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ABSTRACT

A study was conducted which examined the career planning programs provided by employers for their women employees and by postsecondary education institutions for women employees through community-based (continuing education) programs or cooperative programs between educational institutions and employers. Data were collected during 1977 from responses to two mail survey instruments: one for employers and one for educational institutions. Instrument items were constructed after a literature search and work with consultants experienced in the areas of employee training and career development. Items on the employer instrument asked employers to indicate the career development activities they offer for women employees, to assess those activities they provide, and to describe those they do not offer as either "might be effective," "not feasible," or "not effective." In addition, respondents indicated which administrative arrangements, policies, facilities, and organizational patterns listed on the instrument described their implementation of career development activities for women. Although the data indicate that a variety of career planning activities are provided for employed persons by employers and educational institutions responding to the instruments, activities specifically designed to respond to the concerns of working women are not widely offered (Recommendations for improving career planning programs for women are provided in this report.) (CT)

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Research and Development Series No. 135

**CAREER PLANNING PROGRAMS
FOR WOMEN EMPLOYEES:
A National Survey**

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1977

U.S. DEPARTMENT OF HEALTH,
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THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Foreword

The Center is currently engaged in a number of activities designed to aid in achieving sex fairness in education and career development. Adult women are in need of programs that can help them plan, prepare for, and progress through their careers. This national survey report is one of a series of four publications for the project *Career Planning Programs for Women Employees*. The other three publications provide a review of the literature, an annotated bibliography of programs, and prototype programs.

We would like to acknowledge the sponsor of the project, the Bureau of Occupational and Adult Education of the U.S. Office of Education. Special thanks are due the reviewers of the manuscript, Michael R. Crowe, A. Lee Kopp, Carol P. Kowle, and Audni Miller-Beach; and the authors, project director Louise Vetter, Patricia Worthy Winkfield, Cheryl Meredith Lowry, and Robert M. Ransom.

Robert E. Taylor
Executive Director
The Center for Vocational Education

Summary

This document reports the results of two mail surveys designed to study the career planning programs provided by employers (companies on the *Fortune* 500 list and 152 higher education institutions) for their women employees and by postsecondary educational institutions (1,197 public community and junior colleges) for women employees through community-based (continuing education) programs or cooperative programs between educational institutions and employers. Data were collected during 1977 from responses to two mail survey instruments: one for employers and one for educational institutions. Instrument items were constructed after a literature search and work with consultants experienced in the areas of employee training and career development.

Items on the employer instrument asked employers to indicate the career development activities they offer for women employees, to assess those activities they provide, and to describe those they do not offer as either "Might Be Effective," "Not Feasible," or "Not Effective." (Activities had only be made available to female employees, not necessarily limited to female participation.) In addition, respondents indicated which administrative arrangements, policies, facilities, and organizational patterns listed on the instrument described their implementation of career development activities for women. Highlights of the responses from 164 employers included:

- At least 70 percent of the employer respondents indicated that they provided written position descriptions, counseling for personal problems, fee reimbursement for continuing education, explanations for failure to win promotions or job changes, individual career counseling, and counseling with respect to occupational alternatives associated with levels of advancement in a field.
- In regard to administrative arrangements, policies, facilities, and organizational patterns, 50 percent or more of the employer respondents stated that supervisory encouragement was given to employees to participate in career planning activities and that they used publicity to inform employees of those activities.

Items on the educational institution instrument asked respondents to identify the career development activities for employed women that they did not offer, offered in community-based (continuing education) arrangements, offered as cooperative efforts with business/industry, or offered in both arrangements. (Activities had only to be made available to female employees, not necessarily limited to female participation.) Respondents also indicated which administrative arrangements, policies, facilities, and organizational patterns describe the implementation of activities at their institutions. In addition, they stated whether those arrangements, policies, facilities, and organizations applied to their activities offered on a community-based or cooperative basis. Highlights of the responses from 367 educational institutions included:

- Eighty percent or more of the respondents offered individual counseling relating to career planning, provided information about various sources to utilize in seeking career development information, and provided information with respect to projected future employment

needs in the job market. These activities were offered either as community-based or cooperative efforts or as both kinds of efforts.

- Seventy percent or more of the respondents reported that they offered the following activities only as community-based efforts: providing individual counseling related to career planning, providing counseling with respect to personal problems, and offering information about various sources to utilize in seeking career development information.
- Less than 50 percent of the respondents offered any of the career development activities as part of a cooperative effort with business/industry. Those activities most often offered in a cooperative program with an employer included providing employees with some form of contact with people employed in various occupations of interest and providing information with respect to projected future employment needs in the job market.

Although the data indicate that a variety of career planning activities are provided for employed persons by employers and educational institutions responding to the instruments, activities specifically designed to respond to the concerns of working women are not widely offered. Recommendations for improving career planning programs for women are provided in this report.

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**CAREER PLANNING PROGRAMS
FOR WOMEN EMPLOYEES:
A National Survey**

Introduction

This report was prepared as part of the project entitled Career Planning Programs for Women Employees conducted by The Center for Vocational Education and sponsored by the Bureau of Occupational and Adult Education (BOAE). The project was designed to determine the career planning programs that currently exist for employed women in business, industry, and community and junior colleges. Two separate survey instruments were used to obtain the data for this national study. The information presented in this report is the result of an analysis of the responses to the survey instruments.

PURPOSE

Traditionally, women have been viewed as temporary workers rather than serious wage earners. However, statistics indicate that women workers serve a vital role in the economic stability of a large number of American families.

According to figures from the U.S. Department of Labor, nine out of ten women work at some time during their lives,¹ and more than thirty-seven million women are now in the work force.² One out of ten women workers was head of a family in 1974.³

However, women tend to occupy jobs that offer low pay and limited opportunity for advancement. The average working woman can expect to earn approximately three-fifths the salary of her male counterpart. Approximately 23,000 different occupations in the United States are classified in the *Dictionary of Occupational Titles*; however, more than half of all women workers are employed in the clerical or service occupational categories.⁴ Women represent 77 percent of all clerical workers but only 40 percent of all professional and technical workers, and merely 5 percent of all craft workers.⁵

¹ U.S. Department of Labor, Women's Bureau, "Twenty Facts on Women Workers" (Washington, D.C.: U.S. Government Printing Office, 1974), p. 1.

² Corinne H. Rieder, *Women, Work, and Vocational Education*, Occasional Paper No. 26 (Columbus, Ohio: The Center for Vocational Education, the Ohio State University, 1977), p. 1.

³ U.S. Department of Labor, Women's Bureau, *1975 Handbook on Women Workers* (Washington, D.C.: U.S. Government Printing Office, 1975), p. 3.

⁴ *Ibid.*, p. 85.

⁵ U.S. Department of Labor, Women's Bureau, "Twenty Facts on Women Workers" (Washington, D.C.: U.S. Government Printing Office, 1974), p. 1.

A large number of women will remain underemployed or unemployed because they have not obtained the knowledge, attitudes, and skills necessary to plan their occupational futures. Socialization has taught many women to believe that they will one day marry, have children, and be cared for. The role of wife and mother has been over-emphasized for women to the point where realistic preparation for work outside of the home has been ignored. In reality, many women will be their own sole source of support; others will support or help support themselves and their families—even if their husbands are present and working. It would be realistic for more women to prepare for this ever-increasing probability by planning careers that take full advantage of their capabilities. Educators and personnel directors can help by offering career planning courses, activities, and programs to assist working women in improving their occupational status.

OBJECTIVE

The major objective of this study was to provide information on the current status of activities and programs that assist employed women in their career planning. This report presents the results of a national survey of existing career planning programs for women employees. Two other publications of this project provide background information on the career development of women, document the need for career planning programs, and list current programs. They are: *Career Planning Programs for Women Employees: A Review of the Literature* and *Career Planning Programs for Women Employees: Annotated Bibliography*. A third product, *Career Planning Programs for Women Employees: Prototype Program*, provides program models.

Methodology

The data for this study were obtained from responses to two survey instruments used to survey employers and educational institutions. The instruments and the manner in which the instruments were developed is described below.

INSTRUMENTATION

Descriptions of Survey Instruments

Each of the survey instruments consisted of three sections as described below.

Employer Instrument. Section I of the employer instrument consisted of thirty-four career development activity items grouped into four categories: Information (eleven items); Training and Workshops (nine items); Counseling (four items); and Policies and Procedures (ten items). Response possibilities provided included "Offered" and "Not Offered." If the employer offered the activity, the respondent was asked to mark whether the activity was recommended, was somewhat effective, or was not very effective. If the employer did not offer the activity, the respondent was asked to mark whether the activity might be effective, was not feasible, or was not effective. Space was provided to write in other activities that had been considered or tried.

Section II of the employer instrument consisted of twenty-three items related to possible administrative arrangements, policies, facilities, and organizational patterns, to be completed only by organizations that had had some experience with career development activities for women employees. Twenty-two of the items required "yes-no" responses, another item, on scheduling, provided five alternatives with space to specify "other" alternatives.

Section III of the employer instrument provided space to include information about the respondent's career planning programs for women employees for the annotated bibliography. Respondents were reminded that the survey instrument was anonymous and that materials could be sent separately. (See Appendix A for a copy of the instrument.)

Educational Institution Instrument. Section I of the educational institution instrument consisted of twenty-six career development activity items grouped into four categories: Information (eight items); Training and Workshops (nine items); Counseling (four items); and Policies and Procedures (five items). The four response possibilities were: not offered; community-based (continuing education) effort; cooperative (with business/industry) effort; both community-based and cooperative effort. Space was provided to write in "other activities offered" and "other activities considered and rejected."

Section II of the educational institution instrument consisted of nineteen items related to possible administrative arrangements, policies, facilities, and organizational patterns, to be completed only by those whose institutions had had experience with career development activities for women. Eighteen of the items required "yes-no" responses, and the other item (on scheduling) provided five alternatives with space to specify "other" alternatives.

Section III of the educational institution instrument provided space to include information about the respondent's career planning programs for women employees for the annotated bibliography. Respondents were reminded that the survey instrument was anonymous and that materials could be sent separately. (See Appendix B for a copy of the instrument.)

Development of Survey Instruments

A computerized literature search was conducted to identify sources of information on such topics as working women, adult education, vocational development, vocational change, and retraining. Information gained from these materials was used by the project staff to draft a list of possible activities to be included in career planning programs for employed women. Three consultants, experienced in the areas of employee training and career development, assisted the staff in identifying additional activities and areas of concern. All of this information provided a basis for constructing the items for the survey instruments.

The Evaluation Division at The Center for Vocational Education conducted an internal and external review and pilot test of the survey instruments. Those who reviewed and pilot tested the instruments were professionals in the areas of continuing education, employee training, and personnel services. Reviewers' comments were used to revise the instruments before mailing. The survey instruments were also reviewed and approved by the Ohio State University Review Committee for Research Involving Human Subjects.

SAMPLES

Populations

The educational institution population consisted of public institutions that were current members of the American Association of Community and Junior Colleges (AACJC). The employer population consisted of companies included on the *Fortune* 500 list published in 1976 and of higher education institutions with student populations exceeding 15,000 as identified in the *Blue Book of Colleges and Universities*.

Samples

All 1,197 public institution members of the AACJC were part of the group surveyed. Four hundred and fifty of the 500 companies on the *Fortune* 500 list were surveyed. Addresses were not available for the remaining fifty employers, as instruments were returned with no forwarding addresses. One hundred and fifty-two higher education institutions with a student population of more than 15,000 received the employer instrument.

DATA COLLECTION

This section of the survey report outlines the procedure for collection of data.

Schedule

The survey instruments were mailed to the employers and educational institutions identified for the study in March of 1977. A follow-up mailing to employers was completed in April 1977,

due to a low initial response rate. A large majority of the instruments were returned during late May and June. A total of 164 employers and 367 educational institutions returned survey instruments with usable responses, for a return rate of 27 percent and 31 percent, respectively.

Mailing Procedure

Personnel directors of the employers surveyed were asked to respond to the instrument. The educational institutions surveyed were requested to have their directors of continuing education complete the survey instrument.

DATA ANALYSIS

Responses on the survey instruments were keypunched onto computer cards. The resulting data were analyzed and presented in tables as frequencies and percentages. The tables are included in the following sections of this report.

Results and Discussion:

Employer Instrument

SECTION I

Items in Section I of the employer instrument consisted of activities that could constitute a career development program for women employees. The employers were asked to indicate which career activities they had made available to their women employees and to mark their own assessment of those activities. (See the employer's instrument in Appendix A.) Table C-1 in Appendix C and Tables 1 and 2 here show the results of Items 1-34 of Section I.

Most Often Offered Activities

The most often offered activities, as indicated by employer respondents, follow. Those activities concerned providing: written position descriptions (Activity 28, 78.1%), counseling for personal problems (Activity 22, 76.8%), fee reimbursement for continuing education (Activity 34, 76.2%), explanations for failure to win promotions or job changes (Activity 30, 74.4%), individual career counseling (Activity 23, 71.3%), and counseling with respect to occupational alternatives associated with levels of advancement in a field (Activity 21, 69.5%). Three of the six activities most often offered by respondents pertained to counseling. (There were only four counseling activities in Section I of the instrument.) The other three most often offered activities were policy and procedure items. None of the activities labeled "information" or "training and workshops" were offered by 70 percent or more of the respondents.

The assessment of the most often offered activities made by those respondents who offered them was limited to three options on the instrument. The employers could rate them either "Would Recommend" (WR), "Somewhat Effective" (SE), or "Not Very Effective" (NVE). The respondents who offered the six most often offered activities rated those activities as follows:

<u>Activity</u>	<u>WR</u>	<u>SE</u>	<u>NVE</u>
28 (Written position descriptions)	78.9%	14.1%	7.0%
22 (Counseling for personal problems)	53.9	40.5	5.6
34 (Fee reimbursement for continuing education)	73.6	21.6	4.8
30 (Explanation of failure to win promotion)	56.6	33.6	9.8
23 (Individual career counseling)	69.2	26.5	4.3
21 (Occupational alternatives counseling)	61.4	31.6	7.0

Table 1. RESPONSES OF EMPLOYERS WHO OFFER EACH ACTIVITY
ON EMPLOYER INSTRUMENT, SECTION I, ITEMS 1-34

	N	WOULD RECOMMEND		SOMEWHAT EFFECTIVE		NOT EFF
		Number	Percent	Number	Percent	
INFORMATION						
Personal contact with people employed in various occupations of interest to employees.	99	53	53.5	42	42.4	4
Information with respect to projected future employment needs of the organization available to employees.	67	34	50.7	28	41.8	5
Information with respect to financial means to accomplish long-range career goals available to employees.	87	57	65.5	27	31.0	3
Information about the existence of job progression plans and criteria for advancement available to employees.	95	55	57.9	31	32.6	9
Position descriptions made available to employees for planning purposes.	95	60	63.2	30	31.6	5
Position openings, including job requirements and qualifications, posted for employee information.	102	84	82.4	17	16.7	1
Printed or audiovisual materials that deal with the concerns of working women available to employees.	51	18	35.3	26	50.9	7
Information about various sources to utilize in seeking career development information.	94	47	50.0	35	37.2	12
Career games used for increasing occupational awareness.	24	8	33.3	11	45.8	5
Contact with women, employed in traditionally male occupations, who could serve as "role models" for employees.	78	45	57.7	23	29.5	10
Printed or audiovisual occupational exploration materials available to employees.	49	21	42.9	22	44.9	6
TRAINING AND WORKSHOPS						
Seminars on career planning.	68	45	66.2	19	27.9	4
Workshops or materials concerning suggested methods employees could use when interacting with individuals not sensitive to women's needs.	64	31	48.4	27	42.2	6
Self-assertiveness training.	64	39	60.9	20	31.3	5
Activities for management and other employees that would sensitize them to the needs and concerns of working women.	68	29	42.6	34	50.0	5
Activities relating to the various roles that employed women assume (worker, student, spouse, parent).	30	17	56.7	10	33.3	3

	N	WOULD RECOMMEND		SOMEWHAT EFFECTIVE		NOT EFFECTIVE
		Number	Percent	Number	Percent	Number
activities relating to time management, setting priorities, and planning when assuming various roles.	72	46	63.9	24	33.3	2
workshops on resume writing.	35	21	60.0	12	34.3	2
role-playing of job interview sessions.	53	35	66.0	16	30.2	2
management training activities in preparation for additional responsibilities and concerns particular to female employees (including male employees, female employees, additional responsibilities and obligations).	67	47	70.1	18	26.9	2
COUNSELING counseling with respect to occupational alternatives associated with various levels of advancement in a field.	114	70	61.4	36	31.6	8
counseling with respect to personal problems or concerns.	126	68	53.9	51	40.5	7
individual counseling related to career planning and/or career development.	117	81	69.2	31	26.5	5
group counseling related to career planning and/or career development.	50	28	56.0	15	30.0	7
POLICIES AND PROCEDURES communication planning between employees and supervisors for career development.	86	48	55.8	24	27.9	14
formal procedure for applying for position changes or promotions.	109	81	74.3	25	22.9	3
defined paths or networks of job progression from entry-level employment to positions of more responsibility and higher salary.	73	49	67.1	20	27.4	4
written position descriptions for each job title in the organization, including experience, competencies, and skills required for the position.	128	101	78.9	18	14.1	9
field experiences in new areas to improve expertise and develop awareness of other position requirements.	33	17	51.5	13	39.4	3
explanations available to employees for their failure to obtain promotions or job changes so that employees can take steps to qualify for future opportunities.	122	69	56.6	41	33.6	12

TABLE 2 (continued)

ITEM	N	WOULD RECOMMEND		SOMEWHAT EFFECTIVE		NOT VERY EFFECTIVE	
		Number	Percent	Number	Percent	Number	Percent
31. Recurring assessment of employee needs, interests, and abilities.	62	44	70.9	16	25.8	2	3.2
32. "Mentors" or "facilitators" assigned to employees to provide assistance with career development.	35	21	60.0	10	28.6	4	11.4
33. Periodic review of employees' career development.	85	51	60.0	27	31.8	7	8.2
34. Fee reimbursement for courses/workshops related to working women's concerns taken at educational institutions.	125	92	73.6	27	21.6	6	4.8

Table 2. RESPONSES OF EMPLOYERS WHO DO NOT OFFER EACH ACTIVITY ON EMPLOYEE INSTRUMENT, SECTION I, ITEMS 1-34

ITEM	N	MIGHT BE EFFECTIVE		NOT FEASIBLE		NOT EFFECTIVE	
		Number	Percent	Number	Percent	Number	Percent
INFORMATION							
1.	61	50	81.9	10	16.4	1	1.6
2.	94	71	75.5	22	23.4	1	1.1
3.	72	52	72.2	19	26.4	1	1.4
4.	66	58	87.9	8	12.1	0	0
5.	66	47	71.2	15	22.7	4	6.1
6.	61	40	65.6	18	29.5	3	4.9
7.	108	89	82.4	13	12.0	6	5.6
8.	62	58	93.5	3	4.8	1	1.6
9.	133	83	62.4	34	25.6	16	12.0
10.	81	67	82.7	8	9.9	6	7.4
11.	109	97	88.9	8	7.3	4	3.7
TRAINING AND WORKSHOPS							
12.	93	84	90.3	4	4.3	5	5.4
13.	99	87	87.9	7	7.1	5	5.1
14.	95	79	83.2	9	9.5	7	7.4
15.	93	81	87.1	4	4.3	8	8.6
16.	127	90	70.9	19	14.9	18	14.2

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ITEM	N	MIGHT BE EFFECTIVE		NOT FEASIBLE		NOT EFFECTIVE	
		Number	Percent	Number	Percent	Number	Percent
17. Activities relating to time management, setting priorities, and planning when assuming various roles.	87	73	83.9	11	12.6	3	3.4
18. Workshops on resume writing.	124	72	58.1	30	24.2	22	17.7
19. Role-playing of job interview sessions.	105	77	73.3	16	15.2	12	11.4
20. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male employees, female employees, additional duties and obligations).	93	83	89.2	7	7.5	3	3.2
21. Counseling with respect to occupational alternatives associated with various levels of advancement in a field.	47	42	89.4	4	8.5	1	2.1
22. Counseling with respect to personal problems or concerns.	35	27	77.1	4	11.4	4	11.4
23. Individual counseling related to career planning and/or career development.	43	39	90.7	3	6.9	1	2.3
24. Group counseling related to career planning and/or career development.	108	89	82.4	12	11.1	7	6.5
POLICIES AND PROCEDURES							
25. Joint planning between employees and supervisors for career development.	75	66	88.0	7	9.3	2	2.7
26. A formal procedure for applying for position changes or promotions.	52	42	80.8	7	13.5	3	5.8
27. Defined paths or networks of job progression from entry-level employment to positions of more responsibility and higher salary.	88	63	71.6	20	22.7	5	5.7
28. Written position descriptions for each job title in the organization, including experience, competencies, and skills required for the position.	34	24	70.6	8	23.5	2	5.9
29. Trial experiences in new areas to improve expertise and develop awareness of other position requirements.	127	81	63.8	41	32.3	5	3.9
30. Explanations available to employees for their failure to obtain promotions or job changes so that employees can take steps to qualify for future opportunities.	36	36	100.0	0	0	0	0
31. Recurring assessment of employee needs, interests, and abilities.	59	50	84.7	8	13.6	1	1.7
32. "Mentors" or "facilitators" assigned to employees to provide assistance with career development.	127	90	70.9	29	22.8	8	6.3
33. Periodic review of employees' career development.	78	65	83.3	11	14.1	2	2.6
34. Fee reimbursement for courses/workshops related to working women's concerns taken at educational institutions.	34	22	64.7	9	26.5	3	8.8

As can be seen, all of the activities most often offered by the respondents were also recommended by at least 50 percent of them. Activity 28 was not only the most often offered activity but also the most often recommended of the six most often offered activities. Of all the activities on the instrument, only Activity 6 (posting position openings) was recommended by more of the respondents who offered it than those who offered Activity 28, although Activity 6 (unlike Activity 28) was not among the six activities offered by 70 percent or more of the respondents. From those who offered the six most often offered activities, Activity 22 (counseling for personal problems) received the lowest percentage (53.9%) of "Would Recommend" ratings of the six. Activity 22 (counseling for personal problems) also received the highest percentage of "Somewhat Effective" ratings (40.5%), and Activity 28 (written position descriptions) received the lowest (14.1%). Among the six most often offered activities, Activity 30 (explanations of failure to win promotions or job changes) was found to be not very effective by more of the employers who offered it, receiving a "Not Very Effective" rating from 9.8 percent of them. While Activity 28 (written position descriptions) was the most often offered activity of all and received more recommendations than the other five most often offered activities, 7 percent of the respondents who offered it found it to be not very effective.

The employers were also asked to rate the activities they *had not offered* as either "Might be Effective" (MBE), "Not Feasible" (NF), or "Not Effective" (NE). The assessments of the six most often offered activities by those who did not offer them are as follows:

<u>Activity</u>	<u>MBE</u>	<u>NF</u>	<u>NE</u>
28 (Written position descriptions)	70.6%	23.5%	5.9%
22 (Counseling for personal problems)	77.1	11.4	11.4
34 (Fee reimbursement for continuing education)	64.7	26.5	8.8
30 (Explanation of failure to win promotion)	100	0	0
23 (Individual career counseling)	90.7	6.9	2.3
21 (Occupational alternatives counseling)	89.4	8.5	2.1

All of those who did not provide explanations of their employees' failure to win promotions believed that that activity might be effective. The other five most often offered activities also received high percentages of "May Be Effective" ratings from those respondents who did not offer them. "Not Feasible" ratings were not particularly high, although almost one-quarter of the respondents who did not offer the activities believed Activity 28 (written position descriptions) and Activity 34 (fee reimbursement for continuing education) to be not feasible. Counseling for personal problems (Activity 22) received the highest percentage of "Not Effective" ratings from those respondents who did not offer it.

Least Often Offered Activities

The activities offered by the fewest respondents—30 percent or fewer—were Activities 11 (29.89%), 18 (21.35%), 32 (21.35%), 29 (20.13%), 16 (18.30%), and 9 (14.64%). Those activities concern providing: printed or audiovisual occupational exploration materials (Activity 11, 29.89%); workshops on resume writing (Activity 18, 21.35%); “mentors” for employees (Activity 32, 21.35%); trial experiences in new occupational areas (Activity 29, 20.13%); activities relating to the various roles that employed women assume (Activity 16, 18.30%); and career games (Activity 9, 14.64%). Of these activities least often offered, two were labeled information activities on the instrument, two were labeled training and workshops, and two were policy and procedure activities.

The respondents who offered these least often offered activities rated them as follows (either “Would Recommend” (WR), “Somewhat Effective” (SE), or “Not Very Effective” (NVE)):

<u>Activity</u>	<u>WR</u>	<u>SE</u>	<u>NVE</u>
11 (Printed or A/V occupational exploration materials)	42.9%	44.9%	12.2%
18 (Workshops on resume writing)	60.0	34.3	5.7
32 (“Mentors” for employees)	60.0	28.6	11.4
29 (Trial experiences)	51.5	39.4	9.1
16 (Activities relating to employed women’s roles)	56.7	33.3	10.0
9 (Career games)	33.3	45.8	20.8

Among these least often offered activities, Activities 18 (workshops on resume writing) and 11 (printed or A/V occupational exploration materials) received the most “Would Recommend” ratings from respondents who offered the activities. Activity 9 (career games) received the highest ratings for “Somewhat Effective” and Activity 32 (“mentors” for employees) received the fewest from the respondents who offered these six least often offered activities. Activity 9 (career games) also was the most often rated “Not Very Effective.” Activity 18 (workshops on resume writing) received the fewest “Not Very Effective” ratings from these respondents.

The assessment of the six least often offered activities made by the respondents who did not offer them was limited to three options. The respondents could indicate that each activity “Might Be Effective,” was “Not Feasible,” or was thought to be “Not Effective.” The results of these employers’ assessment of the six least often offered activities are as follows:

<u>Activity</u>	<u>MBE</u>	<u>NF</u>	<u>NE</u>
11 (Printed or A/V occupational exploration materials)	88.9%	7.3%	3.7%
18 (Workshops on resume writing)	58.1	24.2	17.7
32 ("Mentors" for employees)	70.9	22.8	6.3
29 (Trial experiences)	63.8	32.3	3.9
16 (Activities relating to employed women's roles)	70.9	14.9	14.2
9 (Career games)	62.4	25.6	12.0

All of the six least often offered activities were thought to be potentially effective by more than 50 percent of the respondents who did not offer them. Activity 11 (printed or A/V occupational exploration materials) was rated "Might Be Effective" by more of the employers (88.9%) than was any other least often offered activity. Of the six activities, Activity 18 (workshops on resume writing) received the lowest percentage (58.1%) of "Might Be Effective" ratings.

None of the six least often offered activities was considered not feasible by a third of the respondents who did not offer them, although Activity 18 (workshops on resume writing) approached that with a "Not Feasible" rating from 32.3 percent of the respondents. Of the six least often offered activities, Activity 11 received the lowest "Not Feasible" Rating (7.3%) from the respondents who did not offer it.

Activity 18 (workshops on resume writing) had not only the lowest "Might Be Effective" rating among the six least offered activities but also the highest "Not Effective" rating (17.7%). In the same fashion, the activity most often perceived to be potentially effective by the respondents who did not offer it also received the lowest "Not Effective" rating (3.7%). That was Activity 11 (printed or audio-visual occupational exploration materials). None of the six least often offered activities was rated "Not Effective" by more than 20 percent of the employers who did not offer it.

Assessment of All Activities by Offerers

Consideration of all the activities on the instrument (not just those most and least often offered) reveals that the activities most often offered were not always the ones most recommended by the respondents who offered them. The activities recommended by at least 70 percent of the respondents who offered them were: posted position openings (Activity 6, 82.4%); written position descriptions (Activity 28, 78.9%); formal procedures for applying for promotions or position changes (Activity 26, 74.3%); fee reimbursement for continuing education (Activity 34, 73.6%); and recurring assessment of employee needs, interests, and abilities (Activity 31, 70.9%). Only two of these most often recommended activities were among the six activities previously discussed as most often offered activities: Activities 28 (written position descriptions) and 34 (fee reimbursement for continuing education). Although they were not among the most often offered activities, two of the other most often recommended activities, Activities 6 (posted position openings) and 26

interest) were considered to be somewhat effective by the greatest percentages of respondents. The percentage of respondents who offered each of those activities and considered it to be somewhat effective were: Activity 7 (50.9%), Activity 15 (50%), Activity 9 (45.8%), Activity 11 (44.9%), and Activity 1 (42.4%).

The activities found to be not very effective by the most respondents who offered them were Activities 9 (career games), 25 (joint career development planning between employers and employees), 24 (group counseling for career development), 7 (printed or audiovisual materials about the needs of working women), 8 (information about sources of career development information), and 10 (contact with women in traditionally male jobs). The percentage of respondents who offered one or more of these activities but found them to be not very effective were: Activity 9, 20.8 percent; Activity 25, 16.3 percent; Activity 24, 14 percent; Activity 7, 13.7 percent; Activity 8, 12.8 percent; and Activity 10, 12.8 percent. None of these activities was among those most often offered, but Activity 9 (career games) was among the six least often offered as well as being the activity rated "Not Very Effective" by the largest number of respondents who offered it.

Assessment of All Activities by Nonofferers

Employers were asked to indicate their opinions of the activities they did not offer by rating each of them "May Be Effective," "Not Feasible," or "Not Effective." Among the respondents who did not offer them, the following activities had the highest ratings for "May Be Effective."

<u>Activity</u>	<u>May Be Effective</u>
30 (Explanations for failure to win promotions or job changes)	100%
8 (Information on career development information)	93.5
23 (Individual career counseling)	90.7
12 (Seminars on career planning)	90.3
21 (Counseling about occupational alternatives)	89.4

It is interesting to note that while all of the respondents who did not offer employees explanations for their failure to win promotions or job changes (Activity 30) believed that activity might be effective, only 56.6 percent of the respondents who actually offered the activity recommended it. Another 33.6 percent of that group, however, rated it "Somewhat Effective," and only about 10 percent said that it was not very effective.

Similarly, all of the other activities with the highest "Might Be Effective" ratings from respondents who don't offer them were recommended by a lower percentage of respondents who offered them. The comparisons appear below.

<u>Activity</u>	<u>Might Be Effective</u> (Rated by those who did not offer it)	<u>Would Recommend</u> (Rated by those who offered it)
30 (Explanations for failure to win promotions or job changes)	100%	56.6%
8 (Information on sources to utilize for career development information)	93.5	50.0
23 (Individual career counseling)	90.7	69.2
12 (Seminars on career planning)	90.3	66.2
21 (Counseling about occupational alternatives)	89.4	61.4

Activities 30 (explanations for failure to win promotions or job changes), 23 (individual career counseling), and 21 (counseling about occupational alternatives) were not among those rated "Might Be Effective" by the highest percent of respondents but also were among the six most offered activities on the instrument. None of these activities with the highest "Might Be Effective" ratings from respondents who did not offer them was among the six least offered activities.

The activities predicted to be not feasible by the largest percentage of employers who did not offer them were: posted position openings (Activity 6, 29.5%), fee reimbursement for continuing education (Activity 34, 26.5%), information on financial means to accomplish career goals (Activity 3, 26.4%), career games (Activity 9, 25.6%), and workshops on resume writing (Activity 18, 24.2%). Even the largest "Not Feasible" rating came from less than one-third of the respondents who did not offer the activity. Activity 34 (fee reimbursement for continuing education) was predicted to be not feasible by 26.5 percent of the employers who did not offer it but was also among the activities most often offered by respondents and was recommended by 73.6 percent of those who offered it.

The activities predicted to be not effective by the largest number of respondents who did not offer them were: workshops on resume writing (Activity 18, 17.7%), activities relating to the various roles assumed by working women (Activity 16, 14.2%), career games (Activity 9, 12%), role-playing job interview sessions (Activity 19, 11.4%), and counseling about personal problems (Activity 22, 11.4%). Still, all of these activities were predicted to be not effective by less than 20 percent of the respondents who do not offer them. A comparison of these ratings made by respondents who do not offer these activities and the "Not Very Effective" ratings made by those who do offer them appears below.

<u>Activity</u>	<u>Not Effective</u> (Rated by those who did not offer it)	<u>Not Very Effective</u> (Rated by those who offered it)
18 (Workshops on resume writing)	17.7%	5.7%
16 (Activities related to roles of working women)	14.2	10.0
9 (Career games)	12.0	20.8
19 (Role-playing job interview sessions)	11.4	3.8
22 (Counseling about personal problems)	11.4	5.6

With one exception, those who did not offer the activity but who predicted it would not be effective outnumbered those who offered the activity and reported it to be ineffective. The exception was Activity 9 (career games). Those who had tried it and reported it to be "not very effective" outnumbered those who did not offer it but who predicted it would not be effective.

Activity 22 (counseling about personal problems) appears here with one of the highest "Not Effective" ratings from those who did not offer it. However, it is one of the most often offered activities (offered by 76.83% of the respondents) and was recommended by 53.9 percent of those who offered it.

Among the five activities with the highest "Not Effective" rating from those who did not offer them, Activities 18 (workshops on resume writing), 16 (activities relating to the various roles employed women assume), and 9 (career games) were also among the activities least often offered by the respondents. These two activities were recommended by the following percentages of those who had offered them: Activity 18, 60 percent; Activity 26, 56.7 percent; and Activity 9, 33.3 percent.

Written-In Activities

Space was provided at the end of Section I of the instrument so that the respondents could write in other activities they had tried or considered and mark their assessment of those activities. The respondents wrote in thirty-eight activities they had offered and assessed all but five of them. The activities written in and rated "Would Recommend" were as follows:

Information*

- Tips for mature job seekers
- Employment search resources
- Assistance in designing jobs

Training and Workshops

Management Training

- Purposeful and accelerated involvement of women in all management training programs (but not at the expense of men)
- Various management and supervisory training programs
- Skills training in management and supervision
- Harvard advanced management program
- Advanced management workshops
- Management internship program

Workshops

- Company-sponsored workshops for career women
- In-house workshops

Training

- Skills training in other career fields (i.e., clerical skills for nonclerical personnel)
- In-house training organization
- In-house training programs in the area of career development

Assessment

- Assessment center
- Skills inventory
- Self-assessment program

Counseling and Support Services

- Peer job counseling
- Weekly women's support group meeting (at lunch)
- Career counseling program
- Support groups for employed women

*Categorization done by project staff.

Policies and Procedures

Job posting for all positions up to vice president
A performance review system related to objective performance rather than "style"
(taught and enforced)
Individual problem conferences
Group retirement honoring each individual
Fee reimbursement for college-level or other job-related courses
Mobility assignments with other public agencies and within agencies
"Underfilling"—hiring at lower pay level for training period
Fee reimbursement for courses toward degrees or development

The activities written in and rated "Somewhat Effective" were:

Personal development activities of Armeo Women's Association
Interpersonal communications

The following activity was written in and rated "Not Very Effective":

Nonspecific career planning

Five activities written in but *not* rated:

Career awareness seminar
Identification of career paths
Additional in-house training
Integration of person power
Planning with career development

SECTION II

Section II of the employer survey instrument was designed to be completed by employers who have had experience with career development activities for women employees. The items in this section referred to some possible administrative arrangements, policies, facilities, and organizational patterns in regard to career development activities for employed women.

High Nonresponse Rate

Table 3 contains the numbers and percents of employers responding to Items 1-22 of the instrument. The items were ranked by the number of "Yes" responses.

Numbers and percents in the nonresponse columns of Table 3 (37.20% - 34.15%) indicate that more than one-third of the employers responding to the instrument chose not to respond to items in Section II of the instrument. It is clear that despite the instructions for this section, numerous respondents who completed Section I of the instrument (thereby indicating prior experience in providing activities of this type) did not complete Section II.

Most Often Offered Arrangements

Analysis of Table 3 showed that only two administrative arrangements, policies, facilities or organizational patterns were utilized by 50 percent or more of the respondents. A total of 53.66 percent of the 103 employers responding to Item 19 stated that supervisory encouragement was given to employees to participate in the activities. Fifty percent of the 106 employers responding to Item 6 indicated that they use publicity to inform employees of opportunities for career development activities.

Further analysis of Table 3 shows that, in addition to Items 19 and 6, Items 18 (employees volunteer for activities), 1 (use of assessments of needs, interests, and abilities), 15 (use of formal meeting room), and 8 (activities conducted by such persons as counselors and adult educators) were among the administrative arrangements, policies, facilities, and organizational patterns utilized by 40 percent or more of the respondents. Percentages of respondents who utilized the arrangements listed in these items were: Item 18, 48.78 percent; Item 1, 47.56 percent; Item 15, 42.07 percent; Item 8, 40.85 percent.

Least Often Offered Arrangements

Two procedures were provided by less than 5 percent of the respondents. A total of 4.27 percent of the employers responding to Item 9 indicated that they offer child care for participants during program activities. Yearly reviews and recognition banquets for employees, staff, and management were provided by only 3.66 percent of those responding to Item 14.

TABLE 3. RESPONSES TO EMPLOYER INSTRUMENT, SECTION II, ITEMS 1- 22, RANKED BY NUMBER OF "YES" RESPONSES (N=164)

ITEM	DID NOT RESPOND		YES	RESPONSES		Percent
	Number	Percent		Percent	NO	
19. Supervisory encouragement given to employees to participate in the activities.	61	37.20	88	53.66	15	9.15
6. Publicity to inform employees of opportunities for career development activities (e.g., memos, posters, newsletters).	58	35.37	82	50.00	24	14.63
18. Employees volunteer for the activities.	59	35.98	80	48.78	25	15.24
1. Use of assessment of needs, interests, and abilities in planning and conducting activities.	58	35.37	78	47.56	28	17.07
15. Formal meeting room provided in which to conduct the activities.	57	34.76	69	42.07	38	23.17
8. Persons trained in such content areas as counseling and adult education conduct the activities.	57	34.76	67	40.85	40	24.39
3. Explanation, prior to enrollment, of participants' responsibilities concerning activities and of any expenses they might incur.	61	37.20	63	38.42	40	24.39
4. Goals and objectives of activities established by participants as well as by activity staff and organization management.	58	35.37	59	35.98	47	28.66
7. Responsibility for coordination of activities under a single individual.	55	33.54	58	35.37	51	31.10
2. Staff persons assigned to conduct the activities on a regular rather than on an over-load basis.	57	34.76	53	32.32	54	32.93
17. Participants selected for participation by management.	58	35.37	52	31.71	54	32.93
21. Written plans for various career development activities.	57	34.76	50	30.49	57	34.76
10. Certificates awarded to participants after completion of the activity.	59	35.98	49	29.88	56	34.15
5. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities.	57	34.76	47	28.66	60	36.59
13. Regular informal discussion during the lunch hour for participants and staff.	57	34.76	37	22.56	70	42.68
22. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted.	58	35.37	33	20.12	73	44.51
20. A written plan for a comprehensive career development program.	58	35.37	28	17.07	78	47.56
12. Social "get-together" held at the beginning of each activity.	57	34.76	26	15.85	81	49.39
16. Lounge (as opposed to a more formal meeting room) provided in which to conduct the activities.	57	34.76	23	14.02	84	51.22
11. Newsletter written by participants and/or staff, circulated to participants and nonparticipants.	56	34.15	18	10.98	90	54.88
9. Child-care offered for participants during activities.	56	34.15	7	4.27	101	61.59
14. Yearly review and recognition banquet planned for employees, staff, management, and other persons supporting career development activities.	56	34.15	6	3.66	102	62.20

Scheduling Arrangements

Table 4 presents number of employers responding to the various possibilities for scheduling career development activities in Item 23. Six different scheduling possibilities were presented. A total of 83 employers responded to (a), indicating that activities were conducted during working hours with employees being excused from work without loss of pay for the time they participate. Four respondents selected (b), stating that activities were conducted during working hours with employees being excused from work but with loss of pay for the hours they participate.

Responses (c), (d), and (e) concern scheduling of activities before or after working hours. A total of six employers responded to (c), indicating that they offered activities for employees before or after working hours with some monetary stipend for the time they are involved. The 41 employers responding to (d) indicated that activities for employees in the companies were conducted before or after working hours with no monetary stipend for the time they participate.

Three employers indicated, by marking option (e), that they conducted activities for employees before or after working hours with participants receiving "compensatory time" rather than a monetary stipend. A total of seven respondents marked option (f), indicating that they used some other type of scheduling arrangements. However, review of the arrangements listed by those employers responding to option (f) indicated that some of the same scheduling arrangements could have been identified by selecting one or more of the options (a) through (e) presented in the survey instrument.

Several other responses to item (f) were listed. One respondent stated that the manner in which activities were scheduled depended upon the situation and the status of the employee. Another employer indicated that reduced tuition rates were available for college classes taken by employees. Flexible work hours that allow employees to take time off and make it up on the same day was another scheduling arrangement listed. Finally, one employer stated that employees were paid for the time spent participating in career planning activities when the activities were initiated by management but not if the activities were voluntary.

Table 4. RESPONSES TO EMPLOYER INSTRUMENT, SECTION II,
ITEM 23, RANKED ON NUMBER OF RESPONSES
(N=164)

ITEM		NUMBER OF RESPONSES
23	Of the following scheduling possibilities, check all that apply to your career development activities for employed women.	
	a. Activities conducted during working hours, with employees being excused from work without loss of pay for those hours they participate.	83
	d. Activities conducted before or after working hours, with employees not receiving any monetary stipend for those hours of participation.	41
	f. Other (Specify)	7
	c. Activities conducted before or after working hours, with employees receiving some monetary stipend for those hours of participation.	6
	b. Activities conducted during working hours, with employees being excused from work but losing pay for those hours they participate.	4
	e. Activities conducted before or after working hours, with employees receiving no monetary stipend but receiving "compensatory time" that they could use later to be excused from work.	3

SECTION III

Section III of the employer instrument assured respondents that anonymous responses to the survey instrument were welcomed. Additionally, they were asked to provide their organization's name, address, and any other information about their program if they wished to be listed in an annotated bibliography. A total of ten employers of the 164 responding to the questionnaire agreed to be listed in the annotated bibliography. The information they provided is published in *Career Planning Programs for Women Employees: Annotated Bibliography*.

The annotated bibliography includes specific information on career planning programs for women employees (or activities of such programs) in operation at the time of the survey. The information was compiled through a review of the survey instruments returned, plus any additional literature the employers included about the program.

Results and Discussion:

Educational Institution Instrument

SECTION I

Section I of the educational institution instrument, like that of the employer instrument, consisted of activities that could constitute a career development program for women employees. The respondents were asked to indicate which activities their institutions had offered as either (1) a community-based (continuing education) service, (2) part of a cooperative effort with business or industry, or (3) both a continuing education and cooperative service. Table D-1 in Appendix D provides a complete breakdown of all the responses to Section I of the educational institution instrument.

Most Often Offered Activities

Analysis of the responses to Section I (Table 5) indicates that the career development activity offered by the most (87.19%) educational institutions (as continuing education, a cooperative effort, or both) was individual counseling relating to career planning and/or career development concerns (Activity 20). The other two activities offered by more than 80 percent of the responding institutions were providing information about various sources to utilize in seeking career development information (Activity 8, 81.19%) and providing information with respect to projected future employment needs in the job market (Activity 2, 80.66%). Counseling with respect to personal problems or concerns (Activity 19) was offered by 79 percent of the responding educational institutions.

Least Often Offered Activities

The career development activities least often offered by the responding institutions were Activity 25, periodic reviews of participants' career development (33.5%); Activity 6, career games for increasing occupational awareness (30.27%); and Activity 22, trial experiences in new areas to improve expertise and develop awareness of other position requirements (30.25%).

Activities Offered as Community-Based Service

The career development activities that were offered by the educational institutions only as a community-based (continuing education) service are presented in Table 6. Again, Activity 20, individual counseling related to career planning and/or career development was the activity most often offered by the respondents (80.65%). The two other career development activities offered by more than 70 percent of the respondents were Activity 19, counseling with respect to personal problems or concerns (72.75%) and Activity 8, information about various sources to utilize in seeking career development information (70.84%).

**Table 5. RESPONSES TO EDUCATIONAL INSTITUTION INSTRUMENT, SECTION I,
ITEMS 1-26, RANKED BY PERCENTAGE OFFERED AS COMMUNITY-BASED
SERVICE, COOPERATIVE EFFORT, OR BOTH (N = 367)**

ITEM	TYPE*	PERCENT OFFERED
20. Individual counseling related to career planning and/or career development.	C	87.19
8. Information about various sources to utilize in seeking career development information.	I	81.19
2. Information with respect to projected future employment needs in the job market.	I	80.66
19. Counseling with respect to personal problems or concerns.	C	79.02
5. Printed or audiovisual occupational exploration materials.	I	75.75
18. Counseling with respect to occupational alternatives associated with various levels of advancement in a field.	C	75.48
1. Personal contact with people employed in various occupations of interest to participants.	I	74.66
3. Information with respect to financial means to accomplish long-range career goals.	I	71.39
21. Group counseling related to career planning and/or career development.	C	70.84
9. Seminars on career planning.	T	70.02
23. Assessment of participants' needs, interests, and abilities.	P	69.48
10. Self-assertiveness training.	T	66.21
15. Role-playing of job interview sessions.	T	62.68
12. Activities relating to the various roles that employed women assume (worker, student, spouse, parent).	T	61.58
13. Activities relating to time management, setting priorities, and planning when assuming various roles.	T	59.94
14. Workshops on resume writing.	T	59.40
4. Printed or audiovisual materials that deal with the concerns of working women.	I	58.59
7. Contact with women, employed in traditionally male occupations, who could serve as "role models" for participants.	I	49.86
11. Activities for management personnel and other employees that would sensitize them to the needs and concerns of working women.	T	43.87
16. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male and female employees, additional duties and obligations).	T	42.23
24. "Mentors" or "facilitators" available to employed women to provide assistance with career development.	C	37.60
17. Workshops or materials concerning suggested methods participants could use when interacting with individuals not sensitive to women's needs.	T	36.79

*These letters indicate the category of activity under which each item was listed on the questionnaire. I = information, T = training and workshops, C = counseling, and P = policies and procedures.

Table 5 (continued)

ITEM	TYPE*	PERCENT OFFERED
26. Fee reimbursement from participants' employers for courses/workshops related to working women's concerns taken at your institution.	P	36.51
25. Periodic review of participants' career development.	P	33.52
6. Career games used for increasing occupational awareness.	I	30.25
22. Trial experiences in new areas to improve expertise and develop awareness of other position requirements.	P	30.25

*These letters indicate the category of activity under which each item was listed on the questionnaire. I = information, T = training and workshops, C = counseling, and P = policies and procedures.

Table 6. RESPONSES TO EDUCATIONAL INSTITUTION INSTRUMENT, SECTION I, ITEMS 1-26
RANKED BY PERCENTAGE OFFERED AS COMMUNITY-BASED SERVICE (N=367)

ITEM	OFFERED AS COMMUNITY-BASED PROGRAM	
	Number	Percent
20. Individual counseling related to career planning and/or career development.	296	80.65
19. Counseling with respect to personal problems or concerns.	297	72.15
8. Information about various sources to utilize in seeking career development information.	260	70.84
18. Counseling with respect to occupational alternatives associated with various levels of advancement in a field.	254	69.21
5. Printed or audiovisual occupational exploration materials.	250	68.12
2. Information with respect to projected future employment needs in the job market.	241	65.67
23. Assessment of participants' needs, interests, and abilities.	236	64.30
21. Group counseling related to career planning and/or career development.	234	63.76
3. Information with respect to financial means to accomplish long-range career goals.	233	63.49
9. Seminars on career planning.	232	63.21
10. Self-assertiveness training.	227	61.85
1. Personal contact with people employed in various occupations of interest to participants.	221	60.22
12. Activities relating to the various roles that employed women assume (worker, student, spouse, parent).	206	56.13
13. Activities relating to time management, setting priorities, and planning when assuming various roles.	204	55.58
14. Workshops on resume writing.	204	55.58
15. Role-playing of job interview sessions.	211	57.50
4. Printed or audiovisual materials that deal with the concerns of working women.	193	52.59
7. Contact with women, employed in traditionally male occupations, who could serve as "role models" for participants.	160	43.59
16. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male and female employees, additional duties and obligations).	143	38.96
11. Activities for management personnel and other employees that would sensitize them to the needs and concerns of working women.	134	36.51
24. "Mentors" or "facilitators" available to employed women to provide assistance with career development.	122	33.24
17. Workshops or materials concerning suggested methods participants could use when interacting with individuals not sensitive to women's needs.	117	31.88

Table 6. (continued)

ITEM	OFFERED AS COMMUNITY-BASED PROGRAM	
	Number	Percent
25. Periodic review of participants' career development.	101	27.52
6. Career games used for increasing occupational awareness.	99	26.98
26. Fee reimbursement from participants' employers for courses/workshops related to working women's concerns taken at your institution.	94	25.61
22. Trial experiences in new areas to improve expertise and develop awareness of other position requirements.	87	23.71

Those career development activities that were least often offered by the educational institutions as a community-based service were Activity 25, conducting periodic reviews of participants' career development (27.52%); Activity 6, career development games for increasing occupational awareness (26.98%); Activity 26, fee reimbursement for participants taking courses and/or workshops relating to women's concerns (25.61%); and Activity 22, trial experiences in new areas to improve expertise (23.71%).

Activities Offered Cooperatively

Table 7 reveals that less than 50 percent of the respondents offered any of the career development activities as part of a *cooperative effort* with business or industry. Nearly 48 percent offered some form of Activity 1, personal contact with people employed in various occupations of interest to their participants (47.96%) and provided Activity 2, information with respect to projected future employment needs in the job market (47.69%). Information about various sources to utilize in seeking career development information (Activity 8) was offered by 35.69 percent of the respondents as a cooperative program with business or industry.

The career development activity found to be the least often offered by the educational institutions in a cooperative effort was Activity 6, career games to increase occupational awareness (9.81%). Only 13 percent of the respondents provide either "mentors" or "facilitators" to employed women to assist with their career development (Activity 24, 13.35%) or workshops and/or materials to use when interacting with individuals not sensitive to women's needs (Activity 17, 13.08%).

Written-In Activities

The respondents were asked to indicate any other activities they had tried or considered and to mark their assessment of these activities in the space provided at the end of Section I on the instrument. The activities written in and *recommended* are as follows:

Information*

- Awareness of nontraditional career programming
- Careers-values-life styles
- Practical politics
- Legal rights of women
- Women's resource center
- Special bibliography of available materials for women
- List of available child care services for participants
- Sex role stereotyping
- Women and depression

*Categorization done by project staff.

“Film Day for Women”--films for and about women--the many aspects of a woman's life
Special speakers/films/panels of special interest to women
Women and the law

Training and Workshops

Centers

- Career center
- Mobile career center
- Women's opportunity center
- Women's center
- Women's awareness center

Management/Supervision/Leadership

- Leadership development
- Seminars/workshops on principles of supervision
- Food Service management
- Business training for entrepreneur women
- Mid-management internship
- Three-course (nine unit) sequence for women in business management
- Supervisory courses specifically for women
- Workshop on women in management
- An “Opening Your Own Business” workshop for women

Training

- Legal assistant training
- Cooperative office experience
- Mobile in-service training unit
- Skills training for women alone
- Work experience program for 18-21 year olds.

Programs, Seminars, Workshops, Courses

- Programs to help participants establish and maintain a home environment supportive of their career orientation
- Career development special needs program
- Seminars on “World of Work for Women” and “Aptitude Testing for Women”
- Self-defense and rape crisis seminars
- Women's study program (courses, workshops, seminars for women)
- Annual conference with employment and self-assessment components
- System of interactive guidance and information: values clarification, vocational exploration group
- Investment seminar
- Assertiveness techniques for particular groups such as secretaries
- Special orientation for women considering the return to college to upgrade their skills
- Course--“Introduction to Women's Studies”

Workshops dealing with career planning, assertiveness training, self-assessment for women, communications skills, transactional analysis, women's management

Professional society with sponsorship of courses and membership to make females aware of opportunities in the field

Three-hour noncredit course in career and life decision making for women

Three-hour, noncredit course in how to succeed in a small business

Course entitled "Women in the Construction Industry"

Women's Day

Job clinics for women

Director-finding seminars

Life choice workshop

Testing and evaluation

Industrial orientation course designed to help women explore

Workshops dealing with preemployment skills, resume writing, role playing interviews

Courses for divorced or widowed women in personal adjustment and career exploration

"Mid-life Career Change Program"

Workshop on self-defeating behavior

"Women's Career Exploration Module"

Nontraditional jobs seminar--cosponsored by the Commission on the Status of Women

Career planning workshops

Assertiveness training groups

Human potential seminars

Recycled women groups (reentry)

Workshop for women who are unemployed but are thinking strongly of entering or reentering the job market

Career exploration for women in nontraditional jobs

Counseling and Support Services

Women's awareness counseling

Support roles/groups

Para-professional career counseling by telephone

Specialized counseling and peer counseling for women

Ongoing group on women's concerns--composed of faculty, staff, and student women

Policies and Procedures

Baby-sitting services and child care facilities

The following activities had been considered as possible activities, but rejected by the respondents:

Child care workshops

Child care on campus

Reentry program for women

Additional courses for women

The introduction to women's studies to be offered during the day

Program to train unemployed women on welfare

Women's career day classes

Nontraditional career day for women

Fee reimbursement for courses taken at the college by employees

Encouraging women to consider nontraditional vocational and technical education through group sessions

Women's day--offering a series of workshops with child care provided during workshops

Special course entitled "New Directions for Women"

Series of seminars and forums related to changing roles and needs of women

Divorce support classes

Table 7. RESPONSES TO EDUCATIONAL INSTITUTION INSTRUMENT, SECTION I,
ITEMS 1-26, RANKED BY PERCENTAGE OFFERED AS COOPERATIVE
EFFORT (N=367)

ITEM	OFFERED AS COOPERATIVE PROGRAM	
	Number	Percent
1. Personal contact with people employed in various occupations of interest to participants.	176	47.96
2. Information with respect to projected future employment needs in the job market.	175	47.69
8. Information about various sources to utilize in seeking career development information.	131	25.69
3. Information with respect to financial means to accomplish long-range career goals.	106	28.88
5. Printed or audiovisual occupational exploration materials.	100	27.25
9. Seminars on career planning.	94	25.61
16. Fee reimbursement from participants' employers for courses/workshops related to working women's concerns taken at your institution.	94	25.61
18. Counseling with respect to occupational alternatives associated with various levels of advancement in a field.	83	22.62
11. Activities for management personnel and other employees that would sensitize them to the needs and concerns of working women.	81	22.07
20. Individual counseling related to career planning and/or career development.	78	21.25
7. Contact with women, employed in traditionally male occupations, who could serve as "role models" for participants.	77	20.98
4. Printed or audiovisual materials that deal with the concerns of working women.	73	19.90
19. Counseling with respect to personal problems or concerns.	71	19.35
15. Role-playing of job interview sessions.	70	19.08
23. Assessment of participants' needs, interests, and abilities.	69	18.80
21. Group counseling related to career planning and/or career development.	66	17.98
13. Activities relating to time management, setting priorities, and planning when assuming various roles.	66	17.98

45

Table 7. (continued)

ITEM	OFFERED AS COOPERATIVE PROGRAM	
	Number	Percent
12. Activities relating to the various roles that employed women assume (worker, student, spouse, parent).	64	17.44
16. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male and female employees, additional duties and obligations).	62	16.89
10. Self-assertiveness training.	62	16.89
14. Workshops on resume writing.	59	16.08
25. Periodic review of participants' career development.	54	14.72
22. Trial experiences in new areas to improve expertise and develop awareness of other position requirements.	52	14.17
24. "Mentors" or "facilitators" available to employed women to provide assistance with career development.	49	13.35
17. Workshops or materials concerning suggested methods participants could use when interacting with individuals not sensitive to women's needs.	48	13.08
6. Career games used for increasing occupational awareness.	36	9.81

SECTION II

Table 8 provides the results of the responses to Section II of the educational institution instrument. The item in Section II referred to some possible administrative arrangements, policies, facilities, and organizational patterns to which only those institutions that have had some experience with career development activities for employed women were to respond. Again, respondents were to indicate whether they offered the various items as (1) a community-based (continuing education) program, (2) as a part of a cooperative program with business or industry, or (3) as both.

Arrangements Used in Community-Based Programs

Of those educational institutions that offer career development activities as a *community-based effort*, over 50 percent of them (56.68%) use a voluntary enrollment system (Item 15) in implementing their career development programs. Other program implementation procedures used by 50 percent or more of the institutions were employing persons trained in such areas as counseling and adult education to conduct program activities (Item 2, 52.59%), and using Item 6, publicity to inform potential participants of opportunities for career development activities (51.77%). The procedures of providing formal classrooms to conduct activities (Item 13) and conducting assessments of participants' needs, interests, and abilities (Item 1) were used by 50.95 percent and 50.41 percent (respectively) of the educational institutions.

The procedure least often used by the respondents to implement their career development activities as a community-based program was Item 12, holding social "get-together" affairs at the beginning of each activity (9.26%). Item 11, newsletters for circulation to participants and nonparticipants (12.53%), and Item 16, program participants selected for participation by employers (11.99%), are other procedures not widely used in the community-based career development programs.

Arrangements Used Cooperatively

Concerning the procedures employed to implement the career development activities in a cooperative effort with business or industry, the results (Table 9) indicate that only a little more than 20 percent of the respondents used any of the procedures included in Section II of the instrument. Some form of publicity was used by 21.25 percent of the respondents to inform potential participants of opportunities for career development activities (Item 6), and 19.62 percent of the respondents also used some form of publicity to inform employers of potential participants of opportunities for career development activities (Item 7). Almost 19 percent of the respondents utilized the program participants and staff to establish the program goals and objectives (Item 4) and a slightly lower percentage (18.53%) conducted assessments of participants' needs, interests, and abilities in planning and conducting (Item 1) career development activities.

Table 8. RESPONSES TO EDUCATIONAL INSTITUTION INSTRUMENT, SECTION II, ITEMS 1-19, RANKED BY "YES" RESPONSES FOR COMMUNITY-BASED SERVICES

ITEM	DID NOT RESPOND		YES	RESPONSES		Percent
	Number	Percent		Percent	NO	
15. Participants enroll in activities voluntarily.	154	41.96	208	56.68	5	1.36
2. Persons trained in such content areas as counseling and adult education conduct the activities.	160	43.60	193	52.59	14	3.82
6. Publicity to inform potential participants of opportunities for career development activities.	160	43.60	190	51.77	17	4.63
13. Formal classroom provided in which to conduct the activities.	159	43.32	187	50.95	21	5.72
1. Use of assessment of needs, interests, and abilities in planning and conducting activities.	162	44.14	185	50.41	20	5.45
3. Explanation, prior to enrollment, of participants' responsibilities concerning activities available and of any expenses they might incur.	169	46.05	170	46.32	28	7.63
4. Goals and objectives of activities established by participants as well as by activity staff (and sponsors, if a cooperative program).	175	47.68	144	39.24	48	13.08
10. Certificates awarded to participants after completion of the activity.	159	43.32	133	36.24	75	20.44
7. Publicity to inform employers of potential participants of opportunities for career development activities.	174	47.41	124	33.79	69	18.80
8. Responsibility for coordination of activities under a single individual.	162	44.14	118	32.15	87	23.71
8. Written plans for various career development activities.	172	46.87	115	31.34	80	21.80
14. Lounge (as opposed to a more formal meeting room) provided in which to conduct the activities.	170	46.32	101	27.52	96	26.16
5. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities.	177	48.23	75	20.44	115	31.34
19. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted.	175	47.68	69	18.80	123	33.52
9. Child care offered for participants during activities.	168	45.78	68	18.53	131	35.70
17. A written plan for a comprehensive career development program.	180	49.05	59	16.08	128	34.88
11. Newsletter written by participants and/or staff, circulated to participants and nonparticipants.	175	47.68	46	12.53	146	39.78
16. Participants selected for participation by employers.	194	52.86	44	11.99	129	35.15
12. Social "get-together" held at the beginning of each activity.	176	47.96	34	9.26	157	42.78

Table 9. RESPONSES TO EDUCATIONAL INSTITUTION INSTRUMENT, SECTION II, ITEMS 1-19, RANKED ON "YES" RESPONSES FOR COOPERATIVE EFFORTS

ITEM	DID NOT RESPOND		YES	RESPONSES		
	Number	Percent		Percent	NO	Percent
6. Publicity to inform potential participants of opportunities for career development activities.	282	76.84	78	21.25	7	1.91
7. Publicity to inform employers of potential participants of opportunities for career development activities.	284	77.38	72	19.62	11	3.00
4. Goals and objectives of activities established by participants as well as by activity staff (and sponsors, if a cooperative program).	288	78.47	69	18.80	10	2.73
1. Use of assessment of needs, interests, and abilities in planning and conducting activities.	290	79.02	68	18.53	9	2.45
2. Persons trained in such content areas as counseling and adult education conduct the activities.	285	77.66	66	17.98	16	4.36
13. Formal classroom provided in which to conduct the activities.	294	80.11	65	17.71	8	2.18
3. Explanation, prior to enrollment, of participants' responsibilities concerning activities available and of any expenses they might incur.	295	80.38	64	17.44	8	2.18
15. Participants enroll in activities voluntarily.	295	80.38	64	17.44	8	2.18
10. Certificates awarded to participants after completion of the activity.	294	80.11	51	13.90	22	6.00
18. Written plans for various career development activities.	296	80.65	49	13.35	22	6.00
16. Participants selected for participation by employers.	284	77.38	48	13.08	35	9.54
8. Responsibility for coordination of activities under a single individual.	294	80.11	44	11.99	29	7.90
5. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities.	299	81.47	42	11.44	26	7.08
19. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted.	297	80.93	41	11.17	29	7.90
14. Lounge (as opposed to a more formal meeting room) provided in which to conduct the activities.	301	82.02	34	9.26	32	8.72
17. A written plan for a comprehensive career development program.	299	81.47	34	9.26	34	9.26
9. Child care offered for participants during activities.	296	80.65	23	6.27	48	13.08
11. Newsletter written by participants and/or staff, circulated to participants and nonparticipants.	305	83.11	15	4.09	47	12.81
12. Social "get-together" held at the beginning of each activity.	307	83.65	8	2.18	52	14.17

Less than 10 percent of the respondents employed any of the procedures included in Items 14, 17, 9, 11, or 12. Providing a lounge in which to conduct career development activities (Item 14) and having a written plan for a comprehensive career development program (Item 17) were both used by 9 percent of the responding educational institutions. Six percent of the respondents indicated that they offer child care services for participants during career development program activities (Item 9).

About 4 percent of the responding educational institutions indicated that they circulated newsletters to program participants or nonparticipants (Item 11). Holding social get-togethers at the beginning of program activities (Item 12) was used by only about 2 percent (2.18%) of the respondents offering career development programs as a cooperative effort with business or industry.

Scheduling Arrangements

Item 20 (Table 10) from Section II of the questionnaire was to be completed by only those educational institutions that offered career development activities on a cooperative basis with business or industry. The respondents were to indicate whether any of the six scheduling procedures applied to their career development activities for employed women. A total of 118 respondents indicated that their career development activities were either conducted before or after working hours, and participants did not receive any monetary stipend for their hours of participation (Item 20d). Another 87 respondents indicated that participants were excused from work for those activities conducted during working hours, without any loss of pay for the hours they participated in career development activities (Item 20a).

Forty-five educational institutions indicated that some monetary stipends were provided to career development participants for their hours of participation (Item 20c) and another thirty-four educational institutions indicated their career development program participants were permitted to receive compensatory time that they could use later to be excused from work (Item 20e). Finally, nineteen respondents indicated that participants were permitted to be excused from work for those career development activities that were conducted during working hours, but with a loss of pay for those hours they participated (Item 20b).

Option (f) was provided on the instrument for the respondents to indicate other types of scheduling arrangements they used that weren't covered under options (a) through (e). The following list represents the responses to option (f):

Activities conducted after working hours with participants receiving fee reimbursements for courses upon completion

Activities conducted during working hours with participants receiving some monetary stipend for those hours of participation

College pays instructional expenses—students of company pay tuition and books

Employer gives one hour with pay and participant gives one hour of his/her time, usually at end of the shift

Activities offered on weekends (Friday night, Saturday, and Sunday)

Activities conducted during one hour of working time at no loss of pay, followed immediately by two hours of nonworking time with no pay for participation

Table 10. RESPONSES TO EDUCATIONAL INSTITUTION INSTRUMENT, SECTION II, ITEM 20, RANKED ON NUMBER OF RESPONSES (N = 367)

ITEM		NUMBER OF RESPONSES
20.	Of the following scheduling possibilities, check all that apply to your career development activities for employed women.	
d.	Activities conducted before or after working hours, with participants not receiving any monetary stipend for those hours of participation.	118
a.	Activities conducted during working hours, with participants being excused from work without loss of pay for those hours they participate.	87
c.	Activities conducted before or after working hours, with participants receiving some monetary stipend for those hours of participation.	45
e.	Activities conducted before or after working hours, with participants receiving no monetary stipend but receiving "compensatory time" that they could use later to be excused from work.	34
b.	Activities conducted during working hours, with participants being excused from work but losing pay for those hours they participate.	19
f.	Other (Specify)	9

SECTION III

Section III of the educational institution instrument assured respondents that anonymous responses to the survey instrument were welcomed. Additionally, if they wished to be listed in an annotated bibliography, they were asked to provide their institution's name, address, and any other information about their program that should be included in the annotation. A total of 63 respondents of the 367 institutions responding to the questionnaire provided information. The information they provided is published in *Career Planning Programs for Women Employees: Annotated Bibliography*.

The annotated bibliography includes specific information on career planning programs for women employees (or activities of such programs) in operation at the time of the survey. The information was compiled through a review of the survey instruments returned, plus any additional literature the respondents included about the program.

Conclusions

The following section presents inferences drawn from an analysis of the data provided by employers and educational institutions responding to the survey instruments.

Analysis of the data indicated that employers and educational institutions responding to the survey instruments offer a wide variety of career planning activities for all employees, including women. A number of scheduling arrangements are utilized in offering career planning activities to employed persons.

Survey results indicate that a great deal of career planning programming is provided for workers by industries and educational institutions, although we must be careful to consider the number and types of employers and educational institutions responding to the survey instruments and limit the conclusions to this specific group.

A total of 1,197 community and junior colleges were surveyed. Four hundred and fifty employers were surveyed from the *Fortune* 500 listing of businesses and industries. An additional 152 higher education institutions with student populations exceeding 15,000 were included in the employer survey. Survey instruments with usable responses were received from a total of 164 employers and 367 institutions.

Many of the career planning activities included on the survey instruments would be beneficial for both women and men employees. In fact, survey results indicate that activities were generally available to all employees. It is important to point out that the activities relating specifically to employed women's concerns were not among the career planning activities most often offered by the respondents.

Survey data from responding employers indicate that many have initiated organizational policies and procedures to enhance career planning and job progression for employees. Responding employers implemented policies and procedures such as posting job descriptions more frequently than educational institutions. Educational institutions tended to be more likely to offer activities/services that provide career planning information to employees. A possible reason for this could be that educational institutions have, traditionally, been in the business of disseminating information and providing learning experiences. Cooperative arrangements, between educational institutions and some other sponsoring agent, to provide career planning activities for employed women were few in number.

Counseling (of some form) was, undoubtedly, a very popular service provided by both employers and educational institutions. Both groups of respondents, however, indicated that supportive and informal types of procedures such as child care services, informal lounges for conducting program activities, and social get-togethers for participants were seldom in operation. However,

procedures for formalizing programs (such as publicizing available activities, and providing trained program staff and adequate space for the activities) were frequently used.

In review, there is one conclusion of paramount importance to this study. Although data indicate that a variety of career planning activities are provided for employed persons by the employers and education institutions that responded to the survey instruments, activities, policies, and procedures specifically designed for women (that is, activities that are not equally advantageous to working men) are not offered widely.

Those activities, policies, and procedures that deal specifically with the concerns of working women were: providing printed or audiovisual materials that deal with the concerns of working women (Activity 7 on the employer instrument and 4 on the educational institution instrument); providing contact with women, employed in traditionally male occupations, who could serve as role models (Activity 10 on the employer instrument and 7 on the educational institution instrument); offering workshops or materials concerning methods employees could use when interacting with people insensitive to women's needs (Activity 13 on the employer instrument and 17 on the educational institution instrument); providing activities for management and other employees that would sensitize them to the needs and concerns of working women (Activity 15 on the employer instrument and 11 on the educational institution instrument); providing activities relating to the various roles that employed women assume (Activity 16 on the employer instrument and 12 on the educational institution instrument); providing management training activities in preparation for additional responsibilities and concerns particular to female employees (Activity 20 on the employer instrument and 16 on the educational institution instrument); offering fee reimbursement for courses/workshops related to working women's concerns taken at educational institutions (Activity 34 on the employer instrument and 26 on the educational institution instrument); providing "mentors" for women employees (Activity 24 on the educational institution instrument); and offering child care for participants during activities (Activity 9, Section II, on both instruments).

Of these nine activities, only two (Activities 4 and 12) were offered by more than fifty percent of the respondents to the educational institution instrument and only one (Activity 34) was provided by more than fifty percent of the employer respondents. Three activities (Activity 20, 15, and 7) were offered by 40-50 percent of the respondents on the employer instrument and three (Activities 16, 11, and 7) were offered by 40-50 percent of those who responded to the educational institution instrument. Thirty to forty percent of the employer respondents provided two activities (Activities 13 and 7) and that same percentage of responding educational institutions offered three activities (Activities 26, 24, and 17). Slightly more than 18 percent of the employers offered Activity 16, providing activities relating to the various roles that employed women assume (worker, student, spouse, parent). Child care during the activities (Activity 9 on both instruments) was provided by only one-fourth of the responding educational institutions and by only 4.27 percent of the responding employers. Clearly, activities designed specifically to meet the needs of working women are not as widely offered as are those that are of equal use to both male and female employees.

Recommendations

Several recommendations based on the data analysis of survey instrument responses can be made to enhance the delivery of career planning activities and services to employed women. Although the survey results show that responding employers and educational institutions do offer numerous career planning activities for employed adults, few activities address the special needs of working women. Greater emphasis needs to be placed on those kinds of activities.

Activities and services responsive to the specific concerns of employed women and to the problems they encounter that are different from those encountered by working men could be an essential part of a career planning program. A program of planned services and activities can assist the working woman as she determines the role that work plays in her life and develops a complementary career plan.

Child care was not offered very often by the respondents but it is a specific service that would be helpful to employed women (and some men, for that matter). It is strongly recommended that child care services be considered as a support service in career planning programs. It is possible that a greater number of persons would participate in planned activities if child care were readily available. The *1975 Handbook on Women Workers* provides information regarding the number of working women with children in various age groups.

About 32 percent of the 8.0 million mothers of children under three and 42 percent of the 5.9 million mothers with children three to five (and none under three) were in the labor force. . . ., 54 percent of the 15.8 million mothers of children six to seventeen only were in the work force.⁶

The U.S. Department of Labor report on women workers adds that . . .

The number of working mothers (women with children under 18) has increased nine-fold since 1940. They now number 13.0 million, an increase of 3.7 million in the last decade. The 4.8 million working mothers with children under six in 1973 had 6.0 million children under six; the estimated number of licensed day care slots is 920,000.⁷

It may be that employers and educational institutions tend not to offer child care services for program participants because they feel arranging and providing this service would be too complex. Employers and educational institutions offering career planning programs should consider scheduling activities during the working hours and/or at the lunch hour rather than before or after work. This would eliminate the need for child care services other than those that workers with

⁶U.S. Department of Labor, Women's Bureau, *1975 Handbook on Women Workers* (Washington, D.C.: U.S. Government Printing Office, 1975), p. 25.

⁷U.S. Department of Labor, Women's Bureau, "Twenty Facts on Women Workers" (Washington, D.C.: U.S. Government Printing Office, 1974), p. 1.

children normally arrange for during their regular working hours. This additional consideration in scheduling of activities would be most helpful to those working women and men who have the additional responsibility of caring for children.

Outlining a written comprehensive program plan is a major step in developing career planning programs responsive to the needs of employed women. Such a plan enables the program director to select appropriate activities, methods, and techniques of presentation to create a cohesive unit rather than an array of parts. A comprehensive program plan including goals, objectives, and follow-up studies of participants is essential for effective program evaluation.

The financial cost and staff needed to operate a career planning program may prevent some employers and educational institutions from providing such services. However, a desire to offer career planning activities may spark ingenuity in determining how to alleviate barriers to providing services for employed women.

Cooperative arrangements between two or more employers and educational institutions, and/or public service agencies should be considered as a possible solution to the cost problem. Cooperative arrangements can take a variety of forms with cosponsors providing funds and/or facilities and personnel. Cooperative arrangements with educational institutions could be of great benefit as programs linked with educational institutions would enable participants to take advantage of the many existing activities/services at the school. It has been pointed out, for example, that in some cases employees of educational institutions who are not enrolled as students cannot take advantage of services provided for students. A policy change allowing employed women to avail themselves of appropriate existing services would do much to widen the range of activities and services offered in career planning programs for women. The possibilities for providing career planning programs for employed women are limited only by the creativity of those involved in planning the program.

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Appendix A
Employer Instrument

Survey of Career Development Activities for Employed Women

SECTION I

The following are possible career development activities with which your organization may have had experience. Please indicate, by circling the appropriate response, those activities that you may have offered for women employees and your assessment of their effectiveness. (a, b, or c)

For those activities with which your organization has had no experience, please indicate your opinions regarding their feasibility. (d, e, or f)

For purposes of this questionnaire, please consider "offered" to mean the activity is available to, though not necessarily limited to, women employees. "Effectiveness" refers to the activities' effectiveness in helping women change jobs, advance in their jobs, or gain skills.

There may be career development activities for employed women that are not included in the questionnaire items. Please add on Page 3 any additional activities you may have offered. Also, please describe other activities you may be aware of, have tried, or considered and rejected.

Activities, including those you add, should be rated by choosing one of the following response options:

- | | |
|-------------------------------------|---|
| (a) Offered; and would recommend it | (d) Not offered; but might be effective |
| (b) Offered; and somewhat effective | (e) Not offered; would not be feasible |
| (c) Offered; but not very effective | (f) Not offered; would not be effective |

	OFFERED			NOT OFFERED		
	Would Recommend	Somewhat Effective	Not Very Effective	Might be Effective	Not Feasible	Not Effective
Information						
1. Personal contact with people employed in various occupations of interest to employees.	a	b	c	d	e	f
2. Information with respect to projected future employment needs of the organization available to employees.	a	b	c	d	e	f
3. Information with respect to financial means to accomplish long-range career goals available to employees.	a	b	c	d	e	f
4. Information about the existence of job progression plans and criteria for advancement available to employees.	a	b	c	d	e	f
5. Position descriptions made available to employees for planning purposes.	a	b	c	d	e	f
6. Position openings, including job requirements and qualifications, posted for employee information.	a	b	c	d	e	f
7. Printed or audiovisual materials that deal with the concerns of working women available to employees.	a	b	c	d	e	f
8. Information about various sources to utilize in seeking career development information.	a	b	c	d	e	f
9. Career games used for increasing occupational awareness.	a	b	c	d	e	f
10. Contact with women, employed in traditionally male occupations, who could serve as "role models" for employees.	a	b	c	d	e	f
11. Printed or audiovisual occupational exploration materials available to employees.	a	b	c	d	e	f

	OFFERED			NOT OFFERED			
	Would Recommend	Somewhat Effective	Not Very Effective	Might be Effective	Not Feasible	Not Effective	
Training and Workshops							
12.	Seminars on career planning.	a	b	c	d	e	f
13.	Workshop or materials concerning suggested methods employees could use when interacting with individuals not sensitive to women's needs.	a	b	c	d	e	f
14.	Self-assertiveness training.	a	b	c	d	e	f
15.	Activities for management and other employees that would sensitize them to the needs and concerns of working women.	a	b	c	d	e	f
16.	Activities relating to the various roles that employed women assume (worker, student, spouse, parent).	a	b	c	d	e	f
17.	Activities relating to time management, setting priorities, and planning when assuming various roles.	a	b	c	d	e	f
18.	Workshops on resume writing.	a	b	c	d	e	f
19.	Role-playing of job interview sessions.	a	b	c	d	e	f
20.	Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male employees, female employees, additional duties and obligations).	a	b	c	d	e	f
Counseling							
21.	Counseling with respect to occupational alternatives associated with various levels of advancement in a field.	a	b	c	d	e	f
22.	Counseling with respect to personal problems or concerns.	a	b	c	d	e	f
23.	Individual counseling related to career planning and/or career development.	a	b	c	d	e	f
24.	Group counseling related to career planning and/or career development.	a	b	c	d	e	f
Policies and Procedures							
25.	Joint planning between employees and supervisors for career development.	a	b	c	d	e	f
26.	A formal procedure for applying for position changes or promotions.	a	b	c	d	e	f
27.	Defined paths or networks of job progression from entry-level employment to positions of more responsibility and higher salary.	a	b	c	d	e	f
28.	Written position descriptions for each job title in the organization, including experience, competencies, and skills required for the position.	a	b	c	d	e	f
29.	Trial experiences in new areas to improve expertise and develop awareness of other position requirements.	a	b	c	d	e	f
30.	Explanations available to employees for their failure to obtain promotions or job changes so that employees can take steps to qualify for future opportunities.	a	b	c	d	e	f
31.	Recurring assessment of employee needs, interests, and abilities.	a	b	c	d	e	f
32.	"Mentors" or "facilitators" assigned to employees to provide assistance with career development.	a	b	c	d	e	f
33.	Periodic review of employees' career development.	a	b	c	d	e	f

	OFFERED			NOT OFFERED		
	Would Recommend	Somewhat Effective	Not Very Effective	Might be Effective	Not Feasible	Not Effectiv
Policies and Procedures (Cont.)						
34. Fee reimbursement for courses/workshops related to working women's concerns taken at educational institutions.	a	b	c	d	e	f
Other Activities Considered or Tried						

_____	a	b	c	d	e	f

_____	a	b	c	d	e	f

_____	a	b	c	d	e	f

If your organization has had no experience with the types of activities listed (No. 1-34), your responses to the questionnaire are now complete. Please return the questionnaire in the accompanying postage-paid envelope.

SECTION II

(To be completed only by those whose organizations have had some experience with career development activities for women employees.)

The following items refer to some possible administrative arrangements, policies, facilities, and organizational patterns in regard to career development activities for employed women. Please check the appropriate response to indicate whether or not these items describe the implementation of activities in your organization.

- | | YES | NO |
|--|--------------------------|--------------------------|
| 1. Use of assessment of needs, interests, and abilities in planning and conducting activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Staff persons assigned to conduct the activities on a regular rather than an over-load basis. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Explanation, prior to enrollment, of participant's responsibilities concerning activities available and of any expenses they might incur. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Goals and objectives of activities established by participants as well as by activity staff and organization management. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Publicity to inform employees of opportunities for career development activities (e.g., memos, posters, newsletters). | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Responsibility for coordination of activities under a single individual. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Persons trained in such content areas as counseling and adult education conduct the activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Child-care offered for participants during activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Certificates awarded to participants after completion of the activity. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Newsletter written by participants and/or staff, circulated to participants and non-participants. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Social "get-together" held at the beginning of each activity. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Regular informal discussion during the lunch hour for participants and staff. | <input type="checkbox"/> | <input type="checkbox"/> |



- | | | | |
|--------------------------|--|---|--------------------------|
| 14. | Yearly review and recognition banquet planned for employees, staff, management, and other persons supporting career development activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | Formal meeting room provided in which to conduct the activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | Lounge (as opposed to a more formal meeting room) provided in which to conduct the activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | Participants selected for participation by management. | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | Employees volunteer for the activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | Supervisory encouragement given to employees to participate in the activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | A written plan for a comprehensive career development program. | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | Written plans for various career development activities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted. | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | Of the following scheduling possibilities, check all that apply to your career development activities for employed women. | | |
| <input type="checkbox"/> | a. | Activities conducted during working hours, with participants being excused from work without loss of pay for those hours they participate. | |
| <input type="checkbox"/> | b. | Activities conducted during working hours, with employees being excused from work but losing pay for those hours they participate. | |
| <input type="checkbox"/> | c. | Activities conducted before or after working hours, with employees receiving some monetary stipend for those hours of participation. | |
| <input type="checkbox"/> | d. | Activities conducted before or after working hours, with employees not receiving any monetary stipend for those hours of participation. | |
| <input type="checkbox"/> | e. | Activities conducted before or after working hours, with employees receiving no monetary stipend but receiving "compensatory time" that they could use later to be excused from work. | |
| <input type="checkbox"/> | f. | Other (Specify) _____ | |

SECTION III

As stated in the accompanying letter, anonymous responses to this questionnaire are welcome. If, however, you would like for your program for employed women to be listed in an annotated bibliography, you may use the space below or on a separate sheet to tell us your organization's name and address, name of the person(s) in charge of the program, and something about the methods used to plan the program, its goals and objectives, and effectiveness. We would also like to know how many women have participated in the program thus far and would appreciate any literature about the program you may wish to include. This, of course, is strictly optional, and omitting any of this information will in no way lessen the value of your previous responses.

Please return this questionnaire in the accompanying postage-paid envelope. Thank you for your time and cooperation in this effort.

Appendix B
Educational Institution Instrument



Survey of Career Development Activities for Employed Women

SECTION I

The following are possible career development activities with which your institution may have had experience. Please indicate, by circling the appropriate response, those activities that you may have offered as a community-based (continuing education) service, those activities offered as part of a cooperative effort with business/industry, or both.

For purposes of this questionnaire, please consider "offered" to mean the activity is available, though not necessarily limited to, employed women.

There may be career development activities for employed women that are not included in the questionnaire items. Please add on Page 2 any additional activities you may have offered. Also, please describe other activities you may be aware of, have tried, or considered and rejected.

Activities, including those you add, should be rated by choosing one of the following response options:

- (a) Not offered
- (b) Offered as a community-based (continuing education) service
- (c) Offered as part of a cooperative effort with business/industry
- (d) Offered as both (b) and (c)

Information

1. Personal contact with people employed in various occupations of interest to participants.
2. Information with respect to projected future employment needs in the job market.
3. Information with respect to financial means to accomplish long-range career goals.
4. Printed or audiovisual materials that deal with the concerns of working women.
5. Printed or audiovisual occupational exploration materials.
6. Career games used for increasing occupational awareness.
7. Contact with women, employed in traditionally male occupations, who could serve as "role models" for participants.
8. Information about various sources to utilize in seeking career development information.

Not Offered	Community-Based	Cooperative Effort	Both
-------------	-----------------	--------------------	------

a	b	c	d
a	b	c	d
a	b	c	d
a	b	c	d
a	b	c	d
a	b	c	d
a	b	c	d
a	b	c	d

Training and Workshops

9. Seminars on career planning.
10. Self-assertiveness training.
11. Activities for management personnel and other employees that would sensitize them to the needs and concerns of working women.
12. Activities relating to the various roles that employed women assume (worker, student, spouse, parent).
13. Activities relating to time management, setting priorities, and planning when assuming various roles.
14. Workshops on resume writing.
15. Role-playing of job interview sessions.
16. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male and female employees, additional duties and obligations).
17. Workshops or materials concerning suggested methods participants could use when interacting with individuals not sensitive to women's needs.

a	b	c	d
a	b	c	d
a	b	c	d
a	b	c	d
a	b	c	d
a	b	c	d
a	b	c	d
a	b	c	d
a	b	c	d
a	b	c	d

	Not Offered	Community-Based	Cooperative Effort	Both
Counseling				
18. Counseling with respect to occupational alternatives associated with various levels of advancement in a field.	a	b	c	d
19. Counseling with respect to personal problems or concerns.	a	b	c	d
20. Individual counseling related to career planning and/or career development.	a	b	c	d
21. Group counseling related to career planning and/or career development.	a	b	c	d

Policies and Procedures

22. Trial experiences in new areas to improve expertise and develop awareness of other position requirements.	a	b	c	d
23. Assessment of participants' needs, interests and abilities.	a	b	c	d
24. "Mentors" or "facilitators" available to employed women to provide assistance with career development.	a	b	c	d
25. Periodic review of participants' career development.	a	b	c	d
26. Fee reimbursement from participants' employers for courses/workshops related to working women's concerns taken at your institution.	a	b	c	d

Other Activities Offered

_____		b	c	d

_____		b	c	d

_____		b	c	d

Other Activities Considered and Rejected

If your institution has had no experience with the types of activities listed (Nos. 1-26), your responses to the questionnaire are now complete. Please return the questionnaire in the accompanying postage-paid envelope.

SECTION II

(To be completed only by those whose institutions have had experience with career development activities for employed women.)

The following items refer to some possible administrative arrangements, policies, facilities, and organizational patterns in regard to career development activities for employed women. Please check the appropriate response to indicate whether or not these items describe the implementation of activities at your institution.

Use only the yes/no responses headed community-based if your institution offers only activities of that type. Otherwise, leave those columns blank.

Use only the yes/no responses headed cooperative program if your institution offers only activities of that type. Otherwise, leave those columns blank.

If both types of programs are offered, use both sets of yes/no responses.

	COMMUNITY-BASED		COOPERATIVE PROGRAM	
	Yes	No	Yes	No
1. Use of assessment of needs, interests, and abilities in planning and conducting activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Persons trained in such content areas as counseling and adult education conduct the activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Explanation, prior to enrollment, of participants' responsibilities concerning activities available and of any expenses they might incur.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Goals and objectives of activities established by participants as well as by activity staff (and sponsors, if a cooperative program).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Publicity to inform potential participants of opportunities for career development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Publicity to inform employers of potential participants of opportunities for career development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Responsibility for coordination of activities under a single individual.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Child-care offered for participants during activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Certificates awarded to participants after completion of the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Newsletter written by participants and/or staff, circulated to participants and non-participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Social "get-together" held at the beginning of each activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Formal classroom provided in which to conduct the activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Lounge (as opposed to a more formal meeting room) provided in which to conduct the activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Participants enroll in activities voluntarily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Participants selected for participation by employers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. A written plan for a comprehensive career development program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Written plans for various career development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please skip the following items if you do not offer career development activities for employed women on a cooperative basis with business/industry.

20. Of the following scheduling possibilities, check all that apply to your career development activities for employed women.

- a. Activities conducted during working hours, with participants being excused from work without loss of pay for those hours they participate.
- b. Activities conducted during working hours, with participants being excused from work but losing pay for those hours they participate.
- c. Activities conducted before or after working hours, with participants receiving some monetary stipend for those hours of participation.
- d. Activities conducted before or after working hours, with participants not receiving any monetary stipend for those hours of participation.
- e. Activities conducted before or after working hours, with participants receiving no monetary stipend but receiving "compensatory time" that they could use later to be excused from work.
- f. Other (Specify)

SECTION III

As stated in the accompanying letter, anonymous responses to this questionnaire are welcome. If, however, you would like for your program for employed women to be listed in an annotated bibliography, you may use the space below or a separate sheet to tell us your institution's name and address, name of the person(s) in charge of the program, and something about the methods used to plan the program, its goals and objectives, and effectiveness. We would also like to know how many women have participated in the program thus far and would appreciate any literature about the program you may wish to include. This, of course, is strictly optional, and omitting any of this information will in no way lessen the value of your previous responses.

Please return this questionnaire in the accompanying postage-paid envelope. Thank you for your time and cooperation in this effort.

Appendix C
Responses to Employer Instrument,
Section 1

Table C-1. RESPONSES TO EMPLOYER INSTRUMENT,
SECTION I, ITEMS 1-34 (N = 164)

	DID NOT RESPOND		OFFERED				NOT OFFERED							
	Number	Percent	Would Recommend Number	Percent	Somewhat Effective Number	Percent	Not Very Effective Number	Percent	Might Be Effective Number	Percent	Not Feasible Number	Percent	Not Effective Number	Percent
INFORMATION														
1. Personal contact with people employed in various occupations of interest to employees.	4	2.44	53	32.32	42	25.61	4	2.44	50	30.49	10	6.1	1	0.61
2. Information with respect to projected future employment needs of the organization available to employees.	3	1.83	34	20.73	28	17.07	5	3.05	71	43.29	22	13.42	1	0.61
3. Information with respect to financial means to accomplish long-range career goals available to employees.	5	3.05	57	34.76	27	16.46	3	1.83	52	31.71	19	11.59	1	0.61
4. Information about the existence of job progression plans and criteria for advancement available to employees.	3	1.83	55	33.54	31	18.90	9	5.49	58	35.37	8	4.88	0	0.00
5. Position descriptions made available to employees for planning purposes.	3	1.83	60	36.59	30	18.29	5	3.05	47	28.66	15	9.15	4	2.44
6. Position openings, including job requirements and qualifications, posted for employee information.	1	0.61	84	51.22	17	10.37	1	0.61	40	24.39	18	10.98	3	1.83
7. Printed or audio-visual materials that deal with the concerns of working women available to employees.	5	3.05	18	10.98	26	15.85	7	4.27	89	54.27	13	7.93	6	3.66

ITEM	OFFERED						NOT OFFERED							
	DID NOT RESPOND		Would Recommend		Somewhat Effective		Not Very Effective		Might Be Effective		Not Feasible		Not Effective	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
8. Information about various sources to utilize in seeking career development information.	8	4.88	47	28.66	35	21.34	12	7.32	58	35.37	3	1.83	1	0.61
9. Career games used for increasing occupational awareness.	7	4.27	8	4.88	11	6.71	5	3.05	83	50.61	34	20.73	16	9.76
10. Contact with women, employed in traditionally male occupations, who could serve as "role models" for employees.	5	3.05	45	27.44	23	14.02	10	6.10	67	40.85	8	4.88	6	3.66
11. Printed or audio-visual occupational exploration materials available to employees.	6	3.66	21	12.81	22	13.42	6	3.66	97	59.15	8	4.88	4	2.44
TRAINING & WORKSHOPS														
12. Seminars on career planning.	3	1.83	45	27.44	19	11.59	4	2.44	84	51.22	4	2.44	5	3.05
13. Workshops or materials concerning suggested methods employees could use when interacting with individuals not sensitive to women's needs.	1	0.61	31	18.90	27	16.46	6	3.66	87	53.05	7	4.27	5	3.05
14. Self-assertiveness training.	5	3.05	39	23.78	20	12.20	5	3.05	79	48.17	9	5.49	7	4.27
15. Activities for management and other employees that would sensitize them to the needs and concerns of working women.	3	1.83	29	17.68	34	20.73	5	3.05	81	49.39	4	2.44	8	4.88
16. Activities relating to the various roles that employed women assume (worker, student, spouse, parent).	7	4.27	17	10.37	10	6.10	3	1.83	90	54.88	19	11.59	18	10.98

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	OFFERED								NOT OFFERED					
	DID NOT RESPOND		Would Recommend		Somewhat Effective		Not Very Effective		Might Be Effective		Not Feasible		Not Effective	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
17. Activities relating to time management, setting priorities, and planning when assuming various roles.	5	3.05	46	28.05	24	14.63	2	1.22	73	44.51	11	6.71	3	1.83
18. Workshops on resume writing.	5	3.05	21	12.81	12	7.32	2	1.22	72	43.90	30	18.29	22	13.42
19. Role-playing of job interview sessions.	6	3.66	35	21.34	16	9.76	2	1.22	77	46.95	16	9.76	12	7.32
20. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male employees, female employees, additional duties and obligations).	4	2.44	47	28.66	18	10.98	2	1.22	83	50.61	7	4.27	3	1.83
COUNSELING														
21. Counseling with respect to occupational alternatives associated with various levels of advancement in a field.	3	1.83	70	42.68	36	21.95	8	4.88	42	25.61	4	2.44	1	0.61
22. Counseling with respect to personal problems or concerns.	3	1.83	68	41.46	51	31.10	7	4.27	27	16.46	4	2.44	4	2.44
23. Individual counseling related to career planning and/or career development.	4	2.44	81	49.39	31	18.90	5	3.05	39	23.78	3	1.83	1	0.61
24. Group counseling related to career planning and/or career development.	6	3.66	28	17.07	15	9.15	7	4.27	89	54.27	12	7.32	7	4.27
POLICIES & PROCEDURES														
25. Joint planning between employees and supervisors for career development.	3	1.83	48	29.27	24	14.63	14	8.54	66	40.24	7	4.27	2	1.22

OFFERED

NOT OFFERED

	DID NOT RESPOND		Would Recommend		Somewhat Effective		Not Very Effective		Might Be Effective		Not Feasible		Not Effective	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
26. A formal procedure for applying for position changes or promotions.	3	1.83	81	49.39	25	15.24	3	1.83	42	25.61	7	4.27	3	1.83
27. Defined paths or networks of job progression from entry-level employment to positions of more responsibility and higher salary.	3	1.83	49	29.88	20	12.20	4	2.44	63	38.42	20	12.20	5	3.05
28. Written position descriptions for each job title in the organization, including experience, competencies, and skills required for the position.	2	1.22	101	61.59	18	10.98	9	5.49	24	14.63	8	4.88	2	1.22
29. Trial experiences in new areas to improve expertise and develop awareness of other position requirements.	4	2.44	17	10.37	13	7.93	3	1.83	81	49.39	41	25.00	5	3.05
30. Explanations available to employees for their failure to obtain promotions or job changes so that employees can take steps to qualify for future opportunities.	6	3.66	69	42.07	41	25.00	12	7.32	36	21.95	0	0.00	0	0.00
31. Recurring assessment of employee needs, interests, and abilities.	43	26.22	44	26.83	16	9.76	2	1.22	50	30.49	8	4.88	1	0.61
32. "Mentors" or "facilitators" assigned to employees to provide assistance with career development.	2	1.22	21	12.81	10	6.10	4	2.44	90	54.88	29	17.68	8	4.88
33. Periodic review of employees' career development.	1	0.61	51	31.10	27	13.06	7	4.27	65	39.63	11	6.71	2	1.22
34. Fee reimbursement for courses/workshops related to working women's concerns taken at educational institutions.	5	3.05	92	56.10	27	16.46	6	3.66	22	13.42	9	5.49	3	1.83

Appendix D
Responses to Educational
Institution Instrument,
Section 1

Table D-1. RESPONSES TO EDUCATIONAL INSTITUTION INSTRUMENT, SECTION I, ITEMS 1-26 (N = 367)

ITEM	DID NOT RESPOND		NOT OFFERED		COMMUNITY-BASED		COOPERATIVE EFFORT		BOTH	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
INFORMATION										
1. Personal contact with people employed in various occupations of interest to participants.	11	3.00	82	22.34	98	26.70	53	14.44	123	33.51
2. Information with respect to projected future employment needs in the job market.	10	2.73	61	16.62	121	32.97	55	14.99	120	32.70
3. Information with respect to financial means to accomplish long-range career goals.	7	1.91	98	26.70	156	42.51	29	7.90	77	20.98
4. Printed or audiovisual materials that deal with the concerns of working women.	10	2.73	142	38.69	142	38.69	22	6.00	51	13.90
5. Printed or audiovisual occupational exploration materials.	12	3.27	77	20.98	178	48.50	28	7.63	72	19.62
6. Career games used for increasing occupational awareness.	21	5.72	235	64.03	75	20.44	12	3.27	24	6.54
7. Contact with women, employed in traditionally male occupations, who could serve as "role models" for participants.	10	2.73	174	47.41	106	28.88	23	6.27	54	14.71
8. Information about various sources to utilize in seeking career development information.	9	2.45	60	16.35	167	45.50	38	10.35	93	25.34
TRAINING AND WORKSHOPS										
9. Seminars on career planning.	9	2.45	101	27.52	163	44.41	25	6.81	69	18.80
10. Self-assertiveness training.	11	3.00	113	30.79	181	49.32	16	4.36	46	12.53
11. Activities for management personnel and other employees that would sensitize them to the needs and concerns of working women.	17	4.63	189	51.50	80	21.80	27	7.36	54	14.71
12. Activities relating to the various roles that employed women assume (worker, student, spouse, parent).	7	1.91	134	36.51	162	44.14	20	5.45	44	11.99
13. Activities relating to time management, setting priorities, and planning when assuming various roles.	11	3.00	136	37.06	154	41.96	16	4.36	50	13.62
14. Workshops on resume writing.	11	3.00	138	37.60	159	43.32	14	3.82	45	12.26
15. Role-playing of job interview sessions.	12	3.27	125	34.06	160	43.60	19	5.18	51	13.90
16. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male and female employees, additional duties and obligations).	12	3.27	200	54.50	93	25.34	12	3.27	50	13.62

ITEM	DID NOT RESPOND		NOT OFFERED		COMMUNITY-BASED		COOPERATIVE EFFORT		BOTH	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
17. Workshops or materials concerning suggested methods participants could use when interacting with individuals not sensitive to women's needs.	11	3.00	221	60.22	87	23.71	18	4.91	30	8.17
COUNSELING										
18. Counseling with respect to occupational alternatives associated with various levels of advancement in a field.	16	4.36	74	20.16	194	52.86	23	6.27	60	16.35
19. Counseling with respect to personal problems or concerns.	15	4.09	62	16.90	219	59.67	23	6.27	48	13.08
20. Individual counseling related to career planning and/or career development.	13	3.54	34	9.26	242	65.94	24	6.54	54	14.71
21. Group counseling related to career planning and/or career development.	12	3.27	95	25.89	194	52.86	26	7.08	40	10.90
POLICIES AND PROCEDURES										
22. Trial experiences in new areas to improve expertise and develop awareness of other position requirements.	22	6.00	234	63.76	59	16.08	24	6.54	28	7.63
23. Assessment of participants' needs, interests, and abilities.	18	4.91	94	25.61	186	50.68	19	5.18	50	13.62
24. "Mentors" or "facilitators" available to employed women to provide assistance with career development.	18	4.91	211	57.49	89	24.25	16	4.36	33	8.99
25. Periodic review of participants' career development	27	7.36	217	59.13	69	18.80	22	6.00	32	8.72
26. Fee reimbursement from participants' employers for courses/workshops related to working women's concerns taken at your institution.	26	7.08	207	56.40	40	10.90	40	10.90	54	14.71

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