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ABSTRACT

Those seeking or those who have obtained a communications degree often ask what they can do with their degree. Their quest for universal employment categories uniquely appropriate for communication majors is shaped by four beliefs: (1) content expertise is the primary asset the communication major brings to a potential employer; (2) communication graduates are broadly similar because of common educational experiences within the discipline; (3) clear, uniform employment categories and job descriptions exist across organizations; and (4) degree recipients in technical or business programs fare better than communication majors. However, each of these premises is fallacious. First, content mastery is not the sole asset of the communication graduate. The cognitive and speculative issues explored in communication coursework defy such simplistic reduction. Communication examines the fundamental symbolic process that operates in all personal and professional life. So, too, common sense dictates that communication graduates are not broadly similar because of common educational experiences. Clearly, students will differ markedly in personality traits, economic objectives, motivational drives, geographical preferences, private values, and social needs. In addition, positions with similar titles are not always identical since job functions differ broadly from one organization to another. Finally, technical graduates do not make the transition from academe to the work force more easily than communication students. (HOD)

What Can I Do With A Communication Degree?: Four Misconceptions and Some New Questions

*Jill L. O'Brien

Sometimes one investigates a research question only to discover in the process of seeking an answer that the initial query needs revision. The recurrent question: "What can I do with a Communication degree besides teach?", provides the basis for such evolutionary reformulation. The question appears in many forms: "Why get a Communication degree?", "What jobs can I have with a degree in Communication?" or "Who hires Communication graduates?" Though the wording or approach varies, the underlying concerns are similar. While one winces at the apparent reduction of the degree to a mere career credential and rightly argues for appreciation of other educational values, the practical application of learning to life remains an expressed concern. Regardless of other benefits ascribed, a Communication degree is a presumed entree into the world of work. University faculty members are the most immediate Communication role models; thus, the relationship between teaching and disciplinary study becomes self-evident. "What else is possible?" the curious ask.

Three populations pose such questions with urgency and frequency: (1) entering majors, (2) graduating students, and (3) career changers. While each group is composed of individuals with distinctive characteristics and such categories do not presume pure or absolute orientations, the groups typify three emphases inherent in the query at different times in one's disciplinary association. Individuals declaring an undergraduate major request a relationship between the envisioned degree and a future livelihood. They seek general information on employment prospects for disciplinary majors and on institutional placement services. If admission to graduate or professional schools is a goal, they want a solid program with broad applicability. Similarly, enrollees in graduate Communication programs desire a degree tailored to present needs and future prospects. They seek career advancement and personal stimulation. For both undergraduate and graduate enrollees the question is: "What can I DO with a Communication degree?" Graduating students, members of the second group, want aid in mounting and pursuing a job campaign. They request direction in resume formulation, employer identification-investigation, and career selection. For them, the question is how to achieve an appropriate personal fit in the world of work: "What can I do with a Communication degree?" Finally, alumni with one or more advanced degrees in Communication and with teaching experience, who bypassed other career options earlier, may reassess their professional direction. While little or no knowledge of the non-academic arena, career changers within education frequently request aid from university faculty at their alma mater. Such alumni desire a realistic knowledge of employment options in order to determine whether continued commitment to an academic career is worthwhile, whether their training, experience, and aspirations have value in other job contexts, and whether their present career offers the best satisfaction of personal, social, emotional, financial, and professional needs as these become clearer or change over time. For them the question is: "What *CAN* I do with a Communication degree *besides teach*?"

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Such confrontation with uncertainty makes many seekers temporarily envious of technical graduates. They appear to be the darlings of the job market. For them a neat correlation oftentimes operates between classroom training and career applications. If the technical graduate finds connection between education and employment, does intensive specialization in speech communication prepare the graduate for certain types of jobs, too? What are the appropriate career choices in order to use one's training and experience?

Though the inquiries posed by individuals in each group are well-intentioned, the line of questioning and its underlying assumptions ultimately can prove misd. ected. A desire for assurance about disciplinary utility, personal suitability, or career flexibility oftentimes causes a search for universal employment categories. When the inquiry "What can I do with a Communication degree?" arises, the questioner expects a generic answer. The seeker requests a formulaic response based on placements of previous graduates, features sought by employers, or projections of future employment needs.[1] The inquirer quests for universal employment categories uniquely appropriate for Communication majors. Unfortunately, however, the search for such a formulaic resolution is unsatisfactory. Underlying the quest for universal employment categories are beliefs that: (1) content expertise is the primary (or sole) asset the Communication major brings to a potential employer; (2) Communication graduates are broadly similar because of common educational experiences within the discipline; (3) clear, uniform employment categories and job descriptions exist across organizations; and (4) degree recipients in technical or business programs fare better than Communication majors, unless the latter enter a limited range of fields specially correlated with the major. A brief examination of each fallacious premise clarifies the inherent misconceptions operative. Equipped with more accurate initial postulates and refined understandings, one may frame another line of inquiry and redirect the course of investigation.

First, content mastery is *not* the sole (or necessarily primary) asset of the Communication graduate. In fact, one's employment prospects oftentimes depend on attitudes, aptitudes, skills, contacts and experience more than upon specific disciplinary brilliance or content mastery.[2] As Howard Figler, the noted career counselor, states:

> When a person asks you (or you ask yourself), "What can I do in my life that will improve my chances of advancing in the world of work?" Don't concentrate entirely on the specific content...available from formal programs of educational credentials. Talk about the transferable skills.[3]

Transferable skills are broadly applicable competencies useful in varied contexts. Such abilities can be acquired in many ways and are not content-bound. Through internship programs, co-curricular events planning/participation, and job experience on or off campus, Communication majors acquire skills.[4] In addition, they develop attitudes, test aptitudes, and establish local contacts through structured practical engagements. Even course policies that require prompt attendance, neat and grammatical submissions, or deadline adherence positively contribute to skill development. Remembering that such skill development is not unique to Communication majors alone, what kinds of skills are possible as likely outgrowths of departmental experiences?

Here is just a representative sample of potential skills:

- administering programs
- analyzing data, arguments, literary texts
- arranging social functions, conferences, workshops
- budgeting expenses
  - estimating costs
  - acquiring bids
  - supervising purchases
  - bookkeeping
- coaching individuals
- coordinating events
- corresponding with others
- creating new ideas, programs, organizations
- delegating responsibility
- developing fund raising plan
- dramatizing ideas, problems, issues or literay works
- editing publications
- establishing interpersonal/ small group rapport
- evaluating program offerings
- explaining ideas or procedures
- expressing feelings constructively
- finding information
- handling complaints
- initating conversation with strangers
- interviewing people
- mediating conflict
- motivating others
- organizing people and tasks
- persuading others
  - developing logical cases
  - amassing relevant evidence
  - reasoning accurately
  - developing sound arguments
- planning agendas
- preparing publicity or public relations materials
  - designing brochures, posters
  - preparing and placing press releases
  - developing mailing lists
  - coordinating mass mailings
- promoting events
- questioning others incisively
- recruiting volunteers
- repairing/using audio-visual equipment
- researching in library or field
- running meetings
- selecting appropriate group structures or decision-making mechanisms
- speaking in public
- tolerating interruptions or change

writing clear reports
writing for publication
writing scripts for stage or media presentations[5]

Active undergraduates can acquire these skills and others. More specialized and diversified competencies emerge as sophistication and involvement increase. Moreover, joint programs (i.e. English-Communication, Speech-Theatre, etc.) enable intriguing expansions or modifications of the experiential base which influences, in turn, the skills developed by graduates.

While Communication graduates can offer an array of constructive attitudes, aptitudes, and skills to a potential employer and content mastery is *not* their sole asset, disciplinary learning also is quite relevant to employability. Communication curricula historically maintain a delicate balance between theoretical investigation and practical applications. The focus of disciplinary study is on the origin, nature, development and function of communicative exchanges in diverse contexts. As a result, students examine the rhetorical tradition, public speaking, interpersonal and small group dynamics, oral interpretation, communication theory as well as business and organizational applications. The recurrent emphasis on interal processes (thinking, reasoning, message formulation, meaning attribution, etc.) as well as on external stimuli (verbal, nonverbal, and paralinguistic cues, environmental variables, etc.) makes the student a more conscious communication analyst and practitioner. In this sense, much curricular content, when properly understood, has potential for behavioral expression. Examine six clusters of transferable skills articulated in *The Complete Job-Search Handbook.*

Communication skills. Writing reports, essays, and correspondence in plain language; speaking effectively to individuals and to groups; listening carefully and empathetically whenever necessary; portraying ideas clearly and imaginatively

Thinking skills. Defining a problem cogently; evaluating alternative courses of action critically; creating divergent solutions to a problem when more than one answer is possible; shaping new ideas in the context of old circumstances

Human relations skills. Interacting cooperatively with superiors, subordinates, and peers; communicating orders, instructions, and feelings with openness, genuineness, and understanding; delegating tasks in ways that show respect for the other person and receptivity to his or her ideas

Valuing skills. Being able to view and assess an area of work activity in terms of the effects it will have upon human welfare; making and enforcing decisions in terms that will maximize such welfare

Research skills. Discovering and identifying people who have information that is relevant to a task or problem; identifying resource materials necessary to the solution of that problem

Interviewing skills. Acquiring information from people when they are reluctant to divulge it or when information is difficult to reach; generating trust in such situations, necessary for future contacts

Planning skills. Being able to sense an idea whose time has come, to move toward work modes that capitalize on this idea, and to sell the idea to appropriate people[6]

Do these transferable skills sound like a summary of selected objectives culled from introductory or advanced Communication offerings? Yes. Specialized courses in research methods, interpersonal, interviewing, and communication ethics correlate with "research skills," "human relation skills," "interviewing skills," or "valuing skills" quite directly. Moreover, units existent in many survey courses introduce these same skill areas. Clearly Communication offerings should not be dismissed as exclusively "skills courses." The cognitive and speculative issues explored in Communication coursework defies such simplistic reduction. The point is: Communication examines the fundamental symbolic process that operates in all personal and professional life. As a result, Communication has broad applicability. The skills associated with effective human transactions are part of the disciplinary content, not mere adjuncts or incidental learnings. Moreover, Communication majors need not fret about content relevance since the discipline focuses on the substance of daily human interaction itself, a constant in most spheres. Regardless of additional specialties studied or training pursued, the need to handle people, information, and expression effectively endures. Thus, Communication graduates utilize both skills and concepts derived from the major in numerous careers. Communication degree recipients bring a flexible, valuable pairing to the work force — specially honed, transferable skills and appropriately applicable content expertise.[7]

Just as a belief that content expertise is the sole asset of the major proves erroneous, so too is another notion incorrect: Communication graduates are broadly similar because of common educational experiences within the discipline. Although the discussion about transferable skills or content expertise refers, thusfar, to "Communication majors" or "degree recipients" in monolithic terms, such collective appellations require clear qualification or fallacious conclusions emerge. Common sense dictates that individuals differ markedly in personality traits, economic objectives, motivational drives, geographical preferences, private values, and social needs. One easily observes diverse levels of skill attainment, content knowledge, intrinsic ability, and personal savvy. Nevertheless, when an advisee requests private direction or career counseling, many faculty substitute collective recommendations appropriate to "Communication majors" for personal assessment or individualized guidance. Thus, students with strong rhetorical grounding may be counseled to consider speechwriting, editorial work, journalistic pursuits, public advocacy, sales, or public relations. Individuals with considerable radio-television coursework receive recommendations to explore broadcast scriptwriting, field reporting for television news, radio announcing, broadcast floor managing, internal media services within hospitals or schools, media buying in agencies, or training as telecommunication technicians. For entering majors such "collective" advice serves a useful, initial purpose. It provides reassurance that a relationship exists between Communication and the world of work and it offers a broad orientation to opportunities heretofore imprecisely framed or recognized by the advisee.

At its best, early career advisement opens possibilities and encourages exploration rather than premature elimination of options. Because Communication is such a fundamental requisite in numerous occupations, the range of potential placements is vast. Thus, any collective overview only sketches hazily the array of careers possible. A recent compilation of careers entered by Communication graduates from seventeen selected universities suggests the variety of directions available.[8] Some of the careers listed include:

International Student Coordinator
University Training Specialist
Recreational Supervisor
Hospital Public Information Officer
Survey Research Consultant
Newspaper Sportswriter
Residence Hall Director
Account Executive
Symphony Orchestra Media Relations
Cosmetic Company Promotions Director
Hospital Volunteers Membership Coordinator
Stockbroker Trainee
Newspaper Rewrite Editor
Theatre Business Manager
State Tourism Bureau Director
Booking Agent
State Public Relations Assistant
Governmental Press Secretary
Radio Station Continuity Director
Educational Media Specialist
University Alumni Relations
Hotel Placement Coordinator
State Police Officer
Insurance Underwriting Trainee
Director of Corporate Communication
Community College Teacher
Campus Activities Coordinator
Private Fund Raiser
State Employee Labor Negotiator
Assistant Museum Curator
Community Affairs Director[9]

Dr. Janet Elsea informally tracked selected Communication graduates from Arizona State University for ten years and found within this span that former students entered careers in:

law
medicine
public utilities
travel agencies
hospital administration
consulting
ministry
public broadcasting
commercial radio/tv
arts publishing
personnel management
career counseling
industrial psychology
small business
acting
libraries[10]

While such diversity demonstrates the extensive applicability of a Communication degree, a process of personal funneling and focusing is necessary in order to achieve an appropriate personal placement. Approximately by the time the undergraduate ends his/her sophomore year or the graduate completes one-quarter to one-half of the program, the time for more precise self-assessment and career pathing arrives. The generalized advice given to the entering major is inadequate for students progressing toward graduation or for alumni seeking career change. In fact, advice from pre-formulated lists oftentimes seems glib, impersonal, and ill-conceived to individuals puzzled or overwhelmed by the sheer barrage of options. As a glance at the aforementioned careers indicates, students frequently utilize Communication coursework within a constellation of other classes or as a basis for additional specialized training obtained in graduate/professional schools or in corporate educational programs.

The "best" or "appropriate" job description(s) for any individual are *singular products*. Beyond early orientation information, the seeker must learn the unique preferences, traits, and skills that will grant satisfaction and meaning to his/her work life. Because excellent career/life planning handbooks are available,[11] programmed instruction and clear assessment scales provide concise, useful direction. The problem is — such planning takes WORK and COMMITMENT. Faced with heavy courseloads, career anxiety, economic pressures, and other obligations, some students choose shortcuts. They return to notions of ideal "universal employment categories" that will eliminate the need for introspection or planning.

Two "fatal assumptions" discussed by Richard Bolles suggest the varied manifestations of "universal-itis" that appear. The first "fatal assumption" is that "the job-hunter should remain somewhat loose about what he or she wants to do, so that he or she is free to take advantage of whatever vacancies may be available."[12] The second "fatal assumption" is that "the job-hunter should spend a good deal of time identifying the organizations that might be interested in him or her (no matter what part of the country they may be [in]), since employers have the initiative and the upper hand in the whole process."[13] Each notion is fallacious because the job seeker or changer assumes that *any* job available for a "Communication major" is personally apt or that *any* organization interested in hiring someone with specified credentials constitutes a good personal match.

Students are not the only victims of "universal-itis." Faculty advisors also succumb. With multiple advisees receiving degrees at each commencement, individualized guidance becomes difficult. With new course preparations, large section enrollments, committee work, and diverse professional demands, mass advice becomes appealing.[14] Besides, the faculty member possesses specialty expertise in Communication, *not* career guidance or personal counseling! General guidelines seem safer.

So, both students and faculty can pay lip service to the importance of individualized life/career planning, but the temptation for advice or placement based on universal categories or collective portraits persists. Pressures for a fast or painless resolution of career uncertainty remain intense. An immediate, short-term "answer" becomes a "quick fix." In truth, universal prescriptions oftentimes delay or terminate the private assessment phase, the essential first step of long

term career pathing.

If content expertise is not the sole basis of personal marketability and Communication personnel are not identical, though they share similar educational bonds, so too one may acknowledge a third misconception. Positions with similar titles are not always identical.[15] Job functions differ broadly from one organization to another. For example, a Personnel Director in one plant may serve as employment manager for executives, senior job analyst, training director, compensation supervisor, labor relations negotiator, and benefit analyst. Such a person may have a large support staff and spend considerable time on departmental administration. In another firm the Personnel Director spends much time filing Equal Employment Opportunity and OSHA (government safety standard compliance) forms, screening and testing plant employees, and serving as a secretarial assistant for the Operations Vice-President.[16] The responsibility, status, and experience differs significantly though the title is identical. The search for consistent job titles with textbook-simple, cookie-cutter-precise descriptions becomes an exercise in qualifications. Exceptions and modifications limit each assertion. Thus, the seeker or advisor, who glamorizes a position title and believes the search is "successful" once the moniker becomes a reality is seriously misdirected.

After establishing a hierarchy of preferences, skills, and aptitudes, the job seeker needs a period of information gathering. Eventually the job-seeker requires information about: (1) the major functions utilized in firms—i.e. purchasing, research-development, marketing, personnel; (2) the business, trade, or industrial vocabulary employed; (3) the centrality of select functions within certain types of organizations; (4) the career paths available over time; (5) the people, environment, and wage-scales characteristic within a career area; (6) the training required or provided for entry-level or advanced positions; and (7) the geographic distribution and numerical availability of jobs. Fuller elaboration of the entire information-gathering phase and its role within a well-structured career analysis occurs in several useful volumes.[17] For purposes of this paper, however, the point is: job titles are unreliable indexes of responsibility or function. They are variable appellations within and across organizations. Since seeking information about a specifically titled post prematurely limits the information-gathering phase and obscures the real differences existent between positions with similar or identical titles, both advisors and students profit from avoiding the pitfalls of "title-itis."

Finally, one returns to the original wistful but erroneous notion that technical graduates more easily transition from academe to the work force and that their training more ably prepares them for success in the work place. This self-defeating belief is the last and perhaps most dangerous misconception, for it undermines personal pride and employment expectations.

A study of management employees of American Telegraph and Telephone (AT&T) finds that employees with liberal arts degrees have shown superior potential for middle management.[18] They have made better progress within the system than employees with other majors. Of a sample studied during a twenty-year period, nearly half of the humanities and social science majors were seen as potential middle managers, compared with thirty-one percent of the business majors and twenty-six percent of the engineers. Non-technical majors were stronger in administrative skills, such as organizing, planning, decision-making, and creativity than technical majors. Humanities and social science majors were leagues ahead in interpersonal skills, such as leadership, oral communications, and forcefulness. Technical graduates were the champions in quantitative, numerical skills. After eight years, the average management level of humanities and social science majors was highest with engineers trailing badly. After twenty years, however, engineering graduates held nearly as many management positions as their humanities, social science, or technical colleagues. The study concludes that graduates with liberal arts majors do as well or better in business in both the short and long term as do graduates with business degrees or technical training; thus, no one program or content emphasis produces more functional alumni. The AT&T study parallels a growing awareness that liberal arts majors offer a breadth and depth that valuably enriches and transitions into the work force.[19]

So content expertise is not the sole asset of the Communication graduate. Though Communication students share certain formal training, they remain distinctive individuals with prospects for above-average performance in a variety of jobs. They need not pine for a technical degree or lament over their liberal arts orientation, for achievement depends on correctly utilized skills, competencies equally possible to achieve in a number of majors, but specially examined in Communication. These skills are transferable and not exclusively content specific.

Thus, the original question: "What can I do with a Communication degree besides teach?" assumes altered meaning. The query signals a need for introductory information through a phased program of career guidance. The seeker requires greater understanding of the discipline, the process of career planning, and of self. The answer to this question is more complex and profound than the pat or universal responses so easily formulated. Although teaching remains a viable option for majors, numerous other fields exist. The job-seeker must do a careful analysis to: (1) assess personal preferences, abilities, aptitudes, and values; (2) gather relevant information; (3) target appropriate work options; and (4) develop an effective job-search and personal marketing campaign. If a phased career counseling program operates, the central question(s) evolve. The advisee now queries: "What skills do I wish to utilize in my work?", "How do I want to use my Communication training?", How does one integrate assessment tool findings into a long term career plan?". The emphasis shifts to personal appraisal, value clarification, and individualized career planning. Such questions suppose multiple connections between disciplinary study and work applications but imply the need for personal answers. The emphasis is on learning the process of life and career planning. Justification of the major no longer appears salient. Similarly, position labels and employment categories seem unsatisfactory. The shift is more than merely semantic. The new questions manifest altered awareness of the proper end of investigation. Moreover, the job-seeker uses the advisor for process instruction, but retains control. In a sense, the nature of the questions posed enables diagnosis of the educational needs of an individual in career planning. Moreover, the typical patterns of questions reveal deficiencies or strengths within the departmental program of career education and guidance.

If the questions asked and the answers sought remain static, then a more systematic, clearly phased educational effort is needed within the department. In short, the frequent query: "What can I do with a Communication degree?" is a beginning, but an unacceptable end for career p. bers in the major. The answer is as limitless or limited as the aptitudes, aspirations, abilities, skills, and preference. of the questioner, but the answer is stubbornly *personal*...and leads to new lines of investigation.

For readability, NOTES section has been retyped and follows in the next three pages.

NOTES

[1]Several articles explore employment opportunities for Communication graduates through identification of careers entered by previous alumni. See K. M. Jamieson and A. D. Wolvin, "Non-Teaching Careers in Communication: Implications for Speech Communication Curriculum," Communication Education, 25, No. 4 (1976), 283-291; F. D. Schuelke, "Types of Positions Available in Business and Government for the Graduate in Communication," Association for Communication Administration Bulletin, 18 (1976), 14-16; A. R. Weitzel, "A Survey of Speech Communication Alumni Vocations," Association for Communication Administration Bulletin, 19 (1977), 43-51; and D. L. Holley, "A Survey of Communication Graduates after Graduation: Implications for More Realistic Career Counseling," Association for Communication Administration Bulletin, 34 (1980), 49-54. For information about Communication skills sought by employers, see: G. M. Goldhaber, "Data Gathering and Theory Building: Opportunities in the Business Environment," Association for Communication Administration Bulletin, 18 (1976), 27-30 or V. A. Eman et. al., "Surveying the Communication Competencies of Various Locations in Business and Industry," Paper presented at the meeting of the Speech Communication Association, Minneapolis, November, 1978.

[2]Read Chapter 5, "Only You Can Decide: What Do You Want to Do?" in Richard Nelson Bolles, What Color Is Your Parachute? (Berkeley, California: Ten Speed Press, 1978), pp. 65-112.

[3]Howard E. Figler, The Complete Job-Search Handbook (New York: Holt, Rinehart, and Winston, 1979), p. 70. For a further discussion of the way in which a liberal arts graduate can unite personal values and required skills into numerous career options, see: Howard E. Figler, PATH: A Career Workbook for Liberal Arts Students (Cranston, Rhode Island: Carroll Press, 1978).

[4]Articles that examine the importance of internship experiences and community liaisons for Communication departments include: C. W. Downs, "Internships in Speech Communication," Association for Communication Administration Bulletin, 12 (1975), 30-32; C. W. Downs, P. Harper, and G. Hunt, "Internships in Speech Communication," Communication Education, 25, No. 4 (1976), 276-282; C. Konsky, "Internships in Speech Communication: A National Survey and Commentary," Association for Communication Administration Bulletin, 41 (1982), 39-51; and D. D. Cahn, "Toward an Understanding of Successful Career Placement by Undergraduate Speech Communication Departments," Association for Communication Administration Bulletin, 30 (1979), 46-53.

[5]This list constitutes a modification of the schema originally formulated by Figler, Complete Job-Search Handbook, pp. 62-63. It suggests a representative sampling of potential skills, but is not all-inclusive.

[6]Figler, Complete Job-Search Handbook, p. 70.

[7]Evidence about the marketability of Communication graduates finds expression in: J. L. Jellicorse, "From Division to School: Centering on the Strength of Diversity," Association for Communication Administration Bulletin, 40 (1982), 6-11 and M. Hetherington, "The Importance of Oral Communication," College English, 44, No. 6 (1982), 570-574.

[8]Surveyed students were alumni from Arizona State University, Bowling Green State University, Kent State University, Memphis State University, Michigan State University, Northwestern University, Pennsylvania State University, Purdue University, Temple University, the University of Arizona, University of California at Davis, University of Iowa, University of Massachusetts, University of Michigan, University of Nebraska at Lincoln, University of Oregon, and University of Texas.

[9]Survey findings are printed in poster distributed by Scott, Foresman, and Company and find amplification in Ehninger, Gronbeck, and Monroe, Principles of Speech Communication, Ninth Brief Edition (Evanston, Illinois: Scott, Foresman, and Co., 1984).

[10]Janet Elsea, "Roughing It: Careers Outside Academia," Presentation at meeting of Speech Communication Association, Anaheim, November, 1981.

[11]Students familiar with Bolles' What Color Is Your Parachute? may not realize that he has a systematic workbook that sequentially provides exercises, evaluation scales, and instruction for individuals embarking on "self instruction" in career/life planning. Refer them to John C. Crystal and Richard N. Bolles, Where Do I Go from Here with My Life? (Berkeley, California: Ten Speed Press, 1974). Other worthwhile handbooks and resources include: Richard N. Bolles, The Three Boxes of Life (Berkeley, California: Ten Speed Press, 1978); Richard Lathrop, Who's Hiring Who (Virginia: Reston Publishing, 1976); Sidney B. Simon, Howard Kirschenbaum, and Leland Howe, Values Clarification (New York: Hart Press, 1972). For career changers moving from academe to business, see: Dorothy K. Bestar, Aside from Teaching English, What in the World Can You Do? (Seattle, Washington, University of Washington Press, 1977); Ben Greco, New Careers for Teachers (Homewood, Illinois: Dow Jones-Irwin, Inc., 1976). Individuals changing careers will also find the following sources useful: Patricia E. Berne, Judy Dubin, and Sherri Muchnick, You've Got a Great Past Ahead of You (New York: Bobbs-Merrill Co., Inc., 1980): Natasha Josefowitz, Paths to Power: A Woman's Guide from First Job to Top Executive (Reading, Massachusetts: Addison-Wesley Publishing Co., 1980): Paula I. Robbins, Successful Midlife Career Change (New York: AMACOM, 1978). If the career changer is particularly interested in the training and development function within business, see: James G. Stockard, Career Development and Job Training (New York: AMACOM, 1977).

[12]Bolles, What Color is Your Parachute?, p. 41.

[13]Bolles, What Color is Your Parachute?, p. 41.

[14]See S. O'Connell and R. L. Minker, "The Role of Faculty in Career Counseling: Can You Wear Another Hat?" Association for Communication Administration Bulletin, 35 (1981), 51-53.

[15]For another article concerning the nomenclature problems existent in business, see: S. A. Hellweg and S. Phillips, "Communication Policies and Practices in American Corporations," Paper presented at the meeting of the Western Regional American Business Communication Association, Marina Del Ray, California, March, 1983.

[16]Laurie Werner, "More Than Hiring and Firing: Careers in Personnel," Working Woman (April, 1980); 23-24.

[17]F. Billingsley, Career Planning and Job Hunting for Today's Student (Santa Monica, California: Goodyear Publishing Co., 1978); Part Two in Figler's The Complete Job-Search Handbook.

[18]R. E. Beck, The Liberal Arts Major in Bell System Management (Washington, D.C.: Association of American Colleges, 1981).

[19]See: Rockefeller Foundation, The Humanities in American Life (Berkeley, California: University of California Press, 1980). Thirty-two scholars, professionals, and businessmen explore the troubled state of humanities education; however, they reaffirm the importance of such learning for public and professional life.