SELF-ASSESSMENT OF JOB SKILLS AS AN INDICATOR OF EMPLOYABILITY OF WOMEN

By

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AS AN INDICATOR OF

EMPLOYABILITY

OF WOMEN

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PREFACE

The purpose of this study is to determine if self-assessment of job skills for women provides incentives to help individuals identify skills and talents that can help them enter or reenter the labor market. A sample of Oklahoma women selected through a combination of cluster sampling and purposive sampling is used in this study. The results of the study are discussed in terms of the sociodemographic and employability characteristics of adult Oklahoma women.

The format of this master's thesis deviates from the standard thesis style used at Oklahoma State University. The purpose of this deviation in style is to provide a manuscript suitable for publication, as well as fulfilling the necessary thesis requirements. The manuscript follows guidelines in the publication manual of the American Psychological Association, with some minor deviations for presentation in the thesis. Cooperation of the Graduate College and Dean Norman Durham in allowing format deviations is greatly appreciated.

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Abstract

The purpose of this study is to investigate if a self-assessment questionnaire of job skills assists women in identifying skills and talents for employment. A sample of Oklahoma women seeking employment or a career change were selected through a combination of cluster and purposive sampling in 12 geographically representative sites.

General Linear Model (GLM) procedure and T-test statistics are used to determine the significance of variation in the mean scores of skills acquired from previous employment, school and education, volunteer work, and home and family.

The results of the study indicate that age and education are important factors when identifying employment skills. Both age and education showed statistically significant differences among groups in identifying skills. Employment status is statistically significant in skills obtained from previous employment. Training showed little effect on the number of skills reported. Women reported they perceived the questionnaire useful and applicable, and plan to use the information to seek employment. Self-assessment can help women build self-confidence through identification of skills from sources that reflect their stage of life, such as volunteer or home and family activities in addition to previous employment and education skills.

Introduction

Labor force participation rates of women have been increasing since the end of World War II. Over half of all U.S. women are employed and they comprise over 45 percent of the labor force (U.S. Department of Labor, 1988). Women today can expect to be employed the majority of their adult lives.

In addition to young, first time labor market entrants, women attempt to enter the labor force after becoming displaced homemakers, reenter the labor force after an interruption, or change employment because they find themselves dislocated workers. Many women attempt to enter the labor market with little knowledge of occupational options, without knowledge of how their skills match those needed in the job market, and without the necessary investment in education or training required for a life time of employment (Couchman & Peck, 1987). Unsuccessful attempts at employment result when they can not identify marketable job skills, lack training, or find their education is obsolete.

Employment related skills acquired from previous employment and education are often the only skills offered to potential employers. Yet women at different stages of the life cycle have acquired identifiable employment related skills through volunteer activities and home and family responsibilities. Even though they have many life experiences, most employers do not translate and value the skills developed as homemakers into abilities appropriate for paid employment.

According to Zemke (1982), self-assessment is an effective method of helping individuals identify their own skills and enables them to assess their abilities or deficiencies regarding employability.

Purpose of the Study

The purpose of this study is to investigate if a self-assessment employability questionnaire assists women in identifying skills for employment. Additionally, the study's sampling scheme is designed to identify characteristics of women desiring to change or seek employment in Oklahoma. The self-assessment questionnaire is designed to help women self-evaluate job skills acquired from the following sources: 1) previous employment, 2) school and education, 3) volunteer work, and 4) home and family activities. It is hypothesized that skills identified from each source are statistically significantly related to age, education, employment status, and training program participation.

Review of Related Literature

John Holland's (1973) theory of careers is the basis for several self-assessment interest and skills inventories. Holland developed the practical application of a paper and pencil inventory which organizes information for vocational and educational guidance. He has built a comprehensive classification scheme which allows students to assess whether their occupational choices are appropriate based on personality types identified as a result of his self-administered instrument. Holland's theory and resulting questionnaire design provides a workable format to assist individuals in identifying their skills and interests. The instrument used in the study reported here uses a similar principle to identify skills for employment.

John Bolles (1980), author of the popular guide for job hunters, What Color is Your Parachute?, and Gray, Loeffler, and Cooper (1982), authors of Every Woman Works have used Holland's self-assessment theory in their books. Both Bolles and Gray et al., use a design similar to

Holland's for their self-assessment instruments. Columns are constructed in which individuals record skills used in areas of their life such as home and family, paid employment, volunteer work, school and education, and recreation or leisure. The format helps individuals see patterns of skills and strengths. Questionnaires designed by Holland (1973), Bolles (1980), and Gray, Loeffler, and Cooper (1982) provide the model for development of the self-assessment instrument used in this study.

A process through which skills and abilities are identified assists occupational placement by matching occupational roles and the skills and training of job seekers (Whiteley & Resnikoff, 1972; Super, 1972; Beck, Horan, & Tolbert, 1978; Allis, 1984; Avery, 1986; Hackman & Oldham, 1975;). Bolles (1980) and Gray et.al. (1982) have incorporated the skill matching technique in their instruments. Additionally they have identified skill sources other than previous employment and education such as home and family and volunteer activities. Therefore employers need to examine all previous experiences of potential employees including skills, attitudes, and behaviors to clearly match existing abilities and job requirements.

While self-assessment has been successfully used in vocational guidance, deficiencies in regard to theoretical foundations, measurement, and behavioral focus have been identified (Heneman, 1980; Adams, Shea, & Fitch, 1979). It has been suggested that self-assessment research investigate not only current interests, but the influence self-assessment has on subsequent behavior (Heneman, 1980). Use of self-assessment instruments requires that respondents be moderately literate (Hackman & Oldham, 1975). According to Adams,

Shea, and Fitch (1979) problems with self-reporting instruments include time required to administer the scales individually and the possibility that incorrect scoring can occur. Levine, Flory, and Ash (1977) indicate that individuals can validly assess themselves regarding abilities, skills, and knowledge without overstating their abilities. General indications are that self-administered instruments offer the advantage of methodological control for potential bias and possible interviewer effects on participant response. The key to successful self-analysis, according to King (1985), lies in the ability to see one's own shortcomings and to capitalize on one's strengths.

Assessment of job skills can be beneficial to economic development. Confidential surveys can be used to collect data on individual community's available job skills. This information can be marketed to business prospects. According to Larry Colaw (1987), matching labor force characteristics with desired skills is a major incentive for relocating firms. Job training programs such as Job Training Partnership Act (JTPA) provide a link between human resource development and economic development. Job training programs can bring education into alignment with the work place to reduce worker displacement (Penne, 1986; Clark, 1983; U.S. Department of Labor, 1982). Workfare, seeks to reduce welfare dependency through providing training and employment search services to welfare clients. Requiring clients to seek and obtain a job, is one proposal under the Congressional welfare reform that places emphasis on gainful employment as a means of escaping poverty (U.S. Department of Agriculture, 1988).

Methodology

A geographically representative sample of Oklahoma sites was selected for this study. A combination of cluster and purposive sampling was used to obtain 12 sites for data collection. Two sites were randomly identified from the Vocational-Technical Schools with Displaced Homemaker Training Programs in each of the four regions in the State. The third site in each region was selected purposively to include locations in the State where Vocational Education programs are not available.

Volunteer participants completed the self-assessment questionnaire during employability workshops held October 1988. Demographic characteristics and job skill data were obtained through a summary questionnaire distributed with the self-assessment instrument. Additionally the questionnaire asked participants to summarize categorized job skills obtained from previous employment, education and school, volunteer work, and home and family as reported in the self-assessment instrument. Reported skills (with maximum response) include: numerical, financial, and money management (7); managerial (6); communication (6); organizational (6); decision making (5); leadership (5); artistic (6); athletic or outdoor (6); manual (5); human relations (6); educational (5); and clerical (7).

Characteristics of the Sample

Ninety-two percent of the respondents participated in workshops held at vocational-technical schools. Forty-seven percent of the sample are currently participating in training, which corresponds with those respondents who attended the workshops at vocational-technical schools. Vocational-technical schools for workshop sites were used to

attract individuals who think of vocational-technical schools as providing training for employment. Attendance was significantly greater in sites held at vocational education schools, including those women not currently participating in training, which indicates individuals do relate employment training to vocational technical schools. The sample of 299 Oklahoma women were grouped into four age cohorts: 16-24, 25-34, 35-44, and 45 and over. Over 50 percent of the sample were 34 years of age or less. Approximately 17 percent were over 45 years of age (see Table 1).

Insert Table 1 about here

Twelve percent of the sample are college graduates with approximately four percent with a master's degree. Educational attainment was highest for the age cohort 35-44. Over half of the sample have had vocational or college training beyond high school. This is reflective of the location of the employability workshops at vocational technical schools. Fourteen percent have not completed high school. This is due to high school students enrolled in vocational technical schools participating in the seminars. Nonwhite respondents, primarily in the younger cohorts, comprise approximately 17 percent of the sample.

Approximately 55 percent of the women are married--seven percent report they are separated from their spouse. Single women, never married, comprised 19 percent of the sample. Two-thirds of the single never-married women are in the youngest cohort and the five percent widowed are in the oldest two cohorts.

Over two-thirds of the sample are unemployed, included in this group are nine percent of the women who reported their occupation as full time homemaker. Those employed full time, 35 or more hours a week, comprise 15 percent of the sample. Ten percent of the women are employed part time. Occupations reported by those employed include over 32 percent in service occupations, and 23 and 12 percent, respectively, in clerical or sales occupations.

The largest income group for the individuals in the sample was under $5000, reported by 33 percent. Forty percent of the women had no income due to the high number of women not presently employed.

Over 75 percent of the women have been out of the paid labor force for three years or less. Twenty-five individuals have been out of the labor force for 10 or more years. Four women in the study have been out of the labor force for periods of 22, 24, 31 or 38 years.

Of the married women, 77 percent of their spouses are employed. Ten percent of the husbands are employed in professional or managerial occupations. The largest percent (16%) of husbands are employed in craft or operative occupations. Ten percent are in service jobs.

Total household income for 37 percent of the sample was $5000 or less. This is consistent with 45 percent of the respondents unmarried and over 60 percent of the sample unemployed. Approximately 16 percent have a household income in the $5000 to $10,000 range and another 15 percent have a household income over $30,000.

Seventy-four percent of the women have children under 18 years of age in the home. Nearly 40 percent of the women with two or more children are in the 24-44 cohort.

Analytical Procedure

The General Linear Models (GLM) procedure is used for statistical comparison of least squares means of reported skills for age and education. While Analysis of Variance (AoV) would ordinarily be the statistical test of choice, these data result in unequal cell size and the Duncan Multiple Range Test does not provide conclusive differentiation among groups of the class variable. GLM is used here because there are unequal numbers of observations for the different combinations of the class variable (Joyner, 1985). T-tests are used to statistically compare means of reported skills by employment status and by participation in training where these class variables are dichotomous.

Findings and Discussion

Results of the GLM procedure indicate that age is an important factor in the number of skills women report (see Table 2). As age increases, the mean score for skills also increases. Skills gained from previous employment are affected by age particularly by differences between the youngest age cohort, those 16-24 years of age, and the older three cohorts. This is reflective of the lack of work experience by those who have never been in the labor force. As can be expected as women age, and have more experience in the paid labor force, their employment related skills increase.

Insert Table 2 about here

Table 3 show the means and probability of variation among age cohorts for skills obtained from school and education. Age has a

negative effect on the number of skills from school and education. The oldest age cohort, women 45 and older, indicates fewer skills than the other age groups. The youngest age group, 16-24, indicate more skills from school and education which may result from the number of respondents in this age group who are currently finishing high school or vocational training. Additionally, younger respondents who have been out of school for a short period of time may attribute more skills to their educational attainment. There were significant differences in the age cohorts, particularly when comparing the youngest age cohort with the older three cohorts. The oldest cohort significantly differs from those under age 45 particularly in communication, organization, and education skill categories.

Insert Table 3 about here

Age has a positive effect as indicated by the analysis of mean scores for skills obtained through volunteer work. Volunteer work may include working for a church, school, or community agency. It often involves planning events, raising money, teaching children or adults, or visiting older individuals (Gray et al., 1982). The results of the GLM procedure indicate that with age more women have volunteer experiences to which they attribute their skills. There greater difference was between the two older age cohorts and the two younger age cohorts. When presenting the employability workshop it was indicated by a majority of the participants that they did not participate in volunteer activities. The socioeconomic background of the respondents may attribute to this--37 percent of the sample having

annual incomes of under $5000. Table 4 provides the results of the analysis of variance for skills from volunteer work by age cohorts.

Insert Table 4 about here

Table 5 provides GLM results of skills obtained through home and family by age cohorts. Mean scores for skills do not show significant differences between age groups with the exception being numerical, financial, and money management skills; decision making; and clerical. Older women may have more experience in maintaining a household budget and other tasks which use skills of this type in this category.

Insert Table 5 about here

There are fewer incidences of variation among age groups for skills from home and family. Skill groups which showed the greatest number of significant differences were those which may not be identified normally with home and family. Numerical and clerical skills showed probability of differences between the older age cohorts and the younger two age cohorts.

As shown in Table 6, with the exception of athletic and manual skills, education is statistically significant and has a positive effect on number of skills from previous employment. GLM results shows significant differences among educational groups, in particular the those who have not completed high school are different from those with higher educational attainment. For previous employment skills, this may occur because many in this group have not worked in the paid labor

force.

Insert Table 6 about here

Education also has a positive effect on skills reported by respondents from school and education. There were statistically significant differences among educational groups (see Table 7). Women who have a college degree showed differences when compared with the other three education groups in most skill groups. However, decision making and clerical were the only two skills reported as statistically significantly related to education. This may be because a large number of respondents are currently in clerical training programs through vocational-technical schools. Those women who have continued their education beyond high school, either in college or vocational training identify more skills attributed to education.

Insert Table 7 about here

Skills reported by respondents for volunteer work by educational attainment also showed education to have a positive effect on the mean scores of skills. Table 8 shows those education groups which are statistically significant in differences. As expected, women with higher educational attainment, especially those with training above high school, are different from those who have not completed high school. The group of college graduates show significant differences across all skills.

Insert Table 8 about here

Significant differences between education groups and mean skills scores obtained from home and family are illustrated in Table 9. Education has a positive effect on the number of skills reported by respondents. The educational group that has not completed high school reported the fewest skills. This may be caused by the age of some women in this group who do not maintain a home of their own.

Insert Table 9 about here

The F-values reported in Table 10 provides a summary regarding statistically significant relationships between number of reported skills obtained from previous employment, school and education, volunteer work, and home and family by age and education of respondents. Athletic and manual skill groups have the least incidence of statistical significance from each source across age and education. Decision making and clerical skills are statistically significant from all sources for both age and education. Numerical, financial, and money management is statistically significant for all sources with the exception of school and education. Skills reportedly acquired through volunteer work that are statistically significant for age and education are often thought of as people related skills, with the exception of numerical skills which may have resulted from fund raising connection with numerical skills.

Insert Table 10 about here

T-test statistics reported in Table 11 show statistically significant differences of mean skill scores between dichotomous options of employment status and participation in training. Mean scores for skills from previous employment indicate that employment status has a positive effect on the number of skills reported. It would be expected that women currently employed would report a greater number of skills gained through work experiences than those not employed. In contrast, participation in training showed a negative effect on skills reported in this category. This may result in part due to the number of women enrolled in training who have been out of the labor force for long periods of time, or who have never worked in the paid labor force. T-test statistics indicate statistically significant differences between mean scores of those employed and not employed, with the exception of numerical skills and athletic skills.

Insert Table 11 about here

Employment status and participation in training had no effect on skills reported from school and education with the exception of clerical skills resulting from training. This can be explained by the number of women enrolled in vocational training programs taking clerical classes. This may indicate that women in the sample do not think of skills acquired from school and education as related to employment or training (see Table 12).

Insert Table 12 about here

Employment status shows significant differences effecting only managerial and organizational skills gained from volunteer work. Employment increases the mean number of skills gained from volunteer work, while training decreases mean number of skills. Income for those who are employed may allow these women to participate in organizations in a volunteer capacity. Those involved in training may not have the time nor economic resources to be involved in volunteer activities (see Table 13).

Insert Table 13 about here

Mean scores for skills acquired from home and family are not statistically significant for most skills (see Table 14). Both employment status and training have statistically significant different mean scores for clerical skills. This may be explained by the large percentage of women who are employed in clerical positions and have participated in office or clerical training. Additionally, numerical mean score differences are statistically significant for training.

Insert Table 14 about here

As indicated by Zemke (1982), self-assessment is effective in helping individuals identify their skills. Over 50 percent of the sample indicated that the self-assessment questionnaire helped them

identify skills they had not previously considered. Women often do not think of skills used in home and family activities and volunteer work as employment skill. The questionnaire was designed to assist women in looking at the experiences from all aspects of their lives.

Ninety-one percent of the women indicated they plan to use the information gained from the questionnaire to seek employment. Self-assessment is useful in helping individuals identify not only strengths but also weaknesses or need for additional training. Seventy-five percent of the sample indicated they discovered a need for further training. Fifty-four percent reported they plan to seek training after completing the questionnaire. An additional 35 percent of the sample reported they may seek training.

Summary and Conclusions

Employment related skills acquired from previous employment and education are often the only skills offered to potential employers. Yet women at different stages of the life cycle have acquired identifiable employment related skills through volunteer activities and home and family responsibilities. Even though they have many life experiences, most employers do not translate and value the skills developed as homemakers into abilities appropriate for paid employment.

According to Zemke (1982), self-assessment is an effective method of helping individuals identify their own skills and enables them to assess their abilities or deficiencies regarding employability. The self-assessment questionnaire is designed to help women self-evaluate job skills acquired from the following sources: 1) previous employment, 2) school and education, 3) volunteer work, and 4) home and family activities.

Testing for statistical significance of age, education, employment status, and participation in training provides a model which illustrates the effectiveness of a self-assessment questionnaire for identifying skills. Age is statistically significantly related to the number of skills identified by Oklahoma women.

Education also has a positive effect on the skills identified. Over 50 percent of the sample are currently enrolled in a training program. Additionally many young women are seeking employment training. Education is an important indicator of employability. Women with higher educational attainment identified more employment skills in all skill categories.

Participation in a training program has little effect on skills identified for employment. Sample sites may influence this response, as two-thirds of the workshops were held at vocational-technical schools. It was expected that those who had participate in training would identify more skills. A follow-up survey of skills after completion of the training program would provide insight.

High incidence of clerical reported skills and low reporting of manual and athletic or outdoor skills indicate reinforcement of gender related occupational choice or training. Yet given that education is statistically related to number of skills reported the opportunity to broaden women's occupational options might be implemented through encouragement to participate in non-traditional education and training programs.

With the exception of the youngest age cohort, who may not be managing their own households, skills reported from the home and family source increased the number of employability skills. Employers need to

be aware of the usefulness of home acquired skills when evaluating potential employees. Likewise women need to report such skills when seeking employment.

Self-assessment is a useful tool to help individuals identify their skills and talents in addition to identifying weaknesses. The educational level of some women in the sample influenced the usefulness. Women who were not moderately literate found the questionnaire difficult to understand and complete.

Women often lack the self-confidence to successfully enter the labor market. Identification of skills, particularly those skills acquired from experiences such as volunteer work or home and family activities can assist in building self-esteem. This is critical for women, especially displaced homemakers and women with little experience in the labor force.

Further research regarding the effectiveness of self-assessment questionnaire is warranted. A follow-up survey would provide data regarding influence of self-assessment of job skills on future employment behavior. Implementation of the self-assessment questionnaire to survey available labor force skills for enticing future employers through economic development would require household based sampling. Yet continued use of the survey to identify employment related skills among individuals either not in the labor force or unemployed, should also prove useful. Overall indications are that the self-assessment instrument used in this study has identified skills from previous employment, school and education, volunteer work, and home and family activities. Number and types of skills reported are statistically related to age and educational level of Oklahoma women.

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Table 1

Sample Characteristics

		Age			
	%	16-24 % (n=72)	25-34 % (n=92)	35-44 % (n=84)	45+ % (n=51)
Educational Attainment					
Some High School or less	13.71	6.02	4.68	2.34	0.67
Completed High School or GED	27.42	5.35	9.36	7.36	5.35
Vocational Training or Some College	46.82	12.71	14.72	13.38	6.02
College Graduate or Master's degree	12.04	0.00	2.01	5.02	5.02
n = 299	100.00				
Employment Status					
Not Employed	71.14	17.45	23.83	18.79	11.07
Employed Full Time *	16.78	3.36	3.69	6.04	3.69
Employed Part Time	10.07	3.02	3.02	2.35	1.68
Self-Employed	2.01	0.34	0.00	1.01	0.67
n = 298	100.00				
Race					
White	83.39	19.32	23.39	24.41	6.27
Other	16.61	4.75	7.12	3.73	1.02
n = 295	100.00				

(table continues)

Table 1 Continued

Sample Characteristics

	%	Age 16-24 % (n=72)	25-34 % (n=92)	35-44 % (n=84)	45+ % (n=51)
Respondents Income from Paid Employment					
No Income	40.00	10.70	13.95	9.30	6.05
$ 1 - 5,000	33.95	11.63	8.84	9.77	3.72
$ 5,001 - 10,000	11.63	1.40	3.26	4.65	2.33
$10,001 - 20,000	8.37	0.47	2.33	3.26	2.33
$20,001 - 30,000	5.12	0.00	1.40	1.86	1.86
$30,001 or more	0.93	0.00	0.00	0.47	0.47
n = 215	100.00				
Marital Status					
Original Marriage	36.15	4.39	11.15	14.19	6.42
Remarried	12.50	1.35	4.73	3.38	3.04
Married, but Separated	7.43	2.03	2.36	2.03	1.01
Single, Never Married	18.92	13.51	3.72	1.69	0.00
Widowed	4.73	0.00	0.34	1.69	2.70
Divorced	20.27	2.70	8.11	5.41	4.05
n = 296	100.00				

(table continues)

Table 1 Continued

Sample Characteristics

	%	Age 16-24 % (n=72)	25-34 % (n=92)	35-44 % (n=84)	45+ % (n=51)
Children under Age 18 in Household					
None	24.01	6.45	2.87	4.66	10.04
One	25.45	9.32	5.73	7.89	2.51
Two	29.75	5.73	13.26	9.32	1.43
Three or More	20.79	1.43	10.04	7.53	1.79
n = 279	100.00				
Spouse Employment Status					
Not Employed	21.95	4.88	6.71	6.10	4.27
Employed	78.05	10.37	25.61	28.66	13.41
n = 164	100.00				
Household Income					
$ 5,000 or less	36.30	10.74	14.07	8.89	2.59
$ 5,001 - 10,000	16.30	4.07	5.93	2.59	3.70
$10,001 - 20,000	18.89	3.70	4.44	6.67	4.07
$20,001 - 30,000	12.59	1.85	2.59	5.19	2.96
$30,001 - 40,000	8.15	0.37	2.59	3.33	1.85
$40,001 or more	7.41	1.48	1.11	2.96	1.85
n = 270	100.00				

*Employed 35 or more hours per week.

Table 2

Least Square Means of Self-Reported Skills from Previous Employment by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Numerical, financial, money management						
	1.81	16-24				
	2.78	25-34	0.0037*			
	3.35	35-44	0.0001*	0.0802		
	3.39	44+	0.0001*	0.1012	0.9010	
Managerial						
	2.31	16-24				
	3.02	25-34	0.0548*			
	3.49	35-44	0.0020*	0.1915		
	3.76	45+	0.0008*	0.0724	0.5096	
Communication						
	3.18	16-24				
	3.41	25-34	0.5167			
	3.82	35-44	0.0806	0.2354		
	4.29	45+	0.0079*	0.0273*	0.2429	

(table continues)

Table 2 Continued

Least Square Means of Self-Reported Skills from Previous Employment by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Organizational						
	2.63	16-24				
	3.13	25-34	0.1424			
	3.76	35-44	0.0013*	0.0563*		
	3.78	45+	0.0040*	0.0874	0.9539	
Decision making						
	2.08	16-24				
	2.45	25-34	0.2300			
	3.02	35-44	0.0026*	0.0475*		
	3.20	45+	0.0017*	0.0257*	0.6096	
Leadership						
	1.52	16-24				
	1.91	25-34	0.2024			
	2.63	35-44	0.0005*	0.0149*		
	2.44	45+	0.0109*	0.1236	0.5824	

(table continues)

Table 2 Continued

Least Square Means of Self-Reported Skills from Previous Employment by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Artistic						
	0.82	16-24				
	1.01	25-34	0.3844			
	1.51	35-44	0.0022*	0.0181*		
	1.49	45+	0.0091*	0.0502*	0.9303	
Athletic or outdoor						
	0.49	16-24				
	0.82	25-34	0.0522*			
	0.80	35-44	0.0716	0.9135		
	0.73	45+	0.2238	0.6323	0.7052	
Manual						
	1.13	16-24				
	1.46	25-34	0.1766			
	1.49	35-44	0.1471	0.8931		
	0.96	45+	0.5645	0.0689	0.0571*	

(table continues)

Table 2 Continued

Least Square Means of Self-Reported Skills from Previous Employment by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Human relations						
	2.99	16-24				
	2.57	25-34	0.0869			
	3.87	35-44	0.0108*	0.3482		
	3.76	45+	0.0480*	0.5942	0.7480	
Educational						
	1.82	16-24				
	2.20	25-34	0.2099			
	2.71	35-44	0.0038*	0.0727		
	2.48	45+	0.0608	0.3970	0.4924	
Clerical						
	1.29	16-24				
	2.04	25-34	0.0195*			
	2.62	35-44	0.0001*	0.0618		
	3.00	45+	0.0001*	0.0075*	0.2923	

* Statistically significant at the .05 level.

Table 3

Least Square Means of Self-Reported Skills from School and Education by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Numerical, financial, money management						
	3.22	16-24				
	2.74	25-34	0.1355			
	2.68	35-44	0.0999	0.8450		
	2.22	45+	0.0077*	0.1449	0.2046	
Managerial						
	2.32	16-24				
	1.00	25-34	0.0001*			
	1.32	35-44	0.0010*	0.2573		
	1.15	45+	0.0008*	0.6324	0.6216	
Communication						
	3.45	16-24				
	2.40	25-34	0.0012*			
	2.67	35-44	0.0171*	0.3947		
	1.71	45+	0.0001*	0.0534*	0.0089*	

(table continues)

Table 3 Continued

Least Square Means of Self-Reported Skills from School and Education by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Organizational						
	3.46	16-24				
	2.40	25-34	0.0012*			
	2.67	35-44	0.0171*	0.3947		
	1.71	45+	0.0001*	0.0534*	0.0089*	
Decision making						
	2.87	16-24				
	1.75	25-34	0.0001*			
	2.31	35-44	0.0515*	0.0363*		
	1.55	45+	0.0001*	0.5143	0.0157*	
Leadership						
	2.30	16-24				
	1.23	25-34	0.0002*			
	1.51	35-44	0.0063*	0.2890		
	1.18	45+	0.0006*	0.8670	0.2864	

(table continues)

Table 3 Continued

Least Square Means of Self-Reported Skills from School and Education by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Artistic						
	2.74	16-24				
	1.49	25-34	0.0001*			
	1.50	35-44	0.0001*	0.9685		
	1.16	45+	0.0001*	0.2969	0.2895	
Athletic or outdoor						
	1.58	16-24				
	0.93	25-34	0.0017*			
	0.96	35-44	0.0034*	0.8809		
	0.65	45+	0.0001*	0.2073	0.1716	
Manual						
	1.13	16-24				
	0.57	25-34	0.0061*			
	0.79	35-44	0.1023	0.2580		
	0.65	45+	0.0437*	0.7164	0.5451	

(table continues)

Table 3 Continued

Least Square Means of Self-Reported Skills from School and Education by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Human relations						
	2.86	16-24				
	2.12	25-34	0.0318*			
	2.60	35-44	0.4493	0.1502		
	1.73	45+	0.0048*	0.3025	0.0257*	
Educational						
	2.61	16-24				
	1.98	25-34	0.0137*			
	2.02	35-44	0.0250*	0.8507		
	1.37	45+	0.0001*	0.0312*	0.0227*	
Clerical						
	4.44	16-24				
	3.72	25-34	0.0301*			
	3.49	35-44	0.0053*	0.4742		
	3.22	45+	0.0017*	0.1763	0.4698	

* Statistically significant at the .05 level.

Table 4

Least Square Means of Self-Reported Skills from Volunteer Work by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Numerical, financial, money management						
	0.92	16-24				
	0.75	25-34	0.5671			
	1.65	35-44	0.0135*	0.0013*		
	1.57	45+	0.0550*	0.0117*	0.7932	
Managerial						
	0.97	16-24				
	0.82	25-34	0.6065			
	1.89	35-44	0.0033*	0.0003*		
	2.16	45+	0.0009*	0.0001*	0.4428	
Communication						
	1.60	16-24				
	1.61	25-34	0.9749			
	2.58	35-44	0.0083*	0.0055*		
	2.73	45+	0.0081*	0.0060*	0.7292	

(table continues)

Table 4 Continued

Least Square Means of Self-Reported Skills from Volunteer Work by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Organizational						
	1.14	16-24				
	1.38	25-34	0.4869			
	2.15	35-44	0.0044*	0.0207*		
	2.67	45+	0.0002*	0.0009*	0.1920	
Decision making						
	0.87	16-24				
	0.92	25-34	0.0001*			
	1.63	35-44	0.0515*	0.0363*		
	1.80	45+	0.0001*	0.5143	0.0157*	
Leadership						
	1.03	16-24				
	1.08	25-34	0.8718			
	1.79	35-44	0.0136*	0.0139*		
	1.96	45+	0.0082*	0.0086*	0.6081	

(table continues)

Table 4 Continued

Least Square Means of Self-Reported Skills from Volunteer Work by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Artistic						
	0.97	16-24				
	0.75	25-34	0.3872			
	1.46	35-44	0.0613	0.0040*		
	1.45	45+	0.1098	0.0144*	0.9634	
Athletic or outdoor						
	0.60	16-24				
	0.57	25-34	0.8811			
	0.80	35-44	0.3593	0.2581		
	0.82	44+	0.3637	0.2772	0.9145	
Manual						
	0.71	16-24				
	0.42	25-34	0.1618			
	0.93	35-44	0.2882	0.0099*		
	0.76	44+	0.8113	0.1310	0.4745	

(table continues)

Table 4 Continued

Least Square Means of Self-Reported Skills from Volunteer Work by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Human relations						
	1.68	16-24				
	1.76	25-34	0.8286			
	3.00	35-44	0.0006*	0.0006*		
	2.75	45+	0.0141*	0.0173*	0.5425	
Educational						
	0.99	16-24				
	1.04	25-34	0.8380			
	1.74	35-44	0.0093*	0.0102*		
	1.78	45+	0.0164*	0.0193*	0.8953	
Clerical						
	0.82	16-24				
	0.62	25-34	0.4505			
	1.44	35-44	0.0221*	0.0014*		
	1.51	45+	0.0256*	0.0026*	0.8165	

* Statistically significant at the .05 level.

Table 5

Least Square Means of Self-Reported Skills from Home and Family by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Numerical, financial, money management						
	2.89	16-24				
	3.75	25-34	0.0066*			
	4.45	35-44	0.0001*	0.0206*		
	4.57	45+	0.0001*	0.0197*	0.7435	
Managerial						
	3.04	16-24				
	3.37	25-34	0.3293			
	4.17	35-44	0.0011*	0.0138*		
	3.65	45+	0.1220	0.4567	0.1709	
Communication						
	3.32	16-24				
	3.47	25-34	0.6397			
	3.50	35-44	0.5757	0.9143		
	3.63	45+	0.4023	0.6480	0.7207	

(table continues)

Table 5 Continued

Least Square Means of Self-Reported Skills from Home and Family by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Organizational						
	3.38	16-24				
	3.52	25-34	0.6382			
	4.04	35-44	0.0387*	0.0866		
	4.02	45+	0.0765	0.1510	0.9635	
Decision making						
	2.38	16-24				
	2.73	25-34	0.1873			
	2.93	35-44	0.0438*	0.4307		
	3.48	45+	0.0004*	0.0109*	0.0657	
Leadership						
	2.46	16-24				
	2.59	25-34	0.6803			
	3.05	35-44	0.0563*	0.1047		
	2.72	45+	0.4625	0.6867	0.3288	

(table continues)

Table 5 Continued

Least Square Means of Self-Reported Skills from Home and Family by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Artistic						
	2.92	16-24				
	2.62	25-34	0.3180			
	2.86	35-44	0.8445	0.4050		
	2.65	45+	0.4358	0.9336	0.5312	
Athletic or outdoor						
	3.56	16-24				
	3.64	25-34	0.7815			
	3.70	35-44	0.6417	0.8368		
	3.37	44+	0.6108	0.4335	0.3446	
Manual						
	3.07	16-24				
	3.79	25-34	0.0052*			
	3.43	35-44	0.1730	0.1356		
	3.45	44+	0.2030	0.2256	0.9378	

(table continues)

Table 5 Continued

Least Square Means of Self-Reported Skills from Home and Family by Age

Skills	Mean of Skills	Age	Probability of Variation Among Age Groups 16-24	25-34	35-44	45+
Human relations						
	4.03	16-24				
	4.23	25-34	0.5142			
	4.40	35-44	0.2299	0.5493		
	4.45	45+	0.2369	0.5137	0.8939	
Educational						
	2.51	16-24				
	2.90	25-34	0.1646			
	3.06	35-44	0.0559*	0.5530		
	3.18	45+	0.0414*	0.3684	0.7011	
Clerical						
	1.75	16-24				
	1.67	25-34	0.7891			
	2.75	35-44	0.0006*	0.0001*		
	2.98	45+	0.0002*	0.0001*	0.4730	

* Statistically significant at the .05 level.

Table 6

Least Square Means of Self-Reported Skills from Previous Employment by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups		
			1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Numerical, financial, money management						
	1.29	1				
	2.54	2	0.0021*			
	3.16	3	0.0001*	0.0337*		
	3.81	4	0.0001*	0.0026*	0.0983	
Managerial						
	1.56	1				
	2.94	2	0.0020*			
	3.44	3	0.0001*	0.1241		
	3.97	4	0.0001*	0.0264*	0.2161	
Communication						
	2.05	1				
	3.45	2	0.0009*			
	3.87	3	0.0001*	0.1675		
	4.83	4	0.0001*	0.0017*	0.0191*	

(table continues)

Table 6 Continued

Least Square Means of Self-Reported Skills from Previous Employment by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups 1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Organizational						
	1.71	1				
	3.20	2	0.0003*			
	3.49	3	0.0001*	0.3092		
	4.58	4	0.0001*	0.0011*	0.0058*	
Decision making						
	1.15	1				
	2.57	2	0.0001*			
	2.81	3	0.0001*	0.3419		
	3.86	4	0.0001*	0.0005*	0.0024*	
Leadership						
	0.95	1				
	2.12	2	0.0015*			
	2.19	3	0.0003*	0.8032		
	3.11	4	0.0001*	0.0101*	0.0103*	

(table continues)

Table 6 Continued

Least Square Means of Self-Reported Skills from Previous Employment by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups 1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Artistic						
	0.49	1				
	1.06	2	0.0278*			
	1.20	3	0.0033*	0.4612		
	2.22	4	0.0001*	0.0001*	0.0001*	
Athletic or outdoor						
	0.29	1				
	0.65	2	0.0833			
	0.84	3	0.0043*	0.2016		
	0.89	4	0.0147*	0.2552	0.7893	
Manual						
	0.80	1				
	1.26	2	0.1294			
	1.51	3	0.0113*	0.2455		
	1.17	4	0.3081	0.7733	0.2412	

(table continues)

Table 6 Continued

Least Square Means of Self-Reported Skills from Previous Employment by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups 1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Human relations						
	2.05	1				
	3.30	2	0.0015*			
	3.87	3	0.0001*	0.0480*		
	4.53	4	0.0001*	0.0031*	0.0880	
Educational						
	1.27	1				
	2.18	2	0.0110*			
	2.43	3	0.0005*	0.3344		
	3.22	4	0.0001*	0.0057*	0.0250*	
Clerical						
	0.95	1				
	1.56	2	0.1064			
	2.55	3	0.0001*	0.0004*		
	3.61	4	0.0001*	0.0001*	0.0042*	

* Statistically significant at the .05 level.

Table 7

Least Square Means of Self-Reported Skills from School and Education by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups 1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Numerical, financial, money management						
	2.00	1				
	2.82	2	0.0384*			
	2.86	3	0.0194*	0.8885		
	3.03	4	0.0292*	0.6082	0.6569	
Managerial						
	1.34	1				
	1.38	2	0.9204			
	1.25	3	0.7879	0.6306		
	2.39	4	0.0171*	0.0087*	0.0016*	
Communication						
	2.27	1				
	2.51	2	0.5447			
	2.52	3	0.4983	0.9748		
	3.58	4	0.0066*	0.0113*	0.0073*	

(table continues)

Table 7 Continued

Least Square Means of Self-Reported Skills from School and Education by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups 1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Organizational						
	2.27	1				
	2.51	2	0.5447			
	2.52	3	0.4983	0.9748		
	3.58	4	0.0066*	0.0113*	0.0073*	
Decision making						
	1.77	1				
	2.13	2	0.2950			
	1.98	3	0.5191	0.5322		
	3.14	4	0.0010*	0.0053*	0.0006*	
Leadership						
	1.31	1				
	1.60	2	0.4095			
	1.43	3	0.7117	0.5012		
	2.19	4	0.0343*	0.0991	0.0239*	

(table continues)

Table 7 Continued

Least Square Means of Self-Reported Skills from School and Education by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups 1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Artistic						
	1.37	1				
	1.52	2	0.6594			
	1.74	3	0.2594	0.4037		
	2.61	4	0.0040*	0.0041*	0.0140*	
Athletic or outdoor						
	1.05	1				
	0.84	2	0.4163			
	1.07	3	0.9238	0.2152		
	1.44	4	0.1943	0.0242*	Q.1349	
Manual						
	0.49	1				
	0.68	2	0.4296			
	0.79	3	0.1944	0.5670		
	1.28	4	0.0077*	0.0218*	0.0421*	

(table continues)

Table 7 Continued

Least Square Means of Self-Reported Skills from School and Education by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups 1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Human relations						
	1.85	1				
	2.27	2	0.3229			
	2.33	3	0.2228	0.8432		
	3.31	4	0.0040*	0.0184*	0.0176*	
Educational						
	1.78	1				
	1.96	2	0.5576			
	1.98	3	0.4947	0.9473		
	2.72	4	0.0119*	0.0205*	0.0152*	
Clerical						
	2.83	1				
	3.46	2	0.1180			
	4.12	3	0.0007*	0.0260*		
	3.94	4	0.0216*	0.2561	0.6546	

* Statistically significant at the .05 level.

Table 8

Least Square Means of Self-Reported Skills from Volunteer Work by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups 1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Numerical, financial, money management						
	0.61	1				
	0.95	2	0.3304			
	1.19	3	0.0775	0.3578		
	2.36	4	0.0001*	0.0001*	0.0007*	
Managerial						
	0.20	1				
	1.05	2	0.0186*			
	1.55	3	0.0001*	0.0569*		
	2.86	4	0.0001*	0.0001*	0.0002*	
Communication						
	0.80	1				
	1.62	2	0.0570*			
	2.29	3	0.0002*	0.0317*		
	3.67	4	0.0001*	0.0001*	0.0011*	

(table continues)

Table 8 Continued

Least Square Means of Self-Reported Skills from Volunteer Work by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups 1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Organizational						
	0.46	1				
	1.38	2	0.0263*			
	1.95	3	0.0001*	0.0557*		
	3.36	4	0.0001*	0.0001*	0.0005*	
Decision making						
	0.39	1				
	1.02	2	0.0558*			
	1.39	3	0.0013*	0.1310		
	2.31	4	0.0001*	0.0002*	0.0048*	
Leadership						
	0.46	1				
	1.09	2	0.0806			
	1.58	3	0.0008*	0.0551*		
	2.58	4	0.0001*	0.0001*	0.0042*	

(table continues)

Table 8 Continued

Least Square Means of Self-Reported Skills from Volunteer Work by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups 1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Artistic						
	0.54	1				
	0.77	2	0.4534			
	1.34	3	0.0056*	0.0120*		
	1.78	4	0.0009*	0.0019*	0.1437	
Athletic or outdoor						
	0.44	1				
	0.45	2	0.9621			
	0.75	3	0.1928	0.1103		
	1.22	4	0.0111*	0.0043*	0.0606	
Manual						
	0.20	1				
	0.54	2	0.1622			
	0.80	3	0.0079*	0.1381		
	1.19	4	0.0007*	0.0103*	0.0986	

(table continues)

Table 8 Continued

Least Square Means of Self-Reported Skills from Volunteer Work by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups 1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Human relations						
	0.88	1				
	1.98	2	0.0136*			
	2.46	3	0.0001*	0.1353		
	3.69	4	0.0001*	0.0002*	0.0045*	
Educational						
	0.29	1				
	1.05	2	0.0207*			
	1.49	3	0.0001*	0.0663		
	2.72	4	0.0001*	0.0001*	0.0001*	
Clerical						
	0.20	1				
	0.67	2	0.1289			
	1.24	3	0.0004*	0.0134*		
	2.17	4	0.0001*	0.0001*	0.0025*	

* Statistically significant at the .05 level.

Table 9

Least Square Means of Self-Reported Skills from Home and Family by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups 1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Numerical, financial, money management						
	2.59	1				
	4.12	2	0.0001*			
	3.84	3	0.0005*	0.3183		
	4.94	4	0.0001*	0.0413*	0.0036*	
Managerial						
	2.71	1				
	3.56	2	0.0369*			
	3.59	3	0.0209*	0.9335		
	4.44	4	0.0004*	0.0388*	0.0317*	
Communication						
	2.73	1				
	3.54	2	0.0343*			
	3.49	3	0.0311*	0.8739		
	4.06	4	0.0037*	0.1907	0.1292	

(table continues)

Table 9 Continued

Least Square Means of Self-Reported Skills from Home and Family by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups 1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Organizational						
	3.00	1				
	3.63	2	0.0939			
	3.83	3	0.0187*	0.4791		
	4.28	4	0.0049*	0.1038	0.2240	
Decision making						
	2.10	1				
	2.81	2	0.0287*			
	2.83	3	0.0160*	0.9366		
	3.64	4	0.0001*	0.0139*	0.0101*	
Leadership						
	1.95	1				
	2.78	2	0.0216*			
	2.70	3	0.0254*	0.7640		
	3.42	4	0.0007*	0.0867	0.0403*	

(table continues)

Table 9 Continued

Least Square Means of Self-Reported Skills from Home and Family by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups 1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Artistic						
	2.10	1				
	2.48	2	0.2875			
	3.00	3	0.0065*	0.0429*		
	3.25	4	0.0069*	0.0376*	0.4713	
Athletic or outdoor						
	2.59	1				
	3.41	2	0.0240*			
	3.87	3	0.0002*	0.0867		
	4.06	4	0.0009*	0.0945	0.6065	
Manual						
	2.93	1				
	3.44	2	0.1014			
	3.62	3	0.0178*	0.4269		
	3.50	4	0.1239	0.8510	0.6958	

(table continues)

Table 9 Continued

Least Square Means of Self-Reported Skills from Home and Family by Education

Skills	Mean of Skills	Education	Probability of Variation Among Education Groups 1=Some High School	2=High School Graduate	3=Vo-Tech /College	4=College Graduate
Human relations						
	3.54	1				
	4.24	2	0.0563*			
	4.37	3	0.0154*	0.6350		
	4.75	4	0.0063*	0.1907	0.2947	
Educational						
	2.08	1				
	2.93	2	0.0115*			
	3.02	3	0.0026*	0.6954		
	3.31	4	0.0022*	0.2763	0.3833	
Clerical						
	1.46	1				
	1.98	2	0.1421			
	2.26	3	0.0137*	0.2547		
	3.44	4	0.0001*	0.0001*	0.0006*	

* Statistically significant at the .05 level.

Table 10

General Linear Model (GLM): F-Values for Skills Reported by Respondents from Previous Employment, School and Education, Volunteer Work, and Home and Family

	Previous Employment		School & Education		Volunteer Work		Home & Family	
Skills	Age	Educ.	Age	Educ.	Age	Educ.	Age	Educ.
Numerical, financial, money management	8.43*	11.66*	2.46	2.20	4.74*	6.75*	10.33*	9.47*
Managerial	4.86*	8.85*	7.46*	3.48	8.38*	14.02*	3.96	4.27*
Communication	2.86	11.56*	7.71*	3.07	4.97*	12.06*	0.25	2.99
Organizational	4.57*	12.78*	7.71*	3.07	6.58*	12.96*	2.13	2.97
Decision making	4.87*	14.97*	7.61*	4.68*	5.16*	8.63*	4.43*	5.33*
Leadership	4.99*	8.40*	5.98*	2.00	4.40*	9.60*	1.44	3.99
Artistic	4.47*	10.89*	9.99*	3.48	3.72	5.91*	0.47	4.00*
Athletic or outdoor	1.53	3.19	6.00*	1.74	0.71	3.32	0.33	5.73*
Manual	8.36*	2.33	2.75	2.64	2.33	4.69*	2.67	1.91
Human relations	2.45	11.58*	3.39	3.03	6.32*	10.26*	0.66	2.85
Educational	3.08	7.44*	5.95*	2.58	4.20*	14.27*	1.78	3.89
Clerical	8.78*	16.02*	4.09*	4.63*	5.24*	11.43*	5.24*	8.32*

* Statistically significant at the .05 level.

Table 11

Mean Scores for Skills Reported by Respondents from Previous Employment by Employment Status and Training

Skills	Employment Status		Participation in Training	
	Not Employed	Employed	No	Yes
Numerical, financial, money management	3.63 (-1.09)	3.90 (-1.10)	4.02 (2.96)*	3.32 (2.93)*
Managerial	2.75 (-4.38)*	4.01 (-4.20)*	3.54 (3.39)*	2.59 (3.38)*
Communication	3.33 (-3.74)*	4.33 (-3.43)*	3.90 (2.10)*	3.33 (2.10)*
Organizational	3.08 (-2.79)*	3.83 (-2.66)*	3.65 (2.63)*	2.96 (2.63)*
Decision making	2.41 (-3.28)*	3.21 (-3.25)*	2.99 (2.83)*	2.34 (2.84)*
Leadership	1.90 (-2.84)*	2.63 (-2.92)*	2.38 (2.35)*	1.83 (2.34)*
Artistic	0.10 (-3.36)*	1.65 (-3.68)*	1.36 (2.09)*	1.01 (2.08)*
Athletic or outdoor	0.65 (-1.45)	0.86 (-1.53)	0.69 (-0.61)	0.77 (-0.62)
Manual	1.17 (-2.09)*	1.59 (-2.14)*	1.25 (-0.50)	1.35 (-0.50)
Human relations	3.28 (-3.41)*	4.16 (-3.24)*	3.72 (1.38)	3.36 (1.39)
Educational	2.01 (-4.13)*	3.00 (-4.08)*	2.43 (1.42)	2.10 (1.42)
Clerical	1.94 (-3.19)*	2.79 (-3.20)*	2.50 (2.84)*	1.80 (2.82)*

T-test statistics in parenthesis.
* Statistically significant at the .05 level.

Table 12

Mean Scores for Skills Reported by Respondents from School and Education by Employment Status and Training

Skills	Employment Status		Participation in Training	
	Not Employed	Employed	No	Yes
Numerical, financial, money management	2.73 (-0.36)	2.83 (-0.36)	2.69 (-0.48)	2.81 (-0.48)
Managerial	1.41 (-0.46)	1.52 (-0.47)	1.46 (0.38)	1.38 (0.37)
Communication	2.60 (-0.23)	2.66 (-0.23)	2.65 (0.07)	2.64 (0.07)
Organizational	2.60 (-0.23)	2.66 (-0.23)	2.65 (0.07)	2.64 (0.07)
Decision making	2.13 (0.01)	2.13 (0.01)	2.03 (-1.09)	2.27 (-1.09)
Leadership	1.52 (-0.36)	1.61 (-0.37)	1.49 (-0.72)	1.64 (-0.71)
Artistic	1.65 (-1.25)	1.95 (-1.26)	1.66 (-0.60)	1.80 (-0.60)
Athletic or outdoor	1.02 (-0.58)	1.13 (-0.61)	0.99 (-0.53)	1.08 (-0.53)
Manual	0.73 (-0.98)	0.90 (-0.99)	0.80 (0.36)	0.74 (0.35)
Human relations	2.27 (-1.19)	2.62 (-1.21)	2.28 (-0.52)	2.42 (-0.52)
Educational	2.00 (-0.57)	2.13 (-0.59)	1.93 (-1.36)	2.19 (-1.36)
Clerical	3.76 (0.10)	3.73 (0.10)	3.44 (-2.52)*	4.08 (-2.54)*

T-test statistics in parenthesis.
* Statistically significant at the .05 level.

Table 13

Mean Scores for Skills Reported by Respondents from Volunteer Work by Employment Status and Training

Skills	Employment Status		Participation in Training	
	Not Employed	Employed	No	Yes
Numerical, financial, money management	1.07 (-1.60)	1.45 (-1.61)	1.56 (3.97)*	0.72 (3.85)*
Managerial	1.22 (-1.97)*	1.76 (-2.10)*	1.76 (3.59)*	0.93 (3.51)*
Communication	1.92 (-1.58)	2.40 (-1.59)	2.53 (3.77)*	1.51 (3.71)*
Organizational	1.52 (-2.53)*	2.30 (-2.75)*	2.13 (3.22)*	1.29 (3.17)*
Decision making	1.16 (-1.34)	1.48 (-1.41)	1.53 (3.04)*	0.91 (2.97)*
Leadership	1.29 (-1.46)	1.66 (-1.50)	1.66 (2.41)*	1.11 (2.37)*
Artistic	1.00 (-1.88)	1.42 (-1.99)*	1.29 (1.94)*	0.92 (1.92)*
Athletic or outdoor	0.64 (-0.94)	0.80 (-0.95)	0.70 (0.13)	0.66 (0.13)
Manual	0.63 (-1.06)	0.81 (-1.10)	0.72 (0.24)	0.68 (0.24)
Human relations	2.16 (-1.01)	2.48 (-1.02)	2.56 (2.18)*	1.93 (2.16)*
Educational	1.23 (-1.70)	1.65 (-1.81)	1.50 (1.53)	1.17 (1.52)
Clerical	0.94 (-1.62)	1.31 (-1.71)	1.22 (1.53)	0.87 (1.52)

T-test statistics in parenthesis.
* Statistically significant at the .05 level.

Table 14

Mean Scores for Skills Reported by Respondents from Home and Family by Employment Status and Training

Skills	Employment Status		Participation in Training	
	Not Employed	Employed	No	Yes
Numerical, financial, money management	3.83 (-0.63)	4.00 (-0.63)	4.20 (2.59)*	3.56 (2.60)*
Managerial	3.57 (0.16)	3.52 (0.15)	3.73 (1.25)	3.41 (1.26)
Communication	3.45 (-0.09)	3.48 (-0.09)	3.54 (0.47)	3.43 (0.47)
Organizational	3.61 (-1.42)	3.95 (-1.36)	3.78 (0.55)	3.65 (0.56)
Decision making	2.76 (-1.09)	2.99 (-1.06)	2.99 (1.37)	2.72 (1.37)
Leadership	2.76 (0.74)	2.57 (0.74)	2.73 (-0.06)	2.74 (-0.06)
Artistic	2.67 (-1.32)	2.99 (-1.32)	2.80 (0.24)	2.75 (0.24)
Athletic or outdoor	3.54 (-0.57)	3.69 (-0.57)	3.49 (-0.98)	3.72 (-0.99)
Manual	3.42 (-0.57)	3.54 (-0.57)	3.42 (-0.43)	3.51 (-0.43)
Human relations	4.27 (0.10)	4.24 (0.10)	4.27 (-0.06)	4.29 (-0.06)
Educational	2.94 (0.74)	2.77 (0.74)	2.97 (0.61)	2.84 (0.61)
Clerical	2.08 (-1.91)*	2.55 (-1.96)*	2.54 (2.86)*	1.90 (2.84)*

T-test statistics in parenthesis.
* Statistically significant at the .05 level.

APPENDIX A

SUPPORTIVE DATA

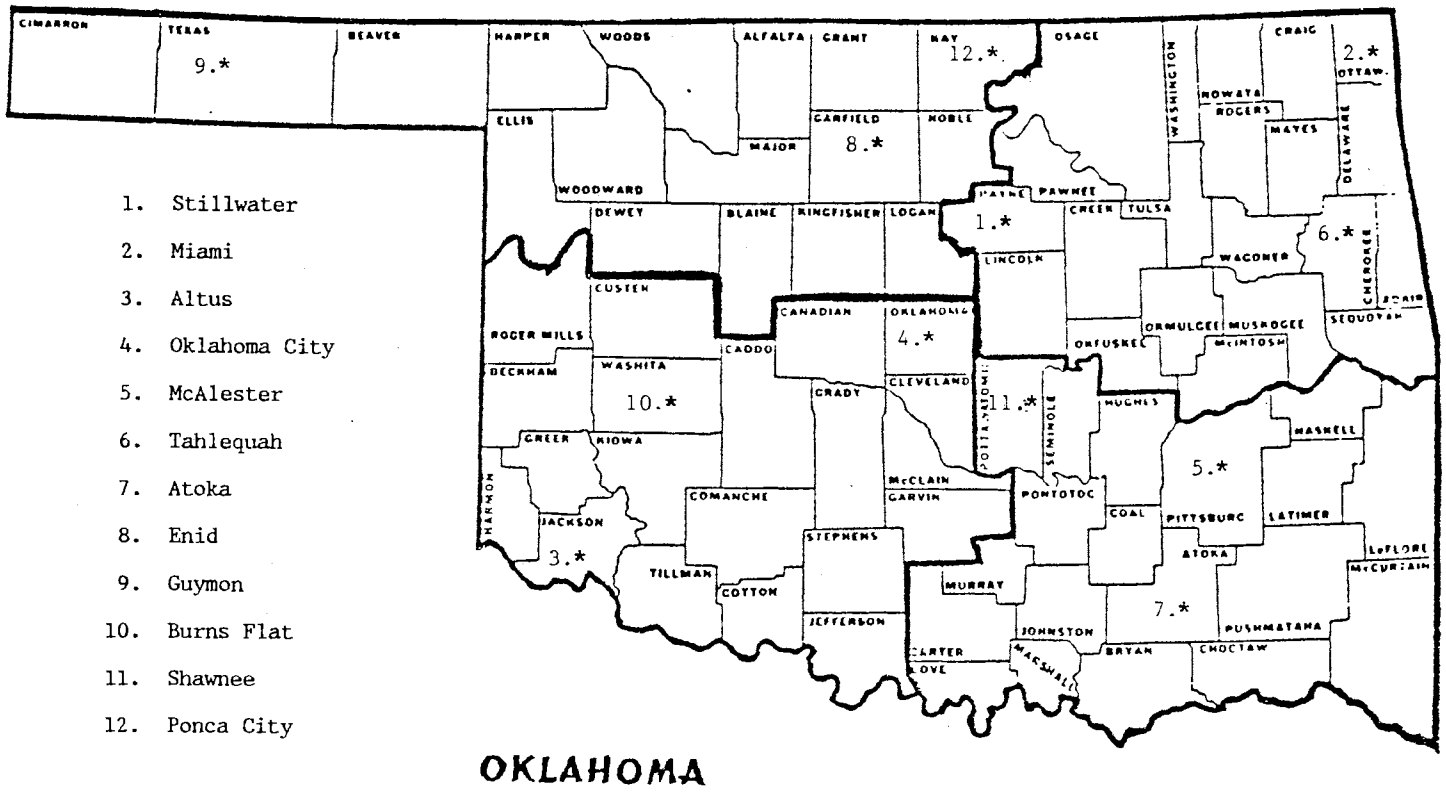


Figure 1. Oklahoma Sample Sites by Geographic Location

Table 15

Sample Sites and Respondents Participation in Training

Employability Workshop Sites	Respondents in Sample %	Participation in Training No %	Yes %
Stillwater *	3.7	3.36	0.34
Miami	2.0	2.01	0.00
Altus *	7.0	2.01	5.70
Oklahoma City *	10.0	8.39	1.34
McAlester *	17.4	9.73	8.05
Tahlequah *	18.1	3.69	15.77
Atoka	2.0	1.68	0.34
Enid	0.7	0.67	0.00
Guymon	3.0	3.36	0.00
Burns Flat *	10.7	3.36	6.71
Shawnee *	7.0	3.02	3.36
Ponca City *	18.4	11.74	5.37
n =	299	158	140

* Employability workshop held at Vocational Education School.

Table 16

Respondent's Employment Status at Each Sample Site and County Unemployment Rate Where Site is Located

Employabilty Workshop Sites	Respondents in Sample %	Respondents Not Employed %	Respondents Employed[a] %	County Unemployment Rate[b] %
Stillwater	3.7	2.35	1.34	4.5
Miami	2.0	1.34	0.67	10.4
Altus	7.0	6.38	0.67	6.4
Oklahoma City	10.0	8.72	1.34	5.5
McAlester	17.4	11.74	5.70	10.8
Tahlequah	18.1	13.09	4.70	7.2
Atoka	2.0	0.34	1.68	6.0
Enid	0.7	0.34	0.34	5.2
Guymon	3.0	1.34	1.68	4.6
Burns Flat	10.7	7.72	3.02	5.0
Shawnee	7.0	4.03	3.02	6.2
Ponca City	18.4	11.74	6.71	5.5
n =	299	206	92	

[a]Employed includes women working part or full time in paid employment. Unpaid workers who work >15 hours per week are also included. Not employed includes full time homemakers and unpaid workers reporting <14 hours per week.

[b]Source: Oklahoma Department of Commerce, Labor Force Data, (1988, August).

Table 17

Personal Attributes of Respondents by Age

Personal Attributes	Response Frequency	Age 16-24 %	25-34 %	35-44 %	45+ %
Accurate *	57	14.04	29.82	29.82	26.32
Adaptable *	79	21.52	17.72	43.04	17.72
Ambitious *	67	29.85	31.34	32.84	5.97
Analytical	27	18.52	40.74	18.52	22.22
Athletic *	15	53.33	26.67	20.00	0.00
Attractive	22	31.82	31.82	22.73	13.64
Calm	48	35.42	29.17	22.92	12.50
Caring	132	28.79	32.58	24.24	14.39
Competent *	66	9.09	25.76	36.36	28.79
Competitive	32	40.63	21.88	28.13	9.38
Confident	39	38.46	17.95	28.21	15.38
Cooperative	102	20.59	36.27	29.41	13.73
Creative	54	33.33	22.22	29.63	14.81
Dependable	187	20.86	33.69	28.88	16.58
Efficient *	64	17.19	21.88	34.38	26.56

(table continues)

Table 17 Continued

Personal Attributes of Respondents by Age

Personal Attributes	Response Frequency	Age 16-24 %	25-34 %	35-44 %	45+ %
Enthusiastic	36	19.44	30.56	25.00	25.00
Expressive	23	34.78	21.74	30.43	13.04
Firm	17	41.18	23.53	17.65	17.65
Flexible	57	22.81	29.82	26.32	21.05
Forceful	21	33.33	28.57	33.33	4.76
Friendly	113	29.20	33.63	21.24	15.93
Genuine	57	22.81	29.82	28.07	19.30
Helpful *	116	31.90	30.17	27.59	10.34
Honest	188	23.94	32.98	23.94	19.15
Imaginative	58	29.31	32.76	27.59	10.34
Inquiring *	41	14.63	21.95	34.15	29.27
Independent	67	20.90	28.36	28.36	22.39
Intelligent	65	23.08	27.69	29.23	20.00
Inventive	17	11.76	35.29	41.18	11.76
Logical	43	25.58	34.88	27.91	11.63
Mature	81	27.16	35.80	18.52	18.52

(table continues)

Table 17 Continued

Personal Attributes of Respondents by Age

Personal Attributes	Response Frequency	Age 16-24 %	25-34 %	35-44 %	45+ %
Organized	91	25.27	25.27	30.77	18.68
Patient	62	27.42	22.58	33.87	16.13
Precise	35	25.71	37.14	22.86	14.29
Punctual *	64	10.94	29.69	42.19	17.19
Quick	31	32.26	29.03	29.03	9.68
Realistic	47	29.79	34.04	21.28	14.89
Responsible	132	25.00	25.00	32.58	17.42
Sensitive	90	23.33	33.33	28.89	14.44
Tactful	30	30.00	23.33	26.67	20.00
Thoughtful	55	18.18	40.00	25.45	16.36
Thorough	28	17.86	39.29	21.43	21.43
Tolerant	34	11.76	35.29	26.47	26.47
Trustworthy	112	25.00	34.82	25.89	14.29
Versatile	49	24.49	26.53	22.45	26.53
Warm	40	35.00	37.50	15.00	12.50

* Statistically significant at the .05 level.

Attributes in bold represent 10 most frequent responses.

Table 18

Personal Attributes of Respondents by Education

Personal Attributes	Response Frequency	Education: Some High School or less %	Completed High School or GED %	Vocational Training /College %	College Graduate %
Accurate	57	8.77	29.82	47.37	14.04
Adaptable	79	10.13	18.99	55.70	15.19
Ambitious	67	19.40	26.87	40.30	13.43
Analytical	27	14.81	37.04	33.33	14.81
Athletic	15	13.33	26.67	60.00	0.00
Attractive	22	13.64	31.82	50.00	4.55
Calm	48	16.67	14.58	56.25	12.50
Caring	132	16.67	25.00	50.76	7.58
Competent *	66	7.58	22.73	40.91	28.79
Competitive	32	15.63	28.13	46.88	9.38
Confident	39	25.64	23.08	41.03	10.26
Cooperative	102	13.73	29.41	47.06	9.80
Creative	54	14.81	16.67	59.26	9.26
Dependable	187	11.23	30.48	47.59	10.70
Efficient *	64	12.50	21.88	40.63	25.00

(table continues)

Table 18 Continued

Personal Attributes of Respondents by Education

Personal Attributes	Response Frequency	Education: Some High School or less %	Completed High School or GED %	Vocational Training /College %	College Graduate %
Enthusiastic	36	8.33	33.33	44.44	13.89
Expressive	23	8.70	34.78	56.52	0.00
Firm	17	5.88	47.06	41.18	5.88
Flexible	57	14.04	33.33	36.84	15.79
Forceful	21	14.29	14.29	52.38	19.05
Friendly	113	12.39	32.74	47.79	7.08
Genuine *	57	12.28	22.81	42.11	22.81
Helpful	116	16.38	28.45	45.69	9.48
Honest *	188	13.83	29.26	48.94	7.98
Imaginative	58	13.79	25.86	48.28	12.07
Inquiring	41	14.63	24.39	41.46	19.51
Independent	67	11.94	25.37	47.76	14.93
Intelligent *	65	10.77	15.38	50.77	23.08
Inventive	17	11.76	29.41	52.94	5.88
Logical	43	4.65	30.23	48.84	16.28
Mature	81	17.28	25.93	46.91	9.88

(table continues)

Table 18 Continued

Personal Attributes of Respondents by Education

Personal Attributes	Response Frequency	Education: Some High School or less %	Completed High School or GED %	Vocational Training /College %	College Graduate %
Organized	91	10.99	27.47	48.35	13.19
Patient	62	17.74	25.81	50.00	6.45
Precise	35	11.43	31.43	45.71	11.43
Punctual	64	6.25	35.94	48.44	9.38
Quick	31	19.35	32.26	41.94	6.45
Realistic	47	14.89	21.28	53.19	10.64
Responsible	132	12.88	27.27	48.48	11.36
Sensitive	90	15.56	25.56	48.89	10.00
Tactful	30	10.00	40.00	43.33	6.67
Thoughtful	55	10.91	25.45	50.91	12.73
Thorough	28	7.14	28.57	53.57	10.71
Tolerant	34	8.82	29.41	38.24	23.53
Trustworthy	112	15.18	32.14	43.75	8.93
Versatile	49	12.24	22.45	53.06	12.24
Warm	40	20.00	25.00	47.50	7.50

* Statistically significant at the .05 level.

Attributes in bold represent 10 most frequent responses.

Table 19

Usefulness of Self-Assessment Questionnaire by Age

	Age			
	16-24 %	25-34 %	35-44 %	45+ %
Appropriate				
Not Appropriate	0.00	0.00	0.69	0.69
Appropriate	20.00	23.79	23.13	12.76
Very Appropriate	4.48	7.24	3.79	3.45
n = 290				
Useful				
Not Useful	0.69	2.08	1.73	1.04
Useful	20.76	23.53	23.53	36.68
Very Useful	3.11	5.54	2.08	2.77
n = 289				
Identified New Skills				
No	10.03	13.15	13.15	10.38
Yes	14.53	16.96	14.88	6.92
n = 289				
Plan to Use the Information				
No	2.05	2.40	2.05	2.05
Yes	11.64	18.49	14.38	8.90
Maybe	10.62	9.59	11.64	6.16
n = 292				

(table continues)

Table 19 Continued

Usefulness of Self-Assessment Questionniare by Age

	Age			
	16-24 %	25-34 %	35-44 %	45+ %
Discover a Need for Training				
No	5.00	4.64	4.64	4.29
Yes	19.29	27.14	22.80	12.14
n = 280				
Plan to Seek Training				
No	2.75	2.41	3.78	2.75
Yes	12.37	19.59	13.75	7.56
Maybe	8.93	8.93	10.31	6.87
n = 291				
Discover Potential Occupations				
Many	4.20	3.85	2.80	1.75
Few	15.38	20.28	17.48	9.79
None	5.24	6.29	7.69	5.24
n = 286				

* Statistically significant at the .05 level using Chi Square statistics.

Table 20

Usefulness of Self-Assessment Questionnaire by Education

	Education			
	Some High School or less %	Completed High School or GED %	Vocational Training /College %	College Graduate %
Appropriate				
Not Appropriate	0.34	0.34	0.34	0.34
Appropriate	10.69	22.07	36.90	10.00
Very Appropriate	2.41	4.48	10.69	1.38
n = 290				
Useful				
Not Useful	0.69	1.73	2.77	0.35
Useful	11.76	22.14	36.67	10.38
Very Useful	1.38	3.46	7.96	0.69
n = 289				
Identified New Skills				
No	6.57	12.46	21.11	6.57
Yes	7.27	14.19	26.64	5.19
n = 289				
Plan to Use the Information				
No	1.03	2.40	2.74	2.40
Yes	7.19	13.36	28.42	4.45
Maybe	5.14	11.64	16.44	4.79
n = 292				

(table continues)

Table 20 Continued

Usefulness of Self-Assessment Questionniare by Education

Frequency	Education: Some High School or less %	Completed High School or GED %	Vocational Training /College %	College Graduate %
Discover a Need for Training				
No	1.79	3.21	7.86	5.71
Yes	12.14	23.93	40.00	5.00
n = 280				
Plan to Seek Training *				
No	0.69	3.09	4.81	3.09
Yes	6.87	15.81	27.49	3.09
Maybe	6.19	8.25	15.46	5.15
n = 291				
Discover Potential Occupations				
No	3.50	3.50	5.24	0.35
Yes	6.99	15.73	32.17	8.04
Maybe	3.15	7.34	10.49	3.50
n = 286				

* Statistically significant at the .05 level.

Table 21

Usefulness of Self-Assessment Questionnaire by Employment Status

	Employment Status	
	Not Employed %	Employed %
Appropriate		
Not Appropriate	1.38	0.00
Appropriate	52.60	26.99
Very Appropriate	15.22	3.81
n = 289		
Useful		
Not Useful	4.17	1.39
Useful	54.51	25.00
Very Useful	10.76	2.78
n = 288		
Identified New Skills		
No	31.94	14.58
Yes	36.81	16.67
n = 288		
Plan to Use the Information		
No	5.50	2.75
Yes	36.77	16.84
Maybe	26.46	11.68
n = 291		

(table continues)

Table 21 Continued

Usefulness of Self-Assessment Questionniare by Employment Status

	Employment Status	
	Not Employed %	Employed %
Discover a Need for Training		
No	12.90	6.09
Yes	56.63	24.37
n = 279		
Plan to Seek Training		
No	6.90	4.83
Yes	39.66	13.79
Maybe	22.41	12.41
n = 290		
Discover Potential Occupations *		
No	10.14	2.45
Yes	39.51	23.43
Maybe	19.58	4.90
n = 286		

* Statistically significant at the .05 level.

Table 22

Reasons for Completing Self-Assessment Questionnaire by Age

Reason	n %	Age 16-24 %	 25-34 %	 35-44 %	 45+ %
Curiosity about employment skills					
No	27.42	7.02	9.70	5.69	5.02
Yes	72.58	17.06	21.07	22.41	12.04
Desire to enter * labor force for first time					
No	88.63	18.73	28.43	25.42	16.05
Yes	11.37	5.35	2.34	2.68	1.00
Desire to reenter * the labor force					
No	57.53	18.73	16.05	13.38	9.36
Yes	42.47	5.35	14.72	14.72	7.69
Desire to change * careers/jobs					
No	62.54	19.06	16.72	17.06	9.70
Yes	37.46	5.02	14.05	11.04	7.36

(table continues)

Table 22 Continued

Reasons for Completing Self-Assessment Questionnaire by Age

Reason	n %	Age 16-24 %	 25-34 %	 35-44 %	 45+ %
Desire to improve * employment skills					
No	23.41	5.35	5.02	6.69	6.35
Yes	76.59	18.73	25.75	21.40	10.70
Desire to know if Employment Attempts are correct					
No	49.50	11.37	15.05	13.38	9.70
Yes	50.50	12.71	15.72	14.72	7.36
Other					
No	91.97	21.74	28.76	27.09	14.38
Yes	8.03	2.34	2.01	1.00	2.68
N =	299	72	92	84	51

Sample size for each cross tabular presentation is a function of the number of respondents choosing that option.

* Statistically significant at the .05 level.

Table 23

Reasons for Completing Self-Assessment Questionnaire by Education

Reason	n %	Education Some High School or less %	Completed High School or GED %	Vocational Training /College %	College Graduate %
Curiosity about Employment Skills					
No	27.42	4.68	7.36	11.37	4.01
Yes	72.58	9.03	20.07	35.45	8.03
Desire to Enter * Labor Force for the First Time					
No	88.63	9.36	23.75	43.48	12.04
Yes	11.37	4.35	3.68	3.34	0.00
Desire to Reenter * the Labor Force					
No	57.53	10.70	15.72	24.41	6.69
Yes	42.47	3.01	11.71	22.41	5.35
Desire to Change Careers/Jobs					
No	62.54	10.03	17.73	27.09	7.69
Yes	37.46	3.68	9.70	19.73	4.35

(table continues)

Table 23 Continued

Reasons for Completing Self-Assessment Questionniare by Education

Reason	n %	Education Some High School %	 Completed High School %	 Vocational Training %	 College Graduate %
Desire to Improve * Employment Skills					
No	23.41	3.68	6.02	6.69	7.02
Yes	76.59	10.03	21.40	40.13	5.02
Desire to Know if * Employment Attempts are Correct					
No	49.50	5.35	15.05	20.40	8.70
Yes	50.50	8.36	12.37	26.42	3.34
Other					
No	91.97	12.71	25.75	44.48	9.03
Yes	8.03	1.00	1.67	2.34	3.01
N =	299	41	82	140	36

Sample size for each cross tabular presentation is a funtion of the number of respondents choosing that option.

* Statistically significant at the .05 level.

Table 24

Reasons for Completing Self-Assessment Questionnaire by Employment Status

Reason	n %	Employment Status: Not Employed %	Employment Status: Employed %
Curiosity about Employment Skills			
No	27.18	20.13	7.05
Yes	72.82	48.99	23.83
Desire to Enter * Labor Force for the First Time			
No	88.59	59.40	29.19
Yes	11.41	9.73	1.68
Desire to Reenter * the Labor Force			
No	57.38	31.88	25.50
Yes	42.62	37.25	5.37
Desire to Change * Careers/Jobs			
No	62.42	45.97	16.44
Yes	37.58	23.15	14.43

(table continues)

Table 24 Continued

Reasons for Completing Self-Assessment Questionnaire by Employment Status

Reason	n %	Employment Status: Not Employed %	Employment Status: Employed %
Desire to Improve My Employment Skills			
No	23.49	15.44	8.05
Yes	76.51	53.69	22.82
Desire to Know if Employment Attempts are Correct			
No	49.33	34.90	14.43
Yes	50.67	34.23	16.44
Other			
No	91.95	63.42	28.52
Yes	8.05	5.70	2.35
N =	298	206	92

Sample size for each cross tabular presentation is a funtion of the number of respondents choosing that option.

* Statistically significant at the .05 level.

APPENDIX B

SELF-ASSESSMENT QUESTIONNAIRE

EMPLOYABILITY OF WOMEN:

STRATEGIES FOR ECONOMIC DEVELOPMENT

For Information Contact:

Dr. Claudia J. Peck
442 Home Economics West
Oklahoma State University
Stillwater, OK 74078

This project is supported by Home Economics Research
at Oklahoma State University

OSU

Oklahoma State University

DEPARTMENT OF HOUSING, INTERIOR DESIGN
AND CONSUMER STUDIES
COLLEGE OF HOME ECONOMICS
STILLWATER, OKLAHOMA 74078-0337

More that 53 million women 16 years of age and over comprised 45 percent of the total labor force in 1988. The U.S. Department of Labor projects that women's share of the labor force will increase to 47 percent in 2000. Women will be the major source of new entrants into the labor force over the next 13 years. The occupational outlook for the future indicates that 40 percent of new jobs will be in the occupational groups of professional specialty, executive, administrative, managerial, and technician and related support. Women still dominate the service industry, sales, clerical, and domestic positions. The increased number of women in the labor force will greatly affect the quality of life provided throughout Oklahoma.

The purpose of this study is to determine the effectiveness of the self-assessment questionnaire which is designed to help individuals identify their skills and talents to assist them enter or reenter the labor market. You are one of the Oklahoma women who is being asked to share your self-assessment results for this purpose. You have been selected from a sample of random groups from the entire State. To ensure that the results will truly represent the thinking of women in Oklahoma, it is important that the entire questionnaire be completed.

You may be assured of complete confidentiality. Your name will never be placed on the questionnaire.

The results of this research will be made available to professionals in family economics and adult and vocational education, and the citizens of Oklahoma.

This study is supported through Home Economics Research at Oklahoma State University. I would be happy to answer any questions you might have. Please feel free to write or call either myself or Dr. Claudia J. Peck, major advisor and project director. The telephone number is (405) 744-5048.

Thank you for your assistance.

Sincerely,

Susan James

Susan James
Graduate Student
Oklahoma State University

Personal Data
Self - Assessment Questionnaire

Age

____ 18 - 24 years
____ 25 - 34 years
____ 35 - 44 years
____ 45 - 54 years
____ 55 - 64 years
____ 65 and over

Educational Level Completed (check all that apply)

____ Grade School
____ Some High School
____ Completed high school or GED
____ Vocational school or technical training
____ Partial college or Associate degree
____ Completed college (B.S., B.A.)
____ Master's Degree
____ Ph.D., M.D., or other professional degree

What is your current employment status

____ Not Employed
____ Employed, full time 35 or more hours/week
____ Employed, part time 1-34 hours/week
____ Self-employed
____ Unpaid worker
____ Full-time homemaker

If employed, please list your current primary job

_____

If employed, how many hours per week do you work?

_____

If not currently employed, how long ago were you last employed?

_____

What is your income from paid employment

____ No income
____ $ 1 - 5,000
____ $ 5,001 - 10,000
____ $10,001 - 20,000
____ $20,001 - 30,000
____ $30,001 or more

Current job satisfaction (cirle the number that describes your satisfaction)

NOT SATISFIED		SOMEWHAT SATISFIED		VERY SATISFIED
1	2	3	4	5

Marital Status

____ Original Marriage
____ Remarried
____ Married, but separated
____ Single, never married
____ Widowed
____ Divorced

If married, is your spouse employed?

____ YES ____NO

Please list your spouses occupation

_____

Number of Children, 18 and under living in household

____ none
____ one
____ two
____ three or more

Number of adults in household, including respondent

____ one
____ two
____ three
____ four
____ five or more

Race

____ White
____ Black
____ Hispanic
____ Native American (Indian)
____ Other _____

Household Income

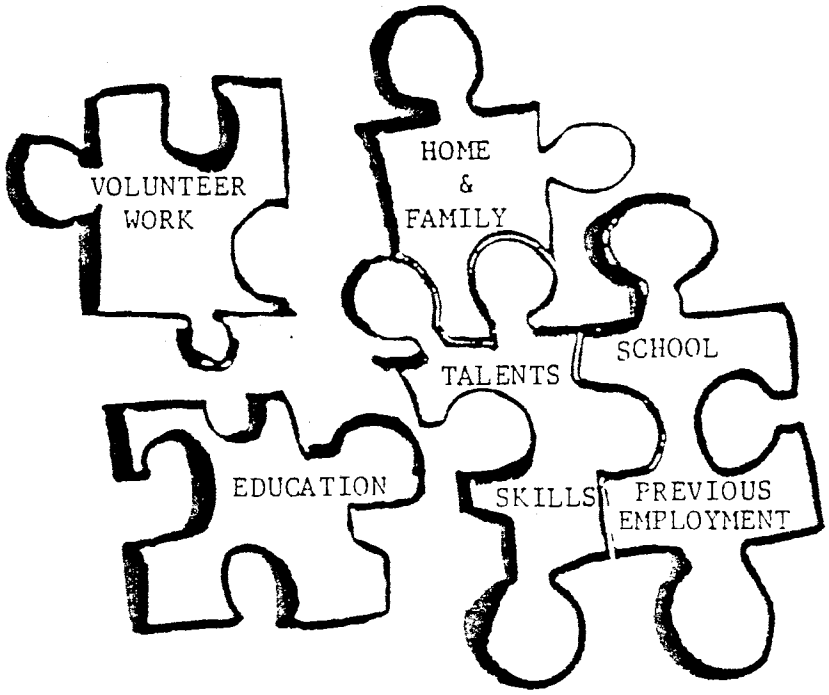
____ $ 5,000 or less
____ $ 5,001 - 10,000
____ $10,001 - 20,000
____ $20,001 - 30,000
____ $30,001 - 40,000
____ $40,001 or more

How far did you drive to attend this workshop?

_____

SELF-ASSESSMENT QUESTIONNAIRE

FOR EMPLOYABILITY OF WOMEN



FITTING THE PIECES TOGETHER

Development of this questionnaire was supported by an Oklahoma Extension Homemakers Council Research and Development Grant

SELF-ASSESSMENT QUESTIONNAIRE FOR EMPLOYABILITY OF WOMEN

The Self-Assessment Questionnaire is a self-administered, self-scored, and self-interpreted occupational choice tool. Funding for development of this questionnaire was provided by a Oklahoma Extension Homemakers Council Research and Development Grant. Continuing support for the employability study of the questionnaire is provided through Home Economics Research.

Changes in women's lives such as divorce, widowhood, children in college or desire to work outside the home often result in the need, or desire to enter or reenter the labor force. The purpose of this questionnaire, [which incorporates findings from previous Home Economics Research projects: Women and Pensions and Employability of Women] is to identify incentives for employability of women. This questionnaire will help identify skills and training expertise and/or deficiencies of women on an individual by individual basis.

A series of three programs are available through the Oklahoma Home Economics Cooperative Extension Service to assist individuals include: self-assessment of job skills and occupational choices, job market assessment, and job seeking skills.

The questionnaire is designed to provide the essence of what needs to be learned by the job seeker. The questionnaire is designed with emphasis on helping you recognize and analyze your strengths and weaknesses, and to identify your educational and skill deficiencies for preparation to enter or reenter the labor force.

For further information on this questionnaire contact project directors:

Dr. Claudia J. Peck
442 Home Economics West
Oklahoma State University
Stillwater, OK 74078
(405) 744-5048

Dr. Dottie Goss
338 Home Economics West
Oklahoma State University
Stillwater, OK 74078
(405) 744-6282

This questionnaire was developed in 1988 by Susan James, Graduate Research Assistant, in the Department of Housing, Interior Design, and Consumer Studies at Oklahoma State University.

SELF-ASSESSMENT QUESTIONNAIRE

The following self-assessment questionnaire is designed to help participants identify individual skills, talents, and interests. Information obtained will help participants choose employment areas where their skills and talents may be utilized.

Assess your skills. Every task you perform, in every area of your life uses numerous skills. Think of all the competencies you have developed through previous employment experience, home and family duties, volunteer work, and formal education. Consider your skills and accomplishments.

Using the following list, check all skills that you have competencies in. Generally, competencies are developed over a period of time. When indicating your strengths think of those skills you have used repeatedly.

Put a check mark (✓) in the appropriate box indicating the skills you have gained from previous employment, school and education, volunteer work, and home and family experiences. Total the columns by counting the check marks in each column.

NUMERICAL, FINANCIAL, MONEY MANAGEMENT SKILLS	Previous Employment	School & Education	Volunteer Work	Home & Family
Manage money; keep financial records				
Develop a budget; allocate scarce financial resources				
Calculate numbers; use numbers and perform accurate computations				
Bookkeeping; examine and verify accounts/records				
Handle money; count change records of money				
Have arithmetic skills; tabulate numbers quickly and accurately				
Raise money; plan and follow through in fund raising				
TOTAL				

	Previous Employment	School & Education	Volunteer Work	Home & Family
MANAGERIAL SKILLS				
Organize; direct others; take initiative, advance ideas				
Delegate; give responsibility to others				
Explain to others; give details, instructions				
Review; evaluate; judge peoples' effectiveness				
Make decisions; establish and execute policies and procedures				
Supervise; oversee the performance of others, disciple, prioritize				
TOTAL				
COMMUNICATION SKILLS				
Contact others in person or by phone				
Talk with others; communicate publicly and persuasively				
Explain to others; give details, instructions				
Inform people; present information through oral or written communication				
Summarize; report accurately; concise and explicit writing				
Listen to others				
TOTAL				

ORGANIZATIONAL SKILLS	Previous Employment	School & Education	Volunteer Work	Home & Family
Cope with deadlines: complete task by designated date or time				
Solve problems: identify possibilities or alternatives, develop answers and solutions				
Think ahead; use logic and reason to formulate creative possibilities				
Run meetings; prioritize, advance ideas in an organized manner				
Deal with unexpected situations; adapt to new circumstances				
Cooperate with others; put others in touch with useful resources				
TOTAL				

DECISION MAKING SKILLS				
Make decisions; establish and execute policies and procedures				
Research; gather information, obtain expert advise and assistance				
Evaluate others; judge peoples effectiveness				
Analyze information; look at facts				
Show self-initiative; recognize what needs to be done				
TOTAL				

LEADERSHIP SKILLS

	Previous Employment	School & Education	Volunteer Work	Home & Family
Initiate; the ability to move into totally new situations on one's own				
Lead others; motivate and lead an organized group; influence others				
Accepts responsibility; plan for and initiate change				
Lead a group in accomplishing some goal				
Direct the actions of others				
TOTAL				

ARTISTIC SKILLS

Creative; operate well in an unstructured, unsupervised environment				
Draw; illustrate; drafting, mechanical drawing				
Musical knowledge; compose music, play instruments				
Imagine; visualize, form mental images, create original ideas				
Speaking or singing; using voice to entertain, tell a story, dramatize				
Design and/or use visual aids; photography				
TOTAL				

ATHLETIC OR OUTDOOR SKILLS	Previous Employment	School & Education	Volunteer Work	Home & Family
Motor/physical coordination; hand-eye coordination				
Garden; horticulture, grow plants, landscape				
Farm; ranching, work with animals				
Sports; swim, run, skilled in athletic games				
Travel; plan and organize trips				
Hike; backpack, outdoor survival skills				
TOTAL				

MANUAL SKILLS				
Can make repairs; fix items, refinish, plumbing repairs, build, install				
Assemble products; put together parts from instructions, precision work				
Operate tools or machinery; drive vehicles, trucks				
Lift, carry, unload, move, deliver				
Handicrafts: sew, knit, crochet, needlecrafts				
TOTAL				

HUMAN RELATIONS SKILLS	Previous Employment	School & Education	Volunteer Work	Home & Family
Public relations; can relate well in dealing with public				
Help and serve people; treat people fairly				
Sensitivity to others; remember people and their preferences				
Help people with their personal problems				
Work well on a teamwork basis enjoy working with people				
Care for children, the elderly, or handicapped				
TOTAL				

EDUCATIONAL SKILLS				
Study; seek new information, learn				
Teach skills; able to instruct, demonstrate, or explain to others				
Patient when working with others				
Advise or aid individuals in making decisions				
Design an educational event; train someone				
TOTAL				

CLERICAL SKILLS	Previous Employment	School & Education	Volunteer Work	Home & Family
Grammar; speak and write using correct use of words				
Spelling; ability to spell words correctly				
Type				
Operate equipment; run business and data processing machines				
Write; using words to tell a story, describe a product				
Operate a word processor				
Use of a personal computer				
TOTAL				

ASSESSING YOUR INVENTORY OF SKILLS

When you have finished assessing your skills, you will want to look for patterns. Go back through each section, add up your scores. Be sure skills you have identified are those that you have used more than once. After looking at the totals in each section, identify the categories which indicate your skills, talents, and competencies.

List your skill categories here:

_____

_____

_____

_____

_____

PERSONAL TRAITS

Look through the following list of personal traits. Go down the list and check all that describe you.

Accurate	_____	Honest	_____
Adaptable	_____	Imaginative	_____
Ambitious	_____	Inquiring	_____
Analytical	_____	Independent	_____
Athletic	_____	Intelligent	_____
Attractive	_____	Inventive	_____
Calm	_____	Logical	_____
Caring	_____	Mature	_____
Competent	_____	Organized	_____
Competitive	_____	Patient	_____
Confident	_____	Precise	_____
Cooperative	_____	Punctual	_____
Creative	_____	Quick	_____
Dependable	_____	Realistic	_____
Efficient	_____	Responsible	_____
Enthusiastic	_____	Sensitive	_____
Expressive	_____	Tactful	_____
Firm	_____	Thoughtful	_____
Flexible	_____	Thorough	_____
Forceful	_____	Tolerant	_____
Friendly	_____	Trustworthy	_____
Genuine	_____	Versatile	_____
Helpful	_____	Warm	_____

Record your top ten traits on the next page.

Now go back to your list of personal traits looking at your top three skill areas. Do your traits apply to those skill areas?

List your top ten traits.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Ideally, the work you do should integrate your skills and interests. Review the list of occupations in the accompanying booklet titled List of Occupations.

List 5 jobs you think would be interesting and you have or could develop the needed skills.

_____

_____

_____

_____

_____

Now review your skills, do they fit your job interest list?

Look through the following list of questions and answer true or false for each job you are thinking about. The occupations with the largest number of "trues" should be your best possibilities.

TRUE FALSE I have the necessary intelligence and abilities to do this job.

TRUE FALSE I can obtain the necessary knowledge and skills to do a good job.

TRUE FALSE I am willing to pursue training necessary to get this job.

TRUE FALSE I can see myself happy doing this work for many years.

List the jobs you have selected as possibilities and record your totals from above.

JOB 1 _____

TOTAL TRUE _____ TOTAL FALSE _____

JOB 2 _____

TOTAL TRUE _____ TOTAL FALSE _____

JOB 3 _____

TOTAL TRUE _____ TOTAL FALSE _____

JOB 4 _____

TOTAL TRUE _____ TOTAL FALSE _____

JOB 5 _____

TOTAL TRUE _____ TOTAL FALSE _____

SUMMARY PAGE

Please transfer the following answers from the previous pages of the questionnaire.

Totals from skill categories:	Previous Employment	School & Education	Volunteer Work	Home & Family
Numerical, Financial, Money Management Skills (p.1)				
Managerial skills (p.2)				
Communication skills (p.2)				
Organizational skills (p.3)				
Decision Making skills (p.3)				
Leadership skills (p.4)				
Artistic skills (p.4)				
Athletic or Outdoor skills (p.5)				
Manual skills (p.5)				
Human Relations skills (p.6)				
Educational skills (p.6)				
Clerical skills (p.7)				

List your top ten personal traits from questionnaire page 9:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

List 5 jobs you think would be interesting from page 9.

1) _____

2) _____

3) _____

4) _____

5) _____

Record the total number of true/false answers from totals on page 10 of the questionnaire.

Job 1	TOTAL TRUE _____	TOTAL FALSE _____
Job 2	TOTAL TRUE _____	TOTAL FALSE _____
Job 3	TOTAL TRUE _____	TOTAL FALSE _____
Job 4	TOTAL TRUE _____	TOTAL FALSE _____
Job 5	TOTAL TRUE _____	TOTAL FALSE _____

Continue on next page---------->>

EVALUATION - SELF-ASSESSMENT QUESTIONNAIRE

Please circle the numbers on the scale below each question.

1. Was the content of the questionnaire appropriate for you?

NOT AT ALL		SOMEWHAT APPROPRIATE		VERY APPROPRIATE
1	2	3	4	5

2. How useful was the information to you?

NOT USEFUL		USEFUL		VERY USEFUL
1	2	3	4	5

3. Did you identify skills you had not thought of before?

_____ YES _____ NO

4. Do you plan to use the information from the survey to seek employment?

_____ YES _____ NO _____ MAYBE

5. Did you discover a need for further training?

_____ YES _____ NO

6. As a result of this questionnaire do you plan to seek additional training to increase your employment skills?

_____ YES _____ NO _____ MAYBE

7. Did you discover potential occupations you had not thought of before?

_____ MANY _____FEW _____ NONE

8. I completed the self-assessment questionnaire because: (check all that apply)

_____ I am curious about my employment skills

_____ I want to enter the labor force for the first time

_____ I want to reenter the labor force.

_____ I want to change careers/jobs

_____ I want to improve my employment skills

_____ I want to know if what I am doing is correct

_____ Other _____

Continue on back page---------->)

9. Please circle the number on the scale next to each question that describes how each factor has influenced your opportunity for employment.

	NOT AT ALL		SOMEWHAT		VERY MUCH
Disability or health limitations	1	2	3	4	5
Lack of transportation	1	2	3	4	5
Too far to travel to available jobs	1	2	3	4	5
Inadequate child care	1	2	3	4	5
Child care costs too much	1	2	3	4	5
Inflexible work schedules	1	2	3	4	5
No part-time work available	1	2	3	4	5
Jobs I can get don't pay enough	1	2	3	4	5
No jobs available	1	2	3	4	5

If disabled, what is your disabililty?

_____

10. How easy was this questionnaire to complete?

VERY DIFFICULT		JUST RIGHT		VERY EASY
1	2	3	4	5

11. What could have made this questionnaire more useful?

_____

_____

_____

12. Do you have any additional comments/suggestions?

_____

_____

_____

APPENDIX C

EMPLOYABILITY WORKSHOP LETTERS AND PUBLICITY

OSU

Oklahoma State University

COLLEGE OF HOME ECONOMICS
Department of Housing, Interior Design
and Consumer Studies

STILLWATER, OKLAHOMA 74078-0337
HOME ECONOMICS WEST BUILDING
(405) 744-5048

August 22, 1988

Carolyn LeGrand
State Dept. of Vocational-
Technical Education
1500 W. 7th
Stillwater, OK 74074

Dear Carolyn:

The enclosed booklet is a questionnaire designed to test the effectiveness (usefulness) of an interest and skills inventory for identifying skills, talents, education, and training of women seeking new or different employment. The questionnaire was developed as part of a research project currently underway at Oklahoma State University. The purpose of the study is to determine if self-assessment of job skills for women provides incentives to help individuals identify their skills and talents that will help them enter or reenter the labor market. The questionnaire is designed to provide individuals with information which will help them determine employment and training needs. The questionnaire is also designed to help women look at non-traditional job opportunities.

The self-assessment questionnaire has been designed to be used in conjunction with employment seminars targeted at women. The results of the questionnaire will be used to determine employment and training needs of women in order to facilitate vocational-technical training classes as incentives for employability. To implement the research portion of this project, Susan James, a graduate student at Oklahoma State University, will present an overview of the employment seminars which focus on self-assessment, occupational choices, assessing the job market and marketing yourself through a resume and job interview for those women who voluntarily agree to participate in completing the questionnaire.

We would like to work in cooperation with your agency on this project in reaching women who would benefit from such a questionnaire. Your cooperation will allow us to attract a broadbased audience of displaced homemakers, single parents, and dislocated workers, in addition to individuals served by the State Employment Service, Department of Human Services, the Job Training and Partnership Act, and the Agricultural Employment Retraining Act.

We are providing seminars that use this self-assessment opportunity to identify skills, talents, education and training and to evaluate appropriateness of the identified skills, talents, education, and training for selected occupations of interest to women who want to enter or reenter the labor force or make a career change. Our goal is that through the use of the self-assessment questionnaire, women will: 1) identify skills they do not readily think of as employment skills, 2) identify new or non-traditional occupational choices, 3) learn to market their skills to potential employers and 4) match their skills with existing occupations. In addition through the research component we would like to gather data that measures the effectiveness of the self-assessment employment questionnaire.

We would like to ask your support of this project through serving as a co-sponsor of the seminars . We will be happy to answer any questions you may have on the seminars or this project, please phone 744-5048. We will be contacting you by phone within the next week.

Sincerely,

Claudia J. Peck, Ph.D.
Project Director

Susan James
Graduate Research Assistant

OSU

Oklahoma State University

COLLEGE OF HOME ECONOMICS
Department of Housing, Interior Design
and Consumer Studies

STILLWATER, OKLAHOMA 74078-0337
HOME ECONOMICS WEST BUILDING
(405) 744-5048

September 8, 1988

Carla M. Earhart
Extension Home Economist
Payne County Cooperative Extension Service
Courthouse
Stillwater, OK 74074

Dear Carla:

We would like to take this opportunity to tell you about the employability workshop we are presenting in Payne county. A research project is currently underway at Oklahoma State University which uses a self-assessment questionnaire, which was developed through funding from the Oklahoma State Extension Homemakers Research Grant. The project includes a series of three programs which will be available to Cooperative Extension Home Economists later this fall. We have shared this information with Dr. Lynda Harriman.

The enclosed booklet is a two-part questionnaire. The interior questionnaire: Self-Assessment Questionnaire for Employability of Women is designed to help persons identify skills, talents, education, and training if seeking new or different employment. The exterior questionnaire: Employability of Women: Strategies for Economic Development is designed to test the effectiveness of the interest and skills self-assessment inventory. The employability workshops are developed as part of a Home Economics Research project currently underway at Oklahoma State University. The purpose of the study is to determine if self-assessment of job skills provides incentives to help individuals identify skills and talents that will help them enter or reenter the labor market. The self-assessment questionnaire is designed to provide individuals with information which will help them determine employment and training needs.

The self-assessment questionnaire has been designed to be used in conjunction with employability workshops targeted at women. The results of the questionnaire will be used to determine employment and training needs of women in order to facilitate vocational-technical training classes as incentives for employability. To implement the

research portion of this project, Susan James, a graduate student at Oklahoma State University, will present the employability workshops which focus on self-assessment, occupational choices, assessing the job market and marketing oneself through a resume and job interview. Women attending the employability workshop will be asked to voluntarily participate by completing the questionnaire.

The workshop uses the self-assessment questionnaire to help women: 1) identify skills they do not readily think of as employment skills, 2) identify new or non-traditional occupational choices, 3) learn to market their skills to potential employers, and 4) match their skills with existing occupations.

We would like the Payne County Cooperative Extension Service to co-sponsor the Stillwater employability workshop. Your cooperation will allow us to attract a broadbased audience of displaced homemakers, single parents, and dislocated workers, in addition to individuals served by the State Department of Vocational and Technical Education, Oklahoma Employment Security Commission, Department of Human Services, the Job Training and Partnership Act, and the Agricultural Employment Retraining Act.

We would like to visit with you regarding support of this project through serving as a co-sponsor of the workshop. Co-sponsorship would include joint publicity efforts. Additionally we would welcome your participation in the workshop. Dr. Claudia Peck, project director, will be calling you within the week. If you have any questions please feel free to contact either of us at (405) 744-5048.

Thank you for your attention to this matter.

Sincerely,

Claudia J. Peck, Ph.D.
Project Director

Susan James
Graduate Research Assistant

OSU

Oklahoma State University

COLLEGE OF HOME ECONOMICS
Department of Housing, Interior Design
and Consumer Studies

STILLWATER, OKLAHOMA 74078-0337
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August 23, 1988

Neva Murdock
Oklahoma Employment Security Commission
Room 305
Will Rodgers Building
Oklahoma City, OK 73105

Dear Neva:

The enclosed booklet is a questionnaire designed to test the effectiveness of an interest and skills inventory for identifying skills, talents, education, and training of women seeking new or different employment. The questionnaire was developed as part of a research project currently underway at Oklahoma State University. The purpose of the study is to determine if self-assessment of job skills for women provides incentives to help individuals identify their skills and talents that will help them enter or reenter the labor market. The questionnaire is designed to provide individuals with information which will help them determine employment and training needs. The questionnaire is also designed to help women look at non-traditional job opportunities.

The self-assessment questionnaire has been designed to be used in conjunction with employment seminars targeted at women. The results of the questionnaire will be used to determine education and training needs of women in order to facilitate employment. To implement the research portion of this project, Susan James, a graduate student at Oklahoma State University, will present an overview of the employment seminars which focus on self-assessment, occupational choices, assessing the job market and marketing yourself through a resume and job interview for those women who voluntarily agree to participate in completing the questionnaire.

We would like to work in cooperation with your agency on this project in reaching women who would benefit from such a questionnaire. Your cooperation will allow us to attract a broadbased audience of displaced homemakers, single parents, and dislocated workers, in addition to individuals served by the State Employment Service, Department of Human Services, the Job Training and Partnership Act, and the Agricultural Employment Retraining Act.

We are providing seminars that use this self-assessment opportunity to identify skills, talents, education and training and to evaluate appropriateness of the identified skills, talents, education, and training for selected occupations of interest to women who want to enter or reenter the labor force or make a career change. The objective of the workshop is to use the self-assessment questionnaire, to help women: 1) identify skills they do not readily think of as employment skills, 2) identify new or non-traditional occupational choices, 3) learn to market their skills to potential employers and 4) match their skills with existing occupations. In addition, through the research component, we would like to gather data that measures the effectiveness of the self-assessment employment questionnaire.

We would like to ask your support of this project through serving as a co-sponsor of the seminars . We will be happy to answer any questions you may have on the seminars or this project, please phone 744-4058. We will be contacting you by phone within the next week.

Sincerely,

Claudia J. Peck, Ph.D.
Project Director

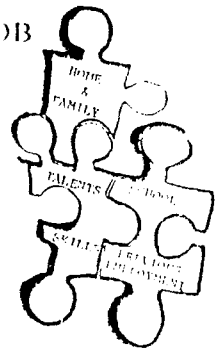
Susan James
Graduate Research Assistant

A SPECIAL WORKSHOP FOR WOMEN WHO ARE LOOKING FOR EMPLOYMENT

HOW TO USE YOUR SKILLS TO FIND A JOB

OR

MAKE A CAREER CHANGE



LOCATION: **Indian Meridian Area Vo-Tech, Stillwater**

DATE: **October 4, 1988**

TIME: **10:00 - Noon**

During the workshop you will have the opportunity to:

1. Assess your skills by completing a questionnaire which will help you identify your skills, talents, education and training needs.
2. Learn how you can market home acquired skills, volunteer skills, education and past employment skills to potential employers.
3. Explore a wide variety of occupations.

The workshop is free of charge to all interested individuals. This workshop is presented through Oklahoma State University in conjunction with a research project on employability of women in Oklahoma. Individuals may voluntarily participate in the research project during the workshop.

For more information on the workshop, contact Susan James or Dr. Claudia J. Peck at Oklahoma State University, phone 405-744-5048.

SPONSORED BY: Oklahoma State University Home Economics Research; Oklahoma Department of Vocational and Technical Education; Oklahoma State University Cooperative Extension Service, Home Economics Programs.

FOR IMMEDIATE RELEASE

WORKSHOP FOR WOMEN SEEKING EMPLOYMENT

Can you identify your job skills? If not you can learn how in a workshop designed for women seeking employment. The workshop will be held _____ _____ at _____.

The workshop will begin at _____ and will last _____.

The workshop is designed to help women who are interested in entering the job market, or who would like to make a career change. During the workshop, participants will have the opportunity to identify their skills using a self-assessment questionnaire which looks at previous employment skills, past education, and skills obtained from volunteer work and home and family.

During the workshop participants will learn how self-assessment can help them market their skills to potential employers and how to match skills with existing jobs. Topics will include self-assessment, occupational choice, assessing the job market and marketing oneself through a resume and job interview.

The workshop is co-sponsored by Oklahoma State University Home Economics Research, Oklahoma Department of Vocational and Technical Education, and Oklahoma State University Home Economics Cooperative Extension Service. The workshop is free and open to all interested women. Individuals participating in the workshop may voluntarily participate in a research project on employability of women currently underway at Oklahoma State University.

For more information on the workshop, contact Susan James or Dr. Claudia J. Peck at Oklahoma State University (405) 744-5048.

END

FOR IMMEDIATE RELEASE

EMPLOYMENT WORKSHOP FOR WOMEN

Looking for a job, or thinking about making a career change? A special workshop especially for women seeking employment will be held at _____ _____ on _____. The workshop will begin at _____ and will last _____.

The workshop is designed to help women identify their skills, talents, education, training and abilities. The workshop will help 1) identify home acquired skills, volunteer skills, education and past employment skills and 2) see how well skills match existing selected occupational options. During the workshop individuals will complete a questionnaire which will help them in identifying their skills and abilities.

Topics featured in the workshop will include a discussion on the importance of self-assessment, occupational choices, assessing the job market and marketing oneself through a resume and job interview .

The workshops are free and open to all interested women. The program is sponsored by Oklahoma State University Home Economics Research and _____ _____. Individuals participating in the workshop may voluntarily participate in a research project on employability of women currently underway at Oklahoma State University.

For more information on the workshop, contact Susan James or Claudia J. Peck at Oklahoma State University 744-5048.

VITA

Susan James

Candidate for the Degree of

Master of Science

Thesis: SELF-ASSESSMENT OF JOB SKILLS AS AN INDICATOR OF EMPLOYABILITY OF WOMEN

Major Field: Housing, Interior Design and Consumer Studies

Biographical:

Personal Data: Born in Casper, Wyoming, October 7, 1955 the daughter of Warren E. and Mary A. James.

Education: Graduated from Kelly Walsh High School, Casper, Wyoming, in May 1974; received Associate of Science in Home Economics degree from Casper College in May, 1976; received Bachelor of Science in Home Economics degree from the University of Nebraska in May, 1978; completed the requirements for the Master of Science degree at Oklahoma State University in May, 1989.

Professional Experience: University Extension Home Economist, University of Wyoming Cooperative Extension Service, Sundance, Wyoming, 1978-1984; University Extension Home Economist, University of Wyoming, Cheyenne, Wyoming, 1984-present; Graduate research assistant, Department of Housing, Interior Design and Consumer Studies, Oklahoma State University, 1987-1988.

Organizational Memberships: American Home Economics Association, American Council on Consumer Interests, Epsilon Sigma Phi, National Association of Extension Home Economist, Oklahoma Council on Consumer Interests, Omicron Nu, Wyoming Home Economics Association, Wyoming Association of Extension Home Economist.