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The University of Oklahoma, Ed.D., 1965
Education, theory and practice

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE RELATIONSHIP BETWEEN THE PREPARATION AND THE USE OF APPLICATION LETTERS AND DATA SHEETS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

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Norman, Oklahoma

1965

THE RELATIONSHIP BETWEEN THE PREPARATION AND THE USE OF APPLICATION LETTERS AND DATA SHEETS

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ACKNOWLEDGMENT

The author wishes to express his sincere appreciation to the chairman of his doctoral committee and director of this investigation, Dr. Gerald A. Porter, for his continual encouragement and for his able assistance and guidance in the development of this study. Furthermore, he wishes to acknowledge the valuable assistance provided by Dr. Anthony S. Lis, Dr. Paul Unger, and Dr. Raymond R. White throughout his doctoral program.

The author also desires to express appreciation to the personnel men in the general metropolitan area of Dallas, Texas, who contributed so much toward making this study possible. Recognition is given to Dr. Fred A. Tarpley, Associate Professor of English, East Texas State University, Commerce, Texas, for his reading of the manuscript. The author expresses sincere gratitude to his wife, Joyce, who assisted with the typewriting and in various other ways helped and inspired him in the development of this study.

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THE RELATIONSHIP BETWEEN THE PREPARATION AND THE USE OF APPLICATION LETTERS AND DATA SHEETS

CHAPTER I

THE PROBLEM

Introduction

In years past, managers of companies could quite easily talk personally each day with all their employees. Also, they could, and usually did, talk personally with each applicant for a position without his first having made some type of written contact with the company. Of course, a significant number of businesses are still small enough for such informality to exist; but many other businesses are so large that the communication gap between management and workers is becoming increasingly wider.

Such factors as the diversity of geographical locations of applicants for positions and the large numbers of applicants that businesses must consider are causing many businesses to place more and more reliance upon various types of instruments and techniques in their evaluation of applicants for these positions. Along with the application blank, the personal interview, and various kinds of tests, the application letter and the data sheet appear to be taking on greater significance in the initial employment of people.

According to business writing literature, personnel men use the application letter and the data sheet extensively in helping them to decide whether the applicants possess the needed qualifications, such as appropriate education, work experience, and personal attributes, to meet the requirements of the positions that they are seeking. The comments that applicants make about their qualifications in these two instruments and the manner in which their comments are made are of value to the personnel men in their evaluating the applicants for the positions. Whether the prospective employer believes that the applicant is worthy of his taking the time to interview depends almost completely upon the impression that the applicant's written application makes.[1]

Z. D. Wood, manager of employment services, General Electric Company, Richland, Washington, stated the following:

> Often the resume [used here interchangeably with "data sheet"] or application letter, is the first impression that an employer receives of a prospective employment candidate, and as such, can be extremely important, both in seeking a job interview and in providing part of the basis for selection of one candidate over another.[2]

Placement directors in colleges and universities over the country have for many years emphasized that the application letter and the data sheet are two very helpful instruments to be used by students in their attempts to gain employment. Chester E. Peters, director of placement at Kansas State University and immediate past president of The College Placement Council, Inc., in an article in 1959, stressed the importance of the

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[1]Robert R. Aurner, Effective Communication in Business (4th ed.; Cincinnati: South-Western Publishing Company, 1958), p. 237.

[2]Letter to David V. Smith, College of Business Administration, University of Oklahoma, Norman, from Z. D. Wood, Manager of Employment Services, General Electric Company, Richland, Washington, May 20, 1964.

application letter and the data sheet. He stated, ". . .the capacity to write an interesting and effective letter of application is extremely important in the job-getting process."[1]

Although much instructional material has been published about the application letter and the data sheet, no substantial attempts have been made to determine whether instructional ideas actually relate well with the use of these particular media of communication in business firms.

Statement of the Problem

The problem of this study was to synthesize authoritative instructional and utilization ideas (theory versus practice) about the preparation of application letters and data sheets and to formulate suggestions for the improvement of the instructional content and emphases in the teaching in colleges and universities of this important aspect of communication.

The primary assumption was that by means of deliberate, analytical study it would be possible to determine the degree of relationship between the practices and the points of view of personnel men in their use of application letters and data sheets and the fundamental understandings provided in the collegiate instruction that is offered in regard to the preparation of these two important instruments of communication.

Definition of Terms

The following technical terms in the area of business writing will be used in this study:

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[1]Chester E. Peters, "The Written Word," College Placement Annual 1960 (1959), p. 18.

Application letter--the written communication instrument that an applicant uses to point up, in a personal and general manner, his overall qualifications for the position that he is seeking.[1]

Data sheet (used interchangeably with "resume," the term preferred by most personnel men)--the written communication instrument that an applicant uses to present in an impersonal manner a detailed, classified account of his overall qualifications for the position that he is seeking.[2]

Sources of Data

The primary data for this study were obtained from the following sources: (1) business writing textbooks commonly used for instruction in business writing in colleges and universities throughout the country and (2) interviews with 50 personnel men who expressed particular interest in the use of the application letter and the data sheet in hiring procedures. A limitation was placed on this portion of the data in that only personnel men located in the general metropolitan area of Dallas, Texas, were contacted because of their close geographical location to the author. No non-profit organizations, such as schools and governmental units, were involved.

Procedure

The first step in this study consisted of an extensive analysis of literature relative to the preparation and the use of the application letter and the data sheet for the purpose of providing an adequate orientation.

The second step involved making thorough qualitative and quantitative analyses of five college business writing textbooks to ascertain

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[1]See Appendix A for a "textbook-model" application letter.

[2]See Appendix A for a "textbook-model" data sheet.

the nature and the scope of the content pertaining to the application letter and the data sheet. The content was analyzed and classified in terms of the understandings and the conceptual ideas that should be given special emphasis by the college business writing teacher in the instruction that he provides concerning the application letter and the data sheet.

The third step consisted of formulating the fundamental understandings, as presented in the textbooks, into interview guidelines that could be used to record information gained from interviews with personnel men in the general metropolitan area of Dallas.

The fourth step was to conduct a preliminary tryout of the interview guidelines among personnel men in order to assist in the refinement of the interview guidelines and the techniques to be used in conducting the interviews.

The fifth step involved obtaining from the Dallas Chamber of Commerce lists of names and addresses of businesses in the general metropolitan area of Dallas. These lists were used in selecting the names and addresses of 153 of the businesses that are representative of specified categories of industries in the general metropolitan area of Dallas.

The sixth step was to mail to one representative in each of those businesses a questionnaire pertaining to basic factors or criteria for the final selection of businesses in which personnel men were to be interviewed. The questionnaire was used to establish the existence in certain of the businesses of: (1) personnel problems of sufficient scope to require the employment of full-time people to deal with the personnel aspects of the business; (2) employment of sufficient numbers of people so that the application letter and the data sheet have relevance in hiring

procedures; (3) employment of substantial numbers of people with college-level preparation; (4) interest in this study on the part of a personnel man; (5) belief on the part of that personnel man that the preparation and the use of application letters and data sheets need improvement; and (6) the personnel man's willingness to participate in this study.

The seventh step involved the establishment of the sample of personnel men to be interviewed, on the basis of the questionnaire data obtained.

The eighth step was to schedule and to hold a personal interview with each one of the personnel men making up the sample. The interviews were conducted in an atmosphere of informality. They were conducted to determine what elements of the application letter and the data sheet are believed by personnel men to be the most significant and how these instruments can best be used in the employment of college-educated persons. The interviewer asked questions only when there was a need to direct the discussion back to the problem of the study. Notes were taken by the interviewer during the interview.

The ninth step involved the following: (1) presentation of the findings; (2) interpretation and analysis of the findings; (3) comparison of instructional and utilization ideas; and (4) formulation of suggestions regarding the improvement of the instructional content and emphases in the teaching relative to the preparation of application letters and data sheets.

CHAPTER II

RELATED LITERATURE

A significant number of business writing books include material on the application letter and the data sheet, and many articles with reference to these two employment instruments have been written. Relatively little has been done, however, in the way of formal study of the practices and the points of view of personnel men in the use of application letters and data sheets. The literature reveals no substantial attempts, either direct or indirect, to determine the extent of the relationship between the practices and the points of view of personnel men in their use of application letters and data sheets and the instruction that is offered in regard to the preparation of these two instruments of communication.

Doctoral Research

An extensive search of the literature in business communication revealed only one doctoral study dealing with the application letter and the data sheet. In 1950, Peck[1] completed a study in two parts: (1) the desirable qualities in a recently graduated person for industry and (2) the application letter and the data sheet that employers in industry

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[1]Charles Elwin Peck, "A Study of the Application Letter and Data Sheet for Recent College Graduates Entering Industry" (Unpublished Ph. D. dissertation, State University of Iowa, 1950).

believe are effective when submitted by the person who is just finishing his college education.

Three different questionnaires were mailed to a total of 1,650 companies. "Questionnaire A" was a three-page instrument and a one-page corollary respondent sheet to accompany three application letters of various lengths and three data sheets with different arrangements of facts and a picture. The 21 questions concerned pertinent points about the application letter and the data sheet. "Questionnaire B" was a four-page instrument and a one-page corollary respondent sheet. The 19 questions dealt with the desirable qualities that should be possessed by the recent college graduate for industry. "Questionnaire C" was a four-page instrument and a one-page corollary respondent sheet. It contained 23 questions dealing with pertinent points about the application letter and the data sheet.

Of the 1,650 companies receiving questionnaires, 550 received "Questionnaire A"; 550 different ones, "Questionnaire B"; and 550 still different ones, "Questionnaire C." The number of employees in the companies was the basis for a percentage from each classification of industry. The largest companies in terms of total people employed were the ones contacted within each industry. Department stores, chain store systems and mail-order houses (retail), insurance companies, hotels, public utility companies, manufacturers, transportation companies, accounting firms, banking and other financial institutions, advertising agencies, printing and/or publishing houses, and construction companies comprised the survey.

Peck received a total of 556 acceptable questionnaires, a 33 percent return. The study indicated that this sampling had validity without proportionality. Because of the time factor and because of certainty of validity by hand tabulation of various questions on all three of the questionnaires, no questionnaires received after April 17, 1950, were used in the study.

On the basis of information personnel men in industry brought out concerning what is important in the application letter and the data sheet, the following paraphrased material from Peck's[1] conclusions is of particular significance. The ideas are not presented in any particular order of importance.

1. The letter should be concisely written; if possible, it should not be more than medium length--certainly not more than one page.

2. To convey the applicant's own personality, he should write his own letter.

3. The following form for the letter was suggested. Of course, these elements are simply foundational and are not meant to call for "canned" letters--letters that sound alike. Opening paragraph: (1) businesslike opening paragraph; (2) a summary statement emphasizing two or three outstanding qualifications; and (3) mention of either specific position or field of interest. Intervening paragraphs: (1) expansion of qualifications mentioned in the opening paragraph, such as either major or specialization in college; discussion of duties of previous work experience; substantiation, by proof and sincerity, of reason(s) for wanting

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[1] Ibid., pp. 135, 137-138, 141.

to work for this particular company; proof of interest in work for which applying; and reason(s) for leaving full-time position(s) and (2) reference to enclosed data sheet. Closing paragraph: (1) indication of desire to discuss more fully one's qualifications in an interview and (2) suggestion of being able to go for an interview at company's convenience and perhaps at applicant's expense.

4. The applicant's letter must be neat; well placed on the page; typewritten; and correct in spelling, grammar, and punctuation.

5. The letter should be so organized that the contents emphasize the applicant's outstanding points in a clear, concise, factual, and businesslike manner.

6. The applicant's qualifications should be geared to the specific position requirements.

7. The data sheet should be prepared before preparing the application letter.

8. The applicant should use a one-page data sheet with a picture in the upper right-hand corner.

9. Because of limited space on the data sheet, the reference section may be omitted.

10. The applicant's strongest qualifications for the position should be stressed in both the letter and the data sheet.

11. The content and the arrangement of the data sheet should be fitted to the unique characteristics of the applicant.

12. The applicant must remember that the data sheet is a helpful instrument in getting an interview; it is neither a complete life history nor a detailed application blank.

Surveys Reported in Articles

Three surveys concerning the application letter and/or the data sheet are especially pertinent to this study. These studies are much more limited in depth than is the Peck study presented earlier.

In 1952, Brown[1] conducted a survey among business firms in the Middle South to ascertain what employers want included in the application letter and their preferences as to the types of letters that they like to receive. He mailed 300 questionnaires to various types of employers: 100 in Arkansas, 100 in Louisiana, 50 in Alabama, and 50 in Mississippi. He used density of population and concentration of urban areas as determining factors in deciding upon this distribution. Manufacturing companies, department stores, newspapers, investment and insurance companies, and educational institutions comprised the survey. Cities of various sizes were chosen in mailing the questionnaires. Of the 300 employers contacted, 118, or 39 percent, responded.

The survey revealed that employers have strong interest in the application letter. They agreed, in general, as to desirable characteristics of the letter and as to information that is worthy of attention. These conclusions were drawn from the survey:

1. A conventional, straightforward approach is preferred to the clever, out-of-the-ordinary application letter.
2. A one-page letter (with a data sheet) is preferable to a longer letter.
3. Unsolicited letters receive favorable response.
4. Mechanical errors are sometimes disregarded, but can be very costly.
5. Employers want to know why the applicant left former jobs.

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[1]Leland Brown, "Application Letters--What Employers Prefer," Business Education World, XXXII, No. 10 (June, 1952), 479-481.

6. Hiring officials desire the applicant to relate his education, experience, and activities to the job for which he is applying.
7. A knowledge of the company may be helpful to the applicant.
8. A request for an interview is considered an essential part of the letter.
9. Employers look for an expression of the applicant's attitude and personality traits.[1]

Hay[2], in 1953, conducted a survey through students in a business report writing course at the College of Business Administration, University of Arkansas, to determine what businessmen like and what they dislike in the application letter and the data sheet. Questionnaires were mailed to 385 firms, representing 29 states. These firms were selected at random from a list prepared by the Placement Bureau of the College. Of the 385 firms contacted, 286 responded, for a return of 74 percent. Two separate samples were taken; each of these represented about one half of the total returns. When these two samples were compared, they were almost identical. This similarity indicated that a fairly representative sample was obtained. Many different types of businesses responded; most of them were big firms with 500 and more people.

Selected findings in Hay's study are paraphrased as follows:

1. Seventy percent of the businessmen preferred that the application letter be addressed to the personnel manager.

2. A short letter and a complete, well-organized data sheet were preferred by 86 percent of the respondents.

3. Sixty-four percent of the businessmen preferred that the applicant apply for a specific position.

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[1]Ibid., p. 480.

[2]Robert D. Hay, "What Businessmen Want in Application Letters," Business Education World, XXXIV, No. 1 (September, 1953), 7-9.

4. Seventy percent of the respondents desired that the salary not be mentioned until the time of the personal interview.

5. Seventy-five percent of the respondents believed that the applicant should show how his major in school relates to the position that he is seeking.

6. Sixty-six percent of the respondents believed that the applicant should ask specifically for a personal interview in the application letter.

7. Seventy-three percent of the businessmen preferred that the applicant not enclose either a stamped, addressed envelope or a postal card for use by the firm in replying.

8. A photograph enclosed with the data sheet was desired by 81 percent of the respondents.

9. Eighty-seven percent of the businessmen preferred that the applicant indicate his scholastic standing in his class (this standing should be indicated on the data sheet).

10. Eighty-seven percent of the businessmen preferred a detailed description of the applicant's qualifications on the data sheet.

11. The indication of <u>all</u> work experience (regardless of its relationship to the position) was desired by 90 percent of the respondents.

12. Eighty-eight percent of the businessmen regularly gave consideration to unsolicited application letters.

In 1964, Peck[1] conducted a survey to learn what personnel men want in the application letter and the resume ("resume" here is used

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[1]Charles Elwin Peck, "Letters and Resumes--What the Personnel Men Want," <u>Journal of College Placement</u>, XXIV, No. 3 (February, 1964), 125-126, 128, 130, 132, 134, 136.

interchangeably with "data sheet") from the recent college graduate interested in saleswork. He was interested in such aspects as what the personnel man looks for as indicators of sales potential and what impresses him favorably. Questionnaires were mailed to 192 manufacturing employers throughout the country. Peck received 106 usable questionnaires, for a return of 55 percent.

Some of his most significant findings include these:

1. In addition to the resume, personnel men prefer a one-page, sincere, and personalized letter.
2. Over three-fourths favor the letter that includes the reason for interest in saleswork, type of work requested, and the reasons for interest in their company.
3. The most effective opening paragraph courteously requests consideration, identifies the job sought, and states (in capsule or summary form) basic qualifications.
4. Study results pointed out that the majority of personnel men prefer that the initial contact by the applicant be through a written presentation--regardless of whether the applicant resides in the same city.
5. When a personnel man studies a letter and resume, he weighs most heavily the following information as evidence which reveals sales potential: extra-curricular activities (mentioned on the questionnaire 97 times); evidence of interest and experience in sales (89); college courses (71); grades (39); other accomplishments (65); personal history of applicant (61); ability to present qualifications in writing (39); and other information (31).
6. Personnel men do not want a complete biography, but they do want enough information to arouse the company's interest in the applicant and give the company assurance that the person's background is suitable for sales. The recent college graduate who is usually either 21 or 22 years old can accomplish these two goals on a one-page typewritten letter and a one- or two-page typewritten or reproduced resume.[1]

Although personnel men are favorably impressed with information that indicates sales potential, these same men react unfavorably to the following inadequacies in the application letter and the resume:

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[1]Ibid., pp. 125-126, 128.

1. Poor presentation--incompleteness of coverage; poor use of writing mechanics; and miscellaneous weaknesses (wordiness, poor organization, non-selling letter or resume, clever or "canned" letter, generalities, or "corny" pitch).
2. Wrong attitude toward employment--lack of interest in and knowledge of the sales field, emphasis on salary and fringe benefits instead of opportunity, ignorance of company and its products, and wrong impression toward learning and working.
3. Unfavorable personal traits--conceit, flattery, demands, and instability.[1]

Since such a limited amount of formal research exists concerning the practices and the points of view of personnel men in the use of application letters and data sheets, one might incorrectly infer either that these two communication instruments are not particularly important or that they are routine, simple instruments that do not necessitate formal study. The limited research findings that are available, however, indicate that the application letter and the data sheet are important and that they are not easy to construct so as to be used effectively in seeking employment.

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[1] Ibid., p. 128.

CHAPTER III

FUNDAMENTAL INSTRUCTIONAL UNDERSTANDINGS

Academicians in the area of business writing have expressed their ideas about the preparation of application letters and data sheets within one or more major sections of collegiate-level business writing textbooks. This study, however, is limited to consideration of the application letter and data sheet material in five college business writing textbooks. These textbooks are commonly used in the field of business communication. The authors of the five textbooks are authorities in the area of business writing. This belief is based on the following criteria: (1) that they have gained nationwide respect from business writing teachers, from businessmen, and from others; (2) that they have written widely used college textbooks and other professional materials in the area; and (3) that they have contributed many years of faithful service to the American Business Writing Association. The five authors agree on the majority of the aspects of the application letter and the data sheet, and other relevant instructional literature in the area is in general agreement with the major ideas they express.

The authors of the various business writing textbooks have written at great length about application letters and data sheets as instruments of communication. The information that they have presented is of

a detailed nature, such as suggestions on how the applicant should construct the first paragraph of his letter; how he should write about his education, work experience, and personal details and history; and how he should develop the last paragraph of his letter.

In this chapter are presented the results of carefully conducted qualitative and quantitative analyses of application letter and data sheet materials in the five college business writing textbooks that have been mentioned previously. These results were used in developing the fundamental understandings that present, in the form of broad ideas, the thinking of the authors concerning the application letter and the data sheet.

These understandings are classified under the conceptual areas that should be given special attention by the business writing teacher in the collegiate instruction regarding the application letter and the data sheet. Each fundamental understanding is typographically emphasized by indentations and underlining within a particular section of this chapter. Then the details that have been used to develop each understanding are presented in the following author sequence with a reference note at the end of each paragraph:

Aurner, Robert R. Effective Communication in Business. 4th ed. Cincinnati: South-Western Publishing Company, 1958.

Boyd, William P. and Lesikar, Raymond V. Productive Business Writing. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959.

Menning, J. H. and Wilkinson, C. W. Communicating Through Letters and Reports. 3d ed. Homewood, Illinois: Richard D. Irwin, Inc., 1963.

Parkhurst, Charles Chandler. Business Communication for Better Human Relations. 6th ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961.

Smart, Walter Kay; McKelvey, Louis William; and Gerfen, Richard Conrad. Business Letters. 4th ed. New York: Harper & Brothers, Publishers, 1957.

To facilitate the referencing of materials and to avoid confusion for the reader, each author's point(s) of view, even though relatively lengthy and containing several ideas, is retained in one paragraph.

Purposes of the Application Letter and the Data Sheet

The applicant for a position may use the application letter and the data sheet for several reasons. He will, however, more likely receive the maximum benefits from these two instruments if they are designed to serve two specific purposes: (1) to obtain opportunity for face-to-face contact with the prospective employer and (2) to "win out" over other applicants.

The application letter and the data sheet are written instruments with which an applicant paves the way in his efforts to make the face-to-face contact with a prospective employer that is essential for obtaining almost any position in business.

Overwhelming evidence indicates the importance of written applications in securing employment interviews. The letter an applicant writes probably is the biggest determining factor in securing an interview and a position. The closing sentence of the applicant's letter should contain a request for a personal interview. When the applicant talks personally with the prospective employer, he must show that he actually is the kind of person that his written application has represented him to be. The

invitation for the applicant to talk personally with the prospective employer is a clear indication that, up to the time of the invitation at least, all impressions of the applicant have been favorable. (Aurner, 236-237, 260, and 267)

Of the various types of letters that one might write in connection with seeking employment, the best known type is the one in which the applicant applies directly for the position. Very little can be done with the application letter that cannot be done better through a personal interview, but the letter is often much more practical to use in making the initial contact with the prospective employer. The most crucial and climactic part of the written application is the one in which the applicant requests action on the part of the prospective employer, usually in the form of a personal interview with him. (Boyd and Lesikar, 340 and 356)

The applicant usually wants the prospective employer to take action in the form of the extending of an invitation for a personal interview in response to the applicant's written application. The applicant's request for action should reflect a spirit of confidence in himself and a sense of appreciation for positive action taken on the part of the prospective employer. The best written applications will not perform miracles. They will not convert a poor applicant into a good one. They usually will not secure a position for the aspiring applicant; they can only assist the applicant in getting in to talk personally with the prospective employer. The written applications can definitely help the alert, work-minded, prepared candidates to get started successfully in the vocational careers of their choice and to advance as they become more

and more proficient in their chosen work. (Menning and Wilkinson, 416 and 418)

Although the ultimate purpose of the written application is to secure a position, its immediate objective is to secure an interview. The uninvited type of application letter has been used very successfully in helping the applicant to get an interview. The applicant should make it very clear to the prospective employer that he desires a personal interview, and he should let him know very definitely and completely how and when he may be contacted about the invitation for an interview. (Parkhurst, 180, 183, and 187)

Very likely, most prospective employers will not be willing to hire an applicant for a position without first talking with him personally. The applicant, therefore, should usually end his letter with a direct request for a personal interview as opposed to requesting the position itself. (Smart, McKelvey, and Gerfen, 485)

The importance of the application letter and the data sheet in securing an employment interview for the applicant is stressed in all five textbooks. The actual coverage given to this aspect of the application letter and the data sheet in the textbooks is as follows:

Author(s)	Number of Lines in Coverage
Aurner	49 1/2
Boyd and Lesikar	30 1/3
Menning and Wilkinson	58
Parkhurst	26 1/3
Smart, McKelvey, and Gerfen	22 1/3

The application letter and the data sheet are written instruments with which an applicant may be enabled to "win out" over one or more other applicants in the competition that is commonly associated with the seeking of employment.

The individual applicant must actively compete with others who are just as sincere as he is in wanting a given position. They, too, will attach much importance to the written application as a means of assisting them in eventually getting that position. To "win out" over his competition, the applicant must prove himself to be the best applicant available. (Aurner, 237)

A mere recitation of one's selling points in his application letter will in most instances not get one the position. Quite often, many others will be submitting written applications for the same position, especially when the applicants are applying for positions with companies that have made their employment needs known to the public. The manner in which one interprets his background, how he conveys his personality in writing, the types of words that he uses, and almost anything else that will make his application letter stand out from the other letters will determine to a great extent just how good the chances are that he will be able to obtain a personal interview and eventually the particular position. (Boyd and Lesikar, 338 and 365)

The competition that an applicant faces when a position is widely advertised is keen, even in a period of relatively easy employment. Because many others will apply, the applicant should write a superior letter if he is to be chosen as one of those few who will be interviewed. (Menning and Wilkinson, 422)

Many applicants approach the process of seeking employment with such determination and industry that the process actually becomes to them a job within itself. They very carefully plan intensive campaigns designed to obtain for themselves interviews with a significant number of desirable prospective employers. The application letter, especially the one that has been invited by the prospective employer, must be so developed that it will be able to compete effectively with many other letters that may be received by the company for the particular position. (Parkhurst, 178 and 182-183)

Since the application letter is, in effect, a sales letter and its writer is a salesman marketing his own services, the writer must realize that he is making a sale and must, therefore, determine the best way to approach his market, the prospective employer. The application letter may very well play an important role in assisting the applicant in contacting the prospective employer. (Smart, McKelvey, and Gerfen, 461)

Competition, as a major aspect of the preparation and the use of application letters and data sheets, is emphasized in each of the five textbooks. In certain instances, the space devoted to pointing up this competitive aspect is relatively small; but the emphasis is clear. The actual coverage given to the competition idea in the textbooks is as follows:

Author(s)	Number of Lines in Coverage
Aurner	7 1/2
Boyd and Lesikar	17 1/2
Menning and Wilkinson	3 1/3
Parkhurst	72 3/4
Smart, McKelvey, and Gerfen	34

The situation that the applicant for employment faces in his preparation of application letters and data sheets is similar to that situation that one faces in a competitive sport. For the football player to be successful in his efforts to secure a place on the football team, he must be able to show that he is proficient in blocking, running, tackling, and in every other area in which proficiency is needed to make a worth-while contribution to the team. Similarly, for the applicant to be successful in his efforts to secure a position with a company, he must be able to display evidence that he possesses a pleasing personality, adequate educational preparation, and such other qualifications that will enable him to make a significant contribution to the particular company with which he is seeking employment.

Functions of the Application Letter and the Data Sheet

The application letter and the data sheet, used jointly, should perform two distinct functions. They are as follows: (1) to reveal unique individual characteristics and (2) to present concrete evidence of employment potential. The letter should serve to personalize the applicant. The data sheet should convey much detailed information.

The application letter and the data sheet should distinctively reveal the unique qualifications, abilities, and traits of the applicant.

The applicant should use concreteness, detail, and personal human experiences in his paragraphs in such a manner that the prospective employer can learn about the activities, the major interests, the aptitudes,

the work experience, and some of the so-called "little" individual happenings that help to mirror the applicant's unique personality. The application letter should never sound like a wholesale broadcast. The letter should be so written that it will meet the needs of the specific employment situation. The model-books that purport to offer application letters that the applicant can use in his attempts to get positions not only call for personal dishonesty on his part but also destroy any possibilities that he might have in eventually getting the position that he really wants. The applicant would be making a fatal mistake if he attempted to express his own individuality in the words of someone else. So personal is a written application that it must be the individual effort of each writer. There should be as many different written applications as there are applicants to write them. The applicant should avoid borrowed expressions. Patterning one's applications after models written by someone else is doubly dangerous. First, the plagiarism may be discovered; and second, the pattern itself may, ironically enough, be much poorer than one's own letter. (Aurner, 235, 257, and 262-263)

If the applicant only meets minimum requirements for the position, he is likely to be no more distinctive than most of the others who apply for the position. The applicant who gets the position is usually the one who brings life to his background facts with meaningful interpretations of these facts. He is concerned with more than the minimum requirements that have been announced in the advertisement about the position; he looks for those extra things that he can write about by "reading between the lines" in the advertisement. If the applicant chooses to restrict his

employment-seeking efforts to a limited number of prospective employers, he can quite easily adapt each data sheet to the individual characteristics of the position and to the prospective employer himself. This individual treatment will assist the applicant in attracting special attention to his data sheet. If he does not have sufficient time to individualize his data sheet, he may have to send out quite similar ones to various prospective employers. The individualized data sheet, however, is definitely justified from the time viewpoint when competition for the position is especially keen. Actually, no data sheet should be considered as a model since the applicant's data sheet, almost as much as his application letter, should be adapted to his own background and to the requirements of the specific position for which he is applying. (Boyd and Lesikar, 366, 379, and 384)

The applicant should reflect his unique personality in his written application by referring to the especially significant personal characteristics that affect successful performance of the duties of the position with the assurance that he has these characteristics and better still with the concrete evidence to substantiate his claim. The applicant should include in his written application phrases that properly reveal his attitude toward work and his understanding of work conditions in the company where he is applying. (Menning and Wilkinson, 667)

Trite expressions must not be used by the applicant. Neither should he use either a florid or a bookish style of writing. The florid style gives an impression of insincerity and affectation--both very likely regarded as negative qualities in the mind of the prospective employer. The applicant's letter tone must be straightforward with diction that is

simple and businesslike. When writing either an invited or an uninvited application letter, such participial openings as "Replying to your advertisement . . . .," "Believing that there is an opportunity . . . .," and "Having read your ad . . . ." should definitely be avoided. Also, as much attention should be given to individuality in the ending of the application letter as in the opening. (Parkhurst, 180, 182, 185, and 187)

The applicant's chance for success with his written application likely depends either upon his ability to present a distinctive picture of his overall qualifications for doing the work that the prospective employer wants done or upon his ability to convince him that he will in time become a worth-while addition to his company. The beginning of the application letter should be direct, simply phrased, and pleasingly individual. This beginning should never, of course, be different in the sense that it is clever. All of the applicants who are being seriously considered for a position will possess the basic qualifications. The final decision as to who gets the position will likely be affected by the fringe qualifications of the applicant. Work experience and skills in such areas as business law, marketing, economics, letter writing, and report writing should certainly be mentioned by the applicant. The presentation of the information concerning these areas may only be listed on the data sheet. Special training in one or more of these areas may well be dealt with at greater length in the application letter, thereby assisting the applicant in his attempt to individualize his written application. (Smart, McKelvey, and Gerfen, 461, 471, and 477)

The need for the applicant to present a distinctive application letter and data sheet is emphasized in each of the textbooks used. Some

of the textbooks are not so extensive in their coverage of this aspect as are others, but the emphasis is definite in each book. The actual coverage devoted to this phase of the application letter and the data sheet in the textbooks follows:

Author(s)	Number of Lines in Coverage
Aurner	153 3/4
Boyd and Lesikar	51 1/2
Menning and Wilkinson	3 1/2
Parkhurst	49 1/3
Smart, McKelvey, and Gerfen	48

The application letter and the data sheet should show in a concrete and concise manner that the individual has the potential for performing in the position that he is seeking by revealing how his qualifications meet the requirements of this position.

The applicant should convey his background in the form of facts that are interestingly presented, without high pressure, and keyed to the requirements of the position for which he is applying. He should fit together the "teeth of two gears"--what he can do should "gear" into what must be done. He should then show his prospective employer how these two "gears" might work well together. The prospective employer may be especially interested in learning whether the applicant, through his written application, is able to show in a clear and concrete manner that his qualifications for the position will enable him to do something for the employer. He will probably be interested in learning also about the overall qualifications of the applicant, such as his educational background,

his knowledge of the position, and the types of work that he most enjoys doing. (Aurner, 235, 238, and 240)

The applicant should attempt to visualize what he can contribute now to the position for which he is applying and how he might be able to become increasingly more valuable to the prospective employer. The alert applicant should choose from the facts of his background the information that best shows how he meets each requirement of the company. He should be especially careful to show that each specification is met clearly inasmuch as failure to comment on even one specification might either immediately eliminate him from contention for the position or just postpone his elimination until a follow-up contact is made by the applicant. Shortcomings of the applicant should be mentioned too; but, of course, he should minimize these with logical explanations. (Boyd and Lesikar, 353 and 365)

What the applicant does when he analyzes himself in terms of a position is to consider two questions: What does the company want? What does he have? Probably the only reason why the applicant will ever get a position is that the prospective employer believes that he will be able to perform some useful service. When the applicant is put on the payroll of the company, work is called for on the part of the new employee. The simplest, easiest, and most effective way to think about, to talk about, and to write about work is from the standpoint of doing something for the prospective employer. The applicant should relate his strongest points of preparation to whatever the prospective employer has indicated that he wants done. The weakest points of the applicant should be presented in the middle portion of the written application and should be correlated,

if possible, with some positive point of preparation. (Menning and Wilkinson, 394 and 418-419)

The applicant should determine both the vocational and the personal requirements of an employment opportunity. He should compare these requirements with his own qualifications. He should ask himself how well the two coincide and to what extent his education, experience, and personality traits meet these requirements. The applicant should show in his written application that he has the capacity to grow, to develop, and to expand as his responsibilities are increased by the company. He should also show that he has the desire to assume greater responsibilities. He should indicate a natural interest in the work for which he is applying. The prospective employer should become convinced that the applicant believes in himself, that he is interested in his business, and that he possesses adaptability and versatility. (Parkhurst, 179-180 and 185-186)

The applicant will not be able to succeed in his efforts to secure the position unless he can either present a distinctive picture of preparation for work that the prospective employer needs to have done or convince him that he can develop into a valuable part of his company. The prospective employer may be willing and prepared to provide the specialized training that the applicant must have in order to work for the company, but he should be convinced by the applicant that he will be able to absorb the training that is provided him and that he will develop into a valuable employee for the company. (Smart, McKelvey, and Gerfen, 461 and 480)

Each of the five textbooks stresses the importance of the applicant's relating his qualifications to the requirements of the position

that he is seeking. Although some of the textbooks give a more extensive coverage of this aspect of the application letter and the data sheet than others, the emphasis is clear in each book. The actual coverage is as follows:

Author(s)	Number of Lines in Coverage
Aurner	29 3/4
Boyd and Lesikar	109 2/3
Menning and Wilkinson	276
Parkhurst	27
Smart, McKelvey, and Gerfen	8

The application letter should serve as the instrument through which the applicant personalizes himself in the mind of the prospective employer.

In a very important sense, the application letter is an applicant-selling communication. The applicant must specifically and persuasively present information about his training, skill, knowledge, service, and ability in a very personal form. The letter is his accredited representative, his chief ambassador. The letter shows what he thinks he is and gives the prospective employer the applicant's own picture of himself. Actually, he is saying that he is ready either to stand or to fall by the impression that the letter makes. The letter should be concrete and should contain the highlights of the applicant's background. This concreteness should be based upon convincing details that reflect the various activities in which he has been engaged, his major interests, his aptitudes for different types of work, his work experience, and certain of the "little" individual happenings and accomplishments that mirror his personality. The letter should give a well-rounded impression of the

background and the ability of the applicant. The letter is the place to show his personality, individuality, and capacity. (Aurner, 237, 257, and 264)

The applicant should be able to convey a true picture of himself through the information that he presents in his letter and through the writing style that he uses. He should strive to interpret himself through his writing style and through the facts that he presents. The prospective employer should have a rather good idea about the type of personality that the applicant possesses after he reads the applicant's letter. The letter provides a good opportunity for the applicant to indicate something of his attitude toward the position for which he is applying. (Boyd and Lesikar, 364)

The application letter must accurately reflect the applicant's personality and aptitudes. The writer should emphasize and clearly relate his central selling point to the needs and the interests of the prospective employer. This central selling point may be based upon either the applicant's training, work experience, personal qualities, or some combination of these. In the letter, the applicant should interpret the highlights of his data sheet so that the prospective employer will see the relationship between the applicant's background and the requirements of the position. If the applicant believes that he possesses certain deficiencies that need to be discussed, he should bring these out in his letter. These deficiencies, such as physical handicaps and age, should be embedded in the letter and revealed with as much positive information as possible. (Menning and Wilkinson, 408, 410, and 412)

In the application letter, the applicant shows his individuality, ingenuity, and knowledge. The applicant, through his letter, should present a tone of cheerfulness, optimism, self-reliance, and self-confidence. These qualities, along with various other desirable ones that the applicant possesses, should be helpful to him in his attempts to convince the prospective employer that he can be of real dollars-and-cents value to him. As the applicant refers to his education and his experience, he will likely give the prospective employer some idea of his qualifications; but the applicant should remember that the letter itself may be taken as concrete evidence of what he knows and can do. (Parkhurst, 178 and 180)

If the applicant presents, in his letter, all of the information about himself that he believes is important, the letter will probably be too long, with the reader's likely getting very little actual help from it in his attempts to evaluate the applicant for the position. Usually, therefore, written applications consist of two parts: a rather short letter that highlights the most significant phases of the applicant's background and a data sheet that presents a detailed account of his background. Because the applicant presents his complete story on the data sheet, his letter can be shorter and more readable. The letter can emphasize those phases of the applicant's experience and education that especially qualify him for the position that he is seeking. (Smart, McKelvey, and Gerfen, 463-464)

The need for the applicant to personalize himself through his application letter is emphasized in each of the five textbooks. Even though the extensiveness of the coverage varies, the emphasis is definite

in each book. The actual coverage given to the idea of personalizing is as follows:

Author(s)	Number of Lines in Coverage
Aurner	56
Boyd and Lesikar	8 1/2
Menning and Wilkinson	13
Parkhurst	15 1/2
Smart, McKelvey, and Gerfen	10

The data sheet should serve as the instrument through which the applicant impersonally conveys a relatively large quantity of detailed, classified information to the prospective employer.

The tabular form of the data sheet helps to keep the application letter from being too detailed. The applicant should categorize his information under headings that meet the requirements of the particular application situation. The data sheet is a concise adaptation of the elaborate, printed application blanks used by many large organizations for recording data about applicants. (Aurner, 264-266)

If the applicant will present such information as references, employment records, and vital statistics, in the form of a tabulated sheet, he will convey a more nearly complete written application than if he attempts to give all of the information about himself in the application letter itself. The applicant will likely discover that he has many important points to present about his background and that some of these might well become quite tedious to read. By using the data sheet, however, he can tabulate the details for quick reference. The applicant can then use the application letter to emphasize the outstanding sales points of his background preparation. This impersonal data sheet probably possesses

in each book. The actual coverage given to the idea of personalizing is as follows:

Author(s)	Number of Lines in Coverage
Aurner	56
Boyd and Lesikar	8 1/2
Menning and Wilkinson	13
Parkhurst	15 1/2
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few interest-attracting qualities of its own and likely becomes significant only when the prospective employer has first developed interest in the application letter itself. The data sheet information is presented in an objective manner as the applicant makes use of third-person pronouns only. (Boyd and Lesikar, 367, 378-379, and 388)

The applicant, in presenting the necessary details about himself in the data sheet and without taking up too much space, must follow effective outline principles and form. The use of tabulation, noun phrases, headings, uniform indentions for rows and columns of information, and parallel construction should enable the prospective employer to read the data sheet easily and quickly. Inasmuch as the data sheet information is usually presented in impersonal style, opinions by the applicant rarely appear on the sheet. No best form exists for the data sheet. The applicant should use the form that does the best job for him in favorably presenting his qualifications for the position that he seeks. If he does not enclose a data sheet with his application letter, he very likely should offer to provide one for the prospective employer. (Menning and Wilkinson, 401 and 667)

The data sheet promotes the supporting verifiable details about the applicant. These details should be classified as to his education, work experience, personal qualifications, and so forth. The data sheet, although quite important to the applicant, should not take the place of the application letter, the most personal business letter that he will likely ever write. Prospective employers seem to prefer to receive application letters that are accompanied with data sheets. The applicant should usually classify his background information under appropriate

headings, such as Personal Information (name, date and place of birth, height, weight, marital status, and so forth); Education; Practical Training and Experience; and References. Just how many headings the applicant will use and the order in which he will present them will vary according to the particular employment situation that faces him. (Parkhurst, 178 and 187-188)

The data sheet information should be presented in a compact, easy-to-read form. The detailed material about the applicant's education, experience, physical and personal qualities, and references should be included. Certainly, no best manner is present in which to display this material. The effective data sheet, however, is always designed to convey attractive, readable information that can be easily and quickly checked by the prospective employer. (Smart, McKelvey, and Gerfen, 464)

Each of the five textbooks stresses the importance of the data sheet to the applicant in his presenting a detailed account of his background. The actual coverage given to the data sheet follows:

Author(s)	Number of Lines in Coverage
Aurner	15 2/3
Boyd and Lesikar	13 1/2
Menning and Wilkinson	24
Parkhurst	15 1/2
Smart, McKelvey, and Gerfen	38 1/2

The applicant should use the letter and the data sheet to perform the actions that most appropriately characterize them. These two instruments must reveal to the prospective employer in a vivid, complete, and concise manner that he possesses the potential for performing in the position that he is seeking.

Content of the Application Letter and the Data Sheet

Inasmuch as the applicant for a position has considerable material about his life from which to select in preparing his application letter and data sheet, he has to be especially careful in choosing what to include. Two aspects of content are most pertinent to the application letter and the data sheet as they are used jointly: (1) those "other things" of importance about the applicant besides education and work experience and (2) the length, the nature, and the completeness of the detail. One aspect of content pertains to the "sales-approach" used in the letter. The other aspect of content concerns the reference information in the data sheet.

> The application letter and the data sheet should depict social attitudes, personal attributes, interests, and even hobbies as significantly as they point up the education and the work experience of the applicant.

The applicant's most obvious accomplishments may not be considered the most important ones by the particular prospective employer. "Little things" may be the determining factors in connection with the particular applicant's securing employment. Some item that he considers of little importance may, in the thinking of a prospective employer, set him off from the others who have applied for the position. Whatever this item might be is entirely unpredictable. (Aurner, 258 -259)

The applicant's moral, mental, physical, and social qualities are important to his employment. Information about such qualities helps to indicate how well the applicant could adjust to his new work environment--

how he would get along with his fellow workers, what kind of an impression he would make on the company's customers, how much he could be trusted, and so forth. Whenever personal qualities constitute a major consideration (and probably they usually do), good coverage might include organization memberships, social activities, religious affiliation, and other evidence of relationships with people. (Boyd and Lesikar, 379 and 388)

The applicant's training, work experience, and personal attitudes and attributes constitute his qualifications for the position that he is seeking. Of these three qualification areas, his attitudes and attributes may be the most important area to the prospective employer in connection with the applicant's getting the position. The applicant should not believe that, because he has not earned any money through work experience, he is not a good prospect for a position. To some prospective employers, participation in various types of school activities may be the equivalent of work experience; and, in some instances, these activities may be even more important than work experience. The applicant may have developed better vision and judgment through such activities than other applicants may have developed through work experience in a considerable number of positions. (Menning and Wilkinson, 389-390)

Cheerfulness, optimism, self-reliance, and self-confidence are valuable characteristics for an applicant. If he has confidence in himself, others are often inspired to have confidence in him, too. The applicant's interests and hobbies may be important aspects of his preparation for the position for which he is applying. They may well be more

effective in describing him for the prospective employer than other phases of his background. (Parkhurst, 180 and 186)

The college activities of the applicant are especially helpful to him in making his formal courses more meaningful. If these activities are related to the position for which he is applying, they should be included in the section of his written application on work experience. Such basic personal qualities as accuracy, intelligence, judgment, efficiency, initiative, and reliability may be of more concern to the prospective employer than work experience and school training in a special field. Quite often the prospective employer will be prepared to provide the specialized training that the applicant needs. He may be especially interested in whether the applicant has the ability to be a good trainee and to develop into a valuable employee for the company that has furnished this training. (Smart, McKelvey, and Gerfen, 478 and 480)

Each of the five textbooks emphasizes the importance of the so-called "little things" (attitudes, attributes, and so forth) about the applicant, in addition to education and work experience. Although the textbooks vary in the extent of their coverage of these things, the emphasis is clear in each book. The actual coverage is as follows:

Author(s)	Number of Lines in Coverage
Aurner	57 2/3
Boyd and Lesikar	40 1/4
Menning and Wilkinson	26 1/3
Parkhurst	13
Smart, McKelvey, and Gerfen	51

The length, the nature, and the completeness of the detail of the application letter and the data sheet should be related with the extent of the background of the applicant and with the scope and the consequence of the position for which he is applying.

Applicants for employment vary considerably in their work experience. For the applicant with little or no experience, the information that he has regarding the needs of the prospective employer will be derived primarily from general knowledge and whatever else he learns from friends. The applicant with considerable work experience should, in his written application, present considerable information concerning his understanding of the needs of the prospective employer and his capacity for doing the work that needs to be done. The applicant should always choose from his various qualifications those that he believes are the most significant in helping him to meet the requirements of the particular prospective employer. The applicant should put human personal experiences into his paragraphs with concreteness and detail. Concreteness is based upon convincing details that reflect the activities in which he has been engaged, his major interests, and the types of work for which he has a natural aptitude. Where he has gathered his past experience and perhaps some of the "little" individual happenings and accomplishments will help to describe his personality clearly. The application letter may be less than a page in length; but the data sheet is a more involved instrument and, therefore, should be complete in every detail. (Aurner, 254-255, 257, and 265)

The applicant's educational background is especially important in connection with his writing the application letter and the data sheet if he has had little, if any, work experience and little else to substantiate his claim for the position. In such a situation, the discussion of his education should probably be quite detailed. Work experience perhaps is the most important area for the applicant who has experience in work related to the position for which he is applying. All work experience, whether relative to the position or quite limited in extent, should be mentioned in the written application by the applicant. If the applicant is well acquainted with the requirements of the position, he will probably be benefited by grouping information about himself around these requirements. Then he should arrange the facts so as to give major emphasis to the position requirements that he meets best. Thus, an applicant for an accounting position that requires primarily perseverance, specialized training, and an affable personality should select the facts that best satisfy these requirements. Then he should arrange these groups so that the strongest one comes first, the next strongest second, and so forth. If the applicant is not acquainted with the requirements of the position, he should usually follow the more conventional approach of grouping the data according to some basis of classification about himself. (Boyd and Lesikar, 380-382)

The applicant, in his written application, should select points from his experience that reflect the personal virtues of honesty and accuracy that are so important to a person in assuming the responsibility of a position. The applicant should present information that will be the most effective in establishing his possession of either two or three of

the most personal characteristics for performing in the position for which he is applying. He cannot successfully establish all of the needed personal characteristics; however, the prospective employer will probably assume that the applicant possesses the others that are needed. The applicant must be sure to leave space sufficient for showing that his education and experience are suitable for performing in the position that he is seeking. He cannot expect to anticipate everything that he might be called upon to do in a given position (nor would he want to write about everything in his application). If, however, he anticipates some of the major requirements of the position and writes about his formal school training in a way that shows that he meets these requirements, he will probably have enough material for conviction. The applicant should present evidence that shows that he meets the most important requirements of the position. This evidence should not be presented either in the order that it occurs to him or that he estimates is of greatest significance, but in the order that stresses his strong points. (Menning and Wilkinson, 395-396 and 399)

Contrary to popular opinion, the application letter is not an autobiography. Only the information that shows how the applicant's qualifications meet the requirements of the position should be included. The content after the first paragraph in the letter will vary considerably according to the requirements of the position as well as his age, education, and experience. Furthermore, on the data sheet, the number and the order of the headings will vary according to the applicant and to the position that he is seeking. Obviously, the recent college graduate would

emphasize his educational background; while the applicant with considerable work experience would emphasize that area of his background. The applicant should leave no significant period of time unaccounted for in his written application for the position. (Parkhurst, 180, 185, and 188)

What the applicant should say in his written application and how he should say it will depend upon his qualifications and upon the particular position requirements that have been set forth by the prospective employer. The length of the data sheet is not particularly important. The applicant should use two and more pages rather than crowd the material on a page. Usually, the qualifications of the applicant will involve education, experience, personal qualities, and personal history. The emphasis to be given to each one of these areas should be determined by the position itself and by his own background characteristics. (Smart, McKelvey, and Gerfen, 461, 466, and 473)

All five textbooks stress the thought that the applicant should relate the length, the nature, and the completeness of the application letter and the data sheet with his background and the position that he seeks. In some cases, the space devoted to this emphasis is relatively small; but the emphasis is clear. The actual coverage is as follows:

Author(s)	Number of Lines in Coverage
Aurner	123 1/2
Boyd and Lesikar	48 1/2
Menning and Wilkinson	171
Parkhurst	40 1/2
Smart, McKelvey, and Gerfen	22

The content of the application letter should exemplify the "sales approach" so as to attract favorable attention, arouse interest, stimulate desire, and elicit action by the prospective employer and to result in another contact with the applicant.

Before the applicant attempts to sell himself through his application letter, he should subject himself to a realistic self-analysis and an objective self-appraisal. He should study carefully his qualifications and seek to relate them to the particular needs of the prospective employer. If a person wants to sell a product, he studies it to discover its qualities and its uses. He next studies the market to ascertain who the prospective buyers are, where they live, what their buying habits are, what features and qualities they want, and what appeals will prove strongest in directing these buyers to his product and in linking his product to their needs. A person should follow the same process in preparing to win a position. (Aurner, 238)

The applicant's approach to applying for the position is in general the same as the one that is used by the seller in his sales letter. The main distinction lies in what is being sold. In the application letter, the writer is selling his ability to perform in the position; in the sales letter, the writer is selling either a product or a service. In both the application letter and the sales letter, the writer presents the selling points in such a way that they systematically and convincingly depict the way in which he can fulfill the needs of the buyer. (Boyd and Lesikar, 352-353)

When the applicant seeks a position, he is marketing a product, himself, and whatever he can do for the buyer, the prospective employer. He attempts to market that product to some prospect who, he believes, will be able and willing to use his services. Likely, the surest way for the applicant to secure interest in his application letter is to emphasize his central selling point--whatever will be the most effective in meeting the needs of the reader. The applicant must never believe that he does not have a definite selling job, merely because the reader is on the asking end of the relationship. The applicant should be able to sell himself if he expects to secure employment with the prospective employer. (Menning and Wilkinson, 387, 408, and 422)

Regardless of the position that he seeks, the applicant has the problem of selling himself. His intelligence, personality, training, and education will probably mean very little if he cannot persuade a prospective employer to buy these qualifications. The prospective employer should be convinced that the particular applicant possesses the knowledge, the understanding, and the temperament necessary to meet the requirements of the position in question. The applicant's letter becomes his personal sales letter—his personal representative. (Parkhurst, 178)

Actually, the application letter is a specialized sales letter whose writer is marketing his most precious commodity--his services. If he is to be a successful salesman, he must discover the best way in which to approach his market. (Smart, McKelvey, and Gerfen, 461)

The "sales approach" idea of the application letter is emphasized in each of the five textbooks. The actual coverage follows:

Author(s)	Number of Lines in Coverage
Aurner	32 1/3
Boyd and Lesikar	10 1/2
Menning and Wilkinson	20 2/3
Parkhurst	16 1/2
Smart, McKelvey, and Gerfen	14

Information for the reference section of the data sheet should be presented carefully and completely so that the prospective employer may not only readily follow it up but is also encouraged to do so.

References in the employment situation, in effect, serve in somewhat the same capacity as guarantees. Favorable references should help to increase the prospective employer's confidence in the applicant's ability to do the work that he is seeking. The applicant should give at least three references and their addresses. He should be sure to indicate in his written application that he has the permission of these references to use their names in his application for employment. (Aurner, 260)

References seem to have become a standard part of the employment procedure of most companies. Quite often, the references that are submitted by the applicant in his written application may be asked by the prospective employer either to verify the applicant's contentions or to evaluate his ability to perform in the position for which he is applying. The applicant, in his written application, should present at least three but not more than six references. Ideally, he should have one reference for each position that is mentioned in his work record, plus some of his teachers. (Boyd and Lesikar, 340 and 388)

In the case of either the prospecting application or the response to a "blind" advertisement, the applicant should indicate that he is willing to submit the names of references either upon the request of the prospective employer or after an interview. Evaluations by people who have supervised the applicant either in the classroom or at work may be of real value to the prospective employer. (Menning and Wilkinson, 401)

References are an essential part of the written application because they offer proof of the applicant's qualifications. He should include two or three individuals as references and their addresses. More than three references are usually too many for the applicant to submit. (Parkhurst, 186)

After the applicant has described his qualifications as concretely and as convincingly as he can in the written application, he should be able to offer proof that what he has said about himself is true. Probably the applicant's best type of proof is in the form of references whom the prospective employer may either write or telephone. Either three or four references are usually enough for the applicant to submit in most employment situations. He should include a former employer, a teacher, and someone else in a position to comment authoritatively about him and his family. (Smart, McKelvey, and Gerfen, 465 and 481)

The importance of references in the data sheet is emphasized in all five textbooks. Although some textbooks are not extensive in their coverage, the emphasis is definite in each book. The actual coverage is as follows:

Author(s)	Number of Lines in Coverage
Aurner	10 2/3
Boyd and Lesikar	33 1/2
Menning and Wilkinson	25 1/4
Parkhurst	9
Smart, McKelvey, and Gerfen	45 3/4

The applicant for a position must give careful attention to the content of his application letter and data sheet. He must sell himself to the prospective employer with information of sufficient quantity and type about his education, work experience, social attitudes, personal attributes, interests, and hobbies so as to properly relate himself to the particular characteristics of the position that he is seeking. He must then offer proof in the form of references that his overall qualifications are what he claims that they are.

Preparation of the Application Letter and the Data Sheet

The applicant may give such careful attention to the content of his application letter and data sheet that he neglects the manner in which these two instruments should be written. This conceptual area concerns itself with the "how" in writing the application letter and the data sheet. One aspect of the "how" concerns the quality of expression of the letter and the data sheet, and the other pertains to the style of writing and the personal tone of the letter.

The quality of expression evidenced in the application letter and in the data sheet should be designed to impress the prospective employer in terms of the applicant's academic background for handling the duties and the responsibilities involved in the position.

Many written applications are drawn by "want ads." In such situations, perhaps hundreds of replies will be sent to the prospective employer. If the applicant's written application is to get more than a casual notice, the applicant should attempt to get attention and to create interest through the proper tone, expression, and appearance of the application itself. When a prospective employer glances over a group of from 25 to 200 applications, he may select not more than 20 of the most impressive looking applications for examination. A neat, accurate, and attractive application likely has far more chance of getting favorable attention than its less attractive competitors. Prospective employers have learned from experience that a poor application letter usually means a poor applicant. They are likely, therefore, to turn their attention to the fine-looking letter that may well mean a superior applicant. The applicant should use good-quality bond paper and matching envelope. The paper should be white and the standard business size, 8 1/2 by 11 inches. (Aurner, 250 and 252-253)

The data sheet information must have appropriate headings and be placed in an eye-pleasing arrangement. The applicant has sufficient opportunity to use imagination and initiative and, therefore, to gain an advantage over his competition as he presents his written application in attempting to get an interview with the prospective employer for the position for which he is applying. (Boyd and Lesikar, 382)

The applicant can get the prospective employer's attention to his application letter in several ways. Most of such means of gaining attention involve the physical appearance and the mechanics of the letter. The prospective employer may be able to tell much about the applicant's

organization and language abilities by reading his data sheet and by observing such aspects of it as the different sizes of type and the placement. (Menning and Wilkinson, 400, 422, and 662)

The applicant should present a carefully worded application letter and data sheet that are correct in every way. Such weaknesses as fragmentary sentences (unless they are used very cautiously for special effects), faulty punctuation, misspelled words, improper tone, and poor psychology are probably indications of incompetence and may make a bad impression on the prospective employer as he seeks to evaluate the applicant for the position. The applicant should remember that the prospective employer is likely to be very much impressed with applicants with superior ability. When the applicant refers to his education and experience, he may be giving the prospective employer some idea of his qualifications; but the overall written application itself probably will be taken as concrete evidence of whatever the applicant knows and can do for the company. Each letter and data sheet should be individually typewritten and fitted to the particular characteristics of each prospective employer's situation. (Parkhurst, 180 and 183)

If the application letter matches the quality of the envelope and if a glance assures the prospective employer that the letter is neatly typewritten, well-spaced on the page, easy to read, and businesslike, the prospective employer will perhaps be eager to begin reading the letter. The first few sentences, whatever is said, and the manner in which it is said, will probably determine to a great extent whether the prospective employer will continue reading the letter. The appearance of the written application may be especially important. It likely will make the initial

impression and may well determine whether the applicant will be given an opportunity to talk personally with the prospective employer. The appearance of the written application may affect the mood in which it is read by the prospective employer. (Smart, McKelvey, and Gerfen, 460)

Each of the five textbooks stresses the need for the applicant to give careful attention to the quality of expression and to the overall design of the application letter and the data sheet. The extent of coverage in the textbooks varies, but the emphasis is clear in each book. The actual coverage given to this major aspect follows:

Author(s)	Number of Lines in Coverage
Aurner	45 1/2
Boyd and Lesikar	80
Menning and Wilkinson	21
Parkhurst	23 1/3
Smart, McKelvey, and Gerfen	37 1/2

The style of writing in the application letter should be personal, and the personal tone should be established appropriately between the extremes of arrogance and timidity.

The application letter calls for the most intensely personal form that a person will ever write in business. The tone of the application letter must not be arrogant, vain, and self-conceited; and neither must it be timid, diffident, and self-abased. The applicant should convey an attitude of rational confidence in his ability to perform in the position for which he is applying. The applicant is writing about himself in his letter; therefore, it is natural to use first-person pronouns, like "I." He is writing about his education, his experience, and his overall individuality. To avoid first-person pronouns would cause the letter to

be awkward and artificial. If the applicant conveys a general tone of modesty in his letter, the use of such pronouns as "I" is proper if they are not used excessively. (Aurner, 237, 260, and 262)

The tone of the applicant's words should reflect the courtesy that a prospective employer expects. The words should in no way suggest high pressure; neither should they convey either an apologetic or a servile attitude. Preferably, the words should convey modest confidence in his ability to perform in the position that he is seeking. Modest confidence is the desired objective insofar as tone level is concerned. Neither deprecation nor egotistical boasting has a place in his search for a position. (Boyd and Lesikar, 368 and 370)

Both confidence and humility are essential characteristics for the applicant. These characteristics should be displayed in his application letter as he interprets his training and experience in terms of the requirements of the position for which he is applying. Selfish-sounding statements must definitely be avoided by the applicant in his letter. He should neither apologize for whatever he cannot do nor brag about whatever he can do. He must always be able to substantiate any claims that he makes about himself. First-person pronouns like "I" are proper and conversational and, therefore, appropriate for the application letter. Of course, variety in word usage should be practiced; and first-person pronouns should not be used to excess. (Menning and Wilkinson, 395 and 666-667)

The application letter is the most personal type of business letter that an individual will ever write. The applicant, through his letter, should display a straightforward, modest confidence in his ability

to fulfill the requirements of the position for which he is applying. Unobtrusively, the applicant should tell the prospective employer what he will be able to contribute if employed. The applicant must believe in himself, know what he wants, and be determined to get the position. Prospective employers will likely sense exaggeration, insincerity, and boastfulness on the part of the applicant but will probably not be impressed by either a fawning, groveling, or complaining tone. (Parkhurst, 178 and 180-181)

Restraint by the applicant is more appropriate and effective than overstatement of qualifications for the position. He should make statements of fact and, whenever necessary, indicate how these facts pertain to the position that he is seeking. Of course, egotistical and exaggerated statements should be avoided in the application letter. The tone of the letter should be spontaneous and natural. It should also be courteous and sincere, respectful and self-respecting. When first-person pronouns fit in naturally with the material that is being presented, they should be included. Simply by maintaining variety in his sentence structure, the applicant should be able to use these pronouns without giving the impression of egotism. (Smart, McKelvey, and Gerfen, 475 and 487)

The types of style and tone that should be displayed in the application letter are emphasized in each of the five textbooks. In some instances, the space devoted to these elements is relatively small; but they are definite. The actual coverage is as follows:

Author(s)	Number of Lines in Coverage
Aurner	28
Boyd and Lesikar	11
Menning and Wilkinson	23
Parkhurst	46
Smart, McKelvey, and Gerfen	49

The writer of the application letter and the data sheet should be concerned with the "how" of his efforts. In presenting information about his background, he must give careful consideration not only to grammar, language, usage, punctuation, spelling, and other aspects of written expression, but also to writing materials and overall appearance if he is to be successful in his use of these instruments in seeking a position.

Summary

The data for this chapter were obtained from qualitative and quantitative analyses of application letter and data sheet materials in five college-level business writing textbooks commonly used in the field of business communication. The analytical approach was used to develop the 12 fundamental understandings that present, in the form of broad ideas, the thinking of these authors concerning the application letter and the data sheet.

These 12 understandings were classified under the four conceptual areas that should be given special attention by the business writing teacher in the collegiate instruction regarding the application letter and the data sheet. A restatement of the 12 understandings, classified under the four conceptual areas, follows:

Purposes of the Application Letter and the Data Sheet

1. The application letter and the data sheet are written instruments with which an applicant paves the way in his efforts to make the face-to-face contact with a prospective employer that is essential for obtaining almost any position in business.

2. The application letter and the data sheet are written instruments with which an applicant may be enabled to "win out" over one or more other applicants in the competition that is commonly associated with the seeking of employment.

Functions of the Application Letter and the Data Sheet

3. The application letter and the data sheet should distinctively reveal the unique qualifications, abilities, and traits of the applicant.

4. The application letter and the data sheet should show in a concrete and concise manner that the individual has the potential for performing in the position that he is seeking by revealing how his qualifications meet the requirements of this position.

5. The application letter should serve as the instrument through which the applicant personalizes himself in the mind of the prospective employer.

6. The data sheet should serve as the instrument through which the applicant impersonally conveys a relatively large quantity of detailed, classified information to the prospective employer.

Content of the Application Letter and the Data Sheet

7. The application letter and the data sheet should depict social attitudes, personal attributes, interests, and even hobbies as

significantly as they point up the education and the work experience of the applicant.

8. The length, the nature, and the completeness of the detail of the application letter and the data sheet should be related with the extent of the background of the applicant and with the scope and the consequence of the position for which he is applying.

9. The content of the application letter should exemplify the "sales approach" so as to attract favorable attention, arouse interest, stimulate desire, and elicit action by the prospective employer and to result in another contact with the applicant.

10. Information for the reference section of the data sheet should be presented carefully and completely so that the prospective employer may not only readily follow it up but is also encouraged to do so.

Preparation of the Application Letter and the Data Sheet

11. The quality of expression evidenced in the application letter and in the data sheet should be designed to impress the prospective employer in terms of the applicant's academic background for handling the duties and the responsibilities involved in the position.

12. The style of writing in the application letter should be personal, and the personal tone should be established appropriately between the extremes of arrogance and timidity.

The 12 fundamental understandings that were developed in this chapter provided the foundation for the interview guidelines that were used to secure additional data in interviews with personnel men. The report of the interviews is presented in the next chapter.

CHAPTER IV

RELATIONSHIP BETWEEN FUNDAMENTAL UTILIZATION AND INSTRUCTIONAL UNDERSTANDINGS

This chapter presents the fundamental utilization understandings concerning the application letter and the resume that are evidenced in the practices and the points of view of personnel men and that were revealed in personal interviews with them. Also, information is presented concerning the degree of relationship between these understandings and the fundamental instructional understandings that were presented in Chapter III.

Almost all of the personnel men interviewed use the term "resume" rather than the term "data sheet," which was used in the previous chapters of this study. The term "resume" will, therefore, be used throughout the remainder of this study in reporting the findings gained during the interviews.

Interview Circumstances

So that interviews could be held with personnel men in the general metropolitan area of Dallas, Texas, lists of names and addresses of businesses were obtained from the Dallas Chamber of Commerce and were used in selecting 153 of the businesses that are representative of specified categories of industries. To one representative in each of these

businesses, a questionnaire was mailed pertaining to basic factors or criteria for the final selection of businesses in which personnel men were to be interviewed. A follow-up copy of the questionnaire, with a cover letter, was sent to each representative who did not respond to the initial questionnaire.

The questionnaire enabled the investigator to ascertain the presence in each of 50 of the businesses[1] of: (1) personnel problems of sufficient scope to require the employment of full-time people to deal with the personnel aspects of the business; (2) employment of sufficient numbers of people so that the application letter and the resume have relevance in hiring procedures; (3) employment of substantial numbers of people with college-level preparation; (4) interest in this study on the part of a personnel man; (5) belief on the part of that personnel man that the preparation and the use of application letters and resumes need improvement; and (6) the personnel man's willingness to participate in this study.

Interviews with the 50 personnel men were scheduled by telephone. These interviews were conducted between December 9, 1964, and May 17, 1965.

The 50 businesses selected for this study are representative of specified categories of industries. In the following tabulation are indicated the business categories that the 50 personnel men represent. Also, indicated within each category are the number of businesses contacted and the approximate number of employees.

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[1]See Appendix B for a list of the personnel men interviewed.

Business Category	Number of Businesses within Category	Number of Employees[1] of the Businesses within Category
Petroleum, gas extraction, and mining	7	4,934
Manufacturing	17	31,020
Wholesale and retail trade . .	9	8,925
Finance, insurance, and real estate	12	7,216
Transportation, communications, and public utilities.	5	11,325

One personnel man was interviewed in each business firm. The personnel men were interviewed to determine their practices and points of view concerning the use of application letters and resumes in screening college-educated applicants. These interviewees are employed by their companies to screen applicants for positions and to recommend to operating departments the applicants who are considered to be qualified for the positions that they are seeking. These personnel men are typical of individuals with whom many college-educated individuals will meet in applying for positions. Their thinking concerning the application letter and the resume, therefore, should be of benefit to the collegiate business writing teacher as he provides instruction in the preparation of these two written instruments.

The interviewees' experience in personnel work is indicated in the following tabulation by categories of years, with the number of individuals within each category being indicated:

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[1]Approximate number.

Years of Experience in Personnel Work	Number of Personnel Men
1-3	5
4-6	5
7-9	6
10-12	10
13-15	8
16-18	8
19-21	5
Over 21	3

The interviews were conducted in the offices of the personnel men. The interviews ranged in length from 45 minutes to two hours and averaged about one hour. The personnel men evidenced genuine interest in this study and willingly indicated their thoughts concerning the application letter and the resume.

During each interview, the interviewer guided the discussion through the use of interview guidelines. Because of the informality of the interview procedure, the interviewees responded in a candid manner. The interviewer asked questions only when there was a need to direct the discussion back to the problem of the study. The particular questions and the number asked varied from interview to interview inasmuch as some personnel men were more talkative and more articulate than others. Notes were taken by the interviewer to insure accuracy of detail. Shortly after each interview, a detailed account that followed the interview guidelines closely was written to insure uniformity in the recording of the interview findings.

Interview Guidelines

One of the steps in the procedure for this study involved the formulation of the fundamental instructional understandings developed in

Chapter III into interview guidelines to facilitate the conferences with personnel men. These guidelines were first used to conduct two trial interviews with personnel men. On the basis of these trial interviews, the guidelines and the interview procedure were revised. Interviews were then conducted with 50 personnel men in 50 companies to gain evidence of their thoughts concerning the application letter and the resume.

The 12 interview guidelines, in the form of the instructional understandings developed in Chapter III and illustrative questions associated with them, are presented here.

INTERVIEW GUIDELINES

Purposes

I. The application letter and the data sheet are written instruments with which an applicant paves the way in his efforts to make the face-to-face contact with a prospective employer that is essential for obtaining almost any position in business.

   A. Devices used in evaluating applicants?

   B. Willingness to hire a person without first talking with him personally?

   C. Preferred way for applicant to request an interview?

   D. Factors affecting decision as to whether to grant an applicant an interview?

II. The application letter and the data sheet are written instruments with which an applicant may be enabled to "win out" over one or more other applicants in the competition that is commonly associated with the seeking of employment.

   A. Weight carried by application letter and data sheet in connection with your offering an applicant a position with your company?

   B. Determining factor (other aspects being equal, or about equal) in your offering an applicant a position?

Functions

III. The application letter and the data sheet should distinctively reveal the unique qualifications, abilities, and traits of the applicant.

A. Reaction toward receiving an application letter that has been patterned after a model? . . . a data sheet . . .?

B. Type of presentation of application letter or data sheet information preferred? Please comment.

C. Reaction to an application letter that you received if you knew that it had been written for the applicant by a friend of his or by someone else? . . . to a data sheet . . .? Please elaborate.

D. Particular type(s) of wording that you like for the applicant to use in his application letter? . . . in his data sheet (the category headings, and so forth)?

IV. The application letter and the data sheet should show in a concrete and concise manner that the individual has the potential for performing in the position that he is seeking by revealing how his qualifications meet the requirements of this position.

A. Information you expect applicant to reveal concerning requirements of the position or the field for which he is applying?

B. Relationship between type of position or field applied for and quantity and quality of position- (or field-) understanding information desired?

C. Usefulness of application letter and data sheet in indicating potential? Please elaborate.

D. Means of determining whether the applicant has the potential for performing in the position from reading his application letter and data sheet?

V. The application letter should serve as the instrument through which the applicant personalizes himself in the mind of the prospective employer.

A. Things you can learn about the applicant as a person from his application letter?

B. Factors about the applicant's background and about the applicant as a person that are particularly impressive to you?

C. Kind of relationship that exists between the image you form from reading the application letter and the image you form after talking with the applicant personally?

VI. The data sheet should serve as the instrument through which the applicant impersonally conveys a relatively large quantity of detailed, classified information to the prospective employer.

A. Types of information desired?

B. Style of writing desired?

C. Type of format desired?

Content

VII. The application letter and the data sheet should depict social attitudes, personal attributes, interests, and even hobbies as significantly as they point up the education and the work experience of the applicant.

A. Most important factors to you in evaluating an applicant?

B. Emphasis upon education?

C. Emphasis upon work experience?

D. Other important factors?

E. Emphasis upon other factors as compared with emphasis upon education and work experience? Please elaborate.

VIII. The length, the nature, and the completeness of the detail of the application letter and the data sheet should be related with the extent of the background of the applicant and with the scope and the consequence of the position for which he is applying.

A. Maximum length of letter? . . . data sheet?

B. Relationship between the background of the applicant and the length, the nature, and the amount of detail of the application letter? . . . of the data sheet?

C. Relationship between the position applied for and the length, the nature, and the amount of detail of the application letter? . . . of the data sheet?

IX. The content of the application letter should exemplify the "sales approach" so as to attract favorable attention, arouse interest,

stimulate desire, and elicit action by the prospective employer and to result in another contact with the applicant.

A. Comparison of application letter with the sales letter?

B. Similarities of the application letter and the sales letter?

C. Differences between the application letter and the sales letter?

D. Way in which applicant can write his application letter so as to use the sales approach?

X. Information for the reference section of the data sheet should be presented carefully and completely so that the prospective employer may not only readily follow it up but is also encouraged to do so.

A. Desire for applicants to submit references in the written application?

B. Types of positions for which it is more important to have references?

C. Frequency in contacting references?

D. Types of references preferred?

E. Weight given to what the references say in connection with applicant's getting position?

F. Types of information about the references that you like for the applicant to submit (such as title, address, telephone number, and so forth)?

G. Desire that this reference information be placed in the data sheet? . . . application letter? . . . both?

H. Desired location for this information (separate section in data sheet, and so forth)?

Preparation

XI. The quality of expression evidenced in the application letter and in the data sheet should be designed to impress the prospective employer in terms of the applicant's academic background for handling the duties and the responsibilities involved in the position.

A. First aspect of the application letter that usually gets your attention? . . . the data sheet . . .?

B. Factors that you look for in these two instruments that help you in determining the accuracy and the sincerity of the applicant?

C. Amount of interest in what the applicant says and in the way in which he says it?

D. Factors interested in about the application letter and the data sheet besides strictly background information?

E. Significance of an application letter and/or a data sheet that was not neat in your evaluation of the applicant for employment?

F. Significance of weaknesses in expression, such as poor grammar, poor word choice, improper spelling, and faulty punctuation in your evaluation of the application letter and the data sheet in extending an interview? . . . hiring the applicant?

XII. The style of writing in the application letter should be personal, and the personal tone should be established appropriately between the extremes of arrogance and timidity.

A. Reaction to the applicant's use of first-person pronouns, such as "I" and "my," in his application letter?

B. Way in which a person can tell about his achievements and honors without appearing arrogant? Interested in these accomplishments?

C. Offensiveness of reflection of arrogant personality or a timid personality? Please elaborate.

D. Style of writing preferred in the application letter?

Purposes of the Application Letter and the Resume

In this section, and in subsequent sections, are presented the findings gained during interviews with 50 personnel men. The pattern of presentation is similar to that used in Chapter III, with emphasis on the purposes, the functions, the content, and the preparation of the application letter and the resume.

The intent of this chapter is to reveal the utilization understandings held by personnel men and to relate them to the instructional understandings developed in Chapter III. Thus, this discussion consists

primarily of an analysis of the practices and the points of view of the personnel men concerning the preparation and the use of the application letter and the resume.

Each fundamental utilization understanding developed in this study is typographically emphasized by indentations and underlining within a particular section of this chapter. Then the material is presented in the form of: (1) details that have gone into the development of each utilization statement, (2) interpretation of those details by this writer, and (3) a statement of the opinion of the writer relative to the degree of relationship between the practices and the points of view of personnel men as they make use of application letters and resumes and the instructional materials that are applicable to teaching about them.

In Chapter III, the information makes it apparent that textbook authors contend that the application letter and the resume be designed to accomplish these two purposes: (1) to obtain an interview with the prospective employer and (2) to enable the applicant to "win out" over others. The data gathered in the interviews conducted in this investigation indicate that the 50 personnel men hold, in general, to the view that:

> The application letter and the resume are among the most effective devices that may be used by an applicant to obtain an interview.

All of the personnel men expressed the opinion that the interview is a very important technique in the evaluation of the applicants for positions. They did not, however, agree concerning the devices that the applicants should use in making their requests for interviews.

Thirty-eight, or 76 percent, of the personnel men indicated that they prefer that the applicant request an interview by submitting a letter and a resume, at least under certain circumstances. Such circumstances as the following affect their preferences concerning the desirability of an applicant's letter and resume: (1) the type of application, invited or uninvited, and (2) the proximity of the applicant's residence. Whenever possible, some of the personnel men prefer that the applicant use either the telephone or the personal visit in requesting an interview.

Two, or 4 percent, of the personnel men prefer that the applicant make his interview request by telephone under all circumstances. Ten, or 20 percent, of them have no preference as to the type of contact that the applicant should use to request an interview.

The written application appears to be at least as effective as any of the other devices used by applicants in their attempts to obtain interviews for employment. The types of contacts that personnel men prefer that applicants use in requesting interviews vary according to the characteristics of the particular hiring situation.

There is a high degree of relationship between the utilization understanding and the instructional understanding relative to the applicant's efforts to obtain an interview with the prospective employer. The difference between the two understandings is the amount of emphasis placed upon the application letter and the resume in paving the way for an interview. Although the utilization understanding points up the significance of the letter and the resume to the applicant in his attempt to obtain an

interview, this understanding emphasizes that these two instruments are devices that may be used to obtain an interview. The instructional understanding does not give consideration to other types of contacts, such as the telephone call and the personal visit, that the applicant can often use to request an interview.

The application letter and the resume are of limited value in enabling one applicant to "win out" over others in the final stages of the hiring procedure.

In the conferences with the personnel men, there were evidenced various types of thinking regarding the value of the application letter and the resume in the hiring procedure. In the tabulation below is indicated the thinking of the interviewees concerning the extent of usefulness of the letter and the resume in evaluating the applicant for a position.

Extent of Usefulness of Letter and Resume	Number of Men Indicating	Percent of 50 Responses
Useful throughout hiring procedure	16	32
Decreasing usefulness as hiring procedure progresses	18	36
Useful only in deciding whether to extend interview	16	32

The personnel men, in general, indicated that the letter and the resume would usually be of little or no value to them as deciding factors in choosing among applicants for a position when other factors about the applicants are similar. The interviewees indicated that such things as the applicant's appearance and his overall personality would be more useful in setting one applicant apart from the others than the letter and the resume.

It is evident that as the prospective employer has increasing personal contact with the applicant, he attaches decreasing significance to the letter and the resume in his evaluation of the applicant for the position. Most of the personnel men that were interviewed in this study, therefore, consider the letter and the resume to be of limited value to them after these two instruments have been used in deciding whether to extend the applicant an interview. The applicant should realize that the personnel man considers many factors about him in evaluating him for a position.

There is a low degree of relationship between the utilization understanding and the instructional understanding relative to the applicant's efforts to "win out" over one or more other applicants. The utilization understanding only emphasizes the importance of the letter and the resume to the applicant in his obtaining an interview, while the instructional understanding in Chapter III emphasizes the importance of these two instruments in his "winning out" over his competition for a position. The utilization understanding considers the letter and the resume to be of more limited value to him in the hiring procedure than does the instructional understanding. The significance of the application letter and the resume in the obtaining of an interview has been brought out previously in this chapter. The applicant who uses the letter and the resume to make his initial contact with the prospective employer will usually not be able to "win out" over his competition for the position unless he first obtains an interview. Because the letter and the resume enable the applicant to obtain an interview, however, does not imply that they will greatly influence his obtaining the position. That is, the

obtaining of the interview and the obtaining of the position are two distinct and separate accomplishments for the applicant.

Functions of the Application Letter and the Resume

The information in Chapter III makes it apparent that textbook authors contend that the application letter and the resume, used jointly, be designed to perform two distinct functions. They are as follows: (1) to reveal unique individual characteristics and (2) to present concrete evidence of employment potential. The authors further advocate that the letter should serve to personalize the applicant and that the resume should convey considerable detailed information. The data gathered in the interviews conducted in this investigation indicate that the 50 personnel men hold, in general, to the view that:

> The applicant will often gain an advantage by submitting an application letter and a resume that distinctively reveal his overall qualifications for the position that he is seeking.

In the interviews with the personnel men, there were indicated differing ideas relative to the value of distinctiveness in the application letter and the resume. The following tabulation presents evidence of the thinking of the personnel men relative to the importance of the applicant's submitting a letter and a resume that distinctively present him for the position.

Value of Distinctiveness in Letter and Resume	Number of Men Indicating	Percent of 50 Responses
Important	29	58
Important only in certain situations	7	14
Not particularly important . . .	14	28

The 29 personnel men who regard distinctiveness as important in the letter and the resume indicated that they believe that this quality helps them to learn about the uniqueness of the individual. Seven interviewees, who regard distinctiveness as important to them only in certain situations, indicated that this is a matter related to the requirements of the position that the applicant is seeking. For example, when the position requires creativity on the part of the applicant, distinctiveness assists the personnel men in evaluating each applicant. One interviewee, who indicated that a close relationship exists between the position requirements and the need for distinctiveness in the letter and the resume, made the following statement:

> One impression that I have gained of some efforts to help students in their employment search is, in my estimation, a tendency to delete the individuality of approaches and to create a stereotype presentation. We have noticed that at some institutions all students make the same presentation and the same route of preparation, and also collectively ignore other approaches and other areas of information. We would prefer that letters of application and resumes represent the student and be indicative of the student's thought processes rather than those of someone else. When the letter of application truly represents the student, it becomes another tool in our selection process.[1]

College-level business writing textbooks include model application letters and resumes in their coverage of these two instruments. Some applicants for positions pattern their letters and resumes after these models. Presented in the following tabulation are the reactions that the personnel men evidenced relative to the applicant's submitting a letter and a resume that have been patterned after "textbook models."

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[1]Personnel Man No. 18 (numbers used to provide anonymity).

Reaction to Model Types	Number of Men Indicating	Percent of 50 Responses
Object to receiving them	16	32
Reaction varies according to each situation	6	12
Not enough model types received to voice reaction	3	6
No objection to receiving them . .	25	50

The 16 respondents who objected to receiving textbook-model letters and resumes indicated that they do not believe that they can learn enough about the uniqueness of the particular applicant if he submits such types of instruments. One interviewee indicated that he would give the applicant who submitted a textbook-model letter and/or resume credit for knowing where to look to get the model(s), assuming that the model(s) were pertinent to his own application situation. He further indicated, however, that if two applicants were applying for the same position, other factors about the applicants being equal, the applicant who had submitted the more nearly original letter and resume would be given priority over the other applicant in the hiring procedure.

Two of the 25 personnel men who expressed no objection to the applicants' submitting textbook-model letters and resumes indicated that, because applicants are taught to use textbook-models in their collegiate training, they have no objection to receiving such types of instruments from them. One of these two interviewees indicated that his training in a collegiate business writing course was largely responsible for his not objecting to a textbook-model application letter. His business writing teacher had emphasized that patterns of writing in the textbook for certain types of letters, such as the application letter, were good to use

as models. In this personnel man's opinion, many others have had similar training in collegiate business writing courses.

Over one half of the personnel men interviewed prefer that the letter and the resume distinctively present the applicant for a position. No one objected to a distinctive letter and resume if the distinctiveness is not carried to an excess. The applicant will often gain an advantage, therefore, by submitting a distinctive letter and resume for the position.

There is a relatively high degree of relationship between the utilization understanding and the instructional understanding regarding distinctiveness in the application letter and the resume. The main difference between the two understandings is in the amount of emphasis placed upon the need for distinctiveness in these two instruments. The utilization understanding, in stating that the applicant will often gain an advantage by submitting a distinctively prepared letter and resume, takes into consideration the fact that personnel men vary in their thinking relative to the importance of distinctiveness in these two instruments according to the particular characteristics of the hiring situation. The instructional understanding emphasizes that all applicants should submit distinctively prepared letters and resumes for all types of positions with all types of companies.

> The application letter and the resume should present the person's overall qualifications in such a way that the prospective employer will be helped in determining whether he has potential for the position for which he is applying.

In the interviews, 44, or 88 percent, of the personnel men indicated that the letter and the resume are helpful to them in their attempts to determine whether the applicant has potential for the position that he is seeking. Six, or 12 percent, of the interviewees indicated that these two instruments are not particularly helpful to them in determining such potential.

The 44 men who expressed a belief that the letter and the resume are helpful to them in determining the applicant's potential for the position indicated that they look for various factors about the applicant, as revealed in these two instruments, in helping them to determine potential. Some of these factors are as follows: (1) education, i.e., degree, major, school, dates, and so forth; (2) work experience, i.e., employers, dates, type of work, and so forth; (3) activities; (4) expression, i.e., neatness, organization, grammar, and so forth; (5) personal details, i.e., height, weight, marital status, and so forth; and (6) evidence of growth and accomplishment.

Only 15, or 30 percent, of the personnel men indicated that, in general, applicants for positions should be able to show in their letters and resumes that they are aware of the requirements of these positions. The interviewees indicated that they realize that the applicant is often limited as to just how much information he can obtain about the position. Because the personnel man is interested in his company, he is likely to be favorably impressed by the applicant who is interested in it too. He is likely to be favorably impressed, also, by the applicant who reveals, in his written application, that he was interested enough in his company to have learned about the particular position requirements. Most of the

personnel men, however, consider the letter and the resume helpful to them in determining the applicant's potential for performing in the position without expecting the applicant to relate his overall qualifications to the specific position requirements. In most situations, the overall impression that the applicant makes on the personnel man when he does not relate these qualifications to the position requirements will be similar to the impression that he makes on him when he does indicate the relationship as he views it.

There is a moderate degree of relationship between the utilization understanding and the instructional understanding developed in Chapter III relative to the applicant's attempts to show in his letter and resume that he has the potential for performing in the position that he is seeking. The main difference between the two understandings is the manner in which the applicant's qualifications are presented. The utilization understanding stresses the need for the applicant, in his letter and resume, to so write about his overall qualifications that the personnel man will be able to determine his potential for the position. The applicant is not particularly helped by relating these qualifications to the position requirements. The instructional understanding stresses the need for the applicant, in his letter and resume, to relate his qualifications to the specific requirements of the position.

> The application letter should be used by the applicant to picture his own individuality in the mind of the prospective employer.

In the interviews, there was evidenced belief that the letter should reveal more than just facts about the applicant. Forty-four, or 88 percent, of the interviewees indicated that the letter is helpful to them in formulating a mental image of the applicant. Six, or 12 percent, of the interviewees indicated that the letter is not helpful to them in formulating such an image.

The 44 interviewees who indicated that the letter is helpful to them in formulating a mental image of the applicant mentioned several factors that they look for about him in formulating this image. These factors include the following: (1) personality type, i.e., flowery, businesslike, clever, and so forth; (2) sincerity; (3) creativity; (4) ambitions; (5) overall ability to express himself; (6) attention to detail; and (7) neatness (or lack of it).

The personnel men were asked about the relationship that exists, in general, between the mental image that they formulate of the applicant after reading his letter and the mental image that they formulate of him after the interview. The following tabulation indicates their thinking relative to the relationship that exists, in general, between these two mental images.

Relationship between Image from Letter and Image from Interview	Number of Men Indicating	Percent of 50 Responses
Close	22	44
Somewhat close	13	26
Not close	4	8
Difficult to say	8	16
No attempt to develop images . .	3	6

One personnel man indicated that he believes that the safest thing for the applicant to do is to project <u>himself</u> through his letter,

displaying his own individuality. He stated that danger might develop for both the applicant and the prospective employer if the applicant attempted deceit by displaying someone else's personality, such as that of a business writing textbook author.

Another personnel man mentioned that if a 35-year-old applicant elaborated in his letter on his boy scout background, he would tend to think that the applicant is living on past accomplishments. This interviewee evidenced the belief that such an elaboration would indicate a lack of self-confidence on the part of the applicant.

Almost all personnel men believe that the letter helps them to learn more than mere facts about the applicant. These interviewees believe that the letter helps them to formulate a mental image of the applicant. Evidence of such factors as personality type, sincerity, creativity, and ambitions of the applicant are looked for as revealed in the letter. The interviewees vary considerably in their thinking concerning the general relationship between the mental image formulated of the applicant after reading his letter and that formulated of him after the interview.

During the interviews, there was evidenced considerable variation in terms of the confidence that personnel men exhibit relative to their ability to formulate an accurate mental image of the applicant from reading his letter. The interviewees gave evidence of having particular difficulty, at times, in formulating mental images of applicants because of the brevity of their letter. The type and the amount of experience that the personnel man has had in reading and in evaluating letters and

resumes from college-educated applicants may significantly affect his ability to formulate accurate mental images of applicants after reading their letters.

There is a high degree of relationship between the utilization understanding and the instructional understanding relative to the applicant's using the letter to picture his own individuality in the mind of the prospective employer. There is actually no significant difference between these two understandings.

The resume should be used by the applicant to present, in an impersonal manner, a detailed, categorized account of himself to the prospective employer.

In the interviews, there was general agreement as to the types of information that the applicant should convey in his resume. These types of information include the following: (1) education, i.e., degree, major, school, dates, and so forth; (2) work experience, i.e., employers, dates, type of work, and so forth; (3) activities; and (4) personal details, i.e., height, weight, marital status, and so forth.

Forty-six, or 92 percent, of the personnel men indicated that detailed information should be inserted in the resume rather than the letter. Three, or 6 percent, of them indicated that the applicant may put detailed information in either the resume or the letter. One interviewee expressed the preference that the applicant put his detailed information in the company's application blank rather than in either the resume or the letter.

Twenty-nine, or 58 percent, of the personnel men expressed the preference that the applicant use fragmentary expressions, such as phrases, in his resume rather than sentences in order to facilitate reading. Thirteen, or 26 percent, of them stated that the applicant should use sentences in certain parts of the resume, such as in the work experience section, to be more descriptive in his presentation. Eight, or 16 percent, of the personnel men indicated that they have no preference as to the types of expressions that the applicant may use in his resume.

Forty-five, or 90 percent, of the interviewees evidenced the desire that the applicant organize his resume information within appropriate categories, such as education and work experience. Five, or 10 percent, of the interviewees indicated that they have no particular preference as to the manner in which the resume information is organized.

Forty-four, or 88 percent, of the interviewees evidenced the desire for the applicant to use appropriate headings for his categories of resume information, such as "Education" and "Work Experience." Six, or 12 percent, of them stated that headings are not particularly helpful to them in the resume.

Forty-six, or 92 percent, of the personnel men stated that the applicant should use the impersonal style of writing in his resume. Three, or 6 percent, of them indicated a preference for the personal style of writing in the resume. One interviewee indicated that he has no preference as to the style of writing that the applicant uses in his resume.

One interviewee, in indicating his thinking relative to the functions of the resume, stated the following: "The resume is an acid

test of the man's ability to think, reason, and lay things out and is also an opportunity to guage his salesmanship."[1]

Almost all of the personnel men prefer that the applicant use his resume to present, in an impersonal manner, the detailed information about his education, work experience, and so forth, and that he categorize this information under appropriate headings. More than one half of the personnel men prefer that the applicant use fragmentary expressions in his resume rather than sentences. The interviewees gave evidence of being in general agreement as to the type of resume that the individual should present relative to his applying for a position. The variations in their preferences concerning this instrument are of minor consequence.

There is, then, a high degree of relationship between the utilization understanding and the instructional understanding relative to the particular role of the applicant's resume in his attempts to obtain a position. No significant differences exist between these two understandings.

Content of the Application Letter and the Resume

In Chapter III, the information makes it apparent that textbook authors contend that there are two aspects of content that are most pertinent to the application letter and the resume as they are used jointly: (1) those "other things" of importance about the applicant besides education and work experience and (2) the length, the nature, and the completeness of the detail. These authors further contend that content should

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[1]Personnel Man No. 1.

evidence the "sales-approach" idea of the letter and that reference information in the resume is highly significant. The data gathered in the interviews conducted in this investigation indicate that the 50 personnel men hold, in general, to the view that:

> The disclosure, in the application letter and the resume, of such factors as the applicant's attitudes, personality characteristics, interests, and hobbies is often as important as the information that he provides regarding his education and work experience.

In the interviews with the personnel men, 42, or 84 percent, of them evidenced the desire that the applicant's letter and resume depict such factors as his attitudes, personality characteristics, interests, and hobbies. These interviewees indicated that these factors are beneficial to them in their overall evaluation of the applicant for employment. Eight, or 16 percent, of the interviewees indicated either that the applicant should not depict such factors as these in his letter and resume or that such information is not particularly important.

One individual stated that he looks to the applicant's letter and resume for indications of motivation, competitive spirit, and emotional stability. He stated that these desirable attributes may be revealed more in the account of his school activities than in the account of his education and work experience. He is very much interested in an applicant's participation in school activities, including the offices that he has held in various organizations and his accomplishments in these offices.

Information about such activities helps to describe the applicant's personality.

Another personnel man indicated that "drive" is the most important single attribute that the applicant can possess and, therefore, can reveal in his letter and resume. He indicated that desire is not particularly important because many applicants will have desire—the applicant must be willing to perform with his company.

Still another personnel man stated that an applicant who has a hobby such as chess is likely to be quite accurate in what he does and would perhaps be a good accountant. If the applicant has a hobby such as fishing, he is likely to be the outdoor type and would perhaps be efficient in a field job.

All personnel men indicated that both the education and the work experience of the applicant, as revealed in his letter and resume, are helpful to them in evaluating him for employment. They further indicated that such elements as the nature of the applicant's education and work experience and the type of position that he is seeking would help them in determining the degree of emphasis that they should give to his education and work experience in evaluating him for employment.

The personnel men were asked whether they ever place as much emphasis upon such factors as the applicant's attitudes, personality characteristics, interests, and hobbies as they place upon his education and work experience in their evaluation of him for a particular position. Thirty-four, or 68 percent, of them gave affirmative responses to the question; and 16, or 32 percent, of them gave negative responses to it. The 34 interviewees who gave affirmative responses indicated that the type

of position that the applicant is seeking has a significant influence upon the degree of emphasis that they give such factors as the applicant's attitudes, personality characteristics, interests, and hobbies in evaluating him for employment.

Most personnel men want the letter and the resume to reveal enough information about the applicant to enable them to evaluate the overall person for the position. Revealing in the letter and the resume such factors as attitudes, personality characteristics, interests, and hobbies is quite helpful to them in their evaluation of the applicant. Over one half of the personnel men, at least in some hiring situations, regard such factors as highly as they do education and work experience in evaluating the applicant for the position.

In presenting information about himself so that the personnel man can evaluate him in an overall manner, the applicant must maintain a balance in the emphasis to each aspect of his presentation. For example, a lengthy elaboration on his participation in school activities might suggest that he is more interested in these activities than he is in the other parts of his educational background. The inclusion of several hobbies might suggest either that the applicant is indicating some hobbies in which he does not engage or that he spends too much time with his hobbies.

There is a relatively high degree of relationship between the <u>utilization</u> understanding and the <u>instructional</u> understanding developed in Chapter III regarding the applicant's revealing enough information about himself, in the letter and the resume, so that the personnel man can evaluate him in an overall manner for the position. The difference

6, or 12 percent; (4) unable to indicate, 19, or 38 percent; and (5) no resume needed, 1, or 2 percent.

The personnel men were asked about the type of relationship that should exist, in general, between the background of the applicant and the length, the nature, and the amount of detail of the letter and the resume. Twenty-four, or 48 percent, of the interviewees indicated that a close relationship should exist between the applicant's background and the length and the make-up of both the letter and the resume. Twenty-one, or 42 percent, of them indicated that a close relationship should exist relative to the applicant's background and to the length and the make-up of his resume only. Five, or 10 percent, of them indicated that there is no significant relationship between the applicant's background and the length and the make-up of his letter and resume.

Aspects of the applicant's background were indicated by the personnel men that should affect the length, the nature, and the amount of detail of the letter and/or the resume. These include the following: (1) the nature of his work experience, (2) the level of his educational attainments, and (3) the degree of his participation in school activities.

The personnel men were also asked about the type of relationship that should exist, in general, between the position that the applicant is seeking and the length, the nature, and the amount of detail of the letter and the resume. Seventeen, or 34 percent, of them stated that a close relationship should exist between the position that the applicant is seeking and the length and the make-up of both the letter and the resume. Eight, or 16 percent, of them indicated that a close relationship should exist relative to the position that the applicant is seeking and to the

between the two understandings lies in the amount of emphasis placed upon the need for the applicant to disclose such factors as his attitudes, personality characteristics, interests, and hobbies. The utilization understanding takes into consideration the fact that personnel men vary in the emphasis that they give to the various aspects of the applicant's presentation according to the particular characteristics of the hiring situation. On the other hand, the instructional understanding emphasizes the need for applicants to submit, for all types of positions with all types of companies, letters and resumes that give equal emphasis to the revealing of such factors as attitudes, personality characteristics, interests, hobbies, education, and work experience.

The length, the nature, and the amount of detail of the application letter and/or the resume should be related to the background of the applicant and, oftentimes, to the particular characteristics of the position that he is seeking.

In the interviews, various preferences were evidenced relative to what, in general, the maximum length of the application letter should be. These preferences, along with the number and the percentage of personnel men who stated each one of them, are as follows: (1) one page, 43, or 86 percent; (2) two pages, 5, or 10 percent; and (3) unable to indicate, 2, or 4 percent.

Various preferences were expressed as to the maximum length of the resume. These preferences, along with the number and the percentage of personnel men who stated each one of them, are as follows: (1) one page, 11, or 22 percent; (2) two pages, 13, or 26 percent; (3) three pages,

length and the make-up of his resume only. Twenty-five, or 50 percent, of them stated that there is no significant relationship between the position that the applicant is seeking and the length and the make-up of his letter and resume.

The personnel men mentioned aspects of the position that should affect the length, the nature, and the amount of detail of the applicant's letter and/or his resume. The following aspects are included: (1) the nature of the duties and the responsibilities of the position and (2) the level of the position in the company.

Most of the personnel men prefer that the applicant's letter be only one page in length. They vary considerably in their preferences relative to the maximum length of the resume, ranging from one page to an indefinite number of pages. Most of the interviewees indicated that the background of the applicant should significantly affect the length, the nature, and the amount of detail of the letter and/or the resume. One half of them indicated that the position that the applicant is seeking should significantly affect the length, the nature, and the amount of detail of either or both of these instruments.

There is a relatively high degree of relationship between the utilization understanding and the instructional understanding regarding the applicant's relating the length and the make-up of his letter and/or his resume to his own background and to the position. The utilization understanding takes into consideration the fact that some of the personnel men prefer that the applicant relate the length and the make-up of only the resume to his background and to the position that he is seeking. Furthermore, one half of the interviewees indicated that there is no

significant relationship between the position and the length and the make-up of the letter and the resume. The instructional understanding stresses the need for the applicant for all hiring situations to relate the length and the make-up of both the letter and the resume to his background and to the position.

The content of the application letter should serve to sell the applicant, in a mild and modest manner, to the prospective employer to the extent that an interview will be granted the applicant.

In the interviews with the personnel men, near unanimity was evidenced relative to the type of overall approach that the applicant should use in writing his letter. Forty-seven, or 94 percent, of them indicated that the applicant should use the "sales approach" in his letter in order to obtain an interview. Only two of them indicated that the sales approach is not particularly helpful to them in evaluating the applicant for an interview. One personnel man desires that the written application consist only of a resume.

The personnel men indicated that the applicant should use the mild and modest sales approach rather than the commercial approach in writing his letter. Although the applicant has a service to sell, himself, that service is unlike that provided by a company. The applicant's service is uniquely personal; and, therefore, he could inappropriately give undue acclaim to his own characteristics in the letter. He should exercise care in writing about these characteristics so that his attempt to sell himself will not be unduly obvious to the prospective employer.

There is a relatively high degree of relationship between the utilization understanding and the instructional understanding regarding the applicant's using his letter to sell himself to the prospective employer. The utilization understanding stresses the need for the applicant to develop his letter so that it will sell him to the prospective employer without overemphasizing the sales effort. The instructional understanding stresses the need for the applicant to use the commercial approach in his letter. The applicant makes use of the obvious sales effort as he attempts to show the prospective employer that he has a service, himself, that is worth buying.

Reference information that the applicant includes in his resume will usually be of limited value to him in his initial contact with the prospective employer.

Only 16, or 32 percent, of the personnel men evidenced the desire that the applicant submit, in his written application, the names and addresses of individuals who are to be used as references. Most of these interviewees prefer that the applicant present his reference information in the resume.

The interviewees indicated that references are at times able to provide information that will assist them in their overall evaluation of the applicant for the position. Most of them, however, prefer to contact references after having interviewed the applicant. The interviewees, in general, consider former employers of the applicant and members of college and university faculties to be the most valuable types of references that they can contact. More than one half of the interviewees prefer the former

employer over the college or the university teacher for reference purposes. Most of them regard the personal reference, such as a friend or a personal physician of the applicant, as being of little value to them as a reference.

Most of the personnel men expressed the belief that any references that the applicant might submit in his written application would usually be quite prejudiced relative to what they would say about him or he would not have submitted them. Some of the interviewees evidenced a desire to contact references that have not been given by the applicant because they would usually be more objective in their appraisals than those that the applicant has selected. Although most of the personnel men do not desire that the applicant include reference information in his written application, he will perhaps gain an advantage by including references who are known and respected by the personnel man. If the personnel man contacts one or more of these references, the applicant might be significantly benefited relative to the personnel man's overall evaluation of him for employment.

There is a low degree of relationship between the utilization understanding and the instructional understanding in Chapter III relative to the applicant's including in his written application the names and addresses of individuals who are to be used as references. The utilization understanding, in stressing the limited value to the applicant in including reference information in his written application, takes into consideration the preferences of personnel men for contacting references after the interview and for contacting those that have not been selected by the applicant. The instructional understanding stresses the need for

the applicant to present reference information in his written application for all hiring situations.

Preparation of the Application Letter and the Resume

The information in Chapter III makes it apparent that textbook authors contend that one of the aspects of the preparation of the application letter and the resume, as they are used jointly, concerns the quality of expression in these two instruments. The other aspect concerns the style of writing and the personal tone of the letter. The data gathered in the interviews conducted in this investigation indicate that the 50 personnel men hold, in general, to the view that:

> The quality of expression revealed in the application letter and the resume should assist the applicant in his attempts to reveal to the prospective employer that he has the qualifications for performing in the position that he is seeking.

In the interviews, all of the personnel men indicated that the quality of expression revealed in the letter and the resume is an important part of the overall evaluation of the applicant for a position. The interviewees regard the following quality aspects of these two instruments as being particularly significant as they attempt to evaluate the applicant: (1) grammar, (2) diction, (3) spelling, (4) organization, (5) punctuation, and (6) neatness.

In the opinion of the personnel men, the emphasis given to the quality of expression may be affected by some circumstances. These include the following: (1) the difficulty of filling the position and (2) the nature of the requirements of the position.

One personnel man indicated that he is interested in determining the care with which the applicant has presented a high-quality letter and resume. He evidenced the belief that carelessness on the part of the applicant in preparing these two instruments reveals weaknesses in character traits. He further believes that the applicant who is careless in preparing the letter and the resume might also be careless in performing in the position in his company if he were hired.

All personnel men are favorably impressed by the high-quality letter and resume in their evaluation of the applicant for employment. The applicant must be very careful, however, to display high-quality expression in these two instruments only for the purpose of effectively revealing his qualifications for the position that he is seeking. If he attempts to impress the personnel man by using such aspects of expression as grammar, diction, and punctuation solely to exhibit his knowledge, he will perhaps be considered by the personnel man to be a showman rather than a qualified applicant.

There is a high degree of relationship between the utilization understanding and the instructional understanding regarding the applicant's revealing high-quality expression in his letter and resume. No significant differences exist between these two understandings.

The personal style of writing should be used by the applicant in the application letter, and the personal tone that he reveals should display modest confidence in his ability to perform in the position that he is seeking.

Forty-seven, or 94 percent, of the personnel men expressed a preference for the personal style of writing in the application letter.

One prefers the impersonal style of writing in the letter; another has no preference as to the style of writing in the letter; and still another prefers that the applicant submit only a resume in his attempts to obtain employment. In general, the interviewees evidenced the belief that the applicant's use of first-person pronouns in his letter would help him to present himself in a natural and personal manner for the position.

In the interviews, there was general agreement among the personnel men that the applicant should exercise care in the writing of his letter so as not to display either personality extreme--arrogance or timidity. They prefer that he display modest confidence in his ability to perform in the position that he is seeking. Several personnel men stated that the nature of the requirements of the position would significantly affect the manner in which they would react to either the arrogant or the timid type of personality as evidenced in the application letter.

Inasmuch as he is writing about something very personal, himself, the applicant quite naturally should use the personal style of writing in his letter. He must be especially careful not to permit his eagerness for the position to cause him to display an exaggerated sense of confidence in his ability to perform in this position. On the other hand, he must not let this eagerness cause him to prostrate himself before the personnel man. Furthermore, the applicant must be realistic about his strong and weak characteristics relative to the requirements of the position. He should, therefore, combine a realistic attitude with the modest confidence that he displays in his letter.

There is a high degree of relationship between the utilization understanding and the instructional understanding concerning the style of writing and the personal tone of the letter. No significant differences exist between these two understandings.

Summary

The data for this chapter were obtained from findings gained in interviews with 50 personnel men in the general metropolitan area of Dallas, Texas. These personnel men have expressed particular interest in the use of the application letter and the resume in hiring procedures. This chapter presents the 12 utilization understandings held by personnel men that are evidenced in their practices and points of view relative to the preparation and the use of the application letter and the resume as revealed in the interviews with them. These utilization understandings relate to, and in some instances closely resemble, the 12 instructional understandings that were developed in Chapter III.

These 12 utilization understandings were classified under the four conceptual areas that should be given particular attention by the collegiate business writing teacher in the instruction regarding the application letter and the resume. In keeping with the pattern used in Chapter III, a restatement of the 12 understandings, classified under the four conceptual areas, follows:

Purposes of the Application Letter and the Resume

1. The application letter and the resume are among the most effective devices that may be used by an applicant to obtain an interview.

2. The application letter and the resume are of limited value in enabling one applicant to "win out" over others in the final stages of the hiring procedure.

Functions of the Application Letter and the Resume

3. The applicant will often gain an advantage by submitting an application letter and a resume that distinctively reveal his overall qualifications for the position that he is seeking.

4. The application letter and the resume should present the person's overall qualifications in such a way that the prospective employer will be helped in determining whether he has potential for the position for which he is applying.

5. The application letter should be used by the applicant to picture his own individuality in the mind of the prospective employer.

6. The resume should be used by the applicant to present, in an impersonal manner, a detailed, categorized account of himself to the prospective employer.

Content of the Application Letter and the Resume

7. The disclosure, in the application letter and the resume, of such factors as the applicant's attitudes, personality characteristics, interests, and hobbies is often as important as the information that he provides regarding his education and work experience.

8. The length, the nature, and the amount of detail of the application letter and/or the resume should be related to the background of the applicant and, oftentimes, to the particular characteristics of the position that he is seeking.

9. The content of the application letter should serve to sell the applicant, in a mild and modest manner, to the prospective employer to the extent that an interview will be granted the applicant.

10. Reference information that the applicant includes in his resume will usually be of limited value to him in his initial contact with the prospective employer.

Preparation of the Application Letter and the Resume

11. The quality of expression revealed in the application letter and the resume should assist the applicant in his attempts to reveal to the prospective employer that he has the qualifications for performing in the position that he is seeking.

12. The personal style of writing should be used by the applicant in the application letter, and the personal tone that he reveals should display modest confidence in his ability to perform in the position that he is seeking.

CHAPTER V

SUMMARY

Restatement of the Problem

The problem of this study was to synthesize authoritative instructional and utilization ideas (theory versus practice) about the preparation of application letters and resumes and to formulate suggestions for the improvement of the instructional content and emphases in the teaching in colleges and universities of this important aspect of communication.

The major steps in this study included the following:

1. An extensive analysis of related literature for the purpose of gaining adequate orientation.

2. Thorough qualitative and quantitative analyses of five college business writing textbooks to ascertain the nature and the scope of the content pertaining to the application letter and the resume. The outcome was the formulation of 12 fundamental instructional understandings from the content in the textbooks.

3. Development, on the basis of the 12 understandings, of extensive interview guidelines to be used in conducting interviews with personnel men to relate their practices and points of view in the use of application letters and resumes to major ideas expressed in textbooks.

4. Establishment of a sample of 50 personnel men to be interviewed. These men were representative of five specified categories of industries.

5. Scheduling and conducting an interview with each of the 50 personnel men making up the sample in order to determine their practices and points of view in the use of application letters and resumes submitted by college-educated applicants for positions.

6. Presentation, interpretation, and analysis of the findings; comparison of instructional and utilization ideas; and the formulation of suggestions regarding the improvement of the instructional content and emphases in the teaching relative to the preparation of application letters and resumes.

Synthesis of Instructional and Utilization Ideas

In this study, 12 fundamental instructional understandings were developed that are representative of the major ideas of collegiate textbook authors relative to the application letter and the resume. Also, 12 fundamental utilization understandings were developed on the basis of current practices and points of view of personnel men relative to the preparation and the use of these two instruments. The two groups of understandings were classified under four conceptual areas that should be given particular attention by the collegiate business writing teacher in the instruction concerning the application letter and the resume. Presented in this section are the instructional and the utilization understandings developed in this study. They are arranged so that instructional understanding number 1 in the first column relates to utilization understanding number 1 in the second column, thus together forming a "set" of understandings for which the degree of relationship is indicated. By this procedure, 12 sets of instructional and utilization understandings are related on the next few pages.

Purposes of the Application Letter and the Resume

Instructional Understandings	Utilization Understandings	Degree of Relationship
1. The application letter and the data sheet are written instruments with which an applicant paves the way in his efforts to make the face-to-face contact with a prospective employer that is essential for obtaining almost any position in business.	1. The application letter and the resume are among the most effective devices that may be used by an applicant to obtain an interview.	high
2. The application letter and the data sheet are written instruments with which an applicant may be enabled to "win out" over one or more other applicants in the competition that is commonly associated with the seeking of employment.	2. The application letter and the resume are of limited value in enabling one applicant to "win out" over others in the final stages of the hiring procedure.	low

Functions of the Application Letter and the Resume

3. The application letter and the data sheet should distinctively reveal the unique qualifications, abilities, and traits of the applicant.	3. The applicant will often gain an advantage by submitting an application letter and a resume that distinctively reveal his overall qualifications for the position that he is seeking.	relatively high
4. The application letter and the data sheet should show in a concrete and concise manner that the individual has the potential for performing in	4. The application letter and the resume should present the person's overall qualifications in such a way that the prospective employer will be helped	moderate

Instructional Understandings	Utilization Understandings	Degree of Relationship
the position that he is seeking by revealing how his qualifications meet the requirements of this position.	in determining whether he has potential for the position for which he is applying.	
5. The application letter should serve as the instrument through which the applicant personalizes himself in the mind of the prospective employer.	5. The application letter should be used by the applicant to picture his own individuality in the mind of the prospective employer.	high
6. The data sheet should serve as the instrument through which the applicant impersonally conveys a relatively large quantity of detailed, classified information to the prospective employer.	6. The resume should be used by the applicant to present, in an impersonal manner, a detailed, categorized account of himself to the prospective employer.	high
Content of the Application Letter and the Resume		
7. The application letter and the data sheet should depict social attitudes, personal attributes, interests, and even hobbies as significantly as they point up the education and the work experience of the applicant.	7. The disclosure, in the application letter and the resume, of such factors as the applicant's attitudes, personality characteristics, interests, and hobbies is often as important as the information that he provides regarding his education and work experience.	relatively high
8. The length, the nature, and the completeness of the detail of the application letter and the data sheet	8. The length, the nature, and the amount of detail of the application letter and/or the resume should be	relatively high

Instructional Understandings	Utilization Understandings	Degree of Relationship
should be related with the extent of the background of the applicant and with the scope and the consequence of the position for which he is applying.	related to the background of the applicant and, oftentimes, to the particular characteristics of the position that he is seeking.	
9. The content of the application letter should exemplify the "sales approach" so as to attract favorable attention, arouse interest, stimulate desire, and elicit action by the prospective employer and to result in another contact with the applicant.	9. The content of the application letter should serve to sell the applicant, in a mild and modest manner, to the prospective employer to the extent that an interview will be granted the applicant.	relatively high
10. Information for the reference section of the data sheet should be presented carefully and completely so that the prospective employer may not only readily follow it up but is also encouraged to do so.	10. Reference information that the applicant includes in his resume will usually be of limited value to him in his initial contact with the prospective employer.	low
Preparation of the Application Letter and the Resume		
11. The quality of expression evidenced in the application letter and in the data sheet should be designed to impress the prospective employer in terms of the applicant's academic background for handling the duties and the responsibilities involved in the position.	11. The quality of expression revealed in the application letter and the resume should assist the applicant in his attempts to reveal to the prospective employer that he has the qualifications for performing in the position that he is seeking.	high

Instructional Understandings	Utilization Understandings	Degree of Relationship
12. The style of writing in the application letter should be personal, and the personal tone should be established appropriately between the extremes of arrogance and timidity.	12. The personal style of writing should be used by the applicant in the application letter, and the personal tone that he reveals should display modest confidence in his ability to perform in the position that he is seeking.	high

Analysis of the foregoing material indicates that there is a high degree of relationship between five sets of the understandings pertaining to the application letter and the resume. Actually, five of the understandings drawn from the business writing textbooks are almost identical with five drawn from the reported practices and points of view of personnel men. In four of the 12 sets of understandings there is a relatively high degree of relationship. For another set of understandings, a moderate degree of relationship exists; for two sets, the relationship drops sharply to low. There is relatively high to high relationship in nine of the 12 sets of understandings. It appears, therefore, that the extent of agreement between the instructional understandings and the utilization understandings in this study is as great as, if not greater than, is generally found when what is taught in business classes is compared with what is actually practiced in business operations.

There is a wider variation in the sets of understandings regarding the purposes of the application letter and the resume than there is in the other conceptual areas concerning these two instruments. That variation ranges from a low to a high degree of relationship for the two sets. Relatively high to high relationship exists in three of the four sets of understandings pertaining to the functions of the letter and the resume. It is apparent that there is rather general agreement between instructional and utilization ideas concerning this conceptual area. It is also apparent that, with relatively high relationship in three of the four sets of understandings, there is rather general agreement pertaining to the conceptual area of content. The ideas advanced by the business writing textbooks and those drawn from the reported practices and points

of view of personnel men were quite substantially the same with regard to appropriate content for the application letter and the resume. There is complete agreement between instructional and utilization ideas concerning the preparation of the application letter and the resume, with a high degree of relationship for the two sets of understandings.

Generalizations

The findings of this study are applicable only as they reflect the instructional content of five college business writing textbooks and the expressed opinions of 50 personnel men located in the general metropolitan area of Dallas, Texas. It is recognized, therefore, that they may not accurately reflect the content of other textbooks or the opinions of other personnel men.

Cognizant of the limitations necessarily imposed, this researcher drew from the findings five generalizations. The first four generalizations relate specifically to the purposes, the functions, the content, and the preparation of the application letter and the resume. In effect, these statements constitute suggestions for helping college students better to learn how to prepare these two important instruments of communication.

1. In business writing textbooks and in classroom instruction, a college student should be helped to realize that the purpose of an application letter and a resume is to obtain the necessary interview, and that they are of limited use once the direct contact with a prospective employer has been established. Seldom, if ever, is either the application letter or the resume a deciding factor in the decision to employ a college-educated person.

2. In the textbooks and in classroom instruction, there should be new emphases by which a student may be enabled to learn how to prepare an application letter so that it will function to reveal distinctively and to personalize his unique qualifications for a position. At the same time, the student should be taught how to make the resume function better in conveying a large quantity of information in an impersonal manner.

3. Textbook materials and classroom instruction should be adjusted to ensure that a student will be helped to develop the content of his application letter and resume so that they will sell his qualifications in a mild and modest manner and will depict the nature of his attitudes, personality characteristics, interests, and hobbies to the extent appropriate to the particular position for which he is an applicant.

4. Textbook materials and classroom instruction should be continually evaluated and revised so that specific help is provided for the student in the preparation of an application letter and a resume that will represent quality in expression, accurately reveal his background for employment, and display modest confidence in his ability to succeed.

5. Although not a matter of major concern, future collegiate business writing textbooks and the instruction concerning the application letter and the resume should apply the term "resume" to what has in the past been referred to as a "data sheet."

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Books

Aurner, Robert R. Effective Communication in Business. 4th ed. Cincinnati: South-Western Publishing Company, 1958.

Boyd, William P. and Lesikar, Raymond V. Productive Business Writing. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1959.

Menning, J. H. and Wilkinson, C. W. Communicating Through Letters and Reports. 3d ed. Homewood, Illinois: Richard D. Irwin, Inc., 1963.

Parkhurst, Charles Chandler. Business Communication for Better Human Relations. 6th ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961.

Smart, Walter Kay; McKelvey, Louis William; and Gerfen, Richard Conrad. Business Letters. 4th ed. New York: Harper & Brothers, Publishers, 1957.

Dissertation

Peck, Charles Elwin. "A Study of the Application Letter and Data Sheet for Recent College Graduates Entering Industry." Unpublished Ph. D. dissertation, State University of Iowa, 1950.

Periodicals

Brown, Leland. "Application Letters--What Employers Prefer," Business Education World, XXXII, No. 10 (June, 1952), 479-481.

Hay, Robert D. "What Businessmen Want in Application Letters," Business Education World, XXXIV, No. 1 (September, 1953), 7-9.

Peck, Charles Elwin. "Letters and Resumes--What the Personnel Men Want," Journal of College Placement, XXIV, No. 3 (February, 1964), 125-126, 128, 130, 132, 134, 136.

APPENDIX A

"TEXTBOOK MODELS": APPLICATION LETTER AND DATA SHEET

610 Rowe Avenue
Chicago 27, Illinois
October 25, 1958

Mr. Joe Lake, Personnel Director
Beamer Market Research, Inc.
378 South Clark Street
Chicago 5, Illinois

Dear Mr. Lake:

Mr. George Reston, personnel officer of the American Trust Bank of Chicago, has told me that you have a vacancy in your Research and Statistical Department. May I be considered an applicant for this position.

I understand that you want a young man with a working knowledge of statistical techniques. He should also have a thorough understanding of the application of mathematics to statistical procedure, a background in business and economics, and be able to assume the responsibility for preparing monthly reports and analyses.

A June, 1958, graduate of Central University in the College of Business Administration, I majored in statistics and economics. Through other courses studied, I obtained a background in business law, finance, insurance, accounting, communication in business, and marketing methods.

I believe I have developed the ability to make myself of value to you. During my last two high school years, I worked in the school office several hours each day to supplement the commercial training offered in classes. I was also employed part time in this office for three summers following my graduation. This practical background and that gained by holding offices in several university organizations have given me administrative experience and ability in getting along with people.

Research is also of great interest to me. My aptitude tests and my experience with several statistical term reports indicate that I have the persevering patience and exacting temperament required of statisticians. My chief aim is to put these qualities to work with your firm.

On the enclosed data sheet is additional information concerning my qualifications.

May I have a personal interview at your convenience. You can reach me by telephone at MAin 1-3478 or by mail at the above address.

Sincerely yours,

William R. Tebbens

Enclosure

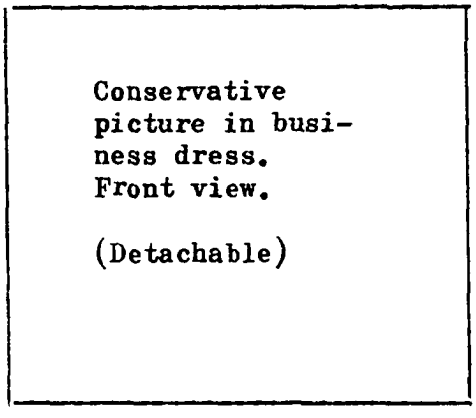
William R. Tebbens

Aurner, op. cit., p. 261.

JOHN DAYTON HALE'S QUALIFICATIONS FOR ACCOUNTING WORK WITH PHILCO RADIO CORPORATION

Address through March 31, 1963:

Box 50
Robert E. Lee Hall
Austin, Texas



Address as of April 1, 1963:

1054 Elm Street
Port Arthur, Texas

Professional College Training

Three uninterrupted years' study summer and winter (1959-62) at The University of Texas, majoring in accounting; Bachelor of Business Administration degree, August, 1962, with better than a "B" average.

Courses pointing to a thorough understanding of corporation accounting and financial analysis:

-Accounting-

Cost: job-order and process cost methods.

Federal Income Tax: reporting taxes for corporations, partnerships, and individuals.

Procedures: various systems of accounting with emphasis on special items of the balance sheet--Accounts Receivable and Investments.

Auditing: elementary and advanced; public auditing and internal auditing with emphasis on internal control.

Fiduciary: all business units in voluntary or involuntary bankruptcy; also accounting for estates.

Governmental: accounting for all types of governmental units.

-Related Courses-

Corporation Finance: financial policies; types of corporate securities--when to issue stocks or bonds.

Money and Banking: the theory of money and how the Federal Reserve System is run.

Business Law: contracts, sales, negotiable instruments, corporations, partnerships, and property.

Written Communications: report writing and letter writing.

JOHN DAYTON HALE'S QUALIFICATIONS FOR ACCOUNTING WORK, PAGE 2

Work Experience Requiring Accuracy

1962– Accountant for D. H. Hicks, General Contractor, Austin, Texas; planning and supervision of accounting system, afternoons and evenings while in school and full time since graduation.

1960–61: Records clerk, Texas Fire Insurance Commission, Austin, Texas; part time.

1959–60: Clerk, Police Department, Austin, Texas; part time in Corporation Court and Identification Bureau.

1957–59: Assistant superintendent, Bureau of Identification, Police Department, Port Arthur, Texas; fingerprint expert, detective, photographer, interrogator.

1956–57: Staff Sergeant, U. S. Air Force; performed clerk-typist duties.

Personality

Birthplace and date:
Born in Texas in 1938 of Scotch and Irish descent.

Family status:
Married, with a son.

Physical condition:
5 feet, 10 inches; 165 pounds; no defects. No absence from work or school because of illness in last four years. Glasses for close work.

Memberships:
University Baptist Church, Austin
Masonic Lodge
Beta Alpha Psi (accounting, professional and honorary)
Kappa Alpha (social)

Hobbies:
Fishing (artificial lure)
Swimming (water safety and swimming instructor)

References (By Permission)

Dr. C. Aubrey Smith
Professor of Accounting
The University of Texas
Austin, Texas

Chief R. D. Thorp
Police Department
Austin, Texas

Mr. Frank Graydon
Professor of Accounting
The University of Texas
Austin, Texas

Mrs. May Wells
Office Manager
Texas Fire Insurance Commission
Austin, Texas

J. H. Menning and C. W. Wilkinson, Communicating Through Letters and Reports (3d ed.; Homewood, Illinois: Richard D. Irwin, Inc., 1963), pp. 403–405.

APPENDIX B

LIST OF PERSONNEL MEN

	Name and Title	Company
1.	O. T. Adams Industrial Relations Supervisor	Sun Oil Company
2.	Henry M. Amlin Manager of Employee Relations	American Petrofina Company of Texas
3.	Richard M. Barkley Personnel Manager	Allstate Insurance Company
4.	R. A. Beers Personnel Manager	Texas Instruments Incorporated
5.	Don E. Boyd, Supervisor Employment and College Relations	Lone Star Gas Company
6.	William H. Burgwin Employment Supervisor	The British-American Oil Producing Company
7.	B. P. Burrage Personnel Manager	Continental-Emsco Company
8.	Harry G. Crossett Industrial Relations Supervisor	Kroehler Manufacturing Company
9.	John L. Davidson Personnel Director	Skillern and Sons, Inc.
10.	Larry De Wane Employee Relations Manager	The Dallas Morning News
11.	Kenneth R. Feagins Personnel Director	Hunt Oil Company
12.	J. W. Graves Assistant Vice President and Assistant Personnel Director	The Mercantile National Bank at Dallas
13.	Herbert C. Hamilton Assistant Cashier and Manager of Personnel Department	Texas Bank & Trust Company
14.	Ed L. Harrison Headquarters Personnel Manager	Frito-Lay, Inc.
15.	H. Boyd Harrison Assistant Secretary, Personnel Director	Texas Employers Insurance Association

	Name and Title	Company
16.	Edwin J. Harvey Division Director of Recruiting, Hiring, and Training	Liberty Mutual Insurance Companies
17.	Bill G. Hickey Employment Supervisor	Ling-Temco-Vought, Inc. (Military Electronics; Aerosystems Divisions)
18.	Sam F. Holmes, Jr. Vice President and Director of Personnel	First National Bank in Dallas
19.	T. E. Hudson Regional Personnel Manager	State Farm Insurance Companies
20.	Earl C. Huse Personnel Director	Republic Insurance Group
21.	W. W. Ismael Personnel Manager	The Kroger Company, Dallas Division
22.	Albert Jarrell Manager of Training	Texas Power & Light Company
23.	Ben E. Jeffries Manager, Employment	Collins Radio Company
24.	Paul W. Knox Assistant Director of Personnel	Republic National Life Insurance Company
25.	Robert S. McGee Assistant Personnel Director	Southland Corporation
26.	S. E. Morehead Personnel Assistant, Southwestern Territory	Sears, Roebuck & Company
27.	W. L. Murrell Industrial Relations Manager	Moore Business Forms, Inc.
28.	Otto B. Norman Director of Industrial Relations	Continental Electronics Manufacturing Company
29.	Charles B. Overstreet Assistant Personnel Director	Pollock Paper Company
30.	Paul J. Plevack Director of Industrial Relations	Dresser Industries, Inc.

	Name and Title	Company
31.	Paul S. Pope Personnel Director	The Times Herald Printing Company
32.	Louis J. Reeg, Jr. Manager of Industrial Relations	Security Engineering Division, Dresser Industries
33.	R. J. Reuss Employment Manager	Braniff International Airways
34.	Charles L. Rounsaville Personnel Manager	Oilwell Division, United States Steel Corporation
35.	Matt Rowland Employment Coordinator	Dallas Power & Light Company
36.	Fred A. Ruth Personnel Director	Morton Foods, Inc.
37.	John C. Shewmake Personnel Director	Titche-Goettinger Company
38.	Edward Slaughter, Jr. Assistant Vice President and Personnel Manager	Republic National Bank of Dallas
39.	W. J. Spies, Jr. Assistant Personnel Manager	Gifford-Hill and Company, Inc.
40.	James R. Stovall, Jr. Staff Assistant, Personnel	Mobil Oil Company
41.	A. B. Tate Assistant Vice President	Allied Finance Company
42.	M. L. Taylor Chief of Placement	LTV Vought Aeronautics, Division of Ling-Temco-Vought, Inc.
43.	R. J. Waggett, Manager Industrial Relations	Guiberson Division, Dresser Industries, Inc.
44.	James Walker Employee Relations Technician	Safeway Stores, Inc.
45.	Leigh Watson Director of Personnel	Diversa, Inc.
46.	Grady O. Wheeler Personnel Supervisor	Atlantic Refining Company

	Name and Title	Company
47.	Robert E. Williams, Director Personnel and Training	Zale Jewelry Company, Inc.
48.	William T. Wisener Vice President	Trinity Universal Insurance Company
49.	Frank M. Witten Area Employment Supervisor	Southwestern Bell Telephone Company
50.	Bob W. Young Personnel Director	Dr. Pepper Company