

OCCUPATIONAL ENTRY REQUIREMENTS OF TWO MAJOR SKILLED SHORTAGE
OCCUPATIONS AS REVEALED BY A STUDY IN BOZEMAN, MONTANA

by

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TABLE OF CONTENTS

Chapter	Page
I. NATURE AND BACKGROUND OF THE PROBLEM	1
II. METHODS	17
Selection of the Two Skilled Shortage Occupations	18
Development of the Instrument	19
Collection of Data	22
Analysis of Data	23
III. RESULTS OF THE STUDY	27
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	39
Summary	39
Conclusions	40
Recommendations	41
APPENDICES	42
Appendix A: Shortage Occupation Analysis Questionnaire	43
Appendix B: Employer's Entry Requirement Rating for Employees	44
Appendix C: Comparator of Job Value Factors According to Employee Ratings	48
LITERATURE CITED	49

LIST OF TABLES

Table	Page
1. Number and Percentage of Ten Employers Who Feel New Employees Meet Entry Expectations	27
2. Number of Employers Reporting and Rank of Various Hiring Methods	28
3. Length of Time Required to Learn the Duties of the Job Satisfactorily as Reported by Ten Employers	29
4. Lowest, Average, and Highest Wages Paid by Ten Employers	30
5. Number Reporting and Rank of Importance of Various Occupational Entry Requirements	31
6. Entry Requirements Indicated by Ten Employers in Which New Employees Are Least Prepared	33
7. Entry Requirements for Minimum Experience and Education as Indicated by Ten Employers	34
8. Importance of Occupational Value Factors as Indicated by 15 Employees	37

ABSTRACT

The purpose of this study was to determine job entry requirements for the television electronic repair trade and the auto body repair trade in Bozeman, Montana. These entry requirements and other data revealed by this study may then be helpful and assist in the design and development of curricular changes for the high school vocational education program.

The two trades selected were those having the most unfilled openings during 1966, as revealed by records kept at the local state employment office.

The methods of job analysis used in the study were questionnaires and personal interviews. Much of the data was arranged in tabular form of nominal or ordinal classification while some of the data was discussed in narrative in the text of chapter three.

The information generally sought by the methods of investigation was: 1) the abilities which employers feel are necessary for proper execution of the job duties; 2) personal qualifications which employers look for in the new employee; 3) job conditions, requirements, and benefits which the new employee might wish to consider prior to employment; and 4) employee ratings of various occupational value factors.

Broadly stated, this study helped to point out the need for a re-evaluation of whether present educational systems are meeting the needs of our changing society. Specifically, this investigation revealed the manpower needs and occupational entry requirements of the two skilled trades surveyed in Bozeman. Implications were indicated for revision of educational practice that may more fully meet the needs of the two trades surveyed.

Conclusions which resulted from this study were: 1) Employers place more importance upon personal character, attitude and personality traits than upon skills and knowledge of the trade. 2) There is a difference of opinion in educational and training requirements for new workers among employers in the two trades surveyed. 3) Employers have an image of the ideal worker and they are eager to define this image. 4) The personal interview is most valuable for obtaining personalized data in this type of study.

Recommendations were: 1) Conduct additional and more exhaustive surveys of local industries to determine course content requirements and, further, to determine whether only basic skills and attitudes should be taught in high schools thus placing the task of specific

training upon the employer. 2) Encourage schools to maintain good placement services keeping pace with employment vacancies and job requirements and provide students and school officials with this information. 3) Guidance counselors should provide students with occupational information along with responsibilities and attitudes of the beginning worker. 4) Employers should communicate job requirements and expectations to young employees to promote mutual understanding.

CHAPTER I

NATURE AND BACKGROUND OF THE PROBLEM

Conant (1959), in his analysis of the American high school, concedes the necessity to keep some of the schools that have enrollments of less than the recommended 500 students. He agrees that undoubtedly there are certain parts of the United States where geographic considerations make small high schools necessary but, although geography may be sufficient justification for the small high school in certain areas, it is all too often more of an excuse than a requisite. It is also true that many high schools continue to emphasize the traditional liberal arts preparatory curriculum. They are not motivating in reaching many of those students who are planning to enter the vocational or advanced trade schools upon graduation from high school.

The foregoing educational problems are only two of many which contribute greatly to the currently increasing inadequacy of our schools to fill the needs of their students.

If teachers and school administrators are to be very successful in discovering and understanding the problems of secondary education, they must not lose sight of the fact that it is necessary to look outside of the classroom and beyond the heterogeneous mass of young people who make up the enrollment of the high school. The coveted diploma is not sufficient unless it certifies that the graduate is well prepared to meet the demands of the modern social order. At least a portion of

research draws its motivation from endeavors that are not completely satisfying and fulfilling to the inquirer.

Too often we confine our studies and investigations to the very minimum required to enable the training program to operate satisfactorily. We content ourselves with the daily enrollment of students in the school and assume that the dual needs of both the perspective employee and employer will be met by the school's curriculum offering.

In satisfying the requirements of a rapidly changing world, the schools are confronted with the responsibility of preparing students for totally new occupations. Today many small schools in our country remain as either the terminal point in formal education or the preparatory school for advanced training for the majority of our students. Much of the opportunity and responsibility for training is placed upon these institutions.

A study conducted by Tolman (1961) at the University of California revealed several illuminating factors regarding job entry requirements for the millwork trade in Orange County. The study proposed to discover the entry requirements of persons just entering the mill-cabinet field and further what skills and knowledge should be emphasized or de-emphasized in the training program. The researcher was charged with the need to determine reasons for the declining enrollment in the woodshop program at Fullerton Junior College during the 18 years between 1942 and 1960.

He conducted a pilot study at the annual dinner meeting of the Southern California Cabinet Manufacturing Association. Forty-five questionnaires were handed to the members and fourteen were returned. Several worthwhile suggestions were made and the questionnaire was trimmed and subsequently sent to 43 companies in Orange County. Prior to mailing the questionnaires, the manufacturing concerns were contacted by telephone or a personal visit and asked to participate in the study. It was found that of the 67.5 percent who returned the questionnaire 38.5 percent had been initially contacted by telephone and the others had been contacted personally. No mention was made in the report of the proportionate number initially contacted by each method, however, and the researcher concluded that the difference was due to ". . . the kinds of negative feelings engendered by a salesman-like individual walking into a busy plant with a briefcase under his arm."

The significant conclusions of the study are presented here in outline form:

1. Training for mechanical skills is in definite need in some of the firms.
2. There is a need for greater emphasis in general education.
3. Many graduates need training which will result in better work attitudes and the ability to accept and carry the responsibilities of the job.
4. The graduate must be better trained in applying and presenting himself for jobs.

Hammer (1961) conducted a five-year study of graduates entering employment in businesses and industries in McClean County, Illinois,

to determine job requirements for high school graduates. The descriptive type of research was employed to determine the present requirements of the jobs and the analysis technique was modified to fit the needs of the inquiry.

The investigation of the problem was confined to McClean County but the nature of Manier community and its high school and graduates was investigated and considered as it impinged upon and was a fact of the total picture.

A questionnaire was devised to discover the requirements that high school graduates must fulfill in order to be employed by businesses and industries in Manier, Illinois. It was divided into nine general classifications of questions which were arranged in tabular form with the frequency and percentage given and totaled at the bottom of the tables. One-fourth of the questions called for the general requirements that must be met by graduates and in-service training and general education were questioned in the balance of the instrument.

A total of 35 of the 48 questionnaires sent were completed for a 72.9 percent return. A majority of the firms were contacted in person and yielded much more valuable information than those firms contacted by mail only.

The following are among many interesting conclusions made by Hammer in this study:

1. Most of the jobs reported in this survey required graduates in certain definite courses.
2. The graduate has a need for counseling and guidance if he is going to meet such requirements.
3. A majority of the jobs available to high school graduates require proficiency in clerical skills.
4. Many of the companies surveyed maintain programs for management training, on-the-job training, and informal training.
5. The armed services requirements are not a great hindrance to employment.
6. Most employers are satisfied with the skills and attitudes of the majority of the graduates.
7. A large percentage of the employers are not satisfied with the graduate's efficiency in penmanship and in written expression.
8. A majority of the employers are not satisfied with the spelling skills.
9. Courses in salesmanship and advanced clerical skills are needed to meet the increasing and changing requirements in business firms.

Maurer (1960) conducted a methodical and exhaustive study to determine entry positions available to youth and the principal qualifications of young men entering industrial employment in Albany County. He also studied the major problems resulting from a youth's initial employment and the desirable pre-employment at the high school level for young men entering the local labor market.

The study was based on information gathered from 50 industrial employers in Albany County and compared with information obtained from 65 recent graduates of the high schools in Albany County.

Personal interviews were conducted during which time the instrument was filled out and comments and opinions of the employers were carefully recorded on the interview guide.

Check-list and open-end questions were used with the bulk of the check-list type provided for the employers. Introductory cover letters were mailed to the graduates along with the questionnaires.

Pre-testing of the instrument was accomplished by discussion with the high school guidance counselors, principals and vice principals of the local schools. It was also discussed with several prospective respondents and underwent six revisions before it was finally adopted.

The following valuable conclusions were provided by the study:

1. The entry occupations for industrial work in Albany County are simple and require little, if any, skill. (These positions are generally classified as helpers, general laborers, floormen, simple machine operators, attendants, and stock clerks and provide entry workers with experience and concurrent opportunity for employers to appraise their work habits.)
2. The entry requirements for industrial work in Albany County are expressed by employers as willingness to work, physical fitness, average intelligence, honesty, neatness in appearance, and interested in doing an acceptable job.
3. The employers indicated that many of the young men do not know the proper techniques of applying for a position.
4. The work habits of many of the young workers are poor. They lack interest in the job and in working and they do not appreciate the importance of being on the job day after day.
5. The young men have little knowledge of the local labor market.
6. Many graduates reported they had failed to take advantage of the opportunities the school provides.

Redman (1962), in a survey of expectations and opportunities of construction workers in Lawrence, Kansas, made several observations from the results of his study.

The conclusions drawn from his study were based upon data obtained from the conducting of an empirical study and built upon the knowledge and experience of the individuals from whom the information was obtained.

A comparative analysis was made relative to the entry requirements which employers seek in their employees and the opportunities that employers claim for employees in the industry. Although the results of this study are based upon the opinions of the employers, they are those of the majority of the employers of construction workers in the community.

The researcher claims no absolute conclusions but suggests several general trends in the construction industry. The following seem to be further verification of some of the conclusions of the foregoing studies:

1. The requirements within the industry vary considerably from occupation to occupation.
2. Local educational requirements for construction personnel are generally greater in better paying jobs.
3. Unskilled and semi-skilled combined reported that the amount of education was not considered in 20 out of 24 cases.
4. Academic ratings or grades earned in school are unimportant.
5. Although the amount of technical knowledge varies for different occupations the data revealed that blueprint reading and knowledge of basic mathematics are most important to persons entering the construction industry.
6. The data revealed that local employers considered dependability most often as the trait which they desire in their workers.

7. All occupations in the study require a great deal of physical activity.
8. Promotion opportunities and benefits tend to be fairly evenly distributed in number among the various jobs in the industry.
9. The wage differential for various jobs in the construction industry tends to be quite structured.

It can be said, in summary of these studies, that generally employers are interested in workers who:

1. they feel they can trust and they mentioned traits that would point toward that quality more frequently than those pertaining to job performance.
2. show willingness toward work, general intelligence, honesty, neatness, good work habits, interest toward work, and have ability to accept and carry on the responsibilities of the job.
3. have a good general education, especially in spelling, penmanship, basic mathematics and self-expression.
4. are able to present themselves adequately and effectively when applying for a job.

Several studies indicated that some employers felt specific courses of study during high school would enhance the student's chances for employment and also a higher paying initial employment.

There was a general agreement that entry requirements will vary somewhat from occupation to occupation. Skillman reported that entry occupations for industrial work in Albany County are simple and require little, if any, skill.

Paige (1957) made an outstanding effort to bring school offerings into line with community needs in a study done at Fresno State College. His problem was to determine what garage service managers considered important for beginning workers to know and to be able to do. The

list of establishments was selected from the telephone directory and a personal interview was made with all owners. The researcher used the check-list questionnaire to gather data in three general areas: 1) personality characteristics; 2) areas of study; and 3) time ratio between classroom theory and shop activity. Areas of needed emphasis in the three categories are succinctly revealed by the opinions of the 53 service managers queried.

Under "personality characteristics", cleanliness in work and appearance ranked in the top position. Willingness to learn ranked number two and actual job skill ranked below meeting the customer, thoroughness, responsibility, accuracy and faster work. Needed emphasis was indicated in areas such as electrical system, automatic transmission, and carburetor. In the category of lecture and shop experience, half experience and half related instruction ranked at the top.

Lee and others (1958) conducted a study which was done in a systematic manner and yielded much useful information. Research specialists in each occupational area, using the personal interview and questionnaire technique, attempted to discover the kind of training that was important in the junior colleges.

The Contra Costa County study provided the following illuminating facts:

1. Businesses and industries were more concerned about general education than they were about occupational-vocational education per se.
2. They expressed concern about qualities of personality and character among job applicants.
3. Extra-curricular programs should be evaluated in terms of character traits.
4. They want more perfection in skills and knowledge of arithmetic, spelling, composition, reading, critical thinking, and small group speaking.
5. They think that students should have more understanding of the structure of American business, industry and organized labor.
6. The development of trade skills should be built on a solid basis of general education.
7. Labor officials would like to have people with good work habits, a sense of responsibility, punctuality, and perseverance.

The findings of the above study seem to agree with and adequately summate the findings of other studies previously cited.

Sophia Cooper (1960), in the fall of 1959, prepared a report from data gathered by the Bureau of the Census in a study designed to determine certain information regarding the employment of high school graduates in 1959. Her report revealed the following information:

1. In 1959 there were 1½ million high school graduates.
2. In the fall of 1959, 665,000 of those who had just graduated from high school were enrolled in colleges.
3. 54 percent of the male graduates were in colleges and 39 percent of the female graduates were in colleges.
4. Of the approximately 300,000 male graduates not in colleges over 90 percent were working in the fall of 1959. Some of the remainder were in military services and others were about to enter the work force.
5. 73 percent of the approximately 535,000 females not in colleges in the fall of 1959 were working and 10 percent of the remainder were non-working wives.
6. About one in every four young school dropouts was unemployed while only one in eight of the June graduates was unemployed. Young persons with little training found themselves at a disadvantage in securing and holding a better job.

7. Training and experience acquired on the jobs seemed to improve the worker's chance for better jobs and for advancement to higher positions.

It seems to be a reasonable conclusion that the young people who entered the labor force after their graduation from high school will have a better chance of obtaining higher positions if they already possess abilities and training which equip them for more technical jobs. Recent scientific and technological advancements and the current world tensions resulting from the differences in ideologies of different nations have introduced some anxieties in this country concerning the educational system. The plea is made for more students to be prepared as scientists and technicians able to maintain the nation's security and freedom, but perhaps it is wise, too, to examine closely the preparation of young people as workers.

The American Vocational Education Association (1953) spoke of the importance of the nation's industry in a plea for supplying the nation's industrial market with qualified workers. "America's economic strength, which is also the basis of her military strength, depends largely upon the skill and knowledge of her workers and their ability to attain a high level of productive capacity."

The importance of developing trained workers in all levels of occupations was emphasized also by Secretary of Labor, James Mitchell (1960), who reported that "we should not make of our educational system a crash program in our international race for a special

kind of brain. Rather, education's response to its function as a source of a national strength must be on a much broader and wider base. We should not assume that survival depends upon "X" number of engineers and technicians and gear everything to that full need. Our survival may depend as clearly upon what goes on in other fields as well as the field of technology."

It appears to be true that there is need for a careful examination of programs in vocational education in terms of the school's responsibility and the nature of the program.

Before training programs can be initiated, however, objectives must be formulated which will provide guidance now and in the future. In order to formulate objectives it is first necessary to understand the manpower needs of industries. It is with the latter problem that this paper will be basically concerned.

The very fact that our economic strength and development depends largely upon vocational education provides rational justification for extensive investment of funds and research into improvement of vocational education systems. It is not surprising, therefore, that the United States government has deemed it feasible to enact more than fifteen legislative devices toward research and development of vocational training programs. The Morrill Act of 1862, which established land grant colleges in all of the states, set a precedent for vocational education which has been supported by the federal government for over

104 years.

Mobley, Executive Secretary, American Vocational Association (1959), noted that presently, in addition to the \$225 million provided annually by the Vocational Education Act of 1963, \$57 million is appropriated annually under existing laws. Authorizations have also been made for residential schools and work-study programs which total \$70 million for the fiscal years 1967-1968. Furthermore, the Vocational Education Act of 1963 requires that a minimum of three percent of each state's allotment for any fiscal year will be used for services that will insure quality in vocational education, including periodic program evaluation. Also, ten percent of the total appropriation for each fiscal year is to be set aside for the use of the Commissioner of Education to promote research and development.

Mobley also reported that, beginning July 1, 1964, all federal funds for vocational education allotted to states would have to be matched on a 50-50 basis, in addition to a guarantee that these funds will complement, but not replace, local and state funds.

A current vocational technical issue in Montana, and one which will be on the 1967 legislative calendar, is partially concerned with the problem of this study. The issue, one of great importance to the post-high school student and perhaps to those students who are currently in attendance, seeks to establish several area trade schools throughout the state and one technical institute at the post-high school level.

The Bozeman Daily Chronicle (1966) reported that trade schools could be established in connection with high schools such as the one at Helena, Montana. The location of these facilities will be determined by the legislature or the State Board of Vocational Education. A state Vocational-Technical Board will be established to concentrate on vocational-technical education at all levels and to handle curricular activities, coordinate vocational programs in the state, locate the area schools, and finance those activities through allocation of state and federal funds.

The Montana Rural Areas Development Committee has appointed a manpower subcommittee to study the educational employment situation in Montana. Bower (1964), co-chairman and program leader of the subcommittee, and also an economist with the Cooperative Extension Service at Montana State University, stated that at a recent meeting the subcommittee made the following legislative proposals: 1) Legislation was proposed that would enable the establishment of area Vo-tech schools and the appropriation of money for such purposes. (One objective would be to implement and make available state matching money for the program.) 2) An appropriation of funds was proposed to conduct a study to determine the nature and extent of Vo-tech needs in Montana.

According to Arnold (1964) an estimated 26 million new young workers will enter the national labor force in the 1960's and of these an estimated 12 million will have educations on the high school level.

thus ending their educational experience; 7.5 million will be high school dropouts. Vocational education must provide these new workers with necessary talents and knowledge for successful initial employment and subsequent upgrading in their trades.

Bower (1964) reported that of the 13,500 youths reaching the age of 18 this year in Montana 8,000 will receive no formal or technical education and approximately one-half of the remaining 5,500 will not finish college.

He also pictured the situation in a smaller perspective yet, observing that of each 100 youths reaching age 18 in Montana 25 do not complete high school, 35 complete high school but do not enroll in a four-year college, 20 enroll in college but do not complete four years, while 20 enroll in college and do complete four or more years.

These statistics may point out the need for an immediate re-appraisal of the equity of providing educational opportunities for the 5,500 college-bound youth (one-half of whom do not finish college) and providing virtually no educational opportunities to the 8,000 youths who do not choose college but who, upon graduation from or dropping out of high school, seek immediate employment with inadequate preparation. It appears, from this writer's position, that perhaps too much emphasis is placed upon college preparations and that a re-evaluation of educational objectives should be made soon.

It is hoped that this study might bring more clearly to the conscience of the public the need for increased support of vocational

education programs, especially in Montana.

This study may also be another step toward the development of a refined and systematic approach to find a solution to the question of what should be taught today to fill the needs of industry tomorrow.

Finally, it is hoped that this study might provide some data that will be helpful in structuring the curriculum for the two trades considered and that it might establish a route to follow in generating other studies of the same nature.

CHAPTER II

METHODS

The investigation of the problem was confined to Bozeman, Montana. A larger and more extensive study of the trades in Montana would have been beyond the physical and financial capacity of the investigator.

This study was not meant to be a qualitative rating of various schools or their graduates. In forming the questionnaires it was necessary to inquire into the requirements of jobs and to what degree they were being met. Such answers yielded valuable information but do not imply the goodness or lack of quality of the school programs or the school's product. Complete anonymity was observed so that the replies of individuals concerned cannot be identified.

The problem investigated in this study was to determine current job entry requirements for two skilled occupations having the most unfilled openings during 1966 in Bozeman.

It was concerned chiefly with full-time, year-round employees rather than part-time employees. It involved only two "shortage occupations", defined by the Montana State Employment Office as any occupation for which there is a shortage of qualified personnel to fill openings during any given period of time.

It did not argue the problem of curriculum revision, nor did it endeavor to suggest to the schools what might be done specifically to improve the curriculum. Rather, it was concerned chiefly with entry requirements and employer ratings of new employees entering the two selected shortage occupations.

Selection of the Two Skilled Shortage Occupations

A visit was made to the office of the local state employment service to ascertain the two most serious shortage occupations in Bozeman. A questionnaire (Appendix A) was prepared for use during the personal interview with the manager. The results of the questionnaire, together with the knowledge and familiarity which the manager had of the problem, yielded an accurate and expedient isolation of the two occupations. The two skilled shortage occupations most serious in Bozeman, Montana, during the year 1966 were: 1) Auto Body Repairman and 2) Television and Electronic Repairman. It was found that there are six auto body repair shops and four television and electronic repair shops. Proprietorships or businesses where one individual was both the owner or manager and the repairman were not considered in the study.

The questionnaire revealed that in the auto body trade there was only one job seeker in Bozeman and actually there were three placed by the employment service, in this city, in 1966. It was necessary for two of those three employees to be solicited from other towns through the assistance of the State Clearance System. In the electronic repair trade there were no job seekers and none were placed.

There were fourteen employer visits for auto body repairmen and ten employer visits for electronic repairmen. Only two employers in the auto body repair trade were serviced and, of course, no employers were serviced in the electronic repair trade since no employees were available for placement.

There were two auto body repairmen who applied but who were not accepted for employment. These two men were, however, not considered as qualified auto body repairmen by either the employment office or the employers. There were no electronic repairmen who were unable to find employment.

Finally, the records indicated that there were no unemployment insurance claims for either occupation in Bozeman during 1966.

Development of the Instrument

Two additional questionnaires (Appendix B and Appendix C) were designed to provide data for the survey. The employer's questionnaire was written to elicit responses from employers regarding the following factors: 1) Requirements of educational experience; 2) Requirements of practical experience; 3) Desired personality traits; 4) Specific working knowledge required for the trade; 5) Salaries; 6) How employees are hired; 7) Time required on the job to learn the duties of the occupation satisfactorily; 8) Why employees leave; 9) Tools the worker provides; 10) Screening techniques used; and 11) Advancement opportunities.

The questionnaire handed the employee was designed to elicit information regarding how employees felt about job benefits and other value factors of the trade.

Some assumptions about the instrument which may have an important bearing upon the analysis of data are listed here in outline form. The

researcher assumed that:

1. The wording of the questionnaire, especially the categories of qualifications on the employer questionnaire, meant approximately the same thing to each respondent.
2. The employers answering the questionnaires were cognizant of their own operational and personnel problems.
3. The respondent gave some critical thought to the ratings he made on each item.
4. The respondents have a sufficiently rich background in electronic repair and auto body repair to answer intelligently.

It is by no means felt that this survey represents an exhaustive investigation, nor is it suggested that the data received and described provide sufficient basis for any decisive curricular changes. It is believed, however, that the study gives indications of directions in which a formal and comprehensive vocational educational study might proceed. Certain limitations of the study might be stated as follows:

1. Only two types of occupations were surveyed in Bozeman, Montana. These two occupations consequently provided only ten employers from which data could be gathered. However, the questionnaire returns were 100 percent complete so that results should be virtually unbiased. Rothney (1952) indicates that information from surveys with less than 100 percent returns are usually biased in favor of the more socially accepted practices.
2. Because of the few businesses surveyed, the study does not, therefore, represent a conclusive and complete analysis of the employment situation in the community.
3. Only information concerning entry requirements and employee inadequacies was sought from employers.
4. Only information regarding job functions and benefits was sought from the employees.
5. The employee and employer questionnaires were not limited to recent high school graduates or high school dropouts but instead to new employees in the two occupations.
6. Only tentative relationships were produced; no accurate correlations between the data were found.

The intent of the survey was to confine the study to those who had

recently learned the skills, knowledges and attitudes of the trades in high school or through other training facilities.

The questions were drawn from the researcher's experience, related readings, and suggestions from the committee chairman, committee members, fellow graduate students, and prospective respondents. The latter groups were helpful in revising and limiting the nature of the questions to the area of the study.

The restricted type question was used for much of the employer questionnaire because of the age and maturity of the respondents and to limit the time required to complete the form. Adequate responses were provided for each question and a space was added for additional comments. Restricted questions were also selected for ease of final tabulation.

The unrestricted question was used partly for the employer questionnaire because of the nature of the information sought and for opinions and suggestions from the employer which would provide more individuality and depth for the responses. The restricted type question was used solely on the employee questionnaire.

The wording in the instrument was kept simple and concise for ease of understanding and the frame of reference for each question was stated clearly to reduce the possibility of misrepresentation by the respondent. Directions were kept simple and placed where the respondent could refer to them easily. A minimum number of questions

was used to keep the instrument from involving too much time to complete.

The instrument was discussed with several prospective respondents to determine if they understood the questions and to secure an estimate of the approximate time required to complete the instrument. The suitability of the form was also discussed during the pre-testing period.

Collection of Data

The purpose of the interview was explained in the introduction to the employer and it was also explained that the survey was related to his own employment problems. The employer was told of the intended use of the data and that any information would be kept confidential and used only in generalities, not involving personalities. It was further explained that the responses involved his and his employee's opinions and experiences. He was given the employee questionnaire and asked to hand it to them and request that they complete them at their earliest convenience. The introduction provided sufficient motivation for all employers to cooperate with the survey. However, the investigator was required to return to several of the shops a number of times before he could get the completed employee forms.

Almost all employers welcomed the opportunity to discuss the status of young workers with someone involved with students in the

schools. The interviewer maintained the rapport that had been established in the introduction by genuine interest in the responses made by the employers. Every effort was made by the interviewer to keep bias at a minimum by concealing his own feelings and presenting no cues to the respondent as to what might constitute a favorable answer. A full and complete answer was rewarded with approval while incomplete answers were investigated further with probing questions.

Even though the respondents were busy and interruptions were common, they were willing to discuss fully the problems and showed no signs of impatience during the interview. It was gratifying and encouraging to find that most employers are genuinely interested in improving the entry knowledge, skills and attitudes of new employees.

Analysis of Data

The problem investigated in this study was to determine current job entry requirements for two skilled occupations having the most unfilled openings in Bozeman, Montana, during the year 1966.

The study was based on a sample of six employers and eleven employees in the auto body repair trade and four employers and four employees in the television electronic repair trade. The analysis of data was performed on information obtained from the ten employer questionnaires and fifteen employee questionnaires of the two trades.

There were five restricted type questions on the employer questionnaire and six unrestricted type questions. The restricted type questions required a total of 26 responses. The employee question-

naire contained one list of occupational value factors. The employee was to indicate his feelings toward each factor on a five place scale from "no importance" to "most important". The bulk of employer questions of the restricted type also used a five place value scale for ease of final tabulation and consistency.

Question number one, asking if new employees met employer expectations for necessary entry knowledge to accomplish the tasks assigned, required a response to one of the following five choices: a) never; b) seldom; c) frequently; d) often; and e) always. The responses to this question were then placed in tabular form (Table 1) showing:

- 1) the number of employers reporting each of the five responses;
- 2) the percentage reporting each response; and 3) the rank of each response.

Question number two (Table 2), concerning methods used in hiring new employees, used the same responses as number one but with hiring methods arranged in column form and responses arranged in a row. In addition, the five responses were assigned values of zero through four with a value of zero given for "never" and increasing one for each successive response. The number of employers reporting a particular response for a particular method of hiring is found in that corresponding square on the table.

Question number three (Table 3) sought to determine the experience required to learn the duties of the two trades satisfactorily. The data was arranged with "time required" in column form and "employers reporting",

"percentage reporting" and "rank of methods" arranged in rows.

Table 4 provides an analysis of data for the corresponding question regarding salaries. Employers are listed in the left-hand column with "lowest", "average" and "highest" wages paid per hour arranged in columns.

Question number five (Tables 5 and 6) contains two parts and each is handled with the same table configuration. Entry requirements are arranged in the left-hand column with the values of "no importance", "little importance", "important", "very important" and "most important" arranged at the top of the table. "No importance" was assigned a value of zero, followed by "little importance" with a value of one, ending with "most important" with a value of four. The number of employers reporting each value for the particular entry requirement was tallied and multiplied by the value rating of that requirement. These products were then summed under the column labeled "value totals across". The entry requirements were then ranked in descending order.

The second part of question number five was analyzed in similar fashion to the first part except that the three qualifications--"no preparation", "little preparation" and "some preparation"--headed the data columns with values of one, two and three, respectively. The number of employers reporting each amount of preparation was then multiplied by its value and these products were summed under "value totals across" as in the first part of this question.

Information regarding entry requirements for minimum experience and education was provided by question number six and tabulated in Table 7. Experience and education appear in the left-hand column with the employers queried appearing at the top row. Responses are recorded under the appropriate employer.

Information provided by the remaining questions was analyzed by content and similarity to other responses. This data will be reported in narrative in chapter three.

The employee questionnaire consisted of a check-list question concerning occupational value factors for the two occupations considered. The value factors were arranged in the left-hand column of Table 8 followed by the importance ratings of each factor at the top row of the table. The same configuration was used for this presentation as was used in Tables 5 and 6. Numerical values were assigned to each degree of importance, multiplied by the number of employees reporting each and summed under "value totals across". The value factors were then ranked in descending order of importance.

The results of the study and a discussion is contained in the following chapter.

CHAPTER III

RESULTS OF THE STUDY

The survey was made of ten business establishments in Bozeman, Montana. A personal interview with each employer resulted in a 100 percent questionnaire completion. Each employer was also asked to hand a questionnaire to each employee in the two trades. Several visits and personal contacts with some of the workers yielded valuable dividends and a 100 percent employee questionnaire return was finally achieved.

Much valuable information was gained from the employers of these firms. The researcher was impressed with the cooperativeness and interest shown by them and found that the personal interview procedure produces much more inclusive and analytical results than can be expected from a communication by mail.

Seven employers felt that new employees seldom meet entry expectations (Table 1). This means that 70 percent of the employers

Table 1.
Number and Percentage of Ten Employers Who Feel
New Employees Meet Entry Expectations

Degree of Frequency	Number Reporting	Percentage Reporting	Rank
Seldom	7	70	1
Frequently	3	30	2
Often			3
Always			3
Never			3

surveyed feel that new employees are seldom prepared sufficiently to undertake and accomplish the duties assigned to them. Three employers,

or 30 percent of the ten employers surveyed, felt that employees frequently meet their expectations.

Eight employers indicated that the employment agency was used by them to hire new workers (Table 2). This preference for the employment

Table 2.
Number of Employers Reporting and Rank of Various
Hiring Methods

Hiring Methods	Never	Seldom	Frequently	Often	Always	Value Totals Across	Rank
Through an employ- ment agency	2	3	3	2		15	1
Business Contacts	3	2	4	1		13	2
Walk-ins	4	1	5			11	3
Advertising in news media	6		4			8	4
Formal letter of application	6	2	1	1		7	5
Employee is a friend or relative	6	3	1			5	6
Internal advance- ment	9			1		3	7

agency as a source of hiring, as expressed by the employers, ranked it as the number one hiring method. Business contacts ranked second and was written into the questionnaire by seven employers on the optional line marked "other (please specify)". Internal advancement was also written into one questionnaire, thus giving it the lowest rank of the seven hiring methods used. Walk-ins ranked third but 60 percent of the employers indicated, in their discussion of this method, that it was only because this is the most common way that men apply for a job. A walk-in

is given a more stringent questioning and screening than a job seeker who has been referred through the other leading methods named above. Advertisement in any news media, formal letter of application, and employee is a friend or relative ranked fourth, fifth and sixth, respectively, with four employers responding to each method.

The length of time required to learn the duties of the trade varied from three months to five years (Table 3). Most employers are

Table 3.
Length of Time Required to Learn the Duties of the Job
Satisfactorily as Reported by Ten Employers

Time	Employers Reporting	Percentage Reporting	Rank
Up to 1 mo.			
Up to 3 mos.	1	10	3
Over 3 mos. - Up to 6 mos.	1	10	3
Over 6 mos. - Up to 12 mos.	3	30	1
Over 1 yr. - Up to 3 yrs.	2	20	2
Over 3 yrs. - Up to 5 yrs.	3	30	1
Over 5 yrs.			

Note: All employers generally indicated that three to five years would ideally be their preference but that they are forced to accept men with less experience.

unhappy with new workers because of their poor attitude toward work and lack of willingness to learn. Because of this many employers feel that many employees are not satisfactorily qualified with less than four or five years of experience. Another general complaint of employers is that they are spending too much money training these men only to lose them later to another larger firm or promises of better working conditions and higher pay.

Wages ranged anywhere from \$1.25 an hour for the lowest paid worker up to \$3.50 an hour for the highest wage paid, plus a percentage commission for foremen of three auto body repair shops (Table 4).

Table 4.
Lowest, Average and Highest Wages Paid by Ten Employers

Employer	Lowest Wage/Hr.	Average Wage/Hr.	Highest Wage/Hr.
A	\$1.50	\$2.50	\$3.00
B	\$2.00	\$2.56	\$3.10
C	\$1.25	\$2.50	\$2.90
D ^a	\$1.50	\$3.00	\$3.50
E	\$2.00	\$2.90	\$3.40
F	\$2.65	\$2.90	\$3.05
G ^a	\$2.00	\$2.90	\$3.50
H	\$1.50	\$2.85	\$3.00
I	\$2.00	\$2.90	\$3.00
Ja	\$2.00	\$2.90	\$3.50

^aThese employers pay the foreman up to 60% of the flat \$7.00/hr. customer charge plus 10% of the value of the labor done by each man he supervises. Each man gets paid up to 50% of the flat \$7.00/hr. depending upon his expediency on the job.

The average wage generally paid was \$2.54. This was found by taking the mean of all the average wages paid.

"Accepts tasks willingly and sees them through" ranked as number one among ten employers as a necessary entry requirement for new employees in the electronic repair trade and the auto body repair trade. (Table 5) Two requirements which followed closely as the second choice were "performs his share of work willingly and within his abilities" and "gets along well with others". Most employers seemed very concerned that employees get along well with others while most employees felt this was rather unimportant and ranked fellow employees as number

Table 5.
Number Reporting and Rank of Importance of Various Occupational Entry Requirements

Entry Requirement	No Importance	Little Importance	Important	Very Important	Most Important	Value Totals Across	Rank
h) Accepts tasks willingly and sees them through				6	4	34	1
g) Performs his share of work willingly and within his abilities			2	4	4	32	2
j) Gets along well with others			2	4	4	32	2
f) Personal appearance and attention to cleanliness and care of the tools and work area			3	4	3	30	3
c) Manipulation or application of the tools or instruments of the trade			1	8	1	30	3
k) Works with the welfare of the business in mind			5	2	3	28	4
i) Reports discrepancies which might cause delays, lost time and unsafe conditions			6	3	1	25	5
a) Technical knowledge of the occupation	1		5	2	2	24	6
e) A knowledge of the codes and ethics of the trade	1		5	4		22	7
b) Ability to read drawings, plans, and diagrams and the ability to communicate ideas with sketches or drawings		5	2	2	1	19	8
d) Mathematical or arithmetical computation ability as required in your occupation		5	5			15	9

nine in the list of job value factors.

The most significant information supplied by this question seems to be that employers are, indeed, more concerned with personality factors, punctuality, integrity, willingness to learn, attitude toward work, and personal character than they are regarding skills and knowledge of the trade. A common statement made by many of the employers was that they would rather hire a worker of high personal caliber and train him for the occupation than to hire an experienced man who has few or none of the personal qualifications mentioned previously.

A problem which many employers found troublesome and economically burdensome was the training of a worker only to lose him when he is at the peak of his productive capacity. If the employer cannot match or surpass the new offer, he will lose both his investment in the worker and the productive potential of the trained employee.

Then entry requirements in which employers felt new employees had the least amount of preparation are shown in Table 6. Each employer was asked to designate three entry requirements as those of "no preparation", "little preparation", and "some preparation". A lack of technical knowledge ranked well ahead of "accepts tasks willingly" which ranked as number two. It is interesting to note that "technical knowledge of the occupation" ranked sixth in importance which employers placed on various occupational entry requirements (Table 5). "Works with the welfare of the business in mind" ranked as number three. This is in agreement

Table 6.
Entry Requirements Indicated by Ten Employers in Which New Employees Are Least Prepared

Entry Requirement	No Preparation	Little Preparation	Some Preparation	Value Totals Across	Rank
a) Technical knowledge of the occupation	2	1	4	18	1
h) Accepts tasks willingly and sees them through	1	5		11	2
k) Works with the welfare of the business in mind	3	1	1	8	3
e) A knowledge of the codes and ethics of the trade	1		2	7	4
c) Manipulation or application of the tools or instruments of the trade		2	1	7	4
f) Personal appearance and attention to cleanliness and care of the tools and work area			1	3	5
j) Gets along well with others			1	3	5
g) Performs his share of work willingly and within his abilities	2			2	6
b) Ability to read drawings, plans, and diagrams and the ability to communicate ideas with sketches or drawings		1		2	6
i) Reports discrepancies which might cause delays, lost time and unsafe conditions	1			1	7
d) Mathematical or arithmetical computation ability as required in your occupation				0	8

with responses made consistently by employers that new workers are unaware of business economics and management costs. They often believe that the employer has an unlimited source of funds with which to conduct the business.

Table 7 provides an easy analysis of the minimum acceptable education and experience for entry into the occupations surveyed.

Table 7.
Entry Requirements for Minimum Experience and Education
as Indicated by Ten Employers

Experience and Education	Employers Queried									
	A	B	C	D	E	F	G	H	I	J
Formal Education	12 yrs.	12 yrs.	--	--	12 yrs.	8 yrs.	--	12 yrs.	12 yrs.	12 yrs.
Vocational or Trade School	1 yr.	1½ yrs.	--	--	1 yr.	1 yr.	--	9 mos.	3+ yrs.	--
Practical Experience	1 yr.	1 yr.	Yes	2 yrs.	3 yrs.	1 yr.	1 yr.	9 mos.	3+ yrs.	3+ yrs.

Note: All employers indicated generally that they seek men with more experience than what is indicated in the table but that good, experienced workers are nearly impossible to find.

Six employers felt graduation from high school should be a definite prerequisite since this accomplishment indicates that the individual probably has certain desirable qualities, such as persistence and aggressiveness. Furthermore, the individual does not usually attain employment age until graduation from high school so that most students should be able to graduate from high school. Several employers indicated that they prefer educated and experienced men but it is indeed

difficult to find this combination.

None of the business establishments surveyed provided a planned advancement program. The common requisite for advancement was experience and production. All employers except one explained that advancement was limited to foreman of the shop. One employer stated that he was interested in someone upon whom he could depend to assume all facets of the operation. An agreement would be reached in which both shared the business profits, thus providing for his retirement. One business provided for training at the manufacturer's service schools. However, this training was not necessarily directed toward advancement. Rather, it was to develop a more efficient serviceman.

Higher wages was indicated by 90 percent of the employers as a reason for leaving the firm. Among other reasons for leaving were a) better conditions; b) workers were drifters; c) climate; d) advancement; e) inadequate training; f) drinking; and g) false selling programs by other employers in the trade.

Three television electronic repair shops reported that no tools were to be supplied by the workman and one reported a \$30 to \$50 cost for small hand tools. The cost of both power and hand tools to the auto body repairman ranged from as low as \$200 to over \$1000. The general consensus, however, seemed to indicate the \$1000 bracket as a necessary amount to do an effective job.

The Thurstone Test of Mental Alertness and the Thurstone Test of Temperament were both given by one employer (this was a national

business concern). Other employers indicated the following methods of screening: a) probationary period from one to six weeks, b) experience, c) educational background, and d) questioning. Six employers reported that no screening was given prospective employees.

Five employers reported that they felt the schools can provide some basic fundamentals for prospective employees. Three said "no" the high school definitely cannot provide such training and two stated that it could with certain changes in curriculum, instructors and philosophy. An employer advisory group was recommended by some employers as a means of providing up-to-date instruction in the classroom.

The employee questionnaire regarding job value factors was submitted to fifteen employees (Table 8). It provided much illuminating information relative to employee considerations of factors such as salary, working conditions, and job benefits. It was found that salary ranked as number one in importance out of a total of 26 value factors. One employee reported salary as little importance, six employees reported that it was most important, while none felt it was of no importance.

Most employees felt that "interesting occupation" was the second most important occupational value factor with only one employee indicating it was of no importance.

"Stability of the job" ranked number three while "prestige of the job", "planned training", and "working conditions" all ranked number four in importance.

Table 8.
Importance of Occupational Value Factors as Indicated by 15 Employees

Job Value Factors	No Importance	Little Importance	Important	Very Important	Most Important	Value	
						Totals Across	Rank
Salary	0	1	3	5	6	46	1
Interesting Occupation	1	0	5	2	7	44	2
Stability of Job (Security)	0	1	7	1	6	42	3
Prestige of Job (Reputation)	0	4	1	6	4	40	4
Planned Training	0	3	4	3	5	40	4
Working Conditions	0	1	6	5	3	40	4
Growth Potential of Industry	1	2	3	5	4	39	5
Variety of Activities	2	1	2	8	1	36	6
Future Need for Occupation	3	0	4	4	4	36	6
Training Ability of Supervisors	1	2	7	1	4	35	7
Personnel Policies	1	3	6	3	2	32	8
Fellow Employees	3	4	1	4	3	30	9
Regular Advancement	2	1	8	3	1	30	9
Vacation	2	1	9	1	2	30	9
Product Discounts	2	2	7	2	2	30	9
Training Expenses Paid	3	3	5	1	3	28	10
Retirement	5	2	2	3	3	27	11
Insurance	5	2	2	4	2	26	12
Sick Pay	6	1	3	3	2	24	12
Personal Advancement	3	4	4	4	0	24	13
Community Facilities	3	3	6	2	0	21	14
Climate	4	5	3	2	1	21	14
Geographical Location	6	1	5	2	1	21	14
Military Service Policies	10	1	2	2	0	11	15
Unions	10	3	1	1	0	8	16
Moving Expenses Paid	12	2	0	1	0	5	17

The researcher found that several of the factors, such as "moving expenses paid", "insurance", and "retirement", were not applicable for most employees in the occupations studied. It was especially interesting to note that, while "planned training" ranked fourth, "regular advancement" and "personal advancement" ranked ninth and thirteenth, respectively. Most workers seemed thwarted regarding advancement since there is little chance of moving into a new position of added responsibility in most firms. Salary was, nevertheless, very important to them.

Unions, surprisingly, ranked very low with only five workers attaching any importance at all to them.

"Community facilities", "climate", and "geographical location" also ranked very low and seem to indicate that workers, at least in the two occupations surveyed, tend to live where there is employment regardless of the foregoing factors.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was undertaken to determine job entry requirements for the television electronic repair trade and the auto body repair trade in Bozeman, Montana, and to gain insight into the initial employment problems of young men entering the labor market. Information for the study was obtained from employers and employees of the two trades and depended upon their experience and interpretation of the questions for accuracy and meaning.

By means of a questionnaire and a personal interview with the manager of the Montana State Employment Office in Bozeman, the two most serious shortage occupations were determined to be auto body repairman and television and electronic repairman.

A list of these businesses was obtained with the cooperation of the employment service, by use of the telephone directory, and through inquiry at the business establishments prior to the study.

A visit was made to each business establishment during which the problem was introduced, discussed and the employer questionnaire was answered. Employee questionnaires were then handed to the employer to be given to the employee for completion. Return visits were then scheduled to pick up the employee questionnaires and discuss any problems pertaining to the completion of the employer and employee questionnaires. It was necessary to make several return visits to some

businesses before all employee questionnaires were completed and ready to be returned.

Information provided by the restricted form of question was then arranged into tables of ordinal classification or other tabular form. Data revealed by unrestricted questions was discussed in narrative form in chapter three. Care was used to reproduce the results from these questions as accurately and categorically as possible so that important elements of the testimony would not be lost in the interpretation.

Conclusions

Based upon an analysis of the data secured from the survey, it is concluded that employers place more importance upon personal character, attitudes, and personality traits in new workers than they do upon skills and knowledge of the trade.

It is further concluded that, since six employers expected at least high school graduates and the others did not and some employers preferred previous training in trade schools and some disputed the value of this, there is a difference of opinion in educational and training requirements for new workers among employers of the two trades surveyed.

It is also concluded from the willingness shown by all employers in the study that they have an image of the ideal worker and they are eager for an opportunity to verbalize this image.

Finally, in terms of the total study, it is concluded that the personal interview technique is most valuable in obtaining the personalized data for analysis of the human factors of employment.

Recommendations

In view of the foregoing conclusions the following recommendations are suggested for consideration in vocational education program development:

1. Further and more intensive study is needed of all the industries in the area and the results used to guide the courses and content in the school's vocational education program.
2. Schools need to maintain good placement services and establish contacts with the businesses in the immediate area in order to keep pace with employment vacancies and job requirements.
3. Guidance counselors need to get information to students regarding local occupational shortages and requirements along with information describing occupations. Students should concurrently be trained with a knowledge of how to apply for jobs, attitudes to have on the job, basic business economics, and responsibilities of the beginning workers.
4. Further surveys are needed regarding the problem of whether schools should provide more training in basic skills and attitudes with the idea that occupational training can be given on the job.
5. Employers should be made aware of the need for and provide adequate communications with young workers to help promote a mutual understanding of duties and responsibilities involved in their jobs.
6. Provide group and individual guidance for non-college-bound students to impress upon them the importance of the correct selection of preparatory subjects for satisfactory future employment.

APPENDICES

APPENDIX A

Shortage Occupation Analysis Questionnaire
(For Employment Office Use)

The purpose of this questionnaire is to gather data that will serve as a guide to isolate the two most serious skilled shortage occupations in Bozeman, Montana, during 1966.

Title of Occupation _____

1. How many applications were received for this position during 1966? _____
2. How many applicants were placed in this position during 1966? _____
3. How many employer visits were made during 1966 for this trade? _____
4. How many employers were operating in Bozeman in this trade during 1966? _____
5. How many of these employers were serviced by the employment office during 1966? _____
6. How many applicants were unable to find employment in this trade during 1966? _____
7. How many of these employees filed for unemployment compensation during 1966? _____

APPENDIX B

Employer's Entry Requirement Rating for Employees

Job Title:

Date:

Plant:

Number of Employees:

The purpose of this questionnaire is to determine job entry requirements which employers feel to be of significance when hiring new applicants. Please select your choices carefully and thoughtfully.

Never Seldom Frequently Often Always

1. Do you feel that new apprentices meet your expectations for necessary entry knowledge to accomplish the tasks assigned in your occupation?

___ ___ ___ ___ ___

2. Which of the following methods of hiring new employees do you use?

a) Walk-ins

___ ___ ___ ___ ___

b) Formal letter of application

___ ___ ___ ___ ___

c) Employee is a friend or relative

___ ___ ___ ___ ___

d) Through an employment agency

___ ___ ___ ___ ___

e) Advertisement in any news media

___ ___ ___ ___ ___

f) Other (please explain)

_____ ___ ___ ___ ___

3. Check one of the following to indicate the experience required to learn the duties of this job satisfactorily.

___ up to one month

___ over one year-up to three

___ up to three months

___ over three years-up to five

___ over three months-up to six

___ over five years

___ over six months-up to twelve

4. What is the lowest possible wage for the beginning apprentice to make on your job? What is the highest possible wage that an experienced workman might make after a number of years with you? What are the rates of pay which you use in apportioning the wage to an employee, for example, hourly, piece work, overtime, incentive, bonus, and other? Please indicate combinations of these.

a) Lowest wage _____ b) Highest wage _____ c) Average wage _____

d) Rates of pay _____

5. Indicate the importance you would place on the following areas of preparation representative of your trade. (Check appropriate blank)

	No Importance	Little Importance	Important	Very Important	Most Important
___ a) Technical knowledge of the occupation, for example, knowledge and use of materials, comprehension of terms, and ability to communicate with them.	_____	_____	_____	_____	_____
___ b) Ability to read drawings, plans, and diagrams and the ability to communicate ideas with sketches or drawings.	_____	_____	_____	_____	_____
___ c) Manipulation or application of the tools or instruments of the trade.	_____	_____	_____	_____	_____
___ d) Mathematical or arithmetical computation ability as required in your occupation.	_____	_____	_____	_____	_____
___ e) A knowledge of the codes and ethics of the trade.	_____	_____	_____	_____	_____
___ f) Personal appearance and attention to cleanliness and care of the tools and work area.	_____	_____	_____	_____	_____

- Now please select three of the above areas of preparation (a to k) in which you feel your new apprentices are least prepared. Use the numeral "1" to indicate that area in which you feel apprentices have no preparation, a "2" to designate that area in which you feel they have a "little" preparation, and the numeral "3" to indicate that area in which you feel they have some but hardly an adequate amount of preparation. (Make your selection in the blank provided to the left of each item)

Practical Experience;	0	1 yr.	2 yrs.	3 yrs. or more
	1	1	1	1

Is there any additional training or experience required? _____

8. For what reasons do workers leave the job?

9. What tools does the workman provide at his own expense?

What is the average cost to him?

10. What aptitude tests or other measurements of prediction for aptitude and interests do you give, such as mechanical aptitude, clerical aptitude, finger dexterity, pitch discrimination, color blindness, reaction time or other? (Please explain or describe)

11. Do you feel that the high school can provide adequate training for an apprentice in your trade?

12. Please enter, in the space below, any suggestions you may have or any changes or additions you would like to make in the questionnaire. Thank you.

APPENDIX C

Comparator of Job Value Factors According to Employee Ratings

Job Title:

Plant:

Employee:

Employer:

Date:

The purpose of this form is to determine the importance placed on value factors by workmen in a particular occupation. Please use this form to indicate the value characteristics which you would consider as ideal for your job; that is, the degree of importance which should be placed on these factors, in your judgment. Place an "X" in the blank that indicates your decision.

<u>Value Factor</u>	No Importance	Little Importance	Important	Very Important	Most Important
Personal advancement	_____	_____	_____	_____	_____
Growth potential of the industry	_____	_____	_____	_____	_____
Regular advancement	_____	_____	_____	_____	_____
Planned training	_____	_____	_____	_____	_____
Training expenses paid	_____	_____	_____	_____	_____
Training ability of supervisors	_____	_____	_____	_____	_____
Interesting occupation	_____	_____	_____	_____	_____
Variety of activities	_____	_____	_____	_____	_____
Fellow employees	_____	_____	_____	_____	_____
Prestige of job (reputation)	_____	_____	_____	_____	_____
Stability of job (security)	_____	_____	_____	_____	_____
Personnel policies	_____	_____	_____	_____	_____
Unions	_____	_____	_____	_____	_____
Future need for the occupation	_____	_____	_____	_____	_____
Working conditions	_____	_____	_____	_____	_____
Salary	_____	_____	_____	_____	_____
Vacation	_____	_____	_____	_____	_____
Sick pay	_____	_____	_____	_____	_____
Retirement	_____	_____	_____	_____	_____
Product discounts	_____	_____	_____	_____	_____
Insurance	_____	_____	_____	_____	_____
Moving expenses	_____	_____	_____	_____	_____
Military service policies	_____	_____	_____	_____	_____
Community facilities	_____	_____	_____	_____	_____
Climate	_____	_____	_____	_____	_____
Geographical location	_____	_____	_____	_____	_____

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