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THE LIBERAL ARTS MAJOR IN THE PRIVATE SECTOR:
A MARKETING RESEARCH STUDY

A Dissertation Presented

By

CANDACE L. BANCROFT

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1980

Education



Candace L. Bancroft

1980

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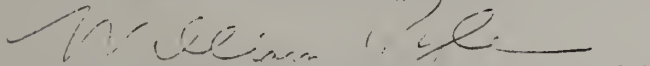
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ABSTRACT

The Liberal Arts Major in the Private Sector:
A Marketing Research Study

September 1980

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Directed by: Dr. Peter H. Wagschal

Although the number of people graduating from colleges each year has steadily increased from 1960 to 1980, the proportion receiving Liberal Arts degrees has not remained stable. During the first of these two decades, the annual percentage of graduates with Liberal Arts degrees steadily enlarged. From 1970 to 1980, though, the opposite trend occurred. A popular subject in the educational literature of the 1970's was declining Liberal Arts enrollments. Considerable debate arose over the reasons for this phenomenon.

This study approaches the problem of declining enrollments from a marketing perspective. It addresses the opinions, attitudes and beliefs of those involved in liberal education. Students are now taking a utilitarian approach to higher education. Enrollment in a given program is based, to a reasonable extent, on the applicability of these studies to the attaining of gainful employment; they want a return on their financial investment.

This study assesses the needs and values of a sample of private sector employers. Interviews were conducted with corporate officials. Questionnaires were distributed to, and completed by,

personnel decision-makers. The information collected through the interviewing and surveying process was combined to provide the data for analysis. A number of trends emerged in the findings.

More than two-thirds of these employers view Liberal Arts graduates as viable candidates for employment. All but one of these employers indicated that previous work experience, in the form of internship and/or cooperative educational programming, was extremely valuable to college graduates seeking employment. The skills which these employers most need and seek are of a communications and interpersonal nature. Self-expression skills and the ability to work with others were more important to these employers than any other type of skill.

Since the primary intent of a liberal education is to teach self-expression and provide an understanding of the behaviors and ideas of people, traditional Liberal Arts curricula, supplemented by some form of cooperative work experience, are precisely what students desiring a return on their investment should obtain. That the public recognizes liberal education as providing training in these areas cannot be assumed from this research. Application of this model to a larger sample would provide the breadth to the research necessary for use in planning marketing strategies for Liberal Arts programs.

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CHAPTER I

INTRODUCTION

Introduction and Purpose of the Study

Higher education, as a unique social institution, was first introduced in 1243 by Pope Innocent IV's proclamation of the universitas.¹ The Innocentian Doctrine established each cathedral chapter, collegiate church, religious fraternity and university as a legal corporate personality. The mission of the University was that of teaching and this mission, as well as the curriculum required to fulfill the mission, remained the sole purpose of higher education until the nineteenth century.²

A tremendous change in the perspective of higher education occurred during the nineteenth century. At that time the traditional mission of a University was seriously challenged. In the early 1800's Oxford University's curriculum design became the basis for a major controversy between the university's officials and civic

1. E. E. Duryea, "Evolution of University Organization," James Perkins (ed.), The University as an Organization (N.Y.: McGraw Hill, 1973), 16-17.

2. James A. Perkins, "Organization and Functions of the University," The University as an Organization (N.Y.: McGraw Hill, 1973), 6.

leaders.³ Public opinion held that Oxford's curriculum should be utilitarian and used John Locke's impassioned treatise on education to support its beliefs.⁴ Missions of research and public service were introduced to higher education, causing its goal to shift toward the goals of the sciences.⁵ Such challenges to the traditional purpose of higher education also introduced the need for broadening existing administrative structures. While Oxford officials managed successfully to argue the need for developing a liberal educational base upon which specialization could be built,⁶ the minimum role of management in higher education had to be expanded in order to cover the needs of an enlarged curriculum.⁷ By the middle of the century academic specialization and departmentalization were becoming accepted phenomena in higher education.⁸

The educational philosophies of utilitarian education and liberal education have continued to be in conflict. John Henry

3. John Henry Cardinal Newman, The Idea of a University (London: Longmans, Green and Company, 1910) (originally published in 1852), 154.

4. Newman referred here to John Locke's Some Thoughts Concerning Education, first published in 1693. A more contemporary publication of this piece is Peter Gay (ed.), John Locke on Education (N.Y.: Bureau of Publication, Teachers College, Columbia University, 1964).

5. Newman, The Idea of a University, 160.

6. Ibid., 154.

7. Perkins, "Organizations and Functions of a University," 6, 10.

8. Duryea, "Evolution of University Organization," 34-35.

Cardinal Newman, in his work, The Idea of a University, emphasized that both approaches are necessary.⁹ He warned that specialization can be detrimental to a growing and changing society.¹⁰ Newman believed views and interests are narrowed as a result of limiting options for experience. A specialized or technological society, like a machine, must become dependent on its parts in order to function. General management and control of the social system are lost in a society of specialists and the result is societal fragmentation and chaos.¹¹

Learning, he explained, is not merely the mechanical process of memorizing, but is based on the building of one bit of knowledge upon others.¹² He viewed the purpose of education as the cultivation of the intellect.¹³ While all types of knowledge are useful, one must be cautious not to see education as only a means to a vocational goal.¹⁴ He used the importance of physical health in an analogy to beautifully illustrate his stand on a liberal education.

(A)s health ought to precede labour of the body, and as a man in health can do what an unhealthy man cannot do,

9. Newman, The Idea of a University, 166.

10. Ibid., 168-169.

11. Ibid., 169.

12. Ibid., 142. Interestingly, John Dewey, who was accused at the time of pragmatizing the role of education in society, offered just these arguments as the base of support for his philosophy of learning.

13. Newman, The Idea of a University, 144.

14. Ibid., 163-164.

and as of this health the properties are strength, energy, agility, graceful carriage and action, manual dexterity, and endurance of fatigue, so in like manner general culture of the mind is the best aid to professional and scientific study, and educated men can do what illiterate cannot; and the man who has learned to think and to reason and to compare and to discriminate and to analyze, who has refined his taste, and formed his judgment, and sharpened his mental vision, will not indeed at once be a lawyer, or a pleader, or an orator, or a statesman, or a physician, or a good landlord, or a man of business, or a soldier, or an engineer, or a chemist, or a geologist, or an antiquarian, but he will be placed in the state of intellect in which he can take up any one of the sciences or callings I have referred to, or any other for which he has a taste or special talent, or an ease, a grace, a versatility, and a success, to which another is a stranger.¹⁵

A university should offer some vocational and professional training, but it must not lose focus on its primary value.

The compromise Newman described between the utilitarian and liberal approaches to higher education remained firm for the next one hundred years. While curriculum offerings were expanded to meet the needs of the late nineteenth and early twentieth century publics, the first two years of higher education focused on the liberal arts. The 1945 "Harvard Report," General Education in a Free Society, epitomized this compromise as it was met in the United States. All students were required to complete a core of general studies before electing a field of specialization.¹⁶

15. Ibid., 165-166.

16. Harvard University Committee on the Objectives of General Education in a Free Society, General Education in a Free Society (Cambridge: Harvard University Press, 1945).

Changes in social perspective during the late 1960's and early 1970's challenged the doctrine of the "Harvard Report."¹⁷ Civil Rights legislation required racial integration of post-secondary institutions. Before long, ethnic studies were introduced.¹⁸ At the same time, Vietnam veterans entering higher education wished to complete their degrees quickly and efficiently.¹⁹ The new generation of television-oriented students expected a different, visually stimulating performance on the part of the professor, instead of the traditional, passive lecture.²⁰ Student protests

17. Darrell S. Willey, "Liberal Studies: Thirty Years' Retrospect," Contemporary Education, Vol. 48, No. 4, Summer 1977, 218.

18. The benchmark case of *Brown v Board of Education*, 347 US 483 (1954), had little effect on higher education. At that time, prior to the Civil Rights Movement in the early 1960's, too few minorities attended college. However, the pre-school population was more "militant" than its predecessors. David Reisman discussed the need for Black Studies in "Changing Campus and a Changing Society," School and Society, Vol. 97, No. 2317, April 1969, 215-225. Also, see the interview with Kenneth M. Glazier, "An Answer from a Student Activist," U.S. News and World Report, Vol. 66, No. 24, June 16, 1969, 42-46; "College Provisions for Minorities," School and Society, Vol. 97, No. 2315, February 1969, 84-85; "Academic Innovation," Saturday Review, Vol. 52, March 15, 1969, 70; and James Cass, "Can the University Survive the Black Challenge?" Saturday Review, Vol. 52, June 21, 1969, 68-71 and 83-84.

19. The influx of World War II veterans in the early 1950's was insignificant when compared to the number of Vietnam era veterans who entered colleges in the 1960's and 1970's. David Reisman also discussed this issue in "Changing Campus and a Changing Society." Also, see Willey, "Liberal Studies."

20. Willey, "Liberal Studies," and Myron B. Bloy, Jr., "Counter Curriculum: A Spiritual Testimony of Higher Education," Commonweal, Vol. 91, No. 1, October 3, 1969, 8-12; John McLaughlin, "Communications as a Discipline," America, Vol. 22, No. 5, February 7, 1979; and Orvel E. Hooker, "Requirements: Aids or Deterrants to an Education," Vital Speeches of the Day, Vol. 36, No. 14, May 1, 1970, 140-142.

sought a voice in decision-making, expressed a concern with the quality of teaching, and illustrated a new interest in general studies courses which provided experiential learning in politics, social reform and consumer-oriented economics.²¹ Concern over a tightening job market had students demanding early curriculum specialization and a larger proportion of specialized studies in their academic course-load.²² The content of upperclass secondary school curriculum began to overlap with the Freshman and Sophomore years of college. College Level Examination Program testing and the designing of attractive alternatives to the traditional general educational core requirements resulted.²³ Finally, student lifestyles changed: feminine self-determinism, changes in communication styles and a younger age of majority all suggested a need for a different outlook toward traditional Freshman and Sophomore level curricula.²⁴ In short, societal

21. Hooker, "Requirements;" "Doing Their Own Thing: Student Organized Courses," Newsweek, Vol. 71, March 25, 1968, 62; Bloy "Counter Curriculum;" and Willey, "Liberal Studies."

22. Willey, "Liberal Studies;" Bloy, "Counter Curriculum;" "An Answer from a Student Activist;" "What's Really Wrong with Colleges," U.S. News and World Report, Vol. 66, No. 4, June 16, 1969, 36-38; Cass, "Can the University Survive the Black Challenge;" McLaughlin, "Communications as a Discipline;" Daniel Bell, "Reforming of General Education," American Scholar, Vol. 37, Summer 1968, 401-406. Also, see the discussion of the Changing Times surveys at the end of this chapter.

23. David Reisman, "Search for Alternative Models in Education," American Scholar, Vol. 38, No. 3, Summer 1969, 377-388; Willey, "Liberal Studies" and "Academic Innovation."

24. "Innovations," School and Society, Vol. 97, No. 2314, January 1969, 4-5; "Academic Innovation;" "An Answer from a Student Activist;" Wallace Roberts, "Patterns of Reform," Saturday Review, Vol. 52, October 18, 1969, 80 and 95-97; "Women's Studies," Newsweek, Vol. 76, October 26, 1970, 61; and "Doing Their Own Thing."

changes in perspective called for relevancy in course offerings and, again, the value of a "liberal" education.

Ideally, this study would explore this challenge. Properly assessing the value of each of these philosophical approaches to higher education, though, would require far too complex an exercise than the confines of this piece of work will allow. This study will not attempt to evaluate the worth of either approach to education, nor will it attempt to recommend a best approach to higher education for the remainder of this century. Instead, this study will address one aspect of a liberal approach to higher education, its utilitarian end. The purpose of this study is to be descriptive: it will define the job market for liberally educated college graduates and develop a means for measuring the market. The first chapter of this study illustrates the job market. The second chapter discusses the perceived success of the liberally educated in this market. The third chapter introduces a new model for assessing the existing job opportunities and the fourth chapter tests the means used for assessment.

Definition of Terms

This investigation requires that two terms be defined. A nineteenth century definition of "liberal education" meant something quite different from what it connotes today. "Marketability" is a relatively new term in higher education and warrants a thorough discussion of its intent.

Liberal education, in the nineteenth century context, is rarely found in late twentieth century American higher education. The liberal education Newman espoused is more commonly referred to today as classical education. Preparation of students (or the cultivation of minds) in a purely classical sense is still going on at one alternative campus in the United States, St. John's College in Annapolis, Maryland. At St. John's, students are first taught logic, reasoning and the foundations of communication through study of the Greek and Roman philosophers.²⁵ Once these students develop an understanding of the basis of Western European thought, they are introduced to the philosophical "newcomers" of the Renaissance. Education is its own end. The utilitarian value of this approach is the same as that of Newman's:

If then a practical end must be assigned to a University course, I say it is that of training good members of society...a University training is the great ordinary means to a great but ordinary end; it aims at raising the intellectual tone of society, at cultivating the public mind, at purifying the national taste, at supplying true principles to popular enthusiasm and fixed aims to popular aspirations, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power, and refining the intercourse of private life. It is the education which gives a man a clear conscious view of his own opinions and judgments, a truth in developing them, an eloquence in expressing them, and a force in urging them. It teaches him to see things as they are, to go right to the point, to disentangle a skein of thought, to detect what is sophistical, and to discard what is irrelevant. It prepares him to fill any post with credit, and to master any subject with facility. It shows him how to accomodate himself to others, how to throw himself into

25. John T. Sawhill, "Higher Education in the 80's: Beyond Retrenchment," Address presented at the National Conference on Higher Education (American Association for Higher Education), Session 21, March 6, 1980, 5-6.

their state of mind, how to bring before them his own, how to influence them, how to come to an understanding with them, how to bear with them...²⁶

Liberal education, for the purpose of this study, will be defined in the broader sense commonly used in the latter part of the twentieth century. St. John's College's classical approach to education and Dr. Charles William Eliot's more progressive package, The Harvard Classics, or his "five-foot shelf" offer far more rigid definitions of liberal education than is assumed in this work. Liberal education, in a higher education context, will be referred to as the Liberal Arts.²⁷ The academic programs comprising the Liberal Arts, though believed by some to be a key to future employment, are not intended to promise the development of a specific set of technical competencies for direct application to employment (unlike majors in Engineering, Business, Mathematics, Education, the Computer, Biological, Physical and Chemical sciences, and others). Instead, the purpose of the Liberal Arts is to teach communications skills, analysis and reasoning, organization, evaluation, conceptual skills and other skills and methods of a

26. Newman, The Idea of a University, 177-178.

27. The Liberal Arts includes the Social Sciences and Humanities: anthropology, economics, English, fine arts, foreign languages, geography, history, international relations, journalism, political science, public administration and the other social sciences.

social and cultural nature.²⁸ The liberally educated college graduate can be considered a generalist, rather than a specialist.

Marketability is, simply, the ability to market or sell a product to an audience of potential buyers. In the case of this study, the product is the student, in particular the Liberal Arts graduate; the buyer is the prospective employer. While this method of viewing the issue under investigation may appear shockingly anti-humanistic, especially for an educationist, the shift in expectations for higher education during this most recent decade warrants so utilitarian a perspective.

The Liberal Arts Graduate in The Labor Market

The desire for "relevance," expressed in the late 1960's, and "applicability," expressed in the 1970's also had some impact on enrollments. A Bachelor's degree in a Liberal Arts field resulted in career opportunities and higher pay for 1960's graduates.²⁹

28. Sawhill, "Higher Education in the 80's;" Dorothy E. Wynne, "A True Liberal Education," Change, Vol. 11, No. 6, September 1979, 52; Suzanne Feeney, "Independence from the Marketplace," Change, Vol. 11, No. 6, September 1979, 53; Arthur W. Chickering, "Adult Development: A Workable Vision for Higher Education," Address presented at the National Conference on Higher Education (American Association for Higher Education), Session 2, March 6, 1980, 2-3; Ellen Ashdown, "Humanities on the Front Lines," Change, Vol. 11, No. 2, March 1979, 19-20; and College Placement Council, "Four Year Liberal Arts Graduates: Their Utilization in Business, Industry and Government -- The Problem and Some Solutions," (Bethlehem, Pa.: College Placement Council, January 1979), 7.

29. Richard Freeman and J. Herbert Holloman, "The Declining Value of College Going," Change, Vol. 7, No. 7, September 1975, 25-26; A. J. Jaffe and Joseph Froomkin, "Occupational Opportunities for College-Educated Workers, 1950-1970," Monthly Labor Review, Vol. 101, No. 6, June 1978, 15; and "Entry Jobs for College Graduates: The Occupational Mix is Changing," Monthly Labor Review, Vol. 101, No. 6, June 1978, 51.

Enrollment in Liberal Arts programs was proportionally large and growing through that decade.³⁰ The following chart³¹ illustrates the steady increase in numbers of Liberal Arts graduates.

As large numbers of Liberal Arts students graduated and went on to careers in the corporate world, members of university business departments and schools became concerned about the job market for their own students. They urged business community leaders not to overlook the business major when seeking employees, but to give these students a chance to compete with the seemingly more attractive Liberal Arts graduate for the available entry-level positions.³² Despite maintaining relatively stable enrollments, business departments feared retrenchment and eventual extinction of business administration and education curricula.³³

30. Jon S. Greene (ed.), Yearbook of Higher Education (Orange, N.J.: Academic Media, 1972), Table 64, "Earned Bachelor's and First Professional Degrees, by Field of Study: United States, 1959-60 to 1980-81," 348.

31. Table 1. Original figures from Greene, Yearbook of Higher Education, 348.

32. Ruth Aileen Brookhart, "An Analysis of the Changing Problems of a Business Education Program in the Liberal Arts College, with Special Emphasis on the Problems of the Preparation of Women for Teaching and Business Employment," (Ph.D. Dissertation, The University of Iowa), 1967, and William John Kearney, "A Comparison of the Level of Career Advancement in Business Between Selected Liberal Arts and Sciences Graduates and Business Administration Graduates," (Ph.D. Dissertation, Michigan State University), 1965.

33. Brookhart, "An Analysis of the Changing Problems of a Business Education Program in the Liberal Arts College."

TABLE 1
EARNED BACHELOR'S AND FIRST PROFESSIONAL DEGREES, BY FIELD OF STUDY:
NUMBER AND PERCENT OF TOTAL, U.S., 1959-60 TO 1968-69

Program	1959-60		1960-61		1961-62		1962-63		1963-64	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total ^a	389,120	100	395,198	100	414,275	100	443,502	100	494,174	100
Business and Commerce ^b ..	56,939	14	55,896	14	57,364	13	59,004	13	64,558	13
Engineering	37,679	9	35,698	9	34,551	8	33,285	7		
Math and Science ^c	52,572	13	53,363	13	56,357	13	60,806	13	68,813	13
Education	71,145	18	74,023	18	78,153	18	82,627	18	90,813	18
Liberal Arts ^d	108,354	27	112,735	28	124,735	30	141,704	31	165,704	33

SOURCE: Jon S. Greene (ed.), Yearbook of Higher Education (Orange, N.J.: Academic Media, 1972): 348, table 64.

^aTotal equals the sum of all Business and Commerce, Engineering, Math and Science, Education, Liberal Arts and other graduates (health professions; library science, social work; home economics; law; military sciences; theology; philosophy and religion; miscellaneous and unclassified).

^bBusiness and Commerce includes: accounting, hotel and restaurant administration, secretarial studies, other business and commerce programs, distributive education, finance and banking, marketing, transportation, real estate, insurance and business education.

^cMath and Sciences includes: mathematics and statistics; computer science; physical, biological, agricultural and general sciences.

^dLiberal Arts includes: Fine arts, English, journalism, foreign languages, psychology, anthropology, economics, geography, history, international relations, political science, public administration, sociology and other social sciences.

TABLE 1 -- Continued

Program	1964-65		1965-66		1966-67		1967-68		1968-69	
	Number	%	Number	%	Number	%	Number	%	Number	%
Total	529,999	100	551,040	100	590,544	100	666,780	100	764,185	100
Business and Commerce ..	68,675	12	68,987	12	75,560	12	86,636	12	101,589	13
Engineering	36,589	6	35,615	6	35,954	6	37,368	5	41,248	5
Math and Science	72,891	13	74,745	13	79,329	13	87,357	13	99,244	12
Education	95,667	18	94,294	17	95,859	16	107,778	16	121,669	15
Liberal Arts	182,098	34	200,179	36	222,685	37	258,882	38	302,057	39

Studies completed in the 1970's illustrate a very different scenario. Enrollments in the Liberal Arts have been slowly and steadily dropping.³⁴ Also, the average salaries for Liberal Arts graduates have not increased as much as that of the other graduates.³⁵ The average annual increase in earnings for Business and Commerce graduates has been 5.4 percent; for engineers, 5.8 percent and for mathematicians and scientists, 5.5 percent. Increases for Liberal Arts graduates averaged 2.4 percent for the same period of time.³⁶ Excluding the reduction in average salary for the year 1972-73, the 1974-76 rates of increase for Liberal Arts graduates averaged five

34. See Table 2. Compiled from the United States Bureau of the Census, Table Numbers 249, 255, 264, and 266, Statistical Abstracts of the United States: 1977 (Washington, D. C.: U.S. Government Printing Office, 1977), 153, 155, 160, 161; The United States Bureau of the Census, Table Number 241, Statistical Abstracts of the United States: 1976 (Washington, D. C.: U.S. Government Printing Office, 1976), 144; The United States Bureau of the Census, Table Number 240, Statistical Abstracts of the United States: 1975 (Washington, D. C.: U.S. Government Printing Office, 1975), 143; The United States Bureau of the Census, Table Number 211, Statistical Abstracts of the United States: 1972 (Washington, D. C.: U.S. Government Printing Office, 1972), 133; and Martin M. Frankel (ed.), National Center for Education Statistics, Table Numbers 11, 12 and 13, Projections of Education Statistics to 1986-87 (Washington, D. C.: U.S. Government Printing Office, 1978), 38, 40-43.

35. Ibid.

36. Average percent increase in earnings is based on subtracting the salary of the earlier year from the later year for each pair and dividing the sum by the earlier year. These averages are then added together and divided by the total number of pairs. For example, the figures for average percent increase for Liberal Arts graduates is based on:

$$\frac{702-700}{700} + \frac{677-702}{702} + \frac{714-677}{677} + \frac{747-714}{714} + \frac{798-747}{747} = 2.4\%$$

percent as opposed to an average of almost six and one-half percent for the other three groups. Additionally, the most recent figures for average monthly salary (1975-76) show that Liberal Arts graduates are earning \$236.66 per month less than the average salary of their counterparts in Business, Engineering and Math and Science, or seventy-seven percent of the average salary of the other three groups.

The difference between the average incomes of college graduates and the population, in general, has been steadily lessening. From World War II to the early 1970's, the income ratio of high school to college graduates had remained relatively stable.³⁷ By 1970, the ratio began to flatten as the number of professional and managerial jobs stopped growing at so fast a pace.³⁸ New college graduates began to face more difficulty finding professional-level work in the labor force as their number quadrupled.³⁹ From 1970-75 the number of college educated men in the labor force increased another 5.2 percent

Unfortunately, figures for the 1971-72 academic year were not available. This formula is based on the assumption that the increase for 1971-72 is equivalent to the average increase for the time span. Also, the figures for average monthly salary for 1969-70 graduates is for males only. For these reasons, increases from the 1973-74 academic year through the 1975-76 academic year are also presented.

37. Freeman and Holloman, "The Declining Value of College Going," 24.

38. Ibid., 25-26.

39. Jaffe and Froomkin, "Occupational Opportunities for College-Educated Workers," 15.

TABLE 2

NUMBER OF DEGREES CONFERRED AND AVERAGE MONTHLY EARNINGS,
BY FIELD OF STUDY FOR B.A. DEGREE RECIPIENTS:
1969-70 TO 1970-71, 1972-73 TO 1979-80

Year	Number of Degrees Conferred	Percent of Total ^a	Average Monthly Earnings
Total ^b			
1969-70 ^c	792,656	100	Not Available
1970-71	839,730	100	Not Available
1972-73	922,362	100	Not Available
1973-74	945,776	100	Not Available
1974-74	922,933	100	Not Available
1975-76	925,746	100	Not Available
1976-77	980,000	100	
1977-78	989,000	100	
1978-79	996,000	100	
1979-80	1,010,000	100	

SOURCE: United States' Bureau of the Census, Statistical Abstracts of the United States: 1977 (tables 249, 255, 264, 266); 1976 (table 241); 1975 (table 240); 1972 (table 211), (Washington, D.C.: U.S. Government Printing Office, 1977, 1976, 1975 and 1972) and Martin M. Frankel (ed.), Projections of Education Statistics to 1986-87 (Washington, D.C.: U.S. Government Printing Office, 1978): 38,40-43, tables 11, 12 and 13.

NOTE: The figures for 1976-77 through 1979-80 are intermediate alternative projections. Also, average monthly earnings are not available for these years.

^aPercentage of total is rounded to the nearest whole percent.

^bTotal includes all degree recipients listed in this table as well as degree recipients from the health professions, education, home economics, law, military sciences, theology and interdisciplinary studies. Figures for average monthly earnings for all degree recipients are not available.

^cFor this year and the next average monthly earnings is for males, only.

TABLE 2 -- Continued

Year	Number of Degrees Conferred	Percent of Total	Average Monthly Earnings
Business and Commerce			
1969-70	106,054	13	\$753
1970-71	115,627	14	\$726
1972-73	126,780	14	\$788
1973-74	132,384	14	\$832
1974-75	133,922	15	\$875
1975-76	143,436	15	\$912
1976-77	151,400	15	
1977-78	152,880	15	
1978-79	153,370	15	
1979-80	156,280	15	

Math and Science			
1969-70	99,838	13	Not Available
1970-71	97,516	11	\$799
1972-73	105,056	11	\$818
1973-74	112,162	12	\$879
1974-75	113,261	12	\$935
1975-76	116,778	13	\$1,007
1976-77	124,680	13	
1977-78	125,620	13	
1978-79	127,810	13	
1979-80	130,020	13	

Liberal Arts			
1969-70	325,707	41	\$700
1970-71	345,764	41	\$702
1972-73	373,351	40	\$677
1973-74	379,339	40	\$714
1974-75	362,365	39	\$747
1975-76	353,405	38	\$798
1976-77	371,090	38	
1977-78	369,230	37	
1978-79	369,930	37	
1979-80	373,020	37	

its already massive size.⁴⁰ For example, while in 1958 only ten percent of the non-professional workers in the United States were college graduates,⁴¹ by 1972, the non-professional employees who were college educated increased to twenty-five to thirty percent⁴² and continued to grow. In 1975 half of the men were employed in lower-paying non-professional positions upon graduation⁴³ and, more specifically, half of all college educated women in the labor force held clerical jobs.⁴⁴

The Monthly Labor Review study, "Entry Jobs for College Graduates: The Occupational Mix is Changing," reported that in the ten major occupational groups they reviewed, one-quarter of all college graduates from 1969 through 1976 could be considered under- or unemployed by 1960's standards.⁴⁵ One-quarter of all graduates from 1976 through 1985 will also take jobs not filled by 1960's graduates.⁴⁶

40. Freeman and Holloman, "The Declining Value of College Going," 25-26.

41. Jaffe and Froomkin, "Occupational Opportunities for College-Educated Workers," 16.

42. Freeman and Holloman, "The Declining Value of College Going," 26.

43. Jaffe and Froomkin, "Occupational Opportunities for College-Educated Workers," 16.

44. Ibid., 17.

45. "Entry Jobs for College Graduates," 51. The groups addressed in this study are: Professional and Technical, Management and Administration, Sales, Clerical, Craft, Operative, Non-farm Labor, Service, Farmwork, and Unemployed.

46. "Entry Jobs for College Graduates," 51.

These researchers expect that a slowdown in the rate of creation of professional-level jobs will continue. Teaching opportunities are limited, funding for research and development has been reduced and the economic growth of the 1970's is slower than that of the previous decade.⁴⁷ These trends, these writers believe, are not temporary. New entrants into the job market will never overcome the disadvantage to their earning power created by taking these non-professional entry-level jobs. In fact, increasing proportions of college educated women can expect both to enter, and to retire in clerical positions.⁴⁸

Social mobility as a result of years of higher education is not continuing upward, but is going downward generationally.⁴⁹ Industrial growth required the expansion of managerial opportunities. The demand for managers in the 1950's and early 1960's exceeded the supply of college graduates. Technological advancement, however, requires a new set of managerial competencies. Corporate training programs might become the new determining factors in social mobility.⁵⁰ However, the supply of college graduates seeking these training opportunities has outgrown their demand.

47. Ibid., and Jaffe and Froomkin, "Occupational Opportunities for College-Educated Workers," 19.

48. Jaffe and Froomkin, "Occupational Opportunities for College-Educated Workers," 20.

49. Freeman and Holloman, "The Declining Value of College Going," 24-31.

50. Ibid., 62.

Additionally, both the United States Bureau of the Census and the National Center for Education Statistics project that in 1980, one million five to one million ten thousand B.A. degrees will be conferred.⁵¹ They also suggest that the ratio of Social Science and Humanities majors to all others will not significantly change. If the predictions of the College Placement Council's study, "Four Year Liberal Arts Graduates: Their Utilization in Business, Industry and Government -- The Problem and Some Solutions," are accurate, there is little hope for this massive number of graduates finding professional-level employment.⁵²

The College Placement Council (CPC) study showed that three-quarters of the employers surveyed stated that less than ten percent of their new employees were Liberal Arts majors.⁵³ A study also completed in 1974 by Don James and Ronald Decker⁵⁴ stated that of the one hundred companies they surveyed, very few were interested in employing the Liberal Arts graduate if given a choice between that

51. The United States Bureau of the Census, Statistical Abstracts of the United States: 1977, Table Number 255; and Frankel, Projections of Education Statistics to 1986-87, Table Number 13.

52. College Placement Council, "Four Year Liberal Arts Graduates."

53. Ibid.

54. Don L. James and Ronald L. Decker, "Does Business Student Preparation Satisfy Personnel Officers?" Collegiate News and Views, Spring, 1974.

individual and a business major. The drastic change from 1965 to 1972 is illustrated in the following table.⁵⁵

TABLE 3
EMPLOYERS' PREFERENCE

Academic Major	1965	1972
Business	38%	81%
Liberal Arts	12%	0%
Either (no preference)	50%	19%

SOURCE: Don L. James and Ronald L. Decker, "Does Business Student Preparation Satisfy Personnel Officers?" Collegiate News and Views, Spring 1974.

While these statistics and studies offer no more than a dismal description of the future, the trend of limited job opportunities and decreasing enrollments⁵⁶ particularly affect Liberal Arts graduates. While these students have graduated in, and will continue to graduate into, a work-world which neither believes it needs nor

55. Compiled from James and Decker, "Does Business Student Preparation Satisfy Personnel Officers."

56. It is important to note that the enrollment figures for 1976-77 on are projected; that is, at the time of compiling these statistics, actual numbers were not available. These projections are based on the assumption that the percent distribution of degrees by field would continue the 1969-75 trends. The literature on the subject indicate that future compilations may show a greater drop in enrollment in the Liberal Arts than is indicated in these statistics. See Chapter 2 for this study and, in particular, Campbell and Korsim, Occupational Programs in Four Year Colleges.

welcomes their addition to it,⁵⁷ jobs have been and still are available for vocationally and technically trained individuals. Job opportunities for the liberally educated generalist are diminishing.⁵⁸

Changing Times magazine has conducted annual surveys of job opportunities for college graduates throughout the past decade.⁵⁹ The surveys, while sampling only a small portion of the population they address,⁶⁰ illustrate a sharp decline in demand for Liberal Arts

57. Joseph Pusateri, "Organizational Skills," Change, Vol. 11, No. 6, September 1979, 52-53; Charlotte LeGates, "A Programmatic Compromise," Change, Vol. 11, No. 6, September 1979, 54-55; Dale F. Campbell and Andrew S. Korsim, Occupational Programs in Four Year Colleges: Trends and Issues (Washington, D. C.: American Association for Higher Education, 1979), 2; "The Changing Times Survey of Jobs for This Year's College Graduates," Changing Times, Vol. 32, No. 3, March 1978, 25; "Jobs for This Year's College Graduates," Changing Times, Vol. 31, No. 3, March 1977; Judith T. Gatlin, "Student Attitudes: Expectations and Realities," (a paper presented at the annual meeting of the South Atlantic Modern Language Association, Atlanta, Georgia, November 1975); College Placement Council, "Four Year Liberal Arts Graduates," 2-3; and Freeman and Holloman, "The Declining Value of College Going," 25-26.

58. See Table 4. Original figures from "Jobs for This Year's College Graduates," Changing Times, Vol. 28, No. 2, February 1974, 25-32; "Jobs for This Year's College Graduates," Changing Times, Vol. 29, No. 2, February 1975, 25-32; "Jobs for This Year's College Graduates," Changing Times, Vol. 31, No. 3, March 1977, 25-32; "The Changing Times Survey of Jobs for This Year's College Graduates," Changing Times, Vol. 32, No. 3, March 1978, 25-32; "Jobs for This Year's College Graduates," Changing Times, Vol. 33, No. 3, March 1979, 38-47; and "Good News on Jobs for 1980 College Graduates," Changing Times, Vol. 34, No. 3, March 1980, 33-35.

59. Ibid. These surveys were first introduced in 1974 and continue through to the present. The 1976 survey addressed the general job market, not just that for college graduates and so those figures are not presented in this study. The 1980 figures are just becoming available.

60. The 1974 survey sample size was 79, the 1975 size was 135, in 1977, the size was 100, the 1978 size was 108 and the 1979 size, 149.

graduates through 1978.⁶¹ In 1974 and 1975 about one-quarter of the available jobs could be filled by Liberal Arts graduates.⁶² By 1978, only one-tenth of these jobs were open to Liberal Arts graduates.⁶³ A marked increase of interest in this "hard-to-place"⁶⁴ group of job seekers is apparent. This change of interest continues in 1980.⁶⁵

A compilation of the information offered in these surveys is presented in Table 4. The Changing Times staff collected their data by contacting businesses to find out what jobs were available for each year and what kinds of academic training were necessary for attaining these jobs. The raw data provided by Changing Times listed the corporation, its job openings for the year and the recommended academic major for these openings. Table 4 groups these corporations by field.⁶⁶

61. See Table 4. Readers should note, though, that most employers surveyed are manufacturing and industrial firms, firms which are in need of more technical skills than the "softer" industries.

62. "Jobs for This Year's College Graduates," 1974, 26; and 1975, 25.

63. "The Changing Times Survey of Jobs for This Year's College Graduates," 25.

64. Phrase coined by Ann S. Bisconti and Irene L. Gomberg in their work, The Hard to Place Majority, published by the College Placement Council Foundation in 1975.

65. Note the figures for 1979 in Table 4. The Changing Times surveys for 1980 indicate that 20% of the job opportunities available this year could be filled by Liberal Arts graduates. See "Good News on Jobs for 1980 College Graduates," 33.

66. The fields are: research and development; government; retail sales; insurance; banking and finance; manufacturing; utilities; transportation; communications; hotels, motels and food services; and other. The "other" category includes all firms with a representation of less than one percent.

TABLE 4

CHANGING TIMES SURVEYS OF JOB OPPORTUNITIES FOR COLLEGE GRADUATES: RESULTS 1974 THROUGH 1979

Category	1974 % of Total for L.A.	1975 % of Total for L.A.	1977 % of Total for L.A.	1978 % of Total for L.A.	1979 % of Total for L.A.
Research and Development ..	5	1	6	4	4
Government	0	0	0	0	14
Retail Sales	100	66	7	4	3
Insurance	50	76	8	9	83
Banking and Finance	57	60	6	5	4
Manufacturing ...	3	2	3	4	4
Utilities	100	0	0	0	25
Transportation ..	64	14	52	57	6
Communications ..	5	4	11	7	10
Hotels, Motels and Food Services	0	1	3	1	1
Other	--	3	0	0	6
	0	20	--	--	22
	1	4	2	1	2
	0	0	0	0	25
	50	60	3	1	2
	66	60	66	50	66

SOURCE: "Jobs for This Year's College Graduates," Changing Times, Vol. 28, No. 2, February 1974, 25-32; "Jobs for This Year's College Graduates," Changing Times, Vol. 29, No. 2, February 1975, 25-32; "Jobs for This Year's College Graduates," Changing Times, Vol. 31, No. 3, March 1978, 25-32; and "Jobs for This Year's College Graduates," Changing Times, Vol. 33, No. 3, March 1979, 38-47.

NOTE: The total population for each year and the total percentage who seek Liberal Arts candidates are: 1974: 79, 22%; 1975: 135, 29%; 1977: 100, 15%; 1978: 108, 10% and 1979: 149, 18%. No figures are available for 1966.

and provides two sets of statistics for each year. The first column illustrates the percentage of each category represented in the total sample for the year. The second shows the percentage of all job opportunities for each category which could be filled by Liberal Arts graduates.

The percentage of employers represented in each category does alter some from year to year; however, the largest group of employers each year remains those in manufacturing. With the exception of 1977, Liberal Arts graduates are not in demand for employers in this category. This phenomenon affects the average percentage for each year.

More importantly, though, a steady decline exists in this column from year to year through 1978 for employers in government, retail sales, insurance and banking and finance. All of these employers have tended, in larger proportions, to hire Liberal Arts graduates. The number of Liberal Arts graduates has not significantly changed through this period, as illustrated in Table 2. James and Decker's research (Table 3) illustrates even harsher statistics than those shown by Changing Times. The past two years promise a change of interest on the part of employers, but this promise has not offered much comfort to those involved in Liberal Arts curriculum planning.

Conclusion

While job opportunities requiring post-secondary training are available, increasing numbers of these jobs are only open to candidates who have some degree of technical training or expertise.

The pragmatic, or utilitarian view of higher education has, as its base, the principle of supply and demand. The problem is one of decreasing demand and a constant supply, a problem which may be approached by changes in marketing strategy.

Newman marketed his opinions on the value of higher education when he presented his discourse in The Idea of A University. It is not uncommon in contemporary literature for the problem to be seen as one which warrants a marketing research approach to its solution. The following chapter addresses these contemporary writers and their concern over the job market for the liberally educated.

CHAPTER II

LITERATURE REVIEW

Introduction

This study is concerned with a problem not totally dissimilar to that described in the 1960's by Brookhart and Kearney. However, their concern over business school enrollments and retrenchment in business administration curricular offerings has now been replaced by researchers of the 1970's agonizing over the problem of Liberal Arts enrollments and curricula.

Much of the career planning-related literature of the 1970's suggests that Liberal Arts students comprise a problem group of clients for the professionals in the placement field. This group of students is also viewed as ideologically inflexible.¹ Not only are these individuals unrealistic about their academic training and abilities, but they are also unsure about their career desires and goals. Their

1. Judith T. Gatlin, "Student Attitudes: Expectations and Realities" (A paper presented at the annual meeting of the South Atlantic Modern Language Association, Atlanta, Georgia, November 1975). She gave examples: "the English major who thought that \$10,000 would be an acceptable salary for a starting job...the Music major turned would-be journalist who was appalled to learn that she would be expected to write twelve inches of copy a day in an arts reporter position... the 102 students who wanted 'to work with people'...the Junior who rushed back to her dormitory to wash her hair (to prove that she was feminine) when a naval officer training program was suggested...the Senior, two weeks away from graduation, who complained bitterly when she was called for a third interview with a prestigious bank..."

academic preparation often encourages them to be critics of industry and cynics about government. Additionally, the narrowness of technical and vocational expertise provided by a Liberal Arts curriculum is such that job opportunities outside of the traditional positions in teaching and social service are not often even considered by a student until either the end of the senior year or after graduation.²

Literature Review

Judith Gatlin, then an Assistant Professor of English and the Director of Career Counseling at Queens College, observed the career planning activities of approximately two hundred female Liberal Arts students from 1974-1975.³ In general, these students could not adequately articulate their career goals. The inability to express their desires stemmed from a lack of direction in terms of vocational planning. Most of those studied put off searching for employment until late in their senior year and when they finally did begin to look for work, they did not know how to start. She found that they were unable to design a resume and had little if any knowledge of interviewing techniques and processes.⁴

Gatlin blamed faculty for Liberal Arts students' scepticism about working in business or government. She believed that students should be taught not only to criticize but also to judge issues from

2. Gatlin, "Student Attitudes."

3. Ibid.

4. Ibid., 3-4.

a number of different viewpoints. Additionally, she believed that the Liberal Arts faculty have failed to help their students realize and recognize the skills which they have developed in the course of their academic preparation so that these students could more adequately market themselves.⁵

The ability to successfully market the skills these students have is the primary concern of a number of other academicians. Lynn Lomen produced a far more empirically-oriented study than Gatlin's. This work specifically addressed liberally educated students' skills and their recognition of these abilities.⁶ She compiled a list of twenty-one general job-related skills from a series of employer and supervisor interviews.⁷ Then, she assessed the abilities which Los Angeles College graduates would attain after completion of introductory English, Political Science, Mathematics and Spanish courses. She asked both recent graduates and members of the college's faculty to rate the

5. Ibid., 2, 5-6.

6. Lynn D. Lomen, "To Determine the Practical or Occupational Skills that are Taught in Four Non-occupational Subjects and Identify Applicable Job Areas," (Ed.D. Practicum, Nova University), 1976.

7. The twenty-one job-related skills she compiled from employer and supervisor interviews are: to speak to a group, to write a report, to read with accuracy and understanding, to be creative, to be adaptive and flexible, to use judgment in making decisions, to be neat and systematic in the presentation of materials, to use scientific laboratory procedures, to do mathematical computations, to put things in categories, to memorize, to draw something, to understand about the environment, to be a leader, to understand self-discipline in meeting deadlines, to practice shorthand, to practice typing, to use a library.

value of these courses in terms of their ability to provide for the job-related skill list mentioned above.⁸ The faculty group rated the value of the courses higher than did the graduates.⁹ Lomen concluded that, in general, practical skill teaching was not consciously going on in class, that the instructor was not making the students aware of the practical application of these courses and that students realized very little practical potential in this coursework.¹⁰

The problem, it would appear, is not that practical skill training in the Liberal Arts programs is not possible, but that the training which is being accomplished is not well articulated. Attempts have been made, however, to better publicize the existence of these skills. The Association of Departments of Foreign Languages (ADFL) has been encouraging reassessment of the value of the foreign language curriculum throughout the 1970's. A very recent assessment by Rhonda Dablain Lobrutto of the skills developed as a result of language study¹¹ called for students to become more pragmatically aware of the transferable occupational skills they developed and for them to market those skills. A more analytically-oriented study completed by Paul Imhoff from The Ohio State University assessed the positions in which

8. Lomen, "To Determine the Practical or Occupational Skills," 1-4.

9. Ibid., 4.

10. Ibid., 5.

11. Rhonda Dablain Lobrutto, "Notes from a Career Counselor in Connecticut," Bulletin of the Association of Departments of Foreign Languages, Vol. 9, No. 4, May 1978, 45-46.

language majors were employed and outlined other opportunities for language program graduates.¹²

While language faculty were among the earliest to emphasize the value of their curriculum in the labor market, others quickly called attention to practical skill development. E. W. Brody of Memphis State University urged educators to overcome their aversion to the term, "marketability."¹³

Relevance is the key to the marketability of the liberal arts, and probably to their economic survival as well...(Relevance) is also the key to enhanced marketability of the liberal arts graduate.¹⁴

He asserted that Liberal Arts graduates develop skills other students do not, skills which are most important to business, industry and government. These students are trained to think and have a better understanding of people, their development and their motivation.¹⁵

C. Joseph Pusateri of the University of San Diego and Charlotte LeGates of the University of Pennsylvania agreed with Brody's analysis but take the issue a step farther.¹⁶ Pusateri says that in his

12. Paul G. Imhoff, "Major in Foreign Languages and Related Areas," United States Department of Health, Education and Welfare, Office of Education, 1971.

13. E. W. Brody, "Classicism vs Survival," Change, Vol. 11, No. 6, September 1979, 53-54.

14. Ibid., 54.

15. Ibid.

16. C. Joseph Pusateri, "Organizational Skills," Change, Vol. 11, No. 6, September 1979, 52-53; and Charlotte LeGates, "A Programmatic Compromise," Change, Vol. 11, No. 6, September 1979, 54-55.

experience, one of every four Freshmen who elect business majors
 ...do so though they would prefer a humanities or social
 service concentration; the decision to forgo that first
 choice is frequently rooted in sheer panic...¹⁷

LeGates complained that since parents and students began demanding
 that their investments in education guarantee career mobility and
 economic security, Liberal Arts colleges have been forced to concern
 themselves "only"¹⁸ with marketability. While in 1959 the Liberal
 Arts degree guaranteed a job, in 1979 only business and engineering
 degrees do so.¹⁹

Both Pusateri and LeGates recommend that Liberal Arts students
 develop minor fields of concentration, such as programs titled
 "Organizational Skills"²⁰ or "Marketing Skills"²¹ which would include
 coursework in psychology, computer science, linguistics, political
 science, economics, human relations and group dynamics, and
 statistics.²²

John T. Sawhill, Deputy Secretary of the Department of Energy
 and President-on-leave of New York University, also supports the
 arguments of Brody, Pusateri and LeGates. Relevance, he said is an

17. Pusateri, "Organizational Skills," 53.

18. Author's emphasis.

19. LeGates, "A Programmatic Compromise," 54.

20. Pusateri, "Organizational Skills."

21. LeGates, "A Programmatic Compromise."

22. Pusateri, "Organizational Skills," 54; and LeGates,
 "A Programmatic Compromise," 55.

essential ingredient in any curriculum. However, one must take caution not to become too shallow, teaching "the transitory interest of recruiters or students."²³ Writing and language skills are necessary for thinking and reasoning.²⁴

...To barbarize and degrade the written language is to barbarize and degrade our thought processes and to damage our ability to reason together and to transcend superstitions, prejudice and the use of force rather than intelligent and persuasive discourse...²⁵

Survey courses, he argued, do not provide students with the skills these courses promise. He urged for more of an interdisciplinary approach to introducing the Liberal Arts, teaching the interrelations between these disciplines and providing a better, more global understanding of our culture.²⁶ He suggested that undergraduate Liberal Arts education be broadened to encourage the study of law, the sciences, foreign language and computer studies, all disciplines appropriate to a technological, legalistic and more internationally dependent world.²⁷ Recruiters, though, continue to pursue the vocationally trained and will do so until academicians reorganize

23. John T. Sawhill, "Higher Education in the 80's: Beyond Retrenchment" (Address presented at the National Conference on Higher Education, American Association for Higher Education, Washington, D. C., March 6, 1980), 2, 9.

24. Ibid., 2-3.

25. Ibid., 3.

26. Ibid., 3-4.

27. Ibid., 2, 7, 8, 10.

their Liberal Arts programs and educate the private sector about the skills their students have developed.²⁸

While these writers illustrate that skill learning is being accomplished and can be improved upon and articulated, the first step in selling anything is the ability to make decisions and to target a market. "Our responsibility as educators is to provide the analytical tools and knowledge necessary to make an intelligent choice," Henry Brownstein said in his 1979 article, "Reconsider the Myth."²⁹

Career choice, as in any decision-making process, results from a number of cognitive acts. Simply, though, decisions, when made, segregate the various elements of the problem and establish standards. Choice occurs as a result of weighing the effect of knowledge about the various consequences of a behavior and demonstrating a preference for one alternative. This is also John Dewey's explanation of the learning process. In society, institutions regularize or conform an individual's behavior by limiting or broadening the number of consequences for a specific behavior.³⁰ If the awareness of consequences is limited, the student's number of choices is also limited. A student who chooses from only the traditional type of Liberal Arts careers

28. Ibid., 11. See Table 4.

29. Henry H. Brownstein, "Reconsider the Myth," Change, Vol. 11, No. 6, September 1979, 55.

30. Herbert A. Simon, Administrative Behavior: A Study of Decision-Making Processes in Administrative Organization (N.Y.: Macmillan Co., 1958), 8-9, 67, 109.

may be making decisions based on a very limited number of realized alternatives. Career choice, it has been demonstrated, results primarily from a reaction to the influence of "significant others."³¹ While the realization of skills and abilities plays some role in choice, a limited sphere of alternatives offered to the student also has a tremendous effect on choice. The need to broaden these students' view of their options is emphasized throughout the literature on Liberal Arts student marketability.

The recommendations from Lewis Solomon, an executive officer for the Higher Education Research Institute (HERI), Nancy Ochsner and Margo Lea Hurwicz, HERI research associates, are based on just these constructs.³² They first suggested that students need to be educated about alternatives to the traditional Liberal Arts jobs. They continue that students should be more realistic about their abilities, that a stronger relationship must develop between students, the placement officers and professional organizations and that faculty should become better informed about placement. They conclude that curricula need to be revised to become more relevant to non-academic employment and that employers should be taught about the value of the general competencies developed by the liberally educated.³³

31. Katherine Long Padgett, "Factors Affecting Career Decisions of Liberal Arts College Students," (Ph.D. Dissertation, The University of Michigan), 1978; and W. A. Spencer, "Interpersonal Influence on Educational Aspirations: A Cross-Cultural Analysis," Sociology of Education, Vol. 49, January 1976, 41-46.

32. Lewis C. Solomon, Nancy L. Ochsner and Margo Lea Hurwicz, "Jobs for Humanists," Change, Vol. 10, No. 6, June/July 1978, 56-57, 78.

33. Ibid.

All of these recommendations are repeated throughout the literature with the exception of Solomon, Ochsner and Hurwicz's stand on curriculum. Some writers suggest that the problem with marketing the Liberal Arts graduate results from the weaknesses of the curriculum's breadth. Others strongly oppose broadening the curriculum and call for more standardization of the content and requirements of the B.A. degree.³⁴

"The liberal arts college," Stanley Levy said in a paper presented at the American College Personnel Association in Cleveland in April 1973, "is not a vocational training program and those who view it as such err deeply."³⁵ He went on to say that the problem is not the curriculum, but a general lack of marketing skills. Many students do not know how to interview, he contended, or how to write a resume. He asserted further that they have too few work experiences prior to graduation and they do not like to admit they need help. The placement officer and faculty member, he suggested, must recognize this need and deal with the student accordingly.³⁶ In other words, the

34. For example, see James A. Duplass, "Degree Depreciation: A fait accompli for the Liberal Arts Degree," Liberal Education, Vol. 62, No. 4, December 1976, 545-550; and F. Reissman, "The Vocationalization of Higher Education: Duping the Poor," Social Policy, Vol. 11, No. 1, May-June 1971, 3-4.

35. Stanley R. Levy, "Colleges and Careers," (A paper presented at the American College Personnel Association convention, Cleveland, Ohio, April 5, 1973), 7.

36. *Ibid.*, 5.

college official must become more sophisticated in his/her approach to educating the Liberal Arts student about career alternatives.

Dorothy Wynne of SUNY, Buffalo reinforced Levy's argument.

The most marketable students are those with skills in thinking and communication and with confidence in themselves. A good liberal arts major has these qualities.³⁷

She stated that the difficulty Liberal Arts graduates face in finding employment is not due to their education, but a result of inadequacies in their Liberal Arts curriculum.³⁸ Faculty need to stress the skills of comparing, contrasting, evaluating and explaining. They need to teach their students to look at primary sources rather than interpretations,³⁹ to develop a mastery over the material.⁴⁰ Businesses need new techniques for old problems.

...teach liberal arts as they are meant to be taught and you will have more marketable students without compromising principles or jazzing up the curriculum with subjects that will be outdated in five years' time.⁴¹

Suzanne Feeney, of the University of Washington, supports these arguments. Higher education, she stated, must take the risk of

37. Dorothy E. Wynne, "A True Liberal Education," Change, Vol. 11, No. 6, September 1979, 52.

38. Ibid.

39. For example, she, most probably, would vehemently dislike the present chapter of this study.

40. Wynne, "A True Liberal Education," 52.

41. Ibid.

becoming "independent of the marketplace."⁴² Liberal Arts colleges

...must carefully redefine and renew their committment to holistic higher education and stave off early specialization until other powers are developed.⁴³

In a society which is rapidly changing, survival requires the abilities of quick learning of new skills and mastering new methods in order to deal with the complexities change brings.⁴⁴

Levy, Feeney and Wynne have not presented ideas atypical to traditional Liberal Arts faculty. Like Newman over a century ago, typical Liberal Arts faculty have not been terribly concerned over the vocational applicability of their disciplines. The College Placement Council, in the introduction to a research study which provided the groundwork for their stand on career planning for the Liberal Arts student, sharply criticized the faculty for its academic provincialism.⁴⁵ The CPC strongly endorsed the Liberal Arts curricula, stating that

If, in fact, the study of the liberal arts increases knowledge, broadens the viewpoint, teaches how to think, analyze, synthesize, how to express oneself lucidly both orally and in writing, and leads to an examination of values and attitudes, then the liberal arts provide one broad

42. Suzanne Feeney, "Independence from the Marketplace," Change, Vol. 11, No. 6, September 1979, 53.

43. Ibid.

44. Ibid.

45. College Placement Council, "Four Year Liberal Arts Graduates: Their Utilization in Business, Industry and Government -- The Problem and Some Solutions" (Bethlehem, Pa.: College Placement Council, January 1975), 7.

base required in a world that changes rapidly, that calls for flexibility and adaptability.⁴⁶

However, if these skills are taught, they are done so in such a subtle way that neither the student nor the prospective employer realizes it.

Kjell Eide, Director General of the Department of Research and Planning for the Norwegian Ministry of Education, summed up America's dilemma about student marketability.⁴⁷ He philosophically argued that integration of two types of industry is always resisted. Work and schooling are two separate social subsystems. While these subsystems should be interdependent, they represent different values, different definitions of roles in society, and different practices. Success in either is represented by different sets of "competencies." He believed that there should be more contact between the worlds of education and work. Education should not be separate from work and must not end at a specific point in one's life. Extending education into adult life as part of the general way of viewing things will help break down problems with integrating work and education.⁴⁸ Presently, however, this is not possible.

Probably schools will never get out of this dilemma until "good" pupils find it as natural to pick up practical subjects and even work experience as the less theoretically-oriented ones. But this can never be achieved

46. Ibid.

47. Kjell Eide, "Education and Work," (A paper presented at the Educational Research Symposium, "School and After," Peebles, Scotland, February 26-March 3, 1978).

48. Ibid., 2-15.

as long as such pedagogically motivated choices are permitted to decide the individual youngster's whole future. Either the selection function of the school must be abandoned all together, or one must envisage a society with quite limited differences in terms of income, power and prestige between the theoretically and practically able.⁴⁹

The conflict Eide described, between a utilitarian vs a liberal approach to education, does not, necessarily, have to exist. Academicians like Lomen, the ADFL, Pusateri and LeGates and, in particular, Sawhill, all encourage combining the two approaches. However, whether the writers were progressive like these or traditional, like Brownstein, Levy, Wynne and Feeney, they are optimistic about the effect readjusting academic programs in the Liberal Arts would have on improving the marketability of today's liberally educated. These writers' optimism is supported by two researchers who published in the mid-1970's.

E. Michael Walsh, a researcher from Southern Illinois University in Carbondale, completed a study in November 1974.⁵⁰ The purpose of Walsh's work was to determine the present job status, in particular the unemployment rate, range and type of occupation and employing organization and quality of employment for a number of recent Liberal Arts graduates. He strongly disagreed with the CPC findings that

49. Ibid., 10.

50. E. Michael Walsh, "Career Alternatives for Liberal Arts Graduates: A Follow-up Study," Southern Illinois University, Carbondale, College of Liberal Arts, May 15, 1975; "The Career Paths of Liberal Arts Graduates: The Unusual Often is the Usual," Journal of College Placement, Vol. 36, No. 2, January 1976, 35-36, 38; and "Careers for Liberal Arts Graduates: Employment Success Two Years After Graduation," Southern Illinois University, Carbondale, College of Liberal Arts, 1974.

Liberal Arts majors were difficult to employ. He found that industries and businesses would and did hire Liberal Arts graduates.⁵¹ He said that the biggest problem with these studies was that they looked at only recent graduates. The first two years out of college are the least stable years of employment for anyone. The major employment problem that this group faced is not the lack of satisfactory work. The vast majority of his respondents were quite satisfied with their jobs. The process of finding employment with which they were satisfied, however, was a long and frustrating task for them.⁵²

Michael Cappeto, Assistant Dean of Students at Washington and Lee University, echoed Walsh three years later.⁵³ He found that there was no long term advantage to majoring in business over majoring in the Liberal Arts.⁵⁴ Business majors received job offers earlier than Liberal Arts majors and demonstrated the lowest unemployment level. However, while Social Science majors and, in particular, Humanities majors demonstrated a slightly higher unemployment rate, their level was also insignificantly lower than that of the national average.⁵⁵

51. Ibid. In particular, note his "The Career Paths of Liberal Arts Graduates," 18.

52. Walsh, "Careers for Liberal Arts Graduates," 1.

53. Michael A. Cappeto, "Liberal Arts vs Business Administration," Journal of College Placement, Vol. 38, No. 1, Fall 1977, 37-38.

54. Ibid., 37.

55. Ibid., 38.

Most of those who Cappeto studied said that their jobs were satisfactory and saw some real career potential in their present positions.⁵⁶ While most of those in Walsh's study also found satisfaction with and career potential in their jobs, three-quarters of Walsh's respondents also stated that, if they were to begin college again, they would either keep the same academic concentration or major in another Liberal Arts field.⁵⁷ Both Walsh and Cappeto found that the Liberal Arts graduate is both employable and employed.

Discussion

As the reader can see, the contemporary literature on the issue under investigation is of two basic types. The conflict between a utilitarian approach to higher education and a liberal approach is far from resolved. Traditional Liberal Arts faculty, while recognizing problems with their graduates' marketability, vehemently support a return to Newman's interpretation of the value of liberal education as a solution to the marketing problem. The more progressive writers urge a redefinition of the term, recommending pragmatic academic planning which encourages Liberal Arts students to recognize the need for and development of some specific technical or vocational skills.

The economic recession of the late 1970's through today threatens reduction in public funding for higher education. Running

56. Ibid.

57. Walsh, "Career Alternatives for Liberal Arts Graduates," 14-15.

an educational institution is also becoming increasingly expensive. Many Liberal Arts schools and departments are concerned about finding a means to retrenchment without sacrificing quality and many fear that dropping enrollments in their programs will force them, eventually, to close.

The next chapter discusses a marketing research approach to the problem. It also introduces a method for investigating the problem addressed in this study and illustrates the steps in a preliminary exploration of the marketing of Liberal Arts graduates.

CHAPTER III

METHODOLOGY

Introduction

Academicians concerned with the problems of declining Liberal Arts program enrollments, inflating costs of maintaining academic programs and retrenchment need to consider approaching these concerns by means of a new vehicle. Liberal Arts faculty and insitutions must market their value to their clientele.

Marketing a product first requires an understanding of the needs, desires and values of the audience.¹ The marketer must "sell" what the customer wants to "buy."² The literature on the subject suggests that students and/or their parents want a return on the investment they made in higher education. The return, these

1. Samuel V. Smith, Richard H. Brien and James E. Stafford (eds.), Readings in Marketing Information Systems: A New Era in Marketing Research (Boston: Houghton Mifflin Company, 1968), 2. Also see Lawrence Fisher, Industrial Marketing: An Analytical Approach to Planning and Execution (Princeton, N.J.: Brandon/Systems Press, 1970); Robert J. Holloway and Robert S. Hancock, Marketing in a Changing Environment (N.Y.: John Wiley and Sons, Incorporated, 1973); and Philip Kotler, Marketing for Nonprofit Organizations (Englewood Cliffs, N.J.: Prentice Hall, Incorporated, 1975).

2. Lee Adler, "Systems Approach to Marketing," in Smith, Brien and Stafford, Readings in Marketing Information Systems, 73. Adler continues his statement by providing examples: nutrition is offered instead of bread, beauty instead of cosmetics, warmth instead of fuel oil and so forth.

writers suggest, is gainful employment.³ In order to market a liberal education, institutions need to research the needs, desires and values of another audience, the employer.

Paul E. Green and Donald S. Tull, in their text, Research for Marketing Decisions, define marketing research as

...the systematic and objective search for and analysis of information relevant to the identification and solution of any problem in the field of marketing.⁴

Three types of studies are characteristic of marketing research: the exploratory study, the descriptive study and the causal study.⁵

Exploratory studies are those in which no clear hypotheses are developed. Their purpose is to gather the information necessary to form hypotheses.⁶ Exploratory studies can be of three types, the literature review (or secondary search), the pilot study and the case study.⁷ The information provided in Chapters One and Two of this work comprise the basis for an exploratory study.

A descriptive study is one which describes the extent of associations between two or more phenomena.⁸ Since descriptive

3. See Chapter 2.

4. Paul E. Green and Donald S. Tull, Research for Marketing Decisions (Englewood Cliffs, N.J.: Prentice Hall, Incorporated, 1975), 4.

5. Ibid., 69-72.

6. Ibid., 69. This is important to note; exploratory studies cannot imply causality.

7. Green and Tull, Research for Marketing Decisions, 69-70.

8. Ibid., 71.

studies provide researchers with inferences, they do not explain the nature of these relationships or show causality. These studies include exploratory research which provides for prior design of the research questions, definition of the thing to be measured and development of specific means for measuring it.⁹ A common tool used in a descriptive study is a survey instrument.

This investigation is of a descriptive nature. The steps in the investigation process are those recommended by Lee Adler in "Systems Approach to Marketing."¹⁰ The problem has been defined, the objectives clarified, and the definition of the problem has been tested in the first two chapters of this study. This chapter discusses the building of a model, the setting of concrete objectives, the developing of research questions, the research tests or tools, themselves, and their relative value, and the approach to quantifying the results. The next chapter of this study manipulates the model to provide a means to interpreting the results. The conclusion of this work focuses on choosing courses of action and the need to verify the results and complete further research.

Process for the Case Study

Marketing the Liberal Arts graduate requires targeting a population. Traditionally, the literature points out, Liberal Arts graduates have tended to seek employment in government, education

9. Ibid.

10. Adler, "Systems Approach to Marketing," 87, 90.

and social services. Economic constraints limit employment in the public sector and declining birth rates, as well as the economic restrictions, have had even greater impact on the availability of teaching opportunities. Researchers concerned with employment of Liberal Arts graduates have encouraged students to look beyond the public sector and consider business and industry a more realistic choice for employment. These researchers have also pointed out that the job market in the private sector is difficult for the Liberal Arts graduate to enter.

This study describes a sample of the private sector population. The employers assessed in this study comprise a fixed-size, area sample. The research compiled for this work has been gathered from ten different corporations, all of which have large branches and/or a "home base" in the Commonwealth of Massachusetts. The location of these firms was selected for the purposes of regional proximity.

The Sample

Three different sets of information provide the data for this analysis. Interviews were conducted with the corporate official in each firm who oversees the corporation's personnel function. Second, each official was issued at least two questionnaire forms.¹¹

11. The number of forms varied for size of firm and number of personnel managers involved. In many cases, one of the most appropriate respondents was the corporate official interviewed for the purposes of this research.

Finally, company informational materials (such as annual reports) and recruiting literature, when available, were collected and reviewed.

The ten firms comprising the research sample were selected for two reasons. First, they were selected to represent a number of different types of business and industry: banking and finance, food retailing and processing, insurance, manufacturing and department store retail sales. Second, half of these corporations employ either the largest number of persons or are among the largest employers in the Commonwealth for the specific kind of industry which they represent. The other half represent mid-sized firms. These were chosen for comparative purposes and to provide a broader perspective of corporate hiring.

Manufacturing Firm A is a large high technology industry with a national reputation for quality products and services.¹² This business's management approach is of a site operations' style; that is, the operating functions of this firm are decentralized. As a result, each operating site has its own, independent personnel office.¹³ There is no real corporate involvement in the selection

12. Arnold Bernhard and Company, The Value-Line Investment Survey, Edition 7, Part 3 (N.Y.: Arnold Bernhard and Company, Incorporated, November 16, 1979), 1103. This firm employs over 36,000 people and is rapidly growing in order to keep up with a demand for equipment which exceeds its manufacturing capability. See Moody's Investors Services, Moody's Investors Fact Sheets -- NYSE, Vol. 2, No. 76, Section 20 (N.Y.: Moody's Investors Services, Incorporated, 1979).

13. Interview with corporate executive, January 17, 1980.

process with the exception of forwarding unsolicited applications and the files of recruited college graduates to the appropriate site location.¹⁴ Each site has its own screening/selection committee, often recommends candidates for other sites or locations, and forwards its decisions to the central offices for computerized tracking and filing of this information.¹⁵ However, due to the size of this business and its decentralized personnel structure, this tracking system has not been very successful.¹⁶ Nevertheless, Manufacturing Firm A appears to have little difficulty either attaining employees or retaining them.

Manufacturing Firm B is a mid-sized high technology business. This young firm¹⁷ has been experiencing a tremendous growth-rate and reports that it cannot find enough qualified applicants to fill available job openings.¹⁸ While much of the personnel decision-making process is decentralized for this firm, personnel records

14. Ibid. The corporate personnel director handles all corporate-wide job posting, manpower planning and advertising. This firm receives thousands of unsolicited applications each week-- over one million each year.

15. Interview with corporate executive, January 17, 1980.

16. Ibid.

17. This business was started in 1972.

18. Sales have more than quadrupled since 1977 (see Moody's Investors Services, Moody's Investors Fact Sheets -- NYSE, Vol. 2 No. 9, Section 36 (N.Y.: Moody's Investors Services, Incorporated, November 5, 1979), and this firm reports a projected forty to sixty percent growth-rate. As of January, 1980, this business employed 2,800. However, a move planned this spring to new corporate offices will require another increase in staff.

are maintained in the central/corporate office.¹⁹ All recruiting, advertising and placement activities are coordinated at the corporate level and the corporate office screens and selects central office employees.²⁰ Divisional personnel managers are responsible for selecting their own staffs.²¹ One of the more interesting facets in this firm's recruiting process is its approach toward future planning. The Director of Organizational Management and Development provides high school and grade school assemblies throughout the region in which he shows the firm's product, explains the industry in general, and allows students to try out the equipment. His intent is to introduce and encourage an early interest in the high technology industry and, ten years or more later, to attain prospective candidates for employment. This firm (and this practice) has not been in existence long enough, as yet, to tell whether such a "recruiting" program is successful.²²

19. Interview with Director of Organizational Management and Development, January 15, 1980.

20. Ibid. The corporate level includes European sales, international sales, dealerships and manufacturing.

21. Interview with Director of Organizational Management and Development, January 15, 1980. Divisions are determined geographically within the United States. Divisional personnel managers are located in what are referred to as "home offices." For example, the New England division's "home office" is located in Massachusetts but is separate from the corporate headquarters.

22. Personally, this author thinks that this is a tremendously clever idea, is great for public relations, and wishes this business the best of luck.

Retail Sales Establishment A is one of the two largest concerns of its type in the Commonwealth.²³ This business caters to the middle income consumer²⁴ and is one of Federated Department Store, Incorporated's nineteen divisions.²⁵ The personnel structure of this concern is centrally organized. Recruiting is a function of the corporate office; however, all selection is done by committee.²⁶ For each professional position, the corporate offices forward application files to the line managers who would be working with the prospective candidates. Each candidate attends a series of interviews with these managers. Three recommendations from line managers are necessary before the corporate office will make any commitment to hire.²⁷ Retail Sales Establishment A has a reputation for being one of the most progressive private sector employers, in terms of equal opportunity and affirmative action issues, in the region.

23. At this time, this business employs 6,000 and reports sales of over \$200 million.

24. Moody's Investors Services, Moody's Investors Fact Sheets -- NYSE, Vol. 2, No. 60, Section 13 (N.Y.: Moody's Investors Services, Incorporated, July 26, 1979).

25. Arnold Bernhard and Company, The Value-Line Investment Survey, Edition 11, Part 3 (N.Y.: Arnold Bernhard and Company, Incorporated, September 14, 1979), 1663. This firm has a number of prestigious colleagues: Abraham and Strauss (New York), Bloomingdales (New York), Lazarus (Columbus), Bullocks (Los Angeles) and Rich's (Atlanta), to list a few.

26. Ibid.

27. Interview with three corporate personnel officials, January 18, 1980.

Retail Sales Establishment B is a mid-sized concern which, despite recent consumer spending trends, is growing.²⁸ Because of its growth-rate, this business must now hire an additional recruiter for in-house promotions and external searches.²⁹ Retail Sales Establishment B is very progressive in its approach to management.³⁰ Personnel Managers, at the store and divisional level, and the Corporate Personnel Director screen all applicants regardless of whether or not a position is open, in order to find and/or promote "talent." While the corporate office coordinates the recruiting processes and selects candidates for corporate-level openings, the divisional Personnel Managers make all decisions about selecting and hiring their own employees.³¹ Maintaining this, as well as other very personal or humanistic styles of management, is a primary concern for this organization as it continues to grow.

28. Interview with Corporate Personnel Director, January 10, 1980. This firm recorded sales of \$38 million in 1978 (Dun and Bradstreet, Incorporated, Million Dollar Directory: 1979, Vol. 1, (N.Y.: Dun and Bradstreet, Incorporated, 1978), 2536.

29. Interview with Corporate Personnel Director, January 10, 1980.

30. For example, for a number of years this firm has used job appraisals (completed by the employee) as well as general employee performance appraisal forms for evaluation and decision-making regarding pay increases, promotions, sanctions and so forth. Additionally, this firm has instituted a merit step-system, similar to that found in the public sector, with standard evaluation periods.

31. Interview with Corporate Personnel Director, January 10, 1980.

Food Services Industry A is the largest grocery and food services concern in the Commonwealth of Massachusetts.³² Besides manufacturing and sales of food items, this corporation also operates self-service discount department stores, drug stores, tobacco shops, and a women's sports apparel enterprise.³³ This business has developed a reputation within New England for taking care of its own. Movement within the company is commonplace, made easy by the size of the business, and personnel decision-makers tend to move employees up into management positions rather than to hire from the outside.³⁴ As a result, turnover is low, in particular for this type of concern, and career planning services are an important function of the personnel offices.³⁵

32. This corporation employs 28,000 people, has grocery stores located all over Massachusetts, Connecticut and New Jersey and is expanding its territory into New York and Virginia.

33. While grocery items account for approximately two-thirds of this business's sales ("Five Year Summary of Sales and Operating Profit Contributions by Major Segments," Annual Report for the Year Ended February 3, 1979, 20) these supermarkets only produce one-third of this corporation's profits (Arnold Bernhard and Company, The Value-Line Investment Survey, Edition 10, Part 3 (N.Y.: Arnold Bernhard and Company, Incorporated, September 7, 1979), 1589). The supermarket function of this business is not growing as fast as the firm's other holdings. Employees are unionized, the grocery market in the New England area is saturated, and generic warehouses which are opening all over the region all have had impact on profits. The non-grocery concerns are located throughout New England, the Northeast and the Middle Atlantic State region. The women's clothing stores, a new venture for this corporation, operate in the Chicago and Philadelphia areas.

34. Interviews with Vice President of Corporate Personnel, January 16, 1980, and January 18, 1980.

35. Ibid.

While the personnel function is centralized for Food Services Industry A, the Vice President of Corporate Personnel's role is one of providing services (advice, consent and policy interpretation) to a "clientele," rather than overseeing the various divisional or company-level personnel officials.³⁶ Each company within the corporation has its own personnel structure and each division hires, promotes and services its own employees. Each division, additionally, does its own recruiting. However, unsolicited applications sent to the corporate offices are addressed at that level before contact is made between the candidate and his/her company of interest.³⁷ Most employees of this firm began their careers at the store level, moved into company positions and, later, into the corporate structure.³⁸

Food Services Industry B is a mid-sized concern which sharply contrasts its larger counterpart in terms of its operations.³⁹ This

36. Ibid.

37. The Vice President of Corporate Personnel sends the most recent annual report to inquirers, asks them to review the materials and instructs them to contact the appropriate divisional personnel officials. Occasionally, however, an unsolicited applicant appears as a potential candidate for a corporate-level opening. Such an individual would be contacted for an interview and referred to the appropriate prospective supervisor/s for additional assessment. As a general rule, these individuals were trained as specialists (law, advertising, engineering and so forth), or have some previous cooperative education or internship work experience.

38. Interview with Vice President of Corporate Personnel, January 18, 1980.

39. This business employs 4,000 and deals only in grocery services and manufacturing.

business is the fastest growing firm of its kind in New England and expects to maintain its growth-rate regardless of the present economic recession.⁴⁰ This business functions as an owner-operated/family concern, despite its recent growth and size. All employees enter this firm at the store level. Corporate officials believe that it is imperative for all employees to know the daily store-level operations and concerns before upward mobility can be considered.⁴¹ Promotion, likewise, occurs from within the company. No recruiting is done for job openings although advertising for trade specialists (such as meat cutters) is coordinated through the corporate personnel office. Recommendations for employment are referred through the personnel office to the President of this corporation. All final decisions, including personnel matters, are made by this man.⁴² The biggest concern of this business is that it will become so large that employees will lose sight of the business' primary function, that of selling groceries.⁴³

40. Interview with corporate executive, January 18, 1980. Supermarkets are located in Massachusetts and New Hampshire and this company is considering expansion into southern Maine. The square footage of these stores are particularly large, a "packaging" (or company marketing) procedure intended by the President and Chief Executive Officers of this firm. They believe that their "package" is a primary reason for their growth and financial success. Each store is expected to maintain sales of \$250,000 to \$300,000 each week and this young, mid-sized and regionally-exclusive concern reports 1979 annual sales of more than \$300 million.

41. Interview with corporate executive, January 18, 1980.

42. Ibid.

43. Ibid. Although this manner of centralized control appears quixotic for this size business in 1980, this author cannot

Insurance Firm A is the largest employer of its type in the Commonwealth.⁴⁴ While this business offers all kinds of insurance, its primary line is casualty and its clientele ranges from private individuals to large businesses.⁴⁵ The majority of the entry-level jobs in this business are of a management nature.⁴⁶ This firm views itself as a training ground. It rarely employs experienced managers from other businesses, preferring to keep such opportunities available for its own trainees.⁴⁷ The executive officers of Insurance Firm A worked their way up through company channels.⁴⁸

help but respect these corporate officials' openness, caring and concern for the business. However, it is also this author's belief that with the next generation of executives, the management approach of this business will alter tremendously. In many ways, changes would be positive, but in other ways, this author is saddened by the inevitable loss of this kind of very personal institution.

44. This national/international firm employed approximately 18,000 as of March, 1980. It is a mutual concern and so does not exchange stock. Mutual ownership is somewhat different from public ownership as the clients share the profits. However, decisions regarding personnel matters are handled like those of any public concern and so this firm can be representative of large concerns of its type, regardless of its differences in terms of the ownership issue.

45. Recruiting booklet, 1979.

46. Ibid. Only sixteen percent of all positions filled by college graduates are in sales.

47. Recruiting booklet, 1979, and interview with Administrative Manager, Personnel, March 28, 1980. This individual explained, "We are an entry-level firm (which seeks) raw material" rather than employees who have already established business/management "habits."

48. Interview with Administrative Manager, Personnel, March 28, 1980.

The corporate personnel offices coordinate all hiring procedures. Recruiting is centralized and referrals to the appropriate divisions are made by the corporate offices. The referral function, though, is of a recommending nature only.⁴⁹ This business encourages Liberal Arts graduates to apply and specifies which jobs are most appropriate for different types of academic preparation.

Insurance Firm B is a much smaller business. While it offers a number of different types of insurance,⁵¹ its primary line is workman's compensation.⁵² Although this company invested \$25,000 in training in 1979, it does not often accept candidates for employment who have just completed their Bachelor's degrees.⁵³ Most managerial positions are of an operations nature and require that the manager has technical expertise in that area before s/he can supervise the operation.⁵⁴ Sales are of an industrial nature and experience in

49. Ibid.

50. A chart is provided in the Recruiting booklet, 1979, 5.

51. This business, dealing in fire, marine, casualty, health and life insurance, employs 2,340. See Dun and Bradstreet, Incorporated, Million Dollar Directory: 1979, Vol. 1 (N.Y.: Dun and Bradstreet, Incorporated, 1978), 92. Like Insurance Firm A, this business is also a mutual concern.

52. Interview with Personnel Director, January 14, 1980.

53. Ibid. The training program is a certification program similar to that an accountant enrolls in for his/her certification. The insurance certificate is that industry's equivalent of a C.P.A.

54. Interview with Personnel Director, January 14, 1980. Very few other managerial opportunities are available in this firm.

industry and industrial sales is considered a prerequisite for such openings.⁵⁵

Personnel records and functions are centralized, but the role of the corporate personnel offices is considered one of guidance, not decision-making. Placement in corporate-level openings are completed by the corporate-level personnel office and while the central office coordinates placement, Employment Managers at the divisional level make the final selection decisions for their employees.⁵⁶

Banking Establishment A is the second largest business of its kind in Massachusetts.⁵⁷ While it is not of a particularly large size,⁵⁸ it is a complex corporation and specializes in retail banking. It also is involved in business investment services, leasing and data processing services.⁵⁹ While a number of jobs are available with this firm each year, only a small proportion of these

55. Interview with Personnel Director, January 14, 1980.

56. Ibid. The divisions referred to here are the regional home offices. Divisional Employment Managers are generalists in management and have no real in-office staff. These individuals hire the sales personnel.

57. The largest concern of this type was not willing to participate in this research study.

58. This firm employs 4,500.

59. Additionally, this corporation holds majority interests in twelve Massachusetts banks and has a number of subsidiary banks. It is a sizable concern in its complexity and its holdings are considered representative of large industries of this type for the purposes of this study.

openings are in the corporate offices.⁶⁰ However, there are a number of divisional opportunities.⁶¹ Despite its size, this corporation has a large training function.⁶² Initial training is broad and not specific to particular jobs. Trainees chose their area of expertise and location after the training program is complete.⁶³

Personnel functions are coordinated through the corporate office.⁶⁴ Selections for corporate-level job openings are made by the corporate decision-makers. Decision-making for various divisional-level openings are coordinated in two locations, one at the corporate headquarters and one in western Massachusetts.⁶⁵ Recruiting for openings at both levels is divided between these two offices; the western office director visits western Massachusetts schools and the corporate office director visits eastern schools

60. Only 175 jobs exist at the corporate level.

61. This company had, as of January 1980, 185 branches.

62. Interviews with Corporate Vice President of Personnel, January 16, 1980; and divisional Vice President of Personnel, January 24, 1980. All recent employees, including bank presidents, have started their employment with this firm as a trainee and were first assigned to a job at the bank level.

63. Interviews with Corporate Vice President of Personnel, January 16, 1980; and divisional Vice President of Personnel, January 24, 1980.

64. Ibid.

65. Interview with divisional Vice President of Personnel, January 24, 1980.

and coordinates out-of-state recruiting. If a prospective candidate from one recruiting territory is more suitable for, or chooses, the other territory, s/he is referred to the appropriate division, branch or bank. The selection of divisional, bank or branch personnel is completed at that level.⁶⁶

Banking Establishment B is a mid-sized business, the third largest of its type in the Commonwealth.⁶⁷ This firm's primary business, like that of Banking Establishment A, is retail banking. Banking Establishment B, as of January, 1980, was maintaining a constant level of growth and had carefully prepared itself for continued development during this economic recession.⁶⁸ Recently it hired a new Director of Employment who is in the process of reorganizing its personnel structure.⁶⁹ While this business trains all its new employees, it does not have as large a training program as its counterpart. Corporate-level positions tend to be filled by Master's degreed candidates. Most openings for Bachelor's degreed

66. Ibid.

67. This business employs 3,351. Dun and Bradstreet, Incorporated, Million Dollar Directory: 1979, Vol. 1 (N.Y.: Dun and Bradstreet, Incorporated, 1978), 2402.

68. "Statement of Condition," Annual Report, September 30, 1979; and "Consolidated Statement of Condition," (unaudited), "Third Quarter Report," September 30, 1979.

69. The Director of Employment entered banking from the manufacturing industry and is expected to re-design the personnel structure to fit a manufacturing industrial model (Interview with Director of Employment, February 5, 1980).

candidates are at a divisional, or branch level.⁷⁰ The corporate personnel office staff coordinates all personnel functions and selects all new employees.⁷¹ This firm believes that, despite its shift to a more centrally controlled decision-making process, its retail function will not lose the "personal touch" with which it is now credited. Instead, the retail function will become more professional as well as more proficient.⁷²

Methodology

As mentioned previously, three sets of information comprise the data for this analysis: information from corporate publications, information gathered through interviews with corporate officials, and information collected through a survey of personnel decision-makers. These three sets were combined for this investigation.

The corporate officials and personnel decision-makers were asked to address a certain population in their responses. The population they considered included only those who received a Bachelor of Arts degree prior to employment with the corporation and who were not employed full-time with any other firm before joining that corporation. Additionally, the job opportunities the respondents were to address were only those which would not

70. Interview with Director of Employment, February 5, 1980.

71. Ibid.

72. This author would be interested in reviewing this firm after the present economic recession is over.

require the development of a specific set of technical competencies prior to attaining employment (such as the skills necessary for engineers; industrial technicians; financial specialists; computer programmers and researchers; mathematical, natural, biological and physical scientists and secretaries)). Only employees who would be trained and/or originally employed as generalists, that is only the liberally educated, would make up the group considered in the research process.

The data collected for this study were then organized into two types of responses: explicit and implicit. The information from corporate publications and the information collected through the interviews comprised the explicit type of responses. The information provided by the survey of personnel decision-makers were considered implicit responses.

A questionnaire was designed to structure this information and this instrument became the primary tool for this investigation. The design was synthesized from a number of sources. The job-related skills and the skill categories included in this instrument were gathered from Lomen's test of value of academic skills⁷³ and from the skills common to a number of public and private sector

73. Lynn D. Lomen, "To Determine the Practical or Occupational Skills that are Taught in Four Non-occupational Subjects and Identify Applicable Job Areas." (Ed.D. Practicum, Nova University, 1976).

performance appraisal forms.⁷⁴ The skills listed on performance appraisal forms which were specific only to certain jobs were not included in the questionnaire.

The questionnaire was pilot-tested before it was issued to the firms comprising the sample for this study. During the months of November and December, 1979, a survey was conducted in two mid-sized manufacturing firms located in a state neighboring Massachusetts. At the time of the pilot-testing, difficulties with scoring, layout and design of the instrument were corrected. Additionally, the length of time necessary to complete the questionnaire was recorded and the design was altered so that completion averaged seven minutes. A copy of this instrument follows.

The questionnaire was made up of five separate sections. The first requested a rank-ordering of the criteria used in screening applicants for employment. Respondents were asked to place a "1" before the criteria which they most preferred to use during the screening process. A "2" indicated the second preference, a "3," the third and so forth. Any criteria which they considered

74. Candace L. Bancroft, "Housing Administration Internship Program Evaluation Form," 1979 (unpublished); Man and Manager, Incorporated, "Employees Appraisal Form" (N.Y.: Man and Manager, Incorporated); Stanley Peterfreund Associates, Incorporated, (Untitled), (Englewood Cliffs, N.J.: Stanley Peterfreund Associates, December 1973). Also see Douglas M. McGregor, "An Uneasy Look at Performance Appraisal," Harvard Business Review, May-June 1957, 89-94; C. W. Lawshe and Michael J. Balma, Principles of Personnel Testing (N.Y.: McGraw Hill, 1966); and Marion S. Kellogg, What to Do About Performance Appraisal (N.Y.: AMACOM, 1975).

Fig. 1. Personnel Questionnaire. Distributed to personnel decision-makers in sample.

Corporation _____
 Position Title _____

Please rank order (1 = first preference, 2 = second preference, etc.) the criteria which you use in screening candidates for employment (please do not rank the criteria which you do not use).

- _____ Academic transcripts
- _____ Examination scores (i.e., personality inventories, aptitude tests, ability measurements)
- _____ Interview responses
- _____ Recommendations from previous employers provided by the candidate
- _____ Recommendations from previous employers which you gathered
- _____ Recommendations from professors provided by the candidate
- _____ Recommendations from professors which you gathered
- _____ Recommendations from one of your colleagues, friends or associates
- _____ Resumes
- _____ Other (please specify) _____

Please rank order the criteria you use in assessing academic transcripts (please do not rank the criteria which you do not use in this process.).

- _____ Overall grade point average
- _____ Grade point average in the academic major
- _____ Academic major
 (please list your preference/s, if important in this process) _____
- _____ College or university candidate attended
- _____ Courseload (distribution of courses)
- _____ Difficulty of coursework (content)
- _____ Specific coursework
 (please list your preference/s, if important in this process) _____
- _____ Other (please describe) _____

If you use tests in the selection process, please provide the name of the instrument, its publisher and the date of publication. Also, please rank these instruments in order of their importance in the examination process.

Ranking	Name of Instrument	Publisher	Date
_____	_____	_____	_____
_____	_____	_____	_____

Please rank the job-related skill categories listed below in order of their importance in the selection process (please assume that you are able to assess for each of these categories). If you do not consider one of these categories, please exclude it from your ranking.

- _____ Communications
- _____ Intellectual Potential
- _____ Interpersonal Relations
- _____ Supervision and Direction
- _____ Work Habits
- _____ Other (please describe) _____

Please rank order the follow job-related skills for each category in order of their importance in the screening process (again, please assume that you are able to assess for each ability). If you do not consider one of these skills, please do not include it in your ranking.

Communications

Ability to:

- _____ express oneself orally
- _____ express oneself in writing
- _____ provide direction
- _____ "sell" ideas, products
- _____ other (please describe) _____

Intellectual Potential

Ability to:

- _____ apply theoretical concepts to practice
- _____ categorize
- _____ generate ideas
- _____ grasp new concepts presented orally
- _____ grasp new concepts presented in writing
- _____ learn new skills, methods
- _____ make sound judgments
- _____ reason analytically
- _____ see things in a larger context
- _____ set priorities
- _____ other (please describe) _____

Interpersonal Relations

Ability to:

- _____ lead (i.e., to boost morale, use others' strengths, provide stimulus to a group)
- _____ provide direction
- _____ "sell" ideas, products
- _____ work as a member of a team
- _____ work with colleagues/ associates/ peers
- _____ work with outsiders (of the office, organization, industry)
- _____ work with subordinates
- _____ work with superiors
- _____ other (please describe) _____

Supervision and Direction

Ability to:

- adjust quickly to new assignments
 handle a wide range of assignments
 implement own decisions
 make quick and effective decisions
 implement decisions with which one does not agree
 make sound judgments
 take direction
 work alone
 work with superiors
 other (please describe) _____

Work Habits

Ability to:

- apply self-discipline
 attend to detail
 be efficient
 generate ideas
 manage time
 plan
 set priorities
 work alone
 work as a member of a team
 other (please describe) _____

Other Category (please describe) _____

Ability to:

- skill: _____
 skill: _____

End

Thank you for your cooperation.

- Firm
 Type of Industry
 Personnel decision-making structure
 Interest in Liberal Arts graduates, interview
 Interest in Liberal Arts graduates, literature
 Type of response (implicit/explicit)
 Type of position (management/sales)

unimportant received a score of "0" and any criteria which they did not use was left blank.

The second section requested a rank-ordering, by importance, of various types of information available through review of academic transcripts. Those who did not use transcripts in their screening process were requested to pass by this section. The third portion asked for a recording of the names and ranking of the value of the tests which the decision-makers used in the screening process. If examinations were not issued to candidates, this section was also exempted from the assignment. All of this information was collected to provide the groundwork for the remainder, and major focus, of this instrument.

The last two sections of the questionnaire addressed the skills necessary for employment. The first of these two segments involved a ranking of five skill categories. The remainder of the instrument required rankings of specific job-related skills. The skills were clustered under the categories which were previously ranked. Throughout the survey form, spaces were provided for the optional addition of any skills, categories and criteria which may be used but were not listed on the form.

This process of ranking required a manipulation of the awarded scores for application of this data to the format followed in a Statistical Package for the Social Sciences computer program. The ranks or scores assigned to the skills, categories and criteria

were coded to comply with a range of nine through zero.⁷⁵ Variables awarded a rank of "1" were assigned the code number, nine, those awarded a "2" received an eight and so on. The variables which received a score of "0" (unimportant) retained zero as their code. Any section or variable left unscored by respondents remained blank for the purposes of this data analysis.

The standard for assessment was the median score of the responses/rankings for each variable. The numerical data assessed in this study, due to the internal dependency created by the assigning of ranks, were not linear and, therefore, median, rather than mean scores and non-parametric, rather than parametric statistical tests were used in the analysis.

Other variables were added to the information gathered and recorded in the questionnaire. Separate code numbers were assigned to indicate each firm, each type of industry, each approach to personnel decision-making, interest or lack thereof in hiring Liberal Arts graduates, and whether the responses were of an explicit or implicit nature. Since the data provided by these scores were non-linear, the results were recorded in terms of frequency of occurrence. A more detailed description of the analysis process follows.

75. One skill category, Intellectual Potential, was comprised of more than nine variables. In this case, a rank of "1" was coded as eleven and so forth down to zero. When the data were analyzed, medians were adjusted to correspond to the others (Each median score reported in the analysis was reduced to approximately eighty-two percent of the total. As a result, a median of eleven was viewed as a median score of nine).

Analysis Process

The purpose of this data collection was to answer a series of questions:

1. What, in general, are the requirements for employment?
 - What are the explicit requirements?
 - What are the implicit requirements?
 - Is there a significant difference between the explicit and implicit requirements for employment?
2. How are these firms' personnel decisions accomplished?
 - Do differences in approach to the personnel decision-making process have a significant relationship to the requirements for employment?
3. Do the employers in this sample consider Liberal Arts graduates viable candidates for employment?
 - Does interest or lack thereof in hiring Liberal Arts graduates significantly relate to the requirements for employment?
4. Do different industries have significantly different requirements for employment?
 - Does type of industry have a significant relationship to whether or not the firms consider Liberal Arts graduates viable candidates for employment with their firm?

Requirements for Employment

Employment requirements were determined by rank-ordering the median scores awarded to the job-related skills. Within each category, the skills were ordered from highest median score to lowest. Additionally, skill categories were ordered in terms of highest to lowest median score. These median scores were obtained by means of running a frequency distribution of the codes assigned to each variable. The range, as discussed earlier, was from nine to zero.

The data was separated in terms of the codes assigned to indicate either explicit or implicit responses. The data from the information provided in corporate literature and from interview responses were manipulated to indicate the explicit requirements for employment. The data collected from the personnel decision-makers' responses to the questionnaire represented the implicit employment requirements. These two sets of data were analyzed separately. Frequency distributions were provided for each set and median scores were obtained.

The data analyzed to determine whether a difference exists between the implicit and explicit requirements for employment were manipulated by means of using a K-sample Median Test. Again, the codes assigned to indicate explicit or implicit sets of information kept these two sets of data separate. This test provided the tool for comparing the explicit and implicit median scores assigned for each variable. The K-sample Median Test provided a diagram for each variable of how many of the explicit respondents awarded a score higher than the overall median and how many awarded a score lower. The illustration also showed the distribution of the implicit respondents' scores. For example, when the scores awarded to the variable, Communications, were compared between the explicit and implicit responses, a diagram was provided. This illustration showed that six, or less than one-third, of the implicit respondents awarded scores higher than the median and sixteen awarded scores lower than the median. Conversely, all explicit respondents awarded

scores to the variable, Communications, which were higher than the median.

One statistic obtained by using the K-sample Median Test is a raw Chi square score for each diagrammed variable. In cases in which variables were scored consistently higher by one of the sets of respondents than by the other (i.e., at less than a .05 probability level), differences in treatment of the variable were assumed.

Personnel Decision-Making Process

These firms' selection processes were issued code numbers. The codes indicated the type of personnel decision-making structure used by each firm. A frequency distribution of the structure used in each of the ten firms was run to show the number of times each type of structure occurred in this sample. In order to analyze whether personnel decision-making structure had a relationship to employment requirements, the K-sample Median Test again was used. The scores awarded to each variable were compared among different structures. Significance was determined by a Chi square significance level of less than .05.

Interest in Hiring Liberal Arts Graduates

Assessment of whether or not this sample of employers considered Liberal Arts graduates viable candidates for employment was conducted through presentation of another frequency distribution. Codes assigned to indicate an interest in, discouragement of, or

lack of preference for Liberal Arts applicants provided the basis for comparing the scores awarded to the skills and categories. Significance, again, was determined by a Chi square significance level of less than .05.

Type of Industry and Employment Requirements

The codes awarded to indicate the type of industry (i.e., manufacturing, banking and so forth) allowed the reporting of comparisons between scores assigned to the skills and categories. As with the others, comparison was illustrated by means of K-sample Median Tests for all variables and the significance was determined by the receipt of Chi square probability scores of less than .05.

The investigation of whether the type of industry had a relationship to interest or lack thereof in hiring Liberal Arts graduates was aided by means of a crosstabulation run. This tool diagrammed the frequency of response to each variable for the purposes of comparison. A Chi square test of significance provided the probability level of that distribution's chance occurrence. As with the others, differences in treatment were assumed when the probability level was lower than .05.

Procedure

The procedure for gathering the data was completed in three parts. From January through March, 1980, the firms comprising the sample were assessed. Interviews were conducted with the corporate officials responsible for the personnel function of each firm.

At that time each official was asked to provide the publications and documents sent to students requesting information about employment with their firm and asked for an annual report, if available. The purpose of these materials was explained. Additionally, the interviewees were issued questionnaires and asked to have them completed by the appropriate decision-makers in the selection process.

The corporate officials interviewed for the study, in most cases the directors of employment, were asked to specifically outline their enterprise's approach to recruiting, screening and selecting new employees. They also were asked to explain to what degree they seek Liberal Arts graduates for candidacy with their firm. It was agreed that the detailed responses of each official would remain "off the record," but that their responses could be assumed to be representative of their type and size of industry. The interviews were of an unstructured and direct nature. The questioning was not formal, but free-flowing and the purpose or intent of the study was not disguised but clearly and thoroughly explained before the interview began.

The responses to the interview questions were coded. Each type of industry, approach to personnel decision-making, degree of interest in hiring Liberal Arts graduates and so forth received a pre-determined code number. Additionally, unsolicited statements regarding the skills required for employment were also gathered during the interviews. This information was also coded. Then, for

each firm, all of these data were recorded on a questionnaire form.

Information provided in the corporations' publications was reviewed by this author for mention of the skills sought by each firm. Statements regarding these skills were recorded and applied to questionnaire forms.

When the questionnaires which were completed by the personnel decision-makers were returned, the responses were then coded to correspond with the interview responses and records from company publications. All three sets of information were combined and analyzed. Chapter Four presents, describes and discusses the results.

C H A P T E R I V

RESULTS AND ANALYSIS

Introduction

The exploratory portion of this investigation indicates that there is, most probably, a greater supply of liberally educated college graduates than there is a demand for them.¹ With the exception of E. Michael Walsh's works² and the study by Michael D. Cappeto,³ previous research indicates a dismal future for Social Science and Humanities majors who will soon be entering the marketplace.⁴ Liberal Arts faculty are aware of the recent historical

1. See Chapter One, especially Tables 2, 3, and 4 and their analyses.

2. E. Michael Walsh, "Career Alternatives for Liberal Arts Graduates: A Follow-up Study," Southern Illinois University, Carbondale, College of Liberal Arts, May 15, 1975; "The Career Paths of Liberal Arts Graduates: The Unusual Often is the Usual," Journal of College Placement, Vol. 36, No. 2, January 1976, 35-36, 38; and "Careers for Liberal Arts Graduates: Employment Success Two Years After Graduation," Southern Illinois University, Carbondale, College of Liberal Arts, 1974.

3. Michael A. Cappeto, "Liberal Arts vs Business Administration," Journal of College Placement, Vol. 38, No. 1, Fall 1977, 37-39.

4. Richard Freeman and J. Herbert Holloman, "The Declining Value of College Going," Change, Vol. 7, No. 7, September 1975, 24-31, 62; A. J. Jaffe and Joseph Froomkin, "Occupational Opportunities for College-Educated Workers, 1950-1970," Monthly Labor Review, Vol. 101, No. 6, June 1978, 15-21; Don L. James and

limitations to employment in business and industry for a liberally educated student and philosophically disagree about a best approach to improving their students' marketability.⁵ In short, most of the literature on the subject suggests that students and/or their parents can no longer expect a Bachelor of Arts degree in the Social Sciences or Humanities to attract prospective employers from the private sector. To this point, only one researcher has presented a study which addresses the needs and/or desires of the employing population.⁶

While attempts have been made to assess the attractiveness of the Liberal Arts graduate in terms of employment,⁷ none of these

Ronald L. Decker, "Does Business Student Preparation Satisfy Personnel Officers?" Collegiate News and Views, Spring 1974; College Placement Council, "Four Year Liberal Arts Graduates: Their Utilization in Business, Industry and Government -- The Problem and Some Solutions," (Bethlehem, Pa.: College Placement Council, January 1979); "Jobs for This Year's College Graduates," Changing Times, Vol. 28, No. 2, February 1974, 25-32; "Jobs for This Year's College Graduates," Changing Times, Vol. 29, No. 2, February 1975, 25-32; "Jobs for This Year's College Graduates," Changing Times, Vol. 32, No. 3, March 1978, 25-32; "Jobs for This Year's College Graduates," Changing Times, Vol. 33, No. 3, March 1979, 38-47; and "Good News on Jobs for 1980 College Graduates," Changing Times, Vol. 34, No. 3, March 1980, 33-35.

5. See Chapter Two.

6. Lynn D. Lomen, "To Determine the Practical or Occupational Skills That Are Taught in Four Non-occupational Subjects and Identify Applicable Job Areas," (Ed.D. Practicum, Nova University, 1976).

7. Such information was gathered by the College Placement Council, E. Michael Walsh and Michael A. Cappeto. The Changing Times surveys only assess which academic majors, in general, are considered for the available job openings these firms cite. To some extent, the Bureau of the Census and the Projections of Education Statistics data supply this information when they allude to average monthly salary.

researchers have yet produced a descriptive study of the problem. Statistics on job opportunities are available and some of the skills developed in introductory-level academic coursework have been assessed for their usefulness in the workplace.⁸ None of these works have begun by assessing the private sector employer and the requirements for employment in business and industry.

This study's intent is to approach the problem from the perspective of a sample of private sector employers. Four aspects of the problem are investigated: (1) the requirements for employment in these firms, (2) the personnel decision-making processes of these corporations, (3) these businesses' interest or lack thereof in hiring Liberal Arts graduates and, (4) whether differences in kind of industry (i.e., manufacturing, banking and so forth) have a relationship to the employment requirements of these firms.

Review of the Methodology

Ten corporations were selected to represent the private sector. Two corporations represent large and mid-sized manufacturing firms; two represent large and mid-sized insurance firms; and two are banking establishments. The information necessary to analyze these corporations was gathered from three sets of scores:

8. Lomen, "To Determine the Practical or Occupational Skills."

(1) personnel decision-makers in each firm responded to questionnaires;⁹ (2) interviews were conducted with corporate executives and/or personnel directors in each firm and; (3) responses to specific interview questions, as well as unsolicited statements, regarding requirements for entry into the firm were recorded and, later, scored. The information pertaining to employment requirements offered in the recruiting literature of these firms was also recorded and scored. The format of the questionnaire provided a structure for organizing these sets of rankings. Screening criteria were ranked in order of their value or importance in the selection process. Five skill categories were listed and the categories were rank-ordered. Forty skills were provided, clustered by type into the categories. The skills were then ranked in order of their value or importance in relation to the other skills in that group. The range from maximum to minimum scores was nine to zero. A score of zero indicated that the respondent considered this variable unimportant. Conversely, a score of nine meant that the respondent considered the variable most important of all choices grouped into that ranking category.¹⁰ Because the process of ranking creates a dependency among the ranked variables, median scores rather than mean scores provide the standard for comparison.

9. See Chapter Three.

10. The larger number of skills listed in the Intellectual Potential category required a higher maximum allowable score than nine or that for all other categories. This was taken into account when reporting median scores in this study. The raw scores were adjusted to correspond to the maximum score and ranges of the rest of the skills (0 - 9).

Additionally, certain other items were coded. Each industry was assigned a separate code number and each type of industry (i.e., manufacturing, banking and so forth) comprised another variable. Information gathered from the interviews with corporate executives and/or personnel officials was also coded; code numbers were provided for type of personnel decision-making structure and whether or not a firm considered Liberal Arts graduates viable candidates for employment. Also, since rankings of job-related skills could be different for management and in-office than they might be for sales or company-representative types of positions, these separate sets of responses were assigned codes. The codes assigned for these variables were not meant to suggest value in any way. These data have been analyzed in terms of frequency of expected and actual occurrence and will be discussed accordingly.

Requirements for Employment

Thirty-seven separate groups of responses comprise the pool of data used for the analysis of the employment requirements for these firms. The skill category, Interpersonal Relations, received the highest median score, $Me = 8.300$. Communications received the second highest median score, $Me = 8.063$ and Intellectual Potential, $Me = 8.000$, the third.

Category rankings did not strongly affect the ranks awarded to skills within each category. No pattern showing higher median scores for skills involving team or group efforts is apparent in these data. Median scores of skills involving individual efforts,

such as judgment (highest in the Intellectual Potential category, Me = 8.200, as well as in the Supervision and Direction category, Me = 8.536) and the ability to set priorities (highest in the Work Habits category, Me = 8.056 and third, Me = 7.462, in the Intellectual Potential category) were particularly high. Table 5 illustrates these rankings.

Table 6 presents a list of all skills ranked in order of their median score. Again, no strong pattern emerges from this manipulation of the data. Some of the skills requiring individual effort (judgment and the ability to set priorities) and interpersonal relations, such as oral expression, Me = 8.868, and the ability to work as a member of a team (Me = 8.706 and Me = 7.205 for the Interpersonal Relations and Work Habits category rankings, respectively) received among the highest median scores. Some of the skills dealing with learning ability (to learn new skills, Me = 5.900; to see things in a larger context, Me = 5.603; to grasp new concepts presented orally, Me = 4.500; to apply theoretical concepts to practice, Me = 1.000 and to grasp new concepts presented in writing, Me = .410) and self-direction (the ability to work alone, Me = 3.167 in the Supervision and Direction category and Me = .458 in the Work Habits category; to implement one's own decisions, Me = 1.000 and to categorize, Me = .205) received particularly low median scores.

Interview responses received the highest median score, Me = 8.667, of all the screening criteria listed on the questionnaire. More than half of these employers stated that they can learn more

TABLE 5

REQUIREMENTS FOR EMPLOYMENT
BY CATEGORY AND RANKED WITHIN CATEGORY

Rank	Category/Skill -- Ability to:	Median
Category Rankings		
1	Interpersonal Relations	8.300
2	Communications	8.063
3	Intellectual Potential	8.000
4	Work Habits	6.000
5	Supervision and Direction	5.750
Skill Rankings within Categories		
<u>Interpersonal Relations</u>		
1	work as a member of a team	8.706
2	work with peers	7.813
3	lead	7.000
4	"sell" ideas, products	6.250
5	work with subordinates	5.500
5	work with superiors	5.500
7	work with outsiders	5.250
8	provide direction	5.000
<u>Communications</u>		
1	express oneself orally	8.868
2	express oneself in writing	7.667
3	"sell" ideas, products	7.636
4	provide direction	5.900
<u>Intellectual Potential</u>		
1	make sound judgments	8.200
2	reason analytically	7.848
3	set priorities	7.462
4	learn new skills, methods	5.877
5	generate ideas	5.822
6	see things in a larger context	5.603
7	grasp new concepts presented orally	4.510
8	apply theoretical concepts to practice .....	.820
9	grasp new concepts presented in writing .....	.410
10	categorize .....	.205

Rank	Category/Skill -- Ability to:	Median
<u>Work Habits</u>		
1	set priorities	8.056
2	be efficient	7.571
3	apply self-discipline	7.333
4	work as a member of a team	7.250
5	manage time	6.929
6	generate ideas	6.833
7	plan	5.750
8	attend to detail	5.500
9	work alone .....	.458
<u>Supervision and Direction</u>		
1	make sound judgments	8.536
2	adjust quickly to new assignments	7.600
3	make quick and effective decisions	7.000
4	handle a wide variety of assignments	6.833
5	take direction	5.750
6	implement own decisions	4.500
7	work with superiors	3.250
8	work alone	3.167
9	implement decisions with which one does not agree	1.000

TABLE 6

REQUIREMENTS FOR EMPLOYMENT,
OVERALL RANKING BY MEDIAN

Rank	Skill -- Ability to:	Median
1	express oneself orally	8.868
2	work as a member of a team (IR)	8.706
3	make sound judgments (S + D)	8.536
4	make sound judgments (IP)	8.200
5	set priorities (WH)	8.056
6	reason analytically	7.848
7	work with peers	7.813
8	express oneself in writing	7.667
9	"sell" ideas, products (C)	7.636
10	adjust quickly to new assignments	7.600
11	be efficient	7.571
12	set priorities (IP)	7.462
13	apply self-discipline	7.333
14	work as a member of a team (WH)	7.250
15	lead	7.000
15	make quick and effective decisions	7.000
17	manage time	6.929
18	generate ideas (WH)	6.833
18	handle a wide variety of assignments	6.833
20	"sell" ideas, products	6.250
21	provide direction (C)	5.900
22	learn new skills, methods	5.877
23	generate ideas (IP)	5.822
24	plan	5.750
24	take direction	5.750
26	see things in a larger context	5.603
27	work with subordinates	5.500
27	work with superiors (IR)	5.500
27	attend to detail	5.500
30	work with outsiders	5.250
31	provide direction (IR)	5.000
32	grasp new concepts presented orally	4.510
33	implement own decisions	4.500
34	work with superiors (S + D)	3.250
35	work alone (S + D)	3.167
36	implement decisions with which one does not agree	1.000
37	apply theoretical concepts to practice .....	.820
38	work alone (WH) .....	.458
39	grasp new concepts presented in writing .....	.410
40	categorize .....	.205

about prospective employees from interviews than from any other form of assessment.¹¹ Recommendations from previous employers which the personnel officials gathered themselves received the second highest median score, $Me = 7.000$. During many interviews, personnel officials explained that recommendations from previous employers of students just leaving college tend to be based on part-time and/or short-term (i.e., summer and academic year) experiences. While these personnel officials might get a better understanding of a candidate's personality, they could not attain a truly reliable reading of the recent graduate's potential success in a full-time position.¹² Recommendations for employment which were provided by the candidate received the lowest median score (recommendations from employers provided by the candidate, $Me = .313$ and recommendations from professors provided by the candidate, $Me = .150$).¹³ Resumes, as a screening device, also did not receive

11. Interviews conducted with Director of Organizational Management and Development, Manufacturing Firm B, January 15, 1980; three corporate personnel officials, Retail Sales Establishment A, January 18, 1980; Corporate Personnel Director, Retail Sales Establishment B, January 10, 1980; Vice President of Corporate Personnel, Food Services Industry A, January 18, 1980; Personnel Director, Insurance Firm B, January 14, 1980; Corporate Vice President of Personnel and divisional Vice President of Personnel, January 16, 1980 and January 24, 1980, respectively.

12. Interviews with Employment Director, January 14, 1980; Director of Organizational Management and Development, January 15, 1980; Vice President of Corporate Personnel, January 16, 1980; and divisional Vice President of Personnel, January 24, 1980.

13. Many explained that all candidate-provided recommendations would, by nature, be positive. As one personnel executive said, any candidate "foolish" enough to provide a negative

a particularly high median score, $Me = 5.750$.¹⁴ The use of transcripts as a screening device ranked about in the middle of the list of criteria, $Me = 3.750$. Forty percent of those who responded to this item reported that transcripts were of no importance to them.¹⁵ Those who used transcripts as a screening tool gave "overall grade point average" the highest median score, $Me = 7.883$. All other uses of the transcript received far lower scores.¹⁶

A few of these respondents stated that they used other screening devices. Two listed extra-curricular activities (as the activities related to employment) as a measure. Two respondents expressed the importance of a candidate's interest in and knowledge of the industry as a measure and two stated that they use the information provided on application forms as a screening device. While a few respondents reported that certain academic majors and specific courses are beneficial to a candidate applying for entry with their firm, desired major and recommended coursework varied among industries and according to job. All but one of the employment officials interviewed for this study said that they would

recommendation for him/herself would be "too foolish to be employed with us."

14. One employment director explained that resumes tend to be job specifications or "recruiting bulletins" in reverse.

15. Six of the fifteen who responded to this question gave this criteria a rank of "0."

16. Academic major grade point average was given a median score of 3.500. All others received median scores of less than .500.

prefer candidates with work experience¹⁷ and many suggested that internships and cooperative work experience was helpful to the employment success of an entry-level candidate.¹⁸

As described earlier, these scores correspond to the rankings of all types of response: the personnel officials' responses to the questionnaires, the scores assigned to skills mentioned during interviews with corporate executives and/or personnel directors and the scores recorded for the skills discussed in recruiting literature. The thirty-seven separate groups of response making up these data include both the implicit and explicit requirements for employment.

Explicit Requirements

The explicit requirements for employment within these firms have been defined as the skills, competencies and talents which they publicly emphasize. These requirements are indicated to prospective candidates in the recruiting literature and in the information passed on by recruiters or corporate representatives. Employment requirements mentioned by corporate representatives during the interviews conducted for this study and skills discussed in the

17. The one official who did not look for experience in candidates was representing Insurance Firm A.

18. Interviews with Vice President of Corporate Personnel, January 16 and 18, 1980; three corporate personnel officers, January 18, 1980; Director of Organizational Management and Development, January 15, 1980; corporate executive, Manufacturing Firm A, January 17, 1980; Corporate Vice President of Personnel, January 16, 1980; and Corporate Personnel Director, January 10, 1980.

company informational materials were recorded and scored on questionnaire forms.

Communications skills received the highest possible median score, Me = 9.000. The skills receiving ranks within this category also received the highest possible median score.¹⁹ Interpersonal Relations was the second highest ranked skill category, Me = 8.944. Within this category, seventy-one percent of the skills received the maximum allowable median score, Me = 9.000.²⁰ The other categories also had high median scores, but no other category had as large a proportion of skills ranked so highly.²¹ Table 7 illustrates these rankings.

Almost half of the skills receiving explicit requirement rankings had median scores of 9.000. Table 8 provides the overall ranking by median score for the explicit requirements. Requirements

19. The ability to express oneself orally, Me = 9.000, and the ability to "sell" ideas, products, Me = 9.000, were the skills given scores in this category.

20. These skills are the abilities to work with peers, Me = 9.000, to work as a member of a team, Me = 9.000, to work with outsiders, Me = 9.000, to "sell" ideas, products, Me = 9.000, and to provide direction, Me = 9.000. Only the ability to work with subordinates, Me = 8.833, and the ability to lead, Me = 8.167, did not receive a score of 9.000. The ability to work with superiors did not receive a score from this set of respondents.

21. Forty percent of the skills in the Intellectual Potential category had median scores of 9.000, 56.3 percent of the skills receiving ranks in the Work Habits category had median scores of 9.000 and one-third of the skills in the Supervision and Direction category (a category which, itself, did not receive any score) received median scores of 9.000.

TABLE 7

EXPLICIT REQUIREMENTS FOR EMPLOYMENT,
BY CATEGORY AND RANKED WITHIN CATEGORY

Rank	Category/Skill -- Ability to:	Median
Category Rankings		
1	Communications	9.000
2	Interpersonal Relations	8.944
3	Intellectual Potential	8.900
4	Work Habits	8.667
Skill Rankings within Categories		
<u>Communications</u>		
1	express oneself orally	9.000
1	"sell" ideas, products	9.000
<u>Interpersonal Relations</u>		
1	work with peers	9.000
1	work as a member of a team	9.000
1	work with outsiders	9.000
1	"sell" ideas, products	9.000
1	provide direction	9.000
6	work with subordinates	8.833
7	lead	8.167
<u>Intellectual Potential</u>		
1	learn new skills, methods	9.000
1	see things in a larger context	9.000
1	generate ideas	9.000
1	apply theoretical concepts to practice	9.000
5	make sound judgments	8.815
5	reason analytically	8.815
7	grasp new concepts presented orally	8.337
7	grasp new concepts presented in writing	8.337
9	set priorities	8.200
9	categorize	8.200

TABLE 7 -- Continued

Rank	Category/Skill -- Ability to:	Median
<u>Work Habits</u>		
1	apply self discipline	9.000
1	work as a member of a team	9.000
1	work alone	9.000
1	be efficient	9.000
5	generate ideas	8.500
5	plan	8.500
7	set priorities	8.000
<u>Supervision and Direction</u>		
1	work alone	9.000
1	take direction	9.000
1	adjust quickly to new assignments	9.000
4	make sound judgments	8.875
5	make quick and effective decisions	8.750
6	implement own decisions	8.500
6	handle a wide variety of assignments	8.500
6	implement decisions with which one does not agree	8.500
9	work with superiors	8.000

TABLE 8

EXPLICIT REQUIREMENTS FOR EMPLOYMENT,
OVERALL RANKING BY MEDIAN

Rank	Skill -- Ability to:	Median
1	express oneself orally	9.000
1	"sell" ideas, products (C)	9.000
1	work with peers	9.000
1	work as a member of a team (IR)	9.000
1	work with outsiders	9.000
1	"sell" ideas, products (IR)	9.000
1	provide direction (IR)	9.000
1	learn new skills, methods	9.000
1	see things in a larger context	9.000
1	generate ideas (IP)	9.000
1	apply theoretical concepts to practice	9.000
1	apply self-discipline	9.000
1	work as a member of a team (WH)	9.000
1	work alone (WH)	9.000
1	be efficient	9.000
1	work alone (S + D)	9.000
1	take direction	9.000
1	adjust quickly to new assignments	9.000
19	make sound judgments (S + D)	8.875
20	work with subordinates	8.833
21	make sound judgments (IP)	8.815
21	reason analytically	8.815
23	make quick and effective decisions	8.750
24	plan	8.500
24	implement own decisions	8.500
24	implement decisions with which one does not agree	8.500
24	generate ideas (WH)	8.500
24	handle a wide variety of assignments	8.500
29	grasp new concepts presented orally	8.337
29	grasp new concepts presented in writing	8.337
31	set priorities (IP)	8.200
31	categorize	8.200
33	lead	8.167
34	set priorities (WH)	8.000
34	work with superiors (S + D)	8.000

not mentioned remained unscored and those which were stated as unimportant were assigned a rank of zero.

Other skills were mentioned in the literature and during interviews. Honesty²² was one requirement for employment, organizational ability was another.²³ The importance of affirmative action and equal opportunity issues provide a screening standard for some respondents²⁴ and the candidate's personality and how it fits into the organization was another mentioned as important for the selection process.²⁵ However, with these few exceptions, the skills mentioned in recruiting literature and during interviews conducted for this study were those listed on the questionnaire form.

Implicit Requirements

The implicit requirements for employment are those for which personnel decision-makers assess during a selection process. The data analyzed to illustrate these requirements are the responses

22. Interview with Administrative Manager, Personnel, Insurance Firm A, March 28, 1980; and recruiting brochure from Insurance Firm A.

23. Interviews with Employment Director, January 14, 1980; Vice President of Corporate Personnel, January 18, 1980; and Director of Organizational Management and Development, January 15, 1980.

24. Interviews with corporate executive, January 17, 1980, and Vice President of Corporate Personnel, January 16 and 18, 1980. This screening standard was emphasized by all employers studied for the pilot-testing of this portion of the investigation (November through December, 1979).

25. Interview with Director of Organizational Management and Development, January 15, 1980.

to the questionnaires completed by personnel officials directly involved in the screening and selection process for each firm.

The skill category which received the highest median score from these respondents was Communications, $Me = 7.875$. Within that category, oral expression received the highest score, $Me = 8.853$. Written expression, $Me = 7.667$ and the ability to "sell" ideas and/or products, $Me = 7.500$, respectively, received the second and third highest median scores.

Intellectual potential received the second highest median score, $Me = 7.500$, for the skill categories and Interpersonal Relations received the third, $Me = 7.333$. Skills which often are developed through practice in a work setting tended to receive higher scores within their categories than skills which might be developed through formal academic preparation. For example, judgment, ($Me = 7.585$ for Intellectual Potential and $Me = 8.167$ for Supervision and Direction) received the highest median score in each category to which this skill was assigned. The ability to set priorities received the second highest score, $Me = 7.298$, in one category (Intellectual Potential) and the highest, $Me = 8.071$, in the other to which it was assigned (Work Habits). Analytical reasoning, $Me = 6.970$, the ability to handle a wide variety of assignments, $Me = 6.667$, and the abilities to be efficient, $Me = 7.500$, to manage time, $Me = 6.929$, to apply self-discipline, $Me = 6.500$ and to generate ideas, ($Me = 5.658$ for Intellectual Potential and $Me = 6.500$ for Work Habits) all ranked in the top half of their respective categories. Conversely, skills of abstract reasoning (to see things

in a larger context, $Me = 3.690$), application of theory to practice, $Me = .410$, learning (ability to learn new skills, $Me = 5.330$, oral comprehension, $Me = .410$, and written comprehension, $Me = .273$), implementation (ability to implement decisions with which one does not agree, $Me = .500$ and to implement one's own decisions, $Me = .417$), direction (to take direction, $Me = 4.500$ and to provide direction, $Me = 5.900$ and $Me = 3.500$ for Communications and Interpersonal Relations, respectively), working alone ($Me = 3.000$ and $Me = .375$ for Supervision and Direction and Work Habits, respectively), all of which may be reflected in grades issued for coursework, ranked in the bottom half of their categories. Only the ability to plan, $Me = 5.500$, ranking in the bottom third of its assigned category, did not fit into this pattern.

Finally, the skills which involve working with peers received higher median scores. The abilities to work as a member of a team ($Me = 8.583$ in the Interpersonal Relations category and $Me = 6.500$ in the Work Habits category), to work with peers, $Me = 7.250$ and to lead, $Me = 6.000$, all ranked in the top half of their respective categories. Table 9 illustrates these rankings and Table 10 provides an overall rank-ordering by median for the scores which these respondents assigned to the skills.

The most highly ranked screening criterion was Interview Responses, $Me = 8.625$. Recommendations from previous employers which these personnel officials gathered themselves received the second highest median score, $Me = 7.000$. Resumes ranked third, $Me = 5.750$, and recommendations from colleagues, friends or

TABLE 9

IMPLICIT REQUIREMENTS FOR EMPLOYMENT,
BY CATEGORY AND RANKED WITHIN CATEGORY

Rank	Category/Skill -- Ability to:	Median
Category Rankings		
1	Communications	7.875
2	Intellectual Potential	7.500
3	Interpersonal Relations	7.333
4	Supervision and Direction	5.750
5	Work Habits	5.250
Skill Rankings within Categories		
<u>Communications</u>		
1	express oneself orally	8.853
2	express oneself in writing	7.667
3	"sell" ideas, products	7.500
4	provide direction	5.900
<u>Intellectual Potential</u>		
1	make sound judgments	7.585
2	set priorities	7.298
3	reason analytically	6.970
4	generate ideas	5.658
5	learn new skills, methods	5.330
6	see things in a larger context	3.690
7	apply theoretical concepts to practice .....	.410
7	grasp new concepts presented orally .....	.410
9	grasp new concepts presented in writing .....	.273
10	categorize .....	.175
<u>Interpersonal Relations</u>		
1	work as a member of a team	8.583
2	work well with peers	7.250
3	lead	6.000
4	"sell" ideas, products	5.750
5	work with superiors	5.500
6	provide direction	3.500
7	work with outsiders	2.500
8	work with subordinates	1.500

TABLE 9 -- Continued

Rank	Category/Skill -- Ability to:	Median
<u>Supervision and Direction</u>		
1	make sound judgments	8.167
2	handle a wide variety of assignments	6.667
3	adjust quickly to new assignments	6.500
4	make quick and effective decisions	6.000
5	take direction	4.500
6	work with superiors	3.000
7	work alone	2.833
8	implement decisions with which one does not agree .	.500
9	implement own decisions .....	.417
<u>Work Habits</u>		
1	set priorities	8.071
2	be efficient	7.500
3	manage time	6.929
4	apply self-discipline	6.500
4	generate ideas	6.500
4	work as a member of a team	6.500
7	attend to detail	5.500
7	plan	5.500
9	work alone .....	.375

TABLE 10

IMPLICIT REQUIREMENTS FOR EMPLOYMENT,
OVERALL RANKING BY MEDIAN

Rank	Skill -- Ability to:	Median
1	express oneself orally	8.853
2	work as a member of a team (IR)	8.583
3	make sound judgments (S + D)	8.167
4	set priorities (WH)	8.071
5	express oneself in writing	7.667
6	make sound judgments (IP)	7.585
7	be efficient	7.500
7	"sell" ideas, products (C)	7.500
9	set priorities (IP)	7.298
10	work with peers	7.250
11	reason analytically	6.970
12	manage time	6.929
13	handle a wide variety of assignments	6.667
14	adjust quickly to new assignments	6.500
14	apply self-discipline	6.500
14	generate ideas (WH)	6.500
14	work as a member of a team (WH)	6.500
18	lead	6.000
18	make quick and effective decisions	6.000
20	provide direction (C)	5.900
21	"sell" ideas, products (IR)	5.750
22	generate ideas (IP)	5.658
23	work with superiors (IR)	5.500
23	attend to detail	5.500
23	plan	5.500
26	learn new skills, methods	5.330
27	take direction	4.500
28	see things in a larger context	3.690
29	provide direction (IR)	3.500
30	work with superiors (S + D)	3.000
31	work alone (S + D)	2.833
32	work with outsiders	2.500
33	work with subordinates	1.500
34	implement decisions with which one does not agree .	.500
35	implement own decisions .....	.417
36	apply theoretical concepts to practice .....	.410
36	grasp new concepts presented orally .....	.410
38	work alone (WH) .....	.375
39	grasp new concepts presented in writing .....	.273
40	categorize .....	.175

associates of these officials ranked fourth, $Me = 5.333$. Transcripts received a median score of 4.000 for the screening criteria and overall grade point averages was the highest ranked use of the transcripts, $Me = 7.833$.

Academic major was ranked by four-fifths of those using transcripts as a measuring device, $Me = 6.750$. However, the type of academic major preferred by these respondents varied according to the type of job available. For most of those who used academic major as a screening tool, grade point average within the major was also used in screening, $Me = 3.500$.

Differences between Explicit and Implicit Requirements

There were a number of significant differences between the median scores assigned for implicit requirements and explicit requirements. Communications,²⁶ Intellectual Potential²⁷ and Interpersonal Relations²⁸ received higher median scores from the explicit sets of response than from the implicit sets. The abilities of selling (Communications),²⁹ of learning new skills and/or methods,³⁰

$$26. \underline{X}^2 (2) = 6.120, p < .047.$$

$$27. \underline{X}^2 (3) = 8.016, p < .046.$$

$$28. \underline{X}^2 (3) = 11.946, p < .008.$$

$$29. \underline{X}^2 (3) = 25.000, p < .000.$$

$$30. \underline{X}^2 (3) = 8.485, p < .037.$$

of working with peers³¹ and of applying self-discipline³² all received significantly higher median scores in the explicit rankings. The abilities to grasp new concepts presented orally³³ and to make quick and effective decisions³⁴ received higher scores from the explicit response group. Table 11 presents these differences.

Personnel Decision-making Structure

The second topic addressed in this analysis is that of the various approaches to personnel decision-making. As described in the brief discussions of each of these firms,³⁵ this sample of firms uses five distinct approaches to candidate selection. One firm directs all personnel decisions from the corporate personnel officer to a non-personnel official or chief executive. In another firm, the corporate personnel office makes all decisions regarding hiring. In a third firm, the corporate personnel office screens and selects its own staff and coordinates all divisional hiring. Two firms use a committee structure; the corporate personnel office refers all candidates to an appropriate group of employees and/or supervisors. The largest proportion of these corporations, half

31. $\chi^2 (3) = 20.512, p < .000.$

32. $\chi^2 (3) = 7.947, p < .047.$

33. $\chi^2 (3) = 9.555, p < .024.$

34. $\chi^2 (3) = 9.900, p < .019.$

35. See Chapter Three.

TABLE 11

IMPLICIT VS EXPLICIT REQUIREMENTS FOR EMPLOYMENT:
SCORES ASSIGNED WITH REGARD TO MEDIAN

Requirements:	Me	χ^2	P	Type of Respondent: Type of Position			
				Implicit: Management	Implicit Sales	Explicit Management	Explicit Sales
Communications	8.000	6.120	.047	G ^a	L ^b	L	∅ ^c
Intellectual Potential .	8.000	8.016	.046	L	L	G	∅
Interpersonal Relations .	8.000	11.916	.008	L	L	G	G
Ability to:							
apply self-discipline	7.000	7.947	.047	L	∅	G	G
learn new skills	5.740	8.458	.037	L	∅	G	G
grasp new concepts							
presented orally ..	4.210	9.455	.024	L	G	G	G
make quick and							
effective							
decisions	7.000	9.900	.019	L	G	G	G
work with peers	8.000	20.5.2	.000	L	L	G	G
"sell" ideas,							
products	8.000	25.000	.000	L	L	∅	G

NOTE: The raw Chi square scores for all variables allow for three degrees of freedom.

^aThe median for this category was greater than the overall median score.

^bThe median for this category was less than the overall median score.

^cThe median for this group was approximately the same as the overall median score.

of them, divide the screening and selection process; the corporate offices hire their employees and the divisions, branches or stores select their own personnel.

Differences in Structure and Requirements for Employment

These differences in personnel decision-making structure do not have a significant relationship to any of the scores assigned to the requirements for employment except for those awarded to the ability to apply self-discipline.³⁶ In this instance, those firms which divided the responsibility for decision-making between the corporate and divisional offices gave the ability to apply self-discipline a higher score than the median, $Me = 7.000$. Otherwise, decision-making structure has no significant relationship to any of the other values, attitudes or beliefs assessed for the purposes of this investigation.

Interest in Hiring the Liberal Arts Graduate

The third item analyzed for this investigation is the employers' interest or lack thereof in hiring Liberal Arts graduates. During interviews conducted with representatives from these firms, each interviewee was asked whether s/he considered Liberal Arts graduates viable candidates for employment with that firm. Their responses did not present as dismal a picture of the future as that

36. $\chi^2 (4) = 11.646, p < .020$.

indicated by earlier writers.³⁷ Seventy percent of the sample selected for this study either had no preference or indicated that they consider Liberal Arts graduates viable candidates for employment.

TABLE 12
LIBERAL ARTS GRADUATES CANDIDACY
FOR EMPLOYMENT

Interest	Percentage	Cumulative Percentage
No Preference	10	10
Yes/Encourage Liberal Arts applicants	60	70
No/Discourage Liberal Arts applicants	30	100

Recruiting materials were also reviewed for indications of whether or not Liberal Arts graduates would be considered viable candidates for employment. None of these materials discouraged Liberal Arts graduates from applying to the firm. However, it should be noted here that one-third of these firms do not distribute company informational brochures or recruiting literature to prospective applicants. Of the literature distributed to prospective applicants, only one package specifically encourages Liberal Arts applicants. This package of materials was distributed by the only firm which does not prefer their candidates for employment to already have had experience and/or developed expertise in the field.

37. See Chapters One and Two.

Liberal Arts Graduates and
Requirements for Employment

The responses from the corporate officials with regard to interest or lack thereof in hiring Liberal Arts graduates had no significant relationship to whether recruiting materials indicated encouragement or discouragement of Liberal Arts applicants.³⁸ The response to this question did have a significant relationship to the median score assigned to the category, Supervision and Direction,³⁹ to the median for the ability to set priorities (Intellectual Potential)⁴⁰ and to the median for the ability to apply self-discipline.⁴¹ In these cases, respondents who had no preference awarded Supervision and Direction a higher score than the median, Me = 6.000. Those who encouraged Liberal Arts graduates to apply to their firm assigned a higher score than the median for skills of setting priorities, Me = 7.380, and of self-discipline, Me = 7.000.

A number of significant differences are apparent among scores assigned by representatives of the firms providing no package of information, the firms encouraging Liberal Arts applicants and those which, while providing literature, did not specify any preference. Table 13 illustrates these scores. Again, the firm whose literature specifically encourages Liberal Arts applicants, assigned each of

38. $\chi^2 (2) = 7.407, p < .690.$

39. $\chi^2 (2) = 6.475, p < .039.$

40. $\chi^2 (2) = 7.108, p < .029.$

41. $\chi^2 (2) = 8.775, p < .012.$

the skills a higher median score than those respondents whose firms do not provide literature. Additionally, the respondents from this firm assigned higher median scores to the value of examinations as screening tools,⁴² working with subordinates,⁴³ working alone (Supervision and Direction),⁴⁴ learning new skills and/or methods,⁴⁵ adjusting quickly to new assignments,⁴⁶ handling a wide variety of assignments,⁴⁷ leadership,⁴⁸ and working with peers⁴⁹ than did all other respondents.

Respondents from the firms which did not supply company literature assigned lower median scores to all of the criteria and requirements listed in Table 13. Respondents from firms which provided literature, but whose literature did not indicate a tendency for or against Liberal Arts graduates, like the respondents from the firms whose literature encourages Liberal Arts applicants, assigned higher median scores to the value of transcripts as a

$$42. \underline{\chi^2} (2) = 6.012, p < .049.$$

$$43. \underline{\chi^2} (2) = 6.222, p < .045.$$

$$44. \underline{\chi^2} (2) = 6.119, p < .047.$$

$$45. \underline{\chi^2} (2) = 6.875, p < .032.$$

$$46. \underline{\chi^2} (2) = 9.056, p < .011.$$

$$47. \underline{\chi^2} (2) = 9.036, p < .011.$$

$$48. \underline{\chi^2} (2) = 9.000, p < .011.$$

$$49. \underline{\chi^2} (2) = 14.000, p < .001.$$

TABLE 13

INDICATION IN LITERATURE OF INTEREST
IN HIRING LIBERAL ARTS GRADUATES:
SCORES ASSIGNED WITH REGARD TO MEDIAN

Criteria/Requirements:	Me	χ^2	p	Indication of Interest		
				No Lit.	Encour- age	Non-spe- cific
Transcripts	4.000	6.240	.044	L ^a	G ^b	G
Exams	0.000	8.655	.013	L	G	L
Interpersonal Relations	8.000	6.722	.034	L	∅ ^c	G
Ability to:						
manage time	7.000	6.012	.049	L	G	∅
work alone (S+D).....	3.000	6.119	.047	L	G	∅
work with subor- dinates	4.500	6.222	.045	L	G	L
plan	5.500	6.471	.039	L	G	G
learn new skills ...	7.000	6.875	.032	L	G	L
work alone (WH)	0.000	7.219	.027	L	G	G
lead	6.500	9.000	.011	L	G	L
handle a wide variety of assignments	7.000	9.036	.011	L	G	L
adjust quickly to new assignments	8.000	9.056	.011	L	G	L
work with out- siders	7.000	10.048	.007	L	G	G
work with peers	8.000	14.500	.001	L	G	∅

NOTE: The raw Chi Square scores for all variables allow for two degrees of freedom.

^aThe median for this group is lower than the overall median.

^bThe median for this group is greater than the overall median.

^cThe median for this group is approximately the same as the overall median.

screening tool,⁵⁰ to the ability to plan,⁵¹ the ability to work alone (Work Habits),⁵² and the ability to work with outsiders.⁵³

Type of Industry and Requirements for Employment

Type of industry has a significant relationship to a number of scores assigned to skills. Table 14 illustrates these differences in scoring. The insurance industry consistently scored these skills higher than the median. For the ability to reason analytically,⁵⁴ the ability to work with peers,⁵⁵ the ability to adjust quickly to new assignments⁵⁶ and the ability to handle a wide variety of assignments⁵⁷ all other types of industry awarded lower scores than the median. The banking industry assigned scores higher than the median for two skills, the ability to work with outsiders⁵⁸ and the ability to plan.⁵⁹ The retail sales industry awarded higher scores

50. $\underline{\chi^2}$ (2) = 6.240, $p < .044$.

51. $\underline{\chi^2}$ (2) = 6.471, $p < .038$.

52. $\underline{\chi^2}$ (2) = 7.219, $p < .027$.

53. $\underline{\chi^2}$ (2) = 10.048, $p < .007$.

54. $\underline{\chi^2}$ (4) = 9.481, $p < .050$.

55. $\underline{\chi^2}$ (4) = 12.608, $p < .013$.

56. $\underline{\chi^2}$ (4) = 13.160, $p < .011$.

57. $\underline{\chi^2}$ (4) = 13.275, $p < .010$.

58. $\underline{\chi^2}$ (4) = 10.447, $p < .033$.

59. $\underline{\chi^2}$ (4) = 10.530, $p < .032$.

to leadership.⁶⁰ The manufacturing and food services industries consistently assigned scores lower than the median for all skills listed in Table 14.

While the scores assigned to academic major did not significantly differ according to type of industry,⁶¹ the scores assigned to indicate the value of specific coursework as a screening item were significantly different among industries.⁶² That is, the insurance industry consistently ranked the value of specific coursework higher than the median score for all industries. Manufacturing, food service and retail department sales industries consistently gave this criterion scores lower than the median. More specifically, the insurance industry wanted candidates with communications, organizational behavior and finance coursework. Manufacturing firm respondents, although they ranked this screening measure lower than the median, suggested that candidates should gain communications, mathematical, computer science and engineering skills. A personnel representative from Food Services Industry A indicated that this firm occasionally needs candidates with legal and mathematical training for some jobs. The respondents from the banking industry, while not in agreement regarding median scores assigned to this criterion reported that many of their job openings require accounting and finance skills.

60. $\chi^2 (4) = 10.949, p < .027.$

61. $\chi^2 (4) = 2.500, p < .645.$

62. $\chi^2 (4) = 10.500, p < .033.$

TABLE 14

REQUIREMENTS BY TYPE OF INDUSTRY:
SCORE ASSIGNED WITH REGARD TO MEDIAN

Skills -- Ability to:	Me	χ^2	p	Type of Industry				
				Manufacturing	Banking	Food Services	Insurance	Retail Sales
reason analytically	8.200	9.481	.050	L ^a	L	L	G ^b	L
work with outsiders	5.000	10.477	.033	L	G	L	G	L
plan	6.000	10.530	.032	L	G	L	G	L
"sell" ideas, products .	8.000	10.795	.029	L	L	L	Ø ^c	L
lead	7.000	10.949	.027	L	L	L	G	G
be efficient	8.000	11.538	.021	L	Ø	L	G	L
work with peers	8.000	12.608	.013	L	L	L	G	L
adjust quickly to new assignments	8.000	13.160	.011	L	L	L	G	L
handle a wide variety of assignments	7.000	13.275	.010	L	L	L	G	L

NOTE: The raw Chi square scores for all variables allow for four degrees of freedom.

^aThe median score for this group is less than for the overall median.

^bThe median score for this group is greater than for the overall median.

^cThe median score for this group is approximately the same as the overall median.

Type of Industry and Interest
in Hiring Liberal Arts Graduates

Type of industry does not have a significant relationship to interest in hiring Liberal Arts graduates.⁶³ However, the representatives from the banking firms and retail department sales establishments included in this sample indicated that they encourage Liberal Arts applicants. The representatives from the manufacturing firms said that they discouraged Liberal Arts graduates and the larger of the two from the food service industry and the insurance industry encourage Liberal Arts graduates to apply.

Additional Observation

The type of position for which a candidate would be considered had some relationship to the skills required for employment. For example, scores assigned to certain skills were higher for sales positions than for management positions and vice versa.

The scores assigned to transcripts as a screening criterion were marginally significant; a two-tailed test of significance indicates that higher scores may be assigned by personnel officials hiring management and in-office employees than for those who hire candidates for sales positions.⁶⁴ The ability to provide direction (Interpersonal Relations),⁶⁵ the ability to make quick and effective

63. $\chi^2 (8) = 11.667, p < .1667.$

64. $p < .063.$

65. $p < .035.$

decisions⁶⁶ and the ability to set priorities (Work Habits)⁶⁷ were all assigned significantly higher median scores for sales and other company-representative positions than for management and in-office positions. Analytical reasoning received a higher median score from personnel officials selecting managerial candidates than from those selecting sales personnel.⁶⁸

Trends

While personnel decision-making structures vary among these firms, half of this sample uses the shared, divisional-corporate approach to selection. For this group, only the ability to apply self-discipline received a higher median score than it did from the others. All but one of these firms encourage Liberal Arts applicants.

Regardless of either interest in hiring Liberal Arts graduates or decision-making structure, trends emerge in the screening process. Interview responses were considered the most valuable measure of a candidate's success. Recommendations which these employers gather themselves were of less importance, although references were used by most of these firms. Resumes were of mixed value for this sample and transcripts, although used by less than two-thirds of these respondents, were somewhat more important to

66. $p < .046$.

67. $p < .048$.

68. $p < .035$.

those screening for management positions than those employing sales personnel.

Also, certain skills received higher scores from those hiring sales people than from those selecting managers. Personnel decision-makers who select sales employees awarded higher scores for certain self-directed skills: the ability to make quick and effective decisions, the ability to set priorities, the ability to grasp new concepts presented orally and the ability to provide direction. This last skill is one which might be considered more valuable to management personnel; only the ability to reason analytically received a higher median score than the norm.

The type of industry did have some effect on the rankings awarded to a number of skills. For example, the insurance industry placed higher scores on all nine skills listed in Table 14. The representatives from the banking establishments indicated that the abilities to plan and to work with outsiders of the organization, firm or industry were important to them. Representatives from the retail department stores indicated that leadership was a particularly valuable skill. Manufacturing and food services, however, were not awarding such high scores to any of these requirements. Academic preparation, in the form of specific coursework, was, to varying degrees and of varying kinds, necessary for employment in these industries.

There are some differences between the explicit and implicit requirements for employment. For those involved in screening and

selecting applicants, skills which are often developed as a result of work experience were ranked higher than those which may be measured by grades awarded in formal academic preparation. The ranks awarded as a result of emphasis during interviews in recruiting literature did not fit into such a specific pattern. Judgment, for example, ranked near the top of the implicit list and about in the middle of the explicit rankings. Other skills often developed through work experience ranked very high on the explicit list and skills which might be developed through course-work experience ranked lower.

It is of particular interest that the recruiting brochures and responses from the interviewees placed great emphasis on a number of skills also ranked highly by personnel decision-makers. Certain skills were consistently given the highest median scores both within their category and overall. Responses from this sample indicate that oral expression, the ability to work with peers and the ability to work as a member of a team were of extreme importance to these employers. Likewise, the abilities to categorize, work with subordinates and to implement decisions were all of far less importance. In only two cases, the scores awarded to oral comprehension and decision-making, did the explicit requirement scores vary significantly from the implicit scores.

It is the feeling of this author that, although marketing information is somewhat indicative of the implicit requirements, recruiting officers and the information they distribute would provide

a more effective screening means if they better indicated their form's selection patterns. That is, more could be accomplished at this stage of the selection process if the explicit requirements more closely described the implicit requirements. The presentation of a more precise description of the selection criteria could result in a greater number of candidates presenting themselves in a more attractive manner. The actual screening could, potentially, become more cumbersome than it already is, and such a shift in the attention necessary for selection may not be what these employers want.⁶⁹

Conclusion

All of the skills presented in the questionnaire are ones which may be developed through a formal liberal education. Very few additional skills were mentioned by these respondents and none of the additional skills require a major in a non-Liberal Arts field. Previous research and writing indicates, though, that either these skills are not developed by Liberal Arts graduates or that, if developed, these abilities are not "sold" to employers.

The results of this research can provide those interested in "selling" the Liberal Arts curriculum with the information necessary to design marketing strategies. A marketing strategy, to be effective, must incorporate an understanding of the consumer and

69. In fact, this author believes that such a potential increase in workload would be a personnel official's nightmare.

his/her needs, preferences, expectations of future buying ability and satisfaction with previous uses of the product.⁷⁰

The data provided in Tables 5 through 14 describe employer preferences. This information illustrates the value of the product (skills) a Liberal Arts graduate should sell, but does not fully illustrate the nature of the market for which this product is destined. The market, in this study, is comprised of private sector employers.

Employer needs are illustrated in the Changing Times surveys outlined in Table 4. Expectations of future buying ability is difficult to determine from the information provided in this study, but the large proportion of Humanities and Social Science graduates (Table 2) and interest in hiring Liberal Arts graduates indicated in the College Placement Council study,⁷¹ James and Decker's work⁷² and the Changing Times surveys⁷³ all indicate a continued lower

70. Lawrence Fisher, Industrial Marketing: An Analytical Approach to Planning and Execution (Princeton, N.J.: Brandon/Systems Press, 1970), 11; Robert J. Holloway and Robert S. Hancock, Marketing in a Changing Environment (N.Y.: John Wiley and Sons, Inc., 1973), 178-201; Philip Kotler, Marketing for Non-Profit Organizations (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1975), 124-131; Samuel V. Smith, Richard H. Brien and James E. Stafford (eds.), Readings in Marketing Information Systems: A New Era in Marketing Research (Boston: Houghton Mifflin Co., 1968), 2; and Lee Adler, "Systems Approach to Marketing," in Smith, Brien and Stafford, Readings in Marketing Information Systems, 73-74.

71. College Placement Council, "Four Year Liberal Arts Graduates."

72. James and Decker, "Does Business Student Preparation Satisfy Personnel Officers?"

73. Changing Times surveys; see Table 4.

demand than supply. However, as Table 12 shows, less than one-third of the personnel officials interviewed for this study discourage Liberal Arts graduates from applying. Also, none of the firms which provided marketing literature to prospective applicants indicate that they do not consider Liberal Arts graduates viable candidates for employment.

Degree of satisfaction with previous use of the product can be described, to some degree, by the turnover rates within the firms which encourage Liberal Arts candidates to apply. All of these corporations view the jobs through which Liberal Arts graduates enter their firm as career positions. Additionally, all of these businesses report low turnover rates and, during the interviews conducted for this study, half of this group of executives volunteered the information that their company had greater success with liberally educated employees than with all others.

Organizing these findings into a workable body of information for planning marketing strategies will be accomplished in Chapter 5. Also, this study, primarily because of the size of its sample population, has a number of limitations. These will also be addressed in the final chapter.

CHAPTER V

CONCLUSION

Introduction

The information presented in this study is a composite of exploratory research, defining the job market for Liberal Arts graduates, and descriptive research, offering a method for assessment and subsequent analysis of one portion of this job market. The purpose of the research is to offer some new information to help describe the job market for the liberally educated.

Exploratory Research

The exploratory portion of this study illustrates a job market into which entry is difficult for the liberally educated. Until the late 1960's, a Bachelor of Arts degree provided the preparation necessary for fairly easy entry into professional-level employment. Declining birth-rates, inflating costs and reductions in federal spending, all occurring during the late 1960's and early 1970's, limited career opportunities in education, social service and government. The public sector, which had become an employment target for so many of the liberally educated, can no longer support the influx of the millions who graduate from colleges each year. Alternatives to focusing career goals on public

sector employment needs must be developed; private sector needs should be explored.

The private sector had welcomed Liberal Arts graduates in the 1950's and 1960's. However, as technologies advance, a greater proportion of the professional-level career opportunities in the private sector require the development of certain competencies. In the meantime, positions available to generalists have become filled by business school graduates and the performances by this new group of managers has earned them the preference they receive in the job marketplace.

It was not until the mid-1970's that Liberal Arts faculty began to recognize this change. Enrollment in Liberal Arts curriculum has not maintained its dominance in proportion to the overall enrollment in higher education. As the costs of academic training inflate and funding becomes more difficult to attain, retrenchment is a necessity. It appears that this threat to being cut back is a prime motivator for the Liberal Arts faculties' renewed interest in the utilitarian value of their services.

As has been seen throughout the history of higher education, during times like these conflict arises between the traditionalists, who emphasize the need for reinforcing the classical version of educational standards, and the progressives, who believe that education is of value only when applied. Such conflict, beyond providing the fuel for philosophical arguments, is not helpful for solving the problem of marketing the liberally educated.

More rigid standards for liberal education and vocational applicability need not be mutually exclusive. Higher education has become a major industry in twentieth century America and, like any other industry, it must market its product. Success in marketing requires targeting an audience and providing the audience with both that which it wishes to consume and that which it can afford to buy. The descriptive portion of this study researches the marketplace.

Descriptive Research

While Liberal Arts students may be those to whom these faculties directly provide their services, they are not, necessarily, the consumers. The parents, taxpayers, legislators and, at times, students who financially support the Liberal Arts curriculum are the ones to whom the value of the curriculum must be sold. The exploratory portion of this study suggests that what this audience wants to receive is a return on its investment or, in other words, the potential for gainful employment of Liberal Arts graduates. It is important to note here that the product of academic training is not a job, itself, but the potential for attaining it. Marketing this potential requires a presentation of its qualities. Therefore, it becomes necessary to understand these qualities or, in less abstract terms, to assess the requirements for employment.

This study assesses the requirements for employment in a small sample of private sector corporations. A survey instrument was used to collect and organize the research data. Information provided in company literature and offered during interviews with

corporate officials was coded and recorded on the survey forms. Personnel decision-makers directly involved in the screening and selection process responded to questionnaires and their responses were coded accordingly. The purpose of this data collection was to answer a set of research questions. These questions and the answers provided by this data search follow.

What, in general, are the requirements
for employment (in these firms)?

The two types of skills which are most important to these employers are those which involve self-expression (both oral and written) and the ability to work with others (in particular, one's peers). Since one of the primary purposes of liberal education is to teach self-expression, Liberal Arts graduates should be well prepared for employment in firms like those comprising the research sample. Also, a number of interpersonal skills received equally high scores. Teamwork and peer affiliation are not, generally, a focus of Liberal Arts coursework, but are more often practiced in classes which involve laboratory work and group problem solving efforts. Many business administration programs require courses in which group dynamics skills are developed and practiced. Teamwork in solving management case studies is also common in business training as are discussions of the issues and motivating and directing peers. With the exception of some coursework in experimental (human) psychology, the performing arts, and occasional upper division seminar experiences, Liberal Arts programming does not

organize participation in group or team activities. Unlike course-work in education, in which process is often more emphasized than content, the process of interpersonal relations is generally overlooked in Liberal Arts courses. As indicated by this study, understanding of group processes is as valuable to persons seeking employment as is the ability of self-expression.

What are the explicit requirements (for employment in these firms)?

The information provided in recruiting literature and that offered by corporate representatives during the research interviews indicate that the ability to work with others, whether peers, subordinates, superiors or outsiders, was a requirement for employment with these firms. Learning potential, the application of theory to practice, analytical reasoning and generation of ideas (creativity), also were emphasized in this body of information. Self-discipline, flexibility, the ability to take direction, and the ability to work alone received particularly high scores, as well. With the exception of human relations skills, the most important of these requirements are ones which can be developed through formal training in the Liberal Arts. Since the skills important to both campus recruiters and corporate-level officials are necessary for obtaining job interviews, it appears that the Liberal Arts graduates should have the potential to successfully market themselves to firms such as these.

What are the implicit requirements (for employment in these firms)?

Those who are directly involved in the screening and selection process indicated that judgment and the ability to set priorities are as important to them as the competencies involving expression and peer affiliation. While either competency can be developed through Liberal Arts education, both are skills which are more commonly developed through experience in a work setting. Judgment and priority setting, as they relate to corporate problems, are practiced in many lower division business administration courses. These skills are also addressed in upper division practical education courses. Priority setting and judgment are useful skills in any college-level discipline. However, these skills, while often assessed during grading periods, receive less classroom attention in Liberal Arts curricula than content. The emphasis on content in Liberal Arts disciplines draws attention away from process and presentation. One result of this practice is that understanding of purpose in learning can be overlooked.

Is there a significant difference between the explicit and implicit requirements for employment (with these firms)?

As indicated in the response to the last two research questions, one trend does emerge. The explicit requirements emphasize skills which may be developed through practice in an academic setting. The implicit requirements emphasize competencies which generally are developed through work experiences. However, skills involving self-expression and the ability to work with

others were of as much importance in the screening process. All four types of skills are necessary for employment in these businesses: communications, inter-personal relations, intellectual potential and self-direction. The emphasis on type of skill varies from stage to stage of the selection process.

How are these firms' personnel decisions accomplished?

As indicated in the data analysis, half of these firms use a shared decision-making process. The corporate-level personnel director coordinates the selection process at his/her level and divisional personnel managers coordinate the process for selecting their own staffs. While other approaches to decision-making are used by firms in this sample, no one other style is so common.

Do differences in approach to the personnel decision-making process have a significant relationship to the requirements for employment (in these corporations)?

The firms which divided the responsibility for decision-making between the corporate and divisional offices emphasized self-discipline more than their counterparts. Since this type of structure was predominant in this research sample, the importance of self-discipline should be noted. Like other skills emphasized by personnel decision-makers (the implicit respondents), self-discipline is not generally indicated in documents addressing achievement in formal academic settings. Unlike with many of the other skills, no one academic discipline provides practice of self-discipline any

more than the others. The liberally educated, therefore, are no better or worse prepared than other college graduates.

Do employers in this sample consider Liberal Arts graduates viable candidates for employment?

A majority of these employers do consider Liberal Arts graduates viable candidates for employment. Some of the corporate officials interviewed for the purposes of this study said that they preferred hiring the liberally educated. The reason for this preference is that these individuals had not developed particular management habits or approaches which needed to be "unlearned," before training could begin.

Does interest or lack thereof in hiring Liberal Arts graduates significantly relate to the requirements for employment (in these firms)?

Those who indicated during interviews that they encouraged Liberal Arts applicants placed more emphasis on setting priorities and self-discipline skills. Company publications were also reviewed for an indication of preferred academic training. While two-thirds of these firms distribute company publications to applicants, only one corporation offered literature which specifically encourages Liberal Arts graduates to apply. The other publications were non-specific in this matter. Skills involving working with others, learning potential, flexibility and self-direction were more important to these firms than to the others.

Do the different industries (within this sample) have significantly different requirements for employment?

Certain trends emerged in the analysis of this data. The representatives of the insurance industry placed greater emphasis on analytical reasoning, peer affiliation and flexibility than did all others. Analytical reasoning is one skill which Liberal Arts students practice throughout their disciplinary training. Peer affiliation and flexibility, as mentioned before, are competencies which are either practiced in other academic programs or are not rehearsed in a formal academic setting.

The banking industry represented in this sample emphasized the ability to work with outsiders (of the office, firm and/or industry) and the ability to plan. The insurance industry representatives emphasized both of these skills, as well. Neither skill, as mentioned before, is practiced in typical Liberal Arts programming. Both, though, are rehearsed in the business and educational disciplines.

The retail sales establishments in this sample (as did the insurance industries) emphasized leadership. Leadership training, like planning, priority setting, judgment and working with others, is not a direct function of traditional Liberal Arts education.

Does type of industry have a significant relationship to whether or not the firms consider Liberal Arts graduates viable candidates for employment with their firms?

Type of industry does not have a significant relationship to interest or lack thereof in hiring Liberal Arts graduates. While neither manufacturing industry representative encourages Liberal

Arts graduates to apply, this phenomenon was not proven statistically significant. However, the firms representing banking and retail department sales establishments all indicated interest in hiring the liberally educated. The larger of the two insurance firms expressed particular interest in Liberal Arts applicants and representatives of the food services industry either encourage Liberal Arts graduates to apply or have no preference in terms of formal academic training.

Other Issues

Two other issues emerged through this data analysis. Personnel decision-makers who select sales personnel awarded higher rankings to direction skills (decision-making, setting priorities, oral comprehension, and providing direction) than did those who select managers. Analytical reasoning received more emphasis from those selecting management personnel. That the direction skills, practiced in business and education disciplines, and analytical skills, practiced in Liberal Arts training, received different emphases from the personnel officials involved in selecting sales and management personnel is of importance in this research. Business and Education majors are trained, specifically, to work with others. The liberally educated are trained to work with ideas. These two different types of positions warrant different types of skills. If marketed appropriately, Liberal Arts training can be perceived as more utilitarian for management positions than business administration training.

Another issue of importance in this study involves the screening and selection processes in these firms. Interview responses are considered by this sample to be the most valuable source for information about prospective applicants. Recommendations from previous employers and/or professors are considered valuable only if these sources were contacted by the employers, themselves. Recommendations provided by candidates for employment are of little, if any, value. The information provided by resumes ranked third in importance to these respondents. Many personnel officials considered resumes non-indicative of a candidate's potential. In short, the traditional approach to job hunting is not the most appropriate means for obtaining employment. Personal contact can provide the information these employers gather during interviews. Liberal Arts graduates, or anyone seeking employment, would be more successful if they first, directly, contact prospective employers and then follow up that contact with resumes and names of references, rather than doing the reverse.

Discussion

The results of this research do not support the findings of the earlier studies completed by the College Placement Council, James and Decker and other researchers, nor do these results support the opinions of writers who state that Liberal Arts graduates are not considered viable candidates for employment in today's labor market. Instead, the results suggest that the skills necessary for employment in the firms comprising the sample are skills

which Liberal Arts programs emphasize. Curricula need not be changed, but teaching methods, if altered some, could improve the marketability of the Liberal Arts graduate.

One key to improving potential in the labor market is the development of inter-personal skills. Liberal Arts curricula involve the study of human nature. Accumulating information about how people think and behave is part of the traditional learning involved in any Liberal Arts discipline. Practical application of this content, however, is not part of the Liberal Arts tradition. Application of content is generally practiced through writing exercises. While practice in written expression is very important in vocational preparation, practice of inter-personal skills is of equal value. Team or group exercises could be added to individual written assignments. Exercises in which content is applied through simulations and/or "games" are being used in college-level courses throughout the nation. The purpose of this study, though, is not to recommend teaching methods. Regardless of the approach to presenting content, an educator should include a discussion of the purpose and value of the exercise to both knowledge acquisition and skill development. The ability to iterate facts and details is not the goal of a liberal education. The understanding of ideas and their development and the ability to combine philosophical and/or theoretical concepts into a working understanding of the discipline is the traditional mission of a liberal education. The fulfillment of this mission need not be structured to exclude providing an awareness of the vocational utility of the discipline. An

understanding of the applicability of ideas in a practical setting could only help in the overall comprehension of the subject matter. Learning is not simply the process of data collection, but the understanding of concepts, principles and ideas.

A discussion of the value of a liberal education, as stated in the introduction to this study, is not the purpose of this research. Instead, a description has been offered which analyzes the job market in a small and regionally exclusive sample of private sector businesses. The value of this research is greater in terms of method than in terms of its findings. At this point in time, this author is unaware of any efforts to approach the problem of marketing the Liberal Arts by means of marketing research. While a great deal of exploratory research has been presented by other authors, a descriptive study of this type has not yet been documented. The opinions supported by these findings are not new to the more recent literature concerned with marketing the Liberal Arts graduates; however, the approach is unusual and the conclusions are empirically supported.

Limitations

One of the limitations to this study is the size of the sample. However, the purpose of this research is to provide a description of the job market in a regionally exclusive area. This study is not intended as a comprehensive assessment of the marketability of the Liberal Arts nation-wide. This is a case study, designed to provide a method for researching employment markets.

A potential limitation to this study is the process of data collection. After questionnaires were distributed to personnel officials at these firms, there were no controls involved in making certain that the most appropriate personnel decision-makers completed the forms. While this author, by no means, wishes to indicate any lack of trust in the assurances given by corporate officials that the forms were completed by the appropriate source, no verification of these sources was even attempted. Also, scores awarded to the explicit requirements for employment were obtained through the author's judgment regarding emphasis given in company publications and during interviews with corporate officials. There was no control process involved in this scoring. As a result, these scores cannot be considered absolutely reliable.

Recommendations For Further Research

However, the approach to this investigation warrants discussion. Previous researchers have not studied the market for a liberal education in this manner. This research process should be applied to a more comprehensive study which maintains greater control over the data collection processes. A much larger sample, extending beyond such regional limitations, is needed. Smaller, owner-operated businesses should be included in such a sample.

A pilot study which, in an open-ended fashion, requests the naming of skills necessary for employment can provide the data for developing a survey instrument similar to the one used in this

study. Additionally, such exploratory research provides a check system, unavailable to this study, for insuring that the skills addressed by respondents are those for which they assess in the screening process.

The rank-ordering exercise used in this study, while limiting the number of analytical tools which can be used in data analysis, provides information of a descriptive nature. Application of this approach to a larger sample would provide the information necessary for the strategic marketing of the Liberal Arts.

Conclusion

It is with considerable caution that this author recommends using the information presented in this study to plan marketing strategies. The results of this research, however, can provide a model for a more controlled and comprehensive study of this type. Such research is needed by institutions which wish to show the benefits of a liberal education. It is the opinion of this author that a liberal education can easily be defended on utilitarian grounds. ⁴ This study has indicated that skills gained through a liberal education are, in fact, appropriate to the acquisition of employment in firms similar to those comprising this sample. It becomes, then, the responsibility of those interested in marketing the Liberal Arts to produce a comprehensive marketing research study. It is likely that research of this kind will support the findings of this case study.

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