the population is diverse and yet representative of the local community.

Limitations of the Study

This study was conducted with the following limitations:

1. The population was limited to all students who were graduating from Kellogg Community College in either a two-year transfer or two-year occupational curriculum. Students completing certificate programs of less than two years were excluded from the population.

2. The sample within the population, although randomized, was limited to those students who were willing to participate and to commit the required time and effort to the evaluation.

3. Representative ethnic minorities were not available for the study.

4. The job-applicant skills to be measured were predetermined. Students' perceptions of their skills were measured immediately prior to their ability to perform the same job-applicant skills.

Because of the limitations of the study, the findings were generalizeable to the population from which the subjects were selected and to Kellogg Community College. However, due to the nature of the study and the community college representing the population, it can be assumed that similar studies would produce similar results in mid-west community colleges representing districts containing both urban and rural communities.

Definition of Terms

There were several terms and words which had specific meaning for the study and warrant defining to the reader:

Employability Skills: "Those skills, knowledges, behaviors and judgments needed to secure, maintain,

advance, and terminate a job (other than occupational or technical skills)."[12]

Employment Opportunities: Favorable job openings or career possibilities for which a person qualifies or can become qualified.

Evaluation of Job Offer: Using decision-making methods to analyze and to determine the pros and cons of particular job opportunities.

Job-Applicant Skills: Those skills which are necessary to seek, apply for, and obtain employment. Includes such skills as filling out application forms, interviewing, resumé writing, writing letters of applications, identifying one's job assets, preparing and organizing for a job application, securing references, and locating job information sources.

Job Interview: An evaluation process by which an employer questions, listens to, and gives information to a person who is seeking a job.

Job Requirements: Those specifications or standards which are prerequisites to a specific position or job.

Job Skills: Those abilities and competencies which are performed in a particular job. Also called vocational/technical skills in vocational education.

Letter of Application (also called Cover Letter): The letter which accompanies a resumé or personal data sheet which expresses an interest in a job position as well as general qualifications for a job.

Occupational Programs: Training, usually at the community college level, which is designed to prepare individuals for gainful employment as skilled workers or technicians or subprofessionals in recognized occupations and in new and emerging occupations, but excluding any program to prepare individuals for employment which the Commissioner of Education determines, and specifies by regulation to be generally considered professional which requires a baccalaureate or higher degree.

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[12]Addison Hobbs, letter issuing a request for proposal, Michigan Department of Education: Vocational-Technical Education Service, October 1, 1976.

Placement Office or Services: A function or functions within an agency or educational setting which participates in career planning, job identification, job counseling, job-applicant skill training and/or the securing of appropriate jobs for individuals.

Private Employment Agency: A business which operates for profit with the purpose of locating and placing persons in employment. The job applicant or employer pays for such services.

Public Employment Agency: A non-profit institution operated with public monies whose function is to serve as a clearing house for employers and job applicants. Frequently they also collect manpower data and project employment trends. The Michigan Employment Security Commission (MESC) is the most common such agency in Michigan.

Resumé or Personal Data Sheet: A summary which contains information regarding work experience, educational background, specific skills, talents and experiences which would make the job applicant a desirable employee.

Sources of Employment Opportunities: Those places where people can locate job information: Dictionary of Occupational Titles (D.O.T.), Occupational Outlook Handbook, employers, friends, relatives, professional journals, want ads, placement offices, "head hunters," career centers, employment offices.

Transfer Programs: Those programs within the community college which have the specific intent of providing curriculum offerings which complete the first two years of a baccalaureate program at a four-year college or university.

Wage Information: That knowledge which informs a job applicant about expected pay and fringe benefits (insurance, vacation, sick days) received as compensation for doing a job.

Methodological Overview

Because of the nature of job-applicant skills, it was desirable to evaluate these skills in a setting similar to those encountered by job applicants.

A list of job-applicant skills was identified and validated. These were developed into both a perception

*ins*trument and an interview instrument. An interviewer *from* business and industry was trained in the use of the *in t*erview instrument. Control for research bias and the *ha l o* effect was obtained.

A random sample of graduating community college *stu*dents from Kellogg Community College participated in the *stu*dy. They produced written products, (i.e., letters of *app*lication, resumés, and job-application forms), completed *the* perception instrument, and participated in a job *in t*erview. Evaluation of their written products and the *in t*erview was done by professional personnel from both *pr i*vate and public sectors.

The experimental design (2 x 2 Factorial) facilita-*ted* analysis of the data. However, due to the absence of *pr e*vious studies investigating job-applicant skills of the *co*mmunity college student, the study was primarily explora-*to*ry in nature.

<u>Organization of the Presentation</u>

Following the introduction and general overview of *t*he problem, Chapter II will present a review of the *r*elated research. Since the scope of the study focused *s*pecifically on the skills needed by job applicants and *c*omparisons in relation to these skills were drawn between *o*ccupational and transfer students, the review of literature *w*as limited to the following areas: Employer Expectations, Methods People Use to Seek Employment, and Comparisons of Transfer and Occupational Students.

The research procedures section, Chapter III, describes the population and sample, the hypotheses and questions investigated, the development and implementation of the testing instruments, and the means by which data were collected, processed, and analyzed.

Chapter IV presents the analysis, results and interpretation of the data. The final chapter of the dissertation includes the summary and conclusions of the researcher as well as recommendations for future studies and implementation.

Summary

In summary, the problem of this study was job-applicant skills, which were defined as those skills required to seek, to apply for, and to obtain employment. The purpose of the study was to evaluate graduating community college students' perceptions of their ability to perform job-applicant skills as well as to evaluate their actual ability to perform those same skills. Questions were presented to compare perceptions of ability and actual performance as well as to draw comparisons between males and females and between occupational and transfer students. Concerns to ascertain the relationship of such factors as income and grade point average to job-applicant skills were also presented.

The need for the study was revealed in a general lack of research dealing with community college students

and job-applicant skills and yet a corresponding influx of *pop*ular materials and placement services.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

To date, the total process of vocational development is not completely understood. However, the processes of selecting a career and adjusting to work have received more emphasis and research than the vocational behavior exhibited in applying for jobs. Stevens, in a paper presented to the American Personnel and Guidance Association in 1971, states that because of this neglect "we do not understand the behavioral process involved in getting a job!"[1]

While the literature abounds in the form of popular books, articles, pamphlets, and curriculum guides, there are few empirically based research projects which directly relate to the problem of this study.

Literally hundreds of popular resources were reviewed in the course of this research. Taken in total, such sources reveal reoccurring themes and opinions as to the skills job applicants need in the job-hunting and job-acquisition process. A 1976 U.S. Department of Labor

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[1]Nancy Stevens, "Job Seeking Behavior of Vocational Development" (paper presented to American Personnel and Guidance Association, Washington, D.C., April 1971).

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publication, Merchandising Your Job Talents, categorizes these skills under the following areas: self-appraisal, preparing a resumé, letter of application, sources of job information, planning your time, job interview, testing, and after the interview.[2] Similar headings introduce the job-applicant skills discussed in Stanat and Reardon's Job Hunting Secrets and Tactics[3] and Bolles' What Color Is Your Parachute?[4]

The Bolles' book was first published in 1972 and revised in 1975, 1976, and 1977. Over 500,000 copies of What Color Is Your Parachute? have been sold.[5] Such popularity of a "Career Development/Job Applicant" book attests to a high level of need and interest regarding "job-getting" and "job-changing" in our society.

In an attempt to research the literature as it related to perception and achievement levels of job-applicant skills held by graduating community college students, the review of literature was divided into the following three areas:

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[2] U.S. Department of Labor, Employment and Training Administration, Merchandising Your Job Talents (1976), pp. 1-24.

[3] Kirby D. Stanat and Patrick Reardon, Job Hunting Secrets & Tactics (Milwaukee, Wis.: Westward Press, 1977), pp. 1-220.

[4] Richard Nelson Bolles, What Color Is Your Parachute? (Berkeley: Ten Speed Press, 1976), Table of Contents.

[5] Phone interview with Ten Speed Press, Berkeley, California, 7 June 1977.

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1. Job-Applicant Skills Employers View as Important

2. Methods Utilized in Seeking Employment

3. Comparisons of Community College Transfer and Occupational Students

<u>Job-Applicant Skills Employers</u>
<u>View as Important</u>

The question of what employers actually expect from job applicants is relevant to a study of this type. Yet, limited research exists regarding such expectations.

Keyser surveyed 165 personnel managers in the greater Los Angeles area to determine the following: what personnel managers looked for in a job applicant; the data viewed as important on a resumé; information related to the job interview; and a general answer to the question posed by applicants, "What do employers expect of me when I apply for a job?"[6]

Keyser's investigation revealed a major emphasis on the resumé with an accompanying letter of application. Grade point average (GPA) was rated as "very important" or "fairly important" by 76.2 percent of the personnel managers. Although appearance was not rated as important, such factors as shoulder-length hair in males or low necklines or miniskirts worn by females were reported to have negative influence. "The intrinsic abstract qualities" of the applicant were of importance in the interview process.

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[6]Marshall Keyser, "How to Apply for a Job," <u>Journal of College Placement</u> 35 (Fall 1974): 63-65.

Personality was rated most important with ability and
*ambi*tion being second and third.[7]

Drake, Kaplan and Stones' survey of 195 United
*Sta*tes business firms produced similar results with the
pr*i*marily sought attributes being motivation and ambition,
th*e* ability to communicate, and "good" personality. The
im*p*ression received by the interviewer was paramount, and
th*e* interviewer's opinion was considered more important
th*an* the resumé. The factor having the most negative
im*p*act during the interview was inability to communicate.
Be*i*ng late for the interview and inappropriate dress or
ap*p*earance also produced significant negative impacts.
Ho*w*ever, Drake indicates, "That even a relatively minor
f*ac*tor might affect a candidate's chances in a job market
a*s* tight as the present one."[8]

Because of the influence negative factors can have
in keeping individuals from securing jobs, Cleveland[9] and
*En*dicott[10] conducted separate studies to determine such
*f*actors from employers. Although Cleveland produced a

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[7]Ibid.

[8]Larry Drake, H. Roy Kaplan, and Russell A. Stone,
"How Do Employees Value the Interview?" Journal of College
Placement (February/March 1972): 48-49.

[9]Roma Cleveland, Springfield School District Youth
Placement Service (Springfield Public Schools, Oregon:
ERIC Reproduction Service, ED 117 481, 1976), p. 10.

[10]Frank S. Endicott, Making the Most of Your Job
Interview (New York: New York Life Insurance Company, 1976).

list of 10 factors and Endicott listed 50 factors, the reasons individuals fail to get the jobs they want tend to fall under the following categories: failure to demonstrate positive personality traits, inadequate information or training for the particular job, inability to demonstrate dependability, and failure to demonstrate interest in the job and a willingness to work.

Kallaus also researched the reasons for job applicants being rejected. He reports lack of experience and poor personality as first and second factors for applicant rejection. Poor appearance was also determined important.[11]

The previously cited Drake[12] and Keyers[13] studies also report past experience and the ability to express the experience in written and oral forms as important in job acquisition.

Although Drake did not cite GPA as a highly relevant factor, a 1972 study by Shell and Patrick involving 270 employers supports an earlier study in 1965 that grades of B+ or greater in the major and B over-all average are most desirable. Shell and Patrick cite personality and grades as the most heavily weighted factors, with personality scoring slightly higher than grades. Over

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[11]Norman F. Kallaus, An Office Employment Profile: Job Entry Requirements, Behavior Patterns, Career Opportunities (Iowa: Iowa Business Education Association, University of Iowa, ERIC Document Reproduction, ED 103 657, December 1973), p. 32.

[12]Drake, p. 49.   [13]Keyser, p. 64.

84 percent of the respondents disapproved of the use of
"Pass-Fail" grades in the major area. Such results rein-
force the concept that grades are used in the recruiting
and hiring process.[14]

Following a survey of 418 employers, Shingleton,
from Michigan State University, reports an overwhelming
favor for using a resumé when applying for a job. "Some
college counselors advocate that new college graduates
should apply to prospective employers without a resumé,"
Shingleton said. "But the survey shows that employers
still favor use of resumés."[15]

Shingleton also reports work experience as important
in hiring college graduates and does not advocate applying
to the "top brass" for positions, since such an approach
does not "necessarily bring better results than going
through regular personnel channels."[16] He reports employers
as having negative opinions concerning students who take a
year off "to find themselves."[17]

Utilizing factor analysis as a means of establishing
unique behavioral dimensions displayed by job applicants,
Lumsden and Sharf established the following categories:
"social and academic balance, socially unresponsive,

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[14]Claude I. Shell and Floyd A. Patrick, "Grades
Continue to be Stressed by Recruiters," Journal of College
Placement 33 (Febuary/March 1973): 77-82.

[15]The State News, 10 January 1977.

[16]Ibid.   [17]Ibid.

mature insight, dedication, verbal, and unprepared."
Scores in these dimensions were found to be significantly
related to the over-all evaluation given an applicant
during an interview process.[18]

A study by Cook and Lanham determined that prior to
the interview process the completed job-application blank
is the primary screening device.[19] Jameson would add the
resumé as a critical screening element.[20] The value of
letters of recommendation is generally viewed with less
importance as the quality and validity of such letters is
often questionable.[21]

Korkowski and Krueger report that employers do have
hiring standards for entry-level applicants. One hundred
percent of employers in their study reported "attitude as
very important or most important as a hiring standard."[22]
However, "attitude" was not defined. Ability was rated as

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[18]Howard H. Lumsden and James C. Sharf, "Behavioral
Dimensions of the Job Interview," Journal of College Place-
ment 34 (Spring 1974): 63-66.

[19]Fred S. Cook and Frank W. Lanham, Opportunities
and Requirements for Initial Employment of School Leavers
With Emphasis on Office and Retail Jobs (Wayne State Uni-
versity: ERIC Document Reproduction, ED 010 054, 1966),
pp. 128-29.

[20]Robert Jameson, The Professional Job Changing
System (Verona, N.J.: Performance Dynamics, Inc., 1976).

[21]Yeshayahu Rim, "How Reliable are Letters of Recom-
mendation?" Journal of Higher Education 47 (July 1976): 444.

[22]Clifford Korkowski and Albert Krueger, "Entry
Level Hiring Standards in Rural Central Minnesota," Journal
of Employment Counseling 9 (June 1972): 55-62.

next in importance, followed by interest, appearance, and references. Previous work experience and family stability were also considered important. Such factors as entrance tests, age group, and education above high school were not viewed as "most important" by any of the 20 employers in the Korkowski and Krueger study.[23]

A 1977 Michigan State University Employability Skill Project surveyed 135 Michigan employers to determine whether these Michigan employers believed specific job-applicant skills were important in the hiring process. The results clearly demonstrate that Michigan employers rate as "very important" a wide range of job-applicant skills[24] (see Appendix A for specific data). It is important to note that while Michigan employers rate these skills as "very important," specific emperical data as to whether or not community college students can perform these skills is not available.

Fisher reports that employers can be quite specific about hiring standards, i.e., personality, attitude, and cooperativeness, though those standards may not always be directly related to the job function. However, the application of those standards by employers appears to be utilized in direct relationship to the availability of employees with specific training in the needed job functions. Such standards and preferences usually represent, "perhaps

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[23] Ibid.

irrationally,"[24] the ideal worker. Minimal requirements, on *the* other hand, tend to represent a realistic functional *com*promise with the labor market. Fluctuations in the *avai*lability of a particular type of worker tend to allow *for* fluctuation in requirements, while preferences remain *more* or less constant.

Fisher also found skill qualifications to be of less *impo*rtance than education or personal characteristics. *Per s*onal qualifications included such characteristics as *hone*sty, dependability, health, attitude and appearance. *Educ*ational qualifications were stated in levels of attain-*ment* varying from "literacy" to "some college." Level of *at ta*inment seemed more important than functional skills *obta*ined. The diploma was considered "an indication of *per s*everance and strength of character."[25]

The preceding review of data-based literature leads *to* the conclusion that the popular literature has indeed *dea*lt with the same areas that research would indicate *emp*loyers view as important for job applicants. Such cate-*gori*es appear to fall under the following general headings: *kno*wing yourself, personality and attitude, information

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[24]Halder W. Fisher, *A Comparative Study of the Employee Skills/Training Acceptable to Employers Under Varying Degrees of Labor Market Stringencies* (Washington, D.C.: Office of Education, Department of Health, Education and Welfare, ERIC Document Reproduction, ED 024 789, June 1968), pp. 84-89.

[25]Ibid.

about the job, motivation, appearance, the job interview, training for the job, resumé, letter of application, job-application form, grades and academic experience, and work experience.

Even with the general consistency of what employers look for in job-applicant skills it was still not apparent what skills job applicants actually utilize in seeking jobs. The following portion of the review of literature attempted to clarify this issue.

Methods Utilized in Seeking Employment

The job-seeking behavior exhibited by various groups has perhaps received more research emphasis than the other areas of job application.

The Bureau of Labor Statistics conducted surveys in 1970 and 1973 to ascertain methods used by persons looking for work. They concluded:

1. Most job seekers use direct application to employers.

2. Most job seekers found their present job via direct application methods.

3. Direct application had the highest effectiveness rate.

4. Sex had little to do with methods used. Occupations had the greatest influence on method used, and blacks utilized state employment services more than whites.

5. Half of the people started searching for a new job while still employed.

6. One-third of job seekers turned down job offers. Blacks turned down job offers less than whites.

7. Job seekers averaged less than five hours per week seeking work.[26]

Utilizing a National Longitudinal Survey of the work experience of male youth from 1966-69, Saunders attempted to determine whether particular job-finding techniques could be associated with the personal characteristics of the youth or with the characteristics of the job itself. The personal characteristics of age and education were determined to be of most importance, with younger and less-educated youth relying more on informal channels, i.e., friends and relatives and direct application, for job information. As educational level increased, there was an increase in the use of more formal techniques, especially school placement services.

Saunders reports the job-finding channels used as making a difference in the kind of job and the pay received. In general, white-collar jobs were found by those who relied on formal channels. Those who utilized informal methods usually located blue-collar jobs. Formal channels consistently produced higher paying jobs with the exception of those acquired via school placement services.[27]

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[26]U.S. Department of Labor, Job Finding Survey, Summary: Special Labor Force Report (Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics, 1973); U.S. Department of Labor, "Job Seeking Methods Used by American Workers," Handbook of Labor Statistics (Washington, D.C.: 1970).

[27]David N. Saunders, "The Company Youth Keep: An Empirial Analysis of Job Finding Among Young Men 14-24" (Ph. D. dissertation, Bryn Mawr College), pp. 326-31.

Disadvantaged youth were found to have the most difficulty in the job-seeking process.[28] This is perhaps due to having their achievement values negatively affected by a series of frustrations and defeats.[29] It is not that friends and relatives are unable to direct disadvantaged youth toward good jobs; rather, there appears to be a lack of available information regarding the labor market and an inability to exercise a variety of job location methods. Saunders concludes that an effort should be made to encourage them to look for work in a more planned way and to make more informed and conscious choices among various job-search methods.[30]

Bradshaw, representing the Bureau of Labor Statistics, reports the job-seeking methods used by unemployed workers. The source utilized most frequently was direct application to employers. Those used less frequently were public employment agencies, placement of newspaper ads, and contact through friends and relatives.

Differences were noted according to age, sex, and race. Teenagers used public and private employment agencies less than adults. Older job seekers (over fifty-five years) went directly to employers less frequently and

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[28]Ibid.

[29]Harold L. Sheppard and Harvey A. Belitsky, Pro-moting Job Finding Success for the Unemployed (Kalamazoo, Mich.: W.E. Upjohn Institute for Employment Research, 1968), p. 18.

[30]Saunders.

used "other methods" more than the other two groups.

Women tended to rely more heavily on newspaper ads. They also used fewer methods than men and did not utilize public employment agencies and friends and relatives as frequently as men. Blacks tended to use public employment agencies more and private agencies less than whites.[31] This trend was likewise supported in a study in Philadelphia's inner city.[32]

Rosenfeld,[33] Hilasky,[34] and Rungeling[35] support direct application as being the most mentioned method. Friends and relatives were second, with State Employment Services being third. Other methods, i.e., newspaper ads, union hiring halls, and private employment agencies, were fourth.

Recent college graduates also use direct application most frequently; when utilizing this method, the results are most effective. They use friends and school placement

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[31]Thomas F. Bradshaw, "Jobseeking Methods Used by Unemployed Workers," Monthly Labor Review (February 1973): 35-40.

[32]"Methods of Looking for Work in Philadelphia's Inner City," Monthly Labor Review 96 (May 1973): 49-51.

[33]Carl Rosenfeld, "Jobseeking Methods Used by American Workers," Monthly Labor Review (August 1975): 39-42.

[34]Harvey J. Hilasky, "How Poverty Area Residents Look for Work," Monthly Labor Review (March 1971): 41-45.

[35]Brian Rungeling, Lewis Smith, and Loren C. Scott, "Effectiveness of Rural Job Search Methods," Monthly Labor Review 99 (April 1976): 27-30.

services with second and third frequencies; however, Young
reports friends and school placement services as being
significantly less effective in actually assisting in
securing employment.[36]

Even the executive who is unemployed should consider
direct application in seeking employment. "Career con-
sultants" or "executive counselors" can be very expensive
and frequently provide fewer "consultation" services than
the preparation and mailing of resumés.[37]

Job-seeking methods are indeed important but not as
much as the motivation, skills and experience of the appli-
cant. An article in The Occupational Outlook Quarterly
perhaps summarizes the relative effectiveness of job-search
techniques:

> Keep in mind that economic conditions also affect
> the market in which a job search is conducted. When
> work is hard to find, job seekers may need to make
> more intensive use of informal methods, attempting to
> get an edge on the competition. At the same time,
> they might also use costly, formal methods, such as
> private employment agencies, hoping the service will
> be worth the money and get them a job sooner. When
> jobs are readily available people might make more
> casual use of all methods and feel little need to pay
> for employment services.
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> Between 1972 and 1975, the average rate of un-
> employment increased over 50 percent. Economic
> changes such as this increase in unemployment no

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[36]A. M. Young, "Labor Market Experiences of Recent
College Graduates," Monthly Labor Review 97 (October 1974):
33-40.

[37]"Finding a Job in the Recession," Business Week
(January 13, 1975): 101-06.

doubt affect not only the methods of job search but also the effectiveness of each method.[38]

In summary, job-seeking methods used by workers tend to be more similar than different. They also seem to depend on the "looseness" or "tightness" of the market.

Since one of the purposes of this study was to compare occupational and transfer community college students in regard to job-applicant skills, a review of the litera-ture to ascertain past studies comparing these two groups was conducted.

Comparisons of Community College Transfer and Occupational Students

A few studies comparing the students in different programs in community colleges have been conducted.

Minkevich attempted to determine the differences in self-concepts of students in transfer programs and students in occupational programs. Using the Tennessee Self-Concept Scale and background information, he concluded that there was no significant difference between transfer students and occupational students on the following: self-concept, mean age, socioeconomic status, parents' educational achieve-ment, high school and college grade point averages, and mean hours of weekly employment. Minkevich did not measure

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[38]"Job Search: There's A Method in the Madness," Occupational Outlook Quarterly (Winter 1976): 18-19.

self-concept differences between males and females or differences by occupational program.[39]

Oman investigated the self-concepts of community college freshmen enrolled in academic and occupational programs. Male students were found to perceive their career potentials as higher than female students. Oman also reports academic students having higher occupational aspirations.[40]

Although not a community college study, Woolf in his study of high school vocational and non-vocational students reports that vocational students score lower on academic achievement than non-vocational students. Woolf also reports vocational students as having significantly higher self-concepts of their vocational ability than non-vocational students. He found no significant differences in socioeconomic status or self-concept of academic ability. In spite of the differences, Woolf determines that students are more similar than they are different.[41]

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[39]George Minkevich, "Differences in Self-Concept and Other Selected Variables Between Transfer and Occupational Students in a Comprehensive Community College," Dissertation Abstracts, Vol. 33, No. 7 (January 1973): 3300A.

[40]Ronald Nels Oman, "The Self-Concept of Occupational Ability and Related Characteristics in Community College Occupational and Academic Students" (Ph.D. dissertation, Michigan State University, 1971).

[41]William D. Woolf, "A Comparison of Selected Self-Concept and Other Characteristics of Secondary Students Enrolled in Utah Senior Vocational and Non-Vocational Classes" (Ph.D. dissertation, Michigan State University, 1972).

However, a 1972 study at Lake Land College,
Illinois showed students in vocational-technical programs
as coming from lower income families and having fathers with
less education than students in transfer programs.[42]

Differences were also noted by Doversberger; such
differences include: transfer students were less sure of
reasons for program choice and were more idealistic, while
occupational students were more sure of their program
choice and more pragmatic in their attitude towards work;
occupational students placed more importance on security,
job advancement and families than transfer students;
transfer students were more concerned than occupational
students about working conditions and opportunities to
serve humanity and to create new ideas.[43]

The diverse research regarding transfer and occupa-
tional students in community colleges leads to the
question, "Who is the community college student of the
70s?"

In a report prepared for the Center for Vocational
and Technical Education at Ohio State University, Garbin
and Vaugh present a demographic definition of the

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[42]I. J. Lach and C. Olson, "Profile of Lake Land
College Students: 1972," A Summary Description of Socio-
economic Characteristics, Academic Characteristics, Special
Education Needs, Educational Aspirations, and Enrollment
Statistics (Mattoon, Ill.: Lake Land College, 1972),
pp. 30-35.

[43]B. Doversberger, "An Analysis of the Practices in
the Teaching of Technical Mathematics and Technical Physics,
Phase II" (unpublished paper, 1971).

occupational student.[44]   Another report by the American

Council on Education (ACE) describes the two-year college

freshmen in all types of programs.[45]

Citing the Garbin-Vaugh report and appropriate

comparisons with the ACE data, a demographic description of

the occupational student follows:

Sex: men outnumber women three to two. This was also
the ratio reported in the ACE norms; however,
the differences are growing smaller. The ratio
does vary according to programs, for instance,
science compared to office or clerical.

Age: over half of the occupational students were 20 or
younger. One-fourth of the students were 20 to
24 years of age. One-fourth were over 24. When
compared with the ACE study, it appeared that
occupational students were somewhat older than
over-all community college students. This is
perhaps due to older students seeking occupational
retraining or upgrading.

Race: 92 percent of students were white; 5 percent were
black. The ACE study supports that the incidence
of minorities is somewhat higher in occupational
programs than in non-occupational programs.

Marital Status: 70 percent of the occupational students
were single compared with 90 percent of the over-
all community college freshmen in the ACE study.

Parents' Education: 33 to 45 percent of the parents of
occupational students had not graduated from high
school. These figures represent 40 percent of
the fathers of white students and 57 percent of
the fathers of black students. These percentages

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[44]A. P. Garbin and D. Vaughn, Community-Junior
College Students Enrolled in Occupational Programs: Selected
Characteristics, Experience, and Perceptions (Columbus:
Ohio State University, Center for Vocational and Technical
Education, 1971).

[45]American Council on Education, The American
Freshman: National Norms for Fall 1972, Vol. 7, No. 5
(Washington, D.C.: December 1972).

are comparable to those of the over-all community college population studied by the ACE.

Family Income: 12 percent of occupational students came from families earning less than $3,000 annually, 46 percent from families earning $5,000 to $11,000, and 21 percent over $13,000. Another 21 percent did not know their family income. These earnings compare with those in the ACE study. It does appear that community colleges are providing educational opportunities for many who may not have been able to take advantage of post-secondary education.

Scholastic Ability: 25 percent of the occupational students had B or better averages in high school; 90 percent had at least C averages. According to the ACE study, grades were somewhat higher in the over-all freshmen student population with 99 percent earning Cs or better and 40 to 45 percent earning B or better averages. Although the differences are small, studies such as the one by Munday[46] have shown transfer students as scoring higher than occupational students on academic examinations.

However, Fenske reports that high school seniors selecting occupational education were not academically different than their fellow seniors planning to pursue baccalaureate degrees.[47]

Additional Comparisons: Bruen, Engen, and Maxey[48] report that occupational students come from lower socio-economic backgrounds and display less academic aptitude. However, it is important to note that they did not find significant differences between

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[46] L. A. Munday, "A Comparison of Junior College Students in Transfer and Terminal Curricula," Journal of College Student Personnel 9 (1968): 325-29.

[47] R. H. Fenske, "Who Selects Vocational-Technical Post-High School Education?" The Two-Year College and Its Students: Am Emperical Report (Iowa City, Iowa: American College Testing Program, 1969).

[48] E. J. Bruen, H. B. Engen, and E. J. Maxey, How Do Community College Transfer and Occupational Students Differ? Report No. 41 (Iowa City, Iowa: American College Testing Program, 1971).

women in occupational and transfer programs. The men enrolled in the two types of programs differed significantly. Men in occupational programs had lower educational aspirations and saw money as more of a deterrent to furthering their education. They also seemed to have lower communication skills than their transfer counterparts.

Although not data based, Mildred Pulpitt's description of the community college student in the 1970s is perhaps most comprehensive. She identifies such a student as:

a worker with a family to support

an unemployed worker whose skills need upgrading

a housewife and mother who must work

a taxpaying voter in the college district

a housewife who doesn't have to work but who needs to feel useful

a parent who is puzzled by the changing society in which the children are growing up

a veteran who wants job skills

a welfare recipient who needs job skills

a college graduate, a high school graduate, a high school or elementary school dropout

a taxpaying voter in the college district

a retired person who wants to use leisure time productively

a worker whose company will cooperate to provide on-site inservice training for advancement on the job

a professional who wants to keep up with changing technology

an individual for whom the community college fills
an important but not the most important role in a
busy life

a taxpaying voter in the college district.[49]

Given diverse opinions and evidence as to the
similarities or differences between occupational and
transfer students, it does seem apparent that the community
college population is heterogeneous. Students have multiple
rationale and motivations for attending.

Summary

Taken in total, the review of research literature
and non-emperical writings in the general area of job-
applicant skills reveals a concensus regarding those
skills and abilities employers deem to be important.

Specifically, employers "measure" an applicant's
ability to get along with others, "attitude" about work,
and personality traits. While these personal traits are
difficult, if not impossible, to measure, employers con-
sistently rank them as higher in importance than specific
training, experience, and ability to perform the job for
which the applicant is applying.

These subjective evaluations are consistently used
by employers once a group of applicants have been identi-
fied as "qualified on paper." The research and more
general writings would suggest that the resumé, letter of

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[49]Mildred Pulpitt, "The Adult Student," New
Directions For Community College Vol. 1, No. 3: 55-69.

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application, job-application form, past work experience and training are used by employers to screen applicants and to select those they wish to interview. Once the interview process begins, the employer pays less attention to these more objective measures and turns instead to a subjective "feel" or impression which is obtained during the interview.

The literature would further suggest that direct application, conducted by the job applicant, is still the most effective means of seeking and securing jobs. However, utilization of a variety of job-search methods is beneficial, especially during times of high unemployment.

Research studies comparing transfer and occupational students in community colleges are limited and frequently not conclusive. This is perhaps due to the heterogeneous population found in the community college.

The total lack of studies attempting to measure or compare community college students' perceptions of or ability to perform the skills necessary for applying for employment was further support for the need for this study.

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CHAPTER III

RESEARCH PROCEDURES

The research procedures of the study will be discussed under the following headings: (1) Population and Sample, (2) Questions and Hypotheses to be Tested, (3) Testing Instrument, (4) Collection of Data, (5) Processing of Data, (6) Analysis of Data, and (7) Summary.

Population and Sample

Population

The population selected for the study was all of the students graduating in May 1977 with Associate Degrees from Kellogg Community College in Battle Creek, Michigan. Table 1 gives the number of students by type of degree granted as well as by the two general degree categories of "occupational" and "transfer."

Note that students completing certificate programs of less than two years (sixty-two semester credit hours) were not included in the population. The total population of 371 students was divided into two sub-populations: students graduating from occupational programs (206 students)

Table 1.--1977 Graduates from Kellogg Community College.

Degree Granted	Graduates by Degree
Occupational Degrees	
Associate in Applied Arts (commercial art, criminal justice, human services)	12
Associate in Applied Commerce (accounting, business management, clerical assistant, data processing, executive secretary, legal secretary, medical secretary, mid-management in distributive occupations, transportation and traffic)	43
Associate in Applied Science (automotive tech., chemical tech., drafting and design, dental hygiene, electronics, fire science, industrial engineering, legal assistant, mechanical tech., medical laboratory tech., physical therapist assistant, radiology tech., nursing)	151
Total Occupational Degrees	206
Transfer Degrees	
Associate in Arts	77
Associate in Business Administration	26
Associate in General Studies	48
Associate in Science	14
Total Transfer Degrees	165
Total 1977 Graduates	371

and students graduating from transfer programs (165 students).

Sample

Members of the two preceding populations were assigned numbers. Utilizing a table of random numbers,[1] thirty students (fifteen male and fifteen female) were randomly selected from the occupational graduates, and thirty students (fifteen male and fifteen female) were selected from the transfer graduates.

Although nine to twelve students were desired in each subgroup, that is, male-occupational, female-occupational, male-transfer, and female-transfer, it was anticipated that some would not consent to participate or would not keep their commitment. Such an assumption proved to be accurate as twelve students did commit themselves verbally as participants but later called to say they would not participate or simply did not keep their appointment.

Therefore, the total sample for the actual research was thirty-six students divided as follows:

    9   male-occupational students
    9   female-occupational students
    9   male-transfer students
    9   female-transfer students

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    36   Total Sample

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[1]Bruce W. Tuckman, _Conducting Educational Research_ (New York: Harcourt Brace Jovanovich, Inc., 1972), pp. 368-69.

Questions and Hypothesis to be Tested

There were six primary questions considered in this study. The following research hypotheses were formulated for the purpose of answering these six questions. They are stated in the research form.

Question 1: Is there a relationship between community college students' perceptions of ability to perform job-applicant skills and their performance of such skills?

> Hypothesis 1: There is a significant correlation ($r > .60$) between community college students' perceptions of their ability to perform job-applicant skills and their ability to perform such skills.

The above hypothesis was tested on the following individual skill cluster areas: self-appraisal, knowledge about the job, identification and use of resources, the development of written products, the job interview and following up after the interview. The Pearson product-moment correlation was used to test the significance of hypothesis one. A confidence level of 95 percent ($p < .05$) was used to determine statistical significance. Correlations of .60 or greater were considered as having strong relationships.

In addition to determining the existence of significant correlations, the research measured the significance of any differences which existed between students' perceptions of and ability to perform job-applicant skills.

Hypothesis two was developed to determine such significance.

> Hypothesis 2: There is a significant difference between students' perceptions of and ability to perform job-applicant skills.

T-tests were utilized in evaluating this hypothesis. A significance level of 99 percent ($p < .01$) was set.

Following a measure of the relationship between perceptions of and ability to perform job-applicant skills, it appeared relevant to ascertain whether or not there were perceptual or performance differences among specific groups of community college students. The researcher was especially interested in differences between students graduating from occupational and transfer programs and in differences between male and female students. The next two questions and their accompanying hypotheses were designed to measure those differences.

Question 2: Do community college students graduating from transfer programs differ from community college students graduating from occupational programs in regard to their perceptions of ability to perform and actual ability to perform job-applicant skills?

> Hypothesis 3: There is a significant difference between occupational and transfer community college students' perceptions of their ability to perform job-applicant skills.

> Hypothesis 4: There is a significant difference between occupational and transfer community college students' ability to perform job-applicant skills.

Question 3: Do male and female students differ in their perception of their ability to perform or their actual ability to perform job-applicant skills?

> Hypothesis 5: Male and female students differ significantly in their perceptions of their ability to perform job-applicant skills.

Hypothesis 6: Male and female students differ significantly in their ability to perform job-applicant skills.

Hypotheses 3, 4, 5, and 6 were tested using analysis of variance. A confidence level of 95 percent (p<.05) was set.

The literature would support that socioeconomic status influences the job-seeking behavior of individuals.[2] Although there were not adequate numbers of racial minorities represented in the sample, an attempt was made to establish relationships between income level and perceptions of and ability to perform job-applicant skills. Hypotheses 7 and 8 measure such relationships.

Question 4: Do such factors as income level or grade point average affect community college students' perceptions of or ability to perform job-applicant skills?

Hypothesis 7: Income level significantly affects community college students' perceptions of their ability to perform job-applicant skills.

Hypothesis 8: Income level significantly affects community college students' ability to perform job-applicant skills.

Hypotheses 7 and 8 were tested using analysis of variance and a confidence level of 95 percent (p<.05).

Grade point average has been researched as an indicant is evaluating job applicants.[3] Therefore, it seemed relevant to evaluate the relationship of grade point average and students' perceptions of their ability to

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[2]Stanley P. Stephenson, Jr., "The Economics of Youth Job Search Behavior," Review of Economics and Statistics 58 (February 1976): 110; Saunders, pp. 328-30.

[3]Shell and Patrick, p. 78.

perform job-applicant skills and their actual ability to perform such skills.

> Hypothesis 9: There is a significant correlation between community college students' grade point average (GPA) and their perception of their ability to perform job-applicant skills.

> Hypothesis 10: There is a significant correlation between community college students' grade point average (GPA) and their ability to perform job-applicant skills.

The statistical test utilized to measure the relationship of grade point average with students' perceptions of and ability to perform job-applicant skills was the Pearson product-moment correlation test. A significance level of 95 percent (p<.05) was established.

In order to further elucidate the results of the study, it became important to formulate over-all hypotheses to determine general areas of strengths and weaknesses. Therefore, the hypotheses generated from questions 5 and 6 served to provide such data.

Question 5: Are there certain clusters of job-applicant skills where community college students perceive themselves as being particularly strong or weak?

> Hypothesis 11: There is a significant difference in students' perceptions of their ability to perform specific clusters of job-applicant skills.

Question 6: Are there particular clusters of job-applicant skills where community college students perform at significantly higher or lower levels?

> Hypothesis 12: There is a significant difference in students' ability to perform specific clusters of job-applicant skills.

T-tests were used to test the significance of Hypotheses 11 and 12. A confidence level of 99 percent ($p \leq .01$) was used to determine statistical significance.

Because of the nature of the skills involved, the research sought answers to the following secondary questions even though they did not lend themselves to statistical treatment:

1. How much do graduating community college students value being able to perform job-applicant skills? Frequencies and mean scores were used to report these results.

2. What are the characteristics relating to work of the sample as a group, that is, employment status and previous experience with job interviews and resumé writing? Frequencies were used to report these results.

Testing Instruments

Determining Job-Applicant Skills to be Assessed

Following a review of literature, a tentative list of job-applicant skills was formulated by the researcher. This list was submitted to twenty placement personnel at the American Vocational Association's Annual Convention in Houston, Texas, in December 1976. The results of the survey clearly indicate that all of the identified job-applicant skills were viewed as important (see Appendix B).

The results of the preliminary survey conducted in Houston, Texas, were submitted and utilized in the development of two instruments, an Employer and a Graduate Survey, used in a project funded by the Michigan Department of

Education[4] (see Appendices C and D). As part of that study, both instruments were validated by business and industry, placement directors, a private educational consulting firm, a consultant from the Michigan Department of Education, college personnel, and past graduates.

Utilizing the major portion of the Employer Survey from this Employability Skill Project (Appendix C),[5] an instrument was designed by the researcher (Appendix E) to conduct personal interviews with personnel representatives from eighteen businesses and industries in the Battle Creek, Michigan area. The mean scores of these interviews as well as additional comments submitted by the interviewees are found in Appendix F.

In summary, the employers interviewed regard the job interview as the most important process for the job applicant. It is here the interviewer evaluates the candidate's personality, work attitudes, communication skills and personal appearance. Decisions to hire are dependent on interview performance. However, application letters, resumés and application forms also influence the decision. Other variables, such as, attendance record, references, health, minority group membership, and job skills, have impact on the hiring decision. It is once again

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[4]Michigan State University, College of Agriculture and Natural Resources, Employability Skill Project (1976-77).

[5]Ibid.

apparent that the skills required of job applicants are multiple.

These interview results are in general agreement with those of the recent Michigan State University Employability Skill Project.[6] The interview process allowed for additional input from employers which was incorporated into the final instruments for this study.

The job-applicant skills gleaned from the literature and those resulting from the Employability Skill Project and the interviews conducted by the researcher were consolidated into a comprehensive listing which served as the basis for the instruments developed and utilized in this study. Because the purpose of this study was to measure students' perceptions of their ability to perform job-applicant skills as well as their actual ability to perform those same skills, it was necessary to develop two primary testing instruments: a perception instrument and an ability instrument.

The Perception Instrument

The instrument used to measure the students' perceptions of their ability to perform job-applicant skills can be found in Appendix G. As stated earlier, this instrument was initiated from a review of the literature along with input from resulting data from a Michigan State

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[6]See Appendix A for results of Employer Survey of Employability Skill Project.

University Employability Skill Project and from employer interviews conducted by the researcher of this study. The instrument was subjected to both validity and reliability checks.

Validation of the Perception Instrument

The validity of a given instrument is the degree to which a test measures what it purports to measure.[7] Two kinds of validity were of specific concern in this study: content validity and construct validity.

Content or face validity was achieved by subjecting the instrument to review by a variety of persons knowledgeable in the area and through verifying the list with the literature and the Employer Survey used as part of the Employability Skill Project.[8]

Persons who reviewed the instrument for face validity included representatives from Michigan State University's College of Communications, College of Education, and College of Agriculture and Natural Resources. A consultant from the Michigan Department of Education also reviewed the instrument. Two different personnel employees in business and industry reviewed and made suggestions regarding the instrument.

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[7]Walter R. Borg, Meredith D. Gall, and Norman T. Bell, Student Workbook in Educational Research (New York: David McKay Company, 1974), p. 76.

[8]See Appendix C for a copy of the survey.

In addition, the perception instrument was reviewed with a group of six community college students to elicit remarks and misunderstandings regarding the individual items. Clarification of wording and sentence structure followed such input.

A pilot test was then conducted with a group of twenty community college students. The average time to complete the instrument was calculated to be approximately eight minutes. Students had no concerns regarding the individual question items. The instrument appeared to have face validity.

Construct validity refers to the ability of a test to measure a given hypothetical construct.[9] The constructs being measured in this study were:

1. Being able to appraise oneself in relation to work

2. Having knowledge about jobs

3. Being able to identify and to use job resources

4. Selling oneself through written products required of a job applicant

5. Selling oneself during a job interview

6. Following up after an interview.

Given the identified, individual items, the researcher grouped them into the above six construct or cluster areas. Although several items could have fallen into more than one cluster, it was necessary to differentiate and to decide upon the "best" cluster or construct

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[9] Borg, p. 77.

area for each item. This was necessary in order to treat the data statistically. The grouping process provided the basis for the forty-four individual job-applicant items being located within the six given clusters.

These cluster areas are very similar to those occurring in the literature and in curriculum materials and guides.

Reliability Analysis

In order to determine the degree to which individuals obtaining high or low scores on one variable within a cluster also obtained respective high or low scores on other variables within the same cluster, reliability coefficients were calculated for each cluster area.[10]

Cronbach's analysis of variance[11] expressed as alpha (a) was used to calculate the homogeneity reliability for those clusters with more than two items within the cluster. Pearson's product-moment correlation, expressed as "$\hbar$", was used to determine correlations within the one cluster of "following up after the interview." This cluster contained only two items.

A homogeneity coefficient of less than zero was considered indeterminate, a coefficient of 0-.30 was considered

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[10]Herbert Lenace and Scott Parker, Psychological Statistics, Vol. III, Unit 7 (San Rafael, Calif.: Individual Learning Systems, Inc.), p. 2.

[11]L. J. Cronbach, "Coefficient Alpha and the Internal Structure of Tests," Psychometrika 16 (September 1951): 297-334.

extremely poor; .30-.50 was considered poor; .50-.70 was acceptable or good; and .70-1.00 was considered very good. In other words, the higher the homogeneity coefficient, the greater the degree of construct similarity within each cluster. Items having homogeneity coefficients (a) of less than .40 were considered as lacking in homogeneity.

Table 2 gives the reliability coefficients of the six clusters for the perception instrument. All of the clusters, except the follow-up cluster, met the reliability standards of the research. In fact, four of the six clusters demonstrated very good ($p>.70$) reliability.

The Ability Instrument

Following the development of the perception instrument, an instrument was developed to measure students' abilities to perform the job-applicant tasks identified on the perception instrument. Individual items were constructed to correspond with the items on the perception instrument. This was desired because of the previously stated hypotheses designed to measure differences between perceptions and abilities in regard to job-applicant skills.

Items remained associated with their original cluster. See Appendix H for a copy of the instrument designed to measure students' abilities to perform job-applicant skills. Notations have been made following each item on the instrument to designate the corresponding item on the perception instrument.

Table 2.--Reliability Analysis for Perception Clusters of
Job-Applicant Skills.

Cluster Areas	Reliability Coefficient	
	$(a)^a$	$(\sqrt{a})^b$
Perception of Self-Appraisal	.48	.69
Perception of Knowledge About Jobs	.79	.88
Perception of Ability to Identify and Use Resources	.76	.87
Perception of Ability to Develop and Complete Written Products	.81	.90
Perception of Ability to Sell Self via Job Interview	.87	.93
	$(\hbar^2)$	$(\hbar)^c$
Perception of Ability to Follow up After Interview	.31	.56

[a]a = alpha; Cronbach's coefficient alpha (a) is an index of common-factor concentration for multivariate data.

[b]$\sqrt{a}$; which approximates a Pearson product-moment correlation.

[c]$\hbar$ = Pearson's product-moment correlation, a bivariate correlation analysis.

Reliability coefficients were also calculated on the cluster areas of the ability instrument. Table 3 presents these results. It is pertinent to note that these reliability coefficients denote not only the reliability of the ability instrument but also the reliability of the interviewer, since the interviewer was utilizing the instrument.

Once again the realiability coefficients were acceptable or good (p>.50<.70) or very good (p>.70). Three of the clusters, i.e., ability to appraise self, knowledge about jobs, and ability to identify and use resources were acceptable. The two clusters of written products and the job interview were very good. The follow-up cluster, consisting of two items within, did not reveal acceptable reliability for homogeneity.

However, because of the relatively small sample size of the study, it was decided not to treat the two items within the follow-up cluster as discrete because of undue weighting. This was the same reason for originally grouping the forty-four items.

Collection of Data

Utilizing the two data collection instruments, a variety of techniques were used to collect these data. The technique used to collect data was primarily the one most commonly used with job applicants or the one utilizing the most direct approach, such as, asking the student.

Table 3.--Reliability Analysis for Ability Clusters of
Job-Applicant Skills.

Cluster Area	Reliability (a)[a]	Coefficient $(\sqrt{a})$[b]
Ability to Appraise Self	.57	.75
Ability to Know About Jobs	.67	.82
Ability to Identify and Use Resources	.52	.72
Ability to Develop and Complete Written Products	.89	.94
Ability to Sell Self in Interview	.76	.87
	$(\hbar^2)$	$(\hbar)$[c]
Ability to Follow up After Interview	.0004	.02

[a]a = alpha; Cronbach's coefficient alpha (a) is an index of common-factor concentration for multivariate data.

[b]$\sqrt{a}$; which approximates a Pearson's product-moment correlation.

[c]$\hbar$ = Pearson's product-moment correlation, a bivariate correlation analysis.

Steps involved in conducting the research and collecting the data included:

1. initial contact via phone

2. correspondence via a follow-up letter

3. a one-hour scheduled session which included

   a. completing the perception instrument

   b. completing a job-application form

   c. submitting a letter of application and a resumé

   d. participating in a job interview

These processes will be discussed.

Initial Phone Contact

Given the random sample of students, a phone call was made to elicit their cooperation and participation in the study. A brief explanation of the project (omitting all references to hypotheses or expected findings) was given. Expectations of the participants were communicated. Included in these expectations was an hour commitment along with the bringing of a letter of application and a resumé to the interview. It was explained that they would be filling out a questionnaire (the perception instrument) as well as a standard job-application form.

For participating they were informed they would receive feedback as to how they might improve their job-applicant skills. In addition, they were told they would be able to attend a free workshop dealing with job-applicant skills. The main motivator for participation

seemed to be the fact that a professional interviewer was to conduct the interviews and provide the verbal feedback.

After making 55 phone calls to randomly selected individuals, 48 persons consented to serve as participants. This provided a sample of 24 occupational students (12 male and 12 female) and 24 transfer students (12 male and 12 female). However, only thirty-six of these people kept their appointments.

Follow-Up Letter

Following the phone call, a follow-up letter confirming the appointment time and instructions given over the phone was mailed to each participant (see Appendix J for a copy of that letter).

Completion of Perception Instrument

Following arrival for an appointment, each participant was asked to complete the instrument designed to measure students' perceptions of their ability to perform job-applicant skills (Appendix G). This was returned to the receptionist. The student then completed a standard job-application form.

Job-Application Form

A standard application form (Appendix K) was utilized for the research. The particular form was selected because of its current use by a major company for all applications for technical and salaried positions.

The selected application form is quite standard. The name of the particular company was deleted to maintain anonymity.

Letter of Application and Resumé

Participants were instructed via phone and again in a confirmation letter (Appendix J) to bring with them to the interview a letter of application and a resumé. Because of the needs assessment nature of the study, they were not given specific instructions as to how to develop either the resumé or the letter of application.

The Interview

Controlling for Research Bias

In order to reduce research bias in the interview process, a professional employment person was contracted to conduct all of the interviews. Four observers, all in personnel or placement positions in the community, were selected to observe the interviews. Observers evaluated 50 percent of the interviews. These concurrent evaluations were conducted to establish the consistency with which the interviewer assessed the students' performance. Utilizing the statistical procedure of Pearson's product-moment correlation a statistically significant correlation (r = .87) between the observers and the interviewer was established.

Because of this high correlation and the availability of observers for only 50 percent of the interviews,

it was determined that averaging the observer and inter-
viewer ratings would not increase the reliability of the
results. To further check the reliability of the inter-
view, each interview was taped to establish a permanent,
retrievable record.

Reducing Halo Effect

A common error in studies, where the subjects and
evaluators are people, is the so-called halo effect. In
effect, the rater assigns ratings to individuals based on
global impressions rather than distinguishing among per-
formance levels on individual performance dimensions.[12]
In fact, raters may justify an overall evaluation, such as,
"Would you hire this person?" by providing consistently
high, low or average ratings.

There has been some success in reducing halo
through rater training.[13] However, it has been questioned
as to whether such training to reduce halo also reduces
reliability and validity.

Borman has concluded that even though interrater
reliability may be reduced through such training, the
validity of performance evaluations is not affected.

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[12]Walter C. Borman, "Effects of Instructions to
Avoid Halo Error on Reliability and Validity of Performance
Evaluation Ratings," _Journal of Applied Psychology_ Vol. 60,
No. 5 (1975): 556.

[13]E. M. Brown, "Influence of Training, Method, and
Relationship on the Halo Effect," _Journal of Applied
Psychology_ 52 (1968): 195-99.

Borman recommends brief training sessions and suggests that within-person strengths and weaknesses are better assessed following such training.[14]

Using Borman's recommendations, as well as those of Babbie,[15] criteria for evaluation (Appendix I) and an evening training session were implemented for the purpose of reducing halo. In addition, the interviewer was unaware of the hypotheses of the study until after all interviews and evaluations had been concluded. The interviewer also did not have prior knowledge regarding the subjects or the contents of the perception instrument.

Physical Setting for the Interview

All interviews were conducted in the same small conference room in the counseling area at Kellogg Community College. It is a new area with an attractive decor and comfortable chairs and lighting.

The room has a wall of windows over-looking a courtyard. The room was supplied with a rectangular table, a chair opposite the interviewer, a nameplate on the table carrying the name of the interviewer and an ash tray. A tape-recorder was visible. Permission was requested to tape the interviews.

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[14]Borman.

[15]Earl R. Babbie, Survey Research Methods (Belmont, Calif.: Wadsworth Publishing Co., Inc., 1973), pp. 176-78.

The Interview Process

Upon arriving for the hour appointment, each participant was evaluated by the researcher on ability to be on time and to greet the receptionist (see items 1 and 4 in "Observation and Perceptions" section of the ability instrument, Appendix H).

Following completion of the perception instrument and the application form, participants submitted their letters of application and resumés to the receptionist. They were then told the name of their interviewer and directed to the interview room. Forty minutes were reserved for each interview. The last ten minutes of this time were spent in providing verbal feedback to the student.

The interviewer stood up to greet each participant. He then followed the format provided on the ability instrument (Appendix H). Utilizing this instrument and the evaluation criteria (Appendix I), the interviewer evaluated the performance of the student. In many cases, he immediately followed the interview by listening to the tape-recording in order to facilitate evaluation.

Processing of Data

Results from the completed perception and ability instruments were transferred to computer coding forms. There were essentially two sets of data per subject, that is, perception scores and ability scores. In addition, the descriptive data of sex, age, type of program, race, income

level, work status and past job-application experience were
included on the coding forms.

Data processing cards were then punched for each
set of data. With the assistance of Michigan State Uni-
versity's Office of Research Consultation, computer programs
were written to analyze the data.

The Statistical Package for the Social Science
(SPSS) system of computer programs was utilized to analyze
the data. Computer services were provided by the Michigan
State University Computer Center.

Analysis of Data

Three basic types of data were obtained from this
study:

1. Nominal Data: sex, occupational or transfer
   programs, race, family income level, working or
   not working, held a job in the past or not held
   a job, made a job change or not made a job change,
   had or not had a previous job interview, developed
   or not developed a resumé prior to the study,
   written or not written a letter of application,
   filled or not filled out job-application forms,
   primary reason for attending college.

2. Ordinal Data: grade point average, age, hours
   working per week, number of job changes, and number
   of interviews.

3. Interval Data: all of the forty-four job-applicant
   skills, as well as the six clusters within which
   they were located, and the importance placed on
   having job-applicant skills.

It was important to determine the preceding types
of data in order to apply the appropriate statistical
technique in the evaluation of the data.

Using the SPSS computer system, the following statistical procedures were utilized in analyzing the data:

Measures of central tendency and dispersion: means, modes, standard deviations, variance, and ranges. These were obtained on all of the interval-scale variables.

Frequencies and percentages: obtained on all nominal and ordinal data.

Pearson's product-moment correlation: used to measure correlations for selected pairs, i.e., perception and ability, of dependent variables.

Analysis of variance: used to test the effect of the independent variables (i.e., sex and occupational or transfer program) upon the dependent variables (job-applicant skills).

Reliability analysis: used to determine the reliability coefficients of the clusters of job-applicant skills.

T-tests: used to compare mean scores within perception clusters or ability clusters and between perception and ability clusters.

The preceding represent the primary analyses performed on the data. They provide the information from which results and conclusions were drawn.

Summary

This chapter has presented the research procedures utilized in the study.

The population was described as all students graduating from Kellogg Community College in May 1977 with Associate Degrees from either transfer or occupational programs. From this population, a random sample of thirty-six students was selected representing nine students from each of the following groups: male-occupational, female-occupational, male-transfer, and female-transfer.

The main hypotheses of the study were developed to answer the following questions:

1. Is there a relationship between community college students' perceptions of and ability to perform job-applicant skills?

2. Do community college students graduating from transfer programs differ from community college students graduating from occupational programs in their perceptions of or ability to perform job-applicant skills?

3. Do male and female community college students differ in their perceptions of or ability to perform job-applicant skills?

4. Do such factors as income level or grade point average affect community college students' perceptions of or ability to perform job-applicant skills?

5. Are there clusters of job-applicant skills where community college students perceive themselves as being particularly strong or weak?

6. Are there clusters of job-applicant skills where community college students perform at significantly higher or lower levels?

In addition, a question was posed to determine the value graduating community college students place on being able to perform job-applicant skills. Another question sought to determine the work-related characteristics of the sample in this study.

A synopsis of the procedure used to determine the job-applicant skills to be assessed was given. The procedures included:

1. researching the literature

2. verifying a list with experts in personnel and placement

3. cooperative efforts with the Employability Skill Project at Michigan State University

4. interviews of local employers.

The two primary instruments, one to measure perceptions of job-applicant skills and the other to measure ability to perform job-applicant skills, were described. Both instruments were subjected to reliability and validity measures. Such measures supported the use of the instruments.

The methods used to conduct the research and to collect data were: an initial phone call; a follow-up letter; a one-hour interview session where perception instruments and job-application forms were completed, resumés and letters of application were submitted, and job-applicant abilities were measured by a professional interviewer in a simulated job-interview setting.

The study was double-blind in that neither the subjects or the interviewer were aware of the hypotheses or purpose of the study. Other procedures implemented to control for research bias were co-rating by outside observers during 50 percent of the interviews and by audio-taping of the interviews.

The halo effect, the tendency to rate according to global impressions rather than according to performance on individual items, was minimized by providing evaluation criteria to the interviewer and by pre-training in the use of the criteria and interview instrument.

The data obtained from the study was processed utilizing the Statistical Package for the Social Sciences (SPSS) at the Michigan State University Computer Center. Appropriate statistical tools, including measures of central tendency, analysis of variance, Pearson's product-moment correlation, frequencies and percentages, reliability analyses, and T-tests were used to analyze the data.

CHAPTER IV

ANALYSIS AND RESULTS OF THE DATA

An analysis of the data is presented in this chapter. The data analysis and results relevant to each hypothesis are given and discussed. In addition, descriptive data pertaining to the sample representing the population are presented. Answers to questions related to the study, which did not lend themselves to statistical analysis, are also provided.

The hypotheses are presented in the order which they appear in Chapter III.

Testing of the Hypotheses of the Study

Relationship of Perceptions and Ability

The initial hypothesis of the study was to investigate whether or not there was a relationship between perceptions of and ability to perform job-applicant skills.

H_{01}: There is no correlation between community college students' perceptions of their ability to perform job-applicant skills and their ability to perform such skills.

H_1: There is a significant correlation ($r \geq .60$) between community college students' perceptions of their ability to perform job-applicant skills and their ability to perform such skills.

Using the statistical tool of Pearson's product-moment correlation, correlations were determined for all pairs of skills on the perception and ability instruments (Table 4).

Although many of the skills did demonstrate a positive trend toward a relationship and a significant correlation between perceptions of and ability to perform the identified skill, none of these relationships demonstrated a strong relationship ($r \geq .60$); therefore, the null hypothesis was accepted. It can thus be stated that student perceptions are not accurate indicators of their ability to perform the specific job-applicant skills.

The same statistical analysis was performed on the six cluster areas to determine if relationships existed between perceptions and abilities when cluster scores, rather than individual item scores, were compared. The results are presented in Table 5. Once again, no strong relationships were determined.

A second hypothesis was formulated to determine the degree of difference between how well students perceived themselves in ability to perform job-applicant skills and their actual ability to perform the same skills.

H_{02}: There is no significant difference between students' perceptions of and ability to perform job-applicant skills.

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Table 4.--Correlation Between Graduating Community College Students' Perceptions of Their Ability to Perform Job-Applicant Skills and Ability to Perform Job-Applicant Skills.

Job-Applicant Skill	Correlation Coefficient[a] $\hbar$
Self-Appraisal	
Kind of Work	.30
Values Related to Work	.07
Work Qualified for	.09
Time Desired to Work	.10
Mobility Assessment	-.17
Knowledge About Job(s)	
Skills Needed	.40
Training or Experience	-.05
Goals and Functions Required	.10
Employment Opportunities	.40
Occupational Hazards	.25
Salary	.37
Appropriate Dress	.23
Fringe Benefits	.39
Union and Organizations	.12
Identify and Use Resources	
School Placement Services	.43
Newspaper Want Ads	.13
Private Employment Agencies	.39
Public Employment Agencies	.51
Written Products	
Letter of Application	.47
Application Forms	-.01
Past Experiences	.22
References	-.06
Resumé	.45
Follow Directions	-.11

Table 4.--Continued.

Job-Applicant Skill	Correlation Coefficient[a] $\hbar$
Interview	
Identify Self with Receptionist	.25
Greet Interviewer	.13
Answer Questions with Facts or Examples	.46
Past Experience	.15
Examples of Ability to Work	.23
Ask Questions	.04
Demonstrate Dependability and Responsibility	.40
Contribute Immediately	.52
Answer Questions Clearly and Directly	.14
Demonstrate Ability to Get Along	.28
On Time	.46
Proper Appearance	.15
Avoid Gum Chewing and Smoking*	. .
Body Posture	.22
Eye Contact	.44
Enthusiasm	.10
Things for Interview	.01
Follow up	
What To Do	.20
Evaluate Job Offers	-.13

[a]$\hbar$ = Pearson's product-moment correlation.

*Not computable as there was zero variance on ability measure.

Table 5.--Correlations Between Graduating Community College
Students' Perceptions of and Ability to Perform
Job-Applicant Skills by Skill Cluster Areas.

Job-Applicant Skill Cluster	Correlation Coefficient $\hbar$
Self-Appraisal	.20
Knowledge About Job(s)	.51
Identify and Use Resources	.42
Written Products	.30
Interview	.51
Follow Up	.03

H_2: There is a significant difference between students' perceptions of and ability to perform job-applicant skills.

Given the mean perception and ability scores, T-tests were conducted to determine the significance of the differences between the two scores. Table 6 presents the results of these analyses. Five of the six job-applicant skill clusters were significantly different at the 99 percent ($p<.01$) confidence level; these clusters include: appraise self in relation to work, identify and use job resources, knowledge about jobs, sell self via written products, sell self via job interview. Because of these differences, the null hypothesis was rejected in favor of the hypothesis of difference.

The results of these data suggest that students do not perceive their ability to perform job-applicant skills in the same manner that an employer or interviewer would evaluate their performance of the same skills. They also

Table 6.--Differences Between Graduating Community College Students' Perceptions of and Ability to Perform Job-Applicant Skills.

Job-Applicant Skill Cluster	Perception		Ability		T Value
	$\bar{X}$	SD	$\bar{X}$	SD	
Appraise self in relation to work	4.14	.47	3.49	.44	6.84*
Identify and use job resources	3.22	.76	2.22	.62	8.01*
Knowledge about job(s)	3.58	.57	3.23	.50	3.97*
Sell self via written products	3.73	.58	3.17	.93	3.55*
Sell self via job interview	3.87	.47	3.44	.43	5.82*
Follow-up after job interview	3.57	.90	3.69	.64	-.69

*Significant at the 99 percent confidence level (p<.01).

perform at significantly lower levels than their perceptions would indicate.

Comparisons of Occupational and Transfer Students

Another purpose of the study was to examine whether or not community college transfer and occupational students differ in regard to job-applicant skills. The following two hypotheses were tested for that purpose:

H_{03}: There is no significant difference between occupational and transfer community college students' perceptions of their ability to perform job-applicant skills.

H_3: There is significant difference between occupational and transfer community college students' perceptions of their ability to perform job-applicant skills.

Utilizing a multivariate test and confidence level of 95 percent (p<.05), it was necessary to accept the null hypothesis. The results did not support the hypothesis that occupational and transfer students differ in their perceptions of ability to perform job-applicant skills. Table 7 presents the data supporting the fact that there is no significant difference in occupational and transfer students' perceptions of their ability to perform job-applicant skills.

H_{04}: There is no significant difference between occupational and transfer community college students' ability to perform job-applicant skills.

H_4: There is a significant difference between occupational and transfer community college students' ability to perform job-applicant skills.

Table 7.--Graduating Community College Students' Perceptions
of Ability to Perform Job-Applicant Skills.

Job-Applicant Skill Cluster	Transfer*		Occupational*	
	$\bar{X}$	SD	$\bar{X}$	SD
Self-appraisal	4.07	.42	4.22	.51
Knowledge about job(s)	3.49	.63	3.66	.50
Identify and use resources	3.21	.70	3.22	.83
Written products	3.79	.47	3.67	.68
Interview	3.90	.50	3.83	.45
Follow up	3.69	.81	3.44	1.00

*$\bar{X}$s of transfer and occupational groups do not significantly differ (p<.05) for the six pairs of skill clusters.

Once again, multivariate analysis of variance was utilized to test the hypothesis. A confidence level was set at 95 percent (p<.05). Significant differences were found between the two groups on their ability to perform job-applicant skills (F = 2.642, p<.038). Therefore, the null hypothesis was rejected in favor of the hypothesis of difference. The F ratios and levels of significance are reported in Table 8. Univariate analysis of variance were examined at the .0083 level of significance to determine the job-applicant skill cluster where the two groups differed. The .0083 alpha level was determined by dividing the established .05 alpha level evenly across the six clusters comprising job-applicant skills. It was determined that occupational students scored significantly higher than transfer students in their ability to perform the cluster

called "knowledge about job(s)." Tables 8 and 9 present

the multivariate and univariate test.

Table 8.--Multivariate Analysis of the Effects of Transfer
and Occupational Programs and Sex on Community
College Students' Ability to Perform Job-
Applicant Skills.

Source of Effect	F-Ratio	P Less Than
Sex	.728	.624
Transfer/Occupational	2.642*	.038
Sex and Transfer/Occupational	.663	.680

Table 9.--Univariate Analysis of Transfer and Occupational
Community College Students' Ability to Perform
Job-Applicant Skills.

Cluster	Univariate F-Ratio	P Less Than
Self-Appraisal	.597	.445
Knowledge About Job(s)	8.053*	.008
Identify and Use Resources	.519	.477
Written Products	.008	.929
Interview	.066	.798
Follow Up	2.526	.122

*Significant at $p < .0083$.

Comparisons by Sex

Investigations were made to ascertain differences

between male and female graduating community college

students in relation to job-applicant skills.

H_{05}: Male and female students do not differ in their
perceptions of their ability to perform job-
applicant skills.

73

H_5: Male and female students differ significantly in their perceptions of their ability to perform job-applicant skills.

H_{06}: Male and female students do not differ in their ability to perform job-applicant skills.

H_6: Male and female students differ significantly in their ability to perform job-applicant skills.

A multivariate analysis of variance was used to test the perceptual differences and ability differences of males and females in relation to job-applicant skills. The alpha level of .05 was established to determine significance. The results of these analyses are found in Table 10.

No significant differences were found between males and females on either the perceptual or the ability scales. The null hypotheses were not rejected. The results indicate that males and females, as groups, are similar in their perceptions of and ability to perform job-applicant skills.

Effects of Income

A concern of the research was to determine the influence of family income level on community college students' perceptions of and ability to perform job-applicant skills. The following hypotheses were tested.

H_{07}: Income level does not significantly affect community college students' perceptions of their ability to perform job-applicant skills.

H_7: Income level significantly affects community college students' perceptions of their ability to perform job-applicant skills.

Table 10.--Effect of Sex on the Perceptual and Ability Differences of Job-Applicant Skills Held by Graduating Community College Students.

Skill Clusters by Perception Ability	Univariate F-Test		Multivariate Test	
	F	Significance* of F	F	Significance* of F
Perception of Job-Applicant Skills			1.155	.357
Self-Appraisal	.316	.578		
Knowledge About Job(s)	.726	.400		
Identify and Use Resources	.003	.957		
Written Products	.380	.541		
Interview	.870	.357		
Follow Up	2.568	.118		
Ability to do Job-Applicant Skills			.732	.628
Self-Appraisal	.366	.549		
Knowledge About Job(s)	.088	.768		
Identify and Use Resources	.040	.843		
Written Products	2.614	.115		
Interview	.014	.905		
Follow Up	1.103	.301		

*Alpha levels of .05 were considered significant. None of the skill clusters met the level of significance on either the ability or perceptual measure.

H_{08}: Income level does not significantly affect com-
munity college students' ability to perform job-
applicant skills.

H_8: Income level significantly affects community
college students' ability to perform job-applicant
skills.

In order to determine the effect of income, the
students in the study were asked to give their yearly,
family income. These incomes were put into three distinct
categories in order to statistically determine income
effects.

Table 11 depicts the family incomes of the research
participants. An assumption was made that students knew
such incomes and gave accurate accounts of those incomes.
It is apparent that incomes were evenly distributed among
the three levels.

Table 11.--Reported Family Incomes by Sample of Community
College Students Graduating from Kellogg
Community College.

Annual Income	N	Percent
Less than $10,000	11	31
$10,000 - $20,000	13	36
Over $20,000	12	33

Utilizing multi-analysis of variance and a signifi-
cant alpha level of .05, the effects of income on the
perception and ability scales were determined. Table 12
represents the results of the analysis. It can be noted

that one of the perception clusters was affected by income; therefore hypothesis 7 was accepted.

The affected cluster was the students' perceptions of their ability to develop and complete written products, i.e., letters of application, resumés, and job-applicant forms. As income went up so did students' perceptions of their ability in this area. However, it is interesting to note that income did not have any significant effect on the students' abilities to develop and complete written products required of job applicants. The significance of the correlation ($p < .028$) existed only on the perception scale. Because the data did not support income as affecting students' ability to perform job-applicant skills the null hypothesis of no difference was accepted for hypothesis 8.

Effects of Grade Point Average

Two hypotheses were concerned with the effects of grade point average on perceptions or performance of job-applicant skills.

H_{09}: There is no significant correlation between community college students' grade point average (GPA) and their perception of their ability to perform job-applicant skills.

H_9: There is a significant correlation between community college students' grade point average (GPA) and their perception of their ability to perform job-applicant skills.

H_{010}: There is no significant correlation between community colleges students' grade point average (GPA) and their ability to perform job-applicant skills.

Table 12.--Effects of Income on Community College Students'
         Perceptions of and Ability to Perform Job-
         Applicant Skills.

Job-Applicant Skill Cluster	F	Significance of F
Perceptions		
Self-Appraisal	.573	.569
Knowledge About Job(s)	.591	.560
Identify and Use Resources	.822	.448
Written Products	3.974*	.028
Interview	.223	.801
Follow Up	2.427	.104
Ability		
Self-Appraisal	.035	.966
Knowledge About Job(s)	1.104	.344
Identify and Use Resources	.003	.997
Written Products	.272	.764
Interview	.166	.848
Follow Up	.505	.608

*Significant at the $p<.05$ level.

H_{10}: There is a significant correlation between com-
munity college students' grade point average (GPA)
and their ability to perform job-applicant skills.

The statistical tool of Pearson's product-moment
correlation was used to test the effects of GPA on per-
ceptions of and ability to perform job-applicant skills.
Given a confidence level of .95 ($p<.05$), no significant
effect of GPA was found for any of the cluster areas,
whether on the perception or ability measures. Thus, the
null hypotheses of there being no GPA effect were accepted.

The grade point average of the sample was relatively
high (3.17) with 76 percent of the students having above
3.0 grade point averages. This made the effects of grade

point average difficult to analyze because there were not
large enough numbers spread over a wide enough range.
Measures of central tendency for GPA are given in Table 13.

Table 13.--Mean, Mode, and Median GPAs of Sample of
Graduating Community College Students from
Kellogg Community College.

	Mean	Mode	Median
Grade Point Average	3.17	3.0	3.09
		N=36	

Job-Applicant Strengths and Weaknesses

A primary concern of the study was to determine
clusters of job-applicant skills where individuals either
perceived themselves as functioning higher or lower or
actually performed at higher or lower levels. Hypothesis 11
was concerned with students' perceptions of their strengths
and weaknesses.

H_{o11}: There are no significant differences in students'
perceptions of their ability to perform specific
clusters of job-applicant skills.

H_{11}: There is a significant difference in students'
perceptions of their ability to perform specific
clusters of job-applicant skills.

T-tests were conducted on all the mean perception
scores by pairing the six clusters in all possible ways.
Those pairs where the differences were significant at the
99 percent ($p < .01$) level are found in Table 14. It can be
noted that eleven of the fifteen comparisons resulted in
significant differences. Therefore the null hypothesis was
rejected.

Table 14.--T-Tests to Determine Differences Between Students'
Perceptions of Their Ability to Perform Six
Clusters of Job-Applicant Skills.

Job-Applicant Clusters Compared[a]	Mean Difference	T Value
Self-appraisal/Knowledge about job(s)	.569	6.74*
Self-appraisal/Identify and Use Resources	.929	6.82*
Self-appraisal/Written Products	.418	4.01*
Self-appraisal/Interview	.276	3.16*
Self-appraisal/Follow-up	.575	3.93*
Knowledge about job(s)/Identify and Use Resources	.360	2.81*
Written Products/Knowledge about job(s)	.152	1.36
Interview/Knowledge about job(s)	.293	3.29*
Follow-up/Knowledge about job(s)	.006	.04
Written Products/Identify and use resources	.512	5.01*
Interview/Identify and use resources	.653	6.27*
Follow-up/Identify and use resources	.354	2.75*
Interview/Written Products	.141	1.81
Written Products/Follow-up	.157	1.34
Interview/Follow-up	.299	2.47*

*Significant at the 99 percent (p<.01) level.

[a]The first cluster in each comparison had a higher
mean score than the second cluster in the comparison.

Table 14 is an analysis of how well students felt they could perform the six identified job-applicant skill clusters. The first cluster in each comparison was found to be higher than the second cluster; for example, in the comparison "Self-Appraisal/Knowledge about Job(s)" the students' perceptions of the "Self-Appraisal" cluster was found to be higher than the students' perception of their "Knowledge about Job(s)."

Due to the many differences determined utilizing T-tests, a rank order of students' perceptions of their ability to perform job-applicant skills is presented in Table 15. It is apparent that the job-applicant skill area where students perceived themselves as most competent is that of being able to appraise themselves in relation to work. They felt least confident in their ability to identify and use job resources. However, as a group, the students felt they could perform all of the skill clusters at a level above "adequate" (see Appendix G for the perception instrument).

To further examine the question of strengths and weaknesses, hypothesis 12 was formulated to study students' performance (ability) of the six clusters of job-applicant skills.

H_{012}: There are no significant differences in students' ability to perform specific clusters of job-applicant skills.

H_{12}: There is a significant difference in students' ability to perform specific clusters of job-applicant skills.

Table 15.--Rank Order of Perceived Ability to Perform Job-
          Applicant Skills as Evaluated by Graduating
          Community College Students.

Job-Applicant Skill Cluster	X̄	SD
Appraise self in relation to work	4.14	.47
Sell self via job interview	3.87	.47
Sell self via written products	3.73	.58
Knowledge about job(s)	3.58	.57
Follow up after interview	3.57	.90
Identify and use resources	3.22	.76

T-tests were also conducted on all possible pairs of the ability measures of the six clusters. Table 16 presents the results of these comparisons. Because significant differences (p<.01) were found between ten of the fifteen cluster comparisons the null hypothesis was rejected. Table 16 presents the cluster comparisons on the ability scale. Once again the beginning cluster in each comparison represents the cluster with the higher mean score.

A rank order of the mean scores of the ability measures (Table 17) further illustrates areas of ability strengths and weaknesses. Students performed the best on their ability to follow up after an interview. Their lowest performance was in identifying and utilizing job resources. Although most of the means were in the

Table 16.--T-Tests to Determine Differences Between
          Students' Ability to Perform Six Clusters of
          Job-Applicant Skills.

Job-Applicant Clusters Compared[a]	Difference	T Value
Self-appraisal/Knowledge about job(s)	.264	3.16*
Self-appraisal/Identify and Use Resources	1.274	13.38*
Self-appraisal/Written Products	.318	1.84
Self-appraisal/Interview	.053	.79
Follow-up/Self-appraisal	.206	1.54
Knowledge about job(s)/Identify and Use Resources	1.010	10.72*
Knowledge about job(s)/Written Products	.054	.33
Interview/Knowledge about job(s)	.211	3.22*
Follow-up/Knowledge about job(s)	.469	3.99*
Written Products/Identify and use resources	9.56	6.00*
Interview/Identify and use resources	1.221	16.94*
Follow-up/Identify and use resources	1.479	9.85*
Interview/Written Products	.265	1.96
Follow-up/Written Products	.523	2.68*
Follow-up/Interview	.259	2.09*

*Significant at the 99 percent (p<.01) level.

[a]The first cluster in each comparison had a higher
mean score than the second cluster in the comparison.

Table 17.--Rank Order of Ability of Graduating Community
College Students in Performing Job-Applicant
Skills.

Job-Applicant Skill Cluster	X̄	SD
Follow up after interview	3.69	.64
Appraise self in relation to work	3.49	.44
Sell self via job interview	3.44	.43
Knowledge about job(s)	3.23	.50
Sell self via written products	3.17	.93
Identify and use job resources	2.22	.62

"adequate" (3.0) to "well" (4.0) range, that of identifying
and using job resources was in the "poor" (2.0) level.

Secondary Questions of the Study

Question 1: Do graduating community college students value
being able to perform job-applicant skills?

On the perception instrument (Appendix G) the above
question was asked. On a four-point scale (1=very unimpor-
tant, 2=unimportant, 3=important, 4=very important), a mean
score of 3.61 was obtained. This result clearly indicates
that graduating community college students do value having
the skills required of job applicants.

Question 2: What are the characteristics relating to work
of the sample of the population, that is,
employment status, and previous experience as
job-applicants?

Because many of the students may have utilized job-
applicant skills in the past and because of the close

association of these skills with general job skills and past work experience, descriptive data relating to work was obtained to answer the question. The descriptive data can be found in Tables 18 through 25.

In summary these tables report the following:

1. Almost 89 percent of the community college students in the study attend college for job-related reasons (Table 18).

2. Students in the sample ranged from age 19 to age 45. Approximately 53 percent of the students were between 19 and 21 years of age. Another 34 percent were over 26 years of age. The remaining 13 percent were between 22 and 25 years of age (Table 19).

3. Grade point averages were relatively high with a 3.17 average for the sample. GPAs ranged from 2.00 to 4.00. Seventy-two percent of the students in the sample had GPAs between 3.0 and 4.0 (Table 20).

4. Seventy-eight percent of the students were working while only 22 percent were not. There were no significant differences in the numbers of males or females working or in the occupational or transfer students who were working (Table 21).

5. The sample averaged 24.4 hours of work per week. Females tended to work fewer hours (18.4 per week) than males (30.5 hours per week) (Table 22).

6. Thirty-six percent of the students had never changed jobs. Another 30 percent had done so only once. The remaining 34 percent had changed jobs from two to nine times in their lifetime (Table 23).

7. All but 3 percent of the sample had participated in a job interview (Table 22). However, approximately 78 percent of the students had never written a letter of application and 70 percent had never developed a resumé prior to the research (Table 24).

8. All (100 percent) of the 36 participants had previously completed job-application form(s) (Table 25).

Table 18.--Primary Reasons for Attending College as Given
by Community College Students Graduating from
Kellogg Community College.

Reasons for Attending Community College	N	%
Training for Future Job	27	75
Inservice Training for Current Job	5	13.9
Personal Satisfaction	4	11.1
Total	36	100

Table 19.--Age Distribution of Sample of Community College
Students Graduating from Kellogg Community
College.

Age	N	%
19-21 years	19	52.8
22-25 years	5	13.9
26-35 years	9	25
Over 36 years	3	8.3
Total	36	100

Table 20.--Grade Point Average Distribution of Sample of
Community College Students Graduating from
Kellogg Community College.

Grade Point Average	N	%
4.0	3	8.3
3.0 - 3.99	22	61.1
2.0 - 2.99	11	30.6
Total	36	100.0

Table 21.--Work Status of Community College Students
Graduating from Occupational or Transfer
Programs at Kellogg Community College.

Work Status by Type of Degree	Male		Female		Sample Totals	
	N	%	N	%	N	%
Working						
Occupational	7	19.4	6	16.7		
Transfer	8	22.2	7	19.4	28	77.8
Not Working						
Occupational	2	5.6	3	8.3		
Transfer	1	2.8	2	5.6	8	22.3
Total	18	50.0	18	50.0	36	100.0

Table 22.--Average Hours Worked Per Week by Graduating
          Community College Students from Kellogg
          Community College.

Student Sub-Groups	$\bar{X}$ Hours Worked per Week	Students per Group
Female-Occupational	16.8	9
Female-Transfer	19.9	9
Male-Occupational	31.4	9
Male-Transfer	29.6	9
	$\bar{X}$ = 24.4	N = 36

Table 23.--Job-Changing History of Sample of Community
          College Students Graduating from Kellogg
          Community College.

No. of Job Changes	N	Percent
0	13	36.1
1	12	33.3
2	6	16.7
3	3	8.3
4	1	2.8
9	1	2.8
Total	N = 36	N = 100.0

Table 24.--Number of Participants in Actual Job Interviews
as Reported by Graduating Students from Kellogg
Community College.

No. of Job Interviews	N	Percent
0	1	2.8
1	7	19.4
2	8	22.2
3	6	16.7
4	5	13.9
5	5	13.9
6	1	2.8
7	1	2.8
8	2	5.6
Total	N = 36	100.0

Table 25.--Prior Experience of Graduating Community College
Students in Developing Resumés and Letters of
Application and in Completing Job-Application
Forms.

Written Product for Job Applicants	Have Done Before		Have Not Done Before		Totals	
	N	%	N	%	N	%
Completed Job-Application Forms	36	100.0	0	0	36	100
Written Letter of Application to an Employer	8	22.2	28	77.8	36	100
Developed a Resumé	11	30.6	25	69.4	36	100

Summary

Chapter IV has presented the results of the research conducted in this study. Each research hypothesis was presented. The statistical procedure used to test each hypothesis was introduced along with results of each analysis. Hypotheses were either accepted or rejected according to the data realized from the study.

In summary the following conclusions can be stated:

1. Weak relationships were found between community college students' perceptions of and ability to perform job-applicant skills.

2. There is a significant difference in community college students' perceptions of their ability to perform and their actual ability to perform the following groups of job-applicant skills: self-appraisal, identify and use job resources, knowledge about job(s), written products required of job applicants and the job interview. They consistently scored lower on performing these skills than they had perceived they would.

3. Occupational and transfer community college students were not different in their perceptions of their ability to perform job-applicant skills.

4. Occupational and transfer community college students were not different on five of the six clusters in their ability to perform job-applicant skills.

5. Community college occupational students perform at significantly higher levels than transfer students in their ability to demonstrate knowledge about jobs.

6. Male and female community college students did not differ on either their perceptions of or their ability to perform job-applicant skills.

7. Income significantly affects students' perceptions of their ability to develop and complete the written products, i.e., application form, letter of application, and resumé, required of job applicants. As income rises so does students'

perceptions of ability to develop and complete these materials.

8. Income had no significant effect on community college students' perceptions of their ability to perform five of the six job-applicant skill clusters.

9. Income had no significant effect on community college students' ability to perform job-applicant skills.

10. Grade point average had no significant effect on community college students' perceptions of or ability to perform job-applicant skills.

11. Students' perceptions of their ability to perform job-applicant skills vary significantly among all six clusters of such skills.

12. Students' abilities to perform job-applicant skills vary significantly among all six clusters of such skills.

Following presentation of the results of the hypotheses testing, questions pertinent to the study were answered and revealed relevant descriptive data. In summary, a composite profile of the graduating community college students in this study would suggest that they:

1. Value having job-applicant skills

2. Go to community college for reasons related to work

3. Vary in age with approximately 50 percent being under 21 years of age and the other 50 percent being over 21 years of age

4. Have relatively high GPAs (3.17 average)

5. Work at least 20 hours a week while attending college

6. Have little experience in changing jobs

7. Have participated in at least one job interview

8. Have filled out job-application forms

9. Have little experience in developing resumés or letters of application.

In the fifth chapter, a summary of the research as well as a discussion of the findings, conclusions, implications, and recommendations for further study will be discussed.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to review the nature and implementation of the study, present a recapitulation of the results and findings, draw conclusions, and make recommendations based on the study.

Introduction

Recent years have witnessed increases in unemployment and corresponding increases in services and materials to assist persons in applying for and securing work. In fact, securing jobs for people or training people to better obtain jobs for themselves has become a "business" unto itself.

The Problem

The problem of this study centered around the fact that students attend community college for reasons primarily related to work. This premise was further supported in this study when 89 percent of the participants indicated they also attend college for such reasons.

There is a general lack of research concentrated on assessing community college students' needs or performances in relation to the skills they will need to secure or to change jobs. Therefore, this study was designed and conducted to provide exploratory data as to how graduating community college students perceive themselves and as to how well they actually function in regard to job-applicant skills.

The Purpose

The primary purpose of the study was to examine graduating community college students' perceptions of their ability to perform job-applicant skills as well as to measure their ability to perform those same skills. The variables of type of program (occupational or transfer), sex, income, and grade point average were investigated in order to determine their effects on perceptions of or ability to perform job-applicant skills. Two secondary questions were posed; one measured the value students place on being able to perform job-applicant skills and the other sought the job-related characteristics of the sample.

Completion of these goals would provide needs assessment data to educational program developers at the local and state levels. It would also contribute to a research area where a general dearth exists.

Limitations

The population for the study was limited to the graduating class of a community college in the Mid-West. Although the representative sample was randomized, participants from that random sample still had to volunteer to be part of the study.

Because of the amount of time and individual contact required with each participant, the sample of thirty-six students is relatively small. Also, the perception instrument was administered immediately prior to obtaining the ability measure. Thus, there was the uncontrolled variable of learning occurring from the perception instrument.

There was only one black female in the sample. Therefore, ethnic minorities were not statistically represented, and the influence of socioeconomic status could not be adequately investigated.

Related Research

Research directly related to the study is limited. However, many popular materials dealing with job-applicant skills are available.

In close association to the topic of the study was the research regarding the skills employers view as important, the job-seeking skills used most frequently by job applicants, and comparative studies between community college occupational and transfer students. The research in these three areas was reviewed and summarized.

Population and Sample

The population of the study was all students graduating from Kellogg Community College in May 1977 with Associate Degrees. From this population of 371 students, a random sample of thirty-six students was selected. Included in this sample were 9 male-occupational students, 9 female-occupational students, 9 male-transfer students, and 9 female-transfer students.

Hypotheses

Twelve hypotheses grew out of the six primary questions of the study:

Question 1: Is there a relationship between community college students' perceptions of ability to perform job-applicant skills and their performance of such skills?

H_1: There is a significant correlation ($r \geq .60$) between community college students' perceptions of their ability to perform job-applicant skills and their ability to perform such skills.

H_2: There is a significant difference between students' perceptions of and ability to perform job-applicant skills.

Question 2: Do community college students graduating from transfer programs differ from community college students graduating from occupational programs in regard to their perceptions of ability or actual ability to perform job-applicant skills?

H_3: There is a significant difference between occupational and transfer community college students' perceptions of their ability to perform job-applicant skills.

H_4: There is a significant difference between occupational and transfer community college students' ability to perform job-applicant skills.

Question 3: Do male and female students differ in their perception of their ability to perform or their actual ability to perform job-applicant skills?

H_5: Male and female students differ significantly in their perceptions of their ability to perform job-applicant.

H_6: Male and female students differ significantly in their ability to perform job-applicant skills.

Question 4: Do such factors as income level or grade point average affect community college students' perceptions of or ability to perform job-applicant skills?

H_7: Income level significantly affects community college students' perceptions of their ability to perform job-applicant skills.

H_8: Income level significantly affects community college students' ability to perform job-applicant skills.

H_9: There is a significant correlation between community college students' grade point average (GPA) and their perceptions of their ability to perform job-applicant skills.

H_{10}: There is a significant correlation between community college students' grade point average (GPA) and their ability to perform job-applicant skills.

Question 5: Are there certain clusters of job-applicant skills where community college students perceive themselves as being particularly strong or weak?

H_{11}: There is a significant difference in students' perceptions of their ability to perform specific clusters of job-applicant skills.

Question 6: Are there particular clusters of job-applicant skills where community college students perform at significantly higher or lower levels?

H_{12}: There is a significant difference in students' ability to perform specific clusters of job-applicant skills.

The secondary question of whether or not students value having job-applicant skills was asked. In addition, descriptive data pertaining to the sample were obtained.

Data Collection Instruments

Two main instruments were designed, tested, and utilized: a "Perception of Job-Applicant Skills" instrument and an "Ability to Perform Job-Applicant Skills" instrument (see Appendices G and H). The skills included on these instruments were based on employer studies and surveys as well as employer interviews conducted as part of this research.

The individual skills, designed to measure perceptions and ability, on each instrument were grouped into the following six cluster areas: self-appraisal, knowledge about job(s), identify and use resources, written products, interview, and follow up. Items on the perception instrument corresponded with items on the ability instrument. Both instruments were proven valid and reliable.

Statistical Methods

Several statistical methods were used to analyze the data. A Pearson's product-moment correlation was used to test relationships between perceptions and ability, grade point average and perceptions, and grade point average and abilities. In addition, T-tests were conducted to determine differences between perception and ability measures.

A multiple analysis of variance was used to determine significant differences according to sex, occupational or transfer program enrollment, and income. Measures of

central tendency, i.e., means, modes, and medians, were used to describe work-related information about the population. Frequencies and percentages were reported where other statistical measures were not appropriate.

Research Findings and Discussion

The findings of the study are based primarily on the acceptance or rejection of the previously stated hypotheses. In the discussion following each question, the researcher has attempted to express insights which are not necessarily apparent from the empirical data.

Question 1: <u>Are perceptions of ability to perform job-applicant skills accurate indicators of students' abilities to do those skills</u>?

Findings

The results of the research indicate poor relationships (r<.60) exist between perceptions of and ability to perform job-applicant skills. It appears that most graduating community college students do not have accurate perceptions of their knowledge or skills in this area.

Discussion

In general, they tend to over-estimate specific skills and knowledges. Yet, during phone calls and casual conversations they were anxious about job hunting, handling a job interview, and developing letters of application and resumés.

In a few of the individual job-applicant skills, e.g., use of public employment agencies, expressing how they could contribute immediately, and ability to answer questions with facts or examples, they were better able to assess their performance level, thus demonstrating a higher correlation. However, in other areas, e.g., assessing their mobility, identifying values relating to work and the training or experience required for their job of interest, they were extremely poor at assessing their performance.

It is conceivable than performance (ability) scores were elevated by the fact that the perception instrument was administered immediately prior to the interview. Without the learning which probably took place from the perception instrument, the differences between perception and ability would have been even greater.

In essence, students were unable to adequately assess their ability to perform job-applicant skills. Their assessments did not demonstrate a strong relationship with those made by the interviewer and the professional personnel worker who evaluated the written products.

Question 2: <u>Do occupational and transfer students differ in regard to job-applicant skills?</u>

Findings

Community college students graduating from two-year occupational and transfer programs did not differ significantly on any of the perception measures or on five of the six ability measures. The only area where they did differ

was in the area called "Knowledge About Jobs." In this cluster, the occupational students scored significantly higher.

Discussion

The significant difference found in the "Knowledge about Jobs" cluster would no doubt be expected since occupational students are probably more certain of their career decision and have had more specific training in the skills needed, training required, job functions, employment opportunities, occupational hazards, expected salary and benefits, appropriate dress, and unions and organizations. This finding could also relate to the fact that occupational students have usually had opportunity to engage in field or co-op experience in their chosen occupation. It seems logical that having more knowledge about a job would follow.

Prior to the research, one would have suspected that students graduating from occupational programs would have scored significantly higher in their ability to perform all of the job-applicant skill clusters. This assumption might be due to the fact that employability skills, which include job-applicant skills, have been developed and recommended by the Michigan Department of Education for all occupational programs at the post-secondary level. However, the data would not support this assumption.

Question 3: Do male and female students differ in regard to job-applicant skills?

Findings

Male and female graduating community college students did not differ on any of the six cluster areas of job-applicant skills. This was true on both the perception and ability measures.

Discussion

An anticipated difference may have been expected between males and females. However, the only such trends were in the perceptions of ability to follow up after an interview and perception of the ability to complete job-application forms and to develop letters of application and resumés. Females tended to perform higher in these groups, but this trend was not significant.

A significant difference, especially in the written product cluster, may have been expected because of the high percentages of female students who are enrolled in two-year secretarial programs where the development of such products is an integral part of the curriculum.

Although individual students graduating from secretarial programs did score relatively high on an individual basis, the thesis of males and females differing could not be supported. In fact, it must be assumed that males and females are more similar than different in regard to job-applicant skills.

Question 4: Do such factors as income or grade point average affect students' perceptions of or ability to perform job-applicant skills?

Findings

Family income had no significant affect on com-
munity college students' abilities to perform job-applicant
skills. However, it did affect one area in the perception
of those skills. The area affected was that of the
students' perception of their ability to complete and
develop written products. Students from higher income
levels perceived themselves as better able to fill out
application forms and to develop letters of application and
resumés. Perceptions of the remaining five job-applicant
skill clusters were not affected by income.

Discussion

It is interesting to note that higher perceptions
did not result in significantly higher performance of the
same skills. In fact, students scored considerably lower
than they felt they would, but the lower ability scores in
the written product cluster were not significantly lower
than those of lower-income students. They simply thought
they would do much better than their lower-income counter-
parts.

Such a relatively high perception could be due to
the higher-income students' greater association with books
and written materials. Individuals may also have been
more highly reinforced for putting thoughts or experiences
in a written format. Thus, individuals from higher incomes
may feel more secure in such endeavors. If such is the

did not express the same degree of confidence. During casual conversations they expressed apprehension as to their ability to apply for jobs.

Concerning the students' job-applicant skill or ability levels, there were also significant differences as to strengths and weaknesses. Their main strengths were in following up after the interview, appraising themselves in relation to work, and selling themselves during a job interview. Their skills in identifying and using job resources were poor. In general, they had little knowledge of private, public, or school placement services and were often skeptical of the services each could provide. They also had difficulty in giving other sources for obtaining employment information. It appeared that the graduating students had little previous knowledge or experience in such resource usage.

Even though there were significant differences in the performance levels of the job-applicant skill clusters, it is also of importance that students' performed "adequately" to "well" on all clusters except the one dealing with the identification and use of job resources. It is apparent that most of the students had acquired a functional level of these skills through their life or educational experiences. However, this does not eliminate a concern as to whether their level of attainment is at a high enough level to guarantee successful job campaigns in tight job markets.

105

Question 6: Do graduating community college students value
being able to perform job-applicant skills?

Findings

The students in the study definitely value possessing
job-applicant skills. Such skills were continually reported
as "important" or "very important."

Discussion

The results of such a question are not unexpected;
however, they do serve to remind educators of one of the
tasks a graduating community college student desires to be
able to do--that of applying for and securing employment.
Such an interest was made even more apparent during the
feedback sessions following each interview. Students
requested extensive feedback as to their performance, asked
questions, and were most receptive to suggestions given by
the interviewer.

Question 7: What are the characteristics relating to work
of the sample in the study?

Findings

The community college students in this study attend
college for job-related reasons, that is, training for a
future job or inservice training for a current job. They
range from 19 years of age to 45 years of age with approxi-
mately 50 percent being 21 years of age or younger and the
other 50 percent being older than 21. Over one-third of
the students studied were over 26. They have earned

relatively high grade point averages of 3.17 with over
70 percent having grade point averages between 3.0 and 4.0.

Most of the students, 78 percent, are currently
working either part or full time. They average 24.4 hours
of work per week.

Thirty-six percent of the students had never changed
jobs. Another 30 percent had done so only once in their
lifetime.

All but 3 percent of the sample had participated in
job interviews; all had completed job-application forms.
However, approximately 78 percent had never written a
letter of application to an employer and 70 percent had
never developed a resumé.

Discussion

Although the preceeding characteristics of the
sample do not lend themselves to statistical treatment,
they do represent descriptive data regarding the student
population at Kellogg Community College. This would be
true because of the random method in which the sample was
selected.

It could be stated that this population is "occupa-
tional" in that they attend community college to obtain jobs
or to upgrade or advance in present jobs. They are a gener-
ally mature group in age, who have managed to earn high grade
point averages. Such grade point averages may have been
escalated through Kellogg Community College's policy of

allowing course withdrawal through the fourteenth week of instruction. Nevertheless, they have proven themselves "successful" at the community college.

In general, these students currently work. In addition to lower tuition rates and the ability to live at home, being able to maintain a part- or full-time job may be one of the primary reasons why transfer students attend community college.

The community college students in this study are relatively inexperienced in seeking and applying for employment. They especially lack experience and, although not empirically demonstrated, confidence in developing letters of application and resumés necessary for job application.

Conclusions and Implications

Based upon the findings of the study the following conclusions and implications are offered:

1. Students' perceptions of what they can or cannot do in regard to the skills needed by job-applicants are not adequate or accurate assessment measures. It seems plausible that students' inability to assess themselves is not a function of job-applicant skills but would most likely cut across other behavioral assessments. Therefore, such research should be balanced with actual assessments of performance.

2. Categorical grouping of students according to sex or type of program, i.e., transfer or occupational, does not assist in the identification of community college students' needs in regard to job-applicant skills. Students demonstrate more individual than group variation in perceptions of or abilities to perform these skills.

Therefore, methods for individual assessment and instruction need to be made available for community college students. Such deliveries should include opportunities to actually practice perform, and receive feedback on the skills.

Such feedback should utilize the expertise of representatives from business and industry and of educational personnel who themselves possess a high level of job-applicant skills. In addition, the use of video-taping should be maximized as a feedback mechanism.

3. Graduating community college students can "adequately" perform most of the skills needed by job applicants. However, in "tight" job markets this level of performance may indeed not be enough in obtaining work in a person's area of interest.

   Given the competitive nature of seeking and securing employment, it is suggested that students be given the opportunity to acquire job-applicant skills at an optimum level in order to provide for increased marketability and in order to improve the lack of general confidence which most expressed.

4. Students want to be able to perform job-applicant skills. They seek information as to where they are strong and weak and as to how they can improve.

   In accordance with the preceding conclusions and implications, as well as an expressed desire on the part of students, job-applicant skill instruction should be provided in the community college. However, in order to meet student needs, consideration should be given to individualized approaches which are made available upon request or identified need.

   Because the primary reason for students attending community college is job-related, all students should have the opportunity to have an assessment made of their job-applicant skills and to acquire felt or identified needs in this area. Opportunities for upgrading or reviewing these skills should also be provided.

Recommendations

Specific recommendations for further research would include the following:

1. A further examination should be made of the behavioral characteristics which employers describe under the global terms of "personality," "motivation," and "gut feel."

   Even with the provision of specific evaluation criteria and training to reduce the halo effect, the interviewer and the researcher herself were unable to completely avoid the "gut feel" syndrome. These factors appear to be "real" criteria warranting more research.

   It seems apparent, that techniques identifying these global impressions made to be developed so that individual students can be instructed in ways to maximize positive impressions from interviewers during the interview process. Students should also be instructed in evaluating themselves as to the total impression they make on a future employer. Video-taping would be a useful mechanism in this process.

2. A project should be conducted to develop and to implement a system for community college students to be able to assess their needs, learn needed job-applicant skills, practice such skills, and receive feedback on progress. Such a project needs to consider the structure of the community college and appropriate deliveries for the structure. It must also be cognizant of the "stop in" and "stop out" tendencies of community college students. An after-care or monitoring mechanism needs to be provided for students who return for upgrading as they change jobs. In order to be implemented, it must also be cost-effective.

3. An evaluation of where and in what courses and context job-applicant skills are currently being taught needs to be undertaken. Presently, such delivery appears to be sporadic. Some students receive little or no education in this area, and others are receiving duplication with little evaluation of past education or experience.

4. After extensive review of the literature and the completion of this study, it appears that generalizations can be made to broader elements of society. Therefore, it is recommended that a demonstration project be conducted to develop, implement, and evaluate a systems approach for offering job-applicant skill training to persons 16 and over on a "stop in" and "stop out" basis.

5. It is recommended that an assessment be made of teachers and placement persons' needs in regard to teaching others job-applicant skills. An investigation of teacher attitudes regarding job-applicant skills would also seem appropriate.

6. Similar studies conducted at both the secondary and four-year college levels would provide more comprehensive exploratory data as to the status and needs of all students in regard to job-applicant skills.

Summary

During the course of this study, it became obvious that community college students highly value possessing the skills they will need in applying for jobs. This was made apparent during initial contacts and during informal discussions following each interview. Students spent substantial time asking the interviewer and researcher what they had done correctly and how they could improve.

As the literature suggests, "tight" job markets increase the need for superior job-applicant skills. Students want these skills in order to sell themselves to prospective employers.

Empirical research of this type is extremely difficult to perform; however, it is critical in providing guidance for future program development in the area of job-applicant skills.

This particular chapter has presented a review of the purpose and procedures of a study regarding these important skills. The findings of the study were discussed. Conclusions and recommendations based on these findings were submitted.

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APPENDIX A

IMPORTANCE OF EMPLOYABILITY SKILLS

BY MICHIGAN EMPLOYERS

APPENDIX A

Table 26.--Importance of Employability Skills by Michigan Employers.

	Agricultural X̄	Distributive Education X̄	Occup. Home Economics X̄	Health X̄	Office X̄	Trade & Industry X̄	Total X̄
Resumé							
1. Clean, neat, readable	2.9	2.9	3.2	3.2	3.4	3.0	3.2
2. School experience	2.9	2.7	2.8	3.0	3.0	3.0	2.9
3. Work experiences	3.2	2.9	3.2	3.3	3.2	3.0	3.1
4. Dependable/responsible	3.7	3.3	3.3	3.2	3.1	3.4	3.3
5. Get along with others	3.5	3.2	3.5	3.4	3.0	3.3	3.3
6. Immediately contribute	2.9	2.9	3.1	3.0	2.7	2.8	2.9
Interview							
1. On time	3.8	3.8	4.0	3.8	3.8	3.7	3.8
2. Dress	3.4	3.5	3.6	3.7	3.4	3.2	3.4
3. Grooming	3.2	3.7	3.6	3.8	3.4	3.2	3.5
4. Eye contact	3.1	3.5	3.5	3.5	3.1	3.0	3.3
5. Answer questions	3.1	3.1	2.9	3.3	2.9	3.0	3.1
6. Give facts or examples	3.1	3.1	3.0	3.0	3.1	3.1	3.1
7. Interest	3.6	3.7	3.8	3.9	3.6	3.6	3.7
8. Get along with others	3.5	3.3	3.6	3.7	3.3	3.4	3.4
9. Accept responsibility	3.6	3.6	3.7	3.8	3.5	3.4	3.6
10. Ask questions	3.1	3.3	3.5	3.5	3.1	3.1	3.3
11. Follow-up	3.0	3.1	3.0	3.0	2.8	2.8	2.9
Decision to Hire							
1. Application letter	1.9	2.3	2.0	2.3	2.3	2.1	2.2
2. Resumé	2.4	2.8	2.8	3.1	3.0	2.6	2.8
3. Application form	3.0	3.4	3.4	3.5	3.3	3.2	3.3
4. Personal appearance	3.5	3.6	3.5	3.9	3.5	3.2	3.5
5. Interview	3.4	3.4	3.5	3.6	3.6	3.5	3.5
6. Follow-up	2.7	3.0	2.8	2.7	2.5	2.8	2.7
7. Employment test	1.7	1.5	1.5	1.5	1.9	2.0	1.7
8. References	3.0	3.1	3.4	3.6	3.3	3.1	3.3
	n=14	n=19	n=17	n=21	n=36	n=27	Total n=134

X̄ Score Interpretations: 4 = Very Important: Essential
3 = Important: Highly Desirable
2 = Unimportant: Beneficial, But Not Necessary
1 = Very Unimportant: Not Needed

APPENDIX B

IMPORTANCE OF JOB-APPLICANT SKILLS AS EVALUATED

BY TWENTY PLACEMENT PERSONNEL

APPENDIX B

Table 27.--Importance of Job-Applicant Skills as Evaluated
by Twenty Placement Personnel.

Job-Applicant Skills	Frequencies	
	Important	Not Important
1. Know what information or things to take when applying for a job.	20	0
2. Know how to act and what to say during an interview.	20	0
3. Fill out application forms.	20	0
4. Identify questions to be able to answer during an interview.	19	1
5. Evaluate jobs advertised in the want ads.	18	2
6. Be able to prepare for an interview.	17	3
7. Say things that would make applicant a good employee.	17	3
8. Request and secure at least 3 job references.	19	1
9. Identify specific work behaviors necessary to keep a job.	20	0
10. Locate sources that can be used to list places to apply for jobs.	20	0
11. List assets applicant brings to a job.	19	1

Job-Applicant Skill	Frequencies	
	Important	Not Important
12. Request an interview by phone.	19	1
13. Write a letter of application.	18	2
14. Write a resumé.	19	1
15. Write a cover letter.	17	3
16. List kinds of work interested in.	20	0
17. List kinds of work qualified to do.	19	1
18. Locate information about jobs.	17	3
19. Know requirements of jobs of interest.	19	1
20. Evaluate job offers.	18	2
21. Know approximate salary or wage of job(s) of interest.	19	1
22. Know typical fringe benefits of job(s) of interest.	16	4
23. Identify unions or organizations likely to join in job(s) of interest.	17	3
24. Name occupational hazards of job(s) of interest.	18	2
25. Identify shift requirements or times of day likely to work in job(s) of interest.	19	1
26. Describe local employment opportunities in job(s) of interest.	19	1
27. Describe regional and national employment opportunities in job(s) of interest.	15	5

Job-Applicant Skill	Frequencies	
	Important	Not Important
28. Identify kinds of experience and training necessary for job(s) of interest.	20	0
29. Dress appropriately for an interview.	20	0
30. List things not to do when applying for a job.	18	2

APPENDIX C

EMPLOYABILITY SKILLS QUESTIONNAIRE

(Employer Copy)

APPENDIX C

EMPLOYABILITY SKILLS QUESTIONNAIRE

(Employer Copy)

Name_____

Place of
Employment_____

Position_____

Address_____

From which areas of training do you hire the greatest number of vocational education graduates? (check one)

_____Agriculture (farm, non-farm)

_____Health Occupations

_____Distributive Education (i.e., marketing and distribution of goods and services)

_____Office (i.e., accounting, data processing, secretarial)

_____Occupational Home Economics (i.e., child care, food services, institutional and home management, clothing service)

_____Trade & Industrial (i.e., air conditioning, appliance repair, auto body, auto electronics, commercial art, carpentry, plumbing, building maintenance)

Home many employees do you have? (check one)

_____Less than 10

_____Between 26-100

_____Between 11-25

_____Over 100

Using the following scale circle the number which best describes the degree of importance to you.

4 = Very Important: essential

3 = Important: highly desirable

2 = Unimportant: beneficial, but not necessary

1 = Very Unimportant: not needed

On the following pages is a list of several skills that are relevant for preparing a student to write a resumé and take an interview. Please rate each skill in terms of how much importance you place on the skill when you judge a resumé or how well an applicant takes an interview.

	Very Important	Important	Unimportant	Very Unimportant

RESUMÉ WRITING SKILLS

The student's ability to:

		Very Important	Important	Unimportant	Very Unimportant
1.	Write a clean, neat, readable resumé	4	3	2	1
2.	Show how specific school experiences have prepared him/her to perform on the job.	4	3	2	1
3.	Show how specific work experiences have prepared him/her to perform on the job.	4	3	2	1
4.	Give examples of how he/she is dependable and can accept responsibility.	4	3	2	1
5.	Give examples of how he/she can get along with other people and follow directions.	4	3	2	1
6.	Give examples of ways he/she can contribute immediately to the job.	4	3	2	1

The other things that I look for in a resumé are:

		Very Important	Important	Unimportant	Very Unimportant
7.		4	3	2	1
8.		4	3	2	1
9.		4	3	2	1

INTERVIEWING SKILLS

The student's ability to:

		Very Important	Important	Unimportant	Very Unimportant
1.	Be on time.	4	3	2	1
2.	Dress appropriately.	4	3	2	1

	Very Important	Important	Unimportant	Very Unimportant
3. Look neat and well groomed.	4	3	2	1
4. Look me in the eye when we talk.	4	3	2	1
5. Answer questions completely and clearly.	4	3	2	1
6. Answer questions with a fact or an example that shows he/she can do the job.	4	3	2	1
7. Communicate a genuine interest in the job.	4	3	2	1
8. Communicate that he/she can get along with other people.	4	3	2	1
9. Communicate that he/she can accept responsibility and is dependable.	4	3	2	1
10. Show initiative by asking questions about what you want in an employee and present evidence to show that he/she meets your qualifications.	4	3	2	1
11. Initiate and follow-up on the interview.	4	3	2	1
The other things I look for during an interview are:				
12.	4	3	2	1
13.	4	3	2	1
14.	4	3	2	1

When you make a decision whether or not to hire a high school graduate, how much importance do you place on each of the following: (assume each is well done, and the applicant is qualified for the job).

	Very Important	Important	Unimportant	Very Unimportant
1. A letter requesting an interview.	4	3	2	1
2. The applicant's resumé	4	3	2	1
3. Your application form.	4	3	2	1

	Very Important	Important	Unimportant	Very Unimportant
4. The applicant's appearance during the interview.	4	3	2	1
5. How the applicant performs during the interview.	4	3	2	1
6. How the applicant follows up on the interview.	4	3	2	1
7. How well the applicant does on your employment test (if you have one, otherwise, disregard question).	4	3	2	1
8. The applicant's references.	4	3	2	1
The other things I use to make a decision are:				
9.	4	3	2	1
10.	4	3	2	1

In your business, how important are the following abilities in helping a high school graduate keep and get promoted on his/her first job.

These attributes are:	Very Important	Important	Unimportant	Very Unimportant
1. Ability to do the job well.	4	3	2	1
2. Ability to get along with other employees.	4	3	2	1
3. Ability to get along with his/her boss.	4	3	2	1
4. Being dependable, and doing things on time.	4	3	2	1
5. Taking initiative to accept responsibility.	4	3	2	1
6. Ability to follow directions.	4	3	2	1
7. Ability to communicate ideas to others.	4	3	2	1
8. Ability to keep personal problems from affecting work performance.	4	3	2	1
9. Ability to terminate a job.	4	3	2	1

List additional abilities that are essential to help a high school graduate keep and get promoted on his/her first job.

10.	4	3	2	1
11.	4	3	2	1
12.	4	3	2	1

APPENDIX D

EMPLOYABILITY SKILLS QUESTIONNAIRE

(Graduate Copy)

APPENDIX D

EMPLOYABILITY SKILLS QUESTIONNAIRE[1]

(Graduate Copy)

Name_____Place of Employment_____

Position_____
Employer's
Address _____

Year Graduated (please check) _____1973 _____1976

Vocational Program Completed: (please check)

_____Agriculture (farm, non-farm)   _____Health Occupations

_____Distributive Education (i.e.,   _____Office (i.e., accounting, data
marketing and distribution   processing, secretarial)
of goods and services

_____Occupational Home Economics   _____Trade & Industrial (i.e., air
(i.e., child care, food   conditioing, applicant repair,
services, institutional and   auto body, auto mechanics,
home management, clothing   electronics, commercial art,
service)   carpentry, plumbing, building
maintenance)

Using your past experience as a base of reference, please circle
the number (using the scale below) that best indicates the degree of
importance you place on the skill in securing a job.

4 = Very Important: essential

3 = Important: highly desirable

2 = Unimportant: beneficial, but not necessary

1 = Very Unimportant: not needed

_____

[1] $\bar{X}$ scores obtained from survey of post graduates follow each
skill.

126

	Very Important	Important	Unimportant	Very Unimportant
EMPLOYABILITY SKILLS: Should be able to:				
1. Identify kind of work wanted. (3.4)	4	3	2	1
2. List kinds of work qualified to do. (3.6)	4	3	2	1
3. Identify times of day most desirable to work in job. (3.0)	4	3	2	1
4. Assess current local, regional, and vocational employment opportunities. (3.0)	4	3	2	1
5. Assess personal mobility (travel, relocate, stay in immediate area). (3.1)	4	3	2	1
6. Use school placement services. (2.9)	4	3	2	1
7. Use services of private employment agencies. (2.3)	4	3	2	1
8. Use services of public employment agencies (i.e., Michigan Employment Security Commission). (2.5)	4	3	2	1
9. Identify skills that are required for the job of interest. (3.5)	4	3	2	1
10. Evaluate job listings in want ads. (2.9)	4	3	2	1
11. Write letters to inquire about job openings. (3.1)	4	3	2	1
12. Identify goals and functions of the job of interest. (3.3)	4	3	2	1
13. Identify future training and experiences required to advance on the job of interest. (3.5)	4	3	2	1
14. List possible opportunities for advancement in job of interest. (3.3)	4	3	2	1
15. Determine approximate salary or wage of job of interest. (3.2)	4	3	2	1

	Very Important	Important	Unimportant	Very Unimportant
16. Determine how to dress on the job of interest. (3.4)	4	3	2	1
17. Identify unions and organizations joined by persons in jobs of interest. (2.8)	4	3	2	1
18. Name occupational hazards of job of interest. (3.0)	4	3	2	1
19. List typical fringe benefits of the job. (3.0)	4	3	2	1
20. Fill out application forms. (3.6)	4	3	2	1
21. Write a cover letter to accompany the resumé. (2.9)	4	3	2	1
22. Write a clean, neat, readable resumé. (3.4)	4	3	2	1
23. Identify specific experiences that have prepared you to perform on the job. (3.5)	4	3	2	1
24. Give examples of how you are dependable and can accept responsibility. (3.5)	4	3	2	1
25. Give examples of how you can get along with other people and follow directions. (3.3)	4	3	2	1
26. Give examples of ways you can contribute immediately to the job. (3.2)	4	3	2	1
27. Give examples of how you can be on time and do full day's work. (3.4)	4	3	2	1
28. Request and secure job references. (3.3)	4	3	2	1
29. List needed materials to take to the interview. (3.0)	4	3	2	1
30. Submit resumé and other written information prior to interview in job of interest. (3.1)	4	3	2	1
31. Be on time for the interview. (3.9)	4	3	2	1

	Very Important	Important	Unimportant	Very Unimportant
32. Look neat and well-groomed for the interview. (3.8)	4	3	2	1
33. Dress appropriately for the interview. (3.8)	4	3	2	1
34. Look the interviewer in the eye when talking. (3.6)	4	3	2	1
35. Answer interviewer's questions completely and clearly. (3.8)	4	3	2	1
36. Answer questions with a fact or an example that shows you can do the job. (3.7)	4	3	2	1
37. Communicate a genuine interest in the job during the interview. (3.7)	4	3	2	1
38. Communicate you can get along with other people. (3.6)	4	3	2	1
39. Communicate you can accept responsibility and be dependable. (3.8)	4	3	2	1
40. Show initiative by asking questions about what the employer wants in an employee and present evidence to show you meet the qualifications. (3.5)	4	3	2	1
41. Show how you can initiate an interview follow-up. (3.1)	4	3	2	1
42. Evaluate and respond to a job offer. (3.6)	4	3	2	1
Other skills for securing a job:				
43.	4	3	2	1
44.	4	3	2	1
45.	4	3	2	1

	Very Important	Important	Unimportant	Very Unimportant

How important are the following skills in helping you keep and get promoted on your job?

These skills are:

		Very Important	Important	Unimportant	Very Unimportant
1.	Ability to do the job well. (3.8)	4	3	2	1
2.	Ability to get along with other employees. (3.6)	4	3	2	1
3.	Ability to get along with your boss. (3.7)	4	3	2	1
4.	Being dependable and doing things routine. (3.7)	4	3	2	1
5.	Taking initiative to accept responsibility. (3.7)	4	3	2	1
6.	Ability to following directions. (3.8)	4	3	2	1
7.	Ability to communicate ideas to others. (3.5)	4	3	2	1
8.	Ability to keep personal problems from affecting work performance. (3.6)	4	3	2	1
9.	Ability to terminate a job. (3.1)	4	3	2	1

Are there additional skills?

		Very Important	Important	Unimportant	Very Unimportant
10.		4	3	2	1
11.		4	3	2	1
12.		4	3	2	1

APPENDIX E

EMPLOYER INTERVIEW INSTRUMENT

(As Adapted from the Michigan Employability

Skill Project)

APPENDIX E

EMPLOYER INTERVIEW INSTRUMENT

Name_____

Place of
Employment_____

Position_____

Address_____

How many employees do you have?

_____Less than 10   _____Between 26-100

_____Between 11-25   _____Over 100

Scale: 4 = Very Important: essential

    3 = Important: highly desirable

    2 = Unimportant: beneficial, but not necessary

    1 = Very Unimportant: not needed

Resume Writing Skills	Very Important	Important	Unimportant	Very Unimportant
The applicant's ability to:				
1. Write a clean, neat, readable resumé.	4	3	2	1
2. Show how specific school experiences have prepared him/her to perform on the job.	4	3	2	1
3. Show how specific work experiences have prepared him/her to perform on the job.	4	3	2	1
4. Give examples of how he/she is depenable and can accept responsibility	4	3	2	1

	Very Important	Important	Unimportant	Very Unimportant
5. Give examples of how he/she can get along with other people and follow directions.	4	3	2	1
6. Give examples of ways he/she can contribute immediately to the job.	4	3	2	1

The other things that I look for in a resumé are:

7.	4	3	2	1
8.	4	3	2	1
9.	4	3	2	1

Interviewing Skills

The applicant's ability to:

	Very Important	Important	Unimportant	Very Unimportant
1. Be on time.	4	3	2	1
2. Dress appropriately.	4	3	2	1
3. Look neat and well groomed.	4	3	2	1
4. Look me in the eye when we talk.	4	3	2	1
5. Answer questions completely and clearly.	4	3	2	1
6. Answer questions with a fact or an example that shows he/she can do the job.	4	3	2	1
7. Communicate a genuine interest in the job.	4	3	2	1
8. Communicate that he/she can get along with other people.	4	3	2	1
9. Communicate that he/she can accept responsibility and is dependable.	4	3	2	1
10. Show initiative by asking questions about what you want in an employee and present evidence to show that he/she meets your qualifications.	4	3	2	1

	Very Important	Important	Unimportant	Very Unimportant
11. Initiate and follow-up on the interview.	4	3	2	1
The other things I look for during an interview are:				
12.	4	3	2	1
13.	4	3	2	1
14.	4	3	2	1

Decision to Hire

When you make a decision to hire a community college graduate, how much importance do you place on the following: (assume each is well done, and the applicant is qualified for the job).

	Very Important	Important	Unimportant	Very Unimportant
1. A letter requesting an interview.	4	3	2	1
2. The applicant's resumé.	4	3	2	1
3. Your application form.	4	3	2	1
4. The applicant's appearance during the interview.	4	3	2	1
5. How the applicant performs during the interview.	4	3	2	1
6. How the applicant follows up on the interview.	4	3	2	1
7. How well the applicant does on your employment test (if you have one, otherwise, disregard question).	4	3	2	1
8. The applicant's references.	4	3	2	1
The other things I use to make a decision are:				
9.	4	3	2	1
10.	4	3	2	1

APPENDIX F

VALUE PLACED ON JOB-APPLICANT SKILLS: AS

EVALUATED BY EIGHTEEN EMPLOYERS IN THE

BATTLE CREEK, MICHIGAN AREA

(SPRING 1977)

Table 28.--Value Placed on Job-Applicant Skills: As Evaluated
     by Eighteen Employers in the Battle Creek,
     Michigan Area (Spring 1977).

Job-Applicant Skill	Mean Score $\bar{X}$
Resumé	
Clean, neat, readable	3.0
School experiences	2.8
Work experiences	3.1
Dependable/responsible	3.0
Get along with others	3.1
Follow directions	2.9
Contribute immediately	2.8
Interview	
On time	3.7
Dress appropriately	3.0
Neat and well groomed	3.3
Eye contact	3.0
Answer questions completely and clearly	3.3
Answer questions with facts and examples	2.7
Genuine interest	3.6
Get along with others	3.6
Dependable/responsible	3.6
Ask questions	2.8
Follow-up	2.5
Decision to Hire	
Application letter	2.5
Resumé	
Application form	3.0
Appearance	3.3
Interview performance	3.3
Follow-up	2.6
Employment test	1.7
References	3.4

Additional comments elicited regarding the resumé

included:

"Resumé is important"
"We check all references"
"Look at sentence structure, grammar, and spelling"
"Like to see extra-curricular activities"
"Can really do without a resumé"
"General appearance needs to look good"
"Any jobs in past to show they are dependable"
"No unexplained time lapses"
"Look for sense of order--ability to organize"
"Needs to be concise"

The employers also indicated that they are looking for the following during the interview:

Self-confidence
Knowledge of the business
How person presents him/herself
Whether the applicant thinks he/she is worth
    something
Whether or not they show up for the interview;
    will never get another chance if they do not
Manners and politeness
Handshake
Honesty in their answers and statements
Demonstrated preparation for the interview
Whether or not they have researched the company
What the person's goals are in three to five years
Whether they have transportation to work
Whether they seem preoccupied with salary
An outgoing personality with the ability to
    communicate
What the person's objectives are
Enthusiasm
A broad picture of the person
Whether they are willing to work
Whether they are able to learn--"teachability"
Tactfulness

One employer summarized the importance of the interview by saying, "The interview is critical. It is where I make the final decision. It is more important than anything else in applying for a job."

Pertinent comments relating to the decision to hire a candidate included:

"Big thing is whether we need someone"
"Depends a lot on word of mouth recommendations"
"OK to call rather than write a letter for an
    interview"
"We do some initial screening by phone"
"Qualified and also a member of a minority group"
"Past attendance record--whether at a job or
    school"
"Look at their general health"
"Gut feel"
"Sometimes run across just the right kind of a
    person and create a position for them"

APPENDIX G

PERCEPTION INSTRUMENT TO MEASURE STUDENT

PERCEPTIONS OF ABILITY TO PERFORM

JOB-APPLICANT SKILLS

APPENDIX G

PERCEPTION INSTRUMENT TO MEASURE STUDENT
PERCEPTIONS OF ABILITY TO PERFORM
JOB-APPLICANT SKILLS
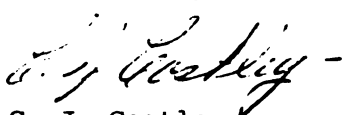
Dear Community College Student:

Your college has been selected to provide information as to
how students view their skills in several areas. The results
of this study should help improve instruction and offerings
in Michigan. This, however, will only be possible with your
help and cooperation.

Attached, please find a questionnaire which deals with how
well you feel you can do certain things which may be important
to you in getting a job. There are no right or wrong answers.
No one will see your answers except the researchers. The
results will be used only in group summaries. DO NOT GIVE
YOUR NAME.

Thank you for your help.

Respectfully,

C. J. Costley
Coordinator, Human Services
Kellogg Community College

DIRECTIONS: PLEASE circle one answer for each
of the following statements. PLEASE be honest
with yourself. The results of this study may
help decide future offerings in community
colleges.

	Not At All	Poor-ly	Ade-quate-ly	Well	Very Well

Self-Assessment

1. I can say what kind of job or work I want to do.   1   2   3   4   5

2. I can identify the kinds of things that are important do me in a job.   1   2   3   4   5

3. I can list the kinds of work I am qualified to do.   1   2   3   4   5

4. I can identify the times of day I want to work.   1   2   3   4   5

5. I can say if I am willing to travel, move to a new location, or stay in the immediate area for the job I am interested in.   1   2   3   4   5

Knowing About the Job

1. I can identify the skills needed to do the job I am interested in.   1   2   3   4   5

2. I can identify the additional training or experience I would have to obtain in order to advance in my job of interest.   1   2   3   4   5

3. I can identify the goals and functions of the place where I want to work.   1   2   3   4   5

4. I can identify the current employment opportunities in my job of interest.   1   2   3   4   5

5. I can identify the occupational hazards of the job I am interested in.   1   2   3   4   5

6. I can identify the approximate salary I would earn in my job of interest.   1   2   3   4   5

	Not At All	Poor-ly	Ade-quate-ly	Well	Very Well
7. I can identify the appropriate way to dress for my job of interest.	1	2	3	4	5
8. I can identify the typical fringe benefits (insurance, sick leave, vacations) received by people doing the job I am interested in.	1	2	3	4	5
9. I can identify the unions and organizations people in my job of interest join.	1	2	3	4	5

Identifying and Using Resource

1. I can identify at least 3 different sources to find job information.	1	2	3	4	5
2. I can use school placement services.	1	2	3	4	5
3. I can evaluate jobs listed in the want ads of the newspaper.	1	2	3	4	5
4. I can use the services of private employment agencies.	1	2	3	4	5
5. I can use the services of public employment agencies, i.e., Michigan Employment Security Commission (MESC).	1	2	3	4	5

Selling Yourself Through Written Products

1. I can write a letter to introduce myself and my skills to an employer.	1	2	3	4	5
2. I can fill out application forms so they are neat, readable, accurate, and complete.	1	2	3	4	5
3. I can put in writing past experiences which have prepared me for my job of interest.	1	2	3	4	5

		Not At All	Poor-ly	Ade-quate-ly	Well	Very Well
4.	I can list at least 3 persons (not relatives or personal friends) who will recommend me for a job.	1	2	3	4	5
5.	I can develop and write a resumé or personal data sheet to give to possible employers.	1	2	3	4	5
6.	I can demonstrate to an employer that I can follow directions.	1	2	3	4	5

Selling Yourself During an Interview

		Not At All	Poor-ly	Ade-quate-ly	Well	Very Well
1.	I can identify myself and my appointed time for an interview with the interviewer's secretary or receptionist.	1	2	3	4	5
2.	I can greet an interviewer by using his or her name and a firm handshake.	1	2	3	4	5
3.	I can answer an interviewer's questions with a fact or an example to show I can do the job.	1	2	3	4	5
4.	I can tell an interviewer experiences which have prepared me for my job of interest.	1	2	3	4	5
5.	I can give an employer specific examples of how I can do a full day's work.	1	2	3	4	5
6.	I can ask the interviewer questions.	1	2	3	4	5
7.	I can say specific things I have done which demonstrate that I am dependable and can accept responsibility.	1	2	3	4	5
8.	I can tell an employer how I can immediately contribute to his or her business.	1	2	3	4	5

		Not At All	Poor-ly	Ade-quate-ly	Well	Very Well
9.	I can answer an interviewer's questions directly and clearly.	1	2	3	4	5
10.	I can demonstrate to an interviewer that I am able to get along with other people.	1	2	3	4	5
11.	I can be on time for an interview.	1	2	3	4	5
12.	I can be properly dressed and groomed for an interview in my job of interest.	1	2	3	4	5
13.	I can avoid chewing gum and smoking during an interview.	1	2	3	4	5
14.	I can utilize body postures which demonstrate confidence, interest and attentiveness.	1	2	3	4	5
15.	I can look into the interviewer's eyes during an interview.	1	2	3	4	5
16.	I can demonstrate enthusiasm for the job.	1	2	3	4	5
17.	I can identify the things to take with me for an interview.	1	2	3	4	5

Following up After the Interview

		Not At All	Poor-ly	Ade-quate-ly	Well	Very Well
1.	I can identify what to do and then follow up after an interview.	1	2	3	4	5
2.	I can evaluate a job offer and make a decision as to whether or not to take it.	1	2	3	4	5

	Very Unim-portant	Unimpor-tant	Impor-tant	Very Impor-tant
How important is it to you to have the skills to help you get the job you want?	1	2	3	4

APPENDIX H

ABILITY INSTRUMENT TO MEASURE

JOB-APPLICANT SKILLS

ABILITY INSTRUMENT TO MEASURE
JOB-APPLICATION SKILLS

	Not At All	Poor- ly	Ade- quate- ly	Well	Very Well
Interview Process					
1. Tell me about yourself.	1	2	3	4	5
2. What kind of work are you interested in doing? (SA1)	1	2	3	4	5
3. What are the kinds of things that are most important to you in a job? (SA2)	1	2	3	4	5
4. What are some of the kinds of work you are qualified to do? (SA3)	1	2	3	4	5
5. What times of day do you prefer to work? (SA4)	1	2	3	4	5
6. How mobile are you? Would you be willing to travel or move? (SA5)	1	2	3	4	5
7. What are the skills you need to do the job you are interested in? (KJ1)	1	2	3	4	5
8. Would you have to get additional experience or training to advance in the job you want? What would such training or experience be? (KJ2)	1	2	3	4	5
9. What do you see as the main goal or function of the kinds of places you would get a job as a _____? (KJ3)	1	2	3	4	5

	Not At All	Poor-ly	Ade-quate-ly	Well	Very Well
10. What are the current employment opportunities in the area you are interested in? (KJ4)	1	2	3	4	5
11. What are the occupational hazards of being a_____. (KJ5)	1	2	3	4	5
12. What kinds of unions or organizations would you need or want to think about joining in your kind of work? (KJ9)	1	2	3	4	5
13. Tell me why you think you can do the job you're applying for? (Interv 3)	1	2	3	4	5
14. Tell me about any past experience you've had which would help you do this job? (Interv 4)	1	2	3	4	5
15. Tell me about your health in relation to work. (Interv 5)	1	2	3	4	5
16. How do you feel about work? (Interv 5)	1	2	3	4	5
17. I am interested in employees who are dependable and responsible. Tell me some ways you have demonstrated dependability and responsibility. (Interv 7)	1	2	3	4	5
18. In what ways can you contribute right away to my business? (Interv 8)	1	2	3	4	5
19. How do you get along with other people? (Interv 10)	1	2	3	4	5
20. What salary would you expect to earn as a _____? (KJ6)	1	2	3	4	5
21. Do you have any questions? (Interv 6)	1	2	3	4	5

	Not At All	Poor- ly	Ade- quate ly	Well	Very Well

Information Collection

1. Assuming this were a real inter- view, how would you follow up after it? (FU1)

          1   2   3   4   5

2. If you were offered a position, how would you go about deciding whether or not to take it? (FU2)

          1   2   3   4   5

3. How would you dress in the kind of work you are interested in? (KJ7)

          1   2   3   4   5

4. What kinds of fringe benefits would you expect to receive in your job of interest? (KJ8)

          1   2   3   4   5

5. What kinds of things did you bring with you today that you would need in an actual interview? (Interv 17)

          1   2   3   4   5

        _____S.S. Card
        _____Pen
        _____Small Notebook or Paper
        _____Driver's License
        _____Extra copy of resumé
        _____Job References
        _____Letters of Reference
        _____Additional Materials
        (portfolios, work samples)

6. How would you go about using school placement services? (IUR2)

          1   2   3   4   5

7. How would you use the newspaper ads in evaluating job openings? (IUR3)

          1   2   3   4   5

8. How would you go about using private employment agencies? (IUR4)

          1   2   3   4   5

	Not At All	Poorly	Adequately	Well	Very Well
9. How would you use the services of public employment agencies, i.e., Michigan Employment Security Commission? (IUR5)	1	2	3	4	5

Observation and Perceptions

	Not At All	Poorly	Adequately	Well	Very Well
1. Identify self with receptionist. (Interv 1)	1	2	3	4	5
2. Greet interviewer by name and with handshake. (Interv 2)	1	2	3	4	5
3. Answer questions directly and clearly. (Interv 9)	1	2	3	4	5
4. Being on time. (Interv 11)	1	2	3	4	5
5. Proper appearance and grooming. (Interv 12)	1	2	3	4	5
6. Avoiding smoking and gum chewing. (Interv 13)	1	2	3	4	5
7. Body posture demonstrating confidence, interest, and attentiveness (Interv 14)	1	2	3	4	5
8. Frequent eye contact. (Interv 15)	1	2	3	4	5
9. Enthusiasm. (Interv 16)	1	2	3	4	5

Personal Data:

Sex: ____ female
____ male

Credit Hrs. Currently Enrolled in:_____

____full time
____part time

Total College
Credits Earned:____

Ethnic Background:
____ white
____ black
____ Hispanic
____ Oriental
____ American Indian
____ Other

1976 Annual Income:_____

College Major:_____G.P.A._____

Main reason for taking college classes:

Do you currently have a job? ____yes   ____no

    What doing?_____

    Hours worked per week:_____

Have you ever held a job? ____yes   ____no

Have you ever changed jobs?   ____yes   ____no

    How many times?_____

Have you ever had an actual job interview? ____yes   ____no

    How many actual job interviews have you had?_____

Have you ever prepared a resumé   ____yes   ____no

Have you ever prepared a cover letter?   ____yes   ____no

Have you ever filled out an application blank? ____yes   ____no

	Not At All	Poor-ly	Ade-quate-ly	Well	Very Well
Cover Letter					
1. Letter of introduction to employers. (WP1)	1	2	3	4	5
Application					
1. Neat, readable, accurate, and complete form. (WP2)	1	2	3	4	5
2. Three references. (WP4)	1	2	3	4	5
3. Follow Directions. (WP6)	1	2	3	4	5

	Not At All	Poor-ly	Ade-quate-ly	Well	Very Well
<u>Resumé</u>					
1. Past experiences preparing for job of interest. (WP3)	1	2	3	4	5
2. Completed resumé or data sheet. (WP5)	1	2	3	4	5

APPENDIX I

INTERVIEW CRITERIA

APPENDIX I

INTERVIEW CRITERIA

Interview Process

1. (1) Is embarrassed. Cannot respond.

    (2) Hesitates, stammers, talks about self in unorganized relevance
        to work

    (3) Talks about self in organized manner with some relevance to
        work

    (4) Organized, specific relationships to work or job

    (5) Extremely well organized, uses examples which specifically
        relate to work.

2. (1) Not sure. Never thought about it. Don't know.

    (2) General area of interest

    (3) General area with 1-2 jobs within area

    (4) Specific job or jobs

    (5) Specific jobs plus area of work

3. (1) Can't relate to questions. Gives no items or values which
        relate to satisfaction in work

    (2) Talks about job satisfaction with no identification of value

    (3) 1-2 values and how they relate to job satisfaction

    (4) 3 values and how they relate to work

    (5) More than 3 or more specific values and how they relate to
        work plus an explanation of why they are important

148

4. (1) Cannot identify jobs qualified to do

(2) Talks about general ideas of what might be able to do. Talks about future rather than present.

(3) Is able to list at least one specific job qualified to do

(4) 2 or more specific jobs qualified to do

(5) 3 or more specific jobs plus ones which could probably do with little additional training

5. (1) Don't know. Haven't thought about it.

(2) Not sure. Little indication of having thought through problem

(3) Identifies general times of day preferring to work

(4) Gives times of day and reasons for preference

(5) Gives time of day and reasons for preference. Gives conditions under which would consider other times

6. (1) Doesn't know whether willing to move or travel. Never thought about it

(2) Has given some thought to this but doesn't know for sure

(3) Says whether or not willing to move or travel

(4) Gives supportive rationale for desire to travel or not travel or move or not move

(5) Identifies conditions under which would be willing to move or travel. Identifies reasons for not being willing to travel or move. Says why wanting to move or to travel.

7. (1) Not sure.

(2) Talks in generalities

(3) Lists general skills needed

(4) Lists specific skills required as well as general skills

(5) Gives comprehensive list of skills with thorough knowledge of tasks performed on the job

8. (1) Doesn't know for sure

    (2) Says things like "I imagine," "probably," "maybe," "I guess."
        Unrealistic appraisal of training or experience needed.

    (3) Says whether or not it is necessary and generally what such
        training and experience would be.

    (4) Gives type of training and experience and possible places and
        ways to get.

    (5) Gives specific training or experience and how it would con-
        tribute to advancement

9. (1) Not sure, doesn't know

    (2) Talks in generalities

    (3) Uses some data, survey, report, or concrete information

    (4) Gives up-to-date data or information locally or regionally
        or nationally

    (5) Gives up-to-date data and projections locally, regionally,
        and nationally

11. (1) Is unaware of any

    (2) General statements or unrealistic information

    (3) Gives specific hazards or drawbacks

    (4) Shows personalization of hazards

    (5) Gives specific hazards and how plan to deal with or have
        dealt with them

12. (1) Is not sure, can't give any

    (2) "I imagine," "surely," "probably"

    (3) Knows there are such but cannot give names

    (4) Lists at least one specific union or organization or specifi-
        cally states that there are none

    (5) Gives unions and organizations and why or why not would join

13. (1) Negative about self. Not sure of skills

(2) Talks in general terms. Gives no specific examples.

(3) Gives at least one reason and one example

(4) Gives at least two reasons and examples

(5) Gives at least three reasons and examples

14. (1) Talks about past experiences but not in relation to work.
     Negative about self and past experiences.

(2) Does not relate past experiences to work role. Examples are
    general rather than specific.

(3) Gives at least 2 living past work, education, or experiences
    which would help do the job

(4) Makes specific comparisons between past experiences and
    present job skill

(5) Gives positive and negative past experiences and how they
    relate to present job skills, knowledges or attitudes

15. (1) Talks negatively about personal health. Does not talk about
     personal health, or talks about others' health

(2) Talks about personal health but does not relate directly to
    work. Gives no specific examples.

(3) Cites examples of how personal health qualities contribute to
    ability to do job.

(4) Gives examples from past of behaviors which demonstrate health
    conditions positively related to job performance

(5) Give positive ways of personally maintaining and improving
    health for the job. Cites limitations and gives procedures
    for handling such.

16. (1) Doesn't know. Not sure. States negative feelings about work.

(2) Neutral response. Lack of enthusiasm. See work as a necessity
    only.

(3) Gives at least two positive feelings about work.

(4) Gives positive feelings about work and examples of feelings

(5) Gives positive feelings and examples about work and how particular job or company can benefit from such

17. (1) Is not sure of question. Response does not deal with dependability or responsibility.

(2) Gives general comments or alludes to concepts

(3) At least one specific example of being dependable and at least one specific example of being responsible

(4) Gives examples of personal performance plus personal commitment to these values.

(5) Gives examples of assisting others in acquiring dependability and responsibility as well as examples of personal performance.

18. (1) Not sure

(2) "I imagine," "I probably could"

(3) Two rather specific tasks or things person could do

(4) Specific tasks plus ideas

(5) Specific tasks plus leadership or initiative

19. (1) Negative response. Unable to respond appropriately. No examples.

(2) No specific example. General response.

(3) At least one example of ability to get along in the past

(4) Example plus feelings of importance of getting along with others

(5) Examples. Ideas for assisting in this area

20. (1) Doesn't know. No idea. "What's reasonable?" Unaware of going scale.

(2) Over or under estimates reality

(3) States general salary. Uses number amounts.

(4) Gives salary range

(5) Gives salary range and states amount expected and why

21. (1) Has none

(2) Abrasive tone or question. Not clearly stated. Unrelated to job or interview.

(3) Asks at least one question of interviewer in a positive, non-threatening manner.

(4) Question demonstrates prior research of company or listening or observing during interview

(5) Asks a pertinent question. Followed by a request as to whether the interviewer needs additional information or materials.

Information Collection

1. (1) Doesn't understand question. Cannot respond to question

(2) Not for sure what would do but gives some ideas or "maybes"

(3) Would call

(4) Gives specific lapse with rationale. Variety of follow-up techniques

(5) Includes variety of follow ups with inclusion of thank you letter. Talks of suggesting a time lapse to the interviewer

2. (1) "Not sure." "Would depend."

(2) Talks of "if it was what I wanted."

(3) Offer satisfies or does not satisfy values related to work

(4) Tells which alternatives and values would be of utmost importance

(5) Talks about difference in a job offer and more than one offer. Values are included and weighed.

3. (1) Not sure

(2) Talks in generalities

(3) Specific attire, uniforms, safety equipment, shoes is stated

(4) Includes rationale for specific dress

(5) Specific dress, rationale for dress, demonstrates personal acceptance of the dress

4.   (1) Not sure. Doesn't know.

(2) Talks in generalities. Imagines there "are things like . . ."

(3) Gives two or more for specific job--fits type of job

(4) Gives three or more--fits job

(5) Gives three or more which fit job.

5.   (1) "Happened to have 1-2 items"

(2) At least three items on list

(3) At least four on list

(4) Five or six items

(5) All things on list

6.   (1) Talks about placement services. Does not tell <u>how</u> to use them

(2) Gives reasons for using or not using

(3) Gives general procedures and services offered

(4) Step-by-step procedures order

(5) Step-by-step procedure rationale and ways to make service work for student

7.   (1) Not sure

(2) Talks in generalities

(3) Demonstrates awareness of and familiarity with ads. Mentions 1-2 things to look for.

(4) Talks of pros and cons of using. What can and cannot be found in newspaper ads. 1-2 things to look for.

(5) All of #4, plus mention of weighing fulfillment of values and needs in a job

8. (1) Doesn't know what private employment agencies are or what they do

    (2) Knows there is such. Does not know specific names. Mentions cost to employee or applicant.

    (3) Can name a private employment agency. Mentions cost of use. Talks of general services.

    (4) Name of such. Cost, specific services.

    (5) Name, cost, specific services, pros and cons of using such. Personalizes decision to use or not use.

9. (1) Doesn't know what MESC is and services offered or thinks they are only the unemployment office

    (2) Knows what MESC is. Gives few procedures or they are inaccurate.

    (3) Knows MESC. States 1-2 services. Knows location. Is aware of Campus Representative.

    (4) Knows MESC, more than 2 services, location, campus representative, pros and cons of use

    (5) All in #4 plus personalizing whether to use or not to use

Observations and Perceptions

1. (1) Wanders in. Does not ask or asks and then walks up and waits.

    (2) Finds receptionist. Uses "I". Does not volunteer name. Poor eye contact.

    (3) Approaches receptionist and gives name and purpose for being here. Some eye contact.

    (4) #3 plus time of appointment

    (4) #4 plus smile and enthusiastic behavior

2. (1) Does not use name. Does not extend hand for handshake.

    (2) Uses name (perhaps inappropriately pronounced). Limp or over powering handshake.

    (3) Approaches interviewer. Extends hand, adequate handshake. Makes some eye contact. Some smile. Upright posture.

(4) #3 plus smile and firm handshake and introduction of self

(5) #4 plus statement of purpose for being here

3. (1) Muffled answers. Incoherent responses.

    (2) Answers do not always indicate listening to the particular question. Answers with "yes" or "no" short responses or responses which do not provide information.

    (3) Answers are understandable and are responses to the question asked. Asks when not sure.

    (4) Understandable. Added information to what was asked.

    (5) Answers deal directly with questions, ability to occasionally repeat question and then respond. Answers show organizing of thoughts, personalizes, creative questions.

4. (1) Not there by time

    (2) Less than 5 minutes early or over 15 minutes early

    (3) At least 5 minutes early but not over 15 minutes early

    (4) Same as #3

    (5) Same as #3

5. (1) School or casual attire, makes no comment about unable to change

    (2) Inappropriate attire or not clean and well groomed. Apologizes for appearance. One of #3 is mission.

    (3) Clean hair and nails. Clothes appropriate for type of job. Clean nails. No bad breath. Clean shoes. No body odor.

    (4) Better than average appearance and grooming.

    (5) Extremely well groomed and dressed. Meticulous, yet not concerned or hampered by appearance.

6. (1) Smoked, chewed gum or mints, or ate or drank beverages during interview

    (5) Did not smoke, chew gum or mints or drink beverage during interview

7. (1) Slumping, looking down, no squaring with interviewer, hesitant with responses, apologizes

    (2) Moments of confidence, interest or attentiveness with other moments of the opposite

    (3) Upright, yet relaxed posture. No slumping in chair. Leaned slightly forward to interviewer. Squared off as much as possible with interviewer.

    (4) #3 at higher level

    (5) Would call person "confident" and "very attentive" and "interested" in the interview process

8. (1) Avoids eye contact. Looks down.

    (2) Shifts eyes when eye contact is made

    (3) Able to maintain eye contact. Occasionally shifts eyes away.

    (4) Does not seem embarrassed or feel uneasy making eye contact. Does not shift eyes.

    (5) Consistently maintains eye contact

9. (1) Low energy level. Yawning, slouching, anxious to leave. Clock watching, sighing.

    (2) Low interest in interview. Short, matter-of-fact answers to questions. Some anxiousness to leave.

    (3) Smiling, average energy level. Eye sparkle. Attentive, eager to engage in conversation.

    (4) Asks questions. Responds with interest. Positive attitude.

    (5) Generates additional conversation. Wants to know more. Forward posture. Eye contact, hand gestures.

APPENDIX J

FOLLOW-UP LETTER MAILED TO

RESEARCH PARTICIPANT

APPENDIX J

FOLLOW-UP LETTER MAILED TO
RESEARCH PARTICIPANT

April 15, 1977

Dear Research Participant:

Thank you for accepting the invitation to be part of the "Job
Applicant" Research Project. Your scheduled interview is from
_____ on _____ in the Student Center
at Kellogg Community College.

Please remember to bring the following with you:

1. A Cover Letter or Letter of Application (the same kind you
    would send an actual employer if you were applying for a job
    in your area of interest).

2. A Resumé.

3. Any materials or information you would need to help you fill
    out an application from or to sell yourself for a job.

You can expect to spend 20 minutes completing necessary forms and
another 40 minutes in a typical job interview. Please be on time as
others are scheduled before and after you.

For your participation, you will receive:

1. Feedback as to how you can improve your letter of application,
    resumé, and application form.

2. Feedback as to how you did in the interview and how you might
    improve for an actual job interview.

3. Opportunity to attend a FREE Job-Applicant Workshop in May.
    (Invitations to the workshop will be limited to those who
    participate in the project.)

Once again, welcome to the world of "Getting" and "Changing" jobs.
I hope your participation in this project will assist you in your
efforts.

If you have questions, please call me at 616-965-3931, Ext. 230
during the day or at 616-968-9494 after 5 p.m.

Sincerely,

Cheryl J. Costley
Coordinator, Human Services

APPENDIX K

JOB-APPLICATION FORM

An Equal Opportunity Employer
APPLICATION FOR EMPLOYMENT
This Form Must Be Completed In Applicant's Handwriting

Date _____

Social
Security No. ____ _____

Area Code _____
Phone No. _____

Name __ ____ _____
    First   Middle   Last

Present Address _____
    No.   Street   City   State   Zip Code

Position Applied For _____

Duration of Employment Desired: Permanent   Temporary   Summer
Hours of Employment Desired: Full Time   Part-Time   Either

Are You A U.S. Citizen? _____ If not, do you have a permanent visa? _____

EDUCATION AND SPECIAL TRAINING

Please list ALL academic, vocational and professional educational training, including public and private colleges and universities attended, full or part time.

	Name of School Location	No. of Yrs. Attended	Credit Hrs. Accum.	Graduated? Yes or No	Last Year Attended	Degree	Subjects Major	Minor
High School								
Bus. College College or University								
Post Graduate								
Other Specialized Training								

OFFICE AND CLERICAL APPLICANTS – INDICATE BELOW YOUR INDIVIDUAL SKILLS

Shorthand Speed. . . .WPM   Dictaphone   Switchboard
Typewriter Speed. . . .WPM   Adding Machine   MT ST Equipment
Keypunch   Calculator   Other _____

EMPLOYMENT HISTORY
(List in order, last or present employer first, include active military service)

Dates From Mo. Yr.	To Mo. Yr.	Name and Address of Employer	Nature of Work	Reasons For Leaving	Immediate Superior

(IF ADDITIONAL SPACE IS NEEDED, USE REVERSE SIDE)

If you were employed under a name other than your present name, please indicate that former name

Salary On Current or Most Recent Job $ _____

If Employed, How Soon Could You Go To Work? _____

PLEASE COMPLETE QUESTIONS ON PERFORATED SECTION BELOW AND ON REVERSE SIDE OF APPLICATION.
PTD IN USA FORM 166-A 40 PADS 5C 1275 1397

PL-171-K-01
NOTICE TO APPLICANTS:
████ Company is an Equal Opportunity Employer. As part of the ████ Company Affirmative Action Plan, the following data is necessary for statistical purposes in compliance with governmental regulations, and it will be recorded and filed separately from your application.

Initials
Card Type   Social Security No.   First   Middle   Last Name

[5][0][ ][ ][ ][ ][ ][ ][ ][ ] [ ] [ ] [ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ][ ]
1 2 3   11   12   14   16   46

Application Date
Mo   Day   Year
[ ][ ][ ][ ][ ][ ]
37   42

Sex
☐ (M) Male
☐ (F) Female
43

Birthdate
Mo   Day   Year
[ ][ ][ ][ ][ ][ ]
44   49

Veteran
☐ (V) Yes — Viet Nam Era
☐ (Y) Yes — Other than Viet Nam
☐ (N) No

Handicap
☐ (Y) Yes — Non-veteran Disability
☐ (D) Yes — Disabled Veteran
☐ (N) No

Ethnic Background
*Mo
01-Jan
02-Feb

☐ (W) White
☐ (B) Black
☐ (A) Asian or Pacific Islander

☐ (S) Hispanic
☐ (I) American Indian or Alaskan Native
52

159

DIFFERENT METHODOLOGICAL APPROACHES TO
PHILOSOPHY OF SCIENCE