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HUMAN RESOURCE SERVICES NEEDS IN BUSINESS AND INDUSTRY:
IMPLICATIONS FOR THE PREPARATION OF GUIDANCE PERSONNEL BY
UNIVERSITIES

The Ohio State University

Ph.D. 1983

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HUMAN RESOURCE SERVICES NEEDS IN BUSINESS AND INDUSTRY:
IMPLICATIONS FOR THE PREPARATION OF GUIDANCE
PERSONNEL BY UNIVERSITIES

DISSERTATION
Presented in Partial Fulfillment of the Requirements of
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

by

Earl Murry, B.Sc., M.A.

* * * * *

The Ohio State University
1983

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FIELDS OF STUDY

Major Field:  Guidance and Counselor Education

Studies in Educational Foundations
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
</tr>
<tr>
<td>VITA</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
</tr>
<tr>
<td><strong>Chapter</strong></td>
</tr>
<tr>
<td><strong>I. INTRODUCTION</strong></td>
</tr>
<tr>
<td>Statement of the Problem</td>
</tr>
<tr>
<td>Rationale for the Study</td>
</tr>
<tr>
<td>Limitations of the Study</td>
</tr>
<tr>
<td>Definition of Terms</td>
</tr>
<tr>
<td>Organization of the Study</td>
</tr>
<tr>
<td><strong>II. REVIEW OF LITERATURE</strong></td>
</tr>
<tr>
<td>Human Services in Business and Industrial Settings</td>
</tr>
<tr>
<td>Current Status of Counselors in Business and Industry</td>
</tr>
<tr>
<td>Substance Abuse Counseling in Business and Industry</td>
</tr>
<tr>
<td>Affirmative Action Programs in Business and Industry</td>
</tr>
<tr>
<td>Career Development Programs in Business and Industry</td>
</tr>
<tr>
<td>Higher Education in Business and Industry</td>
</tr>
<tr>
<td><strong>III. METHODOLOGY</strong></td>
</tr>
<tr>
<td>Setting</td>
</tr>
<tr>
<td>Data Collection Procedures</td>
</tr>
<tr>
<td>Instrumentation</td>
</tr>
<tr>
<td>Data Collection Procedures</td>
</tr>
<tr>
<td>Analysis Procedures</td>
</tr>
<tr>
<td>Table</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. Survey Respondents by Type of Business/Industry</td>
</tr>
<tr>
<td>2. Number of Employees Identified as Salaried, Minority or Female</td>
</tr>
<tr>
<td>3. Number and Percent of Types of Jobs Held by Employees</td>
</tr>
<tr>
<td>4. Frequencies of Responses for Career Development Services Level of Need</td>
</tr>
<tr>
<td>5. Frequencies of Responses for Future Plans for Provision of Career Development Services</td>
</tr>
<tr>
<td>6. Frequencies of Responses for Recipients of Career Development Services</td>
</tr>
<tr>
<td>7. Frequencies of Responses for Source of Career Development Service Provision</td>
</tr>
<tr>
<td>8. Frequencies of Responses for Substance Abuse Services Level of Need</td>
</tr>
<tr>
<td>9. Frequencies of Responses for Future Plans for Provision of Substance Abuse Services</td>
</tr>
<tr>
<td>10. Frequencies of Responses for Recipients of Substance Abuse Services</td>
</tr>
<tr>
<td>11. Frequencies of Responses for Sources of Substance Abuse Service Provision</td>
</tr>
</tbody>
</table>
### LIST OF TABLES—Continued

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Frequencies of Responses for Affirmative Action Services Level of Need</td>
<td>104</td>
</tr>
<tr>
<td>13.</td>
<td>Frequencies of Responses for Future Plans for Provision of Affirmative Action Services</td>
<td>107</td>
</tr>
<tr>
<td>14.</td>
<td>Frequencies of Responses for Recipients of Affirmative Action Services</td>
<td>110</td>
</tr>
<tr>
<td>15.</td>
<td>Frequencies of Responses for Source of Affirmative Action Service Provision</td>
<td>113</td>
</tr>
<tr>
<td>16.</td>
<td>Frequency of Responses Reporting Adequacy of Service Provision</td>
<td>116</td>
</tr>
<tr>
<td>17.</td>
<td>Frequency of Responses Reporting Reasons for Lack of Service Provision</td>
<td>120</td>
</tr>
<tr>
<td>18.</td>
<td>Frequency of Response for Program Offerings in Human Service Areas by Ohio Counselor Education Programs</td>
<td>128</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

In America, changing attitudes towards work, combined with changes in social values, have raised new interest in improving the quality of life in the workplace. Expectations and aspirations of workers have changed. These changes involve a shift away from authoritarian concepts of management to one that places higher value on the well-being of individual employees and groups.

Over the years organized labor has experienced substantial success in bargaining for increased pay, better fringe benefits, and improved physical working conditions. The resolution of these issues has precipitated another problem for industry. Once the workers' basic physiological needs have been met, it paves the way for them to strive for the fulfillment of the higher order needs in the workplace. In recent years, there has been a movement on the part of the workers in business and industry to seek self-esteem, personal growth, and self-actualization through their work. The workers desire to identify with and become a part of the workplace and to become involved in the decision-making process at various levels of the organization. Too, workers are beginning to expect the organization to display more concern for helping them to address personal problems, while at the
same time not directly interfering with their personal lives. Bell (1977) suggests that in the post-industrial society workers will increasingly shift their interests in consumption from durable goods, for example, housing and automobiles, to services such as recreation and travel and then to health and education. This shift will affect the entire socio-economic fabric of society, including the workplace where workers will demand an improved quality of life.

The changing workforce, increased alienation from work, and rising expectation of the quality of life at the workplace have precipitated a corresponding growth in the area of human resource development. Social service programs are being offered to more and more workers and are developing rapidly across the nation (Ozawa, 1980). The nature of social services offered through these programs range from counseling for specific problems to workers' participation in decision-making.

Professional social workers, along with professionals of other disciplines, are now engaged in delivering social services in the workplace. These services are being provided in the atmosphere of the post-industrial era, at a time when alienation from work is said to be growing, when workers have expectations of attaining a higher quality of life both inside and outside the workplace, when a large number of workers have broken families, and when resources seem to be readily available to pay for such programs.

There is an ever-increasing demand on business and industry to effectively address certain social and human resource development
needs of their employees, in order for them to remain viable in the marketplace. Failure of a company or organization to attend to such employee problems as substance abuse, absenteeism, low job morale, as well as the specific skill and managerial training needs of its employees, is counterproductive. The personnel manager or counselor in any business or industrial organization occupies the key position in that organization relative to assisting management in identifying and dealing effectively with the aforementioned employee service need areas. Therefore, the extent to which the counselor preparation programs offered by colleges and universities provide their graduates with adequate training and knowledge to function effectively in the human resource development areas of human services, i.e., administrative, program, delivery and evaluation, is of critical importance to employee stability and development.

The changing needs of the contemporary American labor force and the response of business/industry to those changing needs is a major issue. This study examined the relationship between business/industry in higher education in the area of program development and personnel preparation as related to human resource development.

This study further examined the changing environment of the human service worker in business/industry while simultaneously examining the role of higher education in the area of training programs to meet the changing needs of business/industry.
Statement of the Problem

The purposes of this study were: (1) to identify the critical human service needs of a select sample of business and industrial organizations in Ohio; (2) to determine to whom these critical human service needs of employees in business and industrial organizations are being addressed; (3) to determine who are the service providers; (4) to identify the critical human services components of the graduate counselor preparation programs offered by universities in Ohio; (5) to assess the extent to which these programs systematically prepare their students to deal with those human services needs; (6) to determine the relationships between counselor preparation programs in universities and business and industry; and (7) to suggest ways in which the graduate counselor preparation programs can be strengthened to more effectively prepare graduates to meet the human service needs in business and industry.

The following research questions were addressed:

(1) What are the most critical human service needs of business and industrial organizations in Ohio as perceived by human service personnel employed in these organizations?

(2) How do business and industrial organizations address the identified human service needs of their employees in terms of (a) recipients of the services and (b) providers of the services?

(3) What are the reported future plans of business and industry with regard to human service needs?

(4) To what extent do the advanced degree programs in guidance and counseling offered by universities in Ohio report preparing
their graduate students to deal effectively with the human service areas in business/industry?

(5) What are the reported communication links between business and industrial organizations and universities to facilitate the provision of information to the universities for program planning and revision relative to the professional preparation of personnel managers and counselors to serve in the business/industry?

(6) In what ways can universities which offer graduate programs in guidance and counseling strengthen their programs to provide graduates of these programs with the knowledge and skills necessary to perform competently in the human service need areas identified in business and industry?

Rationale for the Study

Over the past two decades, the American industrial sector has experienced dramatic changes in the composition and human resource needs of its labor force. These changes, though not limited to, can be attributed to an interesting combination of forces impacting the workplace. These are: (1) increased union authority; (2) new technical competence; (3) higher continuing education of employees; and (4) minorities'/females' entry into the labor force. Whereas the needs of the labor force were once largely confined to monetary matters, they have now expanded to include a variety of complex social, psychological and emotional needs. Ozawa (1980) underscored this point in her study of the work environment. She noted that:
Workers are no longer content to be just economic tools in the production of goods and services. They want to be treated as human beings who have hopes, aspirations and anxiety and fears that need to be recognized.

The fact that workers are more openly insisting upon programs designed to meet their socio-emotional needs has compelled a re-evaluation on the part of industry as to its role vis-a-vis its labor force. Doll (1979) noted a more expansive educational role is being played by modern business and industry. This is reflected in the greater assumption of educational program responsibilities designated to meet employee needs. McQuigg (1980), too, investigated the expanded role played by industry educationally. McQuigg found in a survey that 751 American companies with 1,000 or more employees have in-house training programs in management. The increased involvement of industry in the areas of human resource development is further underscored by increased expenditure. Doll (1979) pointed out that the American Council on Education issued a report in 1975 which showed that an estimated $2 billion had been spent by 610 corporations on employee education programs. Schwaller (1980) suggests $4 billion, an increase of $2 billion over Doll's 1975 figures. He contends that $4 billion alone is spent on educational training by the private sector of this nation. Corrigan (1980) quoting Edward B. Scannell, noted in the area of human resource development, that investment by business and industry exceeds $100 billion annually.

In addition to increased expenditures on educational and other employee development programs, American business and industry have
been pressed to express greater concern not only for the quality of American life, but to ensure parity and equality among the races and sexes in the promotion and job responsibility areas. Akabas (1978) noted that urban crises and employment opportunities for the handicapped are additional factors of concern for business and industry. As a direct consequence of more than ten years involvement in personnel, the researcher has had the opportunity to observe, firsthand, the impact of state and federal legislation on business and industry. State and Federal Acts such as Title IX and Title VII of the 1964 Civil Rights Act, as amended; Title VI (Apprenticeships); and Executive Order 11246, as amended (Sex Discrimination) not only forced business and industry to re-evaluate the production methods but to give more attention to the interpersonal and personal concerns of its personnel. This has resulted in a proliferation of Affirmative Action offices as well as the public display of such slogans as "We Are an Equal Opportunity Employer."

Several other problem areas in business and industry which suggest the need for closer relationships between higher education and these organizations addressed in this rationale are (1) general human services issues such as worker alienation and family problems, (2) minority and female participation in the workplace, (3) substance abuse, (4) career development and guidance, and management issues.

General Human Services Issues—Technological advances, increased automation and specialization in industry are among recent factors that have led to improved and more efficient operations in the business/industrial sector. These advances, however, though
Advantageous in several respects, have nonetheless created certain problems for the human factor in both the business and industrial workplace. Ozawa (1980) contends that as business and industry strive to become more efficient, the substantial rationality or creative thinking of the system declines. The more workers fail to see the linkage between what they do on their job and the final end product in terms of goods and services provided by their organization to its clients, the more they are unable to make sense out of their work, the greater will be their tendency to become estranged or feel alienated from their jobs. Alienation, according to Ozawa, seems to be a major problem among American workers.

Fleming (1979) also contends that alienation is a major problem found in business and industry. His study has revealed that along with greater efficiency and rationality of the whole, the substantial rationality of the individuals who make up the organization's system declines. Further, he contends that when workers cannot make sense out of their work, they tend to become estranged from their jobs. They are likely to either withdraw and become unthinking automatons or to fight back their sense of alienation by engaging in violent activities.

It was found in a 1971 study (MIT Press, 1978) conducted by a task force to the Secretary of Health, Education and Welfare that alienation seemed to be a major problem among American workers. The task force further reported that only a small fraction of the nation's workers were satisfied with their jobs - that is, had the satisfaction
that comes from a sense of achievement, accomplishment, responsibility, and challenging work. The task force also discovered that a high correlation existed between mental health problems such as anxiety, worry, tension, and impaired interpersonal relationships and the feelings of job dissatisfaction and job alienation.

With regard to family problems the United States Census estimates that 32 percent of American workers are single, divorced, separated, widowed, or have never been married. Thus, loneliness is becoming one of the major problems faced by a growing proportion of the American labor force. The decline of the family, the church, and the small community has increased the importance of the workplace for providing social support. The workplace can provide a sense of involvement with other people through recreational and other related programs. In addition, stress seems to be creating situations which lead to increased family problems. More and more of today's workers are bringing their family problems to the workplace or are taking home problems arising in the workplace. In either case, this creates instability and possibly decreases the workers' productivity.

Minorities and Women Participating in the Labor Force—According to The 1978 Employment and Training Report to The President (1978) the past two decades have witnessed an enormous change in the labor force as a result of the rapid growth of the number of women, especially married women with small children, in the labor force. The rate of labor force participation on the part of females increased
from 17.8 percent in 1960 to 48.4 percent in 1977. During this period, the rate of participation among married women with small children more than doubled.

The rapid increase in the percentage of women participating in the labor force could also mean that, for many, their attention and energy are becoming more and more divided between home and the workplace. This could tend to create stress for families.

It must also be noted that over the past two decades women have, on the whole, begun to exhibit more physical problems that were previously common among males. For example, women are experiencing a higher incidence of health problems such as ulcers, hypertension, and cardiovascular disease (Rosow 1979). One may suggest that part of the above could be the consequence of stress associated with the workplace.

There has been much reporting on the laws of minority requirements in such areas as policy statements on affirmative action, hiring/selection, promoting, training/consultation, record keeping and evaluation. As a result of such laws and acts congressionally mandated, companies typically do not report their participation in compliance except as required under the law. Where companies did report such compliance in part for purposes of this study, the researcher was required to guarantee non-disclosure of such information at the company by identification of the source. One of the difficulties anticipated in this study, therefore, was the expected resistance that companies not be identified with respect to their compliance with the laws.
Substance Abuse—The enormous amounts of alcohol and other drugs consumed each year indicate perhaps that many Americans are desperately searching for some measure of relief from tensions and pressures of everyday living. Substance abuse has long been a problem among workers in industry. In 1975, a Congressional investigation revealed that business and industry lost up to $16 billion annually due to job absenteeism, primarily the result of employee substance abuse. As was mentioned earlier, recent figures show losses of up to $24 billion per year through lost productivity to business and industry resulting from substance abuse and related problems. Such losses have precipitated business and industry's involvement in educational programs that are remedial and rehabilitative in nature to offset production losses (Doll, 1979). General Motors' Chairman, Thomas Murphy, (1979) noted at the Eighth Annual Meeting of the Association of Labor-Management Administrators and Consultants on Alcoholism that "For every dollar spent by General Motors for the treatment of employees in the alcoholism program, more than two dollars is being returned to us within a period of three years." Government, through Congressional legislation, appropriated millions of dollars to assist business and industry in the development of educational and counseling programs to help business and industry address the substance abuse needs of their employees (Mohler, 1979).

Career Development and Guidance—Today's workers are better educated, with extremely high expectations for their careers. They want more opportunities, in a shorter period of time, than did
workers of previous generations. They are impatient for advancement in money and status and expect more openness, more communication, and more involvement. Workers wish to compete for recognition, training, promotion, and advancement. This aspiration is compatible with needs of every organization to utilize and upgrade its own human resources (Rosow, 1979).

To stabilize employment some corporations attempt to provide in-service training to equip employees with more advanced skills and to find employees within the corporation who can fill higher positions on the career ladder. As corporations invest more and more in the human capital of employees, their interest in maintaining the same employees increases. Therefore, there has been an increasingly heightened effort on the part of business and industry to promote careerism on the part of their employees (Ozawa, 1980).

Career paths and career development are other factors affected by management policies and practices. In the early days of industrialization, the relationship between the employer and employee was thought to be merely contractual and monetary. To the employer, the contractual relationship was totally economic, but to the employee it was social as well as psychological (Boviding, 1977). In the present post-industrial era, workers make their feelings more known than previously; it is clear that they are no longer content to be just economic tools in the production of goods and services. They want to be treated as human beings who have hopes, aspirations and even anxiety and fears that need to be recognized. American workers, thus, want to have a higher order of human needs met in the workplace.
(Maslow, 1954). Therefore, it can be expected that changes in authority relationships will spread. In general, the younger, more educated workers resent authoritarianism; however, they are not opposed to the proper exercise of authority. Workers respect authority when properly exercised by management, but reject authority that is abusive or arbitrary. This poses a challenge for the large bureaucratic corporation to cooperatively develop work procedures and learn how to better manage conflict with consent.

American workers are increasingly demanding a new type of organizational relationship and environment in the places where they work and live part of their lives. They do not like being locked into dead-end jobs, they want challenge and personal growth through their work. Workers are also increasingly expecting that not only the economic problems, but also the social and psychological problems confronting them will be openly discussed and dealt with at their workplace. If professional consultants are required to resolve their problems, more and more workers expect their union or management to meet the expenditure for these services (Ozawa, 1980).

As Rosow (1979) suggests the private corporation is beginning to realize that, in addition to a basic economic role, it must be responsive to consumers, to the environment, and to its own employees. Response to employee needs has been neglected or subordinated to economic pressures and profit goals by the majority of America's businesses and industries. However, business and industry, in recent years, have begun to recognize the need to involve themselves more in the human resource development aspect of their employees. Thus,
there has been an increased level of activity in this area, though rather piecemeal, disorganized, and unstructured.

The significance of this study increases in that the research should make available data for Human Services models employed by business and educational institutions. Further, few formal studies have been conducted to determine the changing relationships between business and educational institutions relative to the area of counselor education. Therefore, the results of this study could also provide insight into the types of programs that might be developed by institutions of higher education to meet the needs of business and industry, as well as to provide new models and programs for training in the Human Services field in industry.

**Limitations of the Study**

A number of limitations can be identified which define the parameters of this study. First, the population studied was limited to those businesses and industries with more than three hundred workers, located within Central Ohio. A statement from The Ohio Manufacturers' Association Vice President indicated that the businesses and industries included in this study would be representative of those in the other metropolitan areas of the state. The findings of this study, therefore, could with cautious interpretation be generalized to other businesses and industries of approximately the same size in the state of Ohio.

Second, this study was limited to procedures used for initial survey research. The questionnaires developed were designed to
elicit responses from the appropriate persons in business and indus-
try and university settings. It is assumed that those responses
given were accurate to the best of the respondents' knowledge. No
attempt was made to examine discrepancies between policies and
practices. It was also assumed that where information was not
provided, there were either no services available or there were
other reasons for nonresponse. The results reported therefore, were
considered a minimum of human resources development services provided
by businesses and industries of over three hundred employees repre-
sentative of the state of Ohio.

Third, the data collection and data analysis procedures were
limited to those appropriate for survey research and included
questionnaires as instruments, and the calculation of frequencies,
percents and Chi square tests of significances of differences. As
an initial survey, the data were treated in terms of their potential
for assessing and further developing human services programs and
human services professionals in business and industry and colleges
and universities.

Fourth, while human services professionals can be found in a
number of professional preparation programs in colleges and univer-
sities, this study limited its examination to those with counselor
education programs. It was believed that the area of counselor
education has potential for expanding its professional preparation
to include the private sector. Moreover, the focus of interest was
primarily on university faculties similar to the one from which this
study originated.
Definition of Terms

The following are definitions of terms used in the context of the study. In each case the definition of the services listed are operationally defined in terms of the appropriate sections of the survey instrument developed for the study.

The Human Resources Development Program—The Human Resources Development Program is the ultimate goal of achieving the maximum productivity from its employees by understanding human beings as individuals, groups, and the interpersonal relationship between the employer and employee which produces productivity.

The Human Services Professional—The Human Services Professional is usually an individual with a specialty in some aspect of Human Services Administration who can bring his/her specialty to help facilitate and improve productivity. For purposes of this study, the Human Services Professional is the person who completed and submitted the Human Resource Development Questionnaire.

Career Development Services—Career Development Services are those activities such as organizing, planning and controlling aids to employees for future employment with the company in specific areas of interest to the employee and the company, including Communication on Career Development, Career Counseling Services, planned workshops and other training activities, as well as career-related assessments.

Substance Abuse Services—Substance Abuse Services are those areas where diagnosis and assessment, referral for services within and without a company, treatment programs and ongoing linkages with
institutions that offer core services, are provided. These services do not include some of the more broadly defined aspects of Employee Assistance Programs, such as divorce counseling, financial counseling and stress management assistance sponsored by a company.

Affirmative Action Programs--The Affirmative Action Program is a review of employer personnel policies for the company minority employees in areas of Policy Statement on Affirmative Action, Recruiting Services, Hiring/Selection and Promoting. These affirmative action services are not intended to measure the company's compliance with the specific intent of laws against discrimination due to race, sex, age, religion or national origin.

Organization of the Study

This study is organized into five sections. In Chapter I, an overall background for the problem is presented. The case for planning and analysis of research questions is made and the problems defined. Chapter I also contains the purpose, and the significance of the study. Chapter II contains a review of the relevant literature. A detailed description of the research methodology is contained in Chapter III. Chapter IV presents the findings and finally, Chapter V provides a summary of the results, conclusions, and recommendations.
CHAPTER II

REVIEW OF LITERATURE

This chapter presents the literature pertinent to the study. The area of human resources development is relatively new. Human services in business and industry is an even newer area. Empirical research of both these areas, as they relate to business and industry, represents virtually a new field of study. Thus, much of the research in this area is just commencing.

The literature review presented here examined human services in business and industry including the role of the human services worker and examples of such services in specific companies; the current status of counseling in business and industry settings; substance abuse counseling; affirmative action programs in business and industry, including issues regarding women, child care and family services; career development programs in business and industry including career development studies on job satisfaction. Lastly, the literature on the role of programs in education relative to the preparation of human services professionals to take advantage of potential opportunities in business and industry is presented.

Human Services in Business and Industry

Public and private educational systems have long been the primary employers of human services professionals such as counselors (Papalia,
These counselors increasingly are recognizing that their skills can be applied in a wide variety of settings (Christiani, 1974). The realities of declining school enrollment and diminishing budgets have moved counselors into expanded roles. In recent years counseling practitioners have branched into such varied fields as community mental health, consulting, corrections, employment and placement centers, the medical profession, private practice, social and governmental agencies as well as many other non-traditional settings (Christiani, 1974). Still untapped, however, are counseling services for business and industry (Papalia, 1981).

The need for counselors in the work place has been enhanced by the increased interest in adult learning. For a profession that has its genesis in the areas of vocational education and guidance, it is ironic that so few counselors are actually employed today in business and industry (Christiani, 1974). Knowles (1973) suggested nearly a decade ago that the adult learner was being neglected. Vermilye (1977) also focused research on the issues of relating work and education. It was also noted that new educational directions and opportunities are becoming increasingly available in the work place (Hamilton, 1976). In addition, foreign industries and the challenge to American technology have caused industry to re-examine its approach to the work force, and thus focus more attention to the needs of workers (Papalia, 1981). Thus, it is contended that there is a definite need for counseling applications in business and industry and that counselors can and should market their skills in the business community (Christiani, 1974).
As stated previously, counseling positions in the educational setting, the traditional employer of counselors, have decreased considerably with the decline in school enrollments and with cutbacks in educational financing. In investigating new potential client populations, counselors have typically identified work settings that are already experiencing a surplus of helping professionals, including psychologists and social workers working with community mental health, child abuse agencies, among others. Counselors must begin to identify other clients and work settings in which their background and training are suited and in which there are jobs. Business and industry meet both of these criteria (Christiani, 1974). Expanding into these settings, however, would require new perceptions of the roles of the human services worker in industry and the ways in which the counselor can be effective in these professional arenas.

The Role of the Human Services Worker in Industry—In recent years, as was indicated in the literature, business/industry has been experiencing an increasing demand to effectively and efficiently attend to the human service needs of its employees. The addressing of these needs has had a direct impact upon the changes in roles of human service workers in the business/industrial sector. As employees' needs increase and become more complex, the demand naturally increases for more highly skilled and trained professional human services workers. The services worker's role in a fast-changing business/industrial environment can no longer be conceived as being limited to basic "bread-and-butter" needs of employees or to dealing with alcoholism and drug abuse problems only. Rather,
this role must be perceived in a broader perspective, involving a
variety of services, e.g., treatment, rehabilitation and preventive
education, across a complexity of human need areas.

In a comprehensive report to the National Institute of Drug Abuse, the concept of "human service" is defined as being "sub-inclusive to
cover all activities relative to the improvement of the human condi­
tion." The human services worker's role in business and industry could therefore be conceived of as being concerned with the "improvement of the human condition" (Mohler, 1979). This suggests that the service worker should be involved in activities directly concerned with the improvement of the worker's social, economic, psychological, emotional, and to a lesser extent, the worker's physical well-being. Evidence demonstrates that the needs of the workers are becoming increasingly complex and intense. Therefore, the role of the human services worker must expand to effectively meet the new challenges.

More specific to general human services, Brown (Olson, 1977) defined what he perceives to be the roles of the human services worker (the generalist) as follows:

1. Outreach (Human Link Worker) - reaches out to detect people with problems to refer them to appropriate services and to follow them up to make sure they continue to their maximum rehabilitation level.

2. Broker - helps people get to existing services and helps the services relate more easily to clients.

3. Advocate - pleads and fights for services, policies, rules, regulations, and laws for clients.

4. Evaluator - assesses client or community needs and problems whether medical, psychiatric, social educational. This includes formulating plans and explaining them to all concerned.
5. Teacher/Educator - performs a range of instructional activities from simple coaching to teaching highly technical content directed to individuals or groups.

6. Behavior Changer - carries out a range of activities planned primarily to change behavior, ranging from coaching and counseling to casework, psychotherapy and behavior therapy.

7. Mobilizer - helps to get new resources for clients or communities.

8. Consultant - works with other helping persons and agencies regarding their handling of problems and needs.

9. Community Planner - works with community boards, committees and other groups to assure that community developments enhance positive mental health and self and social actualization, or at least minimize emotional stresses and strains on people.

10. Care Giver - provides services for persons who need ongoing support of some kind, i.e., financial assistance, day care, social support, 24-hour care.

11. Data Manager - performs all aspects of data handling, gathering, tabulating, analyzing, synthesizing, and program evaluation and planning.

12. Administrator - carries out activities that are primarily agency or institution-oriented rather than client or community-oriented (budgeting, purchasing, personal activities).

13. Assistant to Specialist - this role is kept since there is undoubtedly some need for aides and assistants to the existing professions and specialities.

14. Clerical - performs primarily secretarial/receptionist type duties in a human services setting but job does not relate directly to mental health functions.

These roles seem applicable in many respects to that of the human services worker in business and industry. As employees' needs in this sector increase, as both management and the unions become convinced of the need to more effectively address these problem areas,
the role of the human services worker must be broadened from emphasis on
the treatment of isolated problem areas to that of a comprehensive human
service delivery program for workers. Such an expanded vision of the
services worker's role is for the most part still in its infancy in
terms of its implementation in industry. However, some large-scale
businesses and industries have begun to move in this direction and have
instituted such programs in their organizations.

In general, the literature would suggest that to effectively attend
to today's industrial workers' needs, the human services delivery pro-
gram would include such activities as:

- Alcoholism or drug abuse

- Services to deal with interrelated problems such as:
  1. Counseling for individual, marital, family and
     financial problems; drug abuse; aging; occupational
     rehabilitation; and health.
  2. Crisis intervention for emotional or psycho-
     logical problems and industrial accidents.
  3. Educational programs on pre-retirement planning, awareness of alcohol and drug abuse, helath, and
     home economics.
  4. Linkage and referral to other agencies.
  5. Self-help programs, such as company sponsored
     Alcholics Anonymous groups.
  6. Recreational programs.
  7. Consultation with management on
     organizational and individual problems.

- Organizational intervention, special attention
directed to human relationships and the motivational
needs of workers at the workplace. The providers of
services may engage in consultation with management
and union in regard to the reorganization of jobs
and the relationships among workers.
- Facilitating the process of community organization in the industrial setting so that employees may participate in the decision-making process.

- Evaluating the human services delivery program to identify areas of strength and weakness.

The broad spectrum of service areas encompassed by such a program demands that human services workers who administer such programs be highly skilled and knowledgeable about various aspects of the industrial organization and how it operates, how the organization fits into the broader community, how to diagnose and attend to the needs of agencies to which the individual may be referred.

It appears today that as the provision of social service in the workplace advances to higher levels, the skills and knowledge of human services workers will shift. At the elementary (primary or initial) stage, techniques of minor intervention are primarily required. The necessary knowledge base for this level is largely concentrated in the area of industrial psychology. At the next stage the delivery of social service programming progresses to a higher level. The skill required of the human services worker will increasingly involve such functions as arbitration, negotiation, teaching and consultation. The knowledge base needed then will include some understanding of larger organizations, and the economic and social environment in which the organizations involved interact.

A number of examples of effective human resource development programs can be found in business and industry. American Telephone and Telegraph, CitiCorp, Travelers Insurance Company, John Hancock Insurance Company, Proctor and Gamble Corporation, and General Motors Corporation
are a few of the companies which offer these services. They are representative of the companies included in this research. A brief statement about each of these follows.

**AT&T**—Human Resource Development at AT&T encompasses many types of programs geared to enhance human resource development and organizational development. There is no one centralized area for counseling. There are several types of counseling provided by various people, including:

Educational Counselor - Approves tuition aid and professional development requests. Assists employees to determine educational needs and goals. Although educational counselors do not have professional degree in counseling, they have received training in counseling techniques and theories.

Upgrade and Transfer, a division of Personnel - Address problems of employee dissatisfaction relative to his/her job. The Division is also concerned with job changes and promotions. This group will help an employee find another job but does not do counseling.

Training and Development Department - Provides in-house courses for management and non-management employees. Courses range from time management to effective oral presentations. These courses are run by in-house instructors and external consultants. There are other programs leading to graduate degrees at Columbia University.

Organizational Development Consultants - Work with individual employees and groups. They investigate problems and work towards more effective interaction. They do developmental training and awareness and consciousness-raising workshops. Personal growth and awareness training fall into the domain of this group.
Medical Department - Has a professional psychologist on staff who works with psychological, social, or medical problems.

Affirmative Action Managers - All departments have all managers to help employees who register complaints. They intervene with management and act as employees' advocates. They "counsel" but are not counselors.

Assessment Center - Helps to select people to move up to management levels. Various testing measures are used to assess employees with management potential. The employees selected receive special management training and development.

The people interviewed agreed on the need for a centralized system with professionally trained counselors and said they are working toward that goal. The company is planning to develop a new model of career planning and guidance.

CitiCorp—Citicorp, which employs about 45,000 workers, has a centralized Personnel Department which reports to the Central Personnel Relations Vice President (Cohen, 1977).

The Official Placement and Transfer Service (OPT) is a Career Development Program for professional employees. Its function is to match people who want new jobs with job openings within the organization.

Counseling services are provided by a professional counselor on a requested basis. Counseling services help employees in the following areas:

(1) Self-assessment (skills identification);
(2) How to market oneself (job market information, interviewing skills, resume writing; and

(3) How to search for a new job.

A separate Career Development Program exists for non-professional employees who have college degrees and desire career growth. This program offers assistance in career planning and includes workshops in self-awareness and skill assessment.

Staff Advisory Services provides all types of information to employees. Information giving and referral services are available to all employees for many types of problems ranging from where to go for legal advice to where to find day-care services. Educational information is also available relative to opportunities, local colleges, and how to obtain basic skills.

Non-professional staff may participate in KDPT, the Non-professional Opportunity and Transfer System. KDPT offers non-professional employees an opportunity to change jobs or divisions.

Psychiatric counseling is available by a psychiatrist who is on a retainer by the company. Referrals are made by the Medical Department.

Travelers Insurance Company--Travelers Insurance Company has had an organized Career Development Program for thirteen years. The program is open to exempt employees selected by their departments as outstanding candidates for potential career growth. The skills of the program participant are analyzed by self-evaluation, testing (psychological), and feedback from supervisors, peers, subordinates and family (Cohen, 1977).
The company also sponsors career planning conferences which focus upon self-awareness, career strategies and development of individual action plans. Counseling is provided by outside faculty members who run the workshops. Counseling is primarily career oriented; however, it does not exclude other issues the employee wishes to raise. Travelers has a job-posting system but does not have a skills inventory.

**John Hancock Insurance Company**—John Hancock's career counseling program (Cohen, 1977) assists employees to interpret their needs and interests as expressed in various inventories and to help them in setting goals and understanding steps to achieve their goals.

Counseling is provided by both staff career counselors and department managers. The program is available to employees requesting such services. Workshops are offered for pre-supervisory development, management development and a wide variety of skills training. There is a job-posting system and a skill inventory.

**Proctor and Gamble Corporation**—Proctor and Gamble provides employees with a training and career development program. Selected exempt entry-level people are eligible for the program. The training and career development program is geared to help employees rise through the corporate ranks.

Operating managers are responsible for training and development. The professional training staff serves as resource people to teach managers how to train and act as consultants to managers with special problems (Cohen, 1977).
General Motors Corporation—General Motors recently organized a Career Development Program. The program is open to all employees, both exempt and non-exempt. Participation is on a voluntary basis.

Both internal and external programs are utilized to assess the interests, skills, and abilities of the participants. Career development workshops are offered in such areas as career goal setting, personal interests and skills assessment.

The plan is implemented by the employee and his/her supervisor with administrative support offered by the personnel department. Supervisors provide job information while formal counseling is provided local agencies or educational institutions, as needed.

Experienced line managers are available to discuss the jobs and work represented in their particular areas. Managers also discuss the skills and experience needed to follow certain career paths. A Career in Management Program is available to help employees determine if they have an interest in supervisory positions and to prepare self-development plans. GM does not have a job-posting system for salaried employees but does have a skill inventory (Cohen, 1977).

These examples of human resources development programs which offer a wide range of services are becoming increasingly more common in businesses and industries of many sizes, locations, work force makeup, and nature of enterprise. Specific to this study, the role of the counselor has been a significant one among these services.

Current Status of Counselors in Business and Industry Settings

It can be demonstrated that business and industry can benefit from the services that counselors provide. Employees in business
and industry have been found to experience a number of problems for which there is a need for counseling services, including alcoholism and other drug abuse, marital and other family-related problems, psychological problems, among others. These contribute to both decreased production and absenteeism, and lower an organization's profits. From an organizational perspective, problems and conflicts in interpersonal relationships between managers and subordinates affect the productivity and efficiency of the organization (Christiani, 1974). Counselors have the skills to provide services to assist in the people-related problems which exist in these settings.

An emphasis of human relations in business and industry is not a new concept, although examples of counselors being employed in these settings are not frequently reported in the literature. One such report, Sperry and Hess, cites two examples of counselors being utilized in business and industry. They noted that as early as 1914, the Ford Motor Company had a person to advise employees on personal problems and legal matters, too; Macy's Department Store as early as 1925 employed a full-time psychiatrist to help employees with both personal and work-related problems (Christiani, 1974). Lastly, Sperry and Hess noted that the Western Electric Hawthorne Plant provided employees with counseling services. This particular Western Electric plant, between 1936 and 1955, employed more than 50 counselors in a comprehensive counseling program (Dickson, 1966). The counseling program implemented at this plant has served as a model for many other counseling programs established since the 1960s.
Presently, many business and industrial organizations provide their employees with direct counseling services, especially for the corporate level worker. These programs help employees with a variety of problems. For instance, in 1969, the Kennecott Copper Corporation's Utah Copper Division established a program to provide assistance to their alcoholic employees. In 1972 this program was responding to a variety of personal problems of the company's 32,000 employees and their dependents. Problems addressed include: alcoholism, marital difficulties, financial, and drug abuse (Christiani, 1974).

Alcoholism ranks among the most serious employee problems. The National Institute of Alcohol Abuse and Alcoholism has estimated that alcoholism costs industry $15.6 billion per year (Mayer and Simon, 1977). In addition to alcoholism problems, counseling services are assisting employees in such areas as absenteeism, career paths, legal matters, marital problems, retirement and worker stress resulting from workers' skills becoming obsolete, the result of technological advances. Although it is apparent that there is a need for counselors in business and industry, it is more common to find psychologists, psychiatrists and psychiatric social workers than it is to find counselors.

Actually, in-house professional counseling has been available to industrial employees at only a few companies since the Hawthorne studies (Lipsett, 1980). Such counseling has generally concentrated on personal problems and mental health (Benedict, 1973). Noland (1973) found that most direct in-house counseling programs, which are staffed by professional counselors, are focused on mental health and personal problems. Kunze (1973) noted that there is a need for career counseling
beyond the organization's objective of maintaining its work force.

For more than six years the Smith Corona Laboratory in Cortland, New York, has had a counseling program which utilizes a counselor. Basically the counselor's work involves four general types of counseling situations (Papalia, 1981). These include the following:

1. **Facilitative Counseling** - The application of facilitative counseling in the work setting involves the process of helping a person to clarify a concern, to devise a plan of action, and to act on it in a self-responsible manner. Facilitative counseling is primarily concerned with career decision making, academic advise-ment and counseling, and matters of personal adjustment;

2. **Developmental Counseling** - An ongoing process that occurs throughout an individual's entire life plan. Primarily, development concerns of counselors in industry are related to midlife career change, death, divorce, separation, and retirements;

3. **Crisis Counseling** - Crisis counseling is related to suicide attempts, sexual harassment, pregnancy, death of loved ones, divorce, hospitalization, job loss, infidelity, retirement, drug addiction, or financial loss; and

4. **Preventative Counseling** - Is primarily programmatic as well as related to a specific plan. Such programs vary according to the nature of the organization.

Substance Abuse Counseling in Business and Industry

A survey of literature revealed that drug abuse is a major problem among employees in both business and industry. Organized labor has shown a great deal of concern for the problem of drug abuse among American workers. A survey of the attitudes of 981 union leaders and members representing 226 locals addressed issues concerning perceptions of the extent and trends of drug abuse among workers, company and union reactions to detect users, and recommendation for future efforts to cope with this problem (Steele, 1981).
Steele's research revealed that, in general, union leaders and members state that management efforts to deal with drug abuse among employees are insufficient. Respondents stressed a need for more preventive education programs in both the workplace and the community.

Several surveys on drug use in the workplace have investigated the management perspective. Empirical studies found that management opinions are divided as far as taking a position on the use of drugs in industry (Kurtis, 1970). National studies sponsored by business associations report that drug abuse is a major problem in industry on a whole, although less a problem in the respondents' own companies (Halpern, 1972). In contrast to the above, several city, state-wide, and national studies report a relative low extent of drug usage in industry (Johnston, 1971). Conclusions are mixed concerning drug usage by size of industry, although companies in larger metropolitan areas are perceived to experience more usage among their employees (Steele, 1981).

Reports and surveys have indicated that a relatively low number of drug abuse programs were available in business and industry prior to 1976 (Berdie, 1976). The establishment of a formal policy guideline for addressing drug abuse problems is also relatively new (Glicksberg, 1972). In many instances, business and industry's response to the drug abuse problem has been informal with most concern given to the hard-to-replace workers.

Recently, companies have begun to demonstrate more interest in formally addressing the drug abuse problem and have also moved to develop a standardized approach to the problem (Davenport, et al.,
This has been brought about, partly, by a greater understanding of the problem by employers.

Steele (1981) reveals that there are very few formal programs for the education of workers and therapeutic intervention with detected drug users in industry. Those that do exist are relatively new and have been most likely added onto existing alcoholism programs or are more comprehensive "troubled" employee programs. The incentive for the development of drug abuse prevention programs is most often the result of a personal effort of a company executive who has experienced drug problems rather than a structured organizational response to a determined organizational need.

As stated, few formal drug abuse education programs exist in business/industry. Lever (1974) found that without education programs few workers knew of the existence of counseling and referral programs sponsored by their own company. Brown (1976) found that drug education programs served to increase the employee's knowledge of drugs and community services. Brown's finding supported that of Lever. Further, Weimar's (1976) findings revealed that 12.3 percent of the 268 executives responding in his statewide survey stated they had existing education programs, while the remaining 87.2 percent stated that such programs were needed in business and industry.

Lever (1974) also found that very few formalized drug abuse referral programs exist in industry, although employees reported a greater need for referral services than they did for education and counseling programs. Brown (1976) and Weimar (1976) found a desire on the part of the workers for the development of referral agreements between industry and drug abuse treatment agencies.
Studies have also revealed that relatively few companies sponsor formalized, in-house, counseling programs for drug users (Lever, 1974). The counseling programs that do exist are found most often in larger corporations, while smaller companies rely on outside agencies for referral services (Steele, 1981).

The literature review also revealed that alcoholism is a serious problem found in business and industry. Such programs have been among the most supported human services efforts on the part of business and industry. According to the Columbus Citizen Journal (October 8, 1982), the National Institute on Alcoholism (NIA) announced that in 1982 alcoholism-related problems, mostly in lost job productivity, will cost the United States $74 billion.

Many programs focused on alcohol problems tend to emphasize the role of supervisors in identification and confrontation. More broadly focused programs tend to emphasize the role of the employee assistance program (Foote and Erfort, 1981).

The alcoholism-focused model is based on the premise that the supervisor is in a position to detect an employee's alcoholic problems through his/her work performance before he would normally be detected by the alcoholism treatment program (sector). This model also brings to bear certain pressures upon a worker experiencing alcoholism problems forcing him to take some type of corrective action (Kurtz, et al., 1980). Primary responsibility of the program is placed in the hands of the supervisor. It requires training of supervisors in the techniques of "corrective confrontation" or "constructive coercion"; both are techniques for confronting employees whose work
is not adequate. The techniques, further, spell out the implications of continued poor performance and indicates an expectation that the employee will take whatever corrective action is necessary (Foote and Erfort, 1981).

The supervisor is not expected to diagnose alcoholism, provide treatment, or in any way get involved in the underlying health problem. He is expected to focus specifically on the employee's work performance, relying on a series of confrontations (Foote and Erfort, 1981). The major flaw of the program is that the supervisor is not expected to help the employee assess his problem or be aware of the sources of help available in the community. If the supervisor is unable to refer the employee to a source of treatment, the employee must be capable of solving the problem or seeking help on his own (which is not always likely to be the case). Too, the supervisor must be able to refer the employee to someone who can make an assessment and recommend a specific course of action to the employee. To perform these tasks (activities) the supervisor is required to possess diagnostic skills - as well as knowledge of the availability of resources within the community (Foote and Erfort, 1981).

The proper implementation of the supervisor model demands the presence of a program with a capability for assessment, referral and community liaison. Schramm (1978) confirmed the fact that the above-mentioned functions are required for the supervisor to carry out his/her own role. Another problem associated with the supervisor model is the fact that the supervisor is expected to implement policy.
The Employee Assistance Program (EAP) is expected to address a variety of problems, in addition to alcoholism. Thus, the program is more comprehensive than the alcoholism model. The model tends to focus more on the work done by specific program staff, in conjunction with treatment personnel. The EAP tends to look at a caseload of employees who were referred to the program and seeks to find out what happened to them (Foote and Erford, 1981).

Organized labor has also shown great concern for alcoholism problems among workers. Unions have developed a number of occupational alcoholism counseling programs. In some cases men have set up counseling programs themselves, although a joint labor-management effort is preferred by most labor alcoholism specialists (Johnson, 1981). In the case of labor-sponsored counseling, union members with alcoholic problems are privately referred to a counselor by a union officer or shop steward without the problem coming to the attention of the employer (Hilbert, 1978).

Funding problems are associated with union-sponsored programs, since most union locals do not have the financial resources to support such a counseling program. Many labor union members believe that treatment should be a benefit provided by the employer (Perlis, 1977).

The National Institute of Alcohol Abuse and Alcoholism made funds available for each state to establish Occupational Program Consultants (OPC). Each state established two such positions. Their function was to market and facilitate the adoption of occupational alcoholism programs among employers. Evaluation of OPC revealed that
they tended to overlook labor unions (Trice, 1977). Grants have also been provided to labor organizations to do similar promotions. Under these grants, the labor union sponsored projects attempt to convince employers to adopt programs in cooperation with the unions (Johnson, 1981).

**Affirmative Action Programs in Business and Industry**

This study examined affirmative action services which can be provided by human resource development programs. In addressing these services, both the regulations under which business and industry must operate and the development of human resource potential are addressed. The general affirmative action services such as a policy statement, recruiting, hiring and selection, promoting, and social and recreational services were surveyed. Counseling services, training and consultation for staff, and record keeping and evaluation were also studies. The literature contains numerous studies on affirmative action relative to ethnic, minority and gender-based activities. More recently, issues involving affirmative action based on age have become increasingly apparent. One area of concern centers around women in employment and the related child-care and family services in business and industry.

**Women**—The literature reveals significant disparities in job importance and salary between women and men workers. In 1978 women constituted 51 percent of the United States population and 40 percent of the work force; however, they hold a minority of the responsible, better-paying jobs in business as reported by Biles and Pryatel (1978). An estimated 39 million women were employed, with 75 per cent of them
concentrated in the five predominantly "female" professions: secretary-stenographer, household worker, bookkeeper, elementary school teacher and waitress (Kayerling, 1976). Women occupy only 5.6 percent of management or administrative jobs (Spain, 1973). In contrast, about half of all male workers are distributed in over sixty-five occupations, and at the executive level men outnumber women 600 to one. Further, statistics show that about 70 percent of all employed women are single, divorced, separated or widowed or have husbands who earn less than $10,000 a year; however, on the average, these females earn approximately 40 percent less than the average male worker (Ruby, 1976). Women also earn less than men who have the same education. For example, the U.S. Department of Labor reported that among workers with four years of college, men earn $15,503 as compared to $9,057 per year for women (1975). Data reveal that if women workers were paid equally with men, the equivalent compensation would amount to $109 billion (Time, March 20, 1973).

Biles and Pryatel (1978) report that even when women achieve higher-level administrative jobs, the latter do not often lead to top management. Rather, they are in auxiliary positions from which they "help" to attain organizational goals. Further, Biles and Pryatel suggest that several myths about women and their capacity to assume jobs of responsibility have an impact of their relative positions in the labor force. Some of these myths are as follows: (1) women are poor economic risks because they are often sick, and they quit work when they get married or have children; (2) women have a low commitment to the world of work; (3) women lack the education and experience
required for management level positions; (4) women are also the
victims of the myth of man as the prototypical worker; and (5) women
lack the proper motivation to achieve.

Social pressure and government initiatives are increasingly forcing
companies to comply with equal employment opportunity laws. Government-
al laws that have had an impact on addressing the imbalance in women's
representation in jobs of responsibility, i.e., supervision, mid-level
to top management, in corporate America, include the following:
(1) the Equal Pay Act, as amended in 1972; (2) Title VII of the Civil
Rights Act, as amended by the Equal Employment Opportunity Act of 1972;
(3) Executive Order #11491; and (4) Revised Order #11491. Flippo (1976)
suggests that management should go beyond mere compliance with laws and
propose programs and policies that meet the social obligations that are
not defined by laws. A great deal of the responsibility for the above
should be assumed by human resources development departments, i.e.,
personnel managers, because they have an obligation to help general
management tap the total human capability that is present within their
organization.

Child Care--Children have an impact upon the employability of
women. For example, the presence of children has a direct effect on
women's labor force participation. While only one-third of married
women who have children under six years of age work, statistics show
that half of those mothers with school-age children work (Biles and
Pryatel, 1978). Children do appear to interrupt the career paths of
women, thus preventing them from building a career the same way a man
can.
The child care issue has frequently been noted as being the most significant detriment to a woman's career. Cowley, et al. (1976) found that as a result of high day-care costs, only about 10% of working mothers use day-care centers. These mothers generally use the services of relatives, paid babysitters or neighbors. The problem is worsened by the fact that there are only one million licensed day-care slots for more than six million children under the age of six whose mothers work (U. S. Department of Labor, 1975).

Many business have developed employer-supported child care programs or are considering doing so. The major benefit of employer-sponsored child care is that it allows employees to stop worrying about the care of their children and concentrate on their jobs (McCroskey, 1982). Additional benefits of employer-sponsored child care include increased ability to attract employees, lower absenteeism, improved employee attitude toward work, lower turnover, and favorable publicity for the employer.

McCroskey (1982) found that few statistics are available on employer-supported child care; however, her article reported the existence of the following programs: 94 hospital-related programs, 17 industry-related programs, 8 labor union-related programs, and 15 government agency-related programs. Autry (1980) cited several examples of employer-sponsored day-care programs. The Stride Rite Corporation set up its own day-care center on company premises. The center is separately incorporated as a non-profit agency open to the public. The Stride Rite Charitable Foundation subsidizes the center. The Polaroid Corporation does not operate its own center, but contracts
with local centers where children of its employees are enrolled. Polaroid helps to pay the bills, which are tax deductible. Control Data Corporation of Minneapolis helped organize area companies, parents and community leaders to form a child care program, The Northside Child Development Center. The businesses contributed 25 percent of the cost. Enrollment in the center is open to employees' children and to other community children.

A survey of employer-supported child care programs identified more than 300 employer-supported programs nationwide (Burud, 1982). The continuing growth in the number of employer-supported programs give an indication that such programs are gaining acceptance in the workplace (McCroskey, 1982).

Family Services—Today more and more people appear to think that employers should help employees with their personal and family problems according to McCroskey (1982). Managements are experiencing more requests from their employees for such programs as child care, job sharing, flextime, flexible benefits, counseling, employee assistance and recreation. Everyone can gain from programs that help employees maintain a balance between work and family life.

Two factors that have affected the American family in the past fifty years are: (1) the enormous increase in the number of single families and (2) the majority of women, including wives and mothers, now working outside their homes. These changes in the family have made it more difficult to maintain traditional separations between work and family life. A factor that is changing attitudes about work and family life is the emergence into the labor force of many workers in the baby
boom generation age group. These workers have different expectations about work than did their predecessors. Workers who grew up after World War II think a better balance should exist between the demands of work and family life (McCroskey, 1982).

A recent White House Conference on Families (1982) devoted a significant portion of its efforts on areas related to work and families. The number one recommendation from this conference was that "businesses initiate family-oriented personnel practices." How quickly this new concern for the employee's family will spread throughout industry cannot be predicted; but many companies are experimenting to one degree or another with programs ranging from flextime to family counseling to day-care facilities (Autry, 1980). Many companies have begun to realize that such programs can help recruit and retain workers, reduce turnover and absenteeism, in addition to helping individual employees and their families cope with changing life styles (McCroskey, 1982). A study conducted by the Catalyst Career and Family Center (1981) located in New York City, found that companies are concerned about two-career families because such issues could affect recruiting, employee morale, productivity and ultimately, corporate profits. A national study, conducted by Lou Harris and sponsored by General Mills (1981), found that the "potential impact of family life on work seems to be as great or greater than the impact of work on the family" and predicted increasing pressures on employers to adopt more family-oriented work policies.

The TRW's electronics and defense division offer family-oriented benefits, including a flexible benefit plan, flextime, employee assistance and counseling, education options and a recreation program. TRW
uses two methods for assessing the kinds of benefits programs needed by employees: (1) surveys of randomly selected employees and (2) a small-group technique called "sensing." TRW's vice president for human relations states that he does not see any major problems with any of the benefit programs, but feels that the programs will be changing because of the growing number of working mothers and dual career families at TRW. He predicts that child care will be provided as a part of a flexible benefits program, and that the employers of dual career couples will develop ways to coordinate benefits for the family (McCroskey, 1982).

One company, Northern States Power in Minnesota, operates an employee assistance program on a twenty-four-hour basis for workers and their families. The program centralizes medical, social, and job-related problem counseling. The program has two purposes:

(1) to help the employee adapt to different environments, whether job, home or society; and

(2) to channel information from employees to management so that policies which affect the health and welfare of workers will reflect the workers' concerns (Autry, 1980).

There are companies that are willing to consider new ways of setting up family-oriented programs. More and more people are seeing problems that do not fit traditional situations, such as executives with serious drinking problems, employees who are often absent or late because of their children care-related problems, and problems among women employees. Companies are discovering that although a supervisor can possibly take care of such problems one at a time, he finds it impractical, if not impossible, to deal with several people who are
facing the same kind or different problems. To deal with the above situation, the company needs a policy or program (McCroskey, 1982).

**Career Development Programs in Business and Industry**

**Career Planning**—the idea that organizations should help employees analyze their abilities and interests and plan and implement career development activities is a fairly recent development in human resources management as indicated by Walker and Gutteridge (1979). Organizations, employees, psychologists and sociologists are all interested in career planning, personal development and self-actualization of individuals (Cohen, 1977).

Gutteridge (1976) raises some interesting points relative to career development in a paper presented at the Symposium on Organizational Career Development at the Thirty-sixth Annual Academy of Management Meeting in 1976. He investigated the relationship between career development and manpower planning and analyzes the major elements of effective career development programs. Further, he defines career development in an institutional setting as a "systematic approach for guiding the entry and movement of human resources through the various levels of an organization."

Hall (1976) examined career development and how it affects the organization for which one works. In his book, Hall explores the stages people go through as their careers develop, the factors that make for success and how organizations can help employees' careers develop effectively. Hall sees career planning services in organizations coordinated by special counselors, trained in testing and career planning, working
within the organization. However, he feels that, if necessary, outplacement services should be provided.

In his book, Knox (1977) discusses age, sex and class difference in discussing adult development in the family, the work environment, and the community. Knox feels that counselors can help adults obtain a broader prospective about the changes that occur. He also discusses the importance of one's occupation in establishing one's self-concept and one's level of living and prestige. Knox further states that career planning occurs throughout one's working life.

**Career Development Studies**—Gutteridge and Walker (1979) examined the practices related to career planning and development. Their report examined a survey sponsored by the American Management Association. The survey sample consisted of 225 companies. The results suggest that career planning programs for salaried personnel are not nearly as common or as advanced as might be imagined.

Virtually all the companies responding to the survey presently provide certain basic career-planning aids to their employees, or plan to provide them within one year. Two basic practices were reported: (1) there is informal counseling by personnel staff and by supervisors; and (2) there are company communications on educational assistance, EEO and affirmative action programs and policies, the company's economic condition, salary administration, and job requirements. Many companies reported plans to strengthen communications on other career-related topics, including training and development options, job vacancy information (such as job posting) and career paths or ladders. In addition,
almost a third of the companies planned to provide training of supervisors in career counseling skills. Many companies are adopting additional practices that directly reach employees. Individualized career planning programs are emphasized and aim to satisfy the needs of particular employees or employee groups on a voluntary, as-needed basis. Under the umbrella of career planning, many companies report the introduction of special application programs, assessment centers to identify employees with management potential, outplacement counseling to aid employees affected by staff reductions, and workshops and communications on retirement preparation.

In short, the report (Walker and Gutteridge, 1979) revealed that the kinds of career planning activities most widely touted in published articles are relatively new in application and are not widely utilized. Career planning in many of the companies surveyed remains largely an informal, experimental, and fragmented activity.

In many surveyed companies, career planning programs focused on the unique needs of special employee groups. For example, special programs exist for women employees, minorities, pre-retirees, and mid-career employees. But these programs are not widespread.

Further the survey revealed that companies have adopted career planning practices to serve management-oriented needs. Management's desire to assist in career planning, employee expression of interest in career planning, and affirmative action program commitments were also listed as important factors.

The report also noted that management's expectations of career planning are accompanied by positive attitudes toward such programs.
Most respondents also agree that career planning means an increased burden for supervisors. Some 87% of the respondents believe that few supervisors are equipped to do individual career counseling.

The sample of surveyed companies showed that 91% believe that career planning enhances job performance; 92% believe that career planning equips employees to use personnel systems more effectively; and 97% believe that career planning improves the utilization of employee talent. Further, the survey reported that most companies express the general belief that career planning is a management process merely assisted by personnel actions; however, the survey results reveal that most companies indicate that staff support is essential. The companies that rated their programs very effective are those that have made administration of career planning a full-time responsibility of the personnel/human resource staff. When responsibility is left solely to supervisors or to staff on a part-time basis, the rated effectiveness is not as high.

The essential finding of the study, then, is that many companies view career planning practices as a desirable and necessary component of human resource management. Most companies provide the basic elements: career counseling and communications. Workshops, workbooks, and special career planning techniques are relatively recent but appear to be growing.

The Cohen (1977) report attempted to describe some of the programs currently used by industry, bank and insurance companies in promoting human resources development. The study found that programs vary from those which offer programs for the rank and file to work
themselves into management. These programs varied from entry-level training for long-term career planning to pre-retirement workshops.

It was also found that many of the corporations surveyed placed responsibility for career development of employees upon the manager. It was considered the supervisor's responsibility to provide the job experience, the challenge and the counseling necessary for an employee's career growth. It was further believed in these companies that career development worked from the top and that if managers were aware of their needs and their career goals defined, they could help their subordinates. Training given to managers for this important responsibility varied greatly.

**Job Satisfaction**—Job dissatisfaction is one of the problems present among workers in both business and industry; however, it appears more of a problem in industry. There are specific reasons why some employees are not satisfied with their work situations. Several other problems can be a consequence of job dissatisfaction, including alienation or alcoholism (Trice and Roman, 1973). When job dissatisfaction is not addressed, it can lead to other problems that can affect the employees' job performance as well as their personal lives.

A study on job dissatisfaction by Finkelstein and Ziegenfuss (1978) focused on job satisfaction as it pertained to the health of employees. The general area of health was further limited to behavioral problems of a psychological nature, i.e., personal problems. This area was later subdivided into small categories: drinking, substance abuse (drugs), psychological, marital and other problems. It is unknown as to what extent the above problems exist in specific industries, although
Berry, et al. (1974) estimates that alcoholism's annual cost to business and industry in the United States is $9.35 billion in cost production and $8.29 billion in health and medical care.

Various business and industry groups throughout the United States have attempted to develop industrial health care programs to assist employees. Some of these programs have been in-house, while others have depended on the services of existing programs by means of employee referral. In addition, some businesses and industries have formed consortiums to finance multi-industry "troubled employee" programs (Finkelstein and Ziegenfuss, 1978).

One of the problems associated with the development of the above types of programs is that of incorrect assessments of the problems in relation to the particular organization. Prior to any attempt to develop such programs, there should be an assessment of need in order to allow for differences among organizations. Making incorrect assumptions about the problem(s) can lead to the development of incorrect solutions or inadequate programs. Sirotta and Wolfson (1973) state that one of the major obstacles in applying behavioral science theories is the failure to correctly diagnose the situation as it relates specifically to each industry.

The Finkelstein and Ziegenfuss (1978) research attempted to diagnose the organization's "people problems" as perceived by employees. An employee survey was used to examine the situation. The survey results showed that the major concern among employees was job satisfaction. Some 58.3% of the employees stated they were satisfied; 62.3% felt they had the right amount of work; 61.8% liked their jobs and the kind of
work they were doing. A total of 47.4% said yes, 52.6% no, on whether the company made the best use of their abilities. Finally, 50.4% felt the quality of supervision was good, and 75.2% felt the company was concerned with their performance.

A second concern identified by the employees related to health care problems. This concern was whether employees thought there were health care problems in their organizations. Approximately one-third of the employees stated they would seek information on problems such as psychological, drugs and alcohol, if counseling services were provided by the company. Some 26.1% reported that they knew someone who had missed work because of a problem, either marital and/or psychological. Another 27% stated they knew someone who had hindered business most often due to psychological, marital, or alcohol problems. Nearly three-fourths of the employees felt health care programs (alcohol, psychological and drug) should be implemented.

The Finkelstein and Ziegenfuss study (1978) further examined job dissatisfaction and perceived needs of the employees. The research found no relationship between job dissatisfaction and perceived needs. Gooding (1970) states that job situation is only one of a group of causal factors in industry that leads to any or all of the problems, i.e., drugs, psychological difficulties, overweight, marital distress, smoking, among others. He further noted that meaningless jobs and monotonous routines can result in absenteeism, high turnover, inferior work, and drug and alcohol abuse.

Most employees responding to the Finkelstein and Ziegenfuss survey stated that they would not tolerate the interference of personal life
with the job. The research further substantiates the importance of assistance services for personal problems. It implies that if such services were available, they could provide a means for helping individuals who are risking their careers as a result of their inability to cope with personal problems.

**Higher Education in Business and Industry**

Business and industry need trained personnel to man their human resources development programs, as a result of increased employee demands for human services. The preparation of professional counselors for a variety of settings is one of the more rapidly growing areas of interest for schools, colleges and departments, including education (Roth, 1981).

Bradley (1981) examined emerging human service education programs at community colleges, baccalaureate, and graduate levels. Scott Briar (1974) reflected on the role, for example, that social work would play in the future development of the human services.

Several factors seem to have led to the emergence of degree programs in the human services; Hokenstad (1977) identifies some of these factors as follows: the general movement from a production to a service oriented workforce, a greater focus on career education, a decline in employment opportunities for teachers, and a trend toward consumerism in higher education. The impact of these factors has resulted in the development of a wide variety of new degree programs in a variety of human service areas and the reorientation of existing academic curricula toward some form of practice in the human services.
Data produced by a survey compiled by the Southern Regional Education Board produced some insight into some of the emerging human services programs. The range of titles of such programs was quite extensive. While some actually carried the title "human services," most had a wide variety of titles, including: behavioral technology, rehabilitation, mental health, community service, applied psychology, human resources, individual and family studies, social service, among others (Bradley, 1981).

A 1977 report of the Association for Counselor Education and Supervision (ACES) stated that changes in the job market, both in terms of the availability of the number of jobs and in the types of jobs, suggest more attention be paid to the preparation of competent professionals. ACES (1977) noted that an increasing number of counselors find employment in human services and in government or community-type settings. Further, ACES suggests that preparation programs need greater variety and depth and that present programs may need to be changed or strengthened.

Business and industry are among the new client population for professional counselors. As an indication of the above, AACTE has established a Task Force on Human Services and Teacher Education and issued a statement on "The Practice of the Profession of Education in Diverse Settings" (Commission on Programs and Projects, 1980). In 1980, the Phi Delta Kappa contained a special section on Training in Business and Industry. Also the Association of Teacher Educators (ATE) has established a special study group and held a seminar on educators for non-school settings at its annual conference in
February, 1981 (Roth, 1981). Some schools, colleges, and departments of education (SCDES) have already recognized the significant opportunities that business and industry provide.

The professional counselor is trained to provide the skills required to effectively administrate and man human services activities needed by business and industry. These services, for the most part, are being provided or proposed to be provided under human resources development. In order to embark upon this new mission, counselor training programs, in most cases, will need to organize appropriate programs to better train counselors for employment in business and industry. An institutional commitment to this mission must be established. This commitment would be easier to obtain if the administration and faculty recognize that more emphasis on preparing counselors for business and industry could strengthen the traditional counselor training programs.

The guidance counselor training departments need to share faculty and information among other disciplines, i.e., social work, industrial psychology, labor and human resources, etc. Some institutions currently have human resource development departments which include faculty from several fields. These institutional resources should become an important part of the counselor training program.

The institution must also develop new external relationships. Contacts and working relationships need to be made with business and industry. This is necessary for curriculum development, since an awareness of the needs in these environments is essential. Such relationships are also necessary to develop field experience sites and for job placement, as well as curriculum design.
Institutions should also commit themselves to ongoing program revision and renewal. This will require ongoing program evaluation as well as input from program graduates. Graduates could provide valuable insights into program strengths and weaknesses.

Institutions must also make a commitment to identify job markets for their graduates and assist them in job placement. This aspect can be strengthened by establishing working relationships with business and industry and by having faculty who know about current needs and future trends in business and industry (Roth, 1981).

Additional college-business collaboration was also urged by the Ohio Board of Regents, which asked the Ohio Legislature to spend $11.8 million to create a business and industry extension service. The service would organize, coordinate and enhance collaboration between "Ohio's colleges and universities and its businesses, industries and government" (Columbus Dispatch, October 6, 1982).

Summary

This chapter has presented selected literature on human resources services in business and industry and counselor preparation programs in higher education. Chapter III offers a description of the procedures used in the study, including a description of the setting, the instruments, data collection methods, and analysis techniques.
CHAPTER III

METHODOLOGY

This survey research study was exploratory in nature and was primarily designed to obtain and document information on the state of the art in the critical human services need areas in business and industry and the program offerings in Guidance and Counseling in Ohio universities which offer graduate programs in counseling. The existing pattern of relationships between business and industry and these university departments was also examined. From the data obtained, recommendations were made for the possible future direction of Guidance and Counseling programs to prepare human services professionals to meet the new challenges and demands in the human service area in business and industry.

This chapter presents a description of the population, the instrumentation and the data collection and data analysis procedures used.

The Setting

The setting for this study was the Central Ohio area including the city of Columbus and the immediately adjacent counties. In this area are located 2,546 businesses and industries listed with the Columbus Area Chamber of Commerce as of 1982. The employment rate in this area as of 1982, by type of business or industry, was as follows:
This study was limited to those business and industries which were identified as Manufacturing, Retail, Banking and Finance, Energy and Utilities, Insurance, Mental and Physical Health Care. Omitted from this study were the city, county, state and federal government employees; public and private education at elementary, secondary and higher education; transportation; construction; hotel, motel and restaurant operations; temporary service companies; and real estate. This study was also limited to organizations who had 300 or more employees in the work setting located in Central Ohio. Several companies identified their headquarters as Columbus but did not have the minimum number of employees in this area.

Fifty-four companies were identified as meeting the criteria of serving in one of the types of businesses and industries listed above and having a minimum of 300 workers employed in their local operations. Ten were eliminated on the basis of several characteristics which had an effect on their meeting the initial criteria established at the outset of the study. For example, several were in a retail business with a rapid employee turnover; others defined their investment in human resources development as minimal; and several were already represented in their category. In each case, other companies were identified as representative of the type of industry omitted when these ten were not included--retail and mental and physical health.

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wholesale</td>
<td>21.9%</td>
</tr>
<tr>
<td>Government</td>
<td>20.7%</td>
</tr>
<tr>
<td>Retail</td>
<td>18.2%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>17.8%</td>
</tr>
<tr>
<td>Wholesale</td>
<td>15.4%</td>
</tr>
<tr>
<td>Insurance</td>
<td>3.5%</td>
</tr>
<tr>
<td>Real Estate</td>
<td>3.0%</td>
</tr>
<tr>
<td>Construction</td>
<td>3.0%</td>
</tr>
<tr>
<td>Transportation</td>
<td>2.4%</td>
</tr>
<tr>
<td>Utilities</td>
<td>2.5%</td>
</tr>
<tr>
<td>Finance</td>
<td>1.6%</td>
</tr>
</tbody>
</table>
Of the forty-four companies, then, which met all the criteria for this study and which would provide the best indication of human resource development services in business and industry in Central Ohio, thirty-eight agreed to participate. The six which did not participate included those companies which were sensitive to the intent of the study to elicit affirmative action information, were in a period of transition in terms of either their relocation or reorganization, or preferred not to agree to respond to the questionnaire. In each case, there were other companies similar to these in type of business or industry surveyed.

Thirty of the thirty-eight questionnaires were returned completed and comprise the data used for this study. Three questionnaires were returned too late to be included in the findings, and five questionnaires were not returned after follow-up calls and a personal contact with the Human Resource Professional responsible. An analysis of the late returned questionnaires and a brief assessment of the other non-respondent companies indicated that they did not differ in size, type of business or industry, per cent of women or minority workers, availability of a human services professional, union or non-union, or in the extent of their services as reported in a brief conversation with the researcher.

The thirty respondents which comprised the sample for this study were considered to be representative of the range of type of businesses and industries selected for investigation, the existence of formal to informal human resource development programs, union or non-union representation, minority or women employee ratio, size, and length of
time that human services have been offered. As was pointed out in the
Limitations of the Study, the sample used for this study is representa­tive of those businesses and industries of the same type in Central
Ohio. With cautious interpretation, the findings can be generalized,
then, to the state of Ohio.

The second sample consisted of faculty members in the area of
Guidance and Counseling in the nine Ohio universities which offer
graduate programs in the area of Guidance and Counseling. Those uni­
versities surveyed were The Ohio State University, University of
Cincinnati, University of Toledo, Youngstown State University, Uni­
versity of Akron, Ohio University, Miami University, Cleveland State
University, and Xavier University.

The two universities which did not respond in time with the survey
were contacted. A brief discussion was held with a faculty member
regarding information asked for on the survey instrument. From these
data there were no significant differences between the two non­
respondents and the nine which did respond in terms of availability of a
formal program, percent of students who appeared to be interested in
human services in business and industry, size of the organization—one
being a larger and the other average in size as compared with the
respondents, or in the number of faculty and the curriculum emphasis
given human services training. The sample, therefore, can be considered
representative of the graduate counselor education programs available
through Ohio universities.
Data Collection Procedures

The data collection procedures included two phases. These were the development of two instruments for obtaining the data of the study, and the procedures for collecting the data.

Instrumentation

Two survey questionnaires, the Human Resource Development Questionnaire and the Human Resource Training Questionnaire, were developed and administered for data collection purposes.

The Human Resource Development Questionnaire--This instrument was designed to obtain information on selected human service areas in business and industry relative to the level of need of these services, the recipients and providers of these services, current provision of the services to company employees, and future plans for provision of the services. The human service areas included were:

(1) Career Development - communication on career development, career counseling, training and consultation, and assessment services.

(2) Substance Abuse - general substance abuse services, counseling services for substance abuse, training for substance abuse programs, record keeping and evaluation.

(3) Affirmative Action - general affirmative action services such as recruiting, hiring/selection, promoting; counseling services for affirmative action; training and consultation; remedial programs; record keeping and evaluation.

The instrument is divided into five sections. Section I is designed to obtain demographic information on the company. Section II is designed to obtain information on the professional and educational requirements for human resource workers in the organization and the current relationship between the organization and institutions of higher
education relative to the training of human service personnel and program offerings. Section III is designed to obtain information on the current level of need and future plans for service provision in each of the three human service areas. Section IV covers the current service providers and the recipients of these services within the organization. Section V is designed to obtain information on the current level of service provision to company employees and what is perceived as the most critical human service needs in the organization.

The Human Resource Training Questionnaire—This instrument was designed to obtain information on current university program offerings in human resource development and counseling pertinent to business and industry.

This instrument is divided into three sections. Section I is designed to obtain demographic information on faculty and students in the counselor education programs in the universities surveyed. Section II is designed to obtain faculty perceptions of critical human service need areas in business and industry, program offerings geared to training graduates to serve in these areas and interrelationships between the Guidance and Counseling departments in the universities and business and industry. Section III is designed to obtain information on program offerings in specific service areas in the Guidance and Counseling curricula. Each of the questionnaires contained instructions for completing it.

The questionnaires were developed using input from discussions with several personnel directors of major corporations, the review of several corporate policy statements and educational programs, and
discussions with university faculty members in the area of Guidance and Counseling.

Each instrument was pilot-tested and revised prior to development of its final form. The Human Resource Development Questionnaire was pilot-tested using a sample of human resource personnel directors or human services workers from selected business and industrial organizations. The Human Resource Training Questionnaire was pilot-tested using a sample of chairpersons and faculty members in the area of Guidance and Counseling. Necessary revisions and deletions of items were made in the development of the final form of the instrument based on the information obtained from the pilot-testing phase.

Data Collection Procedures

The Human Resource Development Questionnaire was mailed to the human resource or personnel director in each of the thirty-eight cooperating business or industry organizations identified as having more than three hundred employees. Each questionnaire was accompanied by a cover letter explaining the purpose of the study. A stamped, self-addressed envelope was also included for returning the completed questionnaire.

Three weeks after the first mailing, a follow-up letter was sent to non-respondents. Personal telephone calls were made to those who had not responded within three weeks of the mailing of the second letter. Subsequent calls were made to answer questions and encourage responses. Data from thirty businesses and industries were obtained. Of those not returned in time to be included in the findings, three
were returned late and five did not return the questionnaire at all. Each survey submitted late was examined and calls were made to non-respondents to determine whether this group differed significantly from the sample on the basis of the criteria used to define the population. They did not. Therefore, the thirty respondents were considered typical of the population surveyed and provide a representative sample of businesses and industries of their size in Ohio.

The Human Resource Training Questionnaire was mailed to chairpersons or faculty members in each of the eleven counselor education programs in Ohio universities. Nine of the universities responded with completed questionnaires. One of these indicated that the Guidance and Counseling program would not be in existence for the coming academic year. Subsequent phone calls to the two counselor education programs which did not respond revealed no significant differences in their program from those from which data were collected in the area represented in the questionnaire. The responses which comprise this survey can be considered representative of the Guidance and Counseling training programs in Ohio.

Analysis of the Data

The data were analyzed on the basis of the research questions posed in the Statement of the Problem. The first analysis was made to determine the characteristics of the population in terms of: (1) type of business, (2) type of jobs of company and employee, (3) size, (4) existence of a human resource development program, (5) length of time the program was in existence, (6) existence of union representation, (7) union human resource development program availability, (8) percent of
minority, (9) women, (10) salaried employees, (11) availability of
degreed human resource personnel, and (12) reported relationship with a
university. These responses were obtained from Sections I and II of the
Human Resource Development Questionnaire.

A special analysis was made to determine the extent to which the
non-response to any items in the Questionnaire may have affected the
findings. Each company was assessed with regard to complete responses,
mostly complete responses, or no response in Sections III and IV of the
Questionnaire in the areas of Career Development Services, Substance
Abuse Services and Affirmative Action Services. Of secondary importance
in the response pattern, companies were also examined with regard to the
level of completeness for Section I and II, which describe the charac-
teristics of the company and the education of the human services pro-
fessional. A visual examination of the degree to which non-respondents
appeared to be significantly different in terms of demographic data was
undertaken from the survey instruments.

A third analysis included tabulation of frequencies and per cent of
reported Level of Need and Future Plans for each of the three areas
examined. These data were obtained from Section II of the Question-
naire. Also included in this analysis were the data from Section IV,
which identified the Recipients and Providers of the three types of
human resource development services.

A fourth analysis consisted of examining the frequency of responses
to the items in Section V of the Questionnaire which elicited information
regarding the companies' perceived adequacy of service provision for
career development, substance abuse and affirmative action, and the
perceived reasons for inadequate service where it was reported. Included in this analysis were the companies' reported plans for future involvement with higher education.

A final analysis of the data included an examination of the differences in the Level of Need, Future Plans, Recipients of Services, Providers of Services, related to (1) the size of the company, (2) type of employee, (3) type of organization, (4) minority and women ratios, (5) union representation, (6) existence of a credentialed human services professional, and (7) level of reported involvement with a university.

The sample size prohibited Chi Square analyses for each of the response categories as defined on the Questionnaire. An examination of items where it appeared possible to collapse categories for adequate cell size indicated that the distribution was such to render interpretation meaningless from the forced application of the Chi Square technique. The decision regarding the inappropriateness to conduct this analysis was made following an examination of Chi Square analyses which were performed for each of the categories stated above for each item on the Questionnaire to determine the nature of the distribution.

The interpretations regarding differences among companies and universities in their response patterns were included in the Conclusions presented in Chapter V.

Summary

This chapter has offered a description of the population and sample, procedures used to conduct the study, description of the
instruments and the statistical analyses. Chapter IV presents the findings of the study.
CHAPTER IV

FINDINGS

This chapter presents the findings of the study. The data are presented as they address the research questions posed in the purpose of the study. This chapter contains three sections. In the first section, a description of the business and industries surveyed is given and a summary of the data on their characteristics is offered. Section two contains the data from the items on the survey which describe the level of need, recipients, providers and future plans for human services on the part of human resource development programs. The third section contains data from the counselor education programs of the nine state universities in Ohio which currently train counselors at the graduate level.

The data are provided in tables and a discussion is offered following each table. Comments from respondents to the business and industry, and the counselor education surveys are included with the quantitative data. Conclusions and recommendations from these findings are reserved for the last chapter of the study.

Description of Business and Industry Sample

The response rate to the survey was 74 percent. Questionnaires were completed by thirty of the thirty-eight companies which made up the sample population. The following list shows the number of businesses
and industries which returned completed questionnaires by type of business or industry represented.

Table 1
SURVEY RESPONDENTS
BY TYPE OF BUSINESS/INDUSTRY

<table>
<thead>
<tr>
<th>Type of Business/Industry</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing (consumer)</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Manufacturing (industrial)</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Retail and Wholesale Trade</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Banking and Finance</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Insurance</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Energy (public utilities, petroleum, chemicals)</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Medical and Health Services</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Communications and Others</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As the table shows, two (7 percent) of the responding companies listed themselves as being energy related. Six respondents (20 percent) engage in manufacturing, while three (10 percent) identified themselves as being in either retail or wholesale trade. Four (13 percent) of the respondents represented banking and finance, while two (7 percent) were identified as medical and health related. Four (13 percent) listed themselves as being in communications or other type of business or industry, and six (20 percent) were in insurance.
Table 2 describes the labor force characteristics of the respondents in terms of percent of employees classified as salaried, minority, or female. Eight respondents classified from zero to 29 percent of their employees as being salaried; four identified from 30 percent to 49 percent; and only one classified from 50 percent to 79 percent of their employees as salaried. Five companies indicated that by far the largest majority of their employees, 80 percent to 100 percent, were salaried.

Table 2

NUMBER OF EMPLOYEES IDENTIFIED AS SALARIED, MINORITY OR FEMALE

<table>
<thead>
<tr>
<th>Percent of Employees</th>
<th>Salaried</th>
<th>Minority</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 29</td>
<td>8</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>30 - 49</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>50 - 79</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>80 - 100</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>No Response</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Fourteen respondents reported from zero to 29 percent of their employees were minority; two reported that 30 percent to 49 percent were minority; one, that 50 percent to 79 percent were minority; and one company indicated that more than 80 percent of its employees were minority.

In terms of females employed in the sample, seven companies reported fewer then thirty percent. One company employed from 30 percent to 49
percent females. A large number, eight, indicated that more than half of their employees were female; and two indicated that females made up more than 80 percent of the work force.

Type of Job—Table 3 identifies the employees in terms of the types of jobs held. These data show that while there was a general spread across the jobs by the companies which reported the data, one indicated that it had more than 80 percent sales workers, and ten indicated that more than half of their employees were in the professional and technical, clerical, operative, and service worker categories. No respondents reported that more than 30 percent of their labor force were classified as "laborers," and no respondents reported more than 50 percent of their labor force to be in "managerial and administrative" or "craft and kindred" jobs.

The number of workers classified as "operatives" appears somewhat high in view of the fact that only six of the respondents were manufacturers. Similarly, at the other end, the low number of service workers appears to reflect the fact that no service oriented companies were included in the sample. With the shift in recent years to a more service-oriented economy, it can be expected that at least 25 percent of most companies' labor forces will hold service types of jobs.
Table 3
NUMBER AND PERCENT OF TYPES OF JOBS HELD BY EMPLOYEES

<table>
<thead>
<tr>
<th>Types of Jobs</th>
<th>0-29 Percent</th>
<th>30-49 Percent</th>
<th>50-79 Percent</th>
<th>80-100 Percent</th>
<th>None or No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional and Technical</td>
<td>12 1 2 0 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managerial and Administrative</td>
<td>13 2 0 0 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sales Workers</td>
<td>12 1 0 1 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical Workers</td>
<td>8 4 3 0 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craft and Kindred Workers</td>
<td>12 2 0 0 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operatives</td>
<td>9 1 4 0 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Service Workers</td>
<td>14 0 1 0 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laborers</td>
<td>15 0 0 0 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Organized Labor—Organized labor represents employees of fifteen responding companies. This could be considered significant since the literature suggests that organized labor has had considerable impact on the quantity and quality of human resource development programs. In some instances, pressures by organized labor have helped to persuade companies to increase efforts to address human resource services including counseling. Thirteen of the companies indicated that they had no organized labor present.

Human Resources Development Programs—With regard to company sponsored human resources development programs, fifteen reported such a
program and three stated they did not have these services available. Ten companies did not respond to this item. The data from the remainder of the questionnaire items would indicate that of those who did not respond, a large majority reported offering the services identified. It might be assumed that a "no response" indicated no human resources development program existed as such. Limited services, however, were offered in many cases.

Of those companies who reported a human resources development program, eight, or 42 percent, said that they had been in existence for more than five years. Twenty-one percent, or four companies, have had programs for from three to five years. Seven companies, 37 percent, reported initiating a human resources development program within the last three years. For the most part, few companies indicate that organized labor sponsored the human resource development programs which did exist. Only five report that the unions representing their employees offered these services.

The second section of the questionnaire elicited information about the personnel involved in human resources development programs and about the involvement of colleges and universities in those programs. The background and training required, the methods of evaluations of activities and the process for determining the direction and priorities of new programs were also the subject of items in this section. This section did not differentiate among the service areas. The responses were for the most part written in by the respondents.

Human Resource Services Staff--With regard to the staffing of human resources programs, some fifteen respondent companies indicate the
presence of professionally trained workers such as guidance counselors, college-trained personnel specialists, social workers, or psychologists. Some twelve companies report that their programs were not staffed by professionals with similar training. The literature on human resource development programs suggests that for the most part, the majority of organizations that provide formal, company sponsored programs do not employ professional staff.

Nineteen of the thirty companies responded to the question regarding the educational and/or training background required of the Human Resource Manager or Director. Of these, three specifically stated that persons holding comparable positions in their organization had a doctorate degree. Another two indicated college education beyond the bachelors degree, and nine indicated at least a baccalaureate was required. The remaining five companies specified appropriate training and experience, but did not indicate specifically a need for a degree for the position of Manager or Director.

Educational requirements for personnel involved in counselor functions were reported by the same nineteen companies. In this case, one reported that a medical department counselor held a Ph.D. in psychology, four reported that the counseling staff held at least a masters degree, and one indicated a bachelors. The remaining thirteen respondents provided information which suggested either no specific educational requirement or that no counseling service was provided in-house.

In response to the question of whether human services responsibilities were assigned supervisors who were not specifically trained
to manage such responsibilities, 65 percent, or seventeen, stated they did not assign these responsibilities to non-trained personnel. The remaining nine indicated that they did.

Higher Education Relationships---With regard to relationships with higher education, the data showed that only ten, 36 percent, indicated that their organizations had any formal or informal relationships with higher education institutions for training supervisory or management level or other human resources development personnel in the area of counseling. Eleven, or 52 percent, of those responding indicated that they had no formal or informal relationship with a university for training purposes. Seven companies did not respond to this item.

Of those who responded that they had either a formal or informal relationship with a higher education institution, ten described that relationship further. Two of the ten identified four-year colleges and universities by name, and two others suggested linkages with such institutions. Three identified institutions which provide two-year technical training as a part of their higher education relationship. The kinds of activities identified were special sessions tailored for the company, management institutes conducted in conjunction with the university, specific training programs, summer intern programs, and various seminars and courses. Where a company extended beyond the local area, they identified working with colleges or universities in that state or region.

When questioned regarding any relationship or experiences their organizations had with higher education institutions, eleven reported the relationships being valuable while three reported they were not.
One-half of the companies did not respond to this item. With regard to the system for reviewing and evaluating performance of the program, several formats were described—follow-up questionnaire, quarterly and annual divisional review, course evaluation forms, performance review measurements, formal and informal survey methods, MBO processes, program evaluation forms, and various internal tracking and monitoring systems.

More specific to the need for additional cooperative opportunities between higher education and business and industry, the twenty (67 percent) who responded suggested on-the-job training programs, structured work experiences, practical and vocational training, internships, and hands-on, real-world experiences, especially for undergraduates. Other observations included the perception that cooperative programs should be specific and individualized to companies' needs as evaluated by management, or should be conducted cooperatively with internal subject matter experts and professional faculty members. Better career counseling was suggested and more co-op students were felt to be needed. Several companies indicated a closer linkage between the university and industry on curriculum development which included better training for graduate students in human resource development and industrial relations, and more information about our capitalistic system.

In general, it appears that the decisions about counseling and personnel training programs will vary with the size of the organization. However, all companies view such programs as leading to better production on the part of the employee. No integration of university programs and company needs activities appears to be currently in operation.
Human Resources Program Planning—Respondents were asked how the
decisions were made relative to which counseling and guidance training
program would be developed or given priority in their organization.
Nineteen described the process by which these programs would be develop­
ed. A needs assessment was identified by six of the companies as a
means by which they would determine priority training programs. A human
resources development person or training supervisor was identified as
the primary person through whom these needs would be processed. Six of
the organizations who responded pointed out that the needs would have to
be results-oriented or based upon company goals and objectives. Larger
companies indicated that such decisions were made at the corporate,
divisional and regional levels and included MBO needs analyses, perform­
ance audits, operations research, goal-setting managers, and long-range
planning managers. In such cases the local plant committee operate
under general corporate guidelines. Smaller companies identified a more
simple process where a manager or personnel generalist identifies
specific problems as a consensus demand for training.

The process of identifying programs for training in the area of
counseling, then, generally includes a needs assessment, a review and
recommendation by a personnel manager, a decision made at the management
level, and an assessment of the training programs' fit with company
objectives. For the most part, the results of the counseling training
would ultimately be demonstrated by increased productivity consistent
with the organization's achievement of business goals.
Eight companies responded to the question asking how their organization addressed counseling and personnel training need areas where no formal in-house human services program was in place. Four of these suggested that they dealt with them informally with ad hoc programs created to solve problems as they develop. Three refer counseling to outside agencies; two refer them to the executive staff or personnel director and employment manager. Examples of the kinds of training programs conducted by those with no in-house counseling services were: on-the-job training, delegation of responsibility, tuition assistance, and management seminars. Since these respondents indicated that such needs were not present except for periodic ad hoc problems, they felt that no formal in-house program for counselor training was needed.

Survey of Human Resource Development Services

This section contains results of the survey of human resource development services in the three areas of Career Development, Substance Abuse, and Affirmative Action. The data address the first three questions posed in the Statement of the Problem.

Research Question 1:

What are the most critical human service needs of business and industrial organizations in Ohio as perceived by human service personnel employed in these organizations?

Research Question 2:

How do business and industrial organizations address the identified human service needs of their employees in terms of (a) recipients of the services and (b) providers of the services?
Research Question 3:

What are the reported future plans of business and industry with regard to human service needs?

In each of the human services areas the three research questions are addressed. Four specific dimensions were examined. These were Level of Need for the service, Future Plans for service development, Recipients of the services, and Service Providers. The data are presented in tables and discussed following each table. Data from thirty respondents are presented in this section. There were wide differences in the response rate among the items in each of the dimensions for the three service areas. No assumption was made about "No Response" items. However, each of the questionnaires submitted was examined individually to insure that where services were identified as being provided on one of the items, these were consistently reported as such on subsequent items.

Career Development Services Level of Need—Table 4 shows responses to items regarding level of need for career development services as perceived by the companies surveyed. The majority of the respondents (57 percent) indicated that it was essential for the company to provide all employees with the eight communications services identified. Two-thirds of the survey respondents felt that it was essential for the company to provide all employees with information on EEO/affirmative action policies; fourteen (57 percent) indicated it essential to provide all employees with information relative to career paths or ladders available.
Of the companies responding to the survey, eleven (37 percent) reported informal career counseling by professional staff to be essential for all employees; four (13 percent) felt it was essential for all employees to have access to career counseling by specialized staff; twelve (43 percent) felt it was a minimum need, and ten indicated that it was unnecessary.

Twenty per cent of the companies participating in the survey reported that it was essential to provide supervisors with training and consultation workshops in career counseling, while eleven (37 percent) indicated that such training should be made available to some employees.

None of the respondents considered it essential that all employees be provided with services through career development assessment centers. In summary, then, the companies perceived that communication about career development was most important, training and consultation of second-greatest importance, and career counseling services available to some employees by company staff were next in importance.
Table 4
FREQUENCIES OF RESPONSES FOR CAREER DEVELOPMENT SERVICES LEVEL OF NEED (N=30)

<table>
<thead>
<tr>
<th>Career Development Services</th>
<th>Level of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a</td>
</tr>
</tbody>
</table>

**Communication Services on**
1. Educational assistance 17 9 1 0 3  
2. Salary Administration 21 6 1 0 2  
3. Company condition and economics 21 6 1 0 2  
4. EEO/affirmative action policies 20 7 1 0 2  
5. Training and development options 19 9 1 1 1  
6. Job requirements 19 8 1 1 1  
7. Career paths or ladders 14 11 1 3 1  
8. Job posting and vacancies 13 12 3 1 1  

**Career Counseling Services**
9. Informal counseling by personnel staff 11 11 7 5 1  
10. Career counseling by supervisors 9 8 7 5 1  
11. Outpatient counseling/related services 4 4 13 8 1  
12. Career counseling/specialized staff 4 4 12 9 1  
13. Referrals to external counselors 4 10 7 7 2  

**Training and Consultation**
14. Job performance workshops 7 13 6 3 1  
15. Interpersonal relations workshops 6 12 9 1 2  
16. Retirement preparation workshops 8 10 7 4 1  
17. Career/life planning workshops 3 12 12 2 1  
18. Counselor training for supervisors 6 11 7 4 2  

**Assessment Services**
19. Employee interests/attitudes 9 7 9 4 1  
20. Individual planning 5 9 5 10 1  
21. Psychological assessment 2 6 9 12 1  
22. Career assessment centers 0 11 2 7 10  

a = Essential for All Employees  
b = Desirable for Some Employees  
c = Minimum Need for Few Employees  
d = Unnecessary  
e = No Response
Career Development Services Future Plans--Future plans of responding companies in relation to provision of Career Development Services are reported in Table 5. Some fourteen (47 percent) of the respondents indicated long range plans to strengthen information available to employees relative to EEO/affirmative action policies, while seven (23 percent) indicated plans to continue to utilize existing procedures for communicating these policies to workers.

The data also indicated that seventeen (57 percent) of the respondents have long range plans to provide more information to employees in terms of career paths and ladders. Sixty percent of the companies responding to the survey reported long range plans to strengthen informal career counseling services provided by personnel staff, while twelve (40 percent) planned to strengthen career counseling services as delivered by specialized staff. The data also showed that thirteen (43 percent) of the reporting firms plan to strengthen their services with regard to referrals to external counselors.

Approximately fourteen (47 percent) of the respondents included in long range plans stronger training and consultation workshop efforts for supervisors who are expected to address the career development needs of their subordinates. Forty percent of the respondents indicated they had long range plans to strengthen employee assessment through career development assessment centers, while five (17 percent) indicated that they planned to leave their existing services in place as they now exist. Overall, respondents indicated that their future plans tend to be focused on Communication Services, with Career Counseling Services
<table>
<thead>
<tr>
<th>Career Development Services</th>
<th>Future Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a  b  c  d  e  f</td>
</tr>
<tr>
<td><strong>Communication Services on</strong></td>
<td></td>
</tr>
<tr>
<td>1. Educational assistance</td>
<td>19 4 1 1 4 1</td>
</tr>
<tr>
<td>2. Salary Administration</td>
<td>12 6 5 0 5 2</td>
</tr>
<tr>
<td>3. Company condition and economics</td>
<td>14 5 6 0 3 3</td>
</tr>
<tr>
<td>4. EEO/affirmative action policies</td>
<td>14 4 4 1 7 1</td>
</tr>
<tr>
<td>5. Training and development options</td>
<td>16 4 3 1 5 1</td>
</tr>
<tr>
<td>6. Job requirements</td>
<td>9 9 6 0 5 1</td>
</tr>
<tr>
<td>7. Career paths or ladders</td>
<td>17 5 3 0 4 1</td>
</tr>
<tr>
<td>8. Job posting and vacancies</td>
<td>13 3 6 0 4 4</td>
</tr>
<tr>
<td><strong>Career Counseling Services</strong></td>
<td></td>
</tr>
<tr>
<td>9. Informal counseling by personnel staff</td>
<td>16 2 3 2 5 2</td>
</tr>
<tr>
<td>10. Career counseling by supervisors</td>
<td>18 2 3 1 4 2</td>
</tr>
<tr>
<td>11. Outpatient counseling/related services</td>
<td>14 1 0 2 8 5</td>
</tr>
<tr>
<td>12. Career counseling/specialized staff</td>
<td>12 2 0 2 7 7</td>
</tr>
<tr>
<td>13. Referrals to external counselors</td>
<td>13 1 1 2 6 6</td>
</tr>
<tr>
<td><strong>Training and Consultation</strong></td>
<td></td>
</tr>
<tr>
<td>14. Job performance workshops</td>
<td>14 5 3 0 5 3</td>
</tr>
<tr>
<td>15. Interpersonal relations workshops</td>
<td>17 3 2 2 4 2</td>
</tr>
<tr>
<td>16. Retirement preparation workshops</td>
<td>13 8 5 1 2 1</td>
</tr>
<tr>
<td>17. Career/life planning workshops</td>
<td>14 4 2 3 4 3</td>
</tr>
<tr>
<td>18. Counselor training for supervisors</td>
<td>14 2 3 2 6 3</td>
</tr>
<tr>
<td><strong>Assessment Services</strong></td>
<td></td>
</tr>
<tr>
<td>19. Employee interests/attitudes</td>
<td>14 3 1 3 5 4</td>
</tr>
<tr>
<td>20. Individual planning</td>
<td>15 1 1 3 4 6</td>
</tr>
<tr>
<td>21. Psychological assessment</td>
<td>10 0 0 5 6 9</td>
</tr>
<tr>
<td>22. Career assessment centers</td>
<td>12 3 1 2 5 7</td>
</tr>
</tbody>
</table>

*a* = Strengthen Over Long Range  
*b* = Strengthen Over Short Term  
*c* = Strengthen Immediately  
*d* = Cut Back  
*e* = Leave as is  
*f* = No Response
and Training and Consultation next in the picture, and Assessment Services of somewhat lower priority.

**Career Development Services Recipients**—The data in Table 6 indicate that the majority of the survey respondents provide all of their employees with career development information services—some 73 percent provide all employees with information regarding educational assistance, and 53 percent do so in relation to salary administration. A total of 57 percent of the respondents indicated that all employees were provided with information in the following areas: company condition and economics, EEO/affirmative action policies, job requirements, and company career paths and ladders; while 64 percent provided training and development options information to all employees. The data also indicate that thirteen (43 percent) of the companies provide all employees with job vacancy information.

Some nineteen of the survey respondents provided all employees with informal career counseling service delivered by personnel staff, while five utilized specialized staff to provide such counseling. The data also indicate that one-third of the respondents used supervisors to provide their employees with career counseling; and only three reported the use of outpatient counseling/related services as a means for providing career counseling for all employees. Likewise, three reported that career counseling referrals to external counselors were available to all employees.

The provision of training and consultation in the area of career development was not ranked by respondents as important for
all employees. Some fourteen (46 percent) reported that they provided retirement preparation workshops to all employees, while only ten (30 percent) indicated that career/life planning workshops were made available to all employees. Forty per cent indicated that all of their employees have access to workshops on interpersonal relations training, while four (7 percent) of the respondents reported providing career counselor training workshops for supervisors.

For the most part, the respondents do not provide assessment services for "all" employees with regard to their career development. Only eleven (37 percent) provide assessment services for all employees in the area of employee interests and attitudes. Table 6 also indicates that only four (7 percent) of the business and industries make available individual self-analysis/planning for all employees, and only one provide psychological testing/assessment for all employees who need such services. Career development assessment centers are available in five of the respondent companies according to their report. It should be noted that the items referring to the provision of Career Development Assessment Services were among the lower response-rate items.

The pattern for level of need, as mentioned, appears to be similar to that revealed in the responses for whom services were provided. Where there was a low level of need indicated, or where the service was regarded as unnecessary, in general there was no response to the item with regard to recipients of Career Development Services. It appeared that out-patient counseling, use of specialized staff, or referrals to external counselors
Table 6
FREQUENCIES OF RESPONSES FOR RECIPIENTS OF CAREER DEVELOPMENT SERVICES (N=30)

<table>
<thead>
<tr>
<th>Career Development Services</th>
<th>Services Provided For -</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Services on</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1. Educational assistance</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>22</td>
<td>2</td>
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<td>2. Salary Administration</td>
<td></td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>4</td>
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<tr>
<td>3. Company condition and economics</td>
<td></td>
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<td>1</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>3</td>
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<tr>
<td>4. EEO/affirmative action policies</td>
<td></td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>5</td>
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<tr>
<td>5. Training and development options</td>
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<td>3</td>
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<td>2</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>3</td>
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<tr>
<td>6. Job requirements</td>
<td></td>
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<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>7. Career paths or ladders</td>
<td></td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>8. Job posting and vacancies</td>
<td></td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>13</td>
<td>7</td>
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<td><strong>Career Counseling Services</strong></td>
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<td></td>
<td></td>
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<tr>
<td>9. Informal counseling by personnel staff</td>
<td></td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>19</td>
<td>3</td>
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<td>10. Career counseling by supervisors</td>
<td></td>
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<td>2</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>8</td>
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<td>11. Outpatient counseling/related services</td>
<td></td>
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<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>3</td>
</tr>
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<td>12. Career counseling/specialized staff</td>
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<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
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<td>17</td>
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<tr>
<td>13. Referrals to external counselors</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>20</td>
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<tr>
<td>14. Job performance workshops</td>
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<td>15. Interpersonal relations workshops</td>
<td></td>
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<td>2</td>
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<td>16. Retirement preparation workshops</td>
<td></td>
<td>3</td>
<td>1</td>
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<td>3</td>
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</tr>
<tr>
<td>17. Career/life planning workshops</td>
<td></td>
<td>2</td>
<td>1</td>
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<td>0</td>
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<td>18. Counselor training for supervisors</td>
<td></td>
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<td><strong>Assessment Services</strong></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>19. Employee interests/attitudes</td>
<td></td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
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<td>0</td>
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<tr>
<td>22. Career assessment centers</td>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>22</td>
</tr>
</tbody>
</table>

a = Administrative/Managerial Personnel   g = All
b = Supervisory Personnel                h = No Response
c = Non-supervisory Personnel            i = Administrative/Managerial and Supervisory Personnel
d = Supervisory and Non-supervisory Personnel
f = Administrative and Non-supervisory Personnel
were neither perceived as important nor provided for. Similarly, assessment services with the exception of employee interest and attitude assessment, are not perceived as a high priority nor are they provided for in the career development area.

Career Development Services Providers—As Table 7 indicates, the majority of survey respondents reported that they use in-house resource personnel to provide their employees with Career Development Information Services. Twenty-five (83 percent) used in-house resource personnel to provide employees with educational assistance information, while twenty-seven (90 percent) used such personnel to provide salary administration information. All but two used in-house resource personnel to provide information relative to company condition and economics; twenty-six used this means to provide information relative to EEO/affirmative action policies; and twenty-five used such personnel to provide training and development information. In-house resource personnel were used by twenty-eight of the survey respondents to provide their workers with information related to job requirements; while twenty-three used these personnel to make available job posting and vacancy information. Finally, twenty-five used in-house resource personnel for assisting employees to plan and develop their career paths or ladders.

The data indicated that the majority of the responding companies utilized in-house personnel to provide their employees with career counseling services. This number ranged from all
Table 7
FREQUENCIES OF RESPONSES FOR SOURCE OF CAREER DEVELOPMENT SERVICE PROVISION (N=30)

<table>
<thead>
<tr>
<th>Service Providers</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
</tr>
</thead>
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<td>Communication Services</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>1. Educational assistance</td>
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<td>0</td>
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<tr>
<td>2. Salary Administration</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
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<td>3. Company condition and economics</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
<td>2</td>
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<tr>
<td>4. EEO/affirmative action policies</td>
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<td>0</td>
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<td>5. Training and development options</td>
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<td>1</td>
<td>0</td>
<td>0</td>
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<td>6. Job requirements</td>
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<td>0</td>
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<tr>
<td>7. Career paths or ladders</td>
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<td>8. Job posting and vacancies</td>
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<td>Career Counseling Services</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Informal counseling by personnel staff</td>
<td>28</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>10. Career counseling by supervisors</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>11. Outpatient counseling/related services</td>
<td>14</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>12. Career counseling/specialized staff</td>
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<td>13. Referrals to external counselors</td>
<td>8</td>
<td>2</td>
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<td>0</td>
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<tr>
<td>Training and Consultation</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>14. Job performance workshops</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>15. Interpersonal relations workshops</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>16. Retirement preparation workshops</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>17. Career/life planning workshops</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>21</td>
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<tr>
<td>18. Counselor training for supervisors</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>1</td>
<td>0</td>
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<tr>
<td>Assessment Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Employee interests/attitudes</td>
<td>13</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>15</td>
</tr>
<tr>
<td>20. Individual planning</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>21. Psychological assessment</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>22. Career assessment centers</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>24</td>
</tr>
</tbody>
</table>

a=In-House Resource Personnel
b=University Consultants
c=Non-University Private Consultants
d=In-House and University Resources
e=In-House and Private Resources
f=University & Private Resources
g=All of three Sources
h=No Response
respondents, who use in-house personnel to provide workers with informal career counseling, to eight companies who use their in-house staff to make referrals to external counselors. Thirteen companies (43 percent) used specialized in-house staff to provide career counseling.

The survey also showed that a majority of the companies responding to the survey used in-house resource personnel for providing training and consultation. None of the companies utilized university consultants or non-university private consultants, according to the data. Eighteen (60 percent) used in-house resource personnel to provide job performance and development workshops, while another twenty (67 percent) used such personnel to provide employees with workshops in the area of interpersonal relations. The data indicated that sixteen (53 percent) utilized in-house personnel to provide retirement preparation workshops and thirteen (43 percent) used in-house resources to provide supervisors with career counseling services. Only eight of the respondents used in-house staff to provide employees with career/life planning workshops.

The data indicated that fewer respondents used in-house resource personnel for assessment purposes. Thirteen companies reported that they use in-house resources to assess employee interests and attitudes, while only three use in-house staff for assessment of individual employees—self-analysis and planning. Two companies reported using in-house staff for psychological testing and assessment, while five used in-house personnel to
staff career development assessment centers. Again, few of the companies reported the use of outside consultants for assessment purposes, to assess company-sponsored career development programs.

Approximately two-thirds did not respond to those items where the services have not been offered. While this pattern is consistent, the number is higher. This means that some companies which indicated that there was a moderate to low level of need and which indicated that they provided the service generally to all their employees, did not indicate who provided these lower priority services. As reported, however, the high priority services were most likely to be offered by In-house Resource Personnel. These also represent the less sophisticated or complex type of services and those which can be performed by non-professionals.

Substance Abuse Services Level of Need—Table 8 presents data regarding the level of need for substance abuse services as perceived by the responding businesses and industries. The provision of general substance abuse service was not considered by many respondents to be essential for all employees. This could be a consequence of the respondent's not viewing substance abuse as a wide-spread problem among their employees. The majority felt that such service is desirable for some employees or a minimum need for a few employees. Only four companies felt there was a need for diagnosis and assessment services as far as employee substance abuse is concerned. While seven saw a need to provide such services to some employees, another fifteen (50 percent)
viewed such services as a minimum need for only a few employees. Only two companies saw a need for case consultation services for all employees compared to seven who reported a need to provide such services to some employees, and seventeen (57 percent) saw these services as a minimum need for a few employees.

Three respondents reported that they felt that it was essential to provide all employees with intervention services relative to general substance abuse assistance, compared to eighteen or 60 percent who viewed this as a minimum need for a few employees. Few of the respondents reported it as essential to provide all employees with referral services—either in-patient treatment (two responses) or out-patient treatment (one response). This again, could be related to the fact that substance abuse may not be viewed by most respondents as a significant problem among their employees.

Followup/aftercare assistance and feedback on employee progress were also viewed as a minimum need for few employees by most respondents. Fourteen companies (47 percent) responded that such services are a minimum need for few employees.

The need to provide substance abuse counseling services was also viewed by most respondents as being a minimum need for few employees, with a significant number regarding such services as being unnecessary. Eight (27 percent) of the responding companies reported that they viewed individual counseling as desirable for some employees, while one-half rated such counseling as a minimum need for few employees, and three saw the service as unnecessary.
Table 8

FREQUENCIES OF RESPONSES FOR SUBSTANCE ABUSE SERVICES LEVEL OF NEED (N=30)

<table>
<thead>
<tr>
<th>Substance Abuse Services</th>
<th>Level of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a</td>
</tr>
<tr>
<td>General Services</td>
<td></td>
</tr>
<tr>
<td>1. Diagnosis and assessment</td>
<td>4</td>
</tr>
<tr>
<td>2. Case consultation</td>
<td>2</td>
</tr>
<tr>
<td>3. Assistance with interventions</td>
<td>3</td>
</tr>
<tr>
<td>4. Referral - inpatient treatment</td>
<td>2</td>
</tr>
<tr>
<td>5. Referral - outpatient treatment</td>
<td>1</td>
</tr>
<tr>
<td>6. Followup/aftercare assistance</td>
<td>3</td>
</tr>
<tr>
<td>7. Feedback on employee progress</td>
<td>4</td>
</tr>
<tr>
<td>Counseling Services</td>
<td></td>
</tr>
<tr>
<td>8. Individual counseling/users</td>
<td>2</td>
</tr>
<tr>
<td>9. Individual counseling/others</td>
<td>1</td>
</tr>
<tr>
<td>10. Group counseling/users</td>
<td>1</td>
</tr>
<tr>
<td>11. Group counseling/others</td>
<td>1</td>
</tr>
<tr>
<td>12. Support group counseling</td>
<td>1</td>
</tr>
<tr>
<td>13. Family counseling</td>
<td>2</td>
</tr>
<tr>
<td>14. Legal counseling</td>
<td>1</td>
</tr>
<tr>
<td>Training Services</td>
<td></td>
</tr>
<tr>
<td>15. Training administrators/supervisors</td>
<td>5</td>
</tr>
<tr>
<td>16. Training other employees</td>
<td>1</td>
</tr>
<tr>
<td>17. Staff development activities</td>
<td>1</td>
</tr>
<tr>
<td>18. Education/prevention activities</td>
<td>4</td>
</tr>
<tr>
<td>19. Program consultation</td>
<td>2</td>
</tr>
<tr>
<td>Record Keeping and Evaluation</td>
<td></td>
</tr>
<tr>
<td>20. Confidential case recordkeeping</td>
<td>8</td>
</tr>
<tr>
<td>21. Financial bookkeeping</td>
<td>3</td>
</tr>
<tr>
<td>22. Physical facilities</td>
<td>4</td>
</tr>
<tr>
<td>23. Program evaluation</td>
<td>6</td>
</tr>
<tr>
<td>24. Ongoing linkages/institutions</td>
<td>6</td>
</tr>
</tbody>
</table>

a = Essential for All Employees  
b = Desirable for Some Employees  
c = Minimum Need for Few Employees  
d = Unnecessary  
e = No Response
Likewise, few respondents viewed group counseling services for substance abuse as essential for significant numbers of their employees. Only one of the companies felt that it was essential for all employees, compared to eleven firms (37 percent) who viewed such counseling as a minimum need for few workers. Twenty percent (6) felt that group counseling was desirable for some employees, while eight reported that they viewed such counseling as unnecessary.

Thirteen reported that support group counseling services was a minimum need for few employees while one-third felt that such support counseling was unnecessary. Only one felt that this type of counseling was essential for all employees. Again, family counseling in the area of substance abuse was reported a minimum need for few employees by a significant number of respondents (fourteen). Eight (27 percent) viewed family counseling as unnecessary, while two felt that it was essential for all employees. Finally, twenty-two, nearly three-fourths, felt that legal counseling services relative to substance abuse was either a minimum need for few employees, or unnecessary. Only one company reported that legal counseling was essential for all, and another five viewed it as desirable for some employees.

The need to provide training services in the area of substance abuse was also considered by a majority of respondents as either being desirable for some employees or a minimum need for few employees. One-third reported that they viewed the training of
administrators and supervisors as a minimum need, and ten also saw this as being desirable for some. Five companies felt that substance abuse training was essential for all administrators and supervisors. With respect to other employees, eleven companies (37 percent) viewed this type of training as a minimum need for few employees, eight as desirable for some, and six (20 percent) saw such training as unnecessary. A similar pattern was noted with staff development training activities, where eleven and nine of the responding companies viewed such training as of minimum need, or desirable for some, respectively. With regard to substance abuse education and prevention training, sixteen companies (53 percent) saw either a minimum need or desirable for some employees as a response. Four of the thirty respondents believed that some education and prevention training was essential for all employees. In the same vein, program consultation was viewed as either essential or desirable by eight and of minimum need or unnecessary by eighteen.

Regarding Record Keeping and Evaluation, confidential case record keeping, program evaluation, and the maintenance of ongoing linkages with other institutions were seen as either essential or desirable by approximately 43 percent of all the companies. On the other hand, financial bookkeeping and maintenance of physical facilities with regard to substance abuse were viewed as either of minimum need or unnecessary by more than two-thirds of the respondents.
Substance Abuse Services Future Plans--In general, the survey respondents reported that they had long-range plans to strengthen the general services provided through their substance abuse programs (see Table 9). Nine companies (30 percent) stated that they had long range plans to strengthen their diagnosis and assessment services, while four (13 percent) had short term plans to strengthen such services, and three (10 percent) stated they had immediate plans to strengthen these services. The data indicated that seven (23 percent) of the responding companies had long term plans to strengthen the case consultation services offered to their employees, whereas six (20 percent) had short term plans to do so. Six companies planned to continue with existing procedures for delivering the service.

The data also indicated that seven (23 percent) had long range plans to strengthen their assistance with intervention services, while six (20 percent) reported they planned to maintain existing services. Fourteen (47 percent) of the companies reported long range plans to strengthen their referral services--in-patient and out-patient. Eleven (37 percent) reported plans to strengthen their referral services over the short term, while nine (30 percent) stated that they had immediate plans to strengthen such services. Eight firms (27 percent) reported long term plans to strengthen their followup and aftercare assistance services, while four (13 percent) had short term plans and three others (10 percent) indicated an intent to cut back on such services. Finally,
fourteen (47 percent) of the respondents planned to strengthen their efforts to obtain feedback on employee progress, with seven (23 percent) reporting long range plans, four (13 percent) have short term plans, and 17 percent immediate plans.

Overall, about 27 percent (eight) of the reporting organizations project future plans to strengthen their substance abuse counseling services. Nineteen (63 percent) had long range plans to strengthen their counseling services in this area, while seventeen reported long range plans to strengthen the group counseling services. The data also indicated that eight companies had long range plans to strengthen their provision of support groups counseling and seven reported such plans for their family counseling services. Finally, seven of the respondents also indicated long range plans to strengthen their legal counseling services in the substance abuse area.

Many of the responding companies reported long range plans to strengthen their Substance Abuse Training Services. Eight of these indicated that they had long range plans to strengthen efforts to train administrators and supervisors, and nine planned to provide such training for other employees over the long range. Another eleven firms (37 percent) reported long range plans to strengthen staff development training activities, while nine (30 percent) had long range plans to strengthen training related to education and prevention activities.

A significant number of responding companies reported long range plans to strengthen their record keeping and evaluation
Table 9

FREQUENCIES OF RESPONSES FOR FUTURE PLANS FOR PROVISION OF SUBSTANCE ABUSE SERVICES (N=30)

<table>
<thead>
<tr>
<th>Substance Abuse Services</th>
<th>Future Plans</th>
</tr>
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<tbody>
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<td></td>
<td>a  b  c  d  e  f</td>
</tr>
<tr>
<td><strong>General Services</strong></td>
<td>--------------</td>
</tr>
<tr>
<td>1. Diagnosis and assessment</td>
<td>9  4  3  2  6  4</td>
</tr>
<tr>
<td>2. Case consultation</td>
<td>7  6  2  2  6  7</td>
</tr>
<tr>
<td>3. Assistance with interventions</td>
<td>7  4  3  2  6  8</td>
</tr>
<tr>
<td>4. Referral - inpatient treatment</td>
<td>7  5  4  1  6  7</td>
</tr>
<tr>
<td>5. Referral - outpatient treatment</td>
<td>6  6  5  1  6  6</td>
</tr>
<tr>
<td>6. Followup/aftercare assistance</td>
<td>8  4  3  3  6  6</td>
</tr>
<tr>
<td>7. Feedback on employee progress</td>
<td>7  4  5  1  7  6</td>
</tr>
<tr>
<td><strong>Counseling Services</strong></td>
<td>--------------</td>
</tr>
<tr>
<td>8. Individual counseling/users</td>
<td>9  5  3  1  6  6</td>
</tr>
<tr>
<td>9. Individual counseling/others</td>
<td>10  4  2  2  6  6</td>
</tr>
<tr>
<td>10. Group counseling/users</td>
<td>8  3  2  3  7  7</td>
</tr>
<tr>
<td>11. Group counseling/others</td>
<td>9  2  2  4  5  8</td>
</tr>
<tr>
<td>12. Support group counseling</td>
<td>8  2  2  4  5  9</td>
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<td>13. Family counseling</td>
<td>7  2  1  3  6  11</td>
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<td>14. Legal counseling</td>
<td>7  1  0  4  5  13</td>
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<td><strong>Training Services</strong></td>
<td>--------------</td>
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<td>15. Training administrators/supervisors</td>
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<tr>
<td>16. Training other employees</td>
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<tr>
<td>17. Staff development activities</td>
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<tr>
<td>18. Education/prevention activities</td>
<td>9  1  1  1  8  10</td>
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<td>19. Program consultation</td>
<td>10  1  2  1  7  9</td>
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<tr>
<td><strong>Record Keeping and Evaluation</strong></td>
<td>--------------</td>
</tr>
<tr>
<td>20. Confidential case recordkeeping</td>
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</tr>
<tr>
<td>21. Financial bookkeeping</td>
<td>9  0  0  3  7  11</td>
</tr>
<tr>
<td>22. Physical facilities</td>
<td>9  0  0  3  8  10</td>
</tr>
<tr>
<td>23. Program evaluation</td>
<td>11  1  2  3  6  7</td>
</tr>
<tr>
<td>24. Ongoing linkages/institutions</td>
<td>9  2  1  2  7  9</td>
</tr>
</tbody>
</table>

- a = Strengthen Over Long Range
- b = Strengthen Over Short Term
- c = Strengthen Immediately
- d = Cut Back
- e = Leave as is
- f = No Response
activities relative to substance abuse. Eleven had long range plans to do so in the area of program evaluation, and nine had such plans for strengthening evaluation of ongoing linkages with other institutions, including higher education. Very few organizations planned to cut back such evaluations, while several others planned to leave existing evaluation procedures in place.

Substance Abuse Services Recipients—As Table 10 shows, the majority of the respondents providing general substance abuse services to employees reported that they provided such services to all employees. The following is a breakdown of the services for which all employees are indicated as recipients: diagnosis and assessment—twelve responses (40 percent); case consultation—thirteen responses (43 percent); assistance with interventions—ten responses (33 percent); referral for in-patient treatment—fifteen responses; referral for out-patient treatment—sixteen responses; and followup/aftercare assistance, and feedback on employee progress—twelve responses each. None of the responding companies limited such services to administrators and managers, and only one provided such services to supervisory personnel only.

Again, a significant number of the survey respondents reported that all their employees have substance abuse counseling available. Twenty-one (70 percent) indicated that they provided such services on an individual basis, while seventeen provided all workers with group counseling services as needed. Nine companies provided all
Table 10
FREQUENCIES OF RESPONSES FOR RECIPIENTS OF SUBSTANCE ABUSE SERVICES (N=30)

<table>
<thead>
<tr>
<th>Substance Abuse Services</th>
<th>Recipients of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a</td>
</tr>
<tr>
<td>General Services</td>
<td></td>
</tr>
<tr>
<td>1. Diagnosis and assessment</td>
<td>0</td>
</tr>
<tr>
<td>2. Case consultation</td>
<td>0</td>
</tr>
<tr>
<td>3. Assistance with interventions</td>
<td>0</td>
</tr>
<tr>
<td>4. Referral - inpatient treatment</td>
<td>0</td>
</tr>
<tr>
<td>5. Referral - outpatient treatment</td>
<td>0</td>
</tr>
<tr>
<td>6. Followup/aftercare assistance</td>
<td>0</td>
</tr>
<tr>
<td>7. Feedback on employee progress</td>
<td>0</td>
</tr>
<tr>
<td>Counseling Services</td>
<td></td>
</tr>
<tr>
<td>8. Individual cslng/users</td>
<td>1</td>
</tr>
<tr>
<td>9. Individual cslng/others</td>
<td>2</td>
</tr>
<tr>
<td>10. Group counseling/users</td>
<td>1</td>
</tr>
<tr>
<td>11. Group counseling/others</td>
<td>1</td>
</tr>
<tr>
<td>12. Support group counseling</td>
<td>0</td>
</tr>
<tr>
<td>13. Family counseling</td>
<td>1</td>
</tr>
<tr>
<td>14. Legal counseling</td>
<td>5</td>
</tr>
<tr>
<td>Training Services</td>
<td></td>
</tr>
<tr>
<td>15. Training administrators/supervisors</td>
<td>1</td>
</tr>
<tr>
<td>16. Training other employees</td>
<td>1</td>
</tr>
<tr>
<td>17. Staff development activities</td>
<td>1</td>
</tr>
<tr>
<td>18. Education/prevention activities</td>
<td>1</td>
</tr>
<tr>
<td>19. Program consultation</td>
<td>1</td>
</tr>
<tr>
<td>Record Keeping and Evaluation</td>
<td></td>
</tr>
<tr>
<td>20. Confidential case recordkeeping</td>
<td>2</td>
</tr>
<tr>
<td>21. Financial bookkeeping</td>
<td>2</td>
</tr>
<tr>
<td>22. Physical facilities</td>
<td>2</td>
</tr>
<tr>
<td>23. Program evaluation</td>
<td>2</td>
</tr>
<tr>
<td>24. Ongoing linkages/institutions</td>
<td>1</td>
</tr>
</tbody>
</table>

a=Administrative/Managerial Personnel  f=Administrative & Non-supervisory Personnel
b=Supervisory Personnel               g=All
b=Non-supervisory Personnel           h=No Response
d=Administrative/Managerial & Supervisory Personnel
e=Supervisory and Non-supervisory Personnel
their employees with support group counseling and eight reported that they made family counseling available to all employees.

A small per cent of the responding companies indicated that all employees have access to training programs relative to substance abuse education and prevention, although nine made such training available to all their employees. Five respondents (17 percent) provided such training to administrative, managerial and supervisory personnel only. It must be noted that this was a low-response questionnaire item.

As indicated on Table 10, where Substance Abuse Services are most likely to be offered, they will be made available to all personnel. Where there are exceptions, Administrative and Managerial staff will be recipients either alone or in combination with Supervisory staff.

Significantly, responses to questions regarding recipients of services for substance abuse indicated a large number of no response items, which paralleled the pattern found with perceived level of need. Where there was a "Minimum Need for Few Employees" or where the service was considered unnecessary, respondents were more likely to have nothing checked on the items about who received the services.

Most commonly available for all employees for approximately one-half of the companies were diagnosis and assessment, case consultation, referral for in-patient or out-patient treatment, follow-up and aftercare assistance, feedback on employee progress,
individual counseling with users. Least likely to be made available, that is, less than one-third responding that they provided the service, were group counseling for significantly others, support group counseling, family and legal counseling, training for employees other than administrators and supervisors, staff development activities, program consultation, and financial bookkeeping and physical facilities.

Substance Abuse Services Providers--As shown in Table 11, many of the survey respondents indicated that they deliver general services relative to substance abuse through the utilization of in-house resource personnel. Nine companies (30 percent) used in-house staff to provide diagnosis and assessment services, while nine others reported they used in-house personnel for case consultation. The data showed that seven (23 percent) of the companies used in-house resources to assist with intervention services, while twenty-four (80 percent) used such personnel for referral to in-patient and out-patient treatment facilities. Eight organizations used such personnel for followup/aftercare assistance, and several of the respondents did utilize non-university private consultants to provide general services.

Twenty responding companies (67 percent) indicated that they utilized in-house resource personnel to provide employees with individual counseling. Only four used in-house resources to provide group counseling activities, while one-half reported using non-university private consultants. According to the data,
### Table 11
FREQUENCIES OF RESPONSES FOR SOURCE OF SUBSTANCE ABUSE SERVICE PROVISION (N=30)

<table>
<thead>
<tr>
<th>Substance Abuse Services</th>
<th>Service Providers</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
</tr>
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<td>General Services</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. Diagnosis and assessment</td>
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<td>0</td>
<td>7</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
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<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17</td>
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<tr>
<td>3. Assistance with interventions</td>
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<td>6</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>4. Referral - inpatient treatment</td>
<td></td>
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<td>0</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>12</td>
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<tr>
<td>5. Referral - outpatient treatment</td>
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<td>0</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>12</td>
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<tr>
<td>6. Followup/aftercare assistance</td>
<td></td>
<td>8</td>
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<td>4</td>
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<td>0</td>
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<td>7. Feedback on employee progress</td>
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<td>6</td>
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<tr>
<td>Counseling Services</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8. Individual counseling/users</td>
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<td>0</td>
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<tr>
<td>9. Individual counseling/others</td>
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<td>10. Group counseling/users</td>
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<td>11. Group counseling/others</td>
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<td>0</td>
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<td>12. Support group counseling</td>
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<tr>
<td>13. Family counseling</td>
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<td>3</td>
<td>0</td>
<td>6</td>
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<td>0</td>
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<td>14. Legal counseling</td>
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<td>2</td>
<td>0</td>
<td>5</td>
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<td>Training Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>15. Training administrators/supervisors</td>
<td></td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>0</td>
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<td>0</td>
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<td>17</td>
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<td>16. Training other employees</td>
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<td>0</td>
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<tr>
<td>17. Staff development activities</td>
<td></td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
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<tr>
<td>18. Education/prevention activities</td>
<td></td>
<td>8</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
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<tr>
<td>19. Program consultation</td>
<td></td>
<td>6</td>
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<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>21</td>
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<td>Record Keeping and Evaluation</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>20. Confidential case recordkeeping</td>
<td></td>
<td>13</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>14</td>
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<tr>
<td>21. Financial bookkeeping</td>
<td></td>
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<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>22. Physical facilities</td>
<td></td>
<td>7</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>23. Program evaluation</td>
<td></td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>24. Ongoing linkages/institutions</td>
<td></td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
</tbody>
</table>

a=In-House Resource Personnel  
b=University Consultants  
c=Non-University Private Consultants  
d=In-House and University Resources  
e=In-House & Private Resources  
f=University & Private Resources  
g=All  
h=No Response
very few companies used in-house resources to provide employees with support group counseling and family counseling. A significant proportion used non-university resources to provide counseling services.

Several respondents used in-house resource personnel to provide training services in substance abuse. Seven reported using in-house staff for training administrators and supervisors; six used in-house personnel to train employees other than administrators and supervisors. None of the respondents reported the use of university consultants for this purpose, while a small number used non-university private sources.

Lastly, several companies indicated that they utilized in-house resource personnel for record keeping and evaluation in the Substance Abuse Services area. Nine companies (30 percent) used in-house resources to evaluate their programs, while one-third utilized such resources to evaluate their ongoing linkages with other institutions.

As is indicated in Table 11, all substance abuse services are provided by in-house resource personnel or private consultants. In no case was the university consultant identified as involved in any of the twenty-four services surveyed with the exception of one company which indicated using university resources for training administrators and supervisors. As in the case of Career Development Services and Affirmative Action, the pattern of no responses appeared to follow that which showed a higher response rate where services were actually provided. In general,
however, there were more of these non-respondence items for substance abuse service providers than in other areas. The data seem to indicate that referrals, individual counseling by users, confidential case record keeping, ongoing linkages, were most likely to be offered in-house, while diagnosis and assessment, case consultation, assistance with intervention, follow-up and feedback, and individual counseling with others would be offered in conjunction with private consultants.

**Affirmative Action Services Level of Need**—The data in Table 12 show responding companies' perceptions of the need for affirmative action services in their organizations. In general, the respondents shared a feeling of need to provide all employees with general services relative to affirmative action. Twenty-one (70 percent) indicated that they deemed it essential to share the company's affirmative action policy statement with all employees. Eleven (37 percent) felt it essential for the company to utilize affirmative action practices for all employees in matters related to employee recruitment, while seven (23 percent) reported that they considered such practices as being desirable for some, but not all employees. The data indicated that sixteen (53 percent) of the companies reported a need to formulate affirmative action hiring/selection practices for all employees compared with seventeen (57 percent) who felt that such policies were essential for all employees in the area of job promotion. Only seven of the companies felt it essential to establish an affirmative action practice for all employees relative to company sponsored social/recreational activities.
Table 12
FREQUENCIES-OF RESPONSES FOR AFFIRMATIVE ACTION SERVICES LEVEL OF NEED (N=30)

<table>
<thead>
<tr>
<th>Affirmative Action Services</th>
<th>Level of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a</td>
</tr>
<tr>
<td><strong>General Services</strong></td>
<td></td>
</tr>
<tr>
<td>1. Policy statement</td>
<td>21</td>
</tr>
<tr>
<td>2. Recruiting services</td>
<td>11</td>
</tr>
<tr>
<td>3. Hiring/Selection</td>
<td>16</td>
</tr>
<tr>
<td>4. Promotion</td>
<td>17</td>
</tr>
<tr>
<td>5. Social/Recreational</td>
<td>7</td>
</tr>
<tr>
<td><strong>Counseling Services</strong></td>
<td></td>
</tr>
<tr>
<td>6. Informal counseling by personnel staff</td>
<td>11</td>
</tr>
<tr>
<td>7. Career counseling by supervisors</td>
<td>7</td>
</tr>
<tr>
<td>8. Outplacement counseling/services</td>
<td>3</td>
</tr>
<tr>
<td>9. Career counseling/specialized staff</td>
<td>5</td>
</tr>
<tr>
<td>10. Referral external counselors</td>
<td>3</td>
</tr>
<tr>
<td>11. Counseling disciplinary action</td>
<td>9</td>
</tr>
<tr>
<td>12. Counseling work attitudes</td>
<td>8</td>
</tr>
<tr>
<td><strong>Training and Consultation</strong></td>
<td></td>
</tr>
<tr>
<td>13. Employee specialized training</td>
<td>10</td>
</tr>
<tr>
<td>14. Remedial programs</td>
<td>6</td>
</tr>
<tr>
<td>15. Training for ethnic needs</td>
<td>1</td>
</tr>
<tr>
<td>16. Staff training</td>
<td>6</td>
</tr>
<tr>
<td>17. Joint company programs</td>
<td>2</td>
</tr>
<tr>
<td>18. Internships</td>
<td>4</td>
</tr>
<tr>
<td>19. Career development activities</td>
<td>7</td>
</tr>
<tr>
<td><strong>Record Keeping and Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>20. Employee evaluation</td>
<td>14</td>
</tr>
<tr>
<td>21. Adequate facilities</td>
<td>12</td>
</tr>
<tr>
<td>22. Work force analysis</td>
<td>13</td>
</tr>
<tr>
<td>23. Affirmative action reporting</td>
<td></td>
</tr>
<tr>
<td>24. Remedial action procedures</td>
<td></td>
</tr>
<tr>
<td>25. Program evaluation procedures</td>
<td></td>
</tr>
</tbody>
</table>

a = Essential for All Employees
b = Desirable for Some Employees
c = Minimum Need for Few Employees
d = Unnecessary
e = No Response
The data showed that eleven of the survey respondents considered it essential for all employees to have informal affirmative action counseling made available by personnel staff, while nine (30 percent) felt that such counseling should be available to some but not all employees. Seven viewed career counseling provided by supervisors as essential for all employees, with eleven indicating such counseling to be desirable for some employees, but not all. Only three companies felt that out-placement counseling and related services were essential for all employees, while eight (27 percent) indicated such counseling as a minimum need for few employees, and nine indicated they felt such services to be unnecessary. The data also showed that five of the respondents considered it essential for all employees to receive affirmative action counseling from specialized staff, five felt that such services were needed by some employees, and seven companies indicated that they viewed such counseling to be unnecessary.

A small number of the respondents (three) viewed it as essential for referral to external counseling services to be made available to all employees relative to affirmative action, while nine (30 percent) felt that such services were unnecessary.

For the most part, many of the respondents did not consider training and consultation activities in the area of affirmative action to be essential for all employees. Ten respondents indicated they felt that such training was essential and that it would be provided through specialized activities, while twelve
agreed that such specialized training was needed, but desirable for some rather than all employees. Only one company viewed it as essential to provide all employees with training relative to ethnic needs, while eleven (37 percent) viewed such training as unnecessary. Six firms (20 percent) indicated that they considered staff training relative to affirmative action essential for all employees, with seven indicating this service to be desirable for some employees, and eight viewing such training as a minimum need for few of their employees.

Affirmative Action Services Future Plans—Table 13 presents data regarding future plans of responding companies in the area of affirmative action services. Eleven (37 percent) respondents indicated that they had long range plans to strengthen their recruitment services relative to affirmative action. Likewise, eleven indicated long term plans to strengthen their hiring and selection policies as far as affirmative action is concerned. The data also indicated that thirteen had long term plans to strengthen affirmative action services in the area of promotion.

Thirteen of the companies responding to the survey expressed that they had long range plans to strengthen employee specialized training programs relative to affirmative action. The data showed that another nine (30 percent) had long range plans to strengthen the company's efforts to provide training for ethnic needs in terms of affirmative action, while three indicated that they planned to cut back on such training, and five (17 percent) indicated their intent to continue their existing training efforts.
Table 13
FREQUENCIES OF RESPONSES FOR FUTURE PLANS FOR
PROVISION OF AFFIRMATIVE ACTION SERVICES (N=30)

<table>
<thead>
<tr>
<th>Affirmative Action Services</th>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
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<td></td>
</tr>
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<td>1. Policy statement</td>
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<td>3</td>
<td>4</td>
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<td>4</td>
<td>11</td>
</tr>
<tr>
<td>2. Recruiting services</td>
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<td>4</td>
<td>3</td>
<td>0</td>
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<td>10</td>
</tr>
<tr>
<td>3. Hiring/Selection</td>
<td>11</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>4. Promotion</td>
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<td>4</td>
<td>2</td>
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<td>0</td>
<td>11</td>
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<td>5. Social/Recreational</td>
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<td><strong>Counseling Services</strong></td>
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<td></td>
</tr>
<tr>
<td>6. Informal counseling by personnel staff</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>9</td>
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a = Strengthen Over Long Range
b = Strengthen Over Short Term
c = Strengthen Immediately
d = Cut Back
e = Leave As Is
f = No Response
Eight respondents reported that they had long range plans to strengthen their ability to evaluate their affirmative action programs. The data also indicated that ten have long term plans to improve their employee evaluation relative to affirmative action.

In summary, at least one-half of the companies plan to either cut back, leave as is, or gave no response to twenty-one of the twenty-five items assessed. The areas most often identified for cutback were social/recreational, career counseling by specialized staff, referral to external counselors, counseling for disciplinary action, training for ethnic needs, joint company programs, internships, and career development activities, and adequate facilities and remedial action procedures.

Affirmative Action Services Recipients—As Table 1A illustrates, a significant proportion of the survey respondents indicated that all employees receive general services as far as affirmative action is concerned. Eighteen (60 percent) companies indicated that all of their employees receive a company statement relative to its affirmative action policy, while four indicated that only administrative, managerial and supervisory personnel receive such policy statements. Nine (30 percent) of the responding companies indicated that all employees receive affirmative action consideration as far as recruitment is concerned, while fourteen (47 percent) stated that all employees are recipients of affirmative action treatment in terms of hiring and selection. The data also showed that eighteen (60 percent) of the survey respondents reported
that all their employees are promoted with the company's affirmative action policy and guidelines in mind.

Sixteen of the respondents indicated that all their employees receive affirmative action information through specialized training programs, while five (17 percent) provide such training to administrative, managerial and supervisory personnel only. None of the companies indicated that they considered it important that they provide their employees with training in the area of ethnic needs. It must be noted that this was a high non-response questionnaire item, as was the item relating to the number of employees who receive staff training in the area of affirmative action.

The questionnaire item relative to the evaluation of recipient services in the area of affirmative action was also a high non-response item. Only four reported that they evaluated their affirmative action programs in terms of the number of their employees who received such services.

Unlike the comparison of responses between level of need and recipients of service with regard to Career Development Services and Substance Abuse Services, where there were patterns of similarity between priorities and provisions, the pattern between Level of Need and Recipients of services for Affirmative Action Services do not appear to be similar. That is, a large number of items received no response, ten of the thirty having fewer than one-third respondents, and another eight fewer than one-half.
### Table 14
FREQUENCIES OF RESPONSES FOR RECIPIENTS OF AFFIRMATIVE ACTION SERVICES (N=30)

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a = Administrative/Managerial Personnel  
b = Supervisory Personnel  
c = Non-supervisory Personnel  
d = Administrative/Managerial and Supervisory Personnel  
e = Supervisory and Non-supervisory Personnel  
f = Administrative and Non-supervisory Personnel  
g = All  
h = No Response
Where services were provided, companies indicated that they were made available to all employees generally. Administrative and Managerial personnel either alone or in combination with Supervisory personnel were next most likely to receive Affirmative Action Services where these were targeted for specific groups. The comparatively low number of services provided only for non-supervisory personnel, with no more than three companies indicating that they were the sole recipients, in light of the fact that this would be the worker group most likely targeted for affirmative action, would lead to an assumption that where Administrators and Supervisors were recipients, they would probably work with other personnel ultimately to implement affirmative action policies throughout the organization.

Affirmative Action Services Providers—Table 15 presents frequencies of responses with regard to service providers in the area of affirmative action. The majority of respondents reported that they utilized in-house resource personnel to provide general affirmative action services. For example, twenty-three companies (77 percent) indicated that their affirmative action policies were developed by in-house personnel, while six (20 percent) of the organizations did not respond to this item, suggesting that most of the companies develop their own policy statements using in-house staff. Sixteen (53 percent) of the companies indicated the use of in-house personnel to accomplish their affirmative action employee recruitment goals, with one indicating both in-house and university resources, and three indicating the use of
in-house and private resources. Data showed that eighteen respondents (60 percent) utilized in-house personnel to achieve the affirmative action hiring and selection goals of the firm, while eleven (37 percent) utilized such personnel in the area of employee promotion relative to affirmative action.

Twenty-one (70 percent) of the companies responding to the survey indicated that they used in-house resource personnel to provide informal counseling to workers in the area of affirmative action; only four referred employees to external counselors for this service.

Twelve (40 percent) of the respondents used in-house resource personnel to provide their employees with specialized training relative to affirmative action, while one firm used university consultants and two used both in-house and university resource. Four others utilized a combination of in-house and private resources to provide workers with specialized affirmative action training. Almost none of the respondents indicated providing any training for employees in the area of ethnic needs (two firms). These two reported the use of in-house resource personnel to provide such training. Again, it is noted that this was a low-response questionnaire item, as were a number of other affirmative action-related items.

For the most part, survey respondents indicated they utilized in-house personnel for affirmative action record keeping and program evaluation. Eighteen (60 percent) utilized in-house personnel for employee evaluation in terms of addressing company
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<td>11</td>
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</tr>
<tr>
<td>21. Adequate facilities</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>22. Work force analysis</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>23. Affirmative action reporting</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>24. Remedial action procedures</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>25. Program evaluation procedures</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

- a = In-House Resource Personnel
- b = University Consultants
- c = Non-University Private Consultants
- d = In-House and University Resources
- e = In-House and Private Resources
- f = University and Private Resources
- g = All
- h = No Response
affirmative action policy. Fourteen responses reflected the use of in-house personnel for completing affirmative action auditing and reporting activities. Finally, twelve (40 percent) of the survey respondents reported that they used in-house personnel to evaluate their affirmative action programs and procedures. Again, the questionnaire item relative to affirmative action services record keeping and evaluation received a low response rate.

Adequacy of Service Provision—In addition to the more specific survey of services provided by business and industry obtained through Section III, Section IV asked the overall level of service provision in each of the areas in terms of their adequacy. Table 16 identifies the responses for the company's perception of these services being Adequate, Somewhat Adequate, Available but not Adequate, and None. Companies also identified the reason for lack of service provision where companies believed that what they offered were somewhat less than adequate.

As is shown in Table 16, eight (27 percent) of the respondent companies felt that they were providing an adequate level of career development information to their employees, while seven indicated that the level was inadequate. The data indicated that eight were providing an adequate level of career counseling services to their employees, compared with five (17 percent) who felt that such services were inadequate as of the time of the survey. One-half of the companies reported they were providing
employees with an adequate level of job training services. Only four (13 percent) reported that they were offering an adequate level of psychological/attitude/interest assessment services to their employees, while sixteen (53 percent) did not provide such services at all.

With regard to Substance Abuse, twelve companies (40 percent) reported they were providing their personnel with an adequate level of general services (diagnosis/assessment/referral). Eleven (37 percent) indicated they were making available to their workers an adequate level of individual counseling, while six (20 percent) reported an adequate level of group services offered. Twelve firms (40 percent) did not provide any group counseling services. Six provided family counseling services at an adequate level, and four offered adequate legal counseling. The findings indicated that eleven respondents (37 percent) did not provide any family counseling services, and one-half of the respondents did not offer legal counseling services as a part of their substance abuse program.

Only five responding businesses and industries reported that they were adequately training personnel to work in substance abuse programs. Ten respondents did not provide their personnel with such training. Ten companies reported that they were adequately evaluating their substance abuse programs.

With regard to Affirmative Action Services, seventeen companies (57 percent) reported that they were adequately providing employees with recruitment services, while fourteen respondents (47 percent)
<table>
<thead>
<tr>
<th>Services</th>
<th>Level of Service Provision</th>
<th>Somewhat Adequate</th>
<th>Not Adequate Adequate</th>
<th>None Adequate</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Career Development Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication on Career Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Counseling</td>
<td>8</td>
<td>10</td>
<td>7</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Job Training and Consultation</td>
<td>8</td>
<td>11</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Psychological/Attitude/Interest Assessment</td>
<td>15</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td><strong>B. Substance Abuse Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Substance Abuse Services (diagnosis/assessment/referral)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Service for Substance Abuse:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Counseling</td>
<td>11</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Family Counseling</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Legal Counseling</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>Training of Personnel to Work in Substance Abuse Programs</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>10</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td><strong>C. Affirmative Action Services</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Affirmative Action Services:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruiting</td>
<td>17</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Hiring/Selection</td>
<td>17</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Promoting</td>
<td>14</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Social/Recreational</td>
<td>11</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Counseling Services/ Affirmative Action</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Training</td>
<td>9</td>
<td>11</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Remedial Programs (skills/habits)</td>
<td>3</td>
<td>11</td>
<td>3</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>10</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>
felt they were adequately providing services in the area of promotion. The data showed that seventeen firms (57 percent) felt they were providing adequate affirmative action services in the area of hiring and selection, and eleven (37 percent) reported adequate social/recreation services.

The finding indicated that seven of the respondents were adequately providing their employees with counseling in the area of affirmative action; nine were doing so in the area of job training; and only three of the respondents were providing their employees with adequate remedial programs in the areas identified in the survey. One-third of the responding companies reported that they felt their evaluation of their affirmative action programs was adequate.

**Reasons For Lack of Service Provision**—Table 17 presents information with regard to reasons for lack of service provision where companies indicated that the services offered were somewhat less than adequate. Eleven (37 percent) of the respondents reported that they were providing their employees with adequate career development information, while four were not providing such services due to a lack of personnel, one because of a lack of funds, and two felt that such services were not needed. The response pattern was similar with regard to career counseling services. Eleven firms already provide these services; four indicated the service was not provided because of a lack of personnel; one reported lack of funds as the reason; and three
believed such services were not needed for employees of their organization.

Eighteen responding companies (60 percent) reported that job training and consultation services are already provided for their workers. Five others (17 percent) did not provide this service—three due to lack of personnel, one for lack of funds, and one felt such services were not needed. The psychological/attitude/interest assessment services area had the highest frequency of responses indicating lack of funds as the reason adequate services are not provided (nine firms). Six respondents already provide assessment services; three do not for lack of personnel; and three others indicated such services are not needed.

In the area of Substance Abuse Services, twelve companies (40 percent) already provide general substance abuse services (diagnosis/assessment/referral) for their employees. Six did not provide these services due to either a lack of personnel or funds, or because such services are not necessary.

The data indicated that eleven (37 percent) provided their employees with individual counseling in relation to substance abuse, while seven (23 percent) did not provide such counseling. Seven respondents reported providing group counseling services, while ten did not provide these services—two due to lack of personnel, six for lack of funds, and two felt such services were not needed. Family counseling was provided by just six of the respondents, one did not provide these services because of inadequate
personnel, and six others did not provide family counseling because of lack of funds. Lack of funds was also reported most often as the reason by those firms which do not offer legal counseling in the substance abuse area.

Eight (27 percent) of the respondents provided training of personnel to work in substance abuse. Seven others did not— one because of a lack of personnel and six due to lack of adequate funds. Three companies felt that such training was unnecessary.

Ten of the respondents stated that they already evaluate their substance abuse programs, while nine do not do so. One reported a lack of personnel as the reason, while four cited a lack of funds. Four others felt that such evaluation was not needed.

With reference to Affirmative Action Services, the data indicated that eighteen (60 percent) of the respondents already provided their workers with recruitment services relative to affirmative action, while four did not provide such services— two due to a lack of personnel, one due to a lack of funds, and one felt that such services are not needed. Seventeen companies (57 percent) provided Affirmative Action Services in the area of hiring/selection, while two did not provide these services because of a lack of personnel, one because of inadequate funds, and one because these services were felt to be unnecessary. The data indicated that sixteen of the responding companies already provide for affirmative action in the area of employee promotions, while
Table 17

FREQUENCY OF RESPONSES REPORTING REASONS FOR LACK OF SERVICE PROVISION

<table>
<thead>
<tr>
<th>Reason for Lack of Service Provision</th>
<th>Not Needed</th>
<th>Funds Needed</th>
<th>Not Provided</th>
<th>Personnel Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Career Development Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication/Career Development</td>
<td>11</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>11</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Job Training/Consultation</td>
<td>18</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Psychological/Assessment</td>
<td>6</td>
<td>3</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>B. Substance Abuse Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Services</td>
<td>12</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Counseling Services</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Counseling</td>
<td>11</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Family Counseling</td>
<td>6</td>
<td>1</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Legal Counseling</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Training of Personnel</td>
<td>8</td>
<td>1</td>
<td>6</td>
<td>3</td>
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<tr>
<td>Program Evaluation</td>
<td>10</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>C. Affirmative Action Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Services</td>
<td>18</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Recruiting</td>
<td>17</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hiring/Selection</td>
<td>16</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Promoting</td>
<td>16</td>
<td>4</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Social Recreational</td>
<td>12</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Counseling Services</td>
<td>14</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Job Training</td>
<td>12</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Remedial Programs</td>
<td>17</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

120
seven did not—two for lack of personnel, one for lack of funds, and one company because it was felt that the service was not needed.

Fourteen organizations already provide employees with affirmative action counseling services, while five did not provide such counseling. Two reported a lack of personnel as the major reason, while three cited a lack of funds.

A total of sixteen of the respondents reported they already have job training services related to affirmative action. Four companies did not provide such training because of a lack of personnel; one cited a lack of funds as the reason.

The data indicated twelve of the respondents already provided their employees with remedial programs, while five did not, either because of a lack of personnel or funds. Finally, seventeen organizations indicated they have existing evaluation procedures in place for their affirmative action programs. Only three did not, identifying a lack of personnel or funds as the reason such procedures are not in existence.

**Human Development Training Questionnaire Data**

This section provides the **Human Development Training Questionnaire** data. It addresses Research Questions 4 and 5, as stated in the statement of the Problem.

**Research Question 4:**

To what extent do the advanced degree programs in guidance and counseling offered by universities in Ohio report preparing their graduate students to deal effectively with the human service need areas in business and industry?

**Research Question 5:**

What are the reported communication links between business and industrial organizations and universities for program planning and revision relative to the professional preparation of personnel managers and counselors to serve in business and industry?
Data from the Human Development Training Questionnaire were obtained from nine of the eleven counselor training programs in Ohio. One response indicated that the program was being phased out. Follow-up conversations with the chairmen of the two remaining programs who did not respond revealed that they did not differ significantly in terms of human services activities within their faculties. It was assumed, then, that the data reported following are representative of the human services training activities conducted by graduate counselor education programs in the state of Ohio.

**Size**—In terms of their size, three training programs indicated three or four full-time faculty members; four programs indicated five to seven full-time members on the faculty; and one identified nine full-time faculty members. Similarly, four programs reported two or fewer part-time faculty; three reported ten or eleven part-time faculty members; and one indicated as many as twenty part-time faculty members including adjuncts. The larger programs in terms of full-time faculty also had larger numbers of part-time faculty.

**Student Interest**—The lowest number of students demonstrating an interest in working in business and/or industry was one-to-five percent as reported by three institutions. Four institutions said that from eight-to-ten percent of their students held a similar interest; and one program indicated that up to twenty percent may be preparing for work in those settings. Seven of the eight programs which are currently in existence indicated that they make their students aware of career opportunities in business and industry. One responded that it did not. As mentioned previously, one counselor education program will be phased out during the coming academic year.
In general, it appears from the data that there are three groups of counselor preparation programs in terms of size and student interest in the field of human resource development—smaller institutions, average sized institutions, and one larger training program. While all indicate that they provide information about the opportunities available in the field, only one specified that it had a special program emphasis for human resource development.

Degrees Offered—Regarding the degrees offered by the institutions, two provide programs leading to a Master of Arts Degree; seven offer a Master of Education Degree; four, a sixth-year Specialist Degree; and four have programs leading toward a Doctor of Philosophy Degree. At the Masters level, the smaller universities graduate from twenty to thirty students annually; the middle group graduate from forty to fifty annually; and the largest program reports sixty Masters candidates receiving degrees each year. Three of the eight programs which reported data maintain follow-up information on graduates entering business, industry and/or education.

Placement—While placement data were reported by the respondents to be somewhat sketchy, the following is representative of the percent of students believed to enter the areas of business, industry, education or other field, on the basis of informal assessment. For Business and Industry, three institutions report five percent or less entering the field and one identified as high as thirty percent. For Education, from 65 to ninety percent were reported by the four programs that responded to this item. From five to thirty percent were reported entering other fields from these same four institutions. It was assumed that the remaining institutions did not keep sufficient data to identify placement
of students. No attempt was made to determine whether programs of preparation for business and industry were offered elsewhere in the universities surveyed. However, in each case, respondents indicated verbally that there were other programs in their universities which prepared personnel for positions in business and industry but none included counseling and guidance training.

A list of counselor and personnel specialist training programs available in the Guidance and Counseling programs in Ohio colleges and universities includes the following. The number identifies how many programs prepare students in these specialties.

Elementary and Secondary School Counseling 8
Post-Secondary School Counseling 7
Community Agency Counseling 6
Rehabilitation Counseling 3
Guidance Program Administration 1
Human Resources Development 2

Two programs indicated School Psychology preparation as an option within their programs. Several pointed out that other departments in the university provide programs of preparation also found in faculties of Guidance and Counseling. These were not investigated as a part of this study.

Program Information

Perceived Need—In response to the request for the most critical human service need area in business and industry, the following were offered as perceptions of those in responding Guidance and Counseling preparation programs. These appear in order from most frequent to least frequent number of times cited in the survey.

Substance Abuse Counseling
Human Relations and Communications Skills
Career Development and Life Planning
Family Problems Counseling
Employment Problems Counseling
Stress Management Skills

Preparation—Five of the eight respondent programs indicated that they do not believe their program adequately prepares their graduates to meet human resource training and counseling needs of business and industry. Specifically, those who believe their graduates have necessary competencies indicated that these consisted of generic skills in individual counseling, group process, family counseling, career counseling and assessment techniques. It was indicated that actual experience on a business/industry site was a major perceived need, however.

Of the five respondents who indicated that they did not meet human resource training and counseling needs for business and industry in the areas listed above, four indicated that they believe they should be involved in such preparation. One respondent indicated that the guidance and counseling program does not have a responsibility in that area.

A series of questions elicited responses regarding the content of human resources training. Those content areas and the prevalence of preparation within them are identified as follows. Of the eight programs surveyed, five felt they addressed the needs of different ethnic and cultural groups in business and industry, eight believed they provide for human resource development needs, seven believed they provide specialized studies necessary for developing skills for employment in business and industry in the following areas.

Human Growth and Development
Social and Cultural Foundations
The Helping Relationship
Working with Groups
Life Styles and Career Development
Appraisal of the Individual
Organizational Development
Substance Abuse
Field Experience--A common perceived deficiency in the training programs related to the potential candidates' supervised field experience and ability to move directly into business and industry. Only one-half of the counselor education programs provide appropriate supervised field experiences in those settings, and only one-half indicated that these consist of sixty clock hours over the minimum nine-month period as recommended by the Association for Counselor Education and Supervision (ACES). Only two programs indicated an internship that provides actual on-the-job experience is offered. Those two believe that the internship includes all activities that a regularly employed staff member would be expected to perform.

Program Planning and Evaluation--Another set of items on the Questionnaire was intended to determine the extent to which the program is perceived to have sufficient planning and evaluation emphasis to ensure continued development. Only three of the programs surveyed indicated that they had a unit directly responsible for the preparation of counselors and other personnel service specialists who plan to work in business and industry. Those three believed that the objectives of their programs were reviewed and revised continuously by students and faculty as well as representatives from business and industry. Only one, however, indicated satisfaction with the extent to which they have involved representatives of business and industry.

In terms of evaluation of effectiveness of student preparation, all programs indicated that former students provide evidence for such evaluation; seven indicated that faculty members provide evidence; and five indicated that this is provided by personnel in business and industry.
Six of the eight programs perceive themselves to have counselor education faculty members who are generally aware of emerging human resource development opportunities available in business and industry. A review and/or revision of the curriculum in this area is conducted every one or two years by two of these programs, every three-to-four years by four of the programs, and every four-to-six years by two of the programs.

In general, the counselor preparation programs do not regularly consult with social work and psychology on how studies in those areas can be made more useful to Guidance and Counseling majors. However, the majority report that they do consult regularly, either formally or informally, with business and industry to help address needs in that area of their preparation program. This does not include the design and implementation of practicum and internship experiences. They report that those persons are most likely to serve on advisory committees and be used as resource persons in planning the didactic courses. One problem identified as a critical one by faculty in the development of these programs is that for the most part they are already engaged full time in the performance of regular program responsibilities. Little time can be found for developmental effort.

Private Practice—For the most part, respondents to the Questionnaire indicated that faculty members do not conduct training or development programs with business or industry on a private consulting basis, independent of the university program. Only three respondents indicated that they were aware of such activities among their faculty members. The areas in which they did report such contact were substance abuse
consultation, human relations training, affirmative action training, career workshops, retirement planning seminars, and communications skills development.

Only three departments or individual faculty members reported conducting research in the area of needs of industry and student preparation. As indicated previously, however, all but one believed that the private sector offers an opportunity for further development of counselor education programs.

Table 18 indicates the service areas currently addressed by Guidance and Counseling Programs and provides evidence of directions for this further growth.

Table 18

FREQUENCY OF RESPONSE FOR PROGRAM OFFERINGS IN HUMAN SERVICE AREAS BY OHIO COUNSELOR EDUCATION PROGRAMS

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Level At Which Need Is Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extensive</td>
</tr>
<tr>
<td>1. Job alienation counseling</td>
<td>4</td>
</tr>
<tr>
<td>2. Substance abuse counseling</td>
<td>5</td>
</tr>
<tr>
<td>3. Continuing education counseling</td>
<td>3</td>
</tr>
<tr>
<td>4. Affirmative action counseling</td>
<td>1</td>
</tr>
<tr>
<td>5. Career counseling</td>
<td>7</td>
</tr>
<tr>
<td>6. Family counseling</td>
<td>4</td>
</tr>
<tr>
<td>7. Conflict/stress management counseling</td>
<td>5</td>
</tr>
<tr>
<td>8. Women's programs</td>
<td>3</td>
</tr>
<tr>
<td>9. Management training</td>
<td>1</td>
</tr>
<tr>
<td>10. Recruitment</td>
<td>1</td>
</tr>
</tbody>
</table>
From these data, it would appear that preparation programs best address needs in the areas of conflict or stress management counseling, substance abuse counseling, and especially career counseling. Family counseling, job alienation counseling, and continuing education counseling and women's programs appear to be less commonly targeted. The greatest need appears to be in the areas of management training, recruitment, and affirmative action counseling. More specific to a complete lack of focus in preparation, it would appear that the recruitment, management training, affirmative action, job alienation, family, and continuing education areas are most often omitted from programs.

Research Question 6:

In what ways can universities which offer graduate programs in guidance and counseling strengthen their programs to provide graduates of these programs with the knowledge and skills necessary to perform competently in the human service need areas identified in business and industry?

Based on an analysis of the data provided by business and industry personnel as well as university faculty, it was determined that there was a need for program developers of university graduate guidance and counseling programs to maintain continuous interface with business and industry in order to keep abreast of changes in human service need areas and thus address these areas in their curricula. Respondents suggest that certain basic knowledge and skill areas may remain constant over an extended period of time, and these must be maintained in the university curricula. However, as changes in the workforce and/or workplace occur as a result of such things as more women and minorities entering the workforce, new legislative mandates impacting on business and industry's practice, technological changes and shifts in the economy are forthcoming.
It is noted that there may also be changes in the human service need areas in business and industry. University personnel acknowledge that professional programs that prepare graduates for work in the human service areas must be cognizant of these shifts and where necessary, accommodate these shifts in their programs. Otherwise, program graduates entering business and industry may find themselves unprepared to deal with the current human service needs in the workplace. More input from business and industry personnel in program development was also seen as a necessary step for program improvement. Where possible, it was suggested more use should be made of qualified personnel in business and industry in teaching some of the specialized courses.

Greater emphasis on internships and practicum experiences in business and industrial organizations was noted. Such hands-on experiences were identified as beneficial to both students and their faculty advisors. Faculty were perceived as needing an opportunity to view the workplace more closely and in this way increase their awareness of the skills and competencies needed for effective performance on the job. Such an awareness would provide them with some insight as to what the directions of the human services component of guidance and counseling curricula should be. Additional consideration of Research Question 6 is provided in Chapter V.

**Summary**

This chapter has presented the findings of the study. Chapter V offers a summary, conclusions and recommendations.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary of the research methods and findings. Conclusions drawn from these findings and those from other similar studies are offered. Limitations of the study are noted and recommendations for further research and for making programmatic use of the findings are also included.

Summary

The purposes of this study were (1) to examine the human resource development activities of a representative sample of Ohio businesses and industries with regard to their services in the career development, substance abuse and affirmative action areas, and (2) to assess the extent to which Ohio counselor education programs have been involved in training or retraining counselors for positions which provide these services.

The generalized population for this study consisted of the companies in the state of Ohio which employ 300 or more workers. On the basis of statements from local and state chambers of commerce and the Ohio Manufacturers Association, forty-four companies in Central Ohio were considered representative of the companies of this size throughout the state. These forty-four companies comprised the research population. Of this target population, thirty-eight businesses and industries
agreed to participate in the research and thirty—or nearly eighty per-
cent—returned a questionnaire developed for the study. The higher 
education institutions which offer graduate programs in Guidance and 
Counseling comprised the population for investigating programs of pre-
paration for human services workers. Nine of the eleven counselor edu-
cation preparation programs in Ohio returned the questionnaire developed 
for the second portion of the study. One of these programs was being 
phased out; eight universities comprised the data base for the findings. 

Descriptive statistics were used for data analysis. Frequency 
distributions were used to describe general characteristics of the sur-
vey respondents relative to their human resources development programs 
and activities. Sample size and distribution among variables limited 
analysis of relationships to descriptive characteristics.

Findings

The findings indicated that about one-half of the survey respondents 
sponsored human resource development programs. Eight companies reported 
that they sponsored human resource development programs which had been 
in existence for less than three years, while four and seven companies 
had programs in existence for three-to-five years and more-than-five 
years, respectively. Only five companies reported the presence of 
labor union sponsored human resource development programs serving their 
employees.

At the time of the survey, fifteen of the respondent companies 
revealed that their human resource development programs were staffed 
by professionally trained staff, i.e., guidance counselors, college-
trained personnel specialists, social workers or psychologists. Twelve
others indicated they assigned human resources development responsibilities to professionally trained personnel.

Twenty companies indicated that in the future they planned to strengthen their ability to address employee human service needs. Most of the companies which indicated that they planned to strengthen their human resource development programs reported that they felt they were capable of strengthening their programs, i.e., have the skilled personnel required to accomplish those goals.

Ten companies reported that their organizations had formal or informal relationships with higher education institutions for training human resource specialists and for other inservice needs. One-half indicated they feel that business and industry should become more involved in the development of curricula designed to train human resource development personnel.

The most critical human service need areas identified in the business and industrial organizations sampled were in the areas of Career Development and Affirmative Action Services. In the Career Development Services area, communication on career development, job training and consultation and career counseling were the three areas identified as having the highest level of need for employees. Over eighty percent of the respondent companies identified Communication on Career Development as essential or desirable for their employees. Approximately one-third reported currently providing an adequate level of service and one-third more, a somewhat adequate level. Job training and consultation were viewed by two-thirds of the respondents as essential or desirable for employees. Fifty percent of the respondent
companies reported currently providing adequate service, and about one-third, somewhat adequate service. While a lesser level of need was reported for Career Counseling Services, the amount of service provision reported for this area was similar to that reported for Communication on Career Development.

In Affirmative Action Services, General Affirmative Action Services, in particular, policy statement, recruiting services, hiring/selection and promotion; informal career counseling services; specialized employee training and remedial programs—skills and habits; and employee evaluation and work force analysis were identified as the most critical need areas. More than seventy percent of the respondents considered General Affirmative Action Services—policy statement, recruiting services, hiring/selection and promotion—to be essential or desirable for their employees. Approximately two-thirds reported adequate provision of service in this area or somewhat adequate provision of service to their employees.

With respect to Affirmative Action Counseling Services, more than half of the respondents considered informal and career counseling, and counseling for disciplinary action and work attitudes to be essential or desirable for employees in this service area. One-fourth reported adequate provision of service, and less than one-half, somewhat adequate.

With respect to Record Keeping and Evaluation, more than one-half of the respondents considered employee evaluation and work force analysis to be essential and desirable. For the most part, respondents reported adequate or somewhat adequate provision of service in this area.
Specialized job training, remedial programs and career development services were identified by more than sixty percent of the respondents as essential or desirable for employees. Only thirty percent reported an adequate provision and about thirty-seven percent a somewhat adequate provision of service in job training. One-tenth and one-third reported adequate provision and somewhat adequate provision of service, respectively, in the provision of remedial programs.

It is of interest to note that the area of Substance Abuse was reported as a minimal service need area by company personnel. The majority of respondent companies viewed the level of need for substance abuse services to be minimum. Approximately forty percent reported providing adequate service for General Substance Abuse and Individual Counseling. In the remaining areas of Substance Abuse Services, the majority of the respondents reported no present service provision.

An analysis of the data to determine ways in which the sample companies sought to address the service needs of their employees showed that for those companies that responded, generally the three types of services investigated—Career Development, Substance Abuse, and Affirmative Action—were provided for all employees.

For the most part, the Career Development and Affirmative Action Services were provided by in-house personnel. On the other hand, less than one-fifty of the Substance Abuse Services were provided by in-house personnel. The majority of respondents did not identify service providers in the area of Substance Abuse. The non-response pattern for the "Recipients of Substance Abuse Services" and "Service Providers" scales was very similar. The high non-response rate on the scales could be
indicative of the minimal service provision in this area. Such a low level of service provision seems in keeping with the respondents' perceptions of substance abuse as a low level need area among company employees.

An analysis of the data for future plans for service provision shows that a majority of the companies have plans to strengthen provision of service in the Career Development and Affirmative Action service areas. On the other hand, only about forty percent of the respondent companies indicated that they had plans to strengthen substance abuse services. An equal or even higher percentage reported plans to leave the current level of service as is or did not respond to this scale.

A comparison of the data from respondents in business and industry with that from university personnel shows the discrepancy in perceptions of human service need areas in business and industry across the two respondent groups. Substance Abuse Services were identified by business and industry personnel as having the lowest priority in terms of level of need. However, substance abuse was most frequently cited by university personnel as what they perceived to be the most critical need in business and industry. It is also of interest to note that Affirmative Action Services were not identified as a need area by university personnel, while the opposite was true of the business and industry personnel.

An examination of the program areas identified by universities as those offering students the necessary skills for employment in industry were as follows.
For the most part, program offerings emphasize such areas as substance abuse counseling, career counseling, conflict and stress management counseling. However, very little if any emphasis is placed on such areas as affirmative action, management training, recruitment, continuing education counseling and job alienation counseling. These last areas, however, have been identified by business and industry personnel as being among the most critical need areas in business and industry. The relatively low priority given to practica and internship experiences in the university programs presents itself also as a weakness in university program offerings.

The data provided by university personnel in Guidance and Counseling programs showed perceived weaknesses or shortcomings in terms of the extent to which they adequately address the critical human service need areas in business and industry. A major source of these shortcomings could possibly be explained by the differences in perceptions of the critical skills needed for business and industry, and the limited interaction that exists between university program developers and business and industry personnel.

The final question regarding Human Resource Development Services in business and industry and Human Resource Development Training by counselor education programs in Ohio universities examined the differences in these programs relative to characteristics of the business
and industry or university. The differences in the training programs among the universities based on characteristics of the university were described previously. With regard to corporations, when the provision of services elicited from the Questionnaire was compared among companies which differed in size, type, type of employee, percentage of salaried, female and minority employees, union representation, presence of a professional human services worker, and length of time for program existence, no differences were found by visual examination that related to any of the above characteristics except size of company, and presence of a human services professional. While sample size and distribution prevented meaningful statistical analysis, visual examination indicated that the larger organizations tended to provide more career counseling services by in-house professional staff, to perceive employee needs as greater, and to consider training and consultation services to be more important.

These larger companies also appeared to be more cognizant of Affirmative Action needs regardless of female or minority representation. On the other hand, however, since the larger companies tended to have a higher response rate, this trend may not prevail in actual observation of program and policy.

The existence of a trained professional was related to the size of the company and both of these were related to a higher level of perceived need, provision of service, availability of in-house service providers, and plans to strengthen programs in the areas of Career Development and Substance Abuse Services.
Conclusions

The results of this study must be interpreted with caution. The sample is representative of Ohio companies and the conclusions drawn from the findings should, therefore, be interpreted primarily with Ohio in mind and particularly with larger businesses and industries. The findings of this study have led to the following conclusions.

First, about fifty percent of the businesses and industries in Central Ohio, employing 300 or more workers, are likely to provide their employees with some degree of human resources development service. This is consistent with other studies of human services in selected companies in banking, industry and insurance (Cohen, 1977). One-half of these are staffed by professionally trained personnel, i.e., guidance counselors, psychologists or other professionals. These services are generally not organized into a program as such, but are provided across a range of options in the career, substance abuse and affirmative action areas. This somewhat inconsistent pattern of offerings is reflected in the response pattern to the Questionnaire itself. Several companies returned the Questionnaire but did not respond to items and often left no response even when an option of "none" was presented. It can be concluded, therefore, that at the present state of the art, there will be wide ranges of services offered and of quality in the delivery of those services, and that these services will not meet the level of need reported by human services professionals.

A second conclusion can be drawn based on the data from the Guidance and Counseling training programs offered in Ohio colleges and universities. These program offerings range from a newly developed program intended to be comprehensive in training human service workers, to no
program at all. The training programs mirror the human services programs in business and industry, that is, both are inconsistent in offerings specific to human resource development services. It can be concluded, therefore, based on these data that at present colleges and universities are not yet in a position to provide for the identified needs in business and industry, nor in a position to assist business and industry with their own human services program development.

Counselor education programs report they are confident that they are providing the generic skills in the areas appropriate to human services. However, there is a scarcity of on-site experience or internships or ongoing interface between university counselor educators and personnel workers in business and industry. The traditional gap between theory and practice often verbalized, appears to be fact.

The vast majority of businesses and industries with more than 300 employees in the state of Ohio reported plans to strengthen their human resource development programs in the future. A majority of these indicated they feel they have the capability to strengthen and improve their human resource development programs. At present, few of them have a formal or informal relationship with higher education institutions for training supervisory or management level or other human resource development personnel in the area of counseling. The same is true of counselor education programs at universities. Therefore, it can be concluded that if there is to be interaction between these two groups in their program development, there will need to be an intensive effort to bridge the gap which exists. Contacts will have to be made at the administrative and management levels. Resources will have to be provided for development, since human service workers and educators report being worked to capacity.
Fourth, descriptively the respondents of large companies with 800 or more employees more often employed a Human Resource Director and/or a human services professional to investigate the human service needs of their employees and to address the need specifically where there was an indication that both the company and the employee needed assistance. In this regard, the human services professional was well-trained in personnel relations, labor evaluation and affirmative action program development. The more fully developed programs, as well as the greater clarity of need and future plans, were related to company size and existence of a human services professional. It can be concluded, then, that where companies have the resources available they will employ professionally trained personnel to deal with human development issues as they relate to company needs.

However, the data also indicated that even trained personnel appeared to lack understanding of the psychological stress caused by a job-related situation or family circumstances. Perhaps this may be due to the fact that persons chosen for such positions reported limited or no specific background in guidance and counseling. While both the size of the company and the existence of a human service professional will have an impact on the extent to which human development needs will be perceived and addressed, the nature of these needs and the resultant program may reflect the type of training of the professional.

A fifth conclusion, therefore, is that the content area of guidance and counseling may be of particular importance in the training of human services professionals. In particular, the guidance and counseling area can help such human service professionals understand how to identify and
treat or recommend treatment for troubled company employees who suffer from psychological distress or other personal or family dysfunctions. Techniques in individual and group counseling and in assessment can be valuable to improve both worker productivity and the quality of life.

A final conclusion can be drawn from an examination of the data which determined whether the company characteristics of size; type of business or industry; type of employee; proportion of salaried, female and minority employees; presence of a union; presence of a trained human services professional were significantly related to the perceived level of need, provision of service, or future plans reported on the Questionnaire. These data showed that with the exception of size and presence of a trained human services professional—of which the latter may be related to the former, no significant differences were found in the programs based upon company characteristics.

It might be possible to conclude, therefore, that with the greater size of company, there would be increased resources available and therefore, more significant attempt to secure the employment of a trained professional to identify needs and implement programs for human resource development. This may mean that when companies are encouraged to develop programs, financial implications should be clearly specified and the contribution of such programs to the productivity of the company should be shown in the same context as the personal benefit to the employee. The significance of this conclusion becomes even more obvious when it is noted that even though some employers reported a higher number females and minorities, they did not identify a higher level of need or provision of service. Obviously, management needs to be sensitized to human resource development needs.
Recommendations

The following recommendations are made based on the findings and conclusions reached in this study.

Companies which plan to develop human resources development programs must understand their own goals and objectives as well as the needs and interests of their employees. The corporate policy manual should specifically detail the importance of the human services needs of employees and specifically describe the duties and responsibilities of human service professionals to meet these goals and objectives.

Professionally trained personnel, i.e., guidance counselors, psychologists, social workers or other professionals, should be on the human resources staff to direct counseling services in the areas such as employee career development, personnel planning, substance abuse counseling, and affirmative action planning. Professionals in human services are more likely to identify these needs for the purpose of recommending action.

It is recommended that companies should link collaboratively and/or coordinate their manpower planning and career planning services under a comprehensive human resources program. Businesses and industries with greater resources are more likely to have professionally trained personnel and a more fully developed program. Companies could share in these resources and improve both quality and quantity of services offered in the geographic area.

It is recommended that the Human Resource Development Program should serve as an umbrella for all related employee needs, encompassing programs such as employee medical care, career development, manage-
ment training, pre-retirement counseling, family counseling, substance abuse counseling and informational needs. A comprehensive approach would reflect the integrated needs of employees in all facets of their work environment.

University counselors educators should make an effort to strengthen the relationships between higher education institutions and business and industry. These relationships should be expanded and enhanced for the quantity and quality of cooperative opportunities available for students in guidance and counseling and related areas in business and industry. Such opportunities might include on-the-job training programs, internships and other forms of jointly-sponsored positions, improving human services delivery and job placement.

Business and industry should become more directly involved with higher education in counselor education curriculum development; this is particularly true in relation to the preparation of human resources personnel. Particular needs of business and industry can be addressed as well as the generic guidance and counseling skills which universities already provide. Specifically, employees from business and industry should become more involved with the university in the preparation of human resource personnel by serving as adjunct faculty or in other university staff capacities. This exchange should result in both groups understanding the world of work of the other.

Universities should take the initiative in sponsoring workshops, seminars and other training activities which guidance and counseling departments can provide to assist business and industry. Open discussion of joint needs and resources as well as skill development can be the focus of these activities.
Business, industry and universities should cooperatively develop affirmative action theoretical models and programs that meet the instructional and program needs of both sets of institutions in the area of affirmative action. In this area, business and industry personnel can provide a resource to the university.

Several recommendations for further research can be made from the findings of this study. First, it is recommended that field research be conducted to determine whether company employees who did not participate in answering the Questionnaire agree with the responses submitted; these employees should be first-line non-supervisory workers with at least two years of continued employment. An alternative method of observation to verify responses to the Questionnaire could also be used to support the assumption that the findings reported here represent company practices.

Second, it is recommended that companies with union affiliation should permit survey research by local union-elected officers to identify human services needs, current human services programs, and make recommendations for further human services program development.

Third, it is recommended that companies employing at least one thousand workers be surveyed at a national level to determine the nature of activities in Career Development, Substance Abuse, and Affirmative Action. It would appear that this type of large company with an national or international focus may perceive and implement human resource development programs differently.

Fourth, it is recommended that this study be replicated using a statewide sample to verify the assumption that these businesses and industries were representative of larger Ohio companies.
Fifth, it is recommended that the study be replicated using a sample of companies which have demonstrated model human resource development programs in action.

Sixth, it is recommended that business/industry, in conjunction with the faculty of guidance and counseling and related areas, develop trend-oriented research programs that will enable them to determine the direction of employee needs in the area of education/training and human relations, and to evaluate the effectiveness of human resource services.
APPENDIX A

Letter of Support
October 21, 1982

Mr. Earl Murry
1777 Halleck Place
Columbus, Ohio 43209

Dear Earl:

Following my review of the proposal you submitted for review and our subsequent discussion, I feel the research project you have selected is not only an interesting one, but one that will contribute greatly to finding solutions to the needs of business/industry and education throughout Ohio in the areas of training and development.

I feel the target population you have selected in Central Ohio will yield data that will have research implication for retail, manufacturing, banks, and other related industries throughout Ohio.

As I indicated to you, on behalf of the Ohio Manufacturers' Association I would be interested in receiving a copy of the results of your study.

Sincerely,

Douglas R. Trail
Vice President and Associate Counsel

DRT/mje
APPENDIX B

Human Resource Development Questionnaire
Dear

I am engaged in a research project designed to yield data on the relationship between business/industry and institutions of higher education. Of particular concern is the area of personnel preparation and program development to meet the needs of business/industry in the area of human resource development. In short, I am seeking information that will show what the counselor training needs of industry are and what is being done by university counseling and guidance departments to meet those needs.

As you are aware, a research effort of this nature cannot be completed without the assistance of persons such as yourself who are working in the field. I have, therefore, enclosed a short questionnaire for your review and completion. Each question is designed to yield specific responses relative to the type and quality of the relationship(s) between business/industry and the university.

No questionnaire is every totally clear or perfect. Therefore, if there are additional data that are not covered in the questions, please do not hesitate to add that information on the back of the questionnaire. Within the next two weeks I will call your office to ensure that the questionnaire items are clear and to answer any questions that you may have concerning the research project.

If this research is of real interest to you and you would like a copy of the results, please check the appropriate space and I will send you a copy. _____Yes. _____ No.

Again, thanks very much for your kind attention and invaluable assistance.

Sincerely,

Earl Murry

EM:11

Enclosure
Company Name ____________________________
Address ____________________________
Respondent ____________________________

Business/Industry
Company Demographic Data
Section I

1. In what type of business/industry are you involved? (Check those which apply.)
   - Manufacturing (consumer) __________
   - Manufacturing (industrial) __________
   - Retail and wholesale trade __________
   - Banking and finance __________
   - Insurance and real estate __________
   - Energy (public utilities, petroleum, chemicals) __________
   - Services (business services, food and lodging, recreation, repairs, construction) __________
   - Medical and health care __________
   - Diversified __________
   - Communications, transportation and others __________

2. What percent of your employees are
   - Classified as salaried workers? __________ %
   - Members of minority groups? __________ %
   - Female? __________ %

3. What percent of your employees hold the following jobs?
   - Professional and technical __________ %
   - Managerial and administrative __________ %
   - Salesworker __________ %
   - Clerical worker __________ %
   - Craft and kindred worker __________ %
   - Operative __________ %
   - Service worker __________ %
   - Laborer __________ %

4. Does organized labor represent any of your employees? No ____ Yes ____
   If "yes," what employees? __________________________________________
   Which labor unions? __________________________________________

5. Does your company have a human resources development program? No ____ Yes ____
   If "yes," what kind of program? __________________________________________

6. How long have these human resources development programs been in existence?
   - Company
     - Less than three years ________
     - Three to five years ________
     - More than five years ________
   - Union
     - Less than three years ________
     - Three to five years ________
     - More than five years ________

7. Does your union have a human resources development program? No ____ Yes ____
Section XI
This questionnaire is designed to obtain your perceptions of the current human services and counseling needs of the employees in your organization. Please complete each of the questions below in the space provided.

1. Are your organization's human resource development programs staffed by professionally trained workers, i.e., guidance counselors, college-trained personnel specialists, social workers, psychologists?
   Yes _____  No _____

2. What educational and/or training background is required of the Human Resource Manager/Director in your organization? Other human services personnel?

<table>
<thead>
<tr>
<th>Position</th>
<th>Education/Training Requirements</th>
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<tbody>
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</table>

3. What are the educational requirements for personnel involved in counselor functions or programs in your company? Please list.

<table>
<thead>
<tr>
<th>Position</th>
<th>Educational Requirements</th>
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</table>

4. Does your company assign human resource development responsibilities, such as career counseling, to supervisors who are not specifically trained to provide or manage such responsibilities?
   Yes _____  No _____

5. Does your organization have any formal or informal relationship with higher education institutions for training supervisory or management level or above personnel in the area of counselor preparation?
   Yes _____  No _____

6. If your answer to #5 was "yes," please describe that relationship.

   _______________________________________________________________________

7. Do you feel that relationship or experience has been valuable to your organization?
   Yes _____  No _____

8. Does your human resource development program have a system to review and evaluate the performance of the program?
   Yes _____  No _____

   If "yes," please describe briefly. ________________________________
9. Do you feel that there is a need for additional cooperative opportunities between higher education and business/industry, i.e., internships, field placements, work-experience programs, on-the-job training?
   Yes _____  No _____

   If "yes," please indicate the nature of the opportunities you believe should be developed.


10. How are the decisions made relative to which counseling and personnel training programs will be developed or given priority in your organization?


11. If your organization has no formal in-house human services program, please indicate how the organization seeks to address these need areas.


**SECTION III**

For each item in this section, please indicate the **Level of Need** on the scale to the left and **Future Plans for Service Provision** on the scale to the right, by placing a check mark (✓) in the appropriate response section.

**Level of Need**

<table>
<thead>
<tr>
<th>Essential for All Employees</th>
<th>Rarely Needed for Few Employees</th>
<th>Unnecessary</th>
</tr>
</thead>
</table>

**Communication on Career Development**

1. Communication on educational assistance
2. Communication on salary administration
3. Communication on company's condition and economics
4. Communication on EEO and affirmative action plans and policies
5. Communication on training and development options
6. Communication on job requirements
7. Communication on career paths or ladders
8. Job posting and communication on job vacancies

**Career Counseling Services**

9. Informal counseling by personnel staff
10. Career counseling by supervisors
11. Outplacement counseling and related services
12. Career counseling by specialized staff counselors
13. Referrals to external counselors or resources

**Training and Consultation**

14. Job performance and job development planning workshops
15. Workshops on interpersonal relationships
16. Workshops and communication on retirement preparation
17. Life and career planning workshops
18. Training of supervisors in career counseling

**Assessment Services**

19. Testing and feedback on employee attitudes and interests
20. Individual self-analysis and planning workbooks
21. Psychological testing and assessment
22. Assessment centers for career development purposes

**B. SUBSTANCE ABUSE SERVICES**

**(General Substance Abuse Services)**

1. Diagnose and assessment
2. Case consultation
3. Assistance with interventions
4. Referral for in-patient treatment
5. Referral for out-patient treatment or counseling
6. Follow up and aftercare assistance
7. Feedback on employee progress

**(Counseling Services for Substance Abuse)**

8. Individual counseling for users
9. Individual counseling for significant others
10. Group counseling for users
<table>
<thead>
<tr>
<th>Level of Need</th>
<th>Future Plans for Service Provision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential for Full Staff</td>
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<tr>
<td>Partial Staff</td>
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<tr>
<td>Some Employees</td>
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<tr>
<td>Minimum Need for Few Employees</td>
<td></td>
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<tr>
<td>Unnecessary</td>
<td></td>
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<tr>
<td>Counseling Services for Substance Abuse (continued)</td>
<td>Strengthen Over Long Range</td>
</tr>
<tr>
<td>11. Group counseling for significant others</td>
<td></td>
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<tr>
<td>12. Support group counseling</td>
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<td>13. Family counseling</td>
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<td>14. Legal counseling</td>
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<tr>
<td>Training Services for Substance Abuse Programs</td>
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<tr>
<td>15. Training of administrators and supervisors</td>
<td></td>
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<td>16. Training of other employees</td>
<td></td>
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<td>17. Staff development activities</td>
<td></td>
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<tr>
<td>18. Education/prevention activities</td>
<td></td>
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<td>19. Program consultation</td>
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<tr>
<td>Record Keeping and Evaluation</td>
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<tr>
<td>20. Confidential case record keeping</td>
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<td>21. Financial bookkeeping</td>
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<td>22. Physical facilities</td>
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<td>23. Program evaluation</td>
<td></td>
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<tr>
<td>24. Ongoing linkages with other institutions</td>
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<tr>
<td>C. AFFIRMATIVE ACTION SERVICES</td>
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<tr>
<td>General Affirmative Action Services</td>
<td></td>
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<tr>
<td>1. Policy statement on affirmative action</td>
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<tr>
<td>2. Recruiting services</td>
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<tr>
<td>Informal recruiting</td>
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<td>Advertising</td>
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<td>Visitations</td>
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<td>Agency fees</td>
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<td>Job fairs</td>
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<td>3. Hiring/Selection</td>
<td></td>
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<td>Quota system</td>
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<tr>
<td>Minorities</td>
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<tr>
<td>Women</td>
<td></td>
</tr>
<tr>
<td>Hourly employee practices</td>
<td></td>
</tr>
<tr>
<td>Salaried employee practices</td>
<td></td>
</tr>
<tr>
<td>Employee orientation</td>
<td></td>
</tr>
<tr>
<td>4. Promoting</td>
<td></td>
</tr>
<tr>
<td>Job posting</td>
<td></td>
</tr>
<tr>
<td>Testing (competitive)</td>
<td></td>
</tr>
<tr>
<td>Testing (non-competitive)</td>
<td></td>
</tr>
<tr>
<td>Seniority</td>
<td></td>
</tr>
<tr>
<td>Tuition reimbursement</td>
<td></td>
</tr>
<tr>
<td>Training programs</td>
<td></td>
</tr>
<tr>
<td>Company sponsored</td>
<td></td>
</tr>
<tr>
<td>Consultant sponsored</td>
<td></td>
</tr>
<tr>
<td>Apprenticeships</td>
<td></td>
</tr>
<tr>
<td>5. Social/Recreational</td>
<td></td>
</tr>
<tr>
<td>Child care services</td>
<td></td>
</tr>
<tr>
<td>Level of Need</td>
<td>Future Plan for Service Provisions</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Essential for All Employees</td>
<td>Desirable for Most Employees</td>
</tr>
<tr>
<td>Transportation</td>
<td>Counseling Services for Affirmative Action</td>
</tr>
<tr>
<td>6. Informal counseling by personnel staff</td>
<td>7. Career counseling by supervisors</td>
</tr>
<tr>
<td>8. Outplacement counseling and related services</td>
<td>9. Career counseling by specialized staff counselors</td>
</tr>
<tr>
<td>10. Referrals to external counselors or resources</td>
<td>11. Counseling in disciplinary actions</td>
</tr>
<tr>
<td>12. Counseling for work attitudes</td>
<td>Training and Consultation</td>
</tr>
<tr>
<td>13. Employee specialized training</td>
<td>General skills</td>
</tr>
<tr>
<td>Specialised skills</td>
<td>Degree programs</td>
</tr>
<tr>
<td>Bachelors degree</td>
<td>Masters degree</td>
</tr>
<tr>
<td>Advanced graduate training</td>
<td>Remedial programs</td>
</tr>
<tr>
<td>Reading improvement</td>
<td>Math skill development</td>
</tr>
<tr>
<td>Work habits</td>
<td>15. Training targeted for ethnic needs</td>
</tr>
<tr>
<td>16. Staff training</td>
<td>17. Joint company programs</td>
</tr>
<tr>
<td>18. Internships</td>
<td>19. Career development (workshops, seminars)</td>
</tr>
<tr>
<td>Record Keeping and Evaluation</td>
<td>20. Employee evaluation</td>
</tr>
<tr>
<td>23. Auditing/reporting system for affirmative action</td>
<td></td>
</tr>
<tr>
<td>24. Remedial action procedures</td>
<td></td>
</tr>
<tr>
<td>25. Program evaluation procedures</td>
<td></td>
</tr>
<tr>
<td>Strengthen Long Range</td>
<td>Strengthen Short Term</td>
</tr>
</tbody>
</table>
For each item in this section, please indicate (1) which of the following Direct Services (items) are provided for the Specified Personnel on the scale to the left, and (2) Who are the Service Providers on the scale to the right, by placing a check mark (✓) in the appropriate response section. For each item you may check more than one response category on the scale.

### Direct Services Provided to:

#### A. CAREER DEVELOPMENT SERVICES

<table>
<thead>
<tr>
<th>Administrative/Executive</th>
<th>Professional</th>
<th>Supervisory/Staff</th>
<th>Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication on Career Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Communication on educational assistance</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Communication on salary administration</td>
<td></td>
<td></td>
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<tr>
<td>3. Communication on company’s condition and economics</td>
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<tr>
<td>4. Communication on EEO and affirmative action plans and policies</td>
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<tr>
<td>5. Communication on training and development options</td>
<td></td>
<td></td>
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<tr>
<td>6. Communication on job requirements</td>
<td></td>
<td></td>
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<tr>
<td>7. Communication on career paths or ladders</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8. Job posting and communication on job vacancies</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Career Counseling Services</strong></td>
<td></td>
<td></td>
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<tr>
<td>9. Informal counseling by personnel staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Career counseling by supervisors</td>
<td></td>
<td></td>
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<tr>
<td>11. Outplacement counseling and related services</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12. Career counseling by specialised staff counselors</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>13. Referrals to external counselors or resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training and Consultation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Job performance and development planning workshops</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>15. Workshops on interpersonal relationships</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>16. Workshops and communication on retirement preparation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Life and career planning workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Training of supervisors in career counseling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Testing and feedback on employee attitudes and interests</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>20. Individual self-analysis and planning workbooks</td>
<td></td>
<td></td>
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<tr>
<td>21. Psychological testing and assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Assessment centers for career development purposes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### B. SUBSTANCE ABUSE SERVICES

<table>
<thead>
<tr>
<th>Service Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Substance Abuse Services</td>
</tr>
<tr>
<td>1. Diagnosis and assessment</td>
</tr>
<tr>
<td>2. Case consultation</td>
</tr>
<tr>
<td>3. Assistance with interventions</td>
</tr>
<tr>
<td>4. Referral for treatment</td>
</tr>
<tr>
<td>5. Referral for counseling</td>
</tr>
<tr>
<td>6. Followup and aftercare assistance</td>
</tr>
<tr>
<td>7. Feedback</td>
</tr>
</tbody>
</table>
### Direct Services Provided to:

<table>
<thead>
<tr>
<th>Administrative/Supervisory Personnel</th>
<th>Non-Supervisory Personnel</th>
<th>Service Provider</th>
</tr>
</thead>
</table>

#### Counseling Services for Substance Abuse
1. Individual counseling for users
2. Individual counseling for significant others
3. Group counseling for users
4. Group counseling for significant others
5. Support group counseling
6. Family counseling
7. Legal counseling

#### Training Services for Substance Abuse Programs
8. Training of administrators and supervisors
9. Training of other employees
10. Staff development activities
11. Education/prevention activities
12. Program consultation

#### Record Keeping and Evaluation
13. Confidential case record keeping
14. Financial bookkeeping
15. Physical facilities
16. Program evaluation
17. Ongoing linkages with other institutions

### C. AFFIRMATIVE ACTION SERVICES

#### General Affirmative Action Services
1. Policy statement on affirmative action
2. Recruiting services
   - Informal recruiting
   - Advertising
   - Visitation
   - Agency fees
   - Job fairs
3. Hiring/Selection
   - Quota systems
   - Specific ethnic groups
   - Hourly employee practices
   - Salaried employee practices
   - Employee orientation
4. Promoting
   - Job posting
   - Testing (competitive)
   - Testing (non-competitive)
   - Seniority
   - Tuition reimbursement
SECTION V

Please respond to the items in this section by placing a check mark (✓) in the appropriate space for items 1 - 6, and listing the needs for item 7.

1. To what extent do you consider that your company is adequately providing for the needs of its employees in the human service areas listed below? If there is inadequate or no provision of service in a given service area, please indicate in the column on the left, what you consider to be the major reason for this lack of service.

<table>
<thead>
<tr>
<th>Reason</th>
<th>A. CAREER DEVELOPMENT SERVICES</th>
<th>Provision of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Trained Personnel</td>
<td>Communication on Career Development</td>
<td>Adequate</td>
</tr>
<tr>
<td>Lack of Funds</td>
<td>Career Counseling</td>
<td>Somewhat Adequate</td>
</tr>
<tr>
<td>Not needed</td>
<td>Job Training and Consultation</td>
<td>Inadequate</td>
</tr>
<tr>
<td>Other</td>
<td>Psychological/Attitude/Interest Assessment</td>
<td>None</td>
</tr>
</tbody>
</table>

B. SUBSTANCE ABUSE SERVICES

General substance abuse services (diagnosis, assessment, referral and follow-up)

- Counseling service for substance abuse: Individual counseling
- Group counseling
- Family counseling
- Legal counseling
- Training of personnel to work in substance abuse programs
- Program Evaluation

C. AFFIRMATIVE ACTION SERVICES

General Affirmative Action Services:

- Recruiting
- Hiring/Selection
- Promoting
- Social/Recreational
- Counseling Services for Affirmative Action
- Job training
- Remedial Programs (basic skills, work habits)
- Program Evaluation

2. In the future do you plan to strengthen communications and the ability to address employee human service needs?

Yes______ No______

3. If yes, do you feel your company has the capability of adequately providing such services or assistance (that is have the skilled personnel to accomplish the above)?

Yes______ No______

4. If no, do you plan to develop a strategy that will facilitate your capabilities of the human resource development or personnel departments or divisions of your company?

Yes______ No______

5. Does your company utilize university programs or personnel or other training sources for its in-service training needs?

Yes______ No______

6. Do you think that business/industry should become more involved in the development of the curricula designed to train human resources development personnel?

Yes______ No______

7. What do you consider to be the most critical human services and counseling needs of the employees in your organization?
APPENDIX C

Human Resource Development Training Questionnaire
Dear

I am seeking your assistance in gathering data on the relationship between business/industry and the university in the area of human resource development. Of particular research concern is the type and quality of relationship(s) and the various mechanisms for information exchange and contact between the university and industry. For example: In what ways does the university prepare professionals to meet the current and changing needs of business/industry in the areas of substance abuse, alienation, affirmative action, continuing education, etc.?

To assist me in the research effort, I have enclosed a questionnaire for your review and completion. As you will note, the different questions are designed to yield qualitative as well as quantitative data. Therefore, feel free to add any information or data that you deem relevant to the research effort.

Within the next two weeks I will call your office to ensure that the questionnaire items are clear and to answer any questions that you may have concerning the research project.

If this research is of real interest to you and you would like a copy of the results, please check the appropriate space and I will send you a copy. _____ Yes. _____ No.

Again, thanks very much for your kind attention and invaluable assistance.

Sincerely,

Earl Murry

EM: li

Enclosure
This questionnaire is designed to obtain your perceptions of the current program offerings in your department in the area of human resource training and development relative to the business and industrial sector.

SECTION I: DEMOGRAPHIC DATA

Please answer the following with reference to the counselor education program in your institution.

1. Name of institution ________________________________

2. Department name ________________________________

3. Location ________________________________

4. Indicate the number of full-time and part-time faculty assigned to the counselor education program.
   Number of full-time faculty _____
   Number of part-time faculty _____

5. Indicate the approximate percentage of students enrolled in your program who demonstrate an interest in working in business and/or industry.
   Percentage _____

6. Does your department make students aware of opportunities (i.e., counseling, personnel administration, etc.) available in business and/or industry career orientation?
   Yes _____
   No _____
   Other (specify) ________________________________
   ________________________________
   ________________________________

7. Check from among the following the degrees offered in counselor education by your institution.
   MS _____ MA _____ MEd. _____ Specialist _____ Ph.D. _____

8. Approximately how many master's degree students are graduated from your counselor education program annually? _____
9. Does your counselor education program maintain follow-up data on graduates entering into business, industry and/or education?
   Yes _____   No _____

10. If yes, what placement data do you have for the period 1978 to 1982 for the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td></td>
</tr>
<tr>
<td>Industry</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

11. Identify the counselor and personnel specialist preparation programs available in your counselor education program (rehabilitation, secondary school counseling, etc.).

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

SECTION II: PROGRAM INFORMATION

Please complete each of the questions below in the space provided.

1. What do you perceive to be the most critical human service need areas in business and industry?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. In the areas of counseling and guidance, do you consider your present program to adequately prepare M.A. and/or Ph.D. candidates to meet the human resource training and counseling needs of business and/or industry?
   Yes _____   No _____

3. If your response is "Yes," what do you consider to be the most important competency areas addressed in your program that are specifically relevant to these areas?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
4. If your response is "No," do you think that your Guidance and Counseling program should be involved in the preparation of its graduates to serve in the area of human resource development and counseling in business and industry?

   Yes ____    No ____

5. Does your counselor education program prepare counselors and other personnel service specialists to address the needs of different ethnic and cultural groups in business and industry?

   Yes ____    No ____

6. Within the framework of the counselor education program, are there opportunities for the student to develop understandings and skills related to the human resources development needs of business and industry?

   Yes ____    No ____

7. Does your counseling education program offer a career preparation area designed to move potential candidates directly into industry and business?

   Yes ____    No ____

8. Does your counselor education program provide those specialized studies necessary for developing the skills required for students planning to seek employment in business and industry?

   Yes ____    No ____

9. If yes, which of the following subject areas are provided? (Check all that apply.)

   Human growth and development
   Social and cultural foundations
   The helping relationship
   Working with groups
   Life styles and career development
   Appraisal of the individual
   Research and evaluation
   Other (identify)__________

10. Does your counselor education program provide students with appropriate supervised field experience in business and industry settings?

    Yes ____    No ____
11. Does counseling practicum have sufficient duration and continuity to assure optimum professional development: (60 clock hours extending over a minimum nine-month period, as recommended by Association for Counselor Education and Supervision, A.C.E.S.)?

   Yes   No

12. Does counseling education program provide an internship (post-practicum experience that provides actual on-the-job experience) in the business and industry work environment?

   Yes   No

13. If yes, does internship include all activities that a regular employed staff member would be expected to perform (i.e., career counseling, employees appraisal, etc.)?

   Yes   No

14. Does the counselor education program have a unit directly responsible for the preparation of counselors and other personnel services specialists who plan to work in business and industry?

   Yes   No

15. Are the objectives of your program reviewed and revised continuously by students, faculty as well as by representation from business and industry?

   Yes   No

16. Are objectives developed and reviewed with the assistance of representatives from business and industry?

   Yes   No

17. Is your counselor education program evaluated in terms of demonstrated competencies of each graduate as he or she performs in the world of work?

   Yes   No

18. Is the evaluation of the effectiveness of student preparation accomplished through any evidence obtained from the following? (Check all that apply.)

   Former students

   Personnel in business/industry employing graduates

   Faculty members
19. How often do student and faculty meet to review and/or revise counselor preparation curriculum?

1 to 2 years ______ 4 to 6 years ______

3 to 4 years ______ Never ______

20. Do you feel that the counselor education faculty is aware of the emerging human resource development opportunities available in business and industry?

Yes ______ No ______

21. Given the opportunity to prepare advanced degreed personnel for business and industry, what competencies and/or skills would you like to see your graduate students acquire that they may adequately function in the above sectors:

(a) Behavioral: ____________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

(b) Attitudinal: ____________________________________________

_________________________________________________________________

_________________________________________________________________

22. Are representatives from other departments that offer studies in related fields (such as social work and psychology) regularly consulted regarding how related studies can be made more useful to counseling majors?

23. Are there existing formal or informal relationships between your department and business/industry to aid in program development to meet the human resource needs of business and industry?

24. If your answer to Item 23 was "No," or you do not consider the present relationship(s) to be appropriate for program development purposes, what do you consider to be an appropriate relationship that could be developed between your department and business/industry to aid in the development of course experiences to meet the human service needs of business and industry?

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

25. Does the faculty of the counselor education program consult with business and industry in the design and implementation of program components including practicum and internship experiences?

Yes ______ No ______
26. Do faculty members conduct training or development programs with business or industry on a private consulting basis (i.e., dependent of university program)?

Yes _____ No _____

27. If "Yes," please identify some of the training or program development areas.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

28. At present, do you feel the university should be preparing students in the area of human resource development to address the needs of business and/or industry from a guidance counseling perspective?

Yes _____ No _____

29. Does your department or individual faculty members conduct research in the area of needs of industry and student preparation?

Yes _____ No _____
Please indicate the extent to which your program offerings in Guidance and Counseling address the following service need areas. (Use the key below.)

**Key:**
- **Extensively**
  - Program coverage allows for students to acquire the knowledge and competencies to perform adequately in this area in business and industry.
- **At a cursory level**
  - Program coverage provides students with some knowledge and awareness of this area but not sufficient to allow for a professional skillful performance in the area in business and industry.
- **Not at all**
  - Program does not address this area.

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Program addresses this area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Extensively</td>
</tr>
<tr>
<td>1. Job alienation counseling</td>
<td></td>
</tr>
<tr>
<td>2. Substance abuse counseling</td>
<td></td>
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<tr>
<td>3. Continuing education counseling</td>
<td></td>
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<tr>
<td>4. Affirmative Action counseling</td>
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<tr>
<td>5. Career counseling</td>
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<td>6. Family counseling</td>
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<tr>
<td>7. Conflict/stress management counseling</td>
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<tr>
<td>8. Women's programs (i.e. integration into work-force, child care, etc.)</td>
<td></td>
</tr>
<tr>
<td>9. Management training for &quot;Human Resource Development&quot;</td>
<td></td>
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<tr>
<td>10. Recruitment</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

Businesses and Industries Surveyed
Manufacturing

Anheuser-Busch Brewery Inc.
Vince Vaccaro, Industrial Relations Manager
700 Schrock Road
Columbus, Ohio 43229

Battelle Memorial Institute
Robert W. Smith, Human Resource Director
505 King Avenue
Columbus, Ohio 43201

Borden Inc.
Phillip Perry, Corporate Manager
Manpower Planning and Staffing
180 East Broad Street
Columbus, Ohio 43215

Buckeye International Inc.
Phillip Bordan, Industrial Relations Manager
2211 South Parsons Avenue
Columbus, Ohio 43207

Columbus Auto Parts Co.
George Wagner, Industrial Relations Director
P. O. Box 2005
Columbus, Ohio 43216

General Electric Co.
Michael J. Finn, Manager of
Employees and Community Relations
6325 Huntley Road
Worthington, Ohio 43085

General Motors Corp.
Don C. Schostek, Personnel Director
200 Georgesville Road
Columbus, Ohio 43228

I.B.M. Corporation
Robert J. Kovach, Administration Manager
140 East Town Street
Columbus, Ohio 43215

Jeffrey Mining Manufacturing,
Division of Dresser Industries, Inc.
Art Fleischer, Director of Industrial Relations
274 East 1st Avenue
Columbus, Ohio 43201
Rockwell International Corporation
Arthur Norman, Human Resource Director
4300 East 5th Avenue
Columbus, Ohio 43216

Ross Laboratories
Alvin Lipsetz, Manager of Human Resource
     and Development
625 Cleveland Avenue
Columbus, Ohio 43215

The Timken Company
David B. Wiresching
1835 Dueber Avenue, S.W.
Canton, Ohio 44706

Western Electric Co. Inc.
H. L. Cook, Manager of Human Resources
     and Labor Relations
6200 East Broad Street
Columbus, Ohio 43213

White-Westinghouse Appliances
Kermit Kirk, Manager Industrial Relations
300 Phillipi Road
Columbus, Ohio 43228

Worthington Industries Inc.
John P. McConnell, Jr.
     Director of Personnel
1205 Dearborn Drive
Worthington, Ohio 43085

Retail

Big Bear
Dale Hampshire, Director of Personnel
770 West Goodale Boulevard
Columbus, Ohio 43212

The Kroger Co.
Steve Houchin, Director of Personnel
4450 Poth Road
Columbus, Ohio 43213

Lazarus
Ron Sykes, Vice President Personnel
P. O. Box 16538
Columbus, Ohio 43216
Sears
George Eckelman, Personnel Director
1811 Morse Road
Columbus, Ohio 43229

Banking and Finance

BancOhio National Bank
Mrs. R. Marie Clutter, Senior Vice President
Human Resource Division
155 East Broad Street

Bank One
Joe Siolek, Vice President of Personnel
100 East Broad Street
Columbus, Ohio 43271-0161

Buckeye Federal Savings and Loan
Robert Love, Employment Manager
36 East Gay Street
Columbus, Ohio 43215

Dollar Savings
Frank Fredericka, Personnel Manager
One East Gay Street
Columbus, Ohio 43215

Huntington National Bank
Bob Urich, Vice President of Personnel
17 South High Street
Columbus, Ohio 43215

Society Bank
Andrew Gordon, Personnel Director
88 East Broad Street
Columbus, Ohio 43215

Energy (Utilities)

Columbia Gas
Marshall Barnes, Personnel Director
99 North Front Street
Columbus, Ohio 43215

Columbus and Southern Ohio Electric
William Finnissi, Director of Personnel
215 North Front Street
Columbus, Ohio 43215
Ohio Bell
Robert McDannold, Personnel Director
150 East Gay Street - Room 5K
Columbus, Ohio 43215

Insurance

Blue Cross of Central Ohio
John Hood, Personnel Director
255 East Main Street
Columbus, Ohio 43215

Motorist Mutual Insurance Co.
Duane Swartz, Vice President of Human Resource
471 East Broad Street
Columbus, Ohio 43215

Nationwide Insurance Company
James O. Thomas, Director of Human Resource Administration
One Nationwide Plaza
Columbus, Ohio 43216

J. C. Penney Insurance Company
Gary Calvert, Director of Training and Development
800 Brookshedge Boulevard
Westerville, Ohio 43081

State Auto Mutual Insurance Co.
Mike Cunningham, Employment Supervisor
518 East Broad Street
Columbus, Ohio 43204

State Farm Insurance Co.
Norm Bonfield, Personnel Manager
1440 Granville Road
Newark, Ohio 43055

Medical and Health Care (Hospitals)

Grant Hospital
John Spring, Director of Personnel
340 East Town Street
Columbus, Ohio 43215

Mt. Carmel Hospital East
Joel Wells, Employee Relations Manager
6001 East Broad Street
Columbus, Ohio 43213
Mt. Carmel Hospital West
Dave Gale, Employee Relations Manager
795 West State Street
Columbus, Ohio 43222

Riverside Methodist Hospital
Earl McLane, Vice President
  Human Resources Service
3535 Olentangy River Road
Columbus, Ohio 43214
APPENDIX E

Colleges and Universities Surveyed
University of Akron  
Akron, Ohio  44325

University of Cincinnati  
Cincinnati, Ohio  45202

University of Dayton  
Dayton, Ohio  45402

Kent State University  
Kent, Ohio  44242

Miami University  
Oxford, Ohio  45056

Ohio University  
Athens, Ohio  45701

The Ohio State University  
Columbus, Ohio  43210

University of Toledo  
Toledo, Ohio  43606

Youngstown State University  
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