

AN ASSESSMENT OF CAREER DEVELOPMENT PROGRAMS
IN MAJOR TULSA COMPANIES

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CHAPTER I

INTRODUCTION

In the last two decades there has been an increasing interest in America's natural resources. The nation has learned to appreciate the energy it has and enjoys today because of the shortages and higher prices that have been paid for products and services. Likewise attention is also being paid to the country's human resources. Since human resources are one-third of a corporation's resources (money and physical facilities being the others), the importance and value of corporate manpower is being realized (Craig, 1976).

Demand for the highly specialized and highly technical manpower needs has been intense. The costs involved in recruiting, hiring, relocating and training new employees have begun to concern company management. Society as a whole has become less mobile and therefore organizations are becoming more concerned with utilizing and developing the talent available to them within their own organization.

The character and makeup of today's employee has also changed the organizational view of a company's human resources. Today's employees are sophisticated and involved in their own career development with a company. They are in more control of their own careers and want the company to provide choices, not dictate what moves they should make (Hill, 1976).

With these environmental and psychological factors influencing the

working world, it has become important for organizations to identify and develop their human resources. Companies that hold leadership positions, or wish to become leaders in their field in the next decade, will be those who acknowledge the importance of their human resources.

Career development programs enable employers to identify and develop their employees' skills. The programs also allow the individual employees to develop their own interests, abilities and skills, while still meeting the company's goals and objectives. Companies have begun to expand their role in helping employees develop their careers by offering a wide variety of programs which will enhance the growth of the individual, and meet the organizational human resource needs.

Statement of the Problem

The specific problem with which this study dealt was the lack of knowledge relative to the types of career development programs being provided by Tulsa companies with 750 or more employees.

Need for the Study

Limited research has been conducted in the area of career development programs. The study could provide information to the Tulsa business community on what career development programs are being offered. It also could contribute an exchange of ideas between companies and confirm the positive implications career development programs can have on the employer and employee alike.

Purpose of the Study

The purpose of the study was to survey the career development

programs in Tulsa companies that have 750 or more employees to determine what types of programs were being provided for employee career development. It was hoped that this paper would help organizations interested in establishing or expanding career development programs learn what other organizations were doing, what types of programs were in effect and how they were managed.

This study sought to answer the following questions:

1. What career development programs exist in Tulsa organizations?
2. What types of programs are under consideration for implementation?
3. Do companies encourage their employees to participate in "outside" career development programs and are employees allowed to take time off with pay to attend these?
4. What level of support from management do career development programs receive?
5. What departments and individuals are involved in administering the career development programs?
6. How much money do companies actually budget for employee career development?
7. What are the reasons companies provide their existing career development programs?

Objectives of the Study

The objectives of this study were:

1. To gather data on career development programs in companies with 750 or more employees;
2. To identify existing programs provided to employees;

3. To identify programs employers are planning to implement within the next two years;

4. To examine the level of support existing career development programs receive from management.

Scope

This study included only Tulsa companies which had 750 or more employees.

Limitations of the Study

The study was conducted under the following limitations:

1. The study is limited by the size of the sample. There are 39 companies in Tulsa with 750 or more employees as identified by the Tulsa Metropolitan Chamber of Commerce listing of Tulsa's Largest Employers.

2. Limitations inherent in the questionnaire technique.

Assumptions

The greater the number of employees the employer has, the more likely the employer is to have career development programs.

Definitions

The following terms have been defined for use in this study:

Career Development Programs - refers to any program provided to help employees identify, establish or gain direction in their career decisions.

Internal Job Posting - publicly advertising job vacancies within the organization.

Career Planning - programs and actions which focus on the indivi-

dual's needs, abilities, aspirations and goals in a competitive social and business system.

Career Pathing - Storey (1977) defines career pathing as the identification of career directions, sequence of events, and career endings for selected individuals to meet organizational needs or preferences.

Exempt Employees - refers to salaried, professional employees.

Non-Exempt Employees - refers to clerical or hourly wage employees.

Organization of the Study

Chapter I introduces the study by presenting the statement of the problem, need for the study, purpose, objectives, scope and limitations, assumptions and definition of terms. Chapter II includes a review of related literature concerning current career development programs, the role of the employer, and the implications of these programs to business today. Chapter III reports the procedures utilized in this study, including the selection of companies, collection of data and analysis of data. Chapter IV presents the findings of the study, while Chapter V contains a summary, conclusions and recommendations for further research and practice.

CHAPTER II

REVIEW OF LITERATURE

This chapter reviews the literature in the following areas:

- 1) Career development programs (CDP) currently being offered in organizations today;
- 2) the role of the employer in career development programs;
- 3) the role of the employee in his/her own career development;
- 4) the implications and impact career development programs have on the employer.

Current Career Development Programs

Career development in organizations is represented in a wide variety of programs and services available to employees. It is not always synonymous with upward mobility, for only a few employees make significant upward strides. Rather career development is more comparable to the idea of planning, growth and development, which is for everyone. Thus one objective of career development encompasses both the organizational needs for manpower planning and the individual's needs for learning, growth, satisfaction and self-actualization (Craig, 1976).

Career development programs may include internal job posting, life/career planning and counseling, assessment centers, and organizational development programs. Career development may also include career paths or ladders, pre-retirement counseling, outplacement counseling and skills inventories, just to name a few.

Career development at American Telegram and Telegraph (AT&T) includes many types of programs directed to both individual and organizational development. AT&T does not have a centralized area for counseling, but various types of counseling are offered from areas that include Personnel, Employment, Staffing, Training and Development, and Education (Cohen, 1977).

Tuition aid and professional development requests are handled by educational counselors. An employee who is dissatisfied with his or her job, or who has job related problems, may receive guidance from the department in Personnel concerned with job changes or promotions. The Training and Development area gives in-house courses for management and non-management employees on time management, communication skills and technical subjects for secretarial training. The Benefits Department advises people who are about to retire about benefits due at retirement, but there is no formal pre-retirement workshop. The AT&T Assessment Center helps select people to move up to management levels, but no formal career pathing or guidance exists (Cohen, 1977).

Citicorp has a career development program for professional employees called the Official Placement and Transfer Service (OPT). The function of OPT is to match people who want new jobs with job openings within the organization. It also serves as a mechanism for intergroup transfers. Employee counseling is available in several areas: a) self-assessment (skills identification); b) how to market oneself (job market information), interviewing skills, resume writing); and c) how to search for a new job (Cohen, 1977). Counseling is usually done individually, but small group sessions or workshops may be utilized, depending on subject matter.

A separate career development program exists for nonprofessional

staff members who have college degrees and desire career growth. This program offers assistance in career planning and includes workshops in self-awareness and skills assessment (Cohen, 1977).

Outplacement counseling for terminated employees, staff advisory services for all types of general and educational information are offered to employees. Senior manpower planning review for executive manpower planning and development are also offered by Citicorp (Cohen, 1977).

General Electric (GE) does not provide a single standardized approach to career planning and development but works to incorporate these concepts as a part of everyday management style. The focus at GE is on a "self-directed career planning" program where the individual is seen as actually initiating and being responsible for his own learning, the organization providing the resources and stimulus (Storey, 1977). Workbooks have been designed to help the individual deal with life/career planning issues.

Career planning is also introduced into several management education programs. GE has an annual manpower review process which includes discussion of performance, career interests, developmental needs and career direction projections (Storey, 1977).

General Motors Corporation (GM) has a career development program open to all employees, exempt and non-exempt. Internal and external programs are used to assess the skills, interests and abilities of the participants. Career development workshops are offered in areas such as career goal setting, personal interests and skills assessment (Cohen, 1977).

GM's plan is implemented by the employee and his supervisor with administrative support offered by Personnel. The supervisors provide job information, while formal counseling is provided by local agencies

or educational institutions. A career development guide is available which contains information on the types of work available in the company, and advice on establishing career goals. GM also has a "Careers in Management" program to help individuals plan for supervisory positions, and a skills inventory bank for management's identification of individual potential (Cohen, 1977).

Ameri Trust, a major bank in Cleveland, Ohio, provides a multi-faceted career assistance program. The program includes self-assessment, goal setting counseling, and has a strong policy on promoting from within the company. One-to-one counseling and extensive four-week career counseling workshops are also available. Part of the career program is the training of supervisors on how to assist employees as they prepare to assess their skills and the training of personnel staff in career counseling. A comprehensive transfer program allows employees mobility throughout the organization, and an outplacement program handles movement outside the organization. Performance appraisals are also seen as a valuable part of the career assessment process (Hastings, 1982).

Employee development planning is seen as a shared responsibility of the employee and his manager at International Business Machines (IBM). Managers are responsible to aid employee development through discussions, planning, follow-up and feedback. These discussions take place at least once a year and are designed to help the employee understand his interests, relate his interests to IBM's goals, and to create a realistic development plan. An employee development planning guide has been designed as an aid in this process. Workshops and seminars are offered in areas such as personal development, career/life planning, career management, and decision-making skills. A self-assessment workbook is also available to

employees. Pre-retirement workshops are held and some divisions of IBM have a skills inventory. They also have a system where employee transfer requests are handled (Cohen, 1977).

One of the first pilot career planning projects was developed at the Lawrence Livermore Laboratory in California. The organization's approach is personalized with the emphasis on self-assessment as the basic step in career planning. Lawrence Laboratory offers a series of workshops to employees which include personal assessment and defining job skills. Workshops in improving self-esteem, assertiveness training and decision-making skills are offered. Individual counseling, evaluation and follow-up programs are also available (Knowdell, 1978).

Union Carbide Corporation's Chemicals and Plastics Division offers a variety of career development programs. A college information day program is designed for non-exempt personnel to provide academic information and counseling. A career review process is used for exempt personnel and new employees to review career options and goals. Career planning workshops are also held for non-exempt employees to assist them in identifying their skills, interests and values, and to provide opportunities to match these with realistic job opportunities. Individual counseling is also available if current job development is desired. Supervisors workshops are available to train supervisors with skills such as listening techniques so they will be able to provide a supportive listening environment for their employees. A skills inventory is available and used for manpower planning to determine training needs. A career pathing program is in the process of development. Career ladders will be developed to indicate the skills and behaviors needed for a specific job (Trammell, 1980).

Xerox Corporation has a four-stage process for career development. Self-awareness workshops are available which include self-analysis workbooks and goal setting. The Career Information Center provides a video tape library with tapes on the employee's and manager's roles in career planning and the organizational philosophy. Information is also available in special interest areas such as job, families, minorities and politics. Motivational cassettes, college brochures, training catalogs and job postings are also available (Cohen, 1977).

The next step in Xerox's program is self-analysis. Counseling at this point is provided by employee relations managers. At this time goals and interests are reviewed in light of realistic possibilities. The final step is the development of an action plan by the counselor and the employee (Cohen, 1977).

The Role of the Employer in Career Development Programs

Employers find themselves assuming a much stronger role for their employee's career development than they have taken in past years. Organizations continue trying to cope with manpower problems such as the shorter work week and job obsolescence caused by technology and the knowledge explosion. These problems are even more accentuated by a desire on the part of employees to actualize their own potential and take charge of their own careers. These issues speak strongly to the progressive organization desiring continued growth and high productivity from its employees.

While a number of organizations have taken steps toward assuming a major role in assisting employees in career planning, there remains a concern with many employers that

the needs of the organization may be undermined by focusing on the needs of individuals. Research in this area denies any incompatibility of these needs and indicates that an effective organization is currently defined as one that maximizes both task and social-emotional (people) functions simultaneously (Hanson and Allen, 1976, p. 13).

Management's role in career development is considered from a variety of aspects:

Management has an important responsibility in career development. People are the ultimate source of organizational renewal. In order to attract and retain well-qualified talent in this age, when so many choices are open to them, long-term interest rather than short-term exploitation must be demonstrated.

Management has the direct responsibility for causing employees to understand how necessary it is to do career planning. They must not only devise a means of alerting employees to the acceleration of change in job content and in job entry requirements, but also to the emergence of new career tracks and the potential obsolescence of current career tracks.

Since management bears much of the rewards in this area; therefore, it is only just that it bears the primary responsibility for providing the conditions that will facilitate employee career development (Hill, 1976, p. 14).

There are a variety of potential benefits for the organization which practices effective career development in behalf of its employees. These benefits include effective employee utilization, increased productivity, better employee adaptability to the organizational changes and needs, increased stability of the workforce, competitiveness in the marketplace, and compliance to government mandates.

It should be recognized that career development must not only be a responsibility of management but must have support from senior line management of an organization. It must fit the nature of the business, its competitive employment practices, the organization's structure and management personality (Moravec, 1982).

Overall strong management responsibility for career development is seen to produce long-lasting results:

The employer who feels that today's labor is an investment in tomorrow, will develop employees who produce more, have greater loyalty and work harder than employees who consider their jobs only a series of finite tasks and processes or as stepping stones from one life status to another (Kay, 1976, p. 23).

The Role of the Employee in His Own Career Development

Changing fundamental social developments are erasing the former popular mentality of "let the company take care of you". Leider (1976) states:

Factors such as changing technology, increased longevity, higher education levels and subsequent job expectations, more family affluence and working wives, earlier retirements, obsolescence, mergers, reorganizations, shorter work weeks and more leisure time have opened up more alternatives for career change. From these perspectives individuals and institutions face changes which dwarf any we have known in our industrialized society to date. We face the challenge of lifelong career renewal (p. 18).

Individuals are taking more initiative in planning and developing their own careers. Today's adult is more self-directed, taking on more responsibility for his/her own learning.

...The simple truth is that we are entering into a strange new world in which rapid change will be the only stable characteristic. And this simple truth has several radical implications for education and learning.

For one thing, this implies that it is no longer realistic to define the purpose of education as transmitting what is known. In a world in which the half-life of many facts (and skills) may be ten years or less, half of what a person has acquired at the age of twenty may be obsolete by the time that person is thirty. Thus, the main purpose of education must now be to develop the skills of inquiry. When a person leaves schooling he or she must not only have a foundation of knowledge acquired in the course of learning to inquire but, more importantly, also

have the ability to go on acquiring new knowledge easily and skillfully the rest of his or her life.

...To be adequate for our strange new world we must come to think of learning as being the same as living. We must learn from everything we do; we must exploit every experience as a 'learning experience' (Knowles, 1977, pp. 15-16).

In any successful career development program the employee must supply the motivation and interest in enhancing and developing their own career. The benefits for the individual who assumes this role are significant. His or her feelings of self-determination and personal growth are matched only by the enhanced employability, health and well being and improved quality of life the employee will experience (Connelly, 1979).

Employees can and should be involved in the career development system.

It should be obvious that each person must be involved in his or her own career development. To yield programming to someone else is to abandon responsibility for one's working life and one's contribution to an organization. The ultimate responsibility for lifelong learning and career development rests on the individual (Hill, 1976, p. 15).

The Implications and Impact Career Development Programs Have on the Employer

Career development programs should be done not just for the employees but also for the benefit of the organization. As Moravec (1982, p. 29) states, "If a career program is properly planned and managed it can be a cost-effective human resource management tool." Moravec gives an example of one bank's career counseling program which saved 1.95 million dollars in a year. This estimate was based on tabulations which reflected a 65 percent reduced turnover, 85 percent improvement in performance, 25 percent increased productivity and 75 percent increased promotability.

A company may experience other benefits beyond the dollar cost savings from career development programs. The programs are expected to provide one or more of the following:

1. More effective development of available talent to aid when promoting from within;
2. More efficient deployment of human resources within and between divisions or geographic locations;
3. A demonstration of a tangible commitment to EEO, Affirmative Action and the corporate image;
4. Satisfaction of employee's personal development needs;
5. Improved performance through on-the-job training experiences provided by horizontal and vertical career moves;
6. Increased employee loyalty and motivation, leading to a decreased turnover;
7. A method of determining training and development needs (Moravec, 1982).

Additional benefits for the company include improved productivity and improved use of managerial talent. One of the primary motives for a program is to attract, develop and retain the best people for the organization. Pete Osenar (cited in Hastings, 1982, p. 24), Senior Vice-President for Ameri Trust, states that "the only way to increase productivity is to improve the individual's ability to see the job in a way he or she has not seen it to date or make a change in the person/job fit."

Even though there are numerous benefits for the organization, the implications of a half-hearted career development program can produce negative results. Cynicism can develop on the part of the subordinates

who participate in career planning and then perceive no change in their career progress. Supervisors can become annoyed and complain that it takes too much time from their real responsibilities. This occurs particularly when they do not see the company using the information they collect and they are not rewarded for their job in career development. Confusion on the part of middle managers can also take place. They are not able to see how career planning ties into their long range operating plan.

Desirable features or criteria of career planning/development programs are the ideas that individuals should be able to articulate and specify their desires (consistent with the jobs available), that the corporation will endeavor to match those needs as much as possible and not be capricious or arbitrary, and that the corporation will follow through on commitments and expectations which are raised (Hastings, 1982).

Summary

The previous literature has reviewed the types of career development programs offered in organizations. It has shown a wide variety of programs offered, as well as a number of programs which reoccur consistently. It has also been demonstrated through literature that both the employer and individual employee have a role in the career development process.

CHAPTER III

PROCEDURES

This chapter details the procedures for collecting data relevant to the purpose of the study outlined in Chapter I. Included are: 1) the selection of the subjects; 2) the creation of the questionnaire; 3) the collection of the data; 4) the procedures selected for analyzing the data.

Selection of the Subjects

Subjects for the study were selected from a list of Tulsa companies provided by the Tulsa Metropolitan Chamber of Commerce. This data listed all companies in Tulsa according to the number of employees within that organization. The companies used in this study were selected from the list if their organization employed 750 or more employees. The companies with 750 or more employees were selected because they were expected to have more career development programs (CDP) for their employees. (See Appendix A for the listing of Tulsa companies.)

Creation of the Questionnaire

A questionnaire was developed to send to the 39 Tulsa companies which were identified as having 750 or more employees. The instrument was used by the researcher for the identification and assessment of career development programs provided by Tulsa companies. The questionnaire utilized

both multiple choice and open-ended question techniques.

The questionnaire method was chosen because of the nature of the specific data requested. The data necessary to answer several of the questions required specific numbers or dollar figures that could not be gained from discussing general programs within a company. Also the researcher was limited by the amount of time available to collect the data. The questionnaire allowed for a broader response in a limited time frame. The questionnaire questions compiled by the researcher covered specific items regarding types of career development programs: 1) companies with existing programs; 2) types of programs provided to the employee; 3) types of programs which companies plan to implement in the coming years; 4) level of support from management toward the program.

A field test of the first draft of the questionnaire format was conducted on an experienced organizational consultant, Dr. Fred Droege, Vice-President, Organization Development, The Williams Companies. The questionnaire was also administered to 25 individuals from both general business and educational environments. After review and comments, changes were made in the questionnaire to make it as clear and concise as possible. (See Appendix B for the final copy of the questionnaire.)

Collection of Data

The eight-question instrument included both multiple choice and fill-in-the-blank questions. The questionnaire was mailed to the person who held the highest human resource position in the organization. A cover letter was attached to each questionnaire which stated the introduction and purpose of the survey. (See Appendix C for a copy of the cover letter.) The survey questions were designed to be as short and

concise as possible, yet provide extensive data on career development programs offered.

The first mailing of questionnaires received a response from 21 organizations. A follow-up letter and questionnaire were mailed four weeks later to those companies who had made no response. The second letter was mailed in an attempt to get a higher response rate. The second letter generated nine additional returned questionnaires. Two companies returned the questionnaire stating they did not wish to participate in the survey. A total of 28 companies, or 72 percent, returned completed questionnaires.

It was felt after reviewing the 28 questionnaires received from both mailings that a 72 percent return of the questionnaires was high enough to be representative of the sample companies selected. (See Appendix D for a copy of the follow-up cover letter.)

Analysis

To analyze the data from the questionnaire, the responses of the companies were compiled. The findings were then organized according to survey questions and presented in table format, using absolute frequencies and relative frequencies.

CHAPTER IV

PRESENTATION OF FINDINGS

In this section the results of the questionnaire on career development programs in selected Tulsa companies are discussed. The questionnaire administered to companies with 750 or more employees is presented in detail.

Findings are organized according to questions and presented in tabular format to indicate absolute and relative frequencies. Each question is stated as presented in the questionnaire. A summarized survey response is then highlighted. Next a table showing survey results to that question is presented. Totals may indicate more than one response per company.

Questionnaire Response

A total of 30 questionnaires, or 77 percent, were returned. From these 30 responses, two were returned uncompleted, stating they did not wish to participate in the survey, leaving a total response of 28 companies, or 72 percent. Organizations completing the questionnaire data were given the option of remaining anonymous but were asked to identify the nature of their business. Thirteen companies identified themselves as "non-manufacturing (utilities, transportation)", 13 identified themselves as "manufacturing (oil, gas, chemical, food, beverage)", and two companies did not indicate their type of business.

The questionnaire also requested the title of the individual who completed the form. Seventeen participants were engaged in some function of personnel, while eight were involved in training and development. Three participants did not identify their titles.

Question One: Employee Career
Development Programs

Responses to Question One are given in Tables I, II, III and IV. The companies responded to Question One: "Does your company have any of the following types of career development programs or are you currently considering any for implementation? If yes, please indicate the number of years in operation and what groups of employees are involved."

The data in Table I show the types of career development programs being offered by the respondents. Twenty-six companies, or 93 percent, indicated they had a job performance/appraisal system and 71 percent had an internal job posting system. Sixty-one percent of the companies said they offered formal individual career counseling and 50 percent had a pre-retirement counseling program.

The data in Table II indicate the type of employees which are allowed to participate in the career development programs discussed in Table I. The employees are categorized as exempt and non-exempt. Exempt employees are considered salaried professionals. Non-exempt employees include the hourly and clerical workers. The data in Table II show 23 companies, or 88 percent, had a job performance/appraisal system for both exempt and non-exempt employees. Of those companies which offered career development programs, at least 50 percent or more of the companies offered the programs to the exempt employees. Only one company, of 11

companies which responded, offered formal succession planning to their non-exempt employees. The highest percentage of programs offered to both the exempt and non-exempt employees included job performance/appraisal system, internal job posting system, individual career counseling, skills inventory data bank, outplacement and pre-retirement counseling.

TABLE I
NUMBER OF COMPANIES OFFERING VARIOUS
CAREER DEVELOPMENT PROGRAMS

Program	N	Yes %	Response*	
			N	%
Job Performance/Appraisal System	26	93	2	7
Internal Job Posting System	20	71	8	29
Career Planning Workshops	6	21	22	79
Formal Individual Career Counseling	17	61	11	39
Skills Inventory Data Bank	10	36	18	64
Formal Succession Planning	11	39	17	61
Career Ladders	10	36	18	64
Outplacement Counseling	11	39	17	61
Pre-retirement Counseling	14	50	14	50

* = 28 company responses.

The data in Table III indicate the number of companies which do not have the specific career development programs listed in the questionnaire,

but plan to implement these programs in the next two years. Eleven companies, or 61 percent of the companies which indicated they do not currently have a skills inventory data bank, plan to implement this program in the next two years. Seven companies indicated they plan to implement formal succession planning, and five companies indicated pre-retirement counseling programs were planned. As the data in Table III indicate, the planned career development programs will be offered to both the exempt and non-exempt employees.

The data in Table IV indicate the number of years companies have offered career development programs to their employees. Fourteen companies, or 50 percent of those that responded, indicated job performance/appraisal system had been offered for ten years or longer. Companies indicated the majority of their career development programs had been offered at least two years, but not over ten years.

Companies were given the opportunity in Question One to list other career development programs offered to their employees but not listed on the questionnaire. They responded with the data in Table V.

Question Two: External Career Development

Responses to Question Two are presented in Table VI. The companies responded to Question Two: "Does the company send employees to outside career development workshops or seminars?" Seven companies, or 27 percent of the 26 companies which responded, indicated they frequently sent employees to career development opportunities outside the company. Eight companies, or 31 percent, indicated they sometimes sent their employees to career development programs, and eight companies, or 31 percent, indicated they seldom sent their employees to such programs.

TABLE II
 NUMBER OF COMPANIES OFFERING CAREER DEVELOPMENT
 PROGRAMS TO EXEMPT AND NON-EXEMPT EMPLOYEES

Program	Number Offering Program	Responses*			
		Exempt N	%	Non-Exempt N	%
Job Performance/Appraisal System	26	23	88	23	88
Internal Job Posting System	20	13	65	13	65
Career Planning Workshops	6	3	50	2	33
Formal Individual Career Counseling	17	11	65	10	59
Skills Inventory Data Bank	10	10	100	8	80
Formal Succession Planning	11	6	55	1	9
Career Ladders	10	7	70	3	30
Outplacement Counseling	11	10	91	10	91
Pre-retirement Counseling	14	11	79	11	79

* = A total of 26 companies responded. Companies completed only the section which applied to their organization. Numbers do not total 26. Not all companies responded to all parts of the question.

TABLE III
 NUMBER OF CAREER DEVELOPMENT PROGRAMS PLANNED
 WITHIN THE NEXT TWO YEARS BUT
 NOT YET IMPLEMENTED

Program	Number Not Offering Program	Plan To Implement Program		For Exempt Employees	For Non- Exempt Employees
		N	%	N	N
Job Performance/ Appraisal System	2	2	100	2	2
Internal Job Posting System	8	2	25	1	2
Career Planning Workshops	22	2	9	1	1
Formal Individual Career Counseling	11	1	9	1	1
Skills Inventory Data Bank	18	11	61	8	6
Formal Succession Planning	17	7	41	5	2
Career Ladders	18	4	22	2	3
Outplacement Counseling	17	1	6	1	1
Pre-retirement Counseling	14	5	36	4	4

TABLE IV
 NUMBER OF YEARS COMPANIES HAVE OFFERED
 CAREER DEVELOPMENT PROGRAMS

Program	Number Offering Program	Under 2 Years N	2-10 Years N	11-20 Years N	Over 30 Years N
Job Performance/Appraisal System	25	2	9	12	2
Internal Job Posting System	18	2	11	6	0
Career Planning Workshops	4	2	1	1	0
Formal Individual Career Counseling	15	4	7	4	0
Skills Inventory Data Bank	8	2	5	1	0
Formal Succession Planning	7	1	4	2	0
Career Ladders	10	2	6	2	0
Outplacement Counseling	7	2	3	1	1
Pre-retirement Counseling	11	0	7	1	3

TABLE V
CAREER DEVELOPMENT PROGRAMS OFFERED BY COMPANIES
BUT NOT LISTED ON QUESTIONNAIRE

Program	Responses N
Supervisor Skills and Coaching	1
Interviewing Techniques	1
Problem Solving/Decision Making	1
Customer Service Communication Workshop	1
Internal Development	2
In-House Supervisory Training	2
In-House Training Technical and General	3

TABLE VI
 PERCENTAGE OF COMPANIES WHICH ENCOURAGE EMPLOYEES
 TO ATTEND OUTSIDE CAREER DEVELOPMENT PROGRAMS

Company Response	N*	%
Always	-	-
Frequently	7	27
Sometimes	8	31
Seldom	8	31
Never	3	11

* = 26 companies responded to this question.

Question Three: Employee
 Time Off With Pay

Responses to Question Three are presented in Table VII. The companies responded to the question: "May employees take time off with pay to participate in career development workshops or seminars?" Nineteen companies, or 76 percent of the companies that responded, indicated they did allow employees time off with pay to attend career development workshops and seminars.

Question Four: Department Administering
 Career Development Programs

Responses to Question Four are presented in Table VIII. The companies responded to the question, "What department(s) are included in administering the career development programs listed in Question One?"

TABLE VII
 PERCENTAGE OF COMPANIES THAT ALLOW TIME OFF WITH PAY
 TO PARTICIPATE IN CAREER DEVELOPMENT PROGRAMS

Company Response	N*	%
Yes	19	76
No	6	24

* = 25 companies responded to this question.

TABLE VIII
 TYPE OF DEPARTMENT WITHIN COMPANY WHICH IS RESPONSIBLE
 FOR ADMINISTERING CAREER DEVELOPMENT PROGRAMS

Department	N*	%
Personnel/Human Resources	26	96
Administrative Services	8	30
Training and Development	14	54
Other Departments:		
Employee Benefits and Compensation	1	4
Each Functional Department	3	11
Education/Instruction	2	7
Career Counseling and Placement	1	4
Continuing Education	1	4

* = 27 companies responded. Companies were asked to check all answers that applied to their organization.

Twenty-six companies, or 96 percent, indicated the Personnel/Human Resources Department played a part in administering career development programs. Fourteen, or 54 percent of the companies, indicated the Training and Development Department was also responsible for some portion of the career development programs.

Companies also listed any other departments that played a part in administering career development programs. Three companies, or 11 percent, indicated each functional department within their organization had some responsibility for the career development programs.

Question Five: Budget for Career Development Programs

Responses to Question Five are presented in Table IX. The companies responded to the question: "How much would you estimate the company spends on career development programs in actual budgeted dollars?" Eight companies, or 30 percent of the companies that responded to this question, indicated over \$100,000 were budgeted for career development programs. Nine, or 33 percent, stated \$10,000-\$50,000 were budgeted, and five, or 19 percent of the companies, indicated less than \$10,000 had been actually budgeted for career development programs.

Question Six: Management Support for Career Development Programs

Responses to Question Six are presented in Table X. The companies responded to the question: "From what level of the company does the strongest support for career development programs come?" Fifteen companies, or 58 percent, indicated they received a "great deal of support"

for their career development programs from senior management. Six companies, or 23 percent, indicated they received a "great deal of support" from their Board of Directors.

TABLE IX
ACTUAL DOLLARS COMPANIES HAVE BUDGETED FOR
CAREER DEVELOPMENT PROGRAMS

Amount Budgeted	N*	%
Less than \$10,000	5	19
\$10,000-\$50,000	9	33
\$50,000-\$100,000	2	7
Over \$100,000	8	30
Unknown	3	11

*27 companies responded.

Question Seven: Why Companies Have
Career Development Programs

Responses to Question Seven are presented in Table XI. The companies responded to the question: "What is the best response describing why the company has or is considering career development programs?" Companies responded with a variety of reasons for career programs. Employee growth and reduced turnover were mentioned several times as incentives for companies to provide career development programs to their employees.

TABLE X
 AMOUNT OF SUPPORT COMPANIES RECEIVE FROM MANAGEMENT
 FOR THEIR CAREER DEVELOPMENT PROGRAMS

Management Level	Great Deal of Support 5		4		Little Support 3		2		Negative Support 1	
	N	%	N	%	N	%	N	%	N	%
	Board of Directors	6	23	-	-	8	31	-	-	1
Chairman	7	27	2	8	5	19	-	-	-	-
President	13	50	2	8	4	15	-	-	-	-
Senior Management	15	58	4	15	5	19	-	-	-	-
Middle Management	14	54	1	4	4	15	1	4	-	-

* = 26 companies responded to one or more parts of this question.

TABLE XI
REASONS COMPANIES OFFER CAREER DEVELOPMENT PROGRAMS

Reason	Response*
Continued growth.	2
Employee satisfaction, productivity and morale.	2
Mutual growth and self-actualization.	5
To develop promotion/management skills and sources.	3
Recruitment/Retention.	2
Investment in human resources.	1
Filling positions internally.	2
Required by law.	1
Long-term development.	1
Reduce turnover.	1
Prepares employees for management responsibilities.	1

* = 21 companies responded to this question. Responses were combined in the overall categories of growth, reduced turnover and other for analysis purposes.

Question Eight: Career Development

Program Implementation

Responses to Question Eight are presented in Table XII. The companies responded to Question Eight: "Which of the following individuals implement the career development programs listed below on a day to day basis?"

Twenty-one companies, or 66 percent of those responding, indicated the job performance/appraisal system was administered by the immediate supervisor. Eighteen companies, or 90 percent of those responding, indicated the internal job posting system was administered by Personnel representatives. Responses also indicated that Personnel representatives administer the skills inventory data bank, outplacement and pre-retirement counseling programs a majority of the time. The program noted as being handled the most by company trainers was the career planning workshops.

Summary

Responses from the companies surveyed showed the majority of companies had some type of career development programs. Ninety-three percent had a job performance/appraisal system, 71 percent had an internal job posting system, and 61 percent indicated they offered formal individual career counseling. The career development programs are offered to both exempt and non-exempt in varying degrees. The job performance/appraisal system had the largest response indicating its availability to both exempt and non-exempt employees. Only one company indicated the formal succession planning program was available to non-exempt employees. The majority of companies indicated they sometimes or seldom sent employees to outside career development workshops or seminars. However, 19 companies

TABLE XII

PERCENTAGE OF MANAGEMENT PERSONNEL WHO IMPLEMENT CAREER
DEVELOPMENT PROGRAMS ON A DAY TO DAY BASIS

Program	Total Responses* N	Department Managers		Immediate Supervisors		Career Counselors		Company Trainers		Personnel Representatives		Other	
		N	%	N	%	N	%	N	%	N	%	N	%
Job Performance/Appraisal System	32	7	22	21	66	-	-	-	-	4	12	-	-
Internal Job Posting System	20	-	-	2	10	-	-	-	-	18	90	-	-
Career Planning Workshops	16	2	13	-	-	2	13	6	37	4	25	2	13
Formal Individual Career Counseling	28	3	11	5	18	4	14	3	11	11	39	2	7
Skills Inventory Data Bank	16	-	-	-	-	-	-	2	13	12	75	2	13
Formal Succession Planning	23	7	30	2	9	-	-	2	9	9	39	3	13
Career Ladders	19	6	30	2	11	-	-	2	11	7	37	2	11
Outplacement Counseling	14	-	-	1	7	2	14	2	14	9	64	-	-
Pre-Retirement Counseling	17	-	-	-	-	-	-	1	6	13	76	3	18

* = 27 companies responded to question. Companies were asked to respond to each statement that applied.

note: Percentages were rounded to the highest whole number.

or 26 percent indicated employees may take time off with pay to participate in career development workshops.

The survey data indicated that the Personnel/Human Resources and the Training and Development departments were the primary groups in administering career development programs. With one exception, the job performance/appraisal system program, Personnel representatives and company trainers were also the primary individuals seen as administering the career development programs. The majority of responses indicated the immediate supervisor implemented the job performance/appraisal system.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter concludes the study by offering a summary and discussion of the results in three parts. The first section gives an overview and summary of the completed study. The conclusions of the research are presented next, and the recommendations for further research and practice are presented in section three.

Summary

The concept of career development programs has been in existence for several decades, yet the scope and expansion of these programs has increased and is somewhat undefined for most businesses and industries in the Tulsa area with 750 or more employees. The purpose of this study was to find out which companies had existing career development programs, what types of programs were under consideration for implementation, and what level of support came from management toward these programs.

The questionnaire method was used by the researcher to obtain information from 28 Tulsa companies with 750 or more employees. The eight-question instrument was designed to obtain information related to the career development programs in selected Tulsa companies.

The findings of this study indicated that 27, or 96 percent, had at least one already existing career development program. Only one company of those who completed the questionnaire did not have any career

development programs. Twenty-six companies indicated they had a job performance/appraisal system. Twenty companies indicated they had an internal job posting system. Only six companies offered career planning workshops while 17 offered formal individualized career counseling. Ten companies offered a career laddering program and skills inventory data bank. Eleven companies offered formal succession planning and outplacement counseling. A pre-retirement counseling program was offered by 14 companies.

Eighteen companies plan to implement career development programs in the next two years. The skills inventory data bank program was planned by 11 companies while seven companies plan a formal succession planning program.

Seven of the companies which participated in the survey frequently encourage their employees to attend career development programs outside the company, while eight companies sometimes do so. The majority of companies responded that employees were able to take time off with pay to attend the "outside" career development programs.

The greatest level of support for career development programs was received from senior management. Middle management was the next level from which a great deal of support toward career programs was received. The least amount of support given was from the Board of Directors.

Conclusions

After reviewing the responses received from the 28 Tulsa companies with 750 or more employees, several conclusions can be made:

1. The job performance/appraisal system was available most often by the selected Tulsa companies, while career planning workshops were

offered the least.

2. More career development programs were offered to exempt than non-exempt employees.

3. The skills inventory data bank was the most frequently mentioned program companies plan to implement in the next two years.

4. Pre-retirement counseling, job performance/appraisal system and outplacement counseling programs have been in existence the longest.

5. The majority of companies usually encourage employees to attend outside career development programs and allow the employee time off with pay to do so.

6. The Personnel/Human Resources Department is most often responsible for administering career development programs. The Training and Development Department is the second area most often used for administering these programs.

7. The majority of companies had less than \$50,000 budgeted for career development programs.

8. The greatest amount of support for career development programs came from senior management.

9. Mutual growth and self-actualization was the major reason companies offer career development programs.

10. The job performance/appraisal system was implemented most often by the immediate supervisor.

11. Company trainers were most often responsible for administering career planning workshops on a day to day basis.

Recommendations

The results of the study have implications for recommendations for

practice and further research. Recommendations specific to career development programs in the Tulsa area with 750 or more employees are considered under the following areas: career development skills, management awareness, program development for non-exempt employees.

Career Development Skills

Employers need to be more aware of giving the employee the proper tools to begin developing career plans so the employee can be better equipped to use all the career programs available. The career planning workshop provides the employee the opportunity to identify skills, abilities and interests so that he or she may more confidently meet the demands of their present job. The career development program also has many implications on future job choices the individual may make.

Management Awareness

Communication to all levels of management, the progress, results and impact of career development programs on the organization's human resources is essential. Future program development and support depends to a great extent on what part career development programs play in being effective, cost-saving programs. Communicating reduced turnover rates, enhanced recruitment efforts and higher internal promotion figures can encourage all levels of management to fully support the efforts of career development programs within the organization.

Program Development for Non-Exempt Employees

Key to an organization's growth and development is its ability to provide employees the opportunity to expand their skills and advance in

their careers (Lippitt, 1979). Allowing non-exempt employees to identify their interests, set attainable goals and plan for career moves enhances the productivity and promotability of the employee within the organization.

Further Research

Further research and practice needs to be conducted on the career development programs that are offered by Tulsa companies. A survey of employee satisfaction in companies with career development programs would provide knowledge of the interaction between employees and existing programs. Additional research could also be conducted on the benefits of career development programs in relation to decreasing turnover, enhancing recruitment, employee productivity and internal promotability.

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APPENDIXES

APPENDIX A

LIST OF TULSA COMPANIES PROVIDED BY TULSA
METROPOLITAN CHAMBER OF COMMERCE

TULSA EMPLOYERS

5000 Employees And Over

American Airlines, 3800 Mingo Road, 74151, 832-2110
 Phillips Petroleum, 102 FPB, Bartlesville, OK 74004, 661-5630
 Tulsa Public Schools, 3027 South New Haven, P.O. Box 45208, 74145, 743-3381

3000-5000 Employees

Cities Service Oil Co., 110 West 7th Street, Box 300, 74102, 586-2211

1000-3000 Employees

AGRICO Chemical Co., One Williams Center, Box 3166, 74101, 588-2000
 C-E NATCO, 5330 East 31st Street, 74135, 492-7549
 Hillcrest Medical Center, 1120 South Utica, 584-1351
 McDonnell-Douglas Corp., 2000 North Memorial Drive, 74115, 836-1616
 Oklahoma Natural Gas Co., 624 South Boston, Box 871, 74102, 583-6160
 Oklahoma Osteopathic Hospital, 744 West 9th, 74127, 587-2561
 Public Service Co., 600 South Main, Box 201, 74102, 582-1511
 Rockwell International, 2000 North Memorial Drive, Box 51308, 74151, 835-3111
 Safeway Stores, 4477 South 70th East Avenue, Box 2808, 74101, 627-5120
 St. Francis Hospital, 6161 South Yale, 74177, 492-8672
 St. John Medical Center, 1932 South Utica, 74104, 744-2345
 Sears and Roebuck, 1901 South Yale, 74112, 936-5432
 Southwestern Bell, 1720 South Boulder, Box 1380, 74102, 585-6911
 Sun Oil Co., DX Division, 1900 South Union, 586-7060
 Unit Rig and Equipment Co., 5400 South 49th West Avenue, Box 3107, 74101, 446-5581
 The Williams Companies, Inc., One Williams Center, Box 2400, 74101, 588-2000

750-999 Employees

AMOCO Production Co., 521 South Boston, Box 591, 74102, 581-3011
 Bank of Oklahoma, Bank of Oklahoma Tower, Box 2300, 74192, 588-6000
 Byron Jackson Pump-Division Borg-Warner, 2865 East Skelly Drive, Box 7452, 74105,
 749-5721
 Crane Carrier Corp., 1925 South Sheridan Road, Box 51191, 74151, 836-1651
 Flint Steel Co., 2440 South Yukon, Box 1289, 74101, 584-3621
 Gate City Steel, 801 North Xanthus, Box 2620, 74101, 583-5881 (Linda Bowles)
 Kreske Co. (K-Mart)
 Liberty Glass Co. (Sapulpa), Collins Building, Box 520, 74066, 224-1440
 Newspaper Printing Corp., 315 South Boulder, Box 1770, 74102, 583-2161
 Oklahoma Blue Cross and Blue Shield, 1215 South Boulder, Box 3283, 74102, 583-0861
 Resource Science Corp., 6600 South Yale, 74177, 496-5000
 Seismograph Service Corp., 6200 East 41st Street, Box 1590, 74102, 627-3330
 Shell Oil Co., 6502 South Yale, Box 80, 74102, 496-4000
 Skelly Oil Co., 5th and Boston, Box 591, 74102
 Standard Oil of Indiana (AMOCO), Amoco Building, 581-3011
 University of Tulsa, 600 South College, 74104, 939-6351
 ZEBCO Division, Brunswick Corp., 6101 East Apache, Box 270, 74101, 836-5581

APPENDIX B

FINAL COPY OF QUESTIONNAIRE

CAREER DEVELOPMENT QUESTIONNAIRE

Company Name (optional): _____

Type of Business (please complete this section if company name is omitted):

- Non-manufacturing (utilities, transportation)
- Manufacturing (oil, gas, chemical, food, beverage)
- Financial (banks, insurance)

Number of Employees: Exempt/Professional _____ Nonexempt/Hourly, Clerical _____

Name/Title of Person Completing Form: _____

Note: For the purpose of this questionnaire, "Career Development Programs" refers to any program provided to help employees identify, establish or gain direction in their career decisions. It does not include specific courses or seminars to increase the employee's technical job competence.

Please check the appropriate response:

1. Does your company have any of the following types of career development programs or are you currently considering any for implementation? If yes, please indicate the number of years in operation and what groups of employees are involved. Check all that apply.

	Yes	No. of Years in Operation	No	Plan to Implement in Next 2 Years	Exempt	Nonexempt
A. Job Performance/Appraisal System	___	___	___	___	___	___
B. Internal Job Posting System	___	___	___	___	___	___
C. Career Planning Workshops	___	___	___	___	___	___
D. Formal Individual Career Counseling	___	___	___	___	___	___
E. Skills Inventory Data Bank	___	___	___	___	___	___
F. Formal Succession Planning	___	___	___	___	___	___
G. Career Ladders	___	___	___	___	___	___
H. Outplacement Counseling	___	___	___	___	___	___
I. Pre-retirement Counseling	___	___	___	___	___	___
J. Other:	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___

If your response was "no" on all parts of the previous question, please answer the next two questions (2 and 3) and return the survey. If your response was "yes" on any of the sections above, please answer all of the following questions (2-8).

2. Does the company send employees to outside career development workshops or seminars? Check one.

___ Always ___ Frequently ___ Sometimes ___ Seldom ___ Never

3. May employees take time off with pay to participate in career development workshops or seminars? Check one.

___ Yes ___ No

(over)

2.

4. What department(s) are included in administering the career development programs listed in question 1? Check all that apply.

- Personnel/Human Resources
- Administrative Services
- Training and Development
- Other: _____

5. How much would you estimate the company spends on career development programs in actual budgeted dollars? Check one.

- Less than \$10,000
- \$10,000-50,000
- \$50,000-100,000
- Over \$100,000

6. From what level of the company does the strongest support for career development programs come? Please fill in the most appropriate number for each title. (5 = great deal of support, 3 = little support, 1 = negative support.)

- Board of Directors
- Chairman
- President
- Senior Management
- Middle Management

7. What is the best response describing why the company has or is considering career development programs? _____

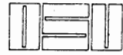
8. Which of the following individuals implement the career development programs listed below on a day to day basis? Please fill in the appropriate number. (1 = Department Managers, 2 = Immediate Supervisor, 3 = Career Counselors, 4 = Company Trainers, 5 = Personnel Representatives, 6 = Other.)

- A. Job Performance/Appraisal System _____
- B. Internal Job Posting System _____
- C. Career Planning Workshops _____
- D. Formal Individual Career Counseling _____
- E. Skills Inventory Data Bank _____
- F. Formal Succession Planning _____
- G. Career Ladders _____
- H. Outplacement Counseling _____
- I. Pre-retirement Counseling _____
- J. Other: _____
- _____ _____
- _____ _____
- _____ _____
- _____ _____

Please return to: Ms. Jana Ruiz
 One Williams Center
 P. O. Box 2400
 Tulsa, OK 74101

APPENDIX C

COVER LETTER FOR FIRST MAILING OF QUESTIONNAIRE
TO SELECTED TULSA COMPANIES



Oklahoma State University

HUMAN RESOURCES DEVELOPMENT CENTER

STILLWATER, OKLAHOMA 74078
CLASSROOM BUILDING 406
(405) 624-6275

June 1, 1982

Walter McCadden
Manager, Employee Relations
American Airlines, Inc.
3800 N. Mingo
Tulsa, OK 74151

I would appreciate, Mr. McCadden,

your help as I gather data to complete my Master's thesis report on Career Planning and Development Practices in Tulsa companies.

Your company is asked to participate in this questionnaire based on the size of your organization and the possible career development programs you provide for your employees. All data is considered confidential and for reporting purposes will not be associated with individual company names.

Your prompt response in completing and returning this questionnaire is sincerely appreciated.

Sincerely,

Jana L. Ruiz

APPENDIX D

COVER LETTER FOR SECOND MAILING OF QUESTIONNAIRE
TO SELECTED TULSA COMPANIES



Oklahoma State University

HUMAN RESOURCES DEVELOPMENT CENTER

STILLWATER, OKLAHOMA 74078
CLASSROOM BUILDING 406
(405) 624-6275

June 23, 1982

Walter McCadden
Manager, Employee Relations
American Airlines, Inc.
3800 N. Mingo
Tulsa, OK 74151

Recently, Mr. McCadden,

I requested your help in completing a questionnaire as I gathered data to further my Master's thesis report on Career Planning and Development Practices in Tulsa companies.

Your company was asked to participate in the career development survey based on the size of your organization and the possible career development programs you provide for your employees. If you have been unable to complete the questionnaire to date, your promptness in responding would be appreciated.

Enclosed for your convenience please find a second copy of the questionnaire. If your company chose to remain anonymous and has returned the questionnaire, please disregard this second request.

Thank you for your assistance.

Sincerely,

Jana L. Ruiz

VITA

Jana L. Ruiz

Candidate for the Degree of
Master of Science

Thesis: AN ASSESSMENT OF THE CAREER DEVELOPMENT PROGRAMS IN MAJOR TULSA COMPANIES

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Seminole, Texas, May 28, 1955, the daughter of Joe and Meredith Ruiz.

Education: Graduated from Plainview High School, Plainview, Texas, in May, 1973; received Bachelor of Arts degree in Social Work from Oral Roberts University in May, 1977; completed requirements for the Master of Science degree, with emphasis in Human Resource Development, at Oklahoma State University in December, 1982.

Professional Experience: Corporate Compensation Analyst, February, 1982-present; College Recruitment Coordinator, February, 1981-February, 1982; Assistant Director, Career Planning and Placement Office, Oral Roberts University, June, 1979-February, 1982; Career Counselor, Career Planning and Placement, Oral Roberts University, January, 1978-June, 1979.