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# A study of policies and practices in the recruitment of college students by business organizations

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A STUDY OF POLICIES AND PRACTICES IN  
THE RECRUITMENT OF COLLEGE STUDENTS  
BY BUSINESS ORGANIZATIONS

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A Thesis  
Presented to  
the Faculty of the Graduate School  
University of Richmond

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Business Administration

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by  
Thomas Coxe Loggett

May 1957  
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## PREFACE

Over the past decade there has been a trend for more and more executive positions to be filled by college graduates. This is probably the main reason that recruitment of college students has increased enormously in importance over this same period of time. It is now a vital activity of most business organizations. Strong competition has made it extremely difficult to attain success in the field of business today. Regardless of some opinions to the contrary, a college education is becoming more important in the business world. Companies are looking more and more to colleges as sources of future executive manpower. Since in the next twenty years we will have a shortage of manpower in the twenty-five to forty-five year age group, there will probably be more competition in the field of college recruiting than ever before.

It follows that the work of the college placement officer has increased correspondingly in importance. More companies are recruiting on campuses today, and they are searching for a wider variety of educational backgrounds. This necessarily adds to the importance of the placement officer, making him the connecting force between the student and the recruiting company.

Since college recruiting has become so intensely competitive, there are many malpractices in the field. The

regional placement associations, numbering eight, afford businesses and college placement officials an opportunity to discuss various problems and to eliminate misconduct. The associations also conduct surveys of various types to aid both college officials and recruiting companies in their respective areas.

The thesis plan. Since the recruitment of college students by businesses has become so important, more research should be conducted in this field. The purposes of this thesis are: to give some insight into policies and practices in the recruitment of college students by the present day business world, and to evaluate these policies and practices in order that the future of college recruitment may be more fully understood. To accomplish these purposes, the content has been organized to cover the function of the college placement officer, the company and its recruiter, and the several regional placement associations. Case studies, conducted by the author, of **both** an industrial and a retail firm's policies and practices, are used as illustrations of specific operations. These concerns were not selected as typical examples. They were selected because they are actively using what they consider the best techniques for recruiting college graduates. Through comparison of the two companies, insight may be obtained as to what improvements might be made in college recruiting policies and practices, and what the future may hold.

This thesis is centered around the objective of college recruitment which is the student. Obtaining his services is the objective of any recruiting organization, and properly placing him is the objective of the placement officer. Therefore, the student will be the main focus of discussion throughout this thesis.

Although recruitment of college women has increased over the past few years, it has not yet taken on proportions of great significance. The recruitment of both men and women is generally the same, in as much as policies and practices are concerned. For this reason, the author has not felt it necessary to discuss the two separately.

The author would like to thank Mr. Waverly Anderson of Greensboro, North Carolina and Dr. Thomas S. Berry of the University of Richmond for their help in writing this thesis. Also, he wishes to express his appreciation to Mr. F. S. Endicott and to the two anonymous companies for their donation of vital information. Without such help the writing of this paper would have been impossible. Finally, it is hoped that both the reader and the author will be left with a broader and more comprehensive knowledge of present day recruiting policies and practices on college campuses.

Thomas C. Leggett

Richmond, Virginia

May 1, 1957

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## CHAPTER I

### THE COLLEGE PLACEMENT OFFICER

At the close of World War II the business world was not particularly interested in recruiting students from colleges. It follows that placement of students in business by colleges was rarely an important phase of college activities. Seldom were specific persons assigned to the sole task of placing students. The title of placement officer did not exist in most colleges and the placement function was a casual one.

Since 1949, however, industry has constantly enlarged its demands for college-trained men. As a result, the work of the college placement officer at most colleges has increased in scope and importance. The placement officer now has many and varied responsibilities. He must devote his interests to the students, get along with members of the faculty, and maintain working and personal relationships with representatives of companies which recruit on the campus. He must counsel the student and advise industrial representatives. His work is affected by expanding college enrollments and industry's accelerated need for well-trained men. The higher the degree of these two factors, the more work is demanded from him. It also follows that the greater the number of fields in which he must place students, the more work is required of him. In this respect the work of the placement officer increases geometrically rather than arithmetically.

"The primary function of college placement work is to help each new graduate find work in a socially useful occupation. Final responsibility for finding a job rests squarely upon the student. Nevertheless, the institution has a definite responsibility to provide him with competent assistance and guidance through appropriate placement activities. A closely related responsibility of the placement function is to serve employers seeking qualified students from the institution. Its effectiveness in this respect will influence greatly its efforts to help its students. Through employer contacts, moreover, the placement staff becomes an invaluable listening post for the faculty and administration in reviewing the effects of its training and in appraising the development of its students."<sup>1</sup>

#### A. What is Expected of the Placement Officer

There are well-defined services desired from the placement officer by the college president, faculty, students and alumni. The president would like to report to the Board of Trustees at the June meeting that every member of the senior class has obtained a job. He, also, desires that harmony exist between the college and recruiting companies.

Faculty members judge the placement director from at least two angles. He is their friend when he relieves them of unwanted correspondence and contacts with employers, who request them to recommend only their "best" students for employment. He is their foe if he tries to channel all contacts through his office. They are prone to hold the placement officer responsible when classes are cut for the purpose of visiting prospective

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F. H. Kirkpatrick (Chairman). Helping Students Find Employment, American Council on Education Studies, Series VI Student Personnel Work, November 12, 1949, 13, 1.

employers. Faculty members expect to be introduced to recruiters and company officials visiting the campus, and if possible, provided informal conferences with them.

Students expect to find good jobs through the placement officer. They would like opportunities to discuss various job offers and plenty of time to decide on a job. When they become alumni, they still look to the placement officer for continued assistance. Also, those who are dissatisfied with their jobs expect help in securing new positions. Successful graduates desire to receive questionnaires occasionally, either from the placement office or the Alumni Secretary, asking for information so that they will have the opportunity to brag a little. Naturally, this strengthens the ties with dear old Alma Mater.

The recruiter makes additional requests of the placement officer. Naturally, he appreciates prompt replies to requests for recruiting dates. If these dates cannot be assigned, he would like suggestions regarding available days, so that he can revise his travel schedule. It is most important to the recruiter that no partiality be shown in his assignment of rooms and interview dates, and that he be given comfortable and private quarters in which to do the interviewing. If possible, he would like to know in advance if more or fewer interviewers are needed to take care of those he has to interview. Requests are frequently expressed for facilities to administer selection techniques to students; for example,

tests are sometimes used as a pre-employment procedure. Unreasonable as it may seem, if he is pressed for time, the recruiter would like to feel free to leave tests to be administered for him.<sup>2</sup>

The acquisition of certain information is usually attended to by the placement officer, such as finding out the number of senior students and their fields of study. Facts concerning college regulations that affect recruiting are desired. For example, important to the over all plan are such factors as the time students may make visits to plants and the number of interviews a student may have. In addition, the placement officer is expected to provide objective information about each man who signs up for an interview, with stress upon strong and weak points and limiting factors. The recruiter is interested not only in students, but alumni who are seeking employment, and information concerning these graduates is appreciated. He is anxious to know, as well, how faculty members and students feel about the company's recruiting procedure.

There are certain preliminary steps that prepare the way for the visit of the recruiter. His visit should be publicized so that interested students might make arrangements to be present. Many list their requirements in job specifications so that if a student is not qualified he will not

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H. M. Boring (Chairman). Report of the Committee on Ethics of Interviewing Procedures, Journal of Engineering Education, 1949, 39 364-367.

waste his time, or that of the interviewer. Company literature is usually made available to all students who are interested. This answers many questions and may save a great amount of time.

Students are responsible in many ways for the success of the visit of the recruiter. They should report promptly for interviews. Although the recruiter is willing to interview a few problem students, he does not want to spend much time talking to those who take interviews merely to gain experience. The recruiter expects that students will be counseled to consider several job opportunities before selecting those that offer the most from a career point of view. He would like to feel that if a student accepts his offer of a job, it is because he believes that, after comparing it with others, it is the best offer he has received.

Certain courtesies are not always expected, but when received, they are greatly appreciated. Secretarial service to arrange for telephone calls, telegrams and travel reservations is welcomed. The recruiter is also thankful if someone arranges transportation for him at the end of the day or drives him to the airport. Any opportunity which he has had to meet faculty members is considered a valuable adjunct to his visit.

Finally, the recruiter looks forward to the annual summary and comments on recruiting trends which some college placement officers prepare and distribute. In turn, the company

representative is in a position to reciprocate by supplying follow-up data on turnover and industrial progress of college students who have been hired.<sup>3</sup>

It is sincerely believed and hoped that no one college recruiter expects all of the above demands to be met in every case. If this were true, it would necessitate the addition of an extra staff to administer his needs. However, each recruiter has wishes peculiar to his individual program, and it is the desires of the recruiters as a whole which have been discussed here.

#### E. Demands on the Placement Officer

Students, faculty, and employers demand full time of the placement officer. He is surrounded by pressures. His work piles up, he must answer phone calls in the middle of conferences, and there is often some sort of meeting which he must attend. He is in the same position as any other executive; he must select, train, and motivate his personnel. He must plan, organize, and control placement activity at the college. This means he should be a good interviewer, trainer, and above all, a good executive leader.

The placement officer is constantly called on for interviewing and testing techniques. He is regarded as an expert in these matters, and as an expert he must have definite information available. More and more companies are using tests as an aid in student selection. The placement officer must

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<sup>3</sup>  
Richard S. Uhrbrock, The Role of the College Placement Officer, Personnel and Guidance Journal. 34:8, April, 1956.

have the answers to all the problems of testing if he is to be respected. This means that he must keep abreast with all selection methods.

Many industrialists are disturbed by the number of graduates who leave their jobs during the first year of employment. In order to understand the forces which result in job dissatisfaction, it is desirable to examine counseling and guidance programs on the campuses, as well as the selection methods and techniques used by employers in placing and supervising recently hired men. It has been said that, "Three out of every ten graduates will either quit or change their jobs within their first twelve months. The expense to the nation's employers: \$336,640,000 for turnover, plus an additional \$106,515,000 to find and train necessary replacements."<sup>4</sup> The United States Rubber Company discovered that, "Sixty-one of every 100 recruits lost were lost during the first year of employment."<sup>5</sup> Robert N. McMurry studied the records of 1,167 college trainees employed by 247 companies over a thirteen year period. He states that, "Of the 1,167 trainees involved in this study, 42 per cent (or 490 trainees) proved unsatisfactory and had left before the end of the year."<sup>6</sup> The

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<sup>4</sup> Report Card, Time, 1955, 65, 53.

<sup>5</sup> Employment Stability of the College Recruit, Management Record, National Industrial Conference Board, 1954, 16, 380.

<sup>6</sup> Robert N. McMurry, What Makes a Good College Trainee for Chemical Companies?, Chemical Industries, 1949, 64, 66-70; 152.

picture is not completely dark, however, as to turnover of trainees; 86 per cent of Cornell engineering graduates employed between 1947 and 1951 remained with their first employers.<sup>7</sup> The Manufacturing Department of the Procter & Gamble Company has retained 86 per cent of the college graduates it employed during the period 1950 - 1955.

The placement officer's work is increased when college graduates are improperly placed in their jobs. The graduate will probably return to the placement officer and desire other jobs. The company may look unfavorably toward that college in future recruiting. Better programming and counseling is needed in colleges; and, the result should be less turnover if this is accomplished.<sup>8</sup>

Placement officers are subjected to another demand which is of importance. This demand may come from students, faculty, employers, or in a survey form from various sources. The officers are asked to supply answers to manifold and sundry questions such as the following:

1. Which is better, preparations for a business career, broad general training, or specialized training?
2. What are the advantages of graduate work versus taking a job immediately after receiving the bachelors degree?
3. What are the relative merits of teaching versus an industrial job?

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<sup>7</sup> How Long do College Recruits Stay in a Job? Management Record, National Industrial Conference Board, 1952, 14, 338.

<sup>8</sup> Richard S. Uhrbrock, loc. cit.

4. How about a government job rather than one in industry?
5. What are the salary trends in various occupations?
6. Should one work for a large or a small company?
7. Should one change jobs during the first few years of employment in order to broaden one's field?

An interesting study has been made on the question numbered four, whether to select an industrial or a government job. The study, conducted by L. H. Hattery and C. M. Hersh, found that one in twenty students was taking a job in Federal Employment.

The objectives of the questionnaire were:

1. To measure the student's degree of preference for Federal as compared with industrial employment.
2. To discover the extent to which students' attitudes concerning the advantages and disadvantages of Federal and industrial employment (derived from interview and questionnaire comment in the pilot study) influence student job decisions.
3. To locate the sources of information concerning employment which influence the student as he makes his job decision, and the relative values that he assigns to these sources.
4. (a) To find the attitudes of faculty members toward the factors of employment influencing students, (b) faculty members, sources of information and (c) the relative values they assign to these sources.
5. To compare (a) student and faculty attitudes and sources of information and (b) attitudes of engineering students with those of science and social science students.

6. To determine the appropriate time when college seniors make their final decision to accept or reject specific employment opportunities.

The survey was made in 1952 by the American University to determine attitudes of graduating seniors in engineering, science, and social science. The purpose was to study the reasons why graduates did or did not take Federal Employment. A questionnaire was given to seniors, faculty, and placement officers in visits to five colleges and universities. This questionnaire was supplemented with interviews in order to obtain background information and opinions. Final assessment of student attitudes was based only on response to the questionnaire. Although this study was basically one determining whether Federal Employment was or was not desired by students, it reveals the vast amount of work which is required by placement officers to answer questions such as those stated previously.

Findings of the Study. It has been found that twenty-five per cent of the college seniors were available for employment as late as April - May. This was probably due to the fact that the majority of companies did not begin campus recruiting until March of the year studied. The actual recruiting period did not end until around the 15th of May.

Furthermore, seventy-eight per cent of the students surveyed chose industrial employment and only 5.2 per cent chose Federal. The preference was clearly for industrial employment. There were substantial variations among the

students in the five institutions studied with respect to their selection of industrial or Federal employment. Among those who had definitely accepted employment, approximately 5 per cent of the engineering majors chose Federal jobs. These differences in preferences suggest that Federal agencies are under a substantial handicap in attracting and recruiting college seniors from some institutions and from some major fields.

Likewise, only 13 per cent of the seniors' attitude scores were more favorable to Federal than to industrial employment. Their attitudes toward Federal, as compared with industrial employment varied with their college major. For example, mechanical engineers definitely favored industry, and social science majors favored Federal Employment.

Seniors' previous employment experiences affected their attitudes toward their career choice. Those who had experience in industry were much more favorable to industrial employment. Those who had worked for the government came close to being neutral. Those who had worked for both favored industrial employment to a larger degree.

When one examines the response to individual items, those choices which students selected as most favorable toward industrial or Federal employment, provide a basis for analyzing the differences in attitudes towards these two fields. The ten statements upon which seniors' responses were most favorable toward industrial employment in decreasing order were:

1. Greater pay for higher level positions.
2. Students with the highest ability more likely to enter industrial field.
3. Increased incentive for employee work.
4. Students more inclined to work for industry.
5. Improved general management efficiency.
6. Pay dependent upon ability.
7. Improved management efficiency in their field.
8. More employee effort.
9. General professional development.
10. Competent immediate supervisors.

The ten statements upon which seniors' responses were most favorable toward Federal employment, in decreasing rank, were:

1. Individual works "under pressure" less frequently.
2. Experience is a good recommendation for future work in industry.
3. Liberal vacation policy is offered.
4. Liberal sick-leave policies are provided.
5. Beneficial retirement system is found.
6. Job security is evident.
7. There is better equipment for technical work.
8. Discrimination against individuals is less likely.
9. There are more available choices for geographic location of positions.

10. Employment is more likely to be permanent.

Placement officers, faculty members, and students were more favorable toward industrial employment. Interviews supported the above findings.<sup>9</sup>

### C. Professional Relationships of the Placement Officer

There are certain ways the placement officer may increase his prestige on the college campus in his sphere. He may take the leadership of vocational guidance activities on his campus. He should be a member of local and state guidance associations and should definitely participate in regional placement association activities.

The placement officer may serve as panel chairman of discussion groups, using businessmen as the participants. This can accomplish a variety of purposes. For example, it provides for dissemination of information. In addition, it gives the businessman an opportunity to urge the high school graduate to continue his education. Also, the placement officer can talk before high school groups or possibly arrange for "Career Day" programs. These would be very helpful to students and parents and probably would enlist students for the college.

A very important way to increase the prestige of the placement officer is for him to make studies and secure

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<sup>9</sup> For expanded discussion, see: L. H. Hattery and G. M. Hersh, Attitudes of College Seniors Toward Federal and Industrial Employment, Science 120: 12-14, July 2, 1954.

reliable and valid information on specific problems. Many problems of college placement have yet to be tapped. It is an ideal tool for an aggressive leader to keep abreast of all innovations in the field of placement.

Let us now look at some difficulties facing the placement officer. Many of these have already been pointed out in this chapter and will not be reiterated. Perhaps one of his most perplexing problems is that in most instances he does not have the time to do the job required of him. Furthermore, he is over-loaded with routine which could be more economically and expeditiously handled if he had an adequate staff and funds at his command.

In certain unusual cases, the placement officer has been known to distort statistics about salaries in order to make a good impression on everyone concerned, and in order possibly to receive a larger salary for himself. In some cases the placement officer has been known to tell students not to accept salaries below a certain sum solely for his own personal gain. These practices are neither fair to the student, college, nor the company. He also might show favoritism toward some companies, which is a questionable practice.

The placement officer is asked to provide increased services to students and prospective employers at a time when prices are rising. It is estimated that the job placement of 100 seniors costs a college \$10,000 for the lot.

The time may come, in the near future possibly, when the question will be raised whether placement funds which are appropriated are for genuine educational purposes. Forward looking placement officers, who begin assembling cost figures, may be prepared to meet this issue if it arises. <sup>10</sup>

In conclusion, let us consider again just what placement is. " In terms of the student, it is the procedure of helping the student find his proper place in the work of the world, of securing that position or opportunity where he will have the chance to exercise the abilities which he has developed, of growing professionally, and of discovering his maximum reward in terms of money and satisfaction.

The responsibilities of the college to the student are:

1. To educate the student on the broadest cultural basis.
2. To expose the student to the fullest knowledge of the power and privilege of democracy in contrast to their preconceived ideologies.
3. To counsel the student wisely in his choice and preparation for a vocation.
4. To facilitate the placement of the student in his chosen occupation. "

These should be the objectives the placement officer strives to reach. <sup>11</sup>

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Richard S. Uhrbrock, loc. cit.

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Robert J. Canning, If I Were a Placement Director, Journal of College Placement, 16:84, March, 1956.

## CHAPTER II

### THE COMPANY AND THE RECRUITER

There is more demand for college graduates now than ever before. This places the graduate in a position he has never before held, and industry in one which it hopes it will never have to contend with again. When our World War II babies come of age, the situation could possibly be reversed, but at present the college graduate is in a favored position. Why is this so? Why does industry want college graduates? How can industry judge what a green college graduate can do? The answers to these and other questions will be attempted in this chapter.

Companies, in general, fall into one of four types with respect to the recruiting of college graduates.

1. Large national concerns which have highly organized recruiting programs. These firms have many approaches they use such as:
  - a. Advertising.
  - b. Visiting campuses.
  - c. Openings for Veterans.
  - d. Centralization of their recruitment program for all far-flung plants in ownership.
  - e. Provision for speakers to campuses.
2. Middle size firms which do not have a great many vacancies. Mainly a spur of the moment type of operation. They do make visits to the campus regularly though.

3. Small concerns which never visit the campus but try to keep in touch.
4. Firms which do no type of college recruiting whatsoever.<sup>1</sup>

#### A. Employment of the College Graduate

As recently as 1948 college recruitment was a casual affair for most businesses. A company official might drop in on his Alma Mater to look over a few people. Very seldom did he feel a need for informing the college of his arrival. Rarely were booklets sent out about his company and interviews seldom followed any definite pattern.

Rapid strides have been made in the past eight years, however. They may be stated as follows:

1. Companies have defined their objectives.
2. They have organized their practices.
3. They have prepared descriptive booklets and other recruitment aids.
4. They have appointed specialists to visit the colleges on a systematic basis, to interview seniors, to perform a thorough screening job, and to make their recommendations for employment.
5. They have developed work-study and summer employment plans for college students.
6. They have sharply increased their salary offerings.
7. They have expanded and strengthened their training programs for college recruits and opened their courses to selected employees who did not attend college.
8. They have conducted research to improve their practices and the results obtained.

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<sup>1</sup>

Thomas S. Berry, Director of Placement, University of Richmond, Richmond, Virginia, personal interview.

Most companies now feel that the college campus is the best source for future executives. They have found that the average college senior has proved by his survival that he has superior intellectual capacities. Someone admitted him, and he has finished prior years satisfactorily. The student is at an age by this time to begin work, and many companies feel that it is easier to train inexperienced men who have ability rather than to retrain people who have had previous employment. Nearly all companies are looking generally for the same thing and that is potential ability. They feel that the best potential will be found on the campus of a college. The larger the company, the more interested it is in college graduates and the more campuses it visits. We may safely say that interest in college trained men varies directly with company size.<sup>2</sup>

Recruiting the college graduate. We have seen why companies desire college-trained men, so let us proceed to the actual recruitment of them. There is a need for close working relationships between the interviewer and the college. The beneficial effect will be that the college comes to know a great deal about the company; and, in turn, the company comes to know a great deal about the college. Better results can be obtained if the recruiter visits the campus regularly, regardless of his company's needs. More cooperation and better understanding are the consequences of such

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Stephen Habbe, Employment of the College Graduate, National Industrial Conference Board, Studies in Personnel Policy No. 152, 1956

a practice.

There seems to be a decided trend for extending the recruiting period. Many companies are already recruiting around the calendar. Competition is forcing this, and some companies push their recruiting schedules ahead considerably. Today 28 per cent of all companies recruit seven months of the year or longer, and approximately 11 per cent recruit around the calendar.<sup>3</sup>

Few recruiters arrive on the campus empty handed. They bring with them a variety of information such as booklets and pamphlets. Ordinarily they promote their arrival to the campus with posters and various other advertising methods. The company sends booklets to placement officers and expects these materials to be placed in appropriate surroundings where they will be read. The company also desires that placement officers inform students of the recruiter's visit.

There has been an increased interest in securing the liberal arts student over the past few years. Probably the main reason for this is the extreme shortage of technical personnel. The salary demands of the liberal arts graduate are usually lower and, furthermore, the companies have found that he will fit into their organization.

When the interviewer sits down to talk with a college senior, each should know what he wants and a good deal about what the other has to offer. The interviewer should know

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<sup>3</sup>  
Ibid.

the number and what kinds of students he is looking for. He should also know what types of backgrounds and training he desires of the interviewees, and should definitely have full information about the company in order to answer questions the interviewee might ask. The college senior should know the company, where it is located, and its products. He should have a general idea of the type of job he wants.

Selecting the college graduate. Preselection of possible employees is of growing importance in the college recruiting program and the college can do much to help companies preselect those they interview. It saves both time and costs, which are very important to most firms. Not all companies want the same type of person. Some want top academic students, and others prefer students with outstanding personalities. For instance, the company looking for sales trainees is not as interested in the grades of the prospects as it is in the degree to which they can get along with people.

The student, too, can benefit from preselection. He may learn something about the company and the jobs which they offer. He may also size himself up as to whether he has the necessary qualifications for a specific job. If he does not want a job with a particular company, he probably will not ask for an interview.

The recruiter may desire to have a group interview with all interested students before having individual interviews. This may eliminate disinterested students and might attract students who have not previously signed up for an interview. The group interview also has the advantages of giving everyone a general idea about the company and saving time when individual interviews are held.

After completing the group interview, individual interviews usually begin. There are various types of interviewing techniques as follows:

1. Fact-finding - secure information about interviewee...  
     or  
    Therapeutic - attempt to reorientate the individual or change him.
2. Strategic - try to get information the interviewee is hiding ...  
     or  
    Cooperative - have an equal relationship.
3. Directed - interview is planned ...  
     or  
    Non-directed - interview is under control of the interviewee.

The most frequently used techniques are fact-finding, cooperative, and directed.

Some companies use multiple interviewing of candidates. This type<sup>of</sup> interview is a situation where two or more interviewers converse with a single candidate at the same time. The main reason for this is that one interviewer may answer technical questions about a specific job; whereas, the

other has a general knowledge of the company. Another advantage is the possibility of giving a salary offer to the interviewee.

What does the recruiter take into consideration when appraising an interviewee? The National Industrial Conference Board, as a result of its survey, has ranked these considerations in their order of importance as follows:

1. Impression candidate makes during interview.
2. His personal history and background.
3. His grades.
4. His extracurricular activities.
5. His employment experience.
6. His opinion of college authorities.
7. His psychological test scores.<sup>4</sup>

In regard to personal characteristics, interviewers, it seems, prefer character, ability, and personality above all the rest.<sup>5</sup>

After the interview on the campus, the student ordinarily has interviews on the company's home ground. This follows, of course, if the company is still interested in him. Otherwise, their relationship may cease after the initial interview. When the candidate arrives at the company, he is usually interviewed by a number of people, and then one person will

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<sup>4</sup>  
Ibid.

<sup>5</sup>  
J. L. Michaelson, "The Kind of Man Wanted," Journal of College Placement, 14:53, March, 1954.

evaluate the findings of each interviewer. He will take the responsibility of deciding whether to accept or reject the prospective candidate. Along with interviews the student may take tests and fill out an application blank.

Many companies have summer-employment plans for students other than seniors. Some firms employ students out of high school on their summer-employment plan and send them to college. Others recruit juniors in college, for example, and give them summer employment. This aids the student in meeting college expenses, and also gives him some experience and a chance to get acquainted with the company. These procedures are beneficial to the company because it can then judge the student properly and determine his possibilities. Then, too, summer-employment plans have their goodwill aspects. The student probably will spread a favorable impression of the company to others when he returns to the campus in the fall.

When the college graduate arrives at his new job, he may be assigned to a position in a similar manner to any other new employee, or he might be given a period of special training prior to his assignment. Most companies feel that the recruit needs to be indoctrinated and trained before being given a specific job. This approach has the advantage of not placing the recruit haphazardly and also giving the

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Summer Employment Programs, *Journal of College Placement*, 16:69-78, March, 1956.

company a chance to see what possibilities the recruit possesses.

### B. Salaries and Recruiting Costs

A review of salary costs for the past five years shows clearly that starting salaries have increased over \$100 a month for that period of time. In 1951 the average starting salary was between \$300 and \$325 a month for technical personnel. It has increased to a range of \$415-435 in 1956. At the same time, recruiter after recruiter every year has stated that his company is not increasing salary offers that particular year. Yet by March, many companies had increased their salaries from five to ten per cent! Why? There are two important factors which have influenced this steady growth. The first is demand. The second reflects the annual increases which labor unions have been able to obtain and which are projected to the starting salaries of college graduates.

Starting salary rises are in line with labor salary rises as far as their percentage increase is concerned. Therefore, with rising salaries in business, we can expect the college graduate's salary to rise also. There is no doubt that salaries have increased tremendously over the past ten years. The trend seems to be that they will continue to rise.<sup>7</sup>

It follows that recruitment costs have risen correspondingly. Companies are spending more time on recruiting

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<sup>7</sup> Everett A. Teal, What Are You Going to Pay, Journal of College Placement, 17:7, October, 1956.

than ever before; and, more time means more money. Exact figures are hard to obtain on recruitment costs because companies do not care to divulge such information. It is estimated, however, that average costs per recruit are somewhere between \$300 and \$400.<sup>74</sup> There shall be more discussion on salaries and recruiting costs later in this chapter, when a survey of the trends in employment is presented.

### C. Malpractices:

Nothing hurts a college recruiting program more than irresponsibility and misrepresentation on the part of both recruiters or companies. Irresponsibility may exist with respect to accepted practices of recruiting ethics. Some examples are as follows:

1. Making unreasonable requests of the placement officer, such as requests for interviews with only the top three men in a class, or requesting the Dean to make offers of employment to the engineering school's entire graduating class without interviewing or contacting any of its members.
2. Not respecting the confidence of the college, particularly on confidential information it may give the company.
3. Intentionally circumventing the college's established placement office, practices and procedures.
4. Proselyting college faculty when the approach is not initiated by the faculty member.
5. Misrepresenting the facts about a certain business, may take the form of overstating its opportunities, training, advancement possibilities, future earnings, or travel requirements.

If irresponsibility and misrepresentation continue to exist, these undesirable consequences sooner or later will develop:

1. A growing lack of respect resulting in a complete loss of confidence.
2. A company's lack of consideration or integrity generally will result in little or no cooperation on the part of a worthwhile college.
3. Misrepresentation and questionable tactics will result in disillusionment and excessive employee turnover. Such conditions contribute substantially to a company's poor reputation as a place to work, as a firm with which to do business, as a company from which to buy products, or as an organization in which personal money may be invested.<sup>8</sup>

We have seen what will happen if a firm's recruiting policies and practices are not ethical. Now let us look at some of the principles of a sound recruiting program. The following practices are generally acceptable:

1. Company recruiting objectives and policies should be formulated on a long-range basis with full management support.
2. To be effective, the recruiting function must be organized properly.
3. Centralized responsibility, along with corresponding authority to act, are vital if the company's effort is to earn the respect and cooperation of college officials.
4. Assignments must be made to these jobs of people who will appeal to and command respect of young men; people who have a thorough knowledge of the company, who have the ability to sell its merits honestly and sincerely, and who believe in what they represent. Without sincerity, loyalty, and ability, their efforts will be superficial, their work ineffective the caliber of its'

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J. E. Smith, College Recruiting, Journal of College Placement, 17:14, October, 1956.

personnel mediocre, and their company will have little respect in the eyes of the many people whom they will not employ, but who may be future customers, suppliers, owners, or members of the public.

5. All elements of the recruiting program should reflect the corporate personality of the business.
6. It must respect the procedures and organization established by the colleges with which the company chooses to work.
7. The recruiting program should be consistent with a code of ethics.<sup>9</sup>

A sound college recruiting program is essential to obtain and hold the employees a company must have to assure its future successes. If a firm cannot attract those people, then it has no foundation on which to build good public relations. Sound college recruitment will not only aid, it will determine the kind of public and personnel relations a company will have.<sup>10</sup>

#### D. The Military Problem

Military service is a problem of great importance and there is little the student or company can do to change it. Nearly every student is faced with military service at one time or another.

If the student has to go into service when graduating from college, he should still actively seek employment

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<sup>9</sup> Author's note: This will be considered more adequately in the next chapter.

<sup>10</sup> J. E. Smith, Op. Cit., p. 100.

interviews. He has a facility available to him through the college placement office which he probably will never have again. While in military service, he can think over his job opportunities and probably have interviews awaiting him when he is released from active duty. The improved maturity he brings back from service will be to his advantage. If the student makes contacts while in school, he is more apt to have them when he returns from the military.

As for companies, they are looking more and more to the Armed Forces as a source for future executive manpower. Most companies realize that the recruit has to spend at least two years of his life in service. Many companies hire recruits before they enter service. While they are on active duty, some firms may raise their salaries as if they were on the job. When the recruits return, they often make more money than they did when they left.

If the company doesn't hire the recruit before entering service, it will possibly look him up when he is released. A few years ago many companies would not consider men who had not fulfilled their military obligations. Now the picture has changed, however, and companies realize that the Armed Forces is a good training ground. The picture may reverse, but for the next few years it seems certain that military service will not hinder greatly the college graduate's chances of obtaining a job. It is well

to remember that the graduate is in a seller's market at present. This is probably the primary reason for company attitudes as they are today toward military obligations.

#### E. Test Versus Interview

Psychological tests are not generally used on campuses in college recruiting. There are many factors which limit the use of them. To name a few, the interviewer does not have time always to administer them. Likewise, the administering of training programs often interferes with college studies, for schedules are so "tight" that there is not enough time available as far as the college is concerned. A good candidate who has a lot of job offers may not see a need to take tests and will be lost to the company.

There is evidence that the interview is the weakest selection technique of those in use. Why then do the majority of companies use the interview on campuses rather than tests? Of course, the above reasons have much to do with it, but there are others. Before proceeding, there are three main types of psychological tests: ability, interest, and personality. The hardest type to administer and judge is the personality test, and this fact should be kept well in mind.

The interviewer has at his disposal certain objective data such as grade records, scholastic aptitude and personality test scores, amount of training, past employment experiences and the like.

From this the interviewer and the company can secure a fairly accurate idea of the student's abilities and interests.

It is an accepted fact that personality tests are not exceptionally valid or reliable. Personality is usually far more important than intelligence or aptitude in the overall picture of college placement.<sup>11</sup> In all college placement, we are dealing with the intangibles which go to make up a total personality.

It seems most companies feel that the interviewer can be a better judge of personality than the test. Nevertheless, interviewing can be improved in order to obtain a greater degree of reliability and validity by:

1. Selecting better interviewers.
2. Improving techniques and training of interviewers.
3. Deciding in advance the characteristics of the interviewees which are to be appraised.
4. Defining each characteristic.
5. Setting up rating procedures.
6. Deciding in advance how to obtain information.
7. And finally, giving unambiguous statements of appraisal.

If and when personality becomes less difficult to test, companies may change from interviewing to testing as a

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<sup>11</sup>  
G. H. Estabrooks, Test or Interview, Journal of College Placement, 15:42, May, 1955.

primary source of information in evaluating the recruit. Even if this happens, the author feels there will always be an interviewer on the college campus, and until it happens, testing techniques shall remain subordinate to the interview.

#### F. Suggestions from Placement Officers to Interviewers

We have seen in the previous chapter what recruiters expect of the placement officer. Although these expectations are reasonably justified, the recruiter is not above reproach. In a survey conducted by Petroleum Refiner, the following ranking was suggested by forty-five college placement directors for the use of interviewers:

1. "Well in advance of campus visit, provide the College Placement Bureau with definite information concerning:
  - a. Plans for visit and time of arrival.
  - b. Campus schedule.
  - c. Number and type of graduates wanted.
  - d. Complete description of job openings including type of work, location, salary and advancement possibilities.
  - e. Plans for faculty conferences.
  - f. Number and names of representatives who will visit campus.
  - g. Handling of application forms in advance of arrival. (These points were mentioned by 26 of the 45).
2. Make all arrangements for campus visits at least one month in advance. (21 mentions).

3. Notify student promptly on decision. Send duplicates of correspondence to the Placement Bureau. (21 mentions).
4. Provide well qualified interviewers who:
  - a. Know and like their work.
  - b. Have full understanding of college-age people.
  - c. Are well-informed about job openings.
  - d. Are familiar with all phases of their company's operations.
  - e. Know how to conduct interviews. (17 mentions).
5. At least two weeks in advance of visit, send factual company literature and brochures in quantities that meet the situation. Not as numerous and voluminous as to require an excessive amount of space for display, and reading time on the part of the student. (12 mentions).
6. Organize program with one central office for entire company and subsidiaries, rather than on departmental or inter-company basis. (12 mentions).
7. Interviewers arrive on time and stay strictly within their schedule with no last minute changes. (10 mentions).
8. Conduct all business in a direct manner both with the Placement Bureau and the students using no unethical tactics. (3 mentions).
9. Keep in mind that successful recruiting is almost always tied in with good faculty relationships. Keep in personal contact with Placement Bureaus and college departments during the off season. (4 mentions).
10. After interviews, return to the Placement Office for discussion of candidates before leaving. (4 mentions).
11. Do not ask Placement Directors to make decisions on candidates.

12. Understand the limitations of placement facilities and do not ask the impossible.
13. Arrange for students to make plant visits during class breaks and holidays.
14. Arrange campus recruiting program for June seniors and interview between February and April.
15. College interviewers should familiarize themselves with degrees offered by any given school before writing for interview arrangements.
16. Interviewers should give sufficient weight to part-time work and extracurricular activities which might have a tendency to lower grade point averages.
17. Courtesy should be shown to the "average" candidate as well as the outstanding one. He should also be given the same type of interview.
18. The ideal interviewing group consists of one technical man and one personnel man.
19. The college interviewer program should be flexible enough to fit into any campus situation.
20. Interviewers should be thoroughly conversant with company arrangements with the Placement Bureau." 12

#### G. Trends in Employment

Perhaps the best single survey in the field of college placement is that conducted by Mr. Frank S. Endicott, Director of Placement at Northwestern University. It is entitled "Trends in the Employment of College and University Graduates

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Don E. Lambert, The Common Ground, Journal of College Placement, 17: No. 1, p. 19.

in Business and Industry." This sub-chapter shall be devoted to it and a comparison will be made from 1954 through 1957. This is a survey of policy and practice in the employment of college and university graduates in business and industry.

The study is published annually in the Journal of College Placement and has been conducted for eleven years. The reports covered in this sub-chapter were secured from the originator of the survey.

Two matters will be covered by the author: trends in employment and trends in salaries. This is by no means the scope of the entire survey.

#### Sources of Data

The reporting companies are as follows:

	<u>1957</u>	<u>1956</u>	<u>1955</u>	<u>1954</u>
Light Manufacturing	32	25	30	40
Banking, Insurance and Investment	26	21	20	25
Food Manufacturing and Processing	19	21	19	21
Machinery and Heavy Equipment	17	15	15	19
Drugs, Chemicals, and Medical Supplies	17	12	10	16
Utilities	15	10	9	10
Automobiles and Aircraft	14	10	7	10
Oil	12	7	6	10
Steel and Other Metals	9	7	6	9
Public Accounting	6	7	5	9
Retail Store - Mail Order	6	6	5	8
Paper	6	6	3	7
Building Materials	4	6	3	6
Textiles - Apparel - Shoes	4	6	3	6
Tires and Rubber	3	3	2	5
Carriers	3	2	2	5
All Others	7	4	7	10
	<u>200</u>	<u>168</u>	<u>152</u>	<u>216</u>

From the chart on the next page, the following data may be secured:

Percentage Increase of Predictions for Coming Years  
Over Actual Employment for Last Year

	<u>1957</u>	<u>1956</u>	<u>1955</u>	<u>1954</u>
Total - Engineering, Chemistry, and Physics	up 35%	up 47.2%	up 18.8%	up 8.8%
Total - All other fields	up 30%	up 15.6%	up 2.2%	up 1.0%
Grand Total	up 32%	up 29.9%	up 9.1%	up 4.4%

THE EMPLOYMENT OF UNDERGRADUATE COLLEGE MEN

PREDICTED AND ACTUAL - 1954 to 1957

Field	Predicted for 1957		Actual 1956		Predicted for 1956		Actual 1955		Predicted for 1955		Actual 1954		Predicted for 1954	
	No. Co.	No. Men	No. Co.	No. Men	No. Co.	No. Men	No. Co.	No. Men	No. Co.	No. Men	No. Co.	No. Men	No. Co.	No. Men
Engineering:														
Kind not stated	39	5,075	38	4,166	28	4,680	24	3,110	29	2,639	28	2,279	32	2,271
Mechanical	64	1,495	48	951	56	727	53	501	49	504	46	482	68	802
Industrial	35	353	28	233	24	202	20	158	23	105	21	98	29	157
Electrical	63	1,627	51	862	33	442	33	295	27	172	24	153	33	249
Chemical	47	855	44	686	38	348	33	170	25	571	25	353	43	574
Civil	29	272	20	210	12	109	11	70	12	73	14	95	15	98
Metallurgical	11	80	11	45	9	88	8	44	5	19	6	14	6	17
Other	32	363	36	266	21	508	25	408	24	255	28	220	25	303
Total Engineering		<u>10,120</u>		<u>7,419</u>		<u>7,104</u>		<u>4,756</u>		<u>4,418</u>		<u>3,694</u>		<u>4,774</u>
Accounting	114	1,511	108	1,533	72	1,063	82	1,021	60	1,028	60	1,053	95	1,183
Advertising	24	96	35	93	19	122	28	140	18	111	26	129	24	72
Chemistry	70	1,137	71	947	43	530	43	404	40	349	39	330	59	590
Economics	19	77	18	63	11	58	15	55	13	72	18	87	11	81
Finance	29	289	29	182	11	72	15	67	16	100	14	104	16	190
General Business Practices	87	1,680	85	1,379	56	2,094	58	1,693	44	1,278	48	1,462	64	1,792
Insurance	6	421	9	249	7	188	11	94	8	81	9	65	5	55
Law	16	36	21	43	9	85	16	81	13	92	19	116	9	19
Market Research	24	58	27	61	14	32	16	30	13	18	18	26	10	36
Marketing	31	217	20	194	7	30	7	22	10	73	11	122	16	152
Merchandising	8	78	10	43	11	123	9	87	12	174	12	132	11	100
Office Management	10	42	9	31	4	29	9	33	5	8	5	8	10	22
Personnel	55	135	56	168	20	57	29	67	25	54	31	66	29	100
Physics	33	269	27	186	21	212	24	172	18	80	18	61	14	140
Production Management	42	448	44	385	32	460	29	370	25	161	25	162	37	155
Sales	77	3,809	79	2,065	53	1,825	57	1,672	42	1,666	47	1,204	65	1,991
Secretarial	8	54	10	74	4	40	3	27						
Statistics	20	96	26	87	10	22	12	23	2	8	6	10	11	32
Time and Motion Study	22	157	29	131	20	114	20	96	16	69	16	64	25	98
Other Fields	43	806	49	807	27	568	32	435	20	177	17	183	29	440
Reported Totals Only	3	1,175	3	1,045	4	605	4	475	3	640	3	690		
Total Non-Engineering		<u>12,591</u>		<u>9,766</u>		<u>18,219</u>		<u>7,034</u>		<u>6,239</u>		<u>6,079</u>		<u>7,256</u>
GRAND TOTAL		<u>22,711</u>		<u>17,185</u>		<u>15,353</u>		<u>11,820</u>		<u>10,657</u>		<u>9,773</u>		<u>12,027</u>

RAGE STARTING SALARIES FOR COLLEGE MEN.

	<u>Predicted 1957</u>	<u>Actual 1956</u>	<u>Predicted 1956</u>	<u>Actual 1955</u>	<u>Predicted 1955</u>	<u>Actual 1954</u>	<u>Predicted 1954</u>
Engineering	\$433	\$415	\$394	\$371	\$361	\$355	\$345
Accounting	389	372	352	339	332	325	315
Sales	385	370	358	339	336	328	314
General Business Trainees	382	363	348	337	327	332	310
Other Fields	414	394	374	362	347	345	328
Average Starting Salary in All Fields	401	383	366	349	341	336	323

Trends. In 1954 and 1955, there was a tendency for business concerns to "level off" in the number of non-technical men to be employed from college and university graduating classes. In 1956 and 1957, this trend was reversed, and it seems that in 1958 there will be an even greater need for non-technical men. The need for technical men has increased through all four years.

Starting salaries continue to rise and they will probably reach an all-time high this year. It has already been noted that companies usually raise their salaries above their predictions for the year. In 1956, actual salaries were above those predicted in every field. From these data we can forecast that salaries will increase from 2 to 5 per cent over the 1957 predicted salaries.

It is interesting to note that the predicted average starting salary for all fields of over \$400 per month is about twice the starting rate ten to twelve years ago.

An interesting finding in the 1956 report is the fact that 67 per cent of the college graduates hired five years ago were still employed or in military service, and that nearly 80 per cent of those who left for military service were expected to return to the company. Of special interest was the fact that through more careful selection and a well-planned training program, some of those losses might have been reduced.

In the current study, information was obtained regarding the average earnings of men hired three years, five years, seven years, and ten years ago. It was found that, on the average, the men in non-engineering fields have somewhat higher earnings after ten years than do the engineers. It should be remembered that, after the first years of training, these men progress on merit, and that some move forward more rapidly than others. It seems likely that increased administrative responsibility accounts for some of the higher salaries in non-technical fields. Except for the third year engineers, highest average earnings were in the field of sales.

Let us keep in mind that college recruiting is becoming a somewhat large and impersonal business. There are many malpractices in the field which could be eliminated if a proper code of ethics could be formulated and established. <sup>14</sup>

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<sup>14</sup>  
Ibid.

## CHAPTER III

### THE REGIONAL PLACEMENT ASSOCIATIONS

There are eight regional placement associations in the United States and Canada. They are as follows:

1. Eastern College Personnel Officers.
2. Middle Atlantic Placement Officers Association.
3. Midwest College Placement Association.
4. Rocky Mountain Association of College Placement Officers.
5. Southern College Placement Officers Association.
6. Southwest Placement Association.
7. University Counseling and Placement Association. (Canada)
8. Western College Placement Association.

The one common basic objective of these associations is "to establish and maintain a service that is designed to be of maximum benefit to the student in assisting him in the realization of his career objectives, through the maximum utilization of his native abilities and acquired skills, both vocationally and in terms of social usefulness."<sup>1</sup>

One of the factors which makes the regional association so important is that it is a meeting place for placement officers and companies. It is a place in which

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<sup>1</sup>  
Our Ethics, A Journal Forum, Journal of College Placement, 17:18 December, 1956.

problems of each can be discussed openly, and which affords an opportunity for solution of these problems. The author feels that these are the primary reasons for its existence and growth.

The regional associations have done much to aid both the industry and the college. They are constantly conducting studies and surveys of various kinds. For example, one association is attempting to decide on proper recruiting methods and practices. The results of such a study will probably bring about more cooperation between the college and the company. From such a study friction will be more than likely lessened between the two, and problems of each may be solved because of it.

Perhaps the most active regional association is the Midwest College Placement Association. Every year it publishes a recruiting survey which will be discussed later in this chapter. The members of this association are also very active in conducting a variety of studies. Mr. Frank S. Endicott of Northwestern University, current president of the association, has made invaluable contributions to the field. His annual survey of "Trends in the Employment of College and University Graduates in Business and Industry," which he has conducted for the past ten years, is a striking example of his untiring efforts.

### A. Code of Ethics

One of the most recent activities of the College Placement Associations took place in December of 1956. A code of ethics was recommended for adoption by them for employers, recruiters, and university placement offices. The recommended Code of Ethics is stated as follows:<sup>2</sup>

- "1. The drawing up in clear, concise, and under standable terms of the basic principles under which it is considered desirable that campus recruiting activities be conducted, yet in broad enough terms to allow for necessary individual variations.
2. The delineation of the common practices and techniques which orderliness in a rapidly mushrooming operation, as well as common courtesy, dictates as desirable.
3. The definition of terms used, in as clear a fashion as the intricacies of semantics will permit, in order to eliminate at the outset the maximum possible number of misunderstandings.
4. Acceptance by the college placement office of the responsibility to see that each student registering for placement purposes is given a copy of the rules, particularly those parts of the principles and practices that pertain to him; and, that departures from desirable practice are promptly called to his attention, and proper action taken where necessary, within the limits that such action may be taken on individual campuses.
5. Acceptance by the college of the responsibility for seeing that:
  - a. Each recruiter is given a copy of the principles and practices arrived at, at the time he makes his date to visit the campus; and, that ....

- b. departures from desirable practices are promptly brought to the recruiter's attention as soon as reported to the placement director, with appropriate action individually or in concert with others, where transgressions persist.
6. Acceptance by the recruiter of his responsibility,
  - a. for abiding by the spirit as well as the letter of the principles and practices agreed upon, unless by mutual agreement with the placement office a departure from the standard is desirable or necessary; and,
  - b. for seeing that his top management and operating personnel concerned with college recruiting activities are thoroughly informed of these principles and practices which recruiters are expected to observe.
7. Setting up machinery to provide for necessary review and revision of the principles and the practices agreed upon, to guarantee their timeliness and applicability in a rapidly changing, dynamic environment. This is important because, just as today's practices which in the past have been considered perfectly acceptable and even encouraged may now have become anathema through sheer weight of numbers, so tomorrow's situations may well arise requiring prompt group action.
8. Professional and business groups or societies directly or indirectly interested in or affected by the activities in which we are engaged should be actively solicited and encouraged to contribute to and support the ends we seek to achieve.

#### Responsibility of Employer:

1. It shall be the responsibility of the employer to contact the colleges early enough so that the schools can plan to take care of those

organizations who wish to interview their students. Due to the limited number of companies that can be handled at one time on the campus, it is necessary to carefully schedule arrivals and interviews. In the original request for interview dates it is imperative that indication be made of the number of separate interview schedules desired.

2. At the conclusion of the interview the student should be informed by the interviewer what the exact next procedure will be or that there is no mutual interest.
3. All organizations should give the students ample time to objectively consider the employment offer before requiring the answer.
4. The employer should provide written material which will give the student a real picture of the company such as the "company information sheet" or similar material preparing the student for the interview. This information should be supplied to the placement office in adequate quantity. The student should be clearly informed by the employer if he will be expected to take psychological, aptitude, or other tests before being accepted for a job. Other clarification should include reference to the signing of patent agreements, passing of physical examinations and other incidentals to final acceptance.
5. The employer should inform the placement officer of broad categories of employment possibilities and the particular degrees desired.
6. The employer has, as part of the over-all educational plan, the responsibility of guidance and assistance to students. It is, therefore, recommended that interviews be conducted regularly, year after year.
7. Dates suggested by the employers for plant visits should be flexible so as to cause the least interference with classroom schedules. The invitation to visit the employer's plant should indicate what expenses the company will pay and how and when

reimbursement will be made. (Many students borrow money to make these trips). If more than one company is visited during the same trip, the expenses should be pro rated. Elaborate entertainment and other selling techniques should be avoided.

8. Placement offices should receive carbon copies of all correspondence with students and faculty members.
9. The employer should recognize the necessity of punctuality. He should advise the placement office or faculty of his expected arrival time, arrive as agreed, and maintain his interviewing schedule. The practice of requesting psychological and other testing services by the placement office should be discouraged.
10. It is recommended practice to have not more than two representatives for each interview schedule. One is preferred.
11. An employer who desires to contact a particular individual at the time of his interviewing visit should write that individual with a copy to the placement office at least two weeks in advance.
12. An employer should not offer a student any special payment or salary arrangement which is not already a part of his company's salary program. Gifts, bonuses, and other inducements for which the student has not worked are basically wrong; and, any attempt to hurry the student's decision beyond normal reasonable limits or to benefit a third party due to relationships with the student is wrong."<sup>3</sup>

The associations are now trying to establish this code of ethics on a nationwide basis. As has been seen by the preceding code, it is quite apparent that there is a growing distaste for some of the practices, not only from representatives of colleges, but from industrial representatives as well.

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<sup>3</sup> Ibid.

## B. Midwest College Placement Association's Survey

Now let us look into one of the association's surveys on additional recruiting policies and practices. The Midwest College Placement Association conducts a recruiting survey each year. It is the most comprehensive survey conducted by any regional placement association.

The types of industries covered are:

<u>Code</u>	<u>Type</u>
A	Public Utilities and Communication
B	Manufacturing
C	Merchandising
D	Banks, Insurance, Investment
E	Chemical - Petroleum
F	Government
G	Others

The first question of the survey asks, how will your 1957 requirements for college level men compare with your 1956 needs?

	<u>More</u>	<u>Same</u>	<u>Less</u>
A. Technical	7	13	1
Non-Technical	2	11	4
B. Technical	44	62	3
Non-Technical	23	71	4
C. Technical	4	2	0
Non-Technical	6	5	1
D. Technical	2	5	1
Non-Technical	10	13	0
E. Technical	14	18	2
Non-Technical	6	17	2

		<u>More</u>	<u>Same</u>	<u>Less</u>
F.	Technical	11	1	0
	Non-Technical	0	1	0
G.	Technical	8	5	1
	Non-Technical	3	10	1
<u>Totals</u>				
1957	Technical	90	106	8
	Non-Technical	50	128	12
1956	Technical	79	93	6
	Non-Technical	45	110	4
1955	Technical	32	102	26
	Non-Technical	17	101	30
1954	Technical	32	69	32
	Non-Technical	15	68	18
1953	Technical	38	64	11
	Non-Technical	36	61	7

(It will be noted that there has been a trend to need more graduates each year rather than fewer.)

As the second question, the survey asks; based on this past season's (1956) experiences and results, are you planning on adjusting your salaries for next year's programs?

Yes (no amount stated	- 31
Yes (0% - 5%)	- 28
Yes (6% - 10%)	- 17
Keeping it the same	-105

The third question: How soon after employment are salary increases granted and of what nature are they?

(The most common were:)

	<u>1956</u>	<u>1955</u>	<u>1954</u>	<u>1953</u>
6, 12, 18 months	74	45	39	30
6, 12, 24 months	30	22	21	17
12, 24, 36 months	23	18	18	13
Others - (grouping from one to three increases at various times)	73			

Types of Increases:

	<u>Automatic</u>				<u>Merit</u>			
	<u>1956</u>	<u>1955</u>	<u>1954</u>	<u>1953</u>	<u>1956</u>	<u>1955</u>	<u>1954</u>	<u>1953</u>
1st Increase	83	64	70	58	130	125	113	77
2nd Increase	41	33	38	31	135	127	123	74
3rd Increase	18	16	16	13	130	117	113	65

(As can be seen, approximately 40 per cent of the companies make the first increase automatic. The second, and especially the third increase, is usually based on merit.)

Fourth: Do you pay moving expenses from new (inexperienced) employee's home (or college) to first work location?

	<u>Household Goods</u>				<u>Personal Transp.</u>				<u>Family Transp.</u>			
	<u>1956</u>	<u>1955</u>	<u>1954</u>	<u>1953</u>	<u>1956</u>	<u>1955</u>	<u>1954</u>	<u>1953</u>	<u>1956</u>	<u>1955</u>	<u>1954</u>	<u>1953</u>
None	117	119	123	96	117	117	115	97	126	135	131	106
Part	23	20	7	14	10	7	4	6	14	7	4	7
All	81	60	43	31	93	68	44	35	64	50	28	24

(There is a slight trend showing that more companies are paying expenses for all three mentioned above, percentage wise. There is no appreciable increase, however.)

Fifth: How many men have you hired in past college recruiting season 1955-56?

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>
Technical	659	7,055	38	45	3,162	92	539
No. of Co. Repr.	19	112	5	6	34	2	10
Non-Technical	374	4,374	779	1,093	933		211
No. of Co. Repr.	18	84	10	23	22		12

Totals

	<u>1956</u>	<u>1955</u>	<u>1954</u>	<u>1953</u>
Technical	11,590	9,309	6,691	7,225
Non-Technical	7,764	5,221	3,412	3,368

Sixth: What percentage is this of the number of men you sought? (1956)

<u>Per Cent of Quota</u>	<u>A</u>		<u>B</u>		<u>C</u>		<u>D</u>		<u>E</u>		<u>F</u>		<u>G</u>	
	<u>T</u>	<u>NT</u>												
0% - 25%	4		5		1				2	1		1		1
26% - 50%	6	1	32	9			2	3	3	8	1	1		4
51% - 75%	3		39	16	1	3	1	6	12		1			3
76% -100%	4	15	22	59	3	3	2	12	11	19				3

<u>Totals Per Cent of Quota</u>	<u>1956</u>		<u>1955</u>		<u>1954</u>		<u>1953</u>	
	<u>T</u>	<u>NT</u>	<u>T</u>	<u>NT</u>	<u>T</u>	<u>NT</u>	<u>T</u>	<u>NT</u>
0% - 25%	12	3	8	4	5	9	3	3
26% - 50%	54	17	31	25	23	11	24	7
51% - 75%	60	26	57	20	39	21	25	10
76% -100%	45	126	62	96	77	89	65	66

Seventh: What was your ratio of acceptances to job offers?

Per Cent of Acceptances	A		B		C		D		E		F		G	
	T	NT	T	NT	T	NT	T	NT	T	NT	T	NT	T	NT
0% - 25%	7		33	7	2	1		3	10	1	11	1	3	2
26% - 50%	9	2	39	30	3	5	3	8	20	10			5	5
51% - 75%		5	13	24		4	2	7	4	7			1	2
76% -100%		8	7	18	1	1		2		4				3

Per Cent of Acceptances	Totals		1956		1955		1954		1953	
	T	NT	T	NT	T	NT	T	NT	T	NT
0% - 25%			66	12	38	10	19	12	34	15
26% - 50%			89	60	14	39	59	20	47	16
51% - 75%			20	49	26	44	28	31	22	24
76% -100%			8	32	16	43	18	50	10	28

(The technical acceptances are relatively low above the 50% bracket. The non-technical acceptances are relatively high above the 50% bracket. This tends to point out that there is a considerable shortage of technical men.)

The average salary in 1956 paid to graduates ranged from \$401 - \$425. In 1955 the average range was from \$376 - \$400, 1954 was \$351 - \$375, and 1953 was approximately \$326 - \$350. <sup>3 & 4</sup>

3

For expanded discussion see: "Journal of College Placement," October 1956 and December 1954.

4

Additional information on this survey was secured from Mr. F. S. Endicott, Director of Placement, Northwestern University, Evanston, Illinois

This survey reveals a point that should be discussed at this time. Some data in it ~~are~~ too fragmentary to warrant reliable and valid conclusions. Therefore, we must say that this survey is neither valid nor reliable. Why is this so? There is no question that the survey itself is comprehensive.

If industry would cooperate by answering objectively and as fully as possible the questions asked in this survey, the results would be considerably more dependable. Also, if information were more completely given by the respondents, the survey would take on extra meaning.

When pertinent questions are asked, it can be readily seen that there are in too many cases fragmentary responses. No research is worth the paper it is written on unless responses are adequate enough to justify conclusions.

The author wishes to impress the reader, however, with the observation that this is the best survey conducted by any regional association. It is also an annual survey, which is an important fact because trends over a period of years may be spotted from it. By all rights, this is a good survey except for the fact that responding companies do not always cooperate collectively.

In conclusion, Regional Placement Associations are growing each year. They are doing much to aid college recruiting and placement. It is well to reiterate that the associations are a meeting ground for placement officers and companies where problems of each may be discussed and possibly solved.

## CHAPTER IV

### SUMMARY OF FINDINGS BASED ON ORIGINAL INTERVIEWS WITH A NATIONWIDE RETAIL OUTLET AND A NATIONAL INDUSTRIAL FIRM

The author has conducted interviews with both an industrial and a retail firm. A total of fifty-three identical questions were asked to each of these firms. The purposes of these questions were: to determine the recruitment policies and practices of the two companies and to enable the author to make some comparisons of a retail and an industrial firm's recruiting procedures. The complete interviews are included in the Appendix. The firms are anonymous and great care has been taken not to identify them in any way. The author wishes to point out that the two firms are considered to be excellent recruiters in their respective fields. From the information contained in the Appendix, the author will proceed with his findings.

#### A. The Retail Company's Policies and Practices

This retailer is a nationwide company and it has a program of decentralization. Their operation is, therefore, based on the individual store. The store managers operate their own organization, and they may hire whom they wish. The firm has a policy of promotion from within their organization. To supplement this program they use

college recruiting. They are becoming more and more dependent on college recruiting each year, however. College recruiting is not their only source for executives, but it is their main source for them.

Employment procedures, policies and practices. This retail company recruits people of all educational backgrounds. One of their policies is to talk with anyone who wishes to talk with them. The company does not use any pre-selection techniques whatsoever.

They recruit college women but do not visit women's colleges specifically. If a college they visit is co-educational, they will recruit women from it. Their main reason for recruiting women is fashions. They said that the recruitment of women requires the same techniques as for men, so it does not create a problem for them.

The company recruits liberal arts graduates. The reasons are:

They do not feel management potential depends upon the degree, and they feel that liberal arts graduates can communicate more effectively than most other college graduates. The interviewee stressed the point of communication heavily. The company recruits students with higher than bachelors' degrees. They do not put additional emphasis on a master's degree, however, unless it is in some specialized field such as engineering. They do not promote people who hold a master's degree any faster than

those who do not. They stated that they do not hire the degree; they hire the potential the man has.

The company recruits many technical men. They have a few specialized jobs for technical personnel. Quite a few men are employed for sales, personnel, store management, and the like. If a technical man desires to work in one of these fields and the company thinks he has the potential for the job, they will place him there. For example, the interviewee was a civil engineer graduate and he is now in personnel work.

The employment of the college graduate by this retail firm begins with the sending of pamphlets about the company to placement directors. They make necessary arrangements for interviewing dates with the placement officer and attend to any other arrangements which must be made. The company does not advertise their visit to the campus. All publicity it receives is given by the placement officer.

The company prefers to use the group interview on college campuses in order to give everyone a general idea of their company at the same time. However, this is not allowed in some colleges so they let the college set the pattern for interviewing. After the group interview, individual interviews are held. The firm will talk with any student who desires to talk with them. They interview each student for a thirty minute period.

The most important single factor they consider in

appraising an interviewee is his mental flexibility. Second in importance is his degree of developed skills in human relations. Third, his level of interest in their company; and fourth, his economic motivation.

They expect the interviewee to have a good appearance. They do not want him to ramble. They want him to say what he means and set up rapport. Finally, they expect him to sell himself and listen to their proposals.

While interviewing the candidate the interviewer has a rating sheet which he fills out. The company rates appearance, bearing, alertness, personality, ability to present ideas, work habits, and the interviewee's interest in their company. On this same sheet the interviewer collects data of personal history, work experience, military service, scholastic average, leadership on campus, and obtains the school's opinion of the candidate.

After interviewing a candidate, the firm tells the student if they wish to talk with him further about a job, they will write him. If the student does not hear from the company, then he will know that his services are not desired. If the company decides to offer the student a job, they do it by letter. The student does not come to the home office to be interviewed again. The reason the company has this policy is that they are trying to do the best possible job as economically as they can. If the student accepts the firm's job offer, he tells them when he

will be ready to work and his geographical preference. The company tries to place the student in the geographic location he desires if at all possible.

This particular firm never uses the multiple interview. Their reason for this is that they do not want to put any pressure whatsoever on the interviewee. They want him to be relaxed and they feel they can obtain much better results by not using it. The company does not use psychological tests on the campus because they do not have the time to administer them and most colleges do not have the facilities. When applicants come to their company to apply for jobs they use tests. After a trainee begins work with them he must take the tests also. However, they do not test the college recruit until he begins work.

The company was asked, "How have you improved interviewing techniques?" The company said that to be an interviewer for their firm, a man must have been a successful personnel manager for three or four years in their organization. They said to be a successful personnel manager you must be an excellent interviewer. The recruiters have meetings every year to decide what they are looking for in a candidate. They use rating procedures while interviewing. They let the applicant set the stage and they obtain information by various means. However, they stated that their final appraisals are the same. The company stressed that they try to make the interviewee feel at ease. They use

the fact-finding, cooperative, directed methods of interviewing.

The company has certain policies concerning military service. They will hire a student if he can work for four or five months before being called into service. When the recruit returns from active duty he still has a job with the company. They do not guarantee to give the recruit a raise when he returns from military service, but almost always they do raise his salary. If the interviewee must enter service three or four weeks after graduation, the company does not give him a job offer. Instead, they tell him to come to see them when he is released from active duty. They stress the point that all students should take every opportunity to talk with visiting companies regardless of the student's military status.

When the college graduate begins work, he may or may not be placed in the company's formal training program. If the company feels he has potential, they will give him formal training. If he does not have potential, they will assign him to a specific job. Placing the man on a specific job does not make him inferior to people who are in the company's training program. He can advance as fast as anyone in the organization if he meets the requirements for success. The company does not have an executive training program. Their training program is open to everyone. It is not reserved exclusively for prospective executives. An outline of the company's training program is

included in Question 43, Appendix A.

Visits, Quotas, and Salary Offers. The company made forty-five visits to thirty-two colleges in 1956. In 1957 they are visiting the same number of colleges and they are not planning on changing this number in 1958. The reason they are not planning to change is that it takes from two to three years to become established on a college campus. They say the more job offers you give, the more students will remember you. They emphasize that they select their men very carefully. The interviewee stated that it takes a while to make their name known; when it becomes well-known, then they naturally have more interviews.

The company interviewed 997 students in 1956. Their quota was seventy-five students and they hired sixty-eight. This year they feel they will interview more candidates and their quota is one hundred men. In 1958, if needs dictate, they will raise their quota again. The company does not know their ratio of student acceptances to job offers.

This particular firm feels the supply of college graduates is ample for their business, but the caliber of graduates they desire is not always ample. They said they did not know of any field which was more competitive than college recruiting and that is the reason why it is hard to secure good personnel. They also stated they could double their quota and easily fill it, but they would not have the management potential they desire.

This concern felt that they lost quite a few men because other firms offer higher salaries, but they stated that they also gain many. The company conducted a survey and found that salary was the number one interest of students and that employee benefits were not very important. Another reason the firm felt they lost prospective candidates was because some were not interested in the retail field. The company felt that they offered excellent opportunities for advancement. Other than for the two reasons stated above, they felt that their loss of prospective candidates was practically nil.

In regard to turnover of college graduates, the firm stated that they had a very high turnover of college graduates in 1946 and 1947 because of their tremendous expansion program. Turnover has declined since then and in 1956 only 9 per cent of their college men left them. The company was extremely happy with their recruiting program.

Their loss of graduates is heaviest in the first two years of employment. The reasons why it is heaviest in these two years are:

It takes the trainee that long to find out if he is interested in retailing and the company wants to take one or two years to decide on a man. Some recruits reach their capacity in one or two years. When they want a promotion and the company does not feel the recruits have the potential, naturally the company will not promote them. Then the recruits become dissatisfied and leave them. It

goes without saying that the company might become dissatisfied with recruits.

The company recruits men who have educational backgrounds in any field. In 1956 their starting salaries ranged from \$325. to \$375. This year, 1957, starting salaries are from \$350. to \$400. The company has a minimum starting salary, but the maximum is flexible. They feel that the potential of the student determines his starting salary. Competition has a great effect on salary offers also, they stated.

This business concern raised starting salary offers in 1956. They said they do not raise offers, ordinarily, after the recruiting season begins. They implied that 1956 was the exception rather than the rule. The company feels that they will raise salary offers in 1958. The amount they would raise then could not be determined.

The company usually gives a raise to personnel when they complete the training program. The raise is not automatic, however. No automatic raises are given in this organization. Everything is based on merit. Since the company has no automatic raise program, the percentage of raise to base salary varies.

In conclusion to this section, the question was asked, "Do you feel your starting salaries are too low?" The interviewee replied that any company which is in the recruiting business wants to be able to say that it offers

the top salary. In that sense, the company feels that salary offers are too low. They say they can pay top salaries easily, but there are many things which must be considered in recruiting college students. They said if they were to offer top salaries, there was no telling how much pressure they would have from within their own organization. They cannot bring a college recruit into the firm and pay him an exorbitant salary because their employees would not feel they were being fair to them if they did. They feel it is better to lose a few good men rather than upset their entire organization.

Feeling Toward Industrial Firms. The company feels that it has the advantage over industrial firms in recruiting college students for the following reasons:

1. They offer an opportunity for expansion.
2. They promote from within.
3. All work is based on merit, as are raises.
4. They have many benefits and excellent personnel policies.
5. They afford a man unlimited personal contacts.
6. They let the employee use his judgment, initiative, etc. to capacity.
7. They say, most important is the fact that the person is an individual rather than a number in their organization

The company feels that industrial salaries may be somewhat higher than theirs at the beginning of a recruit's career

However, they feel that their salaries are competitive. This concern definitely does not feel that industrial salaries of recruits are higher <sup>THAN THEIR SALARIES</sup> after a five year period. One of the firm's most important recruiting points is that their salaries are higher after approximately five years than industrial salaries. The company did not know whether they promoted recruits faster at the beginning of their career, but they feel they promote men much faster after five years have elapsed.

#### Relationship with Regional Placement Associations.

The company participates in surveys of all kinds and attempts to answer questions as fully as possible. They are a member of the regional associations and they participate actively. They feel they can obtain an insight into problems between placement officers and companies. The interviewee stated that the associations provided a vast amount of food for thought and that they have solved quite a few problems while attending association meetings.

In regard to the code of ethics the regional associations are trying to adopt, the company feels that it is a step in the right direction. They feel there is a great need for the code. The only question that came to their mind was how would it be enforced? The interviewee said his firm definitely did not violate any of the ethics outlined in the code.

This firm felt the associations are doing a fine job with what they have. They stressed the point that the associations are understaffed and overworked.

In connection with the regional associations, the question of problems encountered with placement directors and colleges was asked. The company felt that there were two main problems. First, placement officers' records on students are not complete. Therefore, the company has to go to four or five offices to obtain data about the student. Second is the fact that some colleges do not place enough emphasis on placement. The interviewee said that colleges and placement officials have improved greatly in the past five years, however. They felt that generally the relationships between colleges and recruiting companies was fine.

In conclusion, the company stated that the most important single factor which makes a sound recruiting program is a company's recognized growth, expansion and character. Any other factors would be an enlargement of the first. This business concern felt that they were getting the best possible support from top management. The reason was that top management had recognized the need for college recruiting. They stated their system of decentralization helped also.

## B. The Industrial Company's Policies and Practices

This industrial firm is a national company. They have two main sources from which they recruit. One is the college where they recruit inexperienced personnel. The other is from various places, mainly industry, where they recruit experienced personnel. Their main source of recruiting inexperienced people is the college campus.

### Employment Procedures, Policies and Practices.

This company recruits people of all educational backgrounds. The majority of the people they recruit, however, are technical personnel. They use preselection techniques exclusively. The reason they gave was that they recruit for so many different types of jobs that they cannot talk to just anyone. The interviewee said his firm did not recruit college women because they have no jobs for them. Usually all of their openings are for men. Of course, they hire women for clerical work but, as a rule, they are not college graduates.

The company recruits liberal arts graduates only for the field of sales. They usually confine their recruiting of sales personnel to business administration graduates. They recruit people who hold masters' degrees and Ph.D.'s. They usually employ people who hold these degrees for research work. The interviewee said they do not employ many non-technical men who have higher than a bachelor's degree. They feel that a master's

degree is an asset to a man and if he uses what he has learned effectively, he should have the advantage over a person who has only a bachelor's degree.

The employment of the college graduate by this industrial firm begins with supplying pamphlets and other information concerning their company to the placement officer. They tell the placement officer what types of openings they have and then set up interviewing schedules and dates. Their third step is to interview the candidates. The interviewee said they do not ordinarily conduct group interviews because many colleges will not permit them and interviewing schedules are so tight that it is practically impossible to have them. Therefore, the company has a 20 to 30 minute interview with each candidate.

The most important single factor they consider in appraising an interviewee depends a great deal on what type of job they are interviewing him for. For research work they said that technical knowledge, originality, personality, and application were the most important factors. For sales work they are more interested in personality and extra-curricular activities rather than top grades. Another factor which they considered important in selecting any recruit was what he does over a twenty-four hour period. In other words, does he work or does he waste his time? They expect the interviewee to be

prompt for the interview. They also expect him to be neat, businesslike, and they want him to be sincere.

While interviewing the candidate, the interviewer does not weigh specific factors on a rating sheet. They say they appraise rather than rate the interviewee. The company takes into consideration such things as appearance, manner in which the student presents himself, his tact, and his long-run potential. They also emphasized that they take into consideration small matters as well as large when appraising their candidates.

After interviewing the candidate, they tell him they will let him know what they decide. If they have enough information from the interview, they may not require him to fill out an application blank. However, he must fill out one before he visits their company. They take their file and comments on the interviewee back to the company and if they feel he has potential, they review these records with various department heads. If these department heads are interested in the applicant, the company will write him and ask him to visit them. If they do not desire the applicant's services, they write to him and explain why.

If they desire the applicant, he will visit the company and various people will interview him. He will also take a battery of psychological tests. Based on all these data, the company decides whether or not to give the student a salary offer.

This concern does not use the multiple interview. They feel that their interviewers have enough overall knowledge of the company so it is unnecessary. Furthermore, they want the interviewee to be relaxed.

The firm does not administer psychological tests on the campus, but they do use them when the prospective employee visits their company. They emphasize that tests serve as a guide only and that they place much more importance on interviews than they do on psychological tests.

The question was asked, "How have you improved interviewing techniques?" The company spokesman stated that they have improved interviewing techniques by reading various articles on the subject. Also, they have improved them by attending seminars where interviewing was the main topic of discussion. Third, they watch the progress of recruited college graduates to see if they measure up to what was expected of them. The interviewers have meetings and decide what type candidates they are looking for each year and they find out where openings exist in their organization. They also try to determine what types of men will fit into particular geographical locations.

This company has certain policies concerning military service. They prefer a prospective employee to have his military obligation behind him, but with a college man this is not usually the case. If a man

has three months after graduation before he must enter service, they will hire him. After he enters service the company will keep in touch with him and when he is released from active duty they will raise his salary according to how long he has been away and what potential the company thinks he has. If the man has been working in his chosen field while in the military, they might promote him. The interviewee stated it depends on the individual. However, they do not give job offers to students who must enter service immediately after graduation. They interview those students and if they are interested in them, they tell them to visit the company when they are released from active duty.

When the college graduate begins work with the company he is placed in some form of a training program. The firm does not have any specific training program because they have so many different fields of work. In general, the recruit works in various functions of a department so he can secure an overall picture of the job he will be doing. Most of the company's training programs require a year to complete. These training programs are informal and on the job. They do not make use of classroom lectures or the like. The company does not have an executive training program. If they have a man whom they think has potential, he is

trained the same as a college graduate.

Visits, Quotas, and Salary Offers. The company made fifty-five visits to forty-eight colleges in 1956. In 1957 they are making seventy visits to fifty-nine colleges. They feel certain they will not increase their visits next year. This business concern interviewed 920 students in 1956. They did not have a specific quota because their recruiting program was spread out over various parts of the country. This is the first year they have had a centralized recruiting program. They hired fifty-one graduates in 1956. This year they feel they will interview approximately 1200 men. Since the firm has centralized its recruiting program, they have been able to obtain much better interviewing schedules and they are visiting more colleges this year, which accounts for the increase. Their quota for 1957 is 100 men. They feel that this quota will be reached next year because their quotas have increased steadily for the past four years. They are expanding each year and, therefore, more men will be a necessity. The company spokesman stated that one out of every three people they gave job offers to accepted them.

The firm feels that the supply of technical men is too small to satisfy the demand for them. The interviewee said the main reason for this is the terrific amount of competition they must face in recruiting them. As for

non-technical men, they have no difficulty whatsoever hiring them.

The company did not feel that they lost many men because other companies offered higher salaries. They stated they gained quite a few men because of their higher salary offers. They are trying to find out at the present time the reasons why they lose prospective candidates. The interviewee said that their salary offers were competitive and that they had a variety of locations and jobs the graduates could choose from. The only reason they gave for losing prospective candidates was that they were not particularly interested in the company's line of business.

In regard to turnover of college graduates, the company stated that they have never computed any turnover figures. Their turnover of college graduates is so small that they do not feel it necessary to compile this information. They are very pleased with their recruiting program for this reason. Their loss is so small that they cannot pinpoint any specific year or years of employment in which their loss of graduates is heaviest.

In 1956 starting salaries for technical men ranged from \$400. to \$425., and for non-technical men the range was from \$350. to \$400. This year the salary range for technical is \$450. to \$475. and for non-technical \$385. to \$400. Their maximum salaries are flexible rather than absolute.

The company raised starting salary offers \$25.00 in 1956 for both technical and non-technical fields. The figures stated in the above paragraph were the final salary offers. The firm has not raised salary offers this year because competition has not forced them to do so. They do not plan to adjust starting salaries for next year's program. However, the interviewee stated that salaries have risen so fast over the past five years that they do not know what to expect in the future. Competition will determine whether or not they raise salaries.

This business concern does not have any automatic raises. Everything is based on merit in their organization. A graduate may receive a raise six months after being employed by the company or he may have to wait a year. It just depends on the individual. Since they do not have automatic raises, the percentage of raises to base salary vary.

In concluding this section, the question was asked, "Do you feel your starting salaries are too low and why?" The interviewee said the company had very competitive starting salaries and that their starting salary offers were close to the top. Therefore, they did not feel their offers were too low.

Feeling Toward Retail Firms. The company feels that, in general, they have the advantage over retail firms in

the recruitment of college graduates. In specific instances, they feel that they may not. The reasons why the company answered in such a manner were thus:

1. They have a wider range of jobs for technical men and their salaries are higher.
2. They have a variety of geographical locations and they feel that location is one of the most important factors in securing college graduates.
3. They offer many opportunities for advancement.
4. The company stated that, generally speaking, people who are interested in their field do not want to work for a retail company. For this reason, they felt that neither the retail nor the industrial firm has the advantage over the other in recruiting college graduates.

The company did not know whether retail salaries were higher than theirs at the beginning of a recruit's career. They stated, however, that they had no trouble getting non-technical men. They said that retail salaries were higher than theirs after a five year period in certain fields. However, they did not feel that they had enough knowledge about retail operations to answer this point specifically. They said that salaries and opportunity for advancement were the most important factors a student was interested in. They were trying to find out more about this question when the author interviewed them. It was said again that location played an important part in the recruitment of college men.

This firm felt that retail job opportunities were

very good but that industrial job opportunities were excellent too. They emphasized that ~~the Q and man would probably~~ NOT be interested in retailing if he was interested in industrial work. This company did not know whether retailers promoted their men faster than they do, but they stated that they have responsible jobs that may be reached in a short length of time. They felt that retailers promoted their men after a five year period faster than their company did because retailers have a higher rate of turnover. They stated that a good retail chain organization which is expanding affords men excellent chances for quick promotion.

Relationship with Regional Placement Associations.

The company participates in surveys of all types and attempts to answer questions as fully as possible. They are a member of the regional associations and participate actively. They feel that the associations are of extreme value to all companies. Their reasons for this statement were that they keep placement on an even keel, they have established patterns for recruiting, they have standardized recruiting procedures, and they have developed forms for use in recruiting. They also stated that the associations have solved many problems in the field of college recruiting. The interviewee said, at meetings of the associations they discussed problems and made many personal contacts. They obtained the feelings of both colleges and companies.

When they return to their organization they can coordinate their recruiting efforts with the sound information they obtained while attending association meetings.

In regard to the code of ethics which the regional associations are trying to adopt, the company felt that it was very definitely needed. They think that the associations have done much to eliminate misconduct in the field of college recruiting. They do not feel that there is any company which does not violate the code of ethics one time or another. However, they do not believe companies violate the code intentionally. The concern does not think the complete code will fit into any one firm's policies. They stated that the only way the code could be enforced would be through cooperation.

This firm feels that the associations do not need improvement, for they have improved so much over the past six or seven years that they do not see how there is much need for further improvement. They said that the associations have plenty of people and money to do the job so that is no longer a problem.

In connection with the regional associations, the question of problems encountered with placement directors and colleges was asked. The concern felt that they had very few problems with placement directors. They stated that once companies get to know placement directors and their problems they cannot understand how directors do

their job as well as they do. They felt they are overworked and understaffed and most colleges will not turn loose enough money to have a good placement bureau. The interviewee said that the only way to improve relations between placement directors and recruiting companies was to have an increased understanding between both parties concerned. He also stated that associations have done much in this connection.

At the conclusion of the interview, the company stated that the most important single factor which makes a sound recruiting program is the recognition of the need for and value of a program. Second in importance, the program must have the backing of top management. Third, there must be someone handling the program who appreciates both the college and industrial point of view. Finally, the interviewee stated that you need to have a knowledge of the company's requirements. He also felt that top management was giving excellent support to their recruiting program. He said it has recognized the problem and the need for a sound recruiting program in their organization.

In concluding this chapter, the author wishes to point out that all questions asked in the two interviews are numbered to enable the reader to make comparison of the policies and practices of the two firms. As previously stated, these interviews are contained in the Appendixes of this thesis.

## CHAPTER V

### AN EVALUATION OF POLICIES AND PRACTICES IN THE RECRUITMENT OF COLLEGE STUDENTS BY BUSINESS ORGANIZATIONS

At the onset of this chapter the author wishes to say that he realizes the scope of this thesis is limited. The first conclusion the author desires to make is that more research is needed in the field of college recruiting. There are many problems which have not yet been solved pertaining to the recruitment and placement of college students. More cooperation is needed between placement directors and recruiting companies. Students, colleges, placement directors, and recruiting firms would benefit tremendously if this were accomplished.

The recruitment of college students has increased enormously in importance since 1946. At that time it was a casual affair and very seldom did company representatives visit college campuses. Today more and more companies are looking to colleges as their main source of future executive manpower. There is a terrific amount of competition in the field of college recruiting, and the result has been that it is now a large and somewhat impersonal business. The recruitment of college students

is a vital activity of most business organizations today.

It follows that the role of the college placement officer has increased correspondingly in importance over this same period of time. At the end of World War II the title of placement officer did not exist at most colleges; therefore, the placement function was not generally stressed as an important one. With increased college enrollments and industry's accelerated need for well trained men since 1948, placement officers have become perhaps the most important people on college campuses. They are now the connecting force between colleges and the business world. They determine the types of relationships colleges will have with business organizations. They also determine the types of alumni the colleges will have. Better alumni support will be the result if graduates of colleges are placed properly in jobs.

The college student did not have the facilities available to him in 1948 which he has today. His chances of obtaining a job when graduating from college have increased enormously since the end of World War II. Seldom did companies visit the college campus; ordinarily the graduate had to find himself a job. This is not true today, however. The student usually has the problem of deciding which of his many job offers to accept. He is in an enviable position. He is sought constantly by business concerns

and there is intense competition in obtaining his services. When hired, he is making more money than the majority of his predecessors were when they began work.

It is certain that the college student will hold his favored position until our World War II babies come of age. Woe be unto him when this eventful day arrives, however, because companies once again will be in the "driver's seat." More than likely salary offers will decrease and the number of job openings available will dwindle, yet there will probably be more college recruiting than ever before. The author feels that the only things which will prevent this from occurring are another war or inflation.

It is the opinion of the author that the recruitment of college students by business organizations will continue to increase in importance. There is still an extreme shortage of technical men in most industrial organizations, and more companies are employing non-technical college graduates. There will be an increased demand for non-technical personnel, and there will continue to be a shortage of technical personnel in the immediate future.

Preselection of possible employees is of growing importance in the recruitment of college students. It saves both the time and money of recruiting companies. Preselection techniques will no doubt be used by more and more companies in the future.

The group interview is not used as much today as it was in prior years because more companies are recruiting students and interviewing schedules are so crowded at most colleges that it is practically impossible to conduct them. The group interview is steadily disappearing on college campuses for these reasons.

There are no specific factors which are most important to companies in the selection of their candidates because factors considered in selecting students vary with different types of jobs. However, the author feels that, generally speaking, the mental flexibility, degree of developed skills in human relations, and interest in particular companies are the most important factors in the selection of most college students.

The student, in his selection of a company, will generally place more importance on opportunities for advancement than any other single factor. Salary and location are also very important to him in his selection of a company with which to build his future success.

The author has this feeling toward psychological tests as a primary source of information in evaluating a recruit. If and when personality becomes less difficult to test, companies may change to testing as the most important selection technique in evaluating the recruit. Even if this happens, the author feels there will always be an interviewer on the college campus; and until it

happens, testing techniques will remain subordinate to the interview.

Military service is not as great a problem as it was five years ago. Companies have realized that most students have a service obligation to fulfil. Therefore, it is the opinion of the author that military service will not greatly hinder a student's chances of obtaining a job. The student should use college placement facilities to his greatest advantage and actively seek employment interviews. If the student makes contacts while attending college, he is more likely to have them when he is released from military service.

Starting salary offers will reach an all time high this year for almost every field of business and they will probably continue to rise for the next few years. There should be a leveling-off period by 1963 unless there is another war or inflation. There is a trend to base salary raises on merit, especially after the first year of employment. The reason, probably, is because starting salaries have become so high that most companies do not feel that raises should be automatic. The author believes that automatic raises of salaries will gradually disappear in most business organizations.

With the increased demand for college students, companies' recruiting costs have increased tremendously. Student quotas are being increased each year by recruiting

companies and it is likely that quotas will be increased in the future. Therefore, the author feels that costs for the recruitment of college students will increase in the future.

The author feels that colleges and companies have come a long way since 1948, but he also feels that there is still room for improvement in the field of college recruiting and placement. The regional placement associations have helped solve innumerable problems and have eliminated many malpractices, but there are still needs to be fulfilled in the recruitment of college students.

First of all, more research should be conducted in the field; and second, cooperation is needed between colleges and recruiting companies. There is a need for close working relationships between the companies and colleges. Better results will be obtained if the recruiters visit campuses regularly, regardless of their needs for personnel. More cooperation and better understanding are the results of such a practice.

Placement officers are overworked and understaffed. There is a need for colleges to allot more money to the placement function and also to provide an adequate staff to meet the demands of recruiting companies. Better programming and counseling is needed in colleges. If this could be accomplished, there would be less turnover of college graduates after their placement.

It follows that there is a need for more careful selection of college students on the part of recruiting companies and better training programs should be established. Losses of personnel should be greatly reduced if this is accomplished. Companies should attempt to learn more about the problems facing placement officers. Once they have a knowledge of these problems, there will be better cooperation between placement officials and themselves.

There are quite a few unethical practices in the field of college recruiting which could be eliminated if a proper code of ethics were formulated and established. If the regional associations' recommended code were adopted, it would greatly aid in eliminating acts of misconduct. The only way any code of ethics could be enforced would be through the full cooperation of students, colleges, placement directors, and recruiting companies.

Regional placement associations are indispensable to college recruiting today. They have done so much for the field that one could never give them the credit which is fully due them. If the associations had not been established, the author feels that the recruitment of college students would be haphazard, ineffective, unorganized, and uncontrollable.

It is hoped by the author that the reader is left with a broader and more comprehensive knowledge of present day recruiting policies and practices.

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**A P P E N D I X E S**

## APPENDIX A

### INTERVIEW CONDUCTED WITH RETAIL FIRM

1. Q: Are colleges your main source of recruiting?

A: We have a program of decentralization; and, therefore, our operation is based on the needs of the individual store. We follow a policy of promotion from within; and, the store manager hires whom he desires. To supplement this program, we use college recruiting; and that is not saying that college recruiting is not essential to us, because it is. We are becoming more dependent on college recruiting each year.

2. Q: Do many people come to you for jobs who are college graduates?

A: Yes, we have a large number of people applying for jobs who are college graduates. We have a number of colleges in and around our city. Rather than go to all of their campuses, we ask the students to come to us. We also have a great number of people applying for jobs who have been employed elsewhere and have become dissatisfied.

3. Q: Do you recruit prospective executive personnel from sources other than colleges?

A: Yes, we talk to anyone who desires to talk with us. We are active in distributive education programs in

high schools, etc. In general, we are looking for executives everywhere, especially from within our organization.

4. Q: What is your selection procedure for college students?

A: First of all, we send out pamphlets about our company to the placement director who puts them in an appropriate spot so that they are available to students. We arrange interviewing dates with the placement officer and make other necessary arrangements. We do not publicize our visit. All of the publicity we get is given by the placement officer at the college. Second, we let the school set the pattern for interviewing. We try to have group interviews whenever possible; but, because of the number of companies now recruiting on campuses, this is not practical sometimes. Students cannot attend the group interviews of all recruiting companies; if they did, they probably would not attend a great number of classes. For this reason some colleges do not permit group interviews. The number of people we interview has something to do with whether we have a group interview, also. Third, a thirty minute interview is scheduled with any student wishing to talk with us. It makes no difference who he is or what kind of grades he has; we will talk with anyone. After we have interviewed a candidate, we tell him that if we wish to talk with him further about a job we will write him.

If he doesn't hear from us, then he will know we do not desire his services. Fourth, if we do decide to offer the student a job, we do it by letter. He does not come to the home office to be interviewed again. We are trying to do the best possible job as economically as we can. If the student accepts our job offer, he tells us when he will be ready to work and where he would like to work. We try to place the recruit in the geographic location he desires if at all possible.

5. Q: What factors do you consider most important in appraising a candidate?

A: The most important single factor is the candidate's mental flexibility. By that, I mean how well he can cope with various problems. Also, how well he can adjust himself to different assignments. Mental flexibility goes hand in hand with intelligence. Second in importance is his degree of developed skills in human relations. This includes his character, personality, etc. Third is his level of interest in our business; and, fourth is his economic motivation.

6. Q: Do you use rating procedures in interviewing?

A: Yes, we have a rating sheet we use when interviewing a candidate. We rate appearance, bearing, alertness, personality, ability to present ideas, work habits, and the interviewee's interest in our company. We, also, collect

data of personal history, work experience, military service, scholastic average, leadership on campus, and obtain the school's opinion of the candidate.

7. Q: Do you employ the use of psychological testing?

A: Yes, we do. We do not use psychological tests on the campus, however, because we do not have the time to administer them. The college does not have the facilities either. When applicants come to us for jobs, we use them; and, after a trainee begins work with us, he must take the tests. We do not test the recruit before he begins work with us, however.

8. Q: Do you use the group and/or multiple interview? Why?

A: Yes, we do use the group interview as I said before on your question concerning selection procedure. The reason we use it is because we can give a good picture of our company to everyone at the same time. Then when we have individual interviews, we don't have to say the same thing over and over to each interviewee. In other words, we can conduct more profitable individual interviews by using the group interview.

As far as the multiple interview is concerned, we stay away from it. We don't want to put any pressure whatsoever on the interviewee. We want him to be relaxed.

9. Q: Do you use preselection techniques?

A: No, we talk with anyone who wants to talk with us.

10. Q: Are most college facilities ample for recruiting purposes?

A: That is a loaded question. Let me answer it this way. Many college facilities are outstanding, many average, and many inadequate. In general I would say that they are usually fine. It all depends on the emphasis which the college places on recruiting.

11. Q: What conduct do you expect of an interviewee while interviewing him?

A: We expect him to have good appearance and that is most important. Second, we don't want him to ramble. Third, we want him to say what he means. Fourth, we want him to set up rapport. Finally, we want him to sell himself and listen to our proposals.

12. Q: Do you recruit graduates other than those who have a bachelors degree? How do you feel about a person who holds a masters degree? Do you feel he can be promoted faster?

A: Yes, we recruit people who have a higher degree than a bachelors. As to your second question, the only time we put additional emphasis on a masters degree is in a technical field such as engineering. As far as faster promotion is concerned, we do not hire the degree. We hire the man. It takes much more than intelligence to become successful.

13. Q: Do you recruit college women? Why?

A: Yes, we do; but, we do not go to Women's Colleges. We recruit them when the college we visit is coed. Women

are becoming increasingly important in our recruiting program. The main reason is because of fashions. We have quite a few women executives in our organization. The recruiting techniques are the same for women as for men, so it does not create a problem.

14. Q: Do you recruit liberal arts graduates? Why?

A: Yes, we do not feel management potential depends on the degree. An important factor in the business world today is the art of communication. A person who can't communicate effectively is at a great disadvantage. Liberal arts graduates, as a whole, have this advantage over others.

15. Q: Do you recruit technical personnel?

A: Yes, we do for specialized jobs. We employ many technical men who want to go into sales work, personnel, etc. If we feel they have potential for these jobs, we will place them. To give an example, I am a civil engineer graduate, and here I am in personnel.

16. Q: How have you improved interviewing techniques? It is generally accepted that the interview is the least reliable and valid of all selection techniques, mainly because of the human factors involved.

A: Some companies send men out to interview who have had no experience. The interview is bound to be unreliable and could not have much validity in such a case. When we send out an interviewer, he has experience. To be an interviewer for this company you must have been a successful personnel manager from three to four years

at least. The majority of our recruiters were interviewees in a college at one time or another so they know how the student feels. To be a successful personnel manager, you have to be an excellent interviewer. We have meetings every year to get on a common ground. I mean by that, we decide what we are looking for. We also use rating procedures.

Of course, there are differences in techniques, but we are all looking for one thing - potential.

The applicant sets the stage and we obtain information by various means. The final results are the same, however, and that is what counts. We don't ask questions which can be answered with a yes or no answer. All of us try to make the interviewee feel at ease. We find we get much better results.

17. Q: What is your policy toward the military problem?

A: If the candidate can come and work with us four or five months, we will hire him. When he returns from service, he has a job waiting for him. We do not guarantee he will receive a raise, but almost always we raise the man when he returns. It is more or less a moral obligation to do so, we feel. You have to be realistic about this type of problem.

Now, if the interviewee has to enter service three or four weeks after leaving college, we will interview him, but we will not give him a job offer. Instead, we ask

him to look us up when he is released from service. That brings up a point which I would like to make. Even if a student has to enter service immediately after graduation, he should take every opportunity to talk with visiting companies. He will make contacts and more than likely obtain a job immediately after ending his service obligation.

18. Q: What fields of business do you recruit?

A: We recruit any field at all. The majority of our recruits are business or economic majors; but, as I have said, we will talk with anyone who desires to talk with us.

19. Q: How many colleges did you visit in 1956? How many are you visiting this year? Will you visit more in 1958?

A: In 1956 we made forty-five visits to thirty-two colleges. This year we are making the same number of visits to the same number of colleges. Next year we plan to do the same; but, if we feel it necessary to visit more colleges, I assure you we will. The reason I don't believe we will increase the number of colleges we visit is this. It takes two or three years to get established on a college campus. The more job offers you give, the more students remember you. We do not give job offers to just anyone; don't misunderstand me. We select our men very carefully. What I am saying is that the more job offers you give, the

more students will talk about you. When your name becomes well known on campus, you will naturally have more interviews.

20. Q: How many men did you interview in 1956? What was your quota and how many did you hire?

A: We interviewed 997 students last year. Our quota last year was 75 men and we employed 68.

21. Q: How many men will you interview this year and what is your quota? Do you expect to raise this quota in 1958?

A: I don't know how many men we will interview this year, but I feel certain the figure will be above that of 1956. Our quota this year is 100 men. As to whether we will raise our quota in 1958, let me answer you thisway. If needs dictate, we will.

22. Q: What per cent of your college men leave you or what turnover do you have?

A: In 1946 and '47, we had a very high turnover because of our tremendous expansion. It has improved since then and in 1956 only five per cent of our college men left us in one way or another. Turnover varies from year to year. Let me say this; we are very happy with our recruiting program, extremely happy, in fact.

23. Q: In which year or years of employment is your loss of graduates the heaviest? Why?

A: Our loss of graduates is heaviest in the first two years of employment. The reasons why it is heaviest in these two years are: One, it takes the trainee that long to

find out whether he is interested in retailing or not. Two, we want to take one or two years to decide on a man. In other words, we want to give the person every possible chance. Lots of recruits go along nicely in their first year and then skip all of a sudden. Their capacity has simply been reached. When a man wants a promotion and we feel he doesn't have the capacity to fill the job, naturally we cannot promote him. The person then becomes dissatisfied and seeks employment elsewhere. It goes without saying that we may become dissatisfied with a person's services. Generally I would say it takes a different type of man for retailing, he must like his job.

24. Q: What was your ratio of acceptances of college recruits to job offers in 1956?

A: I don't know the answer to that question. We are in the process of compiling that data at the present time over a span of years. All I know at present is that we interviewed 997 men and hired 68. I don't know how many job offers we gave.

25. Q: Do you feel the number of college graduates available is too small or do you think the supply is ample for your business? Why?

A: Let me answer your question in this way. There is more competition in college recruiting than there has ever been. I don't know of any field which is more competitive. This makes it hard to get good personnel because, after all, that is what every company is looking for.

The supply of college graduates is ample enough for our business but the caliber we desire is not always ample. We could double our quota and easily fill it but we would not have the potential we desire.

26. Q: What percentage of your executives are college graduates?

A: Approximately 85 per cent of all our executives are college graduates. Seventy per cent of our retail store managers are college graduates and fifty per cent of these have been through our training program. The number of executives we have who are college graduates is increasing yearly.

27. Q: Do you lose many men because of higher salary offers? Do you gain many?

A: Yes, we lose quite a few men because other companies offer higher salaries. We also gain men because of our higher salary offers. We conducted a survey on students a few years ago and found that their number one interest was salaries. We also found that benefits were not very important to them.

28. Q: What are the most important reasons for your loss of prospective candidates?

A: As I said before salaries is the most important reason. Another reason is that the student may not like retailing. Other than for those two reasons, I think our loss of prospective trainees is practically nil.

29. Q: What were your starting salaries for fields recruited in 1956? What are they this year?

A: We recruit men who are in any field. Last year our starting salaries ranged from \$325 to \$375. This year, 1957, starting salaries are from \$350 to \$400. We have a minimum salary offer but our maximum is flexible. It all depends on the potential we think the student has. That is what determines how much we offer him. Competition has an effect on starting salaries also.

30. Q: Do you raise starting salaries after beginning the recruiting season? If so, why?

A: Yes, we did in 1956. We have not in 1957, however. The reasons we raised them I stated in the preceding question. You have to be realistic about things like this. The cost of living has gone up and many other things have occurred in the past ten years. We do not generally raise our starting salaries after the recruiting season begins. Last year was the exception rather than the rule.

31. Q: Do you plan on adjusting starting salaries for next year's program? Why?

A: We will review our salary offers and I imagine we will raise them in 1958. It is too early to tell much about it right now. Competition will have a great effect on the matter as well as all the other reasons I stated in your last two questions.

32. Q: How soon after employment do you raise starting salaries? Is the raise automatic? When does a raise depend on merit?

A: We usually raise personnel when they complete their training program. This raise is not guaranteed, however. We do not give an automatic raise in our organization. Everything is based on merit here, which is as it should be.

33. Q: How much do you raise personnel? What per cent is this of his starting salary?

A: As I said in the preceding question, all of our salaries are based on merit and hence, the raises are of different amounts. It just depends on the management potential of the person. Naturally, the per cent will vary since we have no set raise.

34. Q: Do industrial firms offer higher salaries, for the same fields, than you do?

A: On the average I would say we are competitive. Unless we feel a man has potential, we do not want him.

35. Q: Do you feel your starting salaries are too low? Why?

A: I'll answer that question in this manner. Any company which is in the recruiting business wants to be able to say that it offers the top salary. In that sense, we feel our salary offers are too low. We could pay top salaries easily, but there are a lot of things which must be considered. For example, if we were to offer top salaries, there is no telling how much pressure we would have from within our organization. We cannot bring a college recruit into our organization and pay

him an exorbitant salary because our employees would not feel we were fair to them if we did. We feel it is better to lose a few good men rather than upset our entire organization.

36. Q: Do you feel industrial firms have an advantage over you in recruiting college graduates? Why?

A: First, let me say this. You can ask graduates what they want to do when they leave college and 90 per cent of them can't tell you. Now to answer your question, I would say we have the advantage. Let me list the reasons for you:

1. We offer an opportunity for expansion.
2. We promote from within.
3. All work is based on merit as are raises.
4. We have many benefits and excellent personnel policies.
5. We afford a man unlimited personal contacts.
6. We let the person use his judgement, initiative, etc. to capacity.
7. Most important is the fact that the person is an individual and not a number in our organization.

37. Q: Do you feel industrial salaries are higher than yours at the beginning of a recruit's career?

A: We think they are competitive. They may be somewhat higher, but we do not feel hard pressed.

38. Q: Do you feel industrial salaries are high than yours after a five year period?
- A: Definitely not! One of our most important recruiting points is that our salaries are high after approximately five years than industrial salaries are. We promote faster after that length of time.
39. Q: Do you feel that salaries are an important factor as to whether you get a man or not?
- A: I would say it is the most important factor. As I said before, we conducted a survey and found that salaries were the most important factor students were interested in knowing.
40. Q: Do you feel that industrial firms offer better job opportunities than you?
- A: They positively do not!
41. Q: Do you feel that industrial firms promote their men faster than you at the beginning of a recruit's career?
- A: I really don't know. I can tell you what we do usually, however,. Recruits are promoted to first supervision level one year to eighteen months after joining our firm. In about eighteen more months they are promoted to second level supervision. After one or two years, they are promoted to executive ranks. It takes from eight to ten years to become a store manager. Of course, this is a general pattern of promotion I have stated. We do not guarantee that a man will even be promoted to first level supervision.

42. Q: Do you think industrial firms promote their men faster than you after a five year period?

A. No, I think we promote men much faster than industry after they have been with us for that period of time.

43. Q: Would you outline your training program?

A: First of all we send the newly hired graduate to a store for training. We have no central training center. Our training program is as follows:

1. a. Receiving and price marking, six weeks
- b. Shipping , one week
- c. Warehousing , one week
2. Selling in various divisions - hard  
    line and soft line. , six weeks
3. Customer Service Department , four weeks
4. Unit Buying Control , two weeks
5. Operating, Personnel and Office  
    procedures , four weeks
6. Advertising Department , two weeks
7. Display Department , two weeks
8. Cashier's Office , two and one  
    half days
9. Credit Office , "
10. Auditing Office , one week
11. Assistant to a Division Manager, six weeks

During this training period the trainee will study all manuals and current bulletins which are pertinent to his assignment, attend all general training and store-wide meetings, learn to conduct training meetings, and exert

constant effort at self-development and leadership. The employee's progress will depend upon merit and his ability to gain the acceptance of his store manager and fellow workers.

44. Q: Do you always send recruits through the training program or do you sometimes assign them to a specific job?

A: If the student graduating from college has the potential we feel he needs, we place him in our training program. On the other hand, if he does not have the potential, we may assign him to a specific job. This does not place the man in an inferior position though. He can advance just as fast as the man who is going through our training program if he has what it takes to become successful. I might stress this point at this time. We do not have an executive training program. Our training program is for everyone. It is not reserved exclusively for prospective executives.

45. Q: Do you participate in surveys conducted in the field of college recruiting? Are all questions answered completely?

A: Yes, we do participate in surveys and are very happy to do so. In regard to your second question, we answer the survey as completely as we possibly can.

46. Q: Are you a member of one of the regional associations? Are you active in the work of the association?

A: Yes, we are a member, and we participate actively.

47. Q: Of what value are the regional associations?

A: We find we can obtain a cross-section of opinions. We can also obtain an insight of problems between placement officers and companies. The association provides a vast amount of food for thought to us; and, we have solved quite a few problems while attending association meetings.

48. Q: What do you think of the association's recommended code of ethics. Do you think you violate any of these ethics?

A: We feel that it is a step in the right direction. The recruiting field has needed something like this for a long time. Our only question is how will they enforce these ethics once they are accepted. We definitely do not violate any of the ethics. We have a code of ethics in our organization and if any of them are violated, there is no question but what employment will be terminated.

49. Q: In what ways might the regional associations be improved?

A: Let me answer your question in this manner. The associations are understaffed and over-worked. They are doing a fine job with what they have.

50. Q: What do you consider the main problems encountered with placement directors and colleges?

A: First of all, I feel that if I have a problem with a placement director, it is my fault. I have handled myself improperly in some way. Let me also say that

placement officers are grossly over-worked.

The main problem we have with placement officials is that their records are not complete. It is very difficult for us when we have to get information from four or five sources at a single school. We feel that we should be able to obtain all the facts we need from the placement office. Another problem is that colleges do not place enough importance on placement. Colleges and placement officials have improved greatly in the past five years, however.

51. Q: How can the relationships between placement directors and recruiting companies be improved?

A: We feel the relationships are good enough. We do think that policies of colleges and recruiting companies should be flexible though.

52. Q: What do you feel is the most important single factor which makes a sound recruiting program? What are the next four in order of importance?

A: This is a matter of opinion, but I feel that the company's recognized growth, expansion, and character is the most important factor. The next four would simply be an enlargement of this.

53. Q: Do you feel top management should give more support to college recruiting, or are they giving enough? Why?

A: We feel we are getting the best support we could possibly get. The reason we are is because top management has recognized the need for college recruiting. Also, our system of decentralization helps.

## APPENDIX B

### INTERVIEW CONDUCTED WITH INDUSTRIAL FIRM

1. Q: Are colleges your main source of recruiting?

A: We have two main sources from which we recruit. One is the college, where we recruit inexperienced personnel. The other is from various places, mainly industry, where we recruit experienced personnel. Our main source for recruiting inexperienced people is the college. We do not discount people without a college education, but they are assigned to specific jobs and must move up through the ranks, so to speak.

2. Q: Do many people come to you for jobs who are college graduates?

A: Yes, we have quite a few college graduates who come to us for jobs. We are an expanding company and this creates a lot of interest among college graduates. We are located in various areas, and many graduates come to us because they desire to be employed close to home. Also, many apply for jobs with us who have been employed elsewhere and have become dissatisfied.

3. Q: Do you recruit prospective executive personnel from sources other than colleges?

A: We recruit our inexperienced personnel solely from colleges, but we recruit our experienced personnel from other sources. For example, if we needed a new head of a research department, we would look somewhere other

than the college for him.

4. Q: What is your selection procedure for college students?

A: We keep the college supplied with pamphlets and other information concerning our company. We also have faculty contacts in the areas of education which we recruit. The first thing we do is let the placement officer know what types of openings we have. Then, we set up interviewing schedules with the placement officer. After the interviewing dates and schedules have been established, our third step is to interview the candidates. We ordinarily do not conduct group interviews, because many colleges will not permit them. So many companies are recruiting, and schedules are so tight that it is practically impossible to have them. Therefore, we have a twenty to thirty minute interview with each candidate. After the interview, we tell the candidate we will let him know what we decide.

If we have enough information on the interviewee, we may not require him to fill out an application blank after the interview. He must fill out one before he visits us, however. Fourth, we take our file and comments on the interviewee back to the company. If we think he has potential, we review these records with various department heads. If they seem to want the applicant, we write him and ask him to visit us. If we do not desire

the applicant's services we write to him and explain why.

Fifth, the applicant will visit with us and various people will interview him. He will also take a battery of tests. Based on all this data, we decide whether to give the student a salary offer or not.

5. Q: What factors do you consider most important in appraising a candidate?

A: That depends a great deal on what we are looking for. For research work I would say that technical knowledge, originality, personality, and application are important. For sales we would want an extrovert. We would not be as interested in top grades as we would be in personality and extracurricular activities. Another factor which is important to us in selecting any recruit is what he does over a twenty-four hour period. Does he work or does he waste his time.

6. Q: Do you use rating procedures in interviewing?

A: No, we do not weigh specific factors on a rating sheet. We appraise rather than rate the interviewee. We take into consideration such things as appearance, manner in which the student presents himself, his tact, and his long run potential.

If a candidate fills out a sloppy application blank, we will not look favorably toward him. I gave this example

because I want to impress you with the fact that we appraise a candidate on small matters as well as large.

7. Q: Do you employ the use of psychological testing?

A: We do not administer tests on the campus, but we do use them when the prospective employee visits our company. Tests serve as a guide only, however. We place much more importance on the interview than we do on psychological tests.

8. Q: Do you use the group and/or multiple interview? Why?

A: We do not ordinarily use the group interview because it is not practical at most colleges as I stated before. We would like to use it if we could. In regard to the multiple interview, we do not use it either.

9. Q: Do you use preselection techniques?

A: Yes, we always use preselection techniques. We recruit for so many different types of jobs that we just cannot talk to everyone. Therefore, we tell the placement officer what type job openings we have and interview only for those specific job openings. I mean by that, if we want chemical engineers, then the only people we will talk with are chemical engineering students.

10. Q: Are most college facilities ample for recruiting purposes?

A: That is a hard one to answer because I don't want to step on anyone's toes. Let me answer your question in

this manner. College facilities vary tremendously. The majority of them are adequate and some are very good. A few things are to be desired at most colleges, however.

11. Q: What conduct do you expect of an interviewee while interviewing him?

A: First of all, we expect him to be prompt. Second, we expect him to be neat. Third, we expect him to be business-like and fourth, we want him to be sincere.

12. Q: Do you recruit graduates other than those who hold a batchelors degree? How do you feel about a person who holds a masters degree? Do you feel that he can be promoted faster

A: Yes, we recruit people who hold masters degrees. We also employ P. H. D.'s. I will say this though; we usually employ them for research work. We do not recruit many non-technical men who have more than a batchelors degree. We feel that a masters degree is an asset to a man, and if he uses what he has learned effectively, he should have the advantage over a person who has a batchelors.

13. Q: Do you recruit college women? Why?

A: No, we do not recruit college women. We do not have jobs for them. Ordinarily, all of our jobs are filled by men. Of course, we hire women for clerical work but as a rule they are not college graduates.

14. Q: Do you recruit liberal arts graduates? Why?

A: We do for the field of sales because we do not discriminate closely for sales personnel. We will talk to a liberal arts graduate, but we do not specifically recruit him. We have only a certain amount of time, so we cannot interview everyone. We usually confine our recruiting to business administration graduates when recruiting for sales personnel.

15. Q: Do you recruit technical personnel?

A: Yes, the majority of our recruiting is for technical men. The reason is self explanatory, I think.

16. Q: How have you improved interviewing techniques? It is generally accepted that the interview is the least reliable and valid of all selection techniques, mainly because of the human factors involved.

A: I will agree that it is the most subjective technique, but how else can we recruit college students? We have improved interviewing techniques by reading various articles about them. We have improved them by attending seminars where interviewing is the main topic of discussion. Third, we watch the progress of men we recruit to see if they measure up to what we thought they would accomplish. Of course, we get together and decide what we are looking for each year. We find out where openings exist in our organization, and find out what types of men will fit into particular geographical locations.

17. Q: What is your policy toward the military problem?

A: We take military service in stride. We like for a man

to have his military obligation behind him, but with a college man that is not usually the case. If a man has three months, after graduation, before he must enter service, we will hire him. After he enters service, we keep in touch with him and when he is released from active duty, we raise him according to how long he has been away and what potential we think he has. If he has been working in his field while in the military, we might promote him. It all depends on the individual. We do not give job offers to students who must enter service immediately after graduation. We interview these students and if we are interested in them, we tell them to look us up when they are released from active duty.

18. Q: What fields of business do you recruit?

A: We recruit the majority of our men for technical work. For example, we recruit chemical, civil, industrial, electrical, metallurgical, and mechanical engineers. We recruit chemists and have recruited geologists occasionally.

We also recruit business administration graduates, accountants, and liberal arts graduates for non-technical fields. I would say 80 per cent or more of our recruits are technical men though.

19. Q: How many colleges did you visit in 1957? How many are you visiting this year? Will you visit more in 1958?

We made fifty-five visits to forty-eight colleges in 1956. This year we are making seventy visits to fifty-nine colleges. I feel certain we will not increase our visits next year.

20. Q: How many men did you interview in 1956? What was your quota and how many did you hire?

A: In 1956 we interviewed 920 men. We did not have any specific quota because we were spread out everywhere. This is the first year we have had a centralized recruiting program. We hired fifty-one college graduates last year.

21. Q: How many men will you interview this year and what is your quota? Do you expect to raise this quota in 1958?

A: I don't know how many men we will interview this year, but I would say approximately 1200. Since we have centralized our recruiting program, we have been able to obtain much better interviewing schedules. Another thing which accounts for this increase is that we are visiting more colleges this year. Our quota for 1957 is 100 men. We feel this quota will definitely be raised next year because our quotas have increased for the past four years in a row. We are expanding each year; and therefore, more men are a necessity.

22. Q: What per cent of your college men leave you or what turnover do you have?

A: Our turnover of college graduates is so small that we

have not computed any turnover figures. We are very pleased with our recruiting program because of this fact.

23. Q: In which year or years of employment is your loss of graduates the heaviest? Why?

A: I just do not know the answer to that. Our loss of graduates is so small that we cannot pin-point any specific year or years.

24. Q: What was your ratio of acceptances of college recruits to job offers in 1956?

A: One person accepted a job with us out of every three people we gave job offers.

25. Q: Do you feel the number of college graduates available is too small or do you think the supply is ample for your business? Why?

A: The supply of technical men is too small to satisfy the demand for them. I think the main reason is the terrific amount of competition we must face. As for non-technical men, we have no difficulty, whatsoever, hiring them.

26. Q: What percentage of your executives are college graduates?

A: I do not know the exact percentage because we have not conducted a study on the matter. All I can tell you is that the percentage is very high and this percentage is increasing each year.

27. Q: Do you lose many men because of higher salary offers? Do you gain many?

A: Ordinarily, we do not lose many men because other companies offer higher salaries. We gain quite a few men because of our higher salary offers, however. (The interviewee explained his reasons to the author, but his answer would identify the company).

28. Q: What are the most important reasons for your loss of prospective candidates?

A: We are trying to find out the answer to that question at the present time. I really don't know why we lose prospective candidates. Our salary offers are competitive. We have a variety of locations and jobs students may pick from. The only reason I can think of right now is that they just don't like our type of business.

29. Q: What were your starting salaries for fields recruited in 1956? What are they this year?

A: In 1956 our starting salaries for technical men ranged from \$400 to \$425, and for non-technical, the range was from \$360 to \$400. This year the salary range for technical is \$450 to \$475, and for non-technical \$385 to \$400. The maximum salaries are flexible rather than absolute.

30. Q: Do you raise starting salaries after beginning the recruiting season? If so, why?

A: We raised starting salaries \$25 in 1956 for both technical and non-technical fields. The figures I gave you in your last question were the final salary offers.

Everyone raised starting salaries last year. We just had a spiral. We have not raised salary offers this year because competition has not forced us to do so.

31. Q: Do you plan adjusting starting salaries for next year's program? Why?

A: I don't know, but I can tell you this. We would prefer to hold them where they are. Salaries have risen so fast over the past five years, we do not know what to expect next year. Competition will determine whether we raise salaries or not.

32. Q: How soon after employment do you raise starting salaries? Is the raise automatic? When does a raise depend upon merit?

A: We do not have any automatic raises in our company. Everything is based on merit. A graduate may receive a raise six months after he has been with the company, or it may be a year. It just depends on the individual.

33. Q: How much do you raise personnel? What per cent is this of his starting salary?

A: It depends on the individual, so we cannot compute the percentage of his starting salary. They would all be different.

34. Q: Do retail firms offer higher salaries for the same fields than you do?

A: I do not think so, but I do not really know. I do know that we have no trouble, whatsoever, hiring non-technical men.

35. Q: Do you feel your starting salaries are too low? Why?

A: No, we have very competitive starting salaries. The reason I say this is because if you grouped all starting salaries in a range, ours would fall in the upper bracket of it. We are very close to offering top salaries, in other words.

36. Q: Do you feel retail firms have an advantage over you in recruiting college graduates? Why?

A: In general, I would say no. In specific instances I would say yes. The reasons why I am answering your question as I am is because:

1. We have a wider range of jobs for technical men and our salaries are higher.
2. We have a variety of geographical locations, and I think location is one of the most important factors in securing college students.
3. We offer many opportunities for advancement.
4. Generally, people who are interested in our field do not want to work for a retail company. For this reason I feel that neither of us has the advantage over the other in the recruitment of college students.

37. Q: Do you feel retail salaries are higher than yours at the beginning of a recruit's career?

A: I do not have the slightest idea what retail starting salaries are; and, I don't know how much they raise their personnel. We have no trouble getting non-technical men though.

38. Q: Do you feel retail salaries are higher than yours after a five year period?

A: In certain fields I would say that retail salaries are higher than ours after a five year period. I don't feel that I know enough about retail operations to answer that question.

39. Q: Do you feel that salaries are an important factor as to whether you get a man or not?

A: I would say that salaries and opportunity for advancement are the most important factors a student is interested in. We are trying to find out more about this question at the present time. Location plays an important part in the recruitment of college students, also.

40. Q: Do you feel that retail firms offer better job opportunities than you.

A: Retail job opportunities are awfully good; but, industrial job opportunities are excellent, too. The same man will not be interested in retailing if he is interested in industrial work. Therefore, I do not feel that retailing and industrial firms are competing with each other.

Q: Do you feel that retail firms promote their men faster than you at the beginning of a recruit's career?

A: They might promote their man faster than we do; but, we have responsible jobs which may be reached in a short while. I really don't know whether they do or not.

42. Q: Do you think retail firms promote their men faster than you after a five year period?

A: They probably would because they have a higher rate of turnover than we do. A good chain organization which is expanding affords men excellent chances for quick promotion. As I said before, however, we have responsible jobs which can be reached in a short while.

43. Q: Would you outline your training program?

A: We do not have any specific training program because we have so many different fields of work. In general, the recruit works in various functions of a department so he can secure an overall background of the job he will be doing. He might be transferred from plant to plant for training.

In production supervision, the recruit will spend a certain amount of time in the various operating departments. In general, it takes about a year to complete most of our training programs. Our training programs are not executive training programs. If we have a man who we think has potential, he is treated the same way as a college graduate is treated.

44. Q: Do you always send recruits through the training program or do you sometimes assign them to a specific job?

A: For specific types of work, we may not send a recruit through a training program; but, the majority of our

college recruits go through some type of program.

The training programs we have are very informal and they are on-the-job training programs. We do not use classroom lectures or anything like that.

45. Q: Do you participate in surveys conducted in the field of college recruiting? Are all questions answered completely?

A: Yes, we participate in surveys conducted in the field of college recruiting. We answer all association surveys and all national surveys such as the one conducted by Mr. Endicott. We try to answer all questions completely. We have nothing to hide; and, even if we did, we couldn't. The college student certainly is not going to keep what we tell him a secret. College recruiting has become a profession and as a profession, there must be cooperation and ethical practices.

46. Q: Are you a member of one of the regional associations? Are you active in the work of the association?

A: Yes, we are a member; and, we participate actively.

47. Q: Of what value are the regional associations?

A: They are an awful lot of value to all companies. We just could not do without them. They keep placement on an even keel. They have established patterns for recruiting. They have standardized recruiting procedures and have developed forms for use in recruiting. Most important, however, the associations have solved many problems in the field of college recruiting.

At meetings we discuss problems and make many personal contacts. We can obtain the feelings of both colleges and companies. When we return to our company, we can coordinate our recruiting efforts with the sound information we have gotten while attending association meetings.

48. Q: What do you think of the association's recommended code of ethics? Do you think you violate any of these ethics?

A: I don't think there is any company which does not violate the code one time or another. I don't believe they violate it intentionally, however. I do not believe the complete code will fit into any one company's policies; but, I do feel the code is very definitely needed. The only way the code can be enforced is through cooperation. I think the associations have done much to eliminate misconduct in the field of college recruiting already. Very seldom do we run into any unethical practices. Of course, you hear about a few; but, I don't see too much of it anymore.

49. Q: In what ways might the regional associations be improved?

A: They have improved so much over the past six or seven years that I don't see how they can improve much further. They are improving research at the present time; and, if they continue doing this, they will not need improving. They have plenty of people and money to do the job, so that is no problem.

50. Q: What do you consider the main problems encountered with placement directors and colleges?

A: I have very few problems with placement directors.

I was a placement officer myself, at one time, so I know what they are up against. Once you get to know them and their problems, you cannot understand how they do their job as well as they do. They are overworked and understaffed; and, most colleges will not turn loose enough money to have a good placement bureau.

51. Q: How can the relationships between placement directors and recruiting companies be improved?

A: The only way to improve relationships is to have an increased understanding between both parties concerned. The associations have done much in this connection.

52. Q: What do you feel is the most important single factor which makes a sound recruiting program? What are the next four in order of importance?

A: I would say the main factor is the recognition of the need for and value of a recruiting program. Second, the backing of it by top management. Third, you need someone handling the program who appreciates both the college and industrial point of view. You need a person who can work with colleges. Finally, you need to have a knowledge of the companies' requirements. In other words, have a knowledge of local conditions which exist at various plants.

53. Q: Do you feel top management should give more support to college recruiting, or are they giving enough? Why?

A: We receive excellent support here; but, I don't think we will ever reach a point where we will not desire more support from top management. That is just human nature. The reason why we get excellent support is because top management has recognized the problem and the need for a sound college recruiting program.