



107  
240  
THS

A SURVEY OF EMPLOYMENT OPPORTUNITIES AVAILABLE  
TO HIGH SCHOOL GRADUATES IN SELECTED  
DISTRIBUTIVE OCCUPATIONS IN SAGINAW, MICHIGAN

An Independent Study for the Degree of M. A.  
College of Education  
MICHIGAN STATE UNIVERSITY  
DONALD EFREMOFF  
Summer 1967

**PLACE IN RETURN BOX to remove this checkout from your record.  
TO AVOID FINES return on or before date due.**

DATE DUE	DATE DUE	DATE DUE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

**MSU Is An Affirmative Action/Equal Opportunity Institution**

c:\circ\datedue.pm3-p.1

**A SURVEY OF EMPLOYMENT OPPORTUNITIES AVAILABLE  
TO HIGH SCHOOL GRADUATES IN SELECTED DISTRIBUTIVE OCCUPATIONS  
IN SAGINAW, MICHIGAN**

**AN ABSTRACT OF THE INDEPENDENT  
RESEARCH PROJECT**

**BY  
DONALD EFREMOFF  
MICHIGAN STATE UNIVERSITY  
SUMMER 1967**

### Statement of the Problem

This study is designed to determine the employment opportunities that are available in the Saginaw area for high school graduates in selected distributive occupations.

### Procedures

The survey was conducted by means of the structured interview guide technique. The interview guide sheets were completed by the managers of the following types of business firms: banks, department stores, discount stores, hotels and motels, shoe stores, specialty stores, supermarkets, and variety stores. Employers of the above firms were interviewed personally by the researcher during the period from February to May 1967. These firms were selected because they are most frequently used by the general public.

### Findings

From the thirty-two distributive outlets that were initially contacted, twenty-three firms indicated a high interest in hiring high school graduates for positions available in such areas as: sales, office, management, maintenance, and other.

Over three-fourths of the firms interviewed also indicated a definite preference for hiring those high school graduates that have had distributive cooperative training, as compared to those high school graduates who have had little or none of this type of training.

The study points out that positions are available to the high school graduates particularly in such areas as sales and office.

Twenty-one firms stated that they were anticipating business expansion in the near future, which further proves that the opportunities are



definitely available to the high school graduate in the field of distribution.

The majority of firms contacted were very positive in their praise of the job the high schools were doing in preparing the high school graduates for the world of work.

### Conclusion

It is significant to point out that thirty-two firms were contacted and they completed the interview guide.

The responses to the various questions proved to be useful for the development and improvement of classroom procedures and techniques to better aid in the vocational preparation of the high school student for his possible lifetime vocation.

It must be pointed out that not enough distributive(retail) firms were interviewed to produce any absolute conclusion. The sample was not wholly representative of the total retail field. This study was also limited to the Saginaw, Michigan, area.



**A SURVEY OF EMPLOYMENT OPPORTUNITIES AVAILABLE  
TO HIGH SCHOOL GRADUATES IN SELECTED DISTRIBUTIVE OCCUPATIONS  
IN SAGINAW, MICHIGAN**

**AN INDEPENDENT STUDY  
SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS OF EDUCATION 883 AND  
MASTERS OF ARTS DEGREE**

**BY  
DONALD EFREMOFF  
SUMMER 1967**





## TABLE OF CONTENTS

	Page
<b>LIST OF TABLES</b>	<b>111</b>
<b>Chapter</b>	
<b>I. INTRODUCTION.....</b>	<b>1</b>
Statement of the Problem	1
Purpose of the Study	1
Assumptions	1
Delimitations	2
Definition of Terms	2
<b>II. REVIEW OF LITERATURE.....</b>	<b>5</b>
<b>III. METHODS AND PROCEDURES.....</b>	<b>9</b>
Methods	9
Procedures	9
Limitations	10
<b>IV. PRESENTATION AND ANALYSIS OF THE DATA.....</b>	<b>11</b>
<b>V. SUMMARY, CONCLUSION, AND RECOMMENDATIONS.....</b>	<b>21</b>
Summary	21
Conclusions	21
Recommendations	23
<b>BIBLIOGRAPHY</b>	<b>25</b>
<b>APPENDIX A</b>	<b>28</b>
Letter to Selected Business Firms	29
Interview Guide Form	30
<b>APPENDIX B</b>	<b>34</b>
List of Firms Furnishing Data for Study	35

.....

.....

.....

.....

.....

# LIST OF TABLES

		Page
Table		
1	Occupational Breakdown of Employees Within Business Firms Interviewed.....	12
2	Extent of Interest of the Employers in Various Types of Distributive Outlets in Hiring High School Graduates.....	13
3	Responses of Employers in Firms Indicating the Preference of Hiring High School Graduates with Distributive Cooperative Training.....	14
4	Responses of Firms Regarding the Use of Pre-Employment Tests for Selecting Potential Employees.....	15
5	Responses of Firms Concerning the Use of Personal Interviews for Securing Potential Employees.....	16
6	Responses of Firms Concerning the Use of Outside References When Considering the Potential Employees.....	17
7	Responses of Firms Naming Five Characteristics Considered to be Essential for a Potential Employee.....	18
8	Responses of Firms as to What Occu- pational Positions are Open to the High School Graduates at Time of Survey.....	19

.....

.....

.....

.....

.....

.....

.....

.....

## CHAPTER I

### INTRODUCTION

#### Statement of Problem

The problem of this study was to determine the employment opportunities that are available for our high school graduates in selected distributive occupations and to determine the skills and training necessary for these selected distributive occupations.

This study will be confined to the distributive businesses located in the Saginaw area.

#### Purpose of Problem

The purposes of this study were:

- 1) To determine what employment opportunities are available for the high school graduate in the Saginaw area.
- 2) To determine the necessary skills and training required for the selected distributive occupations.

#### Assumptions

The following assumptions were made:

- 1) That the techniques of employing structured interview sheets, personal interviews, and the review of current literature are legitimate instruments for determining the occupational needs of high school youth.
- 2) That a need exists for an evaluation of the job opportunities available for high school youth in the Saginaw area.



3) That high schools are not meeting the needs of high school youth in preparing them for the world of work.

4) That a survey can aid in improving and expanding the present vocational education program in preparing youth for the world of work.

#### Delimitations

1) This study was limited to the 1960-1966 high school graduates of the Saginaw schools located in Saginaw, Michigan.

2) This study was limited to eight selected types of distributive outlets located in Saginaw, Michigan.

#### Definition of Terms

For the purpose of this study, the following were defined:

Distributive Education - a program providing instruction in marketing and merchandising for those engaged in retailing, wholesaling, and service businesses.

Distribution - those activities involved in the movement of goods from producer to consumer and changes in their ownership.

Cooperative Occupational Training - a program in which the employer, school, student, and parent cooperate in the training of the student for occupational work experience with classroom instruction under the supervision of a teacher-coordinator who is occupationally competent in the training area.

Outlets - retailers according to the merchandise line carried and service organizations according to the type of service they render.

Sales Positions - positions within a retail organization in which an employee exercises "face to face" contact with the consumer public, whether it be for the securing of a product or a service.





Management Positions - positions within any organization which are concerned with the planning, administration, and work assigned to the respective departments concerned.

Skills - the ability to use one's knowledge effectively; technical proficiency; or a developed or acquired ability.

Training - a continuous and organized process, dealing with changes anticipated for the future as well as those changes currently taking place within the world of work.

Vocational Education - education specifically designed to prepare persons for gainful employment and to keep them up-to-date in their chosen occupations. It is of less than college grade and includes agriculture, business, distribution, home economics, and training and industrial pursuits.

Banks - are establishments for the custody, loan, exchange, or issue of money, for the extension of credit, etc.

Department Stores - operate on a multiline basis, feature all kinds of clothing, home furnishings, and piece goods.

Discount Stores - carry a wide variety of general merchandise, most of which is sold on a self-service basis at prices considerably below those of traditional stores selling the same goods.

Hotels and Motels - building or inn that provides lodging and usually meals for the public, especially for transients.

Specialty Shops (Stores) - carry narrow lines of merchandise such as millinery, jewelry, flowers, etc.

Supermarkets - large food stores that operate primarily on a self-service basis. Their lines are generally classified as groceries, meats, baked goods, dairy products, fresh fruits and vegetables, and frozen goods.



Variety Stores - are those stores with a multiline type operation, but they concentrate on lower price lines and emphasize open display of all their stocks.

Service Industries - institutions that sell services such as: advertising agencies, amusement enterprises, banks, hotels and motels, insurance companies, real estate companies, stock brokerages, etc.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

An employer is someone who hires people for jobs. But few people think of employers in such simple terms. They think instead of firms or corporations, companies or trusts, as though the employer were a building or a letterhead instead of a human being. It should also be remembered that the world of work is not made up solely of machines and money, but mainly it is composed of people. Employers are just like everyone else, except for the job they do. They vary in their attitudes and opinions, their likes and dislikes, their ways of doing things, and their reason for doing them. Since these employers are human beings, they each look for different characteristics in potential employees. Moak found in his study that the four most common characteristics for employee success were honesty, ability to get along with other people, sense of responsibility, and loyalty to the firm.<sup>1</sup>

The field of distribution is one of the nation's three leading economic activities, along with production and agriculture. The goods or services sold by one salesman represents paychecks to other men and women on farms and in factories and offices; since, unless goods or services are sold to consumers, our economic system is not complete. Unless a product is sold, the plant that makes it cannot keep operating. Production and distribution together yield wages. With these wages,

---

<sup>1</sup>Harry J. Moak, "A Study to Determine Which Personal Traits are Necessary for Success in Retailing in Flint, Michigan," (unpublished Master's dissertation, Michigan State University, 1966), p. 11.



people can buy more goods. Industries expand to meet economic needs by employing more workers and thus paying more wages.<sup>2</sup>

There are many predictions that between 1960 and 1970, the growth in the labor force per year will rise by over 1½ million people of various age groups seeking full or part-time jobs. Estimations are that there will be 87 million people assuming full time employment, of which approximately 26 million will be young workers entering the labor market (40,000 to 50,000 young people each week).<sup>3</sup> Mason and Haines in their book Cooperative Occupational Education, stated that from 1960 to 1975, the labor force will grow even faster than the population as a whole because of the large number of young people reaching working age.<sup>4</sup>

The education of these 26 million young workers must match the needs of a growing economy. From the current trends it appears that even high school graduates with adequate vocational preparation will find it difficult to secure jobs, which means that the schools must offer a wider variety of on-the-job training situations. It has become apparent to those studying contemporary labor market trends and contemporary vocational education practices that new and broader approaches to the training of youth are needed.<sup>5</sup> The types of training(vocational preparation) that young people should receive if they are to be successful in their pursuit of employment hinges largely on the types of jobs that are or will be

---

<sup>2</sup>"Your Opportunities in Distribution," National Association of Manufacturers, (New York, 1955), p. 5.

<sup>3</sup>Benjamin C. Willis, "Vocational Education in the Years Ahead," American Vocational Journal (February, 1963), p. 37.

<sup>4</sup>Ralph E. Mason and Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum (Danville, Illinois: Interstate Press, 1965), p. 10.

<sup>5</sup>U.S. Dept. of Health, Education and Welfare, "Vocational Education in the Next Decade," Office of Education, Washington, D. C., 1961.





available.

The field of distribution has hundreds of thousands of jobs available for applicants with the right skills in such areas as: sales, merchandising, buying, storing, financing, traffic management, accounting, personnel, control, and operation.

It is not necessary for a person to always sell a product; he or she may be involved in the transaction of some form of service as a teller at a bank, waitress at a restaurant, desk clerk at a hotel or motel.

During the 1965-75 decade, employment in sales occupations is expected to rise fairly rapidly--approximately 250,000 per year.<sup>6</sup> Retail selling is one of the few fields in which an employee with initiative and ability may be selected for promotion, regardless of his education.<sup>7</sup>

Service industries will be among the fastest growing industries during the next ten years. About one-half more workers will be employed in this industry in 1975 than in 1964.<sup>8</sup> The above predictions are based on a growing and healthy economy in which people have money to spend and thus rely on other people's service.

The implications for distributive education in accord with the predictions made indicate a healthy environment of opportunity for those high school graduates who can acquire the needed skills and abilities. This study has delineated what the prospective employers desire in the way of skills and ability on the part of the high school graduate.

---

<sup>6</sup>U.S. Dept. of Labor, Occupational Outlook Handbook; 1966-67. U. S. Government Printing Office, Washington, D. C., p. 306.

<sup>7</sup>Ibid., p. 308.

<sup>8</sup>Ibid., p. 14.

Similar studies have been accomplished and will properly be continued to enable the acquisition of up-to-date data to influence curriculum offerings.

## CHAPTER III

### METHODS AND PROCEDURES

#### Methods

The survey was conducted by means of the structured interview guide technique. These interview sheets were completed by the managers of the business firms contacted. The distributive outlets were grouped homogeneously into eight classifications as listed below according to their method of operation

#### Procedure

Employers from each type of distributive outlet were interviewed personally by the researcher during the period from February to May 1967. Although there were some interview scheduling disadvantages in using this method, it is the opinion of the researcher that for this particular study the advantages outweighed the disadvantages. For example, because of employers' lack of uninterrupted time, the structured interview sheets could not be completed during the interviews. Consequently, the interview form was kept by the firm contacted and completed and returned later.

The researcher's schedule of interviews included at least four of each of the following types of businesses located in the Saginaw area:

- |                      |                     |
|----------------------|---------------------|
| 1) Banks             | 5) Shoe Stores      |
| 2) Department Stores | 6) Specialty Stores |
| 3) Discount Stores   | 7) Supermarkets     |
| 4) Hotels and Motels | 8) Variety Stores   |



The above were selected because they are most frequently used by the general public.

This survey was conducted with the managers and/or qualified representatives of the personnel departments of the business concerns listed above.

#### Limitations

The researcher contacted managers and personnel directors and spent an extensive amount of time at each interview to assure that their judgments were as accurate as possible, and therefore, valid for making any conclusions.

The outcomes of this study were limited because of geographic location and the limited experience of the researcher in conducting the interviews.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF THE DATA

A total of thirty-two personal interviews were made by the researcher of the distributive outlets mentioned on page 9 in chapter III of this study. Many of the distributive outlets were contacted several times in order to meet with the qualified representatives of the personnel departments.

The employees of the respective distributive outlets interviewed were placed into the following five classifications: office, sales, management, maintenance, and other. The largest areas of job opportunities open to the high school graduates were sales personnel, office personnel, and other (Table 1). Banks, which sell a service, employ more office personnel while hotels and motels, which also sell a service, employ more people in maintenance and other categories due to the nature of their operation.

In response to the question, "To what extent are you interested in hiring high school graduates for the categories of: office, sales, management, maintenance, and others?", it was found that 23 or 72 per cent of the total number of distributive outlets interviewed indicated a high interest in the hiring of high school graduates for these positions (Table 2).

As indicated in Table 3, over three-fourths of the firms interviewed indicated a definite preference for hiring those high school graduates with distributive cooperative training.

1

1



TABLE 1

OCCUPATIONAL BREAKDOWN OF EMPLOYEES WITHIN BUSINESS FIRMS INTERVIEWED

<u>OCCUPATIONAL BREAKDOWN OF PERSONNEL</u>					
<u>TYPES OF FIRMS INTERVIEWED</u>	<u>NO. OF OFFICE</u>	<u>NO. OF SALES</u>	<u>NO. OF MANAGEMENT</u>	<u>NO. OF MAINTENANCE</u>	<u>NO. OF OTHERS</u>
Banks	265	188	111	55	37
Department Stores	96	296	77	9	56
Discount Stores	25	185	56	15	37
Hotels & Motels	14	12	17	26	218
Shoe Stores	5	25	12	1	3
Specialty Stores	54	231	51	17	61
Supermarkets	17	205	24	6	18
Variety Stores	17	114	10	5	20
<b>TOTAL</b>	<b>493</b>	<b>1,256</b>	<b>358</b>	<b>134</b>	<b>450</b>

There were three out of thirty-two firms that gave negative responses to the possibility of hiring those high school graduates with distributive cooperative training. They felt that they had a negative attitude and were unmotivated. These firms preferred to hire those with little or no training in this area because they have their own training programs. Two firms had non-committal attitudes and thus gave no opinion concerning this question (Table 3).

When questioned as to whether or not they require a pre-employment test of their potential employees, most firms did not use them but the difference between those that did and those that did not was small (Table 4).

These firms were also asked to indicate if they required a personal interview with potential employees (Table 5). All but one said yes to



this question. It was interesting to note that ninety-seven per cent of the firms responded that personal interviews were required of all job categories.

TABLE 2

EXTENT OF INTEREST OF THE EMPLOYERS  
IN VARIOUS TYPES OF DISTRIBUTIVE OUTLETS  
IN HIRING HIGH SCHOOL GRADUATES

<u>TYPES OF FIRMS</u>	<u>EXTENT OF INTEREST</u>			
	<u>HIGH</u>	<u>SOME</u>	<u>VERY LITTLE</u>	<u>NONE</u>
Banks	3	1	0	0
Department Stores	2	2	0	0
Discount Stores	2	2	0	0
Hotels and Motels	3	1	0	0
Shoe Stores	3	1	0	0
Specialty Stores	4	0	0	0
Supermarkets	4	0	0	0
Variety Stores	2	1	1	0
<b>TOTAL</b>	<b>23</b>	<b>8</b>	<b>1</b>	<b>0</b>

The researcher was interested in finding the references used by the firms interviewed (Table 6). A majority of firms expressed that the use of personal references was their most important tool of employee selection, followed by the use of police and school records. It was interesting to find that only one of the banks did use police files as a source where all of the discount stores did refer to this facet. It was also very interesting to note that all of the banks checked school records and the credit bureau as they felt that these were the most important

1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the problem and the objectives of the research.

2. The second part of the report is a detailed description of the methods used in the study.

3. The third part of the report is a presentation of the results of the study. It includes a discussion of the findings and their implications.

4. The fourth part of the report is a conclusion and a summary of the main points of the study.

5. The fifth part of the report is a list of references and a bibliography.

Table 1				Percentage
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00
A	B	C	D	100.00
				100.00

to them. All of the thirty-two distributive outlets contacted relied on more than one or two references in their employee selection.

TABLE 3

RESPONSES OF EMPLOYERS IN FIRMS INDICATING THE PREFERENCE OF HIRING  
HIGH SCHOOL GRADUATES WITH DISTRIBUTIVE COOPERATIVE TRAINING

<u>DISTRIBUTIVE COOPERATIVE TRAINING</u>			
<u>EMPLOYERS REPRESENTED</u>	<u>YES</u>	<u>NO</u>	<u>NO OPINION</u>
Banks	3	1	0
Department Stores	4	0	0
Discount Stores	4	0	0
Hotels and Motels	3	1	0
Shoe Stores	2	1	1
Specialty Stores	3	0	1
Supermarkets	4	0	0
Variety Stores	4	0	0
<b>TOTAL</b>	<b>27</b>	<b>3</b>	<b>2</b>

In an attempt to learn the principal characteristics that an employer looks for when seeking potential employees, the employer was asked to list five. The researcher discovered that there was a definite variation between the different organizations contacted. A composite list was made according to their importance as listed below: (Table 7)

Appearance; Attitude; Personality; Ambition; Reliability; Honesty;

Ability; and Communication's skill. The researcher's results to this question seems to be very similar to the conclusion drawn by the study of Harry J. Moak. (see footnote 1).

The establishments that handled or served foods seemed to emphasize



TABLE 4

**RESPONSES OF FIRMS REGARDING THE USE  
OF PRE-EMPLOYMENT TESTS FOR SELECTING POTENTIAL EMPLOYEES**

<u>TYPES OF FIRMS INTERVIEWED</u>	<u>USE TESTS</u>		<u>DO NOT USE</u>	
	<u>NUMBER</u>	<u>PER CENT</u>	<u>NUMBER</u>	<u>PER CENT</u>
Banks	3	23%	1	5%
Department Stores	3	23%	1	5%
Discount Stores	1	8%	3	17%
Hotels and Motels	0	0%	4	21%
Shoe Stores	0	0%	4	21%
Specialty Stores	0	0%	4	21%
Supermarkets	3	23%	1	5%
Variety Stores	3	23%	1	5%
<b>TOTAL</b>	<b>13</b>	<b>100%</b>	<b>19</b>	<b>100%</b>

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023	1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035	1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047	1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059	1060	1061	1062	1063	1064	1065	1066	1067	1068	1069	1070	1071	1072	1073	1074	1075	1076	1077	1078	1079	1080	1081	1082	1083	1084	1085	1086	1087	1088	1089	1090	1091	1092	1093	1094	1095	1096	1097	1098	1099	1100	1101	1102	1103	1104	1105	1106	1107	1108	1109	1110	1111	1112	1113	1114	1115	1116	1117	1118	1119	1120	1121	1122	1123	1124	1125	1126	1127	1128	1129	1130	1131	1132	1133	1134	1135	1136	1137	1138	1139	1140	1141	1142	1143	1144	1145	1146	1147	1148	1149	1150	1151	1152	1153	1154	1155	1156	1157	1158	1159	1160	1161	1162	1163	1164	1165	1166	1167	1168	1169	1170	1171	1172	1173	1174	1175	1176	1177	1178	1179	1180	1181	1182	1183	1184	1185	1186	1187	1188	1189	1190	1191	1192	1193	1194	1195	1196	1197	1198	1199	1200	1201	1202	1203	1204	1205	1206	1207	1208	1209	1210	1211	1212	1213	1214	1215	1216	1217	1218	1219	1220	1221	1222	1223	1224	1225	1226	1227	1228	1229	1230	1231	1232	1233	1234	1235	1236	1237	1238	1239	1240	1241	1242	1243	1244	1245	1246	1247	1248	1249	1250	1251	1252	1253	1254	1255	1256	1257	1258	1259	1260	1261	1262	1263	1264	1265	1266	1267	1268	1269	1270	1271	1272	1273	1274	1275	1276	1277	1278	1279	1280	1281	1282	1283	1284	1285	1286	1287	1288	1289	1290	1291	1292	1293	1294	1295	1296	1297	1298	1299	1300	1301	1302	1303	1304	1305	1306	1307	1308	1309	1310	1311	1312	1313	1314	1315	1316	1317	1318	1319	1320	1321	1322	1323	1324	1325	1326	1327	1328	1329	1330	1331	1332	1333	1334	1335	1336	1337	1338	1339	1340	1341	1342	1343	1344	1345	1346	1347	1348	1349	1350	1351	1352	1353	1354	1355	1356	1357	1358	1359	1360	1361	1362	1363	1364	1365	1366	1367	1368	1369	1370	1371	1372	1373	1374	1375	1376	1377	1378	1379	1380	1381	1382	1383	1384	1385	1386	1387	1388	1389	1390	1391	1392	1393	1394	1395	1396	1397	1398	1399	1400	1401	1402	1403	1404	1405	1406	1407	1408	1409	1410	1411	1412	1413	1414	1415	1416	1417	1418	1419	1420	1421	1422	1423	1424	1425	1426	1427	1428	1429	1430	1431	1432	1433	1434	1435	1436	1437	1438	1439	1440	1441	1442	1443	1444	1445	1446	1447	1448	1449	1450	1451	1452	1453	1454	1455	1456	1457	1458	1459	1460	1461	1462	1463	1464	1465	1466	1467	1468	1469	1470	1471	1472	1473	1474	1475	1476	1477	1478	1479	1480	1481	1482	1483	1484	1485	1486	1487	1488	1489	1490	1491	1492
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------



TABLE 5

RESPONSES OF FIRMS CONCERNING THE USE OF PERSONAL INTERVIEWS  
FOR SECURING POTENTIAL EMPLOYEES

<u>TYPES OF FIRMS</u>	<u>USE PERSONAL INTERVIEWS</u>	<u>DO NOT USE PERSONAL INTERVIEWS</u>
Banks	4	0
Department Stores	4	0
Discount Stores	4	0
Hotels and Motels	4	0
Shoe Stores	3	1
Specialty Stores	4	0
Supermarkets	4	0
Variety Stores	4	0
TOTAL	31	1



TABLE 6

RESPONSES OF FIRMS CONCERNING THE USE OF OUTSIDE REFERENCES WHEN  
CONSIDERING THE POTENTIAL EMPLOYEES

<u>TYPES OF FIRMS</u>	<u>SOURCES OF REFERENCES</u>					<u>OTHER SOURCES</u>
	<u>SCHOOL RECORDS ATTENDANCE</u>	<u>SCHOLASTIC</u>	<u>POLICE RECORDS</u>	<u>CREDIT BUREAU</u>	<u>PERSONAL REFERENCE</u>	
Banks	4	4	1	4	4	2
Department Stores	1	3	3	4	3	3
Discount Stores	0	1	4	1	3	1
Hotels and Motels	2	2	3	2	4	2
Shoe Stores	4	3	3	3	3	2
Specialty Stores	3	3	3	2	4	3
Supermarkets	2	2	3	2	3	2
Variety Stores	3	2	3	0	4	1
TOTAL	19	20	24	18	28	16



TABLE 7

RESPONSES OF FIRMS NAMING FIVE CHARACTERISTICS  
CONSIDERED TO BE ESSENTIAL FOR A POTENTIAL EMPLOYEE

MOST FREQUENT EMPLOYEE CHARACTERISTICS SUGGESTED

<u>TYPES OF FIRMS INTERVIEWED</u>	<u>APPEARANCE</u>	<u>ATTITUDE</u>	<u>PERSONALITY</u>	<u>AMBITION</u>	<u>RELIABILITY</u>
Banks	3	3	1	1	2
Department Stores	4	3	2	2	2
Discount Stores	3	1	4	2	2
Hotels & Motels	4	3	4	2	2
Shoe Stores	4	3	2	1	1
Specialty Stores	4	2	2	0	0
Supermarkets	4	4	2	3	0
Variety Stores	3	1	2	4	2
<b>TOTAL*</b>	<b>29</b>	<b>20</b>	<b>19</b>	<b>15</b>	<b>11</b>

\*Other characteristics that were mentioned by the above firms included: honesty, ability, communication's skill, alertness, interest, character, courtesy, health, behavior, need to work, confidence, experience, loyalty, empathy, responsibility, and to work with others.



a need for good health on the part of those applying for employment.

The business employers were also asked to indicate what occupational(employment) positions they usually had open for the high school graduates(Table 8). As one might expect, the predominant area of job opportunities was in the sales area. Two of the distributive outlets contacted indicated no availability of jobs because they have had little or no employee turnover.

TABLE 8

**RESPONSES OF FIRMS AS TO WHAT OCCUPATIONAL POSITIONS  
ARE USUALLY OPEN TO THE HIGH SCHOOL GRADUATES AT TIME OF SURVEY**

<u>TYPES OF FIRMS SURVEYED</u>	<u>SALES POSITIONS</u>	<u>MANAGEMENT POSITIONS</u>
Banks	1	0
Department Stores	4	1
Discount Stores	3	1
Hotel and Motel	4	0
Shoe Stores	4	1
Specialty Stores	3	0
Supermarkets	4	0
Variety Stores	4	1
<b>TOTAL</b>	<b>27</b>	<b>4</b>

When asked the question, "Does your organization have a continuous turnover of employees?", twenty-four firms said yes. They tended to be in the following job categories--sales and office. Not one of these firms indicated any turnover in the management area of their organization. Eight firms indicated that they experienced little or no turnover among their employees.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is essential for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It includes a detailed description of the data collection process, from identifying the sources of data to the actual collection and storage of the data.

3. The third part of the document describes the various methods and tools used to analyze the data. It includes a detailed description of the data analysis process, from identifying the key variables to the actual analysis and interpretation of the results.

4. The fourth part of the document discusses the various methods and tools used to present the results of the analysis. It includes a detailed description of the data presentation process, from identifying the key findings to the actual presentation of the results in a clear and concise manner.

5. The fifth part of the document discusses the various methods and tools used to ensure the accuracy and reliability of the data. It includes a detailed description of the data quality control process, from identifying potential sources of error to the actual implementation of quality control measures.

6. The sixth part of the document discusses the various methods and tools used to ensure the security and integrity of the data. It includes a detailed description of the data security process, from identifying potential security risks to the actual implementation of security measures.

7. The seventh part of the document discusses the various methods and tools used to ensure the privacy and confidentiality of the data. It includes a detailed description of the data privacy process, from identifying potential privacy risks to the actual implementation of privacy measures.

8. The eighth part of the document discusses the various methods and tools used to ensure the ethical and legal use of the data. It includes a detailed description of the data ethics process, from identifying potential ethical and legal risks to the actual implementation of ethical and legal measures.

9. The ninth part of the document discusses the various methods and tools used to ensure the effectiveness and efficiency of the data management process. It includes a detailed description of the data management process, from identifying potential inefficiencies to the actual implementation of efficiency measures.

10. The tenth part of the document discusses the various methods and tools used to ensure the sustainability and long-term viability of the data management process. It includes a detailed description of the data sustainability process, from identifying potential sustainability risks to the actual implementation of sustainability measures.



During the interview with the employers, the researcher discussed what their opinions were concerning the preparation of the high school graduates for selected distributive occupations. Approximately twenty firms replied in the positive, stating that they had good experience with high school graduates trained in this area and found that they adapted easier to their methods and procedures of business operation. Ten firms gave a negative response with such comments as: high school graduates need more training and preparation, need more on-the-job training, and less emphasis on theory but more emphasis on job development. Two of the firms gave absolutely no opinion concerning this question.

In closing the interview with the various firms, the researcher was concerned with their attitude toward the schools and how well students are prepared for the world of work. To the question, "In your opinion, do the high schools prepare the high school graduates for selected distributive occupations?" Twenty firms responded with yes, ten firms said no, and two firms had definitely no opinion. The replies fell into eight general areas of comments: 1) The need for closer cooperation between schools and business with more use of resource persons, projects, community surveys, etc.; 2) The need for encouragement of students to take better advantage of the opportunities available during their high school careers; 3) The need for more emphasis placed in such areas as: psychology, sociology, and training in public relations so that students can better meet the public; 4) The need to sell the opportunities and advancements that are possible in the field of distribution; 5) The need to stress earlier "on-the-job training" for students. There were four personnel managers who had non-committal attitudes yet seemed to be satisfied with the preparation afforded by the schools.



## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. The primary purpose of the study was to determine what employment opportunities are available for the high school graduates in selected distributive occupations. Data was collected from thirty-two distributive outlets located in the Saginaw area.

The method used in making this study was the structured interview sheets and personal interviews with qualified personnel of the various firms contacted. Each employer was asked to complete the questions contained on the interview guide to the best of their ability and knowledge.

Conclusions. This study proved both interesting and helpful to those of us connected with the vocational education programs of the Saginaw area high schools. However, it must be restated that the reader should draw no inferences from the data due to the fact that the majority of employers were retail outlets. Thirty-two firms were contacted and they completed the interview guide. The distributive outlets were grouped into the following eight categories: banks, department stores, discount stores, hotels and motels, shoe stores, specialty stores, supermarkets, and variety stores.

The employee occupations were grouped into five categories, the responses showed that sales, office, and other were the leading areas of employment.



This study magnifies the fact that the firms interviewed have a very high interest in hiring high school graduates.

Over half of the firms interviewed indicated a preference of hiring high school graduates with distributive cooperative training.

The few firms that replied negatively to the hiring of high school graduates with this training said that they felt that these students were either unmotivated or had a negative attitude toward work in general.

The use of pre-employment tests seemed to indicate a lack of no importance by the firms interviewed as one of their means of employee selection, but this area was going to be critically considered in the future.

Personal interviews were found to be the primary tool of employee selection by the businesses interviewed in this survey.

The references used by the firms in the order of their importance were: personal references, followed by police records, scholastic records, attendance records, and credit bureau reports.

The leading areas of employment usually open to the high school graduates were sales positions followed by office positions.

Twenty-one out of thirty-two firms said that they are anticipating business expansion in the near future in the Saginaw area. Several of those that said no as pertaining to the Saginaw area but would be expanding across the state and nation.

Twenty-four firms said they had a continuous turnover of employees in sales. The majority of firms interviewed stated that the high schools do an adequate job of preparing their graduates for selected distributive occupations.



The suggestions made by the firms as to how the high schools could better prepare the students for the world of work fell under the following six headings:

- 1) School Business cooperation.
- 2) Encouragement of students.
- 3) Social science education.
- 4) Emphasis on opportunities and advancement.
- 5) More vocational guidance and counseling.
- 6) Earlier on-the-job training, by the eleventh grade.

#### Recommendations

1) A more comprehensive evaluation of the vocational curriculum is necessary to meet the needs of the students as well as the needs of business. The field of retailing is rapidly changing and consequently the schools must be up-to-date in their teaching techniques, ideas, etc.

2) In order to more adequately prepare high school graduates for selected distributive occupations, a more diverse curriculum including a wider variety of offerings should be developed to meet the individual need of each student enrolled in this particular field of training.

3) There should definitely be a closer tie between the business community and the high schools through the use of advisory committees, speakers, etc.

4) School counselors should be educated in vocational placement of non-college bound students, and they must be made to realize the importance of teacher-coordinators and what their responsibility is to distributive education. This is necessary so that distributive training classes will not become "dumping grounds".





5) The schools should take a closer interest in their non-college bound students and expose them to what careers are open to them as a vocation and not just a job.

## BIBLIOGRAPHY

## BIBLIOGRAPHY

Public Documents

- U. S. Department of Labor, Occupational Outlook Handbook, 1966-67.  
Washington, D. C., U. S. Government Printing Office, 1966-67.
- U. S. Department of Labor, Manpower Report of the President, Washington,  
D. C., U. S. Government Printing Office, 1966.
- U. S. Department of Health, Education and Welfare, Office of Education,  
Vocational Education in the Next Decade, Washington, D. C., U. S.  
Government Printing Office, 1961.
- U. S. Department of Health, Education, and Welfare, Office of Education,  
Education for a Changing World of Work, Washington, D. C., U. S.  
Government Printing Office, 1964.

Books

- Haines, Peter G., and Tedder, Herbert H., Distributive Education Training  
Guides. South-Western Publishing Co., 1965.
- Hand, Harold C., Training for Gainful Employment. State of Illinois  
Board of Vocational Education, Springfield, Illinois, 1961.
- Mason, Ralph E., and Haines, Peter G., Cooperative Occupational  
Education and Work Experience in the Curriculum. The Interstate  
Publishers, Inc., 1965.

Articles and Periodicals

- Bernard, Louise., "Out of School and Out of Work," Overview(July, 1962).
- Chase, Edward T., "Learning to be Unemployable," Harper's Magazine  
(April, 1963).
- Kuehl, Neil., "What if Your Youngster Doesn't go to College?," Better  
Homes and Gardens(May, 1963).
- Leonard, George B., "Are We Cheating Twenty Million Students?," Look  
Magazine(June, 1963).
- Mc Fayden, Edward., "Improving Attitudes and Performances of Salespeople,"  
Journal of Retailing. New York: New York University.



Articles and Periodicals

Scott, George A., "Your Future in Retailing," Richards Rosen Press Inc.  
New York, New York, 1961.

Velie, Lester., "Why Johnny Can't Get a Job," Readers Digest (January,  
1963).

Willis, Benjamin C., "Vocational Education in the Years Ahead, American  
Vocational Education (February, 1963).

"Your Opportunities in Distribution," National Association of  
Manufacturers (New York, 1955).

Unpublished Material

Moak, Harry J., "A Study to Determine Which Personal Traits are Necessary  
for Success in Retailing in Flint, Michigan," (unpublished Master's  
dissertation, Michigan State University, 1966).



## **APPENDIX A**





1727 Ottawa Street  
 Saginaw, Michigan  
 Date:

XXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXX

Dear Gentlemen:

As a Distributive Education instructor in the Business Education Department at Saginaw High School, I am interested in determining the employment opportunities that are available for high school graduates in the Saginaw area.

The purpose of this letter is to request an appointment which should not take more than fifteen minutes of your time. I have indicated several proposed appointment times. If any of these suggested times are agreeable, please indicate on the enclosed postal card, if not please suggest a time which would be suitable and convenient for you.

I shall appreciate your time and cooperation in helping to make this study one of value.

Sincerely yours,

Donald Efremoff

Enclosure

Proposed Appointment  
 Times:

1000

1000

1000

1000

1000

1000

1000

1000

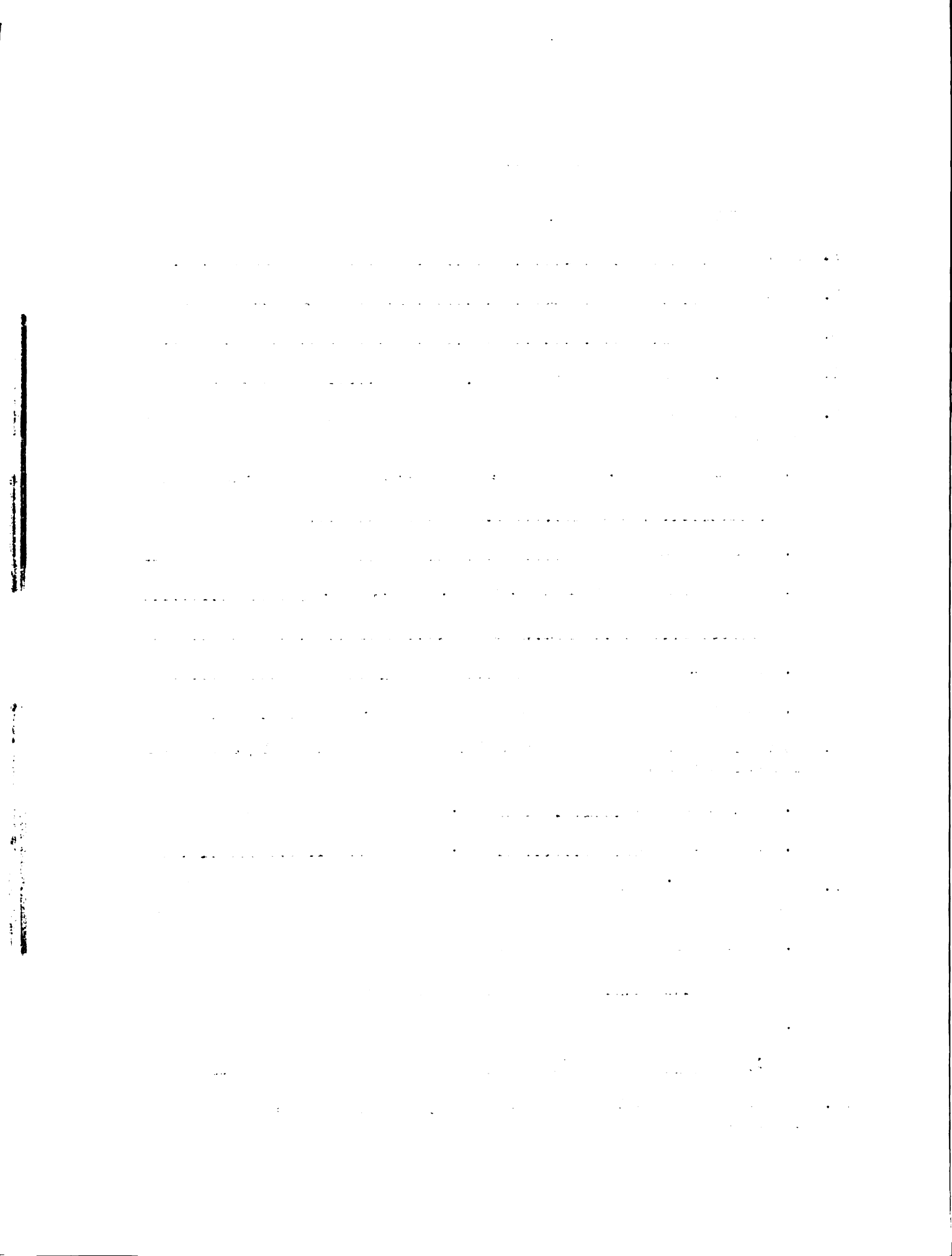
1000

1000

INTERVIEW GUIDE

PLEASE COMPLETE THE FOLLOWING:

1. Firm Name \_\_\_\_\_
2. Your Name \_\_\_\_\_
3. Your Position \_\_\_\_\_
4. Number of Employees in Your Firm \_\_\_\_\_
5. What is the occupational breakdown of your employees within each of the job classifications listed below: (Number in each Category)
  - A. Office Personnel (Accounting, Personnel, Billing, Etc.) \_\_\_\_\_  
\_\_\_\_\_
  - B. Sales Personnel \_\_\_\_\_
  - C. Management Personnel (Exec., Dept. Mgrs., Etc.) \_\_\_\_\_  
\_\_\_\_\_
  - D. Maintenance Personnel \_\_\_\_\_
  - E. Others (Service, Wrapping, Receiving, Etc.) \_\_\_\_\_
6. To what extent are you interested in hiring high school graduates for the categories listed in Question #5 above?
  - A. High Interest \_\_\_\_\_ C. Very Little Interest \_\_\_\_\_
  - B. Some Interest \_\_\_\_\_ D. None \_\_\_\_\_
7. When hiring high school graduates for office and distributive (retail) positions, do you prefer to hire those high school graduates with:
  - A. Distributive Cooperative Training?
    - 1) Yes \_\_\_\_\_ 2) No \_\_\_\_\_ 3) No Opinion \_\_\_\_\_
  - B. Office Cooperative Training?
    - 1) Yes \_\_\_\_\_ 2) No \_\_\_\_\_ 3) No Opinion \_\_\_\_\_
- 7a. If answers to Question #7 above were No or No Opinion, please answer the following questions:



## INTERVIEW GUIDE Continued:

A. Do you feel that the high school graduates with Distributive Cooperative Training:

- 1) Are Unmotivated \_\_\_\_\_
- 2) Show Little or No Interest \_\_\_\_\_ 4) Other \_\_\_\_\_
- 3) Have Negative Attitude \_\_\_\_\_

B. Do you feel that the high school graduates with Office Cooperative Training:

- 1) Are Unmotivated \_\_\_\_\_
- 2) Show Little or No Interest \_\_\_\_\_ 4) Other \_\_\_\_\_
- 3) Have Negative Attitude \_\_\_\_\_

7b. Why do you prefer to hire the high school graduate with little or no Office Cooperative Training?:

- A. Company has "own" training program \_\_\_\_\_
- B. Schools do not prepare students for respective job requirements \_\_\_\_\_
- C. Other Opinions \_\_\_\_\_

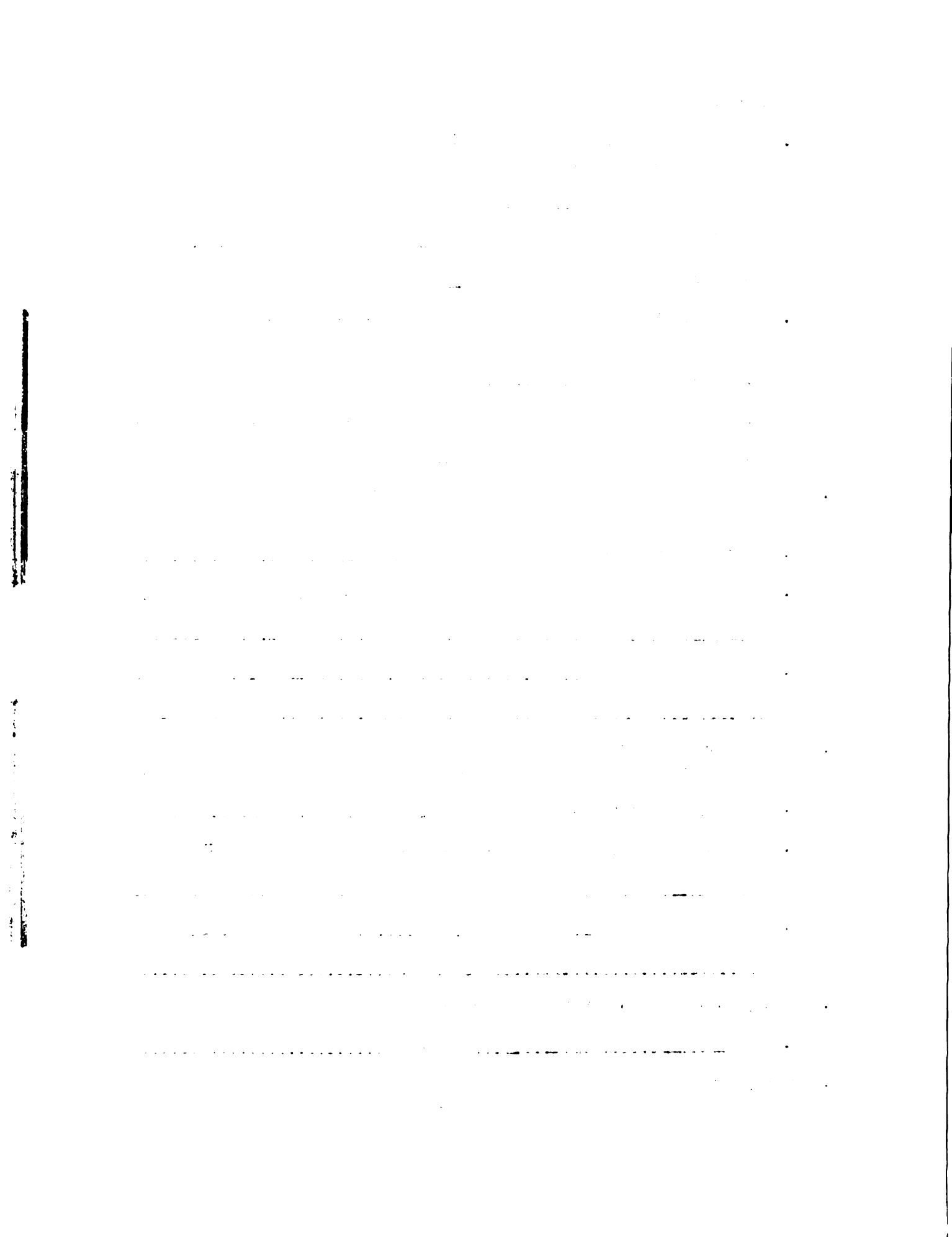
7c. Why do you prefer to hire the high school graduate with little or no Distributive Cooperative Training?:

- A. Company has "own" training program \_\_\_\_\_
- B. Schools do not prepare students for respective job requirements \_\_\_\_\_
- C. Other Opinions \_\_\_\_\_

8. Does your organization require a test of the potential employees?

- A. Yes \_\_\_\_\_ B. No \_\_\_\_\_

9. Does your organization require a personal interview with potential employees for any of the categories listed in Question #5 above?



## INTERVIEW GUIDE Continued:

A. Yes \_\_\_\_\_ Which Category? \_\_\_\_\_

B. No \_\_\_\_\_

10. When considering the potential employee, does your organization refer to?:

A. School Records

1) Attendance \_\_\_\_\_

2) Scholastic Records \_\_\_\_\_

B. Police Records \_\_\_\_\_

C. Credit Bureau \_\_\_\_\_

D. Personal References \_\_\_\_\_ E. Other Sources \_\_\_\_\_

11. When seeking potential employees, please name five characteristics which you consider to be essential for an employee:

A. \_\_\_\_\_

C. \_\_\_\_\_

B. \_\_\_\_\_

D. \_\_\_\_\_

and E. \_\_\_\_\_

12. What occupational(employment) positions do you Usually have open for the high school graduate? Please list below:

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

13. Does your organization foresee employment expansion in the near future?

A. Yes \_\_\_\_\_

B. No \_\_\_\_\_

Please define in what areas, if you have checked "Yes" \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



## INTERVIEW GUIDE Continued:

14. Does your organization have a "continuous turnover" of employees?

A. Yes \_\_\_\_\_ B. No \_\_\_\_\_

If answer to Question #14 above is Yes; in what occupational areas does this continuous "turnover" exist in? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

15a. In your opinion, do the high schools prepare the high school graduates for selected Office Occupations?

A. Yes \_\_\_\_\_ B. No \_\_\_\_\_

Please explain your answer(opinion) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

15b. In your opinion, do the high schools prepare the high school graduates for selected Distributive Occupations?

A. Yes \_\_\_\_\_ B. No \_\_\_\_\_

Please explain your answer(opinion) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

16. What suggestions do you have that would enable the high schools to better prepare the students for the world of work?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## APPENDIX B

SELECTED DISTRIBUTIVE OUTLETS**1. BANKS & Loan Associations**

- a. First Savings & Loan Assoc.  
124 South Jefferson  
Saginaw, Michigan
- b. Michigan National Bank  
501 Lapeer  
Saginaw, Michigan
- c. Saginaw Savings & Loan Assoc.  
219 South Michigan  
Saginaw, Michigan
- d. Second National Bank  
101 North Washington  
Saginaw, Michigan

**2. DEPARTMENT STORES**

- a. Federal Stores Inc.  
Green Acres Plaza  
Saginaw, Michigan
- b. Montgomery Ward  
115 West Genesee  
Saginaw, Michigan
- c. J.C. Penny Company, Inc.  
Green Acres Plaza  
Saginaw, Michigan
- d. Sears Roebuck & Co.  
608 Federal  
Saginaw, Michigan

**3. DISCOUNT STORES**

- a. Arlan's Inc.  
2885 Bay Rd.  
Saginaw, Michigan
- b. K-Mart Stores  
6200 State Rd.  
Saginaw, Michigan

**3. DISCOUNT STORES Continued:**

- c. Shopper's Fair  
260 West Genesee  
Saginaw, Michigan
- d. Yankee Stores Inc.  
3411 East Genesee  
Saginaw, Michigan

**4. HOTELS & MOTELS**

- a. Bancroft Hotel  
107 South Washington  
Saginaw, Michigan
- b. Holiday Inn of America  
3324 Davenport  
Saginaw, Michigan
- c. Imperial 400 Motels  
1014 East Genesee  
Saginaw, Michigan
- d. Ramada Inn & Motor Hotel  
3425 Holland Rd.  
Saginaw, Michigan

**5. SHOE STORES**

- a. Barker's Shoe Store  
220 east Genesee  
Saginaw, Michigan
- b. Granville Shoes  
123 North Washington  
Saginaw, Michigan
- c. Kinney Shoe Store  
Green Acres Plaza  
Saginaw, Michigan
- d. Nobil Shoes  
311 East Genesee  
Saginaw, Michigan

..... .i

..... .

..... .

..... .

..... .

..... .

..... .

..... .

..... .

..... .

..... .

..... .

..... .

## SELECTED DISTRIBUTIVE OUTLETS Continued:

6. SPECIALTY STORES

- a. Edward's Men Shops  
Fort Saginaw Mall  
Saginaw, Michigan
- b. Heavenrich's  
301 East Genesee  
Saginaw, Michigan
- c. Jacobson's  
400 Federal  
Saginaw, Michigan
- d. Wm. C. Wiechmann Co.  
116 South Jefferson  
Saginaw, Michigan

8. VARIETY STORES Continued:

- c. S. S. Kresge Co.  
310 East Genesee  
Saginaw, Michigan
- d. F. W. Woolworth Co.  
304 East Genesee  
Saginaw, Michigan

7. SUPERMARKETS

- a. A & P (Atlantic & Pacific Tea Co.)  
Green Acres Plaza  
Saginaw, Michigan
- b. Kroger Company  
3448 State  
Saginaw, Michigan
- c. Ray's Food Fair  
5700 State Rd.  
Saginaw, Michigan
- d. Vescio Supermarkets Inc.  
2831 Bay Rd.  
Saginaw, Michigan

8. VARIETY STORES

- a. Franklin Five to Dollar  
122 North Michigan  
Saginaw, Michigan
- b. W. T. Grant Co.  
Green Acres Plaza  
Saginaw, Michigan

MICHIGAN STATE UNIV. LIBRARIES



31293010256612

