

DOCUMENT RESUME

ED 171 952

CE 021 478

AUTHOR Vetter, Louise; And Others
 TITLE Career Planning Programs for Women Employees: Prototype Programs. Research and Development Series No. 137.
 INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
 SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
 PUB DATE 77
 GRANT G007604056
 NOTE 74p.; For related documents see CE 021 475-477
 EDRS PRICE MF01/PC03 Plus Postage.
 DESCRIPTORS *Career Development; *Career Planning; College Programs; Employer Employee Relationship; *Program Design; *Program Development; Reports; Research; Womens Education; *Working Women

ABSTRACT

A project was conducted to develop three prototype comprehensive career planning programs and to offer those prototypes as models that could be used by both educators and personnel directors who are interested in helping employed women improve their occupational status. A national survey of programs in operation in community and junior colleges and in business and industry provided the basis for the development of a modified delphi instrument that was submitted to a panel of experts for their evaluation and recommendations. Instrument items consisted of possible career planning activities and various procedures for facilitating the implementation of a career planning program. Among the panel's conclusions were these: (1) a majority of the individual career planning activities are considered to be very important for inclusion within any programmatic effort to assist employed women in their career planning and developmental goals, and (2) those career planning activities that seem to be directed more at improving the knowledge and skills of employed women were judged to be more important than those various activities that related to women's individual personal needs. Development suggestions for career planning programs for employed women make up the bulk of the document. (CT)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED171952

Research and Development Series No. 137

**CAREER PLANNING PROGRAMS
FOR WOMEN EMPLOYEES:
Prototype Programs**

Louise Vetter
Patricia Worthy Winkfield
Robert M. Ransom
Cheryl Meredith Lowry

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1977

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN-
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

CE 021 478

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**

This publication was prepared pursuant to a grant (No. G007604056) from The Bureau of Occupational and Adult Education, U.S. Department of Health, Education, and Welfare. Grant recipients undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Office of Education position or policy.

Foreword

The Center is currently engaged in a number of activities designed to aid in achieving sex fairness in education and in career development. Adult women are in need of programs that can help them plan, prepare for, and progress through their careers. This document is one of four publications for the project *Career Planning Programs for Women Employees*. The other three publications provide a literature review, report the findings of a national survey, and provide an annotated bibliography of 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, Richard Miguel and Harry N. Drier; and the authors, Project Director Louise Vetter, Patricia Worthy Winkfield, Robert M. Ransom, and Cheryl Meredith Lowry.

Robert E. Taylor
Executive Director
The National Center for
Research in Vocational Education

Summary

A large number of women remain unemployed and underemployed because they have not obtained the knowledge necessary to plan their occupational futures. Career development programs provided for already employed women could help meet their need for planning knowledge.

This document presents the results of a modified delphi panel technique used with leaders in the area of career development of women. The prototype programs for employed women appearing here were developed from the professional judgments of these eleven leaders and are recommended for the following situations: for programs sponsored by employers, for programs cosponsored by employers and educational institutions, and for programs sponsored by educational institutions. Goals, objectives, and career development activities are presented for programs in each situation. Activities and objectives appear in their order of importance to the program, as perceived by the panelists.

Table of Contents

	Page
FOREWORD	iii
SUMMARY	v
INTRODUCTION	3
PROTOTYPE PROGRAM DEVELOPMENT PROCEDURES AND RESULTS	5
First Mailing Procedure	5
Second Mailing Procedure	6
Results From Second Mailing	6
"Most Important" Community-Based Career Planning Program Activities	6
"Most Important" Employer-Sponsored Career Planning Program Activities	7
"Most Important" Cooperative Career Planning Program Activities	7
"Least Important" Activities	7
Administrative Arrangements, Policies, and Procedures	7
Career Planning Program Objectives	8
Conclusions	9
PROTOTYPE PROGRAMS	11
APPENDIX A: Delphi Panelists	19
APPENDIX B: Instrument for First Mailing	21
APPENDIX C: Results of National Survey	27
APPENDIX D: First Mailing Results	39
APPENDIX E: Instruments for Second Mailing	55

CAREER PLANNING PROGRAMS

FOR WOMEN EMPLOYEES:

Prototype Programs

Introduction

The fact that there is a recognized need for the equalization of the various types, as well as number, of jobs between the sexes is borne out in recent literature. According to figures published by the U.S. Department of Labor, more than 36 million women were in the work force in 1975—almost 46 percent of all women 16 years of age and older and about 40 percent of the country's entire labor force.¹ 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.²

A large number of women will remain unemployed or underemployed because they do not have the knowledge, skills, and attitudes necessary to plan their occupational futures. Thus, there is a need for providing women with the skill, knowledge, and attitudes necessary to develop plans that will challenge them to set and reach career goals. Educators and personnel directors are in a good position to assist women who are currently working by offering career planning counseling, courses, activities, and programs that will enable employed women to improve their occupational status.

The major objectives of this publication are to describe the development of three prototype comprehensive career planning programs and to offer those prototypes as models that could be used by both educators and personnel directors who are interested in helping employed women improve their occupational status.

¹ U.S. Department of Labor, Bureau of Labor Statistics, *U.S. Working Women: A Chartbook* (Washington, D.C.: U.S. Government Printing Office, 1975).

² S. L. Hansen, "The Career Development Process for Women: Current Views and Programs," *Pupil Personnel Services Journal*, Vol. 4 (1975), No. 2, pp. 23-34.

Prototype Program Development Procedures and Results

A number of procedures were undertaken to develop the career planning programs for employed women: a review of the literature, a national survey of current programs, and the use of a modified delphi technique. The review of the literature is reported in a separate publication. The national survey of programs in operation in community and junior colleges and in business and industry provided the basis for the development of a modified delphi instrument that was submitted to a panel of experts for their evaluation and recommendations. In addition to the information from the national survey, Adams'³ suggestions for commonly accepted objectives for adult vocational-technical education programs for women were reflected in the instrument items. According to Adams, the following areas were considered important: job information, occupational counseling, assistance in job identification and selection, initial job skills, updating in refresher courses, assistance in job adjustment, and assistance with family problems while in training.

The modified delphi instrument items consisted of possible career planning activities and various procedures for facilitating the implementation of a career planning program.

Eleven panelists (see Appendix A) were selected to participate in the development of the prototype program. They represented the areas of adult education, vocational and technical education, post-secondary education, and private business and industry.

First Mailing Procedure

Each panelist was mailed a copy of a modified delphi instrument (see Appendix B) along with the results of the national survey of career planning programs currently being offered to women employees (see Appendix C). The panelists were instructed that the results of the national survey were enclosed only to give them some idea as to what was, and was not, happening in the field and that their responses need not conform to the survey results.

Section I of the instrument included information activities, training and workshop activities, counseling activities, and policies and procedures activities. Section II of the instrument included items related to administrative arrangements, policies, facilities, and organizational patterns. Panelists were asked to rate the importance of each item as it related to community-based programs, employer-sponsored programs, and cooperative programs cosponsored by educational institutions and business/industry. The items were rated from 1 (definitely should not be included) to 4 (definitely should be included) in a program. Space was provided in each section for panelists to write in additional items.

³Dewey Allen Adams, *Review and Synthesis of Research Concerning Adult Vocational and Technical Education* (Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, The Center for Vocational Education, The Ohio State University, 1972).

Analysis and Results. Average ratings for each of the items were calculated to obtain ordered ratings. Those items with average ratings of less than 3.00 (probably should be included) were eliminated from the ordered ratings and, subsequently, what was to become the second instrument. The table below indicates the number of items that were eliminated by type of program and section of the first instrument.

**Number of Items Eliminated from Ordered
Delphi Ratings and Second Delphi Instrument**

	Section I	Section II
Community-Based Program	10	10
Cooperative Program	9	9
Employer Program	6	9

A total of seven new items for Section I were "written in" by panelists in the first round of the modified delphi technique as suggestions for activities that could be included in a comprehensive career planning program for women employees. No additional items were added to Section II. (See Appendix D for the complete results of the first mailing.)

Second Mailing Procedure

The results from the first mailing were used to construct the second set of instruments. Separate instruments were developed for community-based programs, employer-sponsored programs, and cooperative programs (see Appendix E). An additional section (Section III) relating to career planning program goals and objectives was added to each of these instruments. This additional section was added in order to have the panelists provide their opinions (in the form of rankings) as to what objectives would be most important for those institutions or employers that may not be able to implement a complete career planning program for women employees. The panelists were asked to rank the five listed objectives from 1 (most important) to 5 (least important).

The panelists were requested to rank order the list of activities and procedures (in Sections I and II) for each of the three types of career planning programs from "most important" to "least important" for inclusion in a comprehensive career planning program for women employees. When the instruments were returned, average rankings for each of the items were calculated to provide a listing of activities from "most important" to "least important" for the prototype program.

Results From Second Mailing

"Most Important" Community-Based Career Planning Program Activities. According to the responses from the panelists, providing seminars on career planning for women employees is considered the "most important" type of activity to be offered by an educational institution in a community-based career planning program. Providing employed women with role models of

women who are employed in traditional male occupations, providing information with respect to projected future employment needs in the job market, and conducting assessments of employed women's needs, interests, and abilities were also considered very important activities to be offered in this type of career planning program.

All of the above activities seem appropriate for a career planning program that is being offered to employed women as a continuing education service. Most community and junior colleges do have the facilities and/or expertise to provide these various types of career planning and development activities to employed women. Some evidence in support of this statement is found from the results of the national survey (see Appendix C) of 367 educational institutions concerning what career planning programs and/or activities they offered to employed women. The findings indicated that three out of four of the activities considered to be "most important" by the panelists were being offered by more than sixty percent of the educational institutions that responded to the survey. The fourth activity (contact with women employed in traditionally male occupations who could serve as role models for employed women) was offered by more than forty percent of the educational institutions.

"Most Important" Employer-Sponsored Career Planning Program Activities. The activities with the highest ratings for employer-sponsored programs were: (1) having defined paths or networks of job progression from entry-level employment to positions of more responsibility and higher salary, (2) making position descriptions available to employed women for planning purposes, and (3) having written position descriptions for each job title in the organization, including experience, competencies, and skills required for the position. These three career planning activities were being offered by more than fifty percent of the employers who responded to the national survey.

"Most Important" Cooperative Career Planning Program Activities. The ease with which the career planning activities considered to be the "most important" for a career planning program offered cooperatively by an educational institution and employer is again related to educational institutions and/or employers having the facilities, interest, and expertise to provide specialized services. Conducting assessments of employed women's needs, interests, and abilities and providing seminars on career planning were the two "most important" type of career planning activities suggested by the panelists.

"Least Important" Activities. The career planning activities ranked "least important" to include in any of the three different types of career planning programs included activities such as providing peer counseling and the role-playing of job interviews, promotional interviews, and promotional evaluation sessions. Other areas that received low rankings were: using career games, providing workshops and other activities to encourage the building and maintenance of a support group for employed women, and offering counseling with respect to personal problems or concerns.

Administrative Arrangements, Policies, and Procedures. The panelists rank ordered a list of possible administrative arrangements, policies, and procedures that could be employed in implementing each of the three different types of career planning programs.

The same three procedures were ranked highest in importance for each of the three types of career planning programs for employed women. The "most important" procedure to be used in a community-based program, as ranked by the panelists, was having the participants enroll in program activities voluntarily. Providing explanations to participants concerning the responsibilities of, and expenses for, activities prior to enrollment and having goals and objectives of activities established by participants and staff were the next highest-ranked procedures for a community-based career planning program.

Allowing goals and objectives of activities to be established by participants as well as by activity staff was considered the "most important" type of procedure for a cooperative career planning program between an educational institution and business/industry. The second and third "most important" procedures were voluntary enrollment and presenting information to the participants prior to enrollment concerning their responsibilities and expenses for the activities.

One slight difference was found in the rankings for an employer-sponsored program, but this was only in the order of the "most important" procedures. Using some form of publicity to inform potential participants of opportunities for career development activities shared the rank of third most important procedure along with the establishment of program goals and objectives by the participants, staff, and management for an employer-sponsored career planning program for women. Again, as with the community-based program, voluntary enrollment and presenting information concerning the responsibilities of, and expenses for, the activities to the participants prior to enrollment ranked numbers one and two, respectively, for this type of career planning program.

The same set of procedures were considered the "least important" for each of the three types of career planning programs. The set included: (1) having a newsletter written by program participants and/or staff circulated to participants and nonparticipants, (2) awarding certificates to participants after completion of the activities, and (3) having regular informal discussions during the lunch hour for participants and staff.

Inspection of those procedures considered to be of least importance for any career planning program reveals that they are aimed more at providing social and supportive types of services to participants rather than more substantive types of services. Conversely, a review of those procedures that were considered by the panelists to be "most important" for a career planning program, seems to indicate the panelists' concern that the developers of career planning programs for women employees include women in entire program developmental effort. By using procedures that allow the potential participants, in this case, women employees—to be involved in the establishment of program goals and objectives, program developers are not only building more viable career planning programs, but they are also encouraging women to utilize those skills which will ultimately improve their occupational status in the labor market.

Career Planning Program Objectives. The panelists' rankings of program objectives were very similar for employer-sponsored and cooperative programs. The only difference between their rankings for the two programs was that the objectives that were ranked second and third in one program were ranked third and second in the other.

For both programs, the panelists ranked the design and implementation of policies and procedures as the "most important" objective. Assisting employed women to acquire the necessary attitudes to develop and pursue career development plans was ranked second for employer-sponsored programs and third for cooperative programs. Assisting employed women to acquire the necessary knowledge to develop and pursue career development plans was ranked second in importance for cooperative programs and third for employer-sponsored programs. The same objectives were ranked fourth and fifth for both programs: assisting employed women to develop and pursue career development plans by assisting other employees (co-workers and decision-makers) to develop skills, knowledge, and attitudes conducive to women's career development (fourth); and assisting employed women to acquire the necessary skills to develop and pursue career development plans (fifth).

For career planning programs sponsored by educational institutions, the panelists ranked the objective concerning the acquisition of knowledge as "most important." The other objectives (in

descending order of ranked importance) concerned: the acquisition of attitudes (second); the acquisition of skills (third); the design and implementation of policies and procedures (fourth); and assisting co-workers and decision-makers to develop skills, knowledge, and attitudes conducive to women's career development (fifth).

Conclusions.

The data from which the following conclusions are drawn were provided by the eleven panelists who participated in the development of the prototype programs that are presented in the following section. The panel consisted of eleven leaders working in the areas of adult education, vocational and technical education, post-secondary education, and private business and industry.

1. A majority of the individual career planning activities are considered to be very important for inclusion within any programmatic effort to assist employed women in their career planning and developmental goals. This is true regardless of whether the programs are community-based, offered cooperatively by an institution and business/industry, or employer-sponsored.
2. Those career planning activities that seem to be directed more at improving the knowledge and skills of employed women were judged to be more important than those various activities that related to women's individual personal needs.
3. Those career planning activities that were judged to be important components of a career planning program for women employees were generally consistent with what respondents to a national survey indicated was being offered to employed women in career planning programs in community and junior colleges and in business and industry.

Prototype Programs

Development suggestions for career planning programs for employed women are provided on the following pages. One prototype program is suggested for use by employers, another is provided for employers and educational institutions that may cosponsor activities for employed women. The third prototype program is designed for use by educational institutions that may offer the program as a continuing education service to the community.

The goals for these programs differ only in regard to the women the programs seek to serve (e.g., the goal for the continuing education program reflects its clientele in the community as opposed to the women employed by any particular company). The objectives for each program are the same, although they appear here in the order of their importance to each program, as perceived by the delphi panelists. The career development activities, too, are ranked by importance to each program. The rankings were generated in order to provide information to employers or educational institutions that may be wondering which objectives or activities to emphasize first, especially if a comprehensive program cannot be implemented all at once. Nonetheless, the advantages of a comprehensive, systematic program, as opposed to a more limited array of parts, cannot be over-emphasized.

CAREER PLANNING PROGRAMS FOR WOMEN EMPLOYEES: PROTOTYPE PROGRAMS

Employer-Sponsored Program	Cooperative Program	Community-Based Program
<p><u>Goal:</u></p> <p>To provide experiences that will enable women employees to progress in and/or change their careers</p> <p><u>Objectives:</u></p> <p>To provide an organized plan for assisting employed women in their career development</p> <ol style="list-style-type: none"> 1. Assist employed women to develop and pursue career development plans by designing and implementing <u>policies and procedures</u> conducive to women's career development. 2. Assist employed women to acquire the <u>necessary attitudes</u> to develop and pursue career development plans 3. Assist employed women to acquire the <u>necessary knowledge</u> to develop and pursue career development plans 4. Assist employed women to develop and pursue career development plans by <u>assisting other employees</u> (co-workers and <u>decision-makers</u>) to develop skills, knowledge, and attitudes conducive to women's career development 5. Assist employed women to acquire the <u>necessary skills</u> to develop and pursue career development plans 	<p><u>Goal:</u></p> <p>To provide experiences that will enable women employees to progress in and/or change their careers</p> <p><u>Objectives:</u></p> <p>To provide an organized plan for assisting employed women in their career development</p> <ol style="list-style-type: none"> 1. Assist employed women to develop and pursue career development plans by designing and implementing <u>policies and procedures</u> conducive to women's career development 2. Assist employed women to acquire the <u>necessary knowledge</u> to develop and pursue career development plans 3. Assist employed women to acquire the <u>necessary attitudes</u> to develop and pursue career development plans 4. Assist employed women to develop and pursue career development plans by <u>assisting other employees</u> (co-workers and <u>decision-makers</u>) to develop skills, knowledge, and attitudes conducive to women's career development 5. Assist employed women to acquire the <u>necessary skills</u> to develop and pursue career development plans 	<p><u>Goal:</u></p> <p>To provide experiences that will enable employed women in the community to progress in and/or change their careers</p> <p><u>Objectives:</u></p> <p>To provide an organized plan for assisting employed women in their career development</p> <ol style="list-style-type: none"> 1. Assist employed women to acquire the <u>necessary knowledge</u> to develop and pursue career development plans 2. Assist employed women to acquire the <u>necessary attitudes</u> to develop and pursue career development plans 3. Assist employed women to acquire the <u>necessary skills</u> to develop and pursue career development plans 4. Assist employed women to develop and pursue career development plans by designing and implementing <u>policies and procedures</u> conducive to women's career development 5. Assist employed women to develop and pursue career development plans by <u>assisting other employees</u> (co-workers and <u>decision-makers</u>) to develop skills, knowledge, and attitudes conducive to women's career development

*Denotes those career planning activities that received the same rank ordering

Employer-Sponsored Program	Cooperative Program	Community-Based Program
<p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Defined paths or networks of job progression from entry-level employment to positions of more responsibility and higher salary 2. Position descriptions made available to employed women for planning purposes 3. Written position descriptions for each job title in the organization, including experience, competencies, and skills required for the position 4. Information with respect to projected future employment needs of the organization available to employed women 5. Joint planning between employed women and supervisors for career development 6. Position openings, including job requirements and qualifications, posted for employee information 7. Information about the existence of job progression plans and criteria for advancement available to employed women 8. A formal procedure for applying for position changes or promotions 9. Explanations available to employed women for their failure to obtain promotions or job changes so that employees can take steps to qualify for future opportunities 	<p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Assessment of employed women's needs, interests, and abilities 2. Seminars on career planning 3. Information about various sources to utilize in seeking career development information 4. Counseling with respect to occupational alternatives associated with various levels of advancement in a field 5. Information about the existence of job progression plans and criteria for advancement available to employed women 6. Activities for management personnel and other employees that would sensitize them to the needs and concerns of working women 7. Position descriptions made available to employed women for planning purposes 8. Contact with women, employed in traditionally male occupations, who could serve as role models for employed women 9. Individual counseling related to career planning and/or career development 	<p><u>Activities:</u></p> <ol style="list-style-type: none"> 1. Seminars on career planning 2. Contact with women, employed in traditionally male occupations, who could serve as role models for employed women 3. Information with respect to projected future employment needs in the job market 4. Assessment of employed women's needs, interests, and abilities 5. *Group counseling related to career planning and/or career development *Individual counseling related to career planning and/or career development 6. Information about various sources to utilize in seeking career development information 7. Workshops concerning self-assessment and value clarification 8. Counseling with respect to occupational alternatives associated with various levels of advancement in a field 9. Self-assertiveness training

*Denotes those career planning activities that received the same rank ordering

Employer-Sponsored Program	Cooperative Program	Community-Based Program
10. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male employees, female employees, additional duties and obligations)	10. Information with respect to projected future employment needs of the organization available to employed women	10. Workshops on resume writing
11. Assessment of employed women's needs, interests, and abilities	11. Position openings, including job requirements and qualifications, posted for employee information	11. Information with respect to financial means to accomplish long-range career goals available to employed women
12. Activities for management personnel and other employees that would sensitize them to the needs and concerns of working women	12. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male employees, female employees, additional duties and obligations)	12. Interpretation of information from interest inventories, ability and aptitude tests, and other forms of assessment provided on an individual or group basis
13. Periodic review of employed women's career development	13. Activities relating to time management, setting priorities, and planning when assuming various roles	13. Personal contact with people employed in various occupations of interest to employed women
14. "Mentors" or "facilitators" available to employed women to provide assistance with career development	14. "Mentors" or "facilitators" available to employed women to provide assistance with career development	14. Printed or audiovisual occupational exploration materials available to employed women
15. Counseling with respect to occupational alternatives associated with various levels of advancement in a field	15. Workshops or materials concerning suggested methods employed women could use when interacting with individuals not sensitive to women's needs	15. Workshops or materials concerning suggested methods employed women could use when interacting with individuals not sensitive to women's needs
16. Contact with women, employed in traditionally male occupations, who could serve as role models for employed women	16. *Recurring assessment of employed women's needs, interests, and abilities	16. Role-playing of job interview sessions
17. Individual counseling related to career planning and/or career development	*Personal contact with people employed in various occupations of interest to employed women	17. <u>Recurring</u> assessment of employed women's needs, interests, and abilities
18. Seminars on career planning	17. Workshops concerning self-assessment and value clarification	18. Activities relating to time management, setting priorities, and planning when assuming various roles
19. Group counseling related to career planning and/or career development	18. Group counseling related to career planning and/or career development	19. Printed or audiovisual materials that deal with the concerns of working women

*Denotes those career planning activities that received the same rank ordering

Employer-Sponsored Program

Cooperative Program

Community-Based Program

- 20. Workshops or materials concerning suggested methods employed women could use when interacting with individuals not sensitive to women's needs
- 21. *Information with respect to financial means to accomplish long-range career goals available to employed women
- *Trial experiences in new areas to improve expertise and develop awareness of other position requirements
- 22. Recurring assessment of employed women's needs, interests, and abilities
- 23. Workshops and other activities provided to encourage the building and maintenance of a support group for employed women
- 24. *Information about various sources to utilize in seeking career development information
- *Personal contact with people employed in various occupations of interest to employed women
- 25. Activities relating to time management, setting priorities, and planning when assuming various roles
- 26. Self-assertiveness training
- 27. Information on affirmative action, employee rights, and discrimination procedures

- 19. Information with respect to financial means to accomplish long-range career goals available to employed women
- 20. Trial experiences in new areas to improve expertise and develop awareness of other position requirements
- 21. Workshops concerning areas that limit further job advancement or employability (e.g., fear of math and public speaking)
- 22. Interpretation of information from interest inventories, ability and aptitude tests, and other forms of assessment provided on an individual or group basis
- 23. Self-assertiveness training
- 24. Printed or audiovisual occupational exploration materials available to employed women
- 25. Activities relating to the various roles that employed women assume (worker, student, spouse, parent)
- 26. Printed or audiovisual materials that deal with the concerns of working women
- 27. Workshops on resume writing
- 28. Information on affirmative action, employee rights, and discrimination procedures

- 20. Workshops concerning areas that limit further job advancement or employability (e.g., fear of math and public speaking)
- 21. "Mentors" or "facilitators" available to employed women to provide assistance with career development
- 22. Activities relating to the various roles that employed women assume (worker, student, spouse, parent)
- 23. Information about the existence of job progression plans and criteria for advancement available to employed women
- 24. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male employees, female employees, additional duties and obligations)
- 25. Role-playing of evaluation and promotional interviews
- 26. Information with respect to projected future employment needs of the organization available to employed women
- 27. Information on affirmative action, employee rights, and discrimination procedures

Denotes those career planning activities that received the same rank ordering

Employer-Sponsored Program	Cooperative Program	Community-Based Program
28. Workshops concerning self-assessment and value clarification	29. *Career games used for increasing occupational awareness	28. Counseling with respect to personal problems or concerns
29. Printed or audiovisual occupational exploration materials available to employed women	*Role-playing of job interview sessions	29. Trial experiences in new areas to improve expertise and develop awareness of other position requirements
30. Fee reimbursement for courses/workshops related to working women's concerns taken at educational institutions	*Counseling with respect to personal problems or concerns	30. Career games used for increasing occupational awareness
31. Workshops concerning areas that limit further job advancement or employability (e.g., fear of math and public speaking)	30. Role-playing of evaluation and promotional interviews	31. Activities for management personnel and other employees that would sensitize them to the needs and concerns of working women
32. Interpretation of information from interest inventories, ability and aptitude tests, and other forms of assessment provided on an individual or group basis	31. Workshops and other activities provided to encourage the building and maintenance of a support group for employed women	32. Workshops and other activities provided to encourage the building and maintenance of a support group for employed women
33. Peer counseling in career planning and career development	32. Peer counseling in career planning and career development	33. Peer counseling in career planning and career development
34. Role-playing of evaluation and promotional interviews		
35. Printed or audiovisual materials that deal with the concerns of working women		
36. Activities relating to the various roles that employed women assume (worker, student, spouse, parent)		

Denotes those career planning activities that received the same rank ordering

Employer-Sponsored Program**Cooperative Program****Community-Based Program**Procedures:

1. Participants enroll in activities voluntarily

2. Explanation, prior to enrollment, of participants' responsibilities concerning activities available and of any expenses they might incur

*Publicity to inform potential participants of opportunities for career development activities

*Goals and objectives of activities established by participants as well as by activity staff and organization management

Use of assessment of needs, interests, and abilities in planning and conducting activities

Goals and objectives of activities established by participants as well as by activity staff

Publicity to inform employed women of opportunities for career development activities (e.g., memos, posters, newsletters)

Persons trained in such content areas as counseling and adult education conduct the activities

Supervisory encouragement given to employed women to participate in the activities

Procedures:

1. Goals and objectives of activities established by participants as well as by activity staff and organization management

2. Participants enroll in activities voluntarily

3. Explanation, prior to enrollment, of participants' responsibilities concerning activities available and of any expenses they might incur

4. Goals and objectives of activities established by participants as well as by activity staff (and sponsors, if a cooperative program)

5. Publicity to inform potential participants of opportunities for career development activities

6. Persons trained in such content areas as counseling and adult education conduct the activities

7. Use of assessment of needs, interests, and abilities in planning and conducting activities

8. Publicity to inform employed women of opportunities for career development activities (e.g., memos, posters, newsletters)

9. Supervisory encouragement given to employed women to participate in the activities

Procedures:

1. Participants enroll in activities voluntarily

2. Explanation, prior to enrollment, of participants' responsibilities concerning activities available and of any expenses they might incur

3. Goals and objectives of activities established by participants as well as by activity staff

4. Use of assessment of needs, interests, and abilities in planning and conducting activities

5. Persons trained in such content areas as counseling and adult education conduct the activities

6. Responsibility for coordination of activities under a single individual

7. Publicity to inform potential participants of opportunities for career development activities

8. Publicity to inform employed women of opportunities for career development activities (e.g., memos, posters, newsletters)

9. Goals and objectives of activities established by participants as well as by activity staff and organization management

Denotes those procedures that received the same rank ordering

Employer-Sponsored Program**Cooperative Program****Community-Based Program**

9. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted
10. A written plan for a comprehensive career development program
11. Responsibility for coordination of activities under a single individual
12. Activities conducted during working hours, with participants being excused from work without loss of pay for those hours they participate
13. Staff persons assigned to conduct the activities on a regular rather than on an overload basis
14. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities
15. Written plans for various career development activities
16. Publicity to inform employers of potential participants of opportunities for career development activities
17. Formal meeting room provided in which to conduct the activities
18. Certificates awarded to participants after completion of the activity
19. Regular informal discussion during the lunch hour for participants and staff
20. Newsletter written by participants and/or staff circulated to participants and nonparticipants

10. Written plans for various career development activities
11. A written plan for a comprehensive career development program
12. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities
13. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted
14. Responsibility for coordination of activities under a single individual
15. Activities conducted during working hours, with participants being excused from work without loss of pay for those hours they participate
16. *Staff persons assigned to conduct the activities on a regular rather than on an overload basis
- *Publicity to inform employers of potential participants of opportunities for career development activities
17. *Formal meeting room provided in which to conduct the activities
- *Certificates awarded to participants after completion of the activity
18. Regular informal discussion during the lunch hour for participants and staff
19. Newsletter written by participants and/or staff circulated to participants and nonparticipants

10. Staff persons assigned to conduct the activities on a regular rather than on an overload basis
11. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted
12. *Written plans for various career development activities
- *Publicity to inform employers of potential participants of opportunities for career development activities
13. *Follow-up study of participants to determine whether participants made use of what they learned in the career development activities
- *Supervisory encouragement given to employed women to participate in the activities
14. Child-care offered for participants during activities
15. *Lounge (as opposed to a more formal meeting room) provided in which to conduct the activities
- *Regular informal discussion during the lunch hour for participants and staff
16. *Newsletter written by participants and/or staff circulated to participants and nonparticipants
- *Certificates awarded to participants after completion of the activity

*Denotes procedures that received the same rank ordering

Appendix A

Delphi Panelists

Carol Fought
Director, Division of Continuing Education
Columbus Technical Institute
550 E. Spring Street
Columbus, Ohio 43209

Carol Eliason
American Association of Community and
Junior Colleges
Du Pont Circle, N.W.
Suite 410
Washington, D.C. 20036

Bea Ettinger
Director, Center for Continuing Education
for Women
Valencia Community College
P. O. Box 3028
Orlando, Florida 32802

Janis L. Hopkins
Training Administrator
Wisconsin Power and Light
22 W. Washington Avenue
Madison, Wisconsin 53703

Chester S. Januszewski
Western Electric's Bell System
Training Center
Dublin, Ohio

William J. Elliott
Manager, Educational Relations
Public Affairs Division
American Cyanamid Company
Wayne, New Jersey 07470

Ann Timm
Director, Women's Bureau
Gateway Technical Institute
1001 S. Main Street
Racine, Wisconsin 53403

Jeanne Crane
Director of Special Programs
Office of Continuing Education
Community College of the
Finger Lakes
Lincoln Hill Campus
Canandigua, New York 14424

Dorothy L. Goode
Staff Development/Benefits Officer
Personnel Department
University of Oregon
463 Oregon Hall
Eugene, Oregon 97403

Gladys Shute
Coordinator
Community Services
North Harris County College
Continuing Education Division
2700 W. W. Thorne Drive
Houston, Texas 77073

Patricia Snider
Human Resources Management
Department
General Motors Corporation
Argo Building A
Room 203
Detroit, Michigan 48202

Appendix B

Instrument for First Mailing

NAME _____ DELPHI INSTRUMENT

- Responses: 1. Definitely Should Not Be Included
 2. Probably Should Not Be Included
 3. Probably Should Be Included
 4. Definitely Should Be Included

Section I

INFORMATION	Community-Based Program				Cooperative Effort				Employer Program			
	1	2	3	4	1	2	3	4	1	2	3	4
1. Personal contact with people employed in various occupations of interest to employed women	1	2	3	4	1	2	3	4	1	2	3	4
2. Information with respect to projected future employment needs of the organization available to employed women	1	2	3	4	1	2	3	4	1	2	3	4
3. Information with respect to projected future employment needs in the job market	1	2	3	4	1	2	3	4	1	2	3	4
4. Information with respect to financial means to accomplish long-range career goals available to employed women	1	2	3	4	1	2	3	4	1	2	3	4
5. Information about the existence of job progression plans and criteria for advancement available to employed women	1	2	3	4	1	2	3	4	1	2	3	4
6. Position descriptions made available to employed women for planning purposes	1	2	3	4	1	2	3	4	1	2	3	4
7. Position openings, including job requirements and qualifications, posted for employee information	1	2	3	4	1	2	3	4	1	2	3	4
8. Printed or audiovisual materials that deal with the concerns of working women	1	2	3	4	1	2	3	4	1	2	3	4
9. Information about various sources to utilize in seeking career development information	1	2	3	4	1	2	3	4	1	2	3	4
10. Career games used for increasing occupational awareness	1	2	3	4	1	2	3	4	1	2	3	4
11. Contact with women, employed in traditionally male occupations, who could serve as role models for employed women	1	2	3	4	1	2	3	4	1	2	3	4
12. Printed or audiovisual occupational exploration materials available to employed women	1	2	3	4	1	2	3	4	1	2	3	4
13.	1	2	3	4	1	2	3	4	1	2	3	4
14.	1	2	3	4	1	2	3	4	1	2	3	4
15.	1	2	3	4	1	2	3	4	1	2	3	4

NAME

Responses: 1. Definitely Should Not Be Included
 2. Probably Should Not Be Included

3. Probably Should Be Included
 4. Definitely Should Be Included

Activity	Community-Based Program				Cooperative Effort				Employer Program			
TRAINING AND WORKSHOPS												
1. Seminars on career planning	1	2	3	4	1	2	3	4	1	2	3	4
2. Workshops or materials concerning suggested methods employed women could use when interacting with individuals not sensitive to women's needs	1	2	3	4	1	2	3	4	1	2	3	4
3. Self-assertiveness training	1	2	3	4	1	2	3	4	1	2	3	4
4. Activities for management personnel and other employees that would sensitize them to the needs and concerns of working women	1	2	3	4	1	2	3	4	1	2	3	4
5. Activities relating to the various roles that employed women assume (worker, student, spouse, parent)	1	2	3	4	1	2	3	4	1	2	3	4
6. Activities relating to time management, setting priorities, and planning when assuming various roles	1	2	3	4	1	2	3	4	1	2	3	4
7. Workshops on resume writing	1	2	3	4	1	2	3	4	1	2	3	4
8. Role-playing of job interview sessions	1	2	3	4	1	2	3	4	1	2	3	4
9. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male employees, female employees, additional duties and obligations)	1	2	3	4	1	2	3	4	1	2	3	4
10.	1	2	3	4	1	2	3	4	1	2	3	4
11.	1	2	3	4	1	2	3	4	1	2	3	4
12.	1	2	3	4	1	2	3	4	1	2	3	4

NAME _____

Responses: 1. Definitely Should Not Be Included
2. Probably Should Not Be Included

3. Probably Should Be Included
4. Definitely Should Be Included

Activity	Community-Based Program				Cooperative Effort				Employer Program			
----------	-------------------------	--	--	--	--------------------	--	--	--	------------------	--	--	--

COUNSELING

1. Counseling with respect to occupational alternatives associated with various levels of advancement in a field	1	2	3	4	1	2	3	4	1	2	3	4
2. Counseling with respect to personal problems or concerns	1	2	3	4	1	2	3	4	1	2	3	4
3. Individual counseling related to career planning and/or career development	1	2	3	4	1	2	3	4	1	2	3	4
4. Group counseling related to career planning and/or career development	1	2	3	4	1	2	3	4	1	2	3	4
5.	1	2	3	4	1	2	3	4	1	2	3	4
6.	1	2	3	4	1	2	3	4	1	2	3	4
7.	1	2	3	4	1	2	3	4	1	2	3	4

NAME _____

Responses: 1. Definitely Should Not Be Included
 2. Probably Should Not Be Included

3. Probably Should Be Included
 4. Definitely Should Be Included

Activity	Community-Based Program				Cooperative Effort				Employer Program			
	1	2	3	4	1	2	3	4	1	2	3	4
POLICIES AND PROCEDURES												
1. Joint planning between employed women and supervisors for career development	1	2	3	4	1	2	3	4	1	2	3	4
2. A formal procedure for applying for position changes or promotions	1	2	3	4	1	2	3	4	1	2	3	4
3. Defined paths or networks of job progression from entry-level employment to positions of more responsibility and higher salary	1	2	3	4	1	2	3	4	1	2	3	4
4. Written position descriptions for each job title in the organization, including experience, competencies, and skills required for the position	1	2	3	4	1	2	3	4	1	2	3	4
5. Trial experiences in new areas to improve expertise and develop awareness of other position requirements	1	2	3	4	1	2	3	4	1	2	3	4
6. Explanations available to employed women for their failure to obtain promotions or job changes so that employees can take steps to qualify for future opportunities	1	2	3	4	1	2	3	4	1	2	3	4
7. Assessment of employed women's needs, interests, and abilities	1	2	3	4	1	2	3	4	1	2	3	4
8. <u>Recurring</u> assessment of employed women's needs, interests, and abilities	1	2	3	4	1	2	3	4	1	2	3	4
9. "Mentors" or "facilitators" <u>available</u> to employed women to provide assistance with career development	1	2	3	4	1	2	3	4	1	2	3	4
10. "Mentors" or "facilitators" <u>assigned</u> to employed women to provide assistance with career development	1	2	3	4	1	2	3	4	1	2	3	4
11. Periodic review of employed women's career development	1	2	3	4	1	2	3	4	1	2	3	4
12. Fee reimbursement for courses/workshops related to working women's concerns taken at educational institutions	1	2	3	4	1	2	3	4	1	2	3	4
13.	1	2	3	4	1	2	3	4	1	2	3	4
14.	1	2	3	4	1	2	3	4	1	2	3	4
15.	1	2	3	4	1	2	3	4	1	2	3	4

NAME _____

DELPHI INSTRUMENT

Responses: 1. Definitely Not Be Included
 2. Probably Not Be Included

3. Probably Should Be Included
 4. Definitely Should Be Included

Section II

Activity	Community-Based Program				Cooperative Effort				Employer Program			
ADMINISTRATIVE ARRANGEMENTS, POLICIES, FACILITIES, AND ORGANIZATIONAL PATTERNS												
1. Use of assessment of needs, interests, and abilities in planning and conducting activities	1	2	3	4	1	2	3	4	1	2	3	4
2. Staff persons assigned to conduct the activities on a regular rather than on an overload basis	1	2	3	4	1	2	3	4	1	2	3	4
3. Explanation, prior to enrollment, of participants' responsibilities concerning activities available and of any expenses they might incur	1	2	3	4	1	2	3	4	1	2	3	4
4. Goals and objectives of activities established by participants as well as by activity staff and organization management	1	2	3	4	1	2	3	4	1	2	3	4
5. Goals and objectives of activities established by participants as well as by activity staff (and sponsors, if a cooperative program)	1	2	3	4	1	2	3	4	1	2	3	4
6. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities	1	2	3	4	1	2	3	4	1	2	3	4
7. Publicity to inform employed women of opportunities for career development activities (e.g., memos, posters, newsletters)	1	2	3	4	1	2	3	4	1	2	3	4
8. Publicity to inform potential participants of opportunities for career development activities	1	2	3	4	1	2	3	4	1	2	3	4
9. Publicity to inform employers of potential participants of opportunities for career development activities	1	2	3	4	1	2	3	4	1	2	3	4
10. Responsibility for coordination of activities under a single individual	1	2	3	4	1	2	3	4	1	2	3	4
11. Persons trained in such content areas as counseling and adult education conduct the activities	1	2	3	4	1	2	3	4	1	2	3	4
12. Child-care offered for participants during activities	1	2	3	4	1	2	3	4	1	2	3	4
13. Certificates awarded to participants after completion of the activity	1	2	3	4	1	2	3	4	1	2	3	4
14. Newsletter written by participants and/or staff circulated to participants and nonparticipants	1	2	3	4	1	2	3	4	1	2	3	4
15. Social "get-together" held at the beginning of each activity	1	2	3	4	1	2	3	4	1	2	3	4

NAME _____

Responses: 1. Definitely Should Not Be Included
 2. Probably Should Not Be Included

3. Probably Should Be Included
 4. Definitely Should Be Included

Activity	Community-Based Program				Cooperative Effort				Employer Program			
	1	2	3	4	1	2	3	4	1	2	3	4
16. Regular informal discussion during the lunch hour for participants and staff	1	2	3	4	1	2	3	4	1	2	3	4
17. Yearly review and recognition banquet planned for participants, staff, management, and other persons supporting career development activities	1	2	3	4	1	2	3	4	1	2	3	4
18. Formal meeting room provided in which to conduct the activities	1	2	3	4	1	2	3	4	1	2	3	4
19. Lounge (as opposed to a more formal meeting room) provided in which to conduct the activities	1	2	3	4	1	2	3	4	1	2	3	4
20. Participants selected for participation by employers	1	2	3	4	1	2	3	4	1	2	3	4
21. Participants enroll in activities voluntarily	1	2	3	4	1	2	3	4	1	2	3	4
22. Supervisory encouragement given to employed women to participate in the activities	1	2	3	4	1	2	3	4	1	2	3	4
23. A written plan for a comprehensive career development program	1	2	3	4	1	2	3	4	1	2	3	4
24. Written plans for various career development activities	1	2	3	4	1	2	3	4	1	2	3	4
25. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted	1	2	3	4	1	2	3	4	1	2	3	4
26. Activities conducted during working hours, with participants being excused from work without loss of pay for those hours they participate	1	2	3	4	1	2	3	4	1	2	3	4
27. Activities conducted during working hours, with participants being excused from work but losing pay for those hours they participate	1	2	3	4	1	2	3	4	1	2	3	4
28. Activities conducted before or after working hours, with participants receiving some monetary stipend for those hours of participation	1	2	3	4	1	2	3	4	1	2	3	4
29. Activities conducted before or after working hours, with participants not receiving any monetary stipend for those hours of participation	1	2	3	4	1	2	3	4	1	2	3	4
30. 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	1	2	3	4	1	2	3	4	1	2	3	4
31.	1	2	3	4	1	2	3	4	1	2	3	4
32.	1	2	3	4	1	2	3	4	1	2	3	4
33.	1	2	3	4	1	2	3	4	1	2	3	4

Appendix C

Results of National Survey

PERCENTAGE OF RESPONSES OF EDUCATIONAL INSTITUTIONS TO SECTION I, ITEMS 1-26 (N=367)

Item	Did Not Respond (Percent)	Not Offered (Percent)	OFFERED		
			Community- Based (Percent)	Cooperative Effort (Percent)	Both (Percent)
INFORMATION					
1. Personal contact with people employed in various occupations of interest to participants	3.00	22.34	26.70	14.44	33.52
2. Information with respect to projected future employment needs in the job market	2.73	16.62	32.97	14.99	32.70
3. Information with respect to financial means to accomplish long-range career goals	1.91	26.70	42.51	7.90	20.98
4. Printed or audiovisual materials that deal with the concerns of working women	2.73	38.69	38.69	6.00	13.90
5. Printed or audiovisual occupational exploration materials	3.27	20.98	48.50	7.63	19.62
6. Career games used for increasing occupational awareness	5.72	64.03	20.44	3.27	6.54
7. Contact with women, employed in traditionally male occupations, who could serve as role models for participants	2.73	47.41	28.88	6.27	14.71
8. Information about various sources to utilize in seeking career development information	2.45	16.35	45.50	10.35	25.34
TRAINING AND WORKSHOPS					
9. Seminars on career planning	2.45	27.52	44.41	6.81	18.80
10. Self-assertiveness training	3.00	30.79	49.32	4.36	12.53

OFFERED

Item	Did Not Respond (Percent)	Not Offered (Percent)	OFFERED		
			Community-Based (Percent)	Cooperative Effort (Percent)	Both (Percent)
11. Activities for management personnel and other employees that would sensitize them to the needs and concerns of working women	4.63	51.50	21.80	7.36	14.71
12. Activities relating to the various roles that employed women assume (worker, student, spouse, parent)	1.91	36.51	44.14	5.45	11.99
13. Activities relating to time management, setting priorities, and planning when assuming various roles	3.00	37.06	41.96	4.36	13.62
14. Workshops on resume writing	3.00	37.60	43.32	3.82	12.26
15. Role-playing of job interview sessions	3.27	34.06	43.60	5.18	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)	3.27	54.50	25.34	3.27	13.62
17. Workshops or materials concerning suggested methods participants could use when interacting with individuals not sensitive to women's needs.	3.00	60.22	23.71	4.91	8.17
COUNSELING					
18. Counseling with respect to occupational alternatives associated with various levels of advancement in a field	4.36	20.16	52.86	6.27	16.35
19. Counseling with respect to personal problems or concerns	4.09	16.90	59.67	6.27	13.08
20. Individual counseling related to career planning and/or career development	3.54	9.26	65.94	6.54	14.71
21. Group counseling related to career planning and/or career development	3.27	25.89	52.86	7.08	10.90
POLICIES AND PROCEDURES					
22. Trial experiences in new areas to improve expertise and develop awareness of other position requirements	6.00	63.76	16.08	6.54	7.63

Item	Did Not Respond (Percent)	Not Offered (Percent)	OFFERED		
			Community-Based (Percent)	Cooperative Effort (Percent)	Both (Percent)
23. Assessment of participants' needs, interests, and abilities	4.91	25.61	50.68	5.18	13.62
24. "Mentors" or "facilitators" available to employed women to provide assistance with career development	4.91	57.49	24.25	4.36	8.99
25. Periodic review of participants' career development	7.36	59.13	18.80	6.00	8.72
26. Fee reimbursement from participants' employers for courses/workshops related to working women's concerns taken at your institution	7.08	56.40	10.90	10.90	14.71

**PERCENTAGE OF RESPONSES OF EDUCATIONAL INSTITUTIONS TO
SECTION II, ITEMS 1-19 (COMMUNITY-BASED ITEMS) (N = 367)**

Item	COMMUNITY-BASED		
	Did Not Respond (Percent)	Yes (Percent)	No (Percent)
1. Use of assessment of needs, interests, and abilities in planning and conducting activities.	44.14	50.41	5.45
2. Persons trained in such content areas as counseling and adult education conduct the activities	43.60	52.59	3.82
3. Explanation, prior to enrollment, of participants' responsibilities concerning activities available and of and of any expenses they might incur	46.05	46.32	7.63
4. Goals and objectives of activities established by participants as well as by activity staff (and sponsors, if a cooperative program)	47.68	39.24	13.08
5. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities	48.23	20.44	31.34
6. Publicity to inform potential participants of opportunities for career development activities	43.60	51.77	4.63
7. Publicity to inform employers of potential participants of opportunities for career development activities	47.41	33.79	18.80
8. Responsibility for coordination of activities under a single individual	44.14	32.15	23.71
9. Child-care offered for participants during activities	45.78	18.53	35.70
10. Certificates awarded to participants after completion of the activity	43.32	36.24	20.44
11. Newsletter written by participants and/or staff, circulated to participants and non-participants	47.68	12.53	39.78
12. Social "get-together" held at the beginning of each activity	47.96	9.26	42.78
13. Formal classroom provided in which to conduct the activities	43.32	50.95	5.72
14. Lounge (as opposed to a more formal meeting room) provided in which to conduct the activities	46.32	27.52	26.16
15. Participants enroll in activities voluntarily	41.96	56.68	1.36

COMMUNITY-BASED

Item	Did Not Respond (Percent)	Yes (Percent)	No (Percent)
16. Participants selected for participation by employers	52.86	11.99	35.15
17. A written plan for a comprehensive career development program	49.05	16.08	34.88
18. Written plans for various career development activities	46.87	31.34	21.80
19. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted	47.68	18.80	33.52

**PERCENTAGE OF RESPONSES OF EDUCATIONAL INSTITUTIONS TO
SECTION II, ITEMS 1-19 (COOPERATIVE ITEMS) (N = 367)**

Item	COOPERATIVE PROGRAM		
	Did Not Respond (Percent)	Yes (Percent)	No (Percent)
1. Use of assessment of needs, interests, and abilities in planning and conducting activities	79.02	18.53	2.45
2. Persons trained in such content areas as counseling and adult education conduct the activities	77.66	17.98	4.36
3. Explanation, prior to enrollment, of participants' responsibilities concerning activities available and of any expenses they might incur	80.38	17.44	2.18
4. Goals and objectives of activities established by participants as well as by activity staff (and sponsors, if a cooperative program)	78.47	18.80	2.73
5. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities	81.47	11.44	7.08
6. Publicity to inform potential participants of opportunities for career development activities	76.84	21.25	1.91
7. Publicity to inform employers of potential participants of opportunities for career development activities	77.38	19.62	3.00
8. Responsibility for coordination of activities under a single individual	80.11	11.99	7.90
9. Child-care offered for participants during activities	80.65	6.27	13.08
10. Certificates awarded to participants after completion of the activity	80.11	13.90	6.00
11. Newsletter written by participants and/or staff, circulated to participants and nonparticipants	83.11	4.09	12.81
12. Social "get-together" held at the beginning of each activity	83.65	2.18	14.17
13. Formal classroom provided in which to conduct the activities	80.11	17.71	2.18
14. Lounge (as opposed to a more formal meeting room) provided in which to conduct the activities	82.02	9.26	8.72
15. Participants enroll in activities voluntarily	80.38	17.44	2.18
16. Participants selected for participation by employers	77.38	13.08	9.54
17. A written plan for a comprehensive career development program	81.47	9.26	9.26
18. Written plans for various career development activities	80.65	13.35	6.00
19. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted	80.93	11.17	7.90

RESPONSES OF EDUCATIONAL INSTITUTIONS TO
SECTION II, ITEM 20 (N^o = 367)

Item	Number of Responses
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	87
b. Activities conducted during working hours, with participants being excused from work but losing pay for those hours they participate	19
c. Activities conducted before or after working hours, with participants receiving some monetary stipend for those hours of participation	45
d. Activities conducted before or after working hours, with participants not receiving any monetary stipend for those hours of participation	118
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
f. Other (Specify)	9

**PERCENTAGE OF RESPONSES OF EMPLOYERS TO
SECTION I, ITEMS 1-34 (N = 164)**

Item	Did Not Respond (Percent)	OFFERED			NOT OFFERED		
		Would Recommend (Percent)	Some-what Effective (Percent)	Not Very Effective (Percent)	Might Be Effective (Percent)	Not Feasible (Percent)	Not Effective (Percent)
INFORMATION							
1. Personal contact with people employed in various occupations of interest to employees	2.44	32.32	25.61	2.44	30.49	6.1	0.61
2. Information with respect to projected future employment needs of the organization available to employees	1.83	20.73	17.07	3.05	43.29	13.42	0.61
3. Information with respect to financial means to accomplish long-range career goals available to employees	3.05	34.76	16.46	1.83	31.71	11.59	0.61
4. Information about the existence of job progression plans and criteria for advancement available to employees	1.83	33.54	18.90	5.49	35.37	4.88	0.00
5. Position descriptions made available to employees for planning purposes	1.83	36.59	18.29	3.05	28.66	9.15	2.44
6. Position openings, including job requirements and qualifications, posted for employee information	0.61	51.22	10.37	0.61	24.39	10.98	1.83
7. Printed or audiovisual materials that deal with the concerns of working women available to employees	3.05	10.98	15.85	4.27	54.27	7.93	3.66
8. Information about various sources to utilize in seeking career development information	4.88	28.66	21.34	7.32	35.37	1.83	0.61
9. Career guides used for increasing occupational awareness	4.27	4.88	6.71	3.05	50.61	20.73	9.76
10. Contact with women, employed in traditionally male occupations, who could serve as role models for employees	3.05	27.44	14.02	6.10	40.85	4.88	3.66
11. Printed or audiovisual occupational exploration materials available to employees	3.66	12.81	13.42	3.66	59.15	4.88	2.44

Item

	OFFERED				NOT OFFERED		
	Did not Respond (Percent)	Would Recommend (Percent)	Some-what Effective (Percent)	Not Very Effective (Percent)	Might Be Effective (Percent)	Not Feasi-ble (Percent)	Not Effec-tive (Percent)

TRAINING AND WORKSHOPS

12. Seminars on career planning	1.83	27.44	11.59	2.44	51.22	2.44	3.05
13. Workshops or materials concerning suggested methods employees could use when interacting with individuals not sensitive to women's needs	0.61	18.90	16.46	3.66	53.05	4.27	3.05
14. Self-assertiveness training	3.05	23.78	12.20	3.05	48.17	5.49	4.27
15. Activities for management and other employees that would sensitize them to the needs and concerns of working women	1.83	17.68	20.73	3.05	49.39	2.44	4.88
16. Activities relating to the various roles that employed women assume (worker, student, spouse, parent)	4.27	10.37	6.10	1.83	54.88	11.59	10.98
17. Activities relating to time management, setting priorities, and planning when assuming various roles	3.05	28.05	14.63	1.22	44.51	6.71	1.83
18. Workshops on resume writing	3.05	12.81	7.32	1.22	43.90	18.29	13.42
19. Role-playing of job interview sessions	3.66	21.34	9.76	1.22	46.95	9.76	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)	2.44	28.66	10.98	1.22	50.61	4.27	1.83

COUNSELING

21. Counseling with respect to occupational alternatives associated with various levels of advancement in a field	1.83	42.68	21.95	4.88	25.61	2.44	0.61
22. Counseling with respect to personal problems or concerns	1.83	41.46	31.10	4.27	16.46	2.44	2.44
23. Individual counseling related to career planning and/or career development	2.44	49.39	18.90	3.05	23.78	1.83	0.61
24. Group counseling related to career planning and/or career development	3.66	17.07	9.15	4.27	54.27	7.32	4.27

Item	OFFERED				NOT OFFERED		
	Did not Respond (Percent)	Would Recommend (Percent)	Some-what Effective (Percent)	Not Very Effective (Percent)	Might Be Effective (Percent)	Not Feasi-ble (Percent)	Not Effec-tive (Percent)

POLICIES AND PROCEDURES

25. Joint planning between employees and supervisors for career development	1.83	29.27	14.63	8.54	40.24	4.27	1.22
26. A formal procedure for applying for position changes or promotions	1.83	49.39	15.24	1.83	25.61	4.27	1.83
27. Defined paths or networks of job progression from entry-level employment to positions of more responsibility and higher salary	1.83	29.88	12.20	2.44	38.42	12.20	3.05
28. Written position descriptions for each job title in the organization, including experience, competencies, and skills required for the position	1.22	61.59	10.98	5.49	14.63	4.88	1.22
29. Trial experiences in new areas to improve expertise and develop awareness of other position requirements	2.44	10.37	7.93	1.83	49.39	25.00	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	3.66	42.07	25.00	7.32	21.95	0.00	0.00
31. Recurring assessment of employee needs, interests, and abilities	26.22	26.83	9.76	1.22	30.49	4.88	0.61
32. "Mentors" or "facilitators" assigned to employees to provide assistance with career development	1.22	12.81	6.10	2.44	54.88	17.68	4.88
33. Periodic review of employees' career development	0.61	31.10	16.6	4.27	39.63	6.71	1.22
34. Fee reimbursement for courses/workshops related to working women's concerns taken at educational institutions	3.05	56.10	16.46	3.66	13.42	5.49	1.83

**PERCENTAGE OF RESPONSES OF EMPLOYERS TO
SECTION II, ITEMS 1-22 (N = 164)**

Item	Did Not Respond (Percent)	Yes (Percent)	No (Percent)
1. Use of assessment of needs, interests, and abilities in planning and conducting the activities	35.37	47.56	17.07
2. Staff persons assigned to conduct the activities on a regular rather than on an overload basis	34.76	32.32	32.93
3. Explanation, prior to enrollment, of participants' responsibilities concerning activities and of any expenses they might incur	37.20	38.42	24.39
4. Goals and objectives of activities established by participants as well as by activity staff and organization management	35.37	35.98	28.66
5. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities	34.76	28.66	36.59
6. Publicity to inform employees of opportunities for career development activities (memos, posters, newsletters)	35.37	50.00	14.63
7. Responsibility for coordination of activities under a single individual	33.54	35.37	31.10
8. Persons trained in such content areas as counseling and adult education conduct the activities	34.76	40.85	24.39
9. Child-care offered for participants during activities	34.15	4.27	61.59
10. Certificates awarded to participants after completion of the activity	35.98	29.88	34.15
11. Newsletter written by participants and/or staff, circulated to participants and nonparticipants	34.15	10.98	54.88
12. Social "get-together" held at the beginning of each activity	34.76	15.85	49.39
13. Regular informal discussion during the lunch hour for participants and staff	34.76	22.56	42.68
14. Yearly review and recognition banquet planned for employees, staff, management, and other persons supporting career development activities	34.15	3.66	62.20
15. Formal meeting room provided in which to conduct the activities	34.76	42.07	23.17
16. Lounge (as opposed to a more formal meeting room) provided in which to conduct the activities	34.76	14.02	51.22
17. Participants selected for participation by management	35.37	31.71	32.93
18. Employees volunteer for the activities	35.98	48.78	15.24
19. Supervisory encouragement given to employees to participate in the activities	37.20	53.66	9.15
20. A written plan for a comprehensive career development program	35.37	17.07	47.56
21. Written plans for various career development activities	34.76	30.49	34.76
22. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted	35.37	20.12	44.51

**RESPONSES OF EMPLOYERS TO
SECTION II, ITEM 23 (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
b. Activities conducted during working hours, with employees being excused from work but losing pay for those hours they participate	4
c. Activities conducted before or after working hours, with employees receiving some monetary stipend for those hours of participation	6
d. Activities conducted before or after working hours, with employees not receiving any monetary stipend for those hours of participation	41
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
f. Other (Specify)	7

41

Appendix D

First Mailing Results

CAREER PLANNING PROGRAMS FOR WOMEN EMPLOYEES ORDERED DELPHI RATINGS

Community-Based Programs Section I

<u>Activity</u>	<u>Rating</u>
INFORMATION	
1. Information with respect to projected future employment needs in the job market.	4.00
2. Information about various sources to utilize in seeking career development information	3.91
3. Printed or audiovisual materials that deal with the concerns of working women	3.82
4. Contact with women, employed in traditionally male occupations, who could serve as role models for employed women	3.82
5. Printed or audiovisual occupational exploration materials available to employed women	3.82
6. Personal contact with people employed in various occupations of interest to employed women	3.73
7. Information with respect to financial means to accomplish long-range career goals available to employed women	3.55
8. Career games used for increasing occupational awareness	3.45
9. Information about the existence of job progression plans and criteria for advancement available to employed women	3.18
10. Information with respect to projected future employment needs of the organization available to employed women	3.09

Activity

Rating

- 11. Position descriptions made available to employed women for planning purposes 2.91
- 12. Position openings, including job requirements and qualifications, posted for employee information 2.64

TRAINING AND WORKSHOPS

- 1. Seminars on career planning 4.00
- 2. Workshops or materials concerning suggested methods employed women could use when interacting with individuals not sensitive to women's needs 3.91
- 3. Workshops on resume writing 3.91
- 4. Role-playing of job interview sessions 3.82
- 5. Activities relating to time management, setting priorities, and planning when assuming various roles 3.82
- 6. Activities relating to the various roles that employed women assume (worker, student, spouse, parent) 3.82
- 7. Self-assertiveness training 3.73
- 8. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male employees, female employees, additional duties and obligations) 3.55
- 9. Activities for management personnel and other employees that would sensitize them to the needs and concerns of working women 3.45

COUNSELING

- 1. Counseling with respect to occupational alternatives associated with various levels of advancement in a field 3.73
- 2. Group counseling related to career planning and/or career development 3.64
- 3. Individual counseling related to career planning and/or career development 3.55
- 4. Counseling with respect to personal problems or concerns 3.45

Activity**Rating****POLICIES AND PROCEDURES**

- | | |
|---|------|
| 1. Assessment of employed women's needs, interests, and abilities | 3.45 |
| 2. <u>Recurring</u> assessment of employed women's needs, interests, and abilities | 3.45 |
| 3. "Mentors" or "facilitators" <u>available</u> to employed women to provide assistance with career development | 3.36 |
| 4. Trial experiences in new areas to improve expertise and develop awareness of other position requirements | 3.00 |
| 5. Periodic review of employed women's career development | 2.36 |
| 6. "Mentors" or "facilitators" <u>assigned</u> to employed women to provide assistance with career development | 2.18 |
| 7. Defined paths or networks of job progression from entry-level employment to positions of more responsibility and higher salary | 1.91 |
| 8. Fee reimbursement for courses/workshops related to working women's concerns taken at educational institutions | 1.82 |
| 9. Written position descriptions for each job title in the organization, including experience, competencies, and skills required for the position | 1.82 |
| 10. Joint planning between employed women and supervisors for career development | 1.64 |
| 11. Explanations available to employed women for their failure to win promotions or job changes so that they can take steps to qualify for future opportunities | 1.45 |
| 12. A formal procedure for applying for position changes or promotions | 1.36 |

Section II

Activity

Rating

ADMINISTRATIVE ARRANGEMENTS, POLICIES, FACILITIES, AND ORGANIZATIONAL PATTERNS

1. Participants enroll in activities voluntarily	4.00
2. Publicity to inform potential participants of opportunities for career development activities	3.91
3. Explanation, prior to enrollment, of participants' responsibilities concerning activities available and of any expenses they might incur	3.82
4. Persons trained in such content areas as counseling and adult education conduct the activities	3.73
5. Publicity to inform employed women of opportunities for career development activities (e.g., memos, posters, newsletters)	3.73
6. Goals and objectives of activities established by participants as well as by activity staff (and sponsors, if a cooperative program)	3.64
7. Use of assessment of needs, interests, and abilities in planning and conducting activities	3.64
8. Goals and objectives of activities established by participants as well as by activity staff and organization management	3.55
9. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities	3.55
10. Responsibility for coordination of activities under a single individual	3.55
11. Certificates awarded to participants after completion of the activity	3.45
12. Publicity to inform employers of potential participants of opportunities for career development activities	3.36
13. Staff persons assigned to conduct the activities on a regular rather than on an overload basis	3.27
14. Lounge (as opposed to a more formal meeting room) provided in which to conduct the activities	3.18

<u>Activity</u>	<u>Rating</u>
15. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted	3.18
16. Supervisory encouragement given to employed women to participate in the activities	3.09
17. Newsletter written by participants and/or staff circulated to participants and nonparticipants	3.09
18. Written plans for various career development activities.	3.00
19. Regular informal discussion during the lunch hour for participants and staff	3.00
20. Child-care offered for participants during activities	3.00
21. Formal meeting room provided in which to conduct the activities	2.91
22. A written plan for a comprehensive career development program	2.91
23. Activities conducted before or after working hours, with participants not receiving any monetary stipend for those hours of participation	2.73
24. Activities conducted before or after working hours, with participants receiving some monetary stipend for those hours of participation	2.64
25. Social "get-together" held at the beginning of each activity	2.45
26. Activities conducted during working hours, with participants being excused from work without loss of pay for those hours they participate	2.36
27. 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	2.18
28. Participants selected for participation by employers	2.09
29. Yearly review and recognition banquet planned for participants, staff, management, and other persons supporting career development activities	1.82

**CAREER PLANNING PROGRAMS FOR WOMEN EMPLOYEES
ORDERED DELPHI RATINGS**

**Cooperative Programs
Section I**

<u>Activity</u>	<u>Rating</u>
INFORMATION	
1. Information about various sources to utilize in seeking career development information	3.64
2. Contact with women, employed in traditionally male occupations, who could serve as role models for employed women	3.64
3. Printed or audiovisual occupational exploration materials available to employed women	3.64
4. Personal contact with people employed in various occupations of interest to employed women	3.45
5. Printed or audiovisual materials that deal with the concerns of working women	3.45
6. Information about the existence of job progression plans and criteria for advancement available to employed women	3.36
7. Information with respect to financial means to accomplish long-range career goals available to employed women	3.27
8. Position descriptions made available to employed women for planning purposes	3.27
9. Information with respect to projected future employment needs of the organization available to employed women	3.09
10. Career games used for increasing occupational awareness	3.09
11. Position openings, including job requirements and qualifications, posted for employee information	3.00
12. Information with respect to projected future employment needs in the job market	2.27

Activity **Rating**

TRAINING AND WORKSHOPS

- | | |
|---|-----------------|
| 1. Activities for management personnel and other employees that would sensitize them to the needs and concerns of working women | 3.82 |
| 2. Seminars on career planning | 3.73 |
| 3. Activities relating to time management, setting priorities, and planning when assuming various roles | 3.45 |
| 4. Workshops or materials concerning suggested methods employed women could use when interacting with individuals not sensitive to women's needs | 3.36 |
| 5. Self-assertiveness training | 3.36 |
| 6. Activities relating to the various roles that employed women assume (worker, student, spouse, parent) | 3.36 |
| 7. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male employees, female employees, additional duties and obligations) | 3.36 |
| 8. Workshops on resume writing | 3.27 |
| 9. Role-playing of job interview sessions | 3.27 |

COUNSELING

- | | |
|--|------|
| 1. Counseling with respect to occupational alternatives associated with various levels of advancement in a field | 3.36 |
| 2. Group counseling related to career planning and/or career development | 3.27 |
| 3. Individual counseling related to career planning and/or career development | 3.27 |
| 4. Counseling with respect to personal problems or concerns | 3.09 |

Activity

Rating

POLICIES AND PROCEDURES

1. "Mentors" or "facilitators" available to employed women to provide assistance with career development 3.55
2. Assessment of employed women's needs, interests, and abilities 3.55
3. Recurring assessment of employed women's needs, interests, and abilities 3.36
4. Trial experiences in new areas to improve expertise and develop awareness of other position requirements 3.27
5. Periodic review of employed women's career development 2.82
6. Defined paths or networks of job progression from entry-level employment to positions of more responsibility and higher salary 2.73
7. Fee reimbursement for courses/workshops related to working women's concerns taken at educational institutions 2.73
8. Joint planning between employed women and supervisors for career development 2.64
9. Written position descriptions for each job title in the organization, including experience, competencies, and skills required for the position 2.64
10. Explanations available to employed women for their failure to obtain promotions or job changes so that they can take steps to qualify for future opportunities 2.45
11. A formal procedure for applying for position changes or promotions 2.27
12. "Mentors" or "facilitators" assigned to employed women to provide assistance with career development 2.18

Section II

Activity

Rating

ADMINISTRATIVE ARRANGEMENTS, POLICIES, FACILITIES, AND ORGANIZATIONAL PATTERNS

1. Participants enroll in activities voluntarily 3.91
2. Publicity to inform potential participants of opportunities for career development activities 3.91
3. Explanation, prior to enrollment, of participants' responsibilities concerning activities available and of any expenses they might incur 3.82
4. Publicity to inform employed women of opportunities for career development activities (e.g., memos, posters, newsletters) 3.82
5. Goals and objectives of activities established by participants as well as by activity staff and organization management 3.64
6. Goals and objectives of activities established by participants as well as by activity staff (and sponsors, if a cooperative program) 3.64
7. Persons trained in such content areas as counseling and adult education conduct the activities 3.55
8. Supervisory encouragement given to employed women to participate in the activities 3.45
9. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities 3.45
10. Certificates awarded to participants after completion of the activity 3.36
11. Activities conducted during working hours, with participants being excused from work without loss of pay for those hours they participate 3.36
12. Use of assessment of needs, interests, and abilities in planning and conducting activities 3.27
13. Responsibility for coordination of activities under a single individual 3.27

<u>Activity</u>	<u>Rating</u>
14. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted	3.18
15. Publicity to inform employers of potential participants of opportunities for career development activities	3.09
16. Regular informal discussion during the lunch hour for participants and staff	3.09
17. A written plan for a comprehensive career development program	3.09
18. Staff persons assigned to conduct the activities on a regular rather than on an overload basis	3.00
19. Formal meeting room provided in which to conduct the activities	3.00
20. Written plans for various career development activities	3.00
21. Newsletter written by participants and/or staff circulated to participants and nonparticipants	3.00
22. Lounge (as opposed to a more formal meeting room) provided in which to conduct the activities	2.91
23. Child-care offered for participants during activities	2.82
24. Activities conducted before or after working hours, with participants not receiving any monetary stipend for those hours of participation	2.45
25. Yearly review and recognition banquet planned for participants, staff, management, and other persons supporting career development activities	2.45
26. Participants selected for participation by employers	2.45
27. Activities conducted before or after working hours, with participants receiving some monetary stipend for those hours of participation	2.27
28. 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	2.27
29. Social "get-together" held at the beginning of each activity	2.18
30. Activities conducted during working hours, with participants being excused from work but losing pay for those hours they participate	1.45

**CAREER PLANNING PROGRAMS FOR WOMEN EMPLOYEES
ORDERED DELPHI RATINGS**

**Employer-Sponsored Programs
Section I**

<u>Activity</u>	<u>Rating</u>
INFORMATION	
1. Information with respect to projected future employment needs of the organization available to employed women	3.82
2. Position descriptions made available to employed women for planning purposes	3.82
3. Position openings, including job requirements and qualifications, posted for employee information	3.82
4. Contact with women, employed in traditionally male occupations, who could serve as role models for employed women	3.73
5. Information about the existence of job progression plans and criteria for advancement available to employed women	3.73
6. Personal contact with people employed in various occupations of interest to employed women	3.36
7. Information about various sources to utilize in seeking career development information	3.36
8. Information with respect to financial means to accomplish long-range career goals available to employed women	3.27
9. Printed or audiovisual occupational exploration materials available to employed women	3.27
10. Printed or audiovisual materials that deal with the concerns of working women	3.18
11. Career games used for increasing occupational awareness	2.91
12. Information with respect to projected future employment needs of the organization available to employed women	2.91

<u>Activity</u>	<u>Rating</u>
TRAINING AND WORKSHOPS	
1. Activities for management personnel and other employees that would sensitize them to the needs and concerns of working women	3.91
2. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male employees, female employees, additional duties and obligations)	3.82
3. Seminars on career planning	3.64
4. Activities relating to time management, setting priorities, and planning when assuming various roles	3.36
5. Self-assertiveness training	3.27
6. Activities relating to the various roles that employed women assume (worker, student, spouse, parent)	3.27
7. Workshops or materials concerning suggested methods employed women could use when interacting with individuals not sensitive to women's needs	3.18
8. Workshops on resume writing	2.27
9. Role-playing of job interview sessions	2.27
COUNSELING	
1. Counseling with respect to occupational alternatives associated with various levels of advancement in a field	3.45
2. Individual counseling related to career planning and/or career development	3.36
3. Group counseling related to career planning and/or career development	3.36
4. Counseling with respect to personal problems or concerns	2.82

Activity

Rating

POLICIES AND PROCEDURES

1. Explanations available to employed women for their failure to obtain promotions or job changes so that they can take steps to qualify for future opportunities 4.00
2. Joint planning between employed women and supervisors for career development 3.82
3. A formal procedure for applying for position changes or promotions 3.82
4. Written position descriptions for each job title in the organization, including experience, competencies, and skills required for the position 3.82
5. Assessment of employed women's needs, interests, and abilities 3.82
6. Periodic review of employed women's career development 3.82
7. Recurring assessment of employed women's needs, interests, and abilities 3.73
8. "Mentors" or "facilitators" available to employed women to provide assistance with career development 3.73
9. Fee reimbursement for courses/workshops related to working women's concerns taken at educational institutions 3.55
10. Trial experiences in new areas to improve expertise and develop awareness of other position requirements 3.55
11. Defined paths or networks of job progression from entry-level employment to positions of more responsibility and higher salary 3.45
12. "Mentors" or "facilitators" assigned to employed women to provide assistance with career development 2.55

Section II

Activity

Rating

ADMINISTRATIVE ARRANGEMENTS, POLICIES, FACILITIES, AND ORGANIZATIONAL PATTERNS

1. Explanation prior to enrollment, of participants' responsibilities concerning activities available and of any expenses they might incur 3.91
2. Publicity to inform potential participants of opportunities for career development activities 3.91
3. Supervisory encouragement given to employed women to participate in the activities 3.91
4. Use of assessment of needs, interests, and abilities in planning and conducting activities 3.82
5. Goals and objectives of activities established by participants as well as by activity staff and organization management 3.82
6. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities 3.82
7. Publicity to inform employed women of opportunities for career development activities (e.g., memos, posters, newsletters) 3.82
8. Participants enroll in activities voluntarily 3.82
9. Activities conducted during working hours, with participants being excused from work without loss of pay for those hours they participate 3.64
10. Staff persons assigned to conduct the activities on a regular rather than on an overload basis 3.55
11. A written plan for a comprehensive career development program 3.45
12. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted 3.45
13. Goals and objectives of activities established by participants as well as by activity staff (and sponsors, if a cooperative program) 3.36

Activity**Rating**

14. Responsibility for coordination of activities under a single individual	3.36
15. Persons trained in such content areas as counseling and adult education conduct the activities	3.36
16. Certificates awarded to participants after completion of the activity	3.27
17. Written plans for various career development activities	3.27
18. Regular informal discussion during the lunch hour for participants and staff	3.09
19. Formal meeting room provided in which to conduct the activities	3.09
20. Publicity to inform employers of potential participants of opportunities for career development activities	3.00
21. Newsletter written by participants and/or staff circulated to participants and nonparticipants	3.00
22. Activities conducted before or after working hours, with participants receiving some monetary stipend for those hours of participation	2.91
23. Lounge (as opposed to a more formal meeting room) provided in which to conduct the activities	2.82
24. Yearly review and recognition banquet planned for participants, staff, management, and other persons supporting career development activities	2.82
25. Child-care offered for participants during activities	2.82
26. Participants selected for participation by employer	2.64
27. 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	2.55
28. Social "get-together" held at the beginning of each activity	2.18
29. Activities conducted before or after working hours, with participants not receiving any monetary stipend for those hours of participation	2.00
30. Activities conducted during working hours, with participants being excused from work but losing pay for those hours they participate	1.27

NAME _____

Appendix E

Instruments for Second Mailing

DELPHI INSTRUMENT

Community-Based Program

Section I

Please rank order the following activities from 1 (most important to include) to 34 (least important to include) in terms of their importance to a community-based career planning program for women employees.

<u>Activity</u>	<u>Rank</u>
1. Counseling with respect to occupational alternatives associated with various levels of advancement in a field	_____
2. Assessment of employed women's needs, interests, and abilities	_____
3. Contact with women, employed in traditionally male occupations, who could serve as role models for employed women	_____
4. Information with respect to projected future employment needs in the job market	_____
5. Printed or audiovisual occupational exploration materials available to employed women	_____
6. Personal contact with people employed in various occupations of interest to employed women	_____
7. Counseling with respect to personal problems or concerns	_____
8. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male employees, female employees, additional duties and obligations)	_____
9. Role-playing of job interview sessions	_____
10. <u>Recurring</u> assessment of employed women's needs, interests, and abilities	_____
11. "Mentors" or "facilitators" <u>available</u> to employed women to provide assistance with career development	_____

NAME _____

Activity

Rank

- 27. Career games used for increasing occupational awareness
- 28. Information on affirmative action, employee rights, and discrimination procedures
- 29. Role-playing of evaluation and promotional interviews
- 30. Workshops concerning areas that limit further job advancement or employability (e.g., fear of math, public speaking)
- 31. Peer counseling in career planning and career development
- 32. Workshops and other activities provided to encourage the building and maintenance of a support group for employed women
- 33. Workshops concerning self-assessment and value clarification
- 34. Interpretation of information from interest inventories, ability and aptitude tests, and other forms of assessment provided on an individual or group basis

NAME _____

Community-Based Program

Section II

Please rank order the following activities 1 to 20 in terms of their importance to a community-based career planning program for women employees.

<u>Activity</u>	<u>Rank</u>
1. Participants enroll in activities voluntarily	_____
2. Explanation, prior to enrollment, of participants' responsibilities concerning activities available and of any expenses they might incur	_____
3. Written plans for various career development activities	_____
4. Newsletter written by participants and/or staff circulated to participants and nonparticipants	_____
5. Publicity to inform employed women of opportunities for career development activities (e.g., memos, posters, newsletters)	_____
6. Responsibility for coordination of activities under a single individual	_____
7. Supervisory encouragement given to employed women to participate in the activities	_____
8. Goals and objectives of activities established by participants as well as by activity staff and organization management	_____
9. Regular informal discussion during the lunch hour for participants and staff	_____
10. Staff persons assigned to conduct the activities on a regular rather than on an overload basis	_____
11. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted	_____
12. Publicity to inform employers of potential participants of opportunities for career development activities	_____

60

NAME _____

Activity

Rank

13. Certificates awarded to participants after completion of the activity
14. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities
15. Child-care offered for participants during activities
16. Use of assessment of needs, interests, and abilities in planning and conducting activities
17. Lounge (as opposed to a more formal meeting room) provided in which to conduct the activities
18. Goals and objectives of activities established by participants as well as by activity staff (and sponsors, if a cooperative program)
19. Persons trained in such content areas as counseling and adult education conduct the activities
20. Publicity to inform potential participants of opportunities for career development activities

DELPHI INSTRUMENT

Community-Based Program Section III

Often when career development and planning programs are considered for implementation, it is not possible to implement a comprehensive program immediately. Therefore, in our prototype program we want to give appropriate advice about which objectives are thought to be most important. Given the following general goal and major objective for a career planning program for employed women, please rank the five listed objectives from 1 (most important) to 5 (least important).

Goal: To provide experiences that will enable employed women in the community to progress in and/or change their careers.

Major Objective: To provide an organized plan for assisting employed women in their career development

Rank

_____ Assist employed women to acquire the necessary skills to develop and pursue career development plans.

_____ Assist employed women to acquire the necessary knowledge to develop and pursue career development plans.

_____ Assist employed women to acquire the necessary attitudes to develop and pursue career development plans.

_____ Assist employed women to develop and pursue career development plans by assisting other employees (coworkers and decision-makers) to develop skills, knowledge, and attitudes conducive to women's career development.

_____ Assist employed women to develop and pursue career development plans by designing and implementing policies and procedures conducive to women's career development.

NAME _____

DELPHI INSTRUMENT

Employer Program Section I

Please rank order the following activities from 1 (most important to include) to 38 (least important to include) in terms of their importance to an employer-sponsored career planning program for women employees.

<u>Activity</u>	<u>Rank</u>
1. Defined paths or networks of job progression from entry-level employment to positions of more responsibility and higher salary	_____
2. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male employees, female employees, additional duties and obligations)	_____
3. Information with respect to financial means to accomplish long-range career goals available to employed women	_____
4. Individual counseling related to career planning and/or career development	_____
5. Joint planning between employed women and supervisors for career development	_____
6. Activities relating to time management, setting priorities, and planning when assuming various roles	_____
7. Printed or audiovisual occupational exploration materials available to employed women	_____
8. A formal procedure for applying for position changes or promotions	_____
9. Position descriptions made available to employed women for planning purposes	_____
10. Activities relating to the various roles that employed women assume (worker, student, spouse, parent)	_____
11. Group counseling related to career planning and/or career development	_____
12. Contact with women, employed in traditionally male occupations, who could serve as role models for employed women	_____

NAME _____

Activity

Rank

27. Periodic review of employed women's career development _____
28. Fee reimbursement for courses/workshops related to working women's concerns taken at educational institutions _____
29. Recurring assessment of employed women's needs, interests, and abilities _____
30. Information about various sources to utilize in seeking career development information _____
31. Personal contact with people employed in various occupations of interest to employed women _____
32. Information on affirmative action, employee rights, and discrimination procedures _____
33. Role-playing of evaluation and promotional interviews _____
34. Workshops concerning areas that limit further job advancement or employability (e.g., fear of math, public speaking) _____
35. Peer counseling in career planning and career development _____
36. Workshops and other activities provided to encourage the building and maintenance of a support group for employed women _____
37. Workshops concerning self-assessment and value clarification _____
38. Interpretation of information from interest inventories, ability and aptitude tests, and other forms of assessment provided on an individual or group basis _____

NAME _____

Employer Program

Section II

Please rank order the following activities 1 to 21 in terms of their importance to an employer-sponsored career planning program for women employees.

<u>Activity</u>	<u>Rank</u>
1. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities	_____
2. Regular informal discussion during the lunch hour for participants and staff	_____
3. Activities conducted during working hours, with participants being excused from work without loss of pay for those hours they participate	_____
4. Publicity to inform potential participants of opportunities for career development activities	_____
5. Persons trained in such content areas as counseling and adult education conduct the activities	_____
6. A written plan for a comprehensive career development program	_____
7. Goals and objectives of activities established by participants as well as by activity staff (and sponsors, if a cooperative program)	_____
8. Participants enroll in activities voluntarily	_____
9. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted	_____
10. Explanation, prior to enrollment, of participants' responsibilities concerning activities available and of any expenses they might incur	_____
11. Use of assessment of needs, interests, and abilities in planning and conducting activities	_____
12. Publicity to inform employed women of opportunities for career development activities (e.g., memos, posters, newsletters)	_____

NAME _____

Activity

Rank

13. Formal meeting room provided in which to conduct the activities
14. Supervisory encouragement given to employed women to participate in the activities
15. Certificates awarded to participants after completion of the activity
16. Publicity to inform employers of potential participants of opportunities for career development activities
17. Written plans for various career development activities
18. Staff persons assigned to conduct the activities on a regular rather than on an overload basis
19. Goals and objectives of activities established by participants as well as by activity staff and organization management
20. Responsibility for coordination of activities under a single individual
21. Newsletter written by participants and/or staff circulated to participants and nonparticipants

DELPHI INSTRUMENT

Employer Program
Section III

Often when career development, and planning programs are considered for implementation, it is not possible to implement a comprehensive program immediately. Therefore, in our prototype program we want to give appropriate advice about which objectives are thought to be most important. Given the following general goal and major objective for a career planning program for employed women, please rank the five listed objectives from 1 (most important) to 5 (least important).

Goal: To provide experiences that will enable women employees to progress in and/or change their careers

Major Objective: To provide an organized plan for assisting employed women in their career development

Rank

- _____ Assist employed women to acquire the necessary skills to develop and pursue career development plans.
- _____ Assist employed women to acquire the necessary knowledge to develop and pursue career development plans.
- _____ Assist employed women to acquire the necessary attitudes to develop and pursue career development plans.
- _____ Assist employed women to develop and pursue career development plans by assisting other employees (coworkers and decision-makers) to develop skills, knowledge, and attitudes conducive to women's career development.
- _____ Assist employed women to develop and pursue career development plans by designing and implementing policies and procedures conducive to women's career development.

NAME _____

DELPHI INSTRUMENT

**Cooperative Program
Section I**

Please rank order the following activities from 1 (most important to include) to 35 (least important to include) in terms of their importance to a cooperatively sponsored career planning program for women employees.

<u>Activity</u>	<u>Rank</u>
1. Counseling with respect to occupational alternatives associated with various levels of advancement in a field	_____
2. Trial experiences in new areas to improve expertise and develop awareness of other position requirements	_____
3. Seminars on career planning	_____
4. Printed or audiovisual materials that deal with the concerns of working women.	_____
5. Assessment of employed women's needs, interests, and abilities	_____
6. Career games used for increasing occupational awareness	_____
7. Personal contact with people employed in various occupations of interest to employed women	_____
8. Management training activities in preparation for additional responsibilities and concerns particular to female employees (managing male employees, female employees, additional duties and obligations)	_____
9. Role-playing of job interview sessions	_____
10. Individual counseling related to career planning and/or career development	_____
11. Workshops on resume writing	_____
12. Information with respect to projected future employment needs of the organization available to employed women	_____

NAME _____

Activity

Rank

- 28. "Mentors" or "facilitators" available to employed women to provide assistance with career development
- 29. Information on affirmative action, employee rights, and discrimination procedures
- 30. Role-playing of evaluation and promotional interviews
- 31. Workshops concerning areas that limit further job advancement or employability (e.g., fear of math, public speaking)
- 32. Peer counseling in career planning and career development
- 33. Workshops and other activities provided to encourage the building and maintenance of a support group for employed women
- 34. Workshops concerning self-assessment and value clarification
- 35. Interpretation of information from interest inventories, ability and aptitude tests, and other forms of assessment provided on an individual or group basis



NAME _____

Cooperative Program

Section II

Please rank order the following activities from 1 to 21 in terms of their importance to a cooperatively sponsored career planning program for women employees.

<u>Activity</u>	<u>Rank</u>
1. Participants enroll in activities voluntarily	_____
2. Regular informal discussion during the lunch hour for participants and staff	_____
3. Goals and objectives of activities established by participants as well as by activity staff and organization management	_____
4. Supervisory encouragement given to employed women to participate in the activities	_____
5. Newsletter written by participants and/or staff circulated to participants and nonparticipants	_____
6. Use of assessment of needs, interests, and abilities in planning and conducting activities	_____
7. Publicity to inform potential participants of opportunities for career development activities	_____
8. Explanation, prior to enrollment, of participants' responsibilities concerning activities available and of any expenses they might incur	_____
9. Staff persons assigned to conduct the activities on a regular rather than on an overload basis	_____
10. Written plans for various career development activities	_____
11. Publicity to inform employers of potential participants of opportunities for career development activities	_____
12. Publicity to inform employed women of opportunities for career development activities (e.g., memos, posters, newsletters)	_____
13. Activities conducted during working hours, with participants being excused from work without loss of pay for those hours they participate	_____

NAME

Activity

Rank

14. Formal meeting room provided in which to conduct the activities
15. Certificates awarded to participants after completion of the activity
16. Follow-up study of participants to determine whether participants made use of what they learned in the career development activities
17. A coordinating unit or committee composed of personnel from several administrative areas in which career development activities are conducted
18. Goals and objectives of activities established by participants as well as by activity staff (and sponsors, if a cooperative program)
19. Persons trained in such content areas as counseling and adult education conduct the activities
20. A written plan for a comprehensive career development program
21. Responsibility for coordination of activities under a single individual

DELPHI INSTRUMENT

Cooperative Program
Section III

Often when career development and planning programs are considered for implementation, it is not possible to implement a comprehensive program immediately. Therefore, in our prototype program we want to give appropriate advice about which objectives are thought to be most important. Given the following general goal and major objective for a career planning program for employed women, please rank the five listed objectives from 1 (most important) to 5 (least important).

Goal: To provide experiences that will enable women employees to progress in and/or change their careers

Major Objective: To provide an organized plan for assisting employed women in their career development

Rank

- _____ Assist employed women to acquire the necessary skills to develop and pursue career development plans.
- _____ Assist employed women to acquire the necessary knowledge to develop and pursue career development plans.
- _____ Assist employed women to acquire the necessary attitudes to develop and pursue career development plans.
- _____ Assist employed women to develop and pursue career development plans by assisting other employees (coworkers and decision-makers) to develop skills, knowledge, and attitudes conducive to women's career development.
- _____ Assist employed women to develop and pursue career development plans by designing and implementing policies and procedures conducive to women's career development.