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1993

## The Changing Work Environment: A Challenge for Corporate America

Angela D. Hamilton

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ABSTRACT

**THE CHANGING WORK ENVIRONMENT:  
A CHALLENGE FOR CORPORATE AMERICA**

This thesis will focus on the study of change in the work environment, and the impact change has on American corporations and workers. Predictions for a changing workplace, workforce, and work environment are made. The author suggests that the work environment is changing rapidly and that corporations must adapt to these changes. The author also suggests that workers must be prepared for a changing workplace. The author concludes that the work environment is changing and that corporations and workers must adapt to these changes.

Angela D. Hamilton, B.S.

An Abstract Presented to the Faculty of the Graduate School of Lindenwood College in Partial Fulfillment of the Requirements for the Degree of Master of Business Administration

1993



**ABSTRACT**

This thesis will focus on the study of change in the work environment, and the impact change has on American corporations and workers. Predictions foretold a changing workplace, workforce, and global economy. As a result, there are specific challenges to corporations, workers, and the country.

Research has attributed the lack of worker training and development to a decline in the importance of training. Most human resources planning in American corporations has played second fiddle to other business decisions; judgments are made and human resources follow. So it becomes necessary to focus more clearly on the American business environment and the individuals who make up this environment.

Over the years some corporate leaders have failed to realize the magnitude of an increasing illiteracy problem and what it can cost the company in low productivity and poor product quality. One thing is

certain. There are no clear cut solutions to today's business problems: global competition, productivity and quality, employee and cultural diversity, customer service, and profitability, just to name a few. But, what it takes to deal with complex issues such as these is the capacity to think.

The purpose of the present study is to investigate the possibility that, what has been successful for American corporations and workers in the past may not work in the future. Specifically, the American workforce is ill-prepared to meet the demands of the changing work environment; and therefore, will be unable to move the organization and themselves forward.

To solve this problem a Career Resource Center manual was designed to assist corporations and individuals to cope successfully with workplace changes of the present and the future.

Three professionals were administered a questionnaire to evaluate the manual for the purpose of determining a resource center's implementation and viability within an organization. Data were analyzed



by a descriptive analysis.

Results of the study produced considerable evidence to suggest that the Career Resource Center manual is a valuable tool for American business and to conclude that the most important variable in any business today is human performance.

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A Publication Project Approved by the Faculty of the  
Graduate School of Loyola University Chicago in partial  
fulfillment of the requirements for the  
Degree of Master of Business Administration

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**THE CHANGING WORK ENVIRONMENT:  
A CHALLENGE FOR CORPORATE AMERICA**

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A Culminating Project Presented to the Faculty of the  
Graduate School of Lindenwood College in Partial  
Fulfillment of the Requirements for the  
Degree of Master of Business Administration

1993

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**This study is dedicated to:**

My God, who said, "Nothing will be impossible to you."  
(Matthew 17:20)

My beloved father Emmett Williams.

My mother, Doris, who has inspired me.

My brother, Gerald, whom I wish the best for.

My godson, Nathan, who will persevere.

My friends and family, who supported me.

an incredible journey. There is much to be learned from the  
for those who do not accept that the world is not a  
unforgotten and forgotten. I hope that you will find  
me as someone who you have brought a light to my  
life, and I thank you.

I truly appreciate the support of an individual  
(who is modestly anonymous) for devoting time  
many other things. I hope that you will find  
than you are worth.

To the people who have given me the most  
insight and knowledge of the world, I thank you  
was a superb experience. I hope that you will find

## ACKNOWLEDGEMENTS

Specific works of creative pioneers have been cited throughout this study. In addition, I would like to recognize my overall debt to these individuals' efforts. I would like to express my gratitude to an "exceptional lady" and a great authority on organizational Training and Development, Geraldine Smotherson. She has a deep feeling for the plight of an untrained worker. There is also a special concern for those who do not embrace this plight. Her example, encouragement and support have been a driving force for me. Be assured that you have wrought change in my life, and I thank you.

I truly appreciate the support of an individual (who is modestly anonymous) for devoting time to read many drafts. You have "enhanced my existence" more than you will ever know.

To Harolyn Light, an aspiring attorney, who has insight and knowledge of the corporate environment and was a superb conversationalist. You are "cherished."

Princena Davis whose patience, understanding and computer assistance is appreciated.

The Postal Service Correspondence Center and their speedy, accurate administrative work made the difference.

While researching I became more aware of the worker struggle to sort out priorities and contend with uncertainty in the workplace. I learned much from their openness during a company restructuring which created (for some) transition from one career position to another.

The research in this thesis has been gathered from a variety of sources. Despite all my efforts to be inclusive, there is no doubt much more evidence to support this study. Those invaluable literary works have become my responsibility to research and expound upon.

ADH



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## **Preface**

The changes in the world of work and the skills needed by tomorrow's workers are among the most prevalent issues facing corporate America today. Research has been conducted and disseminated through books, newsletters, magazine articles and seminars on the reality of "change over the next decade."

Experts have stated, "that no matter what the future holds, we can count on one thing, continuous change" (Stewart 5). Change is a fact of life in the 1990s and the future promises only to accelerate the pace. Learning to cope with and manage sudden unpredictable change and uncertainty is the single most important challenge facing the world today. It is a challenge that confronts all individuals and organizations, and individuals prepared for change will view it as evolution rather than revolution (5).

The purpose of this thesis is to increase awareness of change and provide a tool to cope more successfully with the fact.

## Chapter I

### INTRODUCTION

#### History

On July 26, 1775, members of the second Continental Congress meeting at Philadelphia, agreed . . . "that a postmaster General be appointed for the United States, who shall hold his office at Philadelphia, and shall be allowed a salary of 1,000 dollars per annum . . ." (U.S. Postal Service, Pub 100 1).

That simple, undramatic statement signalled the birth of the Post Office Department, the predecessor of the U.S. Postal Service (USPS) and the second oldest agency of the United States.

Originally the Postal Service consisted of an operation serving the thirteen colonies over 2,000 miles of post roads, with 75 post offices and a staff of 32. Twenty six post riders handled all of the deliveries for the 13 colonies (U.S. Postal Service, Pub 100 2). Since 1775 postal operations have grown to become the largest civilian employer in the nation, employing approximately 800,000 employees (Frank 61).



Universal mail service covering 36 million square miles is now provided coast to coast to a population of 160 million. Today's descendent of the original post office has become a highly automated operation utilizing computer sort programs to process and deliver approximately 540 million pieces of mail per day. A mail volume which was once handled by 26 riders on horseback now requires 169,000 vehicles supplemented by civilian airlines which allocate space on all flights for mail (Frank 61). Early on, the principal reason for mail was personal correspondence. Today 80 percent of the mail volume is business mail making the postal service an integral part of this country's economic fabric.

However, in the late 1960s, it was apparent that the Post Office Department was in trouble. Years of financial neglect and fragmented control had seriously impaired its ability to function in a modern era in terms of facilities, equipment, wages and management efficiency. The Postal Service was operating under highly subsidized rates that existed on all classes of mail; rates that for many years bore little relation to their costs (U.S. Postal Service, Pub 100 9).



As originally structured, the Post Office Department fell under the Treasury Department. President Richard Nixon signed the Postal Reorganization Act of 1970, providing for the conversion of the Post Office Department to the United States Postal Service, an independent establishment within the executive branch of the government. This removed the Postmaster General from the Cabinet and created the self-supporting postal corporation wholly owned by the federal government. The new Postal Service officially began operations on July 1, 1971 (U.S. Postal Service, Pub 100 9).

As a new quasi-independent entity the Postal Service was required by law to operate as a self sufficient revenue producing business. This required a much greater level of efficiency from its labor intensive workforce. It was determined that the required level of efficiency could best be attained by establishing a comprehensive training program which would address the needs of both its craft and management employees.

#### Postal Employee Development Centers

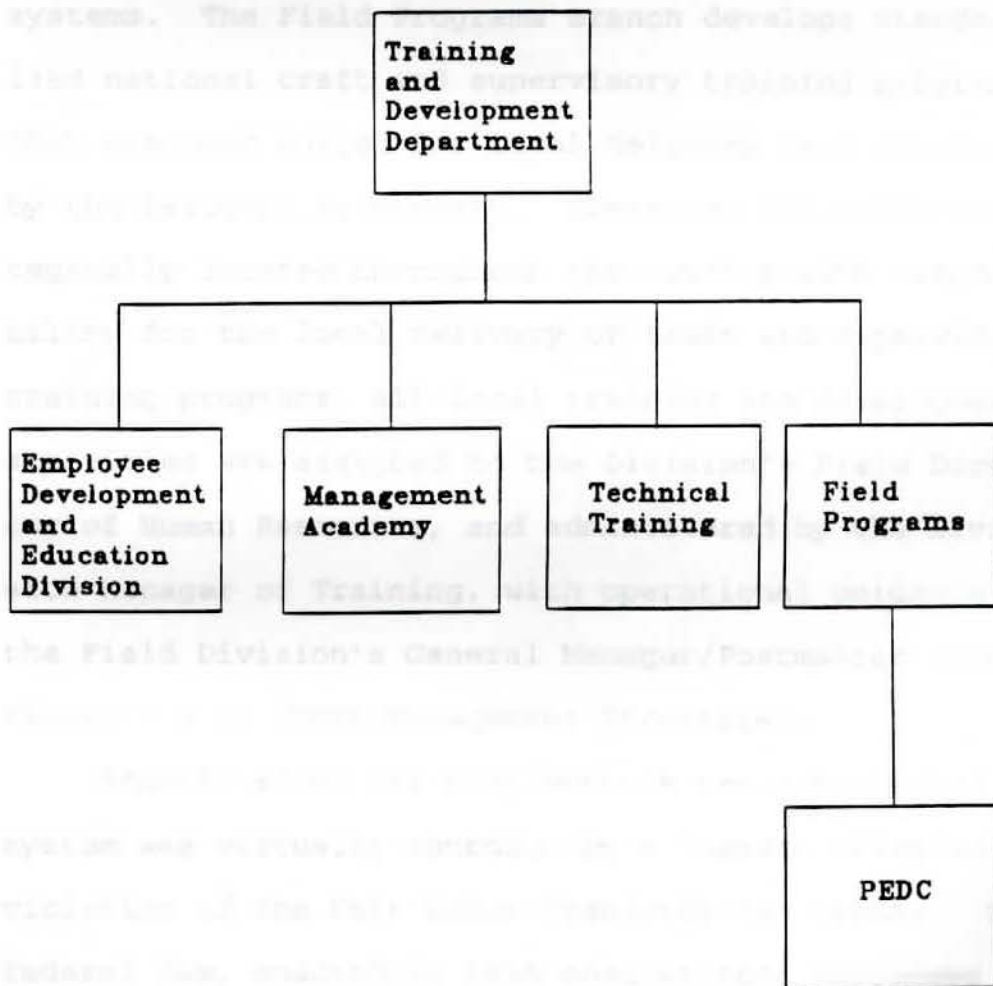
In 1971 the Postal Service established the Postal Employee Development Center (PEDC). Since its incep-

tion, the PEDC has become part of a complex training network, essential to the design and delivery of the Postal Services's local and national training programs (see Figure 1). The PEDC provides training, development and support services to all its personnel on a continuing basis. Of the total 12.8 million training hours used in 1989, 78 percent were delivered through the PEDC (PEDC Operations, St. Louis Division 43). Postal training and development programs are controlled and coordinated by the Training and Development Department (TDD), located at the U.S. Postal Service Headquarters in Washington, DC. This office ensures that all postal training and development programs support USPS job performance requirements and career development objectives. Primary emphasis is given to individual management development programs. Technical and operational development programs are also provided for its craft and management employees. The following organizations within TDD are responsible for executing this mission. The Employee Development and Education Division (ED & ED), develops the system-wide training and development policies which link education, training, and development activities to long range Postal

Figure 1

**PEDC Training & Development Network**

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**SOURCE: PEDC Operations, Saint Louis Division.**  
**Exhibit from "Strategic Directions for Postal**  
**Employee Development Centers," (1990).**

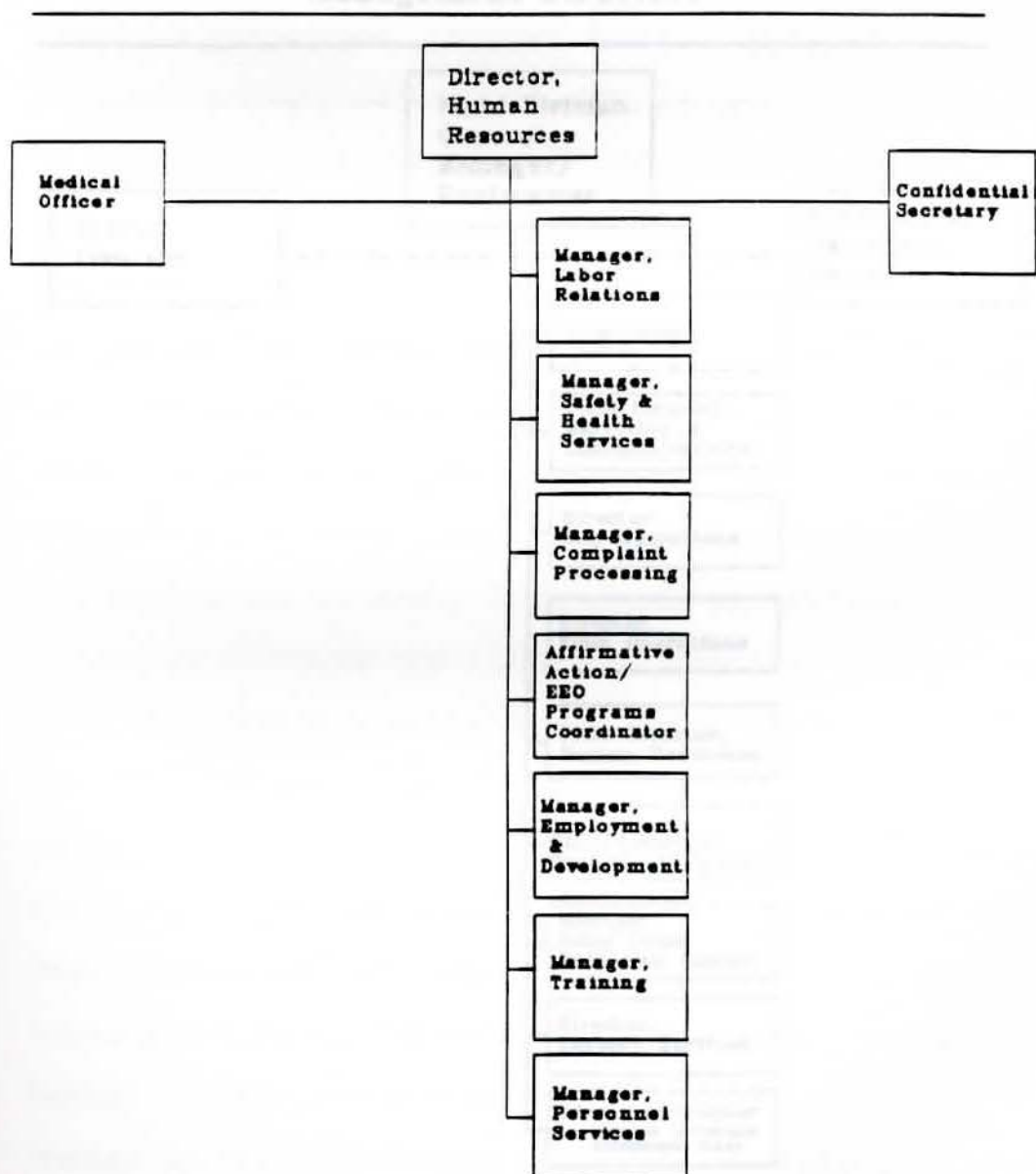
Service strategic plans. Management Academies were established for the purpose of centralizing and standardizing management training within the Postal Service. The Technical Training Center (TCC) was established to provide cost effective training on equipment systems. The Field Programs Branch develops standardized national craft and supervisory training programs that are best suited for local delivery (and required by the National Agreement). There are 164 PEDCs strategically located throughout the country with responsibility for the local delivery of craft and supervisory training programs. All local training and development activities are assigned to the Division's Field Director of Human Resources, and administered by the Division Manager of Training, with operational guidance by the Field Division's General Manager/Postmaster (see Figure 2 & 3) (USPS Management Structure).

Shortly after the PEDC Network was established the system was virtually shutdown by a lawsuit alleging violation of the Fair Labor Standards Act (FLSA). This federal law, enacted in 1935 ensures that employees are properly compensated when performing job related tasks. FLSA contains within it statute of application provi-



Figure 2

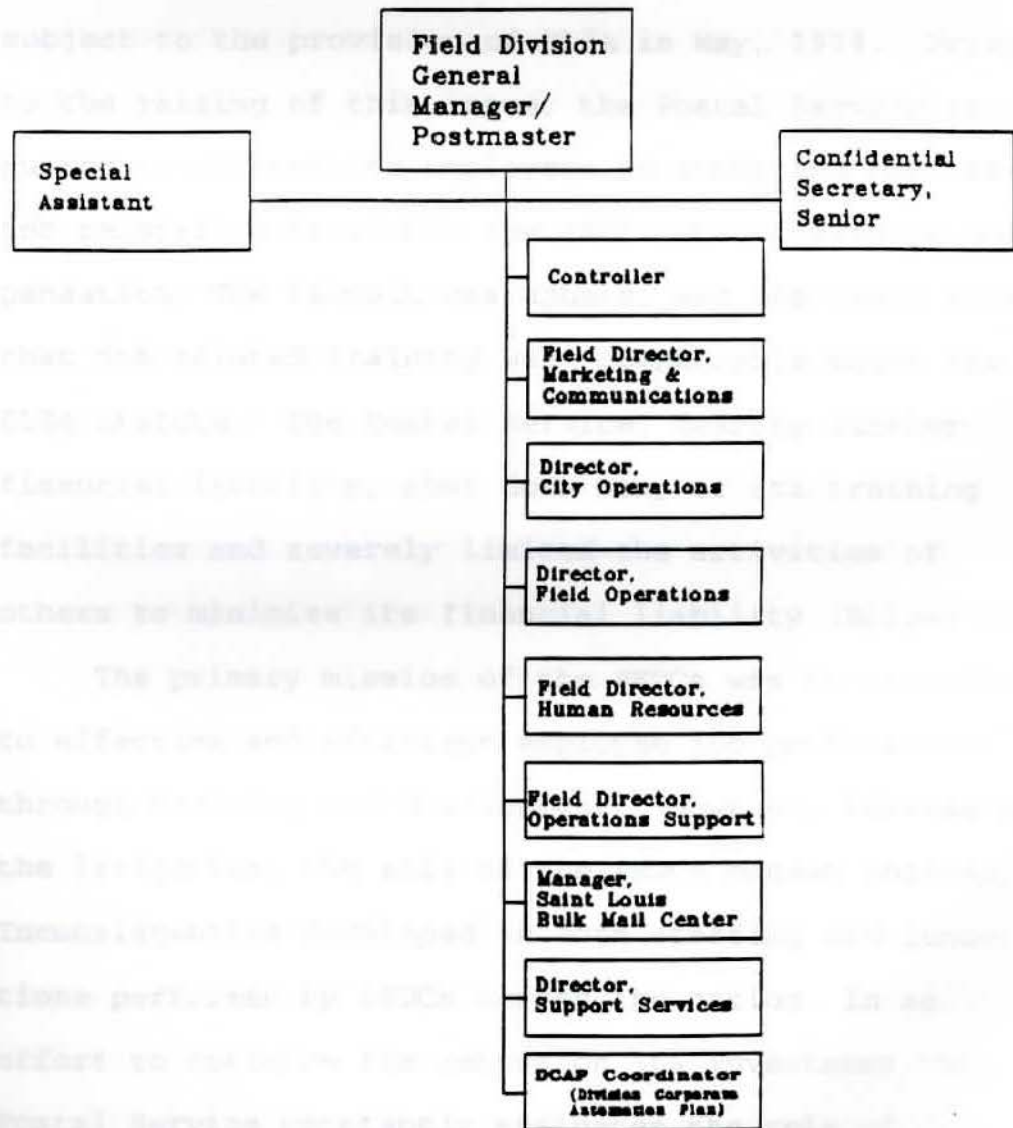
## Human Resources Functional Area



SOURCE: Management Structure Of The Saint Louis Division United States Postal Service. (1991)

Figure 3

### Management Structure



SOURCE: Management Structure Of The Saint Louis Division United States Postal Service. (1991)



sions governing child labor, minimum wage, equal pay and overtime pay. It authorizes the Department of Labor (DOL) to investigate non compliance with the act and to supervise the payment of unpaid wages in the event of violations. Postal Service employees became subject to the provision of FLSA in May, 1974. Prior to the raising of this issue, the Postal Service required or allowed its employees to study and perform job related tasks within the PEDC network without compensation. The lawsuit was upheld, and the court ruled that job related training was compensable under the FLSA statute. The Postal Service, fearing further financial liability, shut down many of its training facilities and severely limited the activities of others to minimize its financial liability (Bolger 3).

The primary mission of the PEDCs was to contribute to effective and efficient employee job performance through training and development. However, because of the litigation, the role of the PEDCs became unclear. Inconsistencies developed in both staffing and functions performed by PEDCs across the nation. In an effort to optimize the return on its investment the Postal Service constantly evaluates the role of its

PEDC network, local operating needs, and reviews the delivery of national training programs. This effort helps to ensure consistency in the use of new techniques that ultimately support the increasing demands for training within the USPS workforce. In 1989, Headquarters set up a task force of postal executives to evaluate training. This consisted of two work groups of field training professionals and two focus groups of field programs managers, with consulting firms as facilitator. Through 1992, the purpose of this project was to identify training and development initiatives based on operational and functional needs. The groups also accepted the task of re-defining the mission of the PEDC network and establishing a system-wide strategic direction for PEDCs (Resop 1).

Technological innovations have caused many operational changes within the Postal Service. As a result of these changes the role of the PEDC has become absolutely essential to the effective utilization of this technology. For instance, the Postal Service's first extensive application of technology started when Multi-Position Letter Sorting Machines (MPLSMs) began replacing manual mail sorting. Multi-Position Letter Sorting

Machines, represent a significant change in the way mail was processed. This new technology was integrated with traditional methods and soon became the predominant letter mail processing tool. In the early 80's more advanced technology, Optical Character Readers (OCRs) and Bar Code Sorters (BCSs), were introduced. The Postal Service was challenged to improve existing operations using these new technologies. Optical Character Readers and Bar Code Sorters are now essential factors in the mail processing environment. They are used to process millions of pieces of mail daily. However, these machines were not the ultimate creation; currently, there are new, sophisticated technologies evolving at an increasing rate (RBCS 2).

The Postal Service is being challenged as never before. There are present and future changes impacting the Postal Service that will inevitably affect all employees. Some significant changes are: increased competition, automation, downsizing, budget constraints, workforce diversity, and changing workforce expectations. These current changes and future paradigms will have a significant impact on training and development. The changes are rapid, profound and poten-



tially chaotic unless training and development quickly instills the competencies to handle them. Changes in the future are perceived as certain but unpredictable, shortening the "window" of training and response time. At the forefront of these changes is Automation.

At present, less than half of all letter mail can be processed for delivery by automation. However, a major goal is to process 80 percent of the letter mail volume through automation by 1995. Mail processing by automation is critical to the future of the Postal Service. A strategic plan for the years 1990-1995 is to provide quality service, reasonable rates, and develop employee commitment. Automation is heralded as the only viable method to meet these commitments by reducing operating cost. The 73 divisions within the Postal Service have established a Division Corporate Automation Plan (DCAP). This plan is designed as a guide to ensure that the necessary decisions are made locally, within the proper timeframes to meet the overall 1995 Division Corporate Automation Plan goals (USPS 7).

The Division Corporate Automation Plan is aiming for a path that results in the lowest combined mailer

and Postal Service costs. By the end of 1995, the USPS will offer economic incentives to mailers to apply bar codes to approximately 40 percent of their total letter volume; the remaining volume will be coded and processed by USPS automated equipment. The combined effort to bar code virtually all letters and flats will result in the expected savings of approximately \$4 billion in 1995 as compared to 1988 savings (PEDC Operations 41).

Employees of the Postal Service are its major asset, and the training of these employees is a key investment strategy for individual and organizational success. Since its inception the PEDC system has responded effectively to many changes that have occurred in the USPS work environment. These include organizational realignments, technology, automation, and the downsizing of the workforce. However, as the postal service moves towards 1995, it will be necessary to posture the PEDCs in such a manner that they increase their contribution to the success of the Division Corporate Automation Plan (DCAP).

The PEDC in Phoenix, Arizona begun to prepare its workforce to meet its DCAP goals. In addition, it is addressing the rapidly changing work environment which

will require the identification and acquisition of new job skills. To support the efforts and mission of their PEDC, the Phoenix Division has developed a Life Work Planning Center (LWPC). Life Work Planning Centers, are a progressive approach aimed at assisting both the individual employee and the organization.

Life Work Planning is a concept based on a self analysis process for identifying relative emphasis in one's work, family, learning and leisure activities. The LWPC supplies current occupational, educational, and avocational information, and assists employees to use this information to achieve their goals. It also promotes thoughtful career planning and decision making, while assisting employees to assess and understand their skills, interests, values, and knowledge. The LWPC provides a setting where individuals can explore their interests (T&D 11).

The Phoenix center offers a resource library, career planning workshops, individual career counseling, use of typewriters, computers, and audio/visual equipment. The Center is a place for individual self-directed career development activities. It serves as a place where employees can identify their career goals,



options, and development needs.

Organizational benefits include: identifying high potential employees, improving individual/organizational job match, increasing employee loyalty, and accelerating work force adaptation to change.

The Phoenix Division LWPC was opened in 1989 as the national pilot for these centers. It has been enthusiastically received by craft and management alike. They have had over 8,600 visits to the Center since its inception, and now average 500-600 employee visits per month. The resource library has over 1,300 items (books, video/audio cassettes, pamphlets, magazines, and postal manuals) available for employees. The Center has become an informal clearinghouse for automation information. Employees seek information on automation, as well as personal job counseling (Kinsley & McGinnis 1).

#### **Statement of Purpose**

The purpose of this study is to address the workforce in transition due to changes in the work environment. This study will provide evidence to support the establishment of company Career Resource Centers.

Specifically, research will explore the formulation and design of a Career Resource Center or Life Work Planning Center (LWPC) within the Postal Service. The LWPC is an expansion of the PEDC, which focuses on job oriented training to meet the needs of the organization.

## Chapter II

### LITERATURE REVIEW

In recent years, corporate America has experienced unpredictable economic forces, large takeovers, downsizing and other restructuring. The result has been the reduction of 190,000 jobs in the United States since 1989, and cuts have continued. The recession is a major factor in the nationwide economic downfall, but companies are also learning that restructuring the work force and production will be necessary to compete in the future (Weber 30).

In the process, employees have seen their roles and responsibilities dramatically redefined. Unfortunately, many may be out of work in the near future (Barnes & Brandt 58).

Research by Schraeder and Dore shows that more than half of manufacturing jobs in the United States will be obsolete by the year 2000. Therefore, many of the surviving firms will be smaller and more streamlined; however, an estimated 21 million new jobs will be created (46).

Despite these cutbacks and cost saving measures prompted by the recession, employers know they must plan now for tomorrow's shortage of skilled labor. According to Olsten the solution is to increase training and development today,

Companies cannot compete in today's economy if they do not keep their workforces well trained and updated on new skills. (13)

Raimondo's research also suggests that an increased investment in personal development and training can help American employees get over desperation brought on by the economic recession (16).

While employees seek higher levels of personal achievement and self-actualization, management strives to maximize its efficient use of human resources in order to meet organizational objectives. Walz views these two goals, while often perceived as incompatible, as congruent in that the achievement of one can facilitate progress toward the other. Through this common desire and a coalition of effort, the 90's will see a dramatic increase in the number of developmental projects and use of innovative human resource methodologies to promote employee training and development



(102).

### Training & Development

Although formal training and development programs were begun around 1890, they increased in importance during the 1940's. The inability of the United States' educational system to produce talented workers is causing organizations to place more importance on training and development programs in the 1990's (Harkins 26). Therefore, it makes sense to define Training and Development, because a definition leads to clarity concerning the common thread between these concepts. Training is a change in skills - planned and organized learning activities designed to enable employees to perform their jobs as required by an organization. Development is a change in attitude or values - planned and organized activities employed at the organizational level by which the organization assures a continuous flow of highly qualified human resources to meet current and future workforce needs. Individual development occurs as a result of formal and informal training (ELM 403).

Solomon's research points out that organizations



are viewed as centers for human development in the sense that they provide learning opportunities for individuals. Organizational effectiveness requires human effectiveness, and success is measured in terms of return on investment and personnel productivity. Further, organizations prosper most when employees accomplish their personal goals in conjunction with organizational goals (2).

Over the last 40 years, investment in learning on the job has increased America's productive capacity nearly three times as much as investment in machine capital. This is critical for today's business, because despite these advances, the American workforce is falling behind the global competition. The learning investments of the past must be redoubled in the near future to meet the challenges of highly skilled and motivated workforces in Europe and the Far East (T&STN 1). For instance, the Japanese can manufacture a new car from concept to delivery in 40 months; it takes U.S. auto makers nearly 60 months. And the quality nod still goes to the Japanese (Cohen 32).

Thurow's studies on technological competition in the global economy focused on the seriousness of the

literacy problem in business and industry.

The problem today is not just finding work for the functionally illiterate in a high technology society; the problem also is how society itself can survive competitively if so much of its workforce cannot contribute effectively. (17)

According to Thurow, as much as 20 percent of the entire American workforce may be functionally illiterate, that is, unable to read and understand at a fifth-grade level. The functionally illiterate have little opportunity to participate effectively in the United States labor market. Jobs that were once classified as "manual labor" now require employees who can read and understand complex information presented in a variety of formats, thus demanding better reading, writing, math, science and reasoning skills (Dole 7).

Dole, after studying the history of the job market, found that "fifty years ago, anyone who wanted to work could leave high school and get a job . . ." (1). Today, however, our large urban public schools frequently are not preparing high school graduates adequately for the job market. Many graduates have limited reading and writing skills. And limited skills means limited career opportunities. Research by the

American Society for Training and Development (ASTD) has found that as many as 17 million workers currently on the job will need some basic skills training in the next decade, much of it in the core competencies of reading, writing and computation (AST&D 5). In addition there are 16 other skills (Figure 4) that employers consider "basic" to success in the workplace.

**Figure 4**

The Sixteen Basic Skills Employees Need

- 
1. Knowing How to Learn
  2. Reading
  3. Writing
  4. Mathematical
  5. Oral Communications
  6. Listening
  7. Problem Solving
  8. Creative Thinking
  9. Self-esteem
  10. Motivational/Goal Setting
  11. Personal and Career Development
  12. Interpersonal Skills
  13. Negotiation
  14. Teamwork
  15. Organizational Effectiveness
  16. Leadership
- 

SOURCE: American Society for Training and Development. Exhibit from "Train America's Workforce 1992 Campaign Will Focus on Basic Skills," (1992).

There is an undeniable link between workforce basics and the competitive life cycle of any new strategy strategy, technology, product or service. Employers



know that their employees' basic skills will be tested at every stage of the competitive cycle.

Before technology and sophisticated production processes became the new ingredient for competitiveness, a vast segment of workers were unskilled and expendable. There was a large labor pool to draw from when replacements were needed. However, new jobs will require skilled people - even in the lowest paid categories ( Schraeder & Dore 47).

Research by Cohen reveals that if the current ratio of workers to the general population remains constant, America will have approximately 15.6 million new workers by the year 2000 - and 23.8 million more jobs. Ten million of those jobs will require more than basic skills (34).

Dole says, the American workforce is "in a state of unreadiness . . . unready for the new jobs unready for the challenges of the 90's" (TSTN 16). He further states the root cause of the problem is that the American workplace has undergone revolutionary changes. Where past business accomplishments were driven by material resources, especially machinery, future business success will depend on the service quality of human resources.

McCain states that as change occurs in the work

place, responsibilities and tasks within job functions will change, often requiring a higher level of basic skills than was previously required for the same function (6).

A study conducted by the American Society for Training and Development (ASTD) for the Department of Labor (DOL) revealed that companies are facing what could turn out to be the most problematic decade of the century. For the first time labor will be a scarce resource. The demand for quality will continue to drive corporate policy. Yet at the same time companies which have relied upon an endless labor supply will suddenly be forced to train workers who may lack basic skills (ASTD 1).

According to Dean no matter how sophisticated we become, cost is still a consideration in the development of people. When times are hard, instead of doubling efforts to equip employees with more training to meet the challenge of competition, many corporations elect to cut their training budget (10).

One contravening argument on training and development is the probability that a company may be reluctant to make an investment because a better trained employee may be siphoned off by a competitor, leaving the company with nothing to show for its training and develop-



ment expenditures.

Cutler's research revealed that despite these beliefs, the importance of worker training programs appears to show no sign of weakening in the near future. One in three companies plan to increase their training budget for 1992, and half of the large companies surveyed said they will increase the number of training programs offered. Employee formal training costs between \$29 and \$30 billion each year. ASTD forecasts that 42% of all workers will need training in the 1990's to fulfill job requirements. Estimated total cost of this additional training will add another \$15 billion to the annual training expenses spent by businesses (16).

### **Training Programs & Objectives**

The most solid and successful companies are making the employee-training investment, building a workforce that makes better use of technology, manages more effectively, solves problems more readily, thinks more creatively and increases its ability to learn as jobs change (T&STN 1).

Xerox Business Services (XBS), recipient of the 1989 Malcolm Baldrige National Quality Award, has a vision to succeed. In 1991, the company established a

new training department and in 1992 appointed the resources necessary to fulfill the objectives of the department and XBS. A major goal of the training department is to enable employees to effectively work toward the achievement of personal development and XBS business priorities (XBS 1).

Aetna Life and Casualty, recipient of the American Society for Training and Development (ASTD) 1989 Corporate Award for Excellence, is dedicated to educating and training employees. Training and educational programs are conducted at the Aetna Institute where the facility trains approximately 28,000 employees and independent insurance agents each year. The new training programs will emphasize the current and future technological environment. Aetna has proposed new business challenges for the 1990s, and plans not to react to change but to anticipate and shape change within the company (T&STN 4).

Plott states, "We've changed the way we produce goods . . . We've introduced technology and the skill level needed is much, much higher" (Barker 35). Sophisticated technology has molded a new American workplace where the average employee must use problem solving, teamwork, listening, and other skills once required only of supervisors and management. In essence,

the workplace will demand greater training and people who are capable of learning. Future technology will entail tasks that require judgment, diagnosis, and inference. Among many occupations that will require knowledge and skills are: scientist, engineer, draftsman, manager, and skilled trade or blue collar work (Cohen 34).

These technological advancements are creating new careers and eliminating established ones at a rapid rate, forcing young people to make mature choices at earlier ages--choices between dropping out and graduating, between planning ahead and living for today, between knowing oneself and fear of facing reality, between a promising future and no direction, between pride and humiliation, between success and failure.

The Committee for Economic Development (CED), an independent research group of 200 business executives and educators, states: "Our schools stand accused of failing the nation's children and leaving the economy vulnerable to better-educated competitors" (Galagan 27). A CED report notes, schools supply the workforce with a steady supply of unmotivated youth who are incapable of appropriate behavior on the job and unable to solve problems, make decisions, or set priorities. These skills and attitudes need to be the subject of



study, observation and opinion.

The St. Louis Public Schools' Career Education Office has developed a Career Guidance and Vocational Resource Center to address these problems. Resource categories are Self-Awareness, Career Awareness, Career Exploration, Career Preparation and Survival Skills. The Center assists educators in approaching the current national issues: preparing youth for the year 2000; school-to-work transition; at-risk youth and dropout prevention; and college preparation (St. Louis RCB).

School programs serve as a training ground for school-to-work transitions for future employees (Mayer). The grocery industry has had a mutually beneficial relationship with public education, supporting schools with scholarship grants, mentor programs and marketing campaigns, to help them purchase classroom equipment. For example, Kroger company has set-up an imitation supermarket at Washington Park Elementary School in Cincinnati, Ohio. The store is staffed by fifth- and sixth-grade student clerks who are learning that going to class and making good grades can lead to tangible rewards. The mini-store is Kroger's effort to combine a good deed - improving education with long-range corporate planning. International Business Machines (IBM) implemented a \$25 million grant program

to improve the skills of teachers, and ultimately help the United States elementary and secondary schools use technology more effectively. IBM believes technology can have a very positive effect on education by improving teacher productivity and more importantly by motivating students to learn and giving them a chance to succeed (Akers 4).

According to Galagan, "tomorrow's workforce is in today's classrooms. Their skills and their attitudes about work will determine the performance of business in the 21st century" (27).

Job preservation is a key concern at International Business Machines. IBM has developed a series of strategic training steps to avoid layoffs as a result of environmental change. First on the list is to "train and retrain" the workforce. Therefore, employees are acquiring skills to better perform their current jobs and enhance future career opportunities (TSTN 1).

The years ahead pose definite challenges. The corporate world is characterized by competition, regulations, and more important rapid change in every aspect of business life, and many companies have taken steps to meet these challenges of the future. Monsanto, for example, is concerned with growing their busi-



ness to introduce new products. The company philosophy focuses on employee growth which will net company growth. Individual growth means constantly learning: new information, skills, ideas and techniques. This is a vital part of Monsanto's efforts to maintain a future for the company and its employees. Monsanto provides Training and Development Consulting Services and Management, Professional and Personal Development courses.

"Bringing It All Together," a training program which includes seven employee groups and 16 training modules, provides an understanding of how the total General Motor's (GM) corporation works and must work together to produce quality automobiles. GM's philosophy is customer satisfaction through people, teamwork and continuous improvement. The training department designs programs that are interesting and useful, to employees and the company. Employees are involved in project design plans which will be implemented in their workplaces. This enables employees to take charge of their work life by taking a problem and making it into an opportunity and being responsible and committed to themselves and GM (TSTN 1).

Southwestern Bell Telephone Company established a Career Resource Center in 1987. One of the programs offered is entitled, "Its Your Career." The Center

provides information to assist occupational employees in making well-informed decisions relative to their career options and placement opportunities based on individual interests and goals. Southwestern Bell's changing job requirements necessitate individual career planning and development to ensure that needed workplace skills will be available for the future. Having a valuable staffing plan in place is crucial in ensuring that the company has a highly skilled and adaptable workforce ready to take on the challenges of the 1990's and succeed into the 21st century.

Training is being emphasized more in the 90s. Dodge states, "training is not an area that can be shortchanged, especially in tough times" (4). McCormack and Dodge Corporation has made training a central strategy in developing a customer-focused quality program. Employees participate in training which reinforces the philosophy of improving the processes that support the delivery of quality products and services (4).

Recently, the U.S. Federal Government has started to support worker training and development. Several government agencies have established plans to focus on workforce deficiencies. For instance, the Office of Personnel Management (OPM), has made a commitment to

concentrate on training and development (for the first time since 1979). OPM has presented a philosophy and vision about what training ought to be throughout government, and has developed initiatives that place emphasis on the federal government's policies on training and development. The initiatives are the result of a new organization called the Human Resource Development Group. The group's policy initiatives are: training new employees, focusing on basic skills, preparing future managers, and training the trainer. The purpose is to offer various steps that will enhance an employee's career: an orientation program, basic training as needed, literacy and workplace basic skills training (if required) and providing continuum training throughout an employee's career (National Report 1 & 3).

The United States Postal Service, an independent establishment of the Federal Government, has made significant strides over the years in training and development, adding new components to their programs. It is a Postal Service policy to provide employees with training and development opportunities consistent with operational requirements, occupational categories, and skill requirements. Employees are provided formal and informal learning experiences that contribute to indi-



vidual growth and improved performance in current and future jobs. Informal training occurs as a result of job and life experiences. Formal training and development systems are planned, organized and coordinated activities designed to develop the knowledge, skills and attitudes of postal employees (ELM 403). Training and development categories are Job Training, Self-development Training, and Job Experiences.

With mounting emphasis on increased productivity and total quality management (TQM), many corporations have discovered this focus requires employees who are educated and trained in a diverse range of knowledge and skills. For instance Welch Allyn Corporation introduced its total quality improvement process by developing a quality awareness program. During the quality awareness training, the organization conducted skills training which included courses in blueprint reading and employee information meetings on hazardous chemicals. It became apparent that many employees did not have the reading and mathematics skills needed to participate. To address this issue, a literacy training program was introduced. Now further additions to company training programs come from the experienced needs of employees (Roach 14).

A training department that directly supports the

company's mission is a necessity in hard times, not a luxury. The time to prove this, however, is in good times. Skills training, technical training and management development programs that use traditional methodologies may not be nouveau, but they keep companies in business and support company goals (Love 9).

Research by Anthony and Norton shows that successful corporate leaders recognize that their competitive edge in today's marketplace is their employees. In facing the current global and economic challenges, these leaders need new models and new ways of managing their human resources to solve their business problems (76).

Acknowledging corporate settings where workers are inadequately prepared to meet organizational goals is a progressive approach. In the banking industry goals have constantly shifted because of deregulations and market changes; with this came increased pressure to attract customers. For the past two years Valley National Bank of Arizona has focused on quality service. To improve customer service Valley National Bank has revised, redesigned and expanded its training instruction program. Now the bank has a clear training strategy. Tellers are trained using simulated situations, interactive video, and classroom instruction



(Barker 41). It teaches tellers the basic skills required in today's consumer banking environment, rewards trainees who gain new skills, and continuously monitors and evaluates the training process.

The Japanese concept of "kaizen" is defined as the process of examining everything for constant improvement. In the automobile industry, Mazda is constantly examining all corporate processes to make them more efficient, more effective and of higher quality. In revising some aspects of their training program, Mazda used some "kaizen." For example, trainees evaluated every element of the program and recommended adjustments. A hiring program was established after the Mazda production system had been studied in Japan and profiles compiled that described what kind of person would most likely succeed. This particular environment demanded input, participation, and teamwork. According to Morey, teamwork is not necessarily an American trait. So while the selection process sought team orientation, the concept was developed through the training process (Barker 40).

As corporations moved in the direction of decentralized management, with authority and responsibility moving down the organization structure; it has become imperative that America invest time and money to help

workers expand their capabilities. Rocco Inc., a privately held poultry company headquartered in Harrisburg, Virginia, is labor intensive, with much of the work done by hand. Nearly one in six of Rocco Inc.'s 1,750 hourly employees did not finish the eighth grade. These highly motivated line people lacked basic reading and writing skills, and therefore, had no chance for promotion within the company. This situation was undermining the company's commitment to employee involvement and frustrating dedicated employees, so management developed a comprehensive literacy training program. The program's objective was to educate its workforce, help each employee realize his or her potential, and reach corporate goals. Rocco explored several possibilities and discovered the problems were industry wide. Through a partnership agreement with WLR Foods, Inc. (another poultry company) and James Madison University a grant was issued from the U.S. Department of Education, Workplace Literacy Partnerships Grant department for the development of a workplace literacy program to educate employees located at scattered sites. The funds were used for a customized mobile learning center, entitled the Career Enhancement Program. The mobile unit is outfitted with computers, print materials and video monitors, its

classified as a school on wheels that brings the classroom to the work site. The unit is staffed by a director, two teachers, two driver aides and a curriculum specialist. The success stories have been many, and according to company officials, was the solution to the employee literacy problem. With additional skills employees are communicating better, passing GED examinations and have become viable candidates for promotions. Management believes the rewards of increased self-confidence and self-esteem the student/employees exhibit is worth the effort (May 69).

The slowed growth of the labor supply coupled with a decline in basic skills is combining to create a tremendous labor shortage in the 1990s. The labor pool is shrinking and will continue to do so through the year 2000. Today, to survive in the United States, employees need a continual supply of new skills, information and familiarization with new procedures just to do the job (Harkin 27).

Yet despite the breadth and scope of growth, in comparison to other countries the American training system is hardly a system at all. Training is often decentralized, funded at the lowest operation levels, and unfocused - i.e., not tied to corporate strategy. Fortunately, the "short-run, results-oriented, train-



for-today philosophy of American corporate education is beginning to change.

In the work place the role of corporate training and development is critically important; the issue of training and development associated with human resource expenditures should be aligned with corporate strategic plans. Therefore, training and development will become more future-oriented (Cohen 32). Research by Anthony and Norton, states corporate expenditures for human resource initiatives are continuing to increase significantly. But despite their increasing willingness to spend on training, education and other human resource programs, American corporations lack a clear rationale for relating these enormous expenditures to their overall business objectives. Management theories have insufficiently emphasized the vital link between the organization's strategic goals and the processes that ensure a work force capable of achieving them (75).

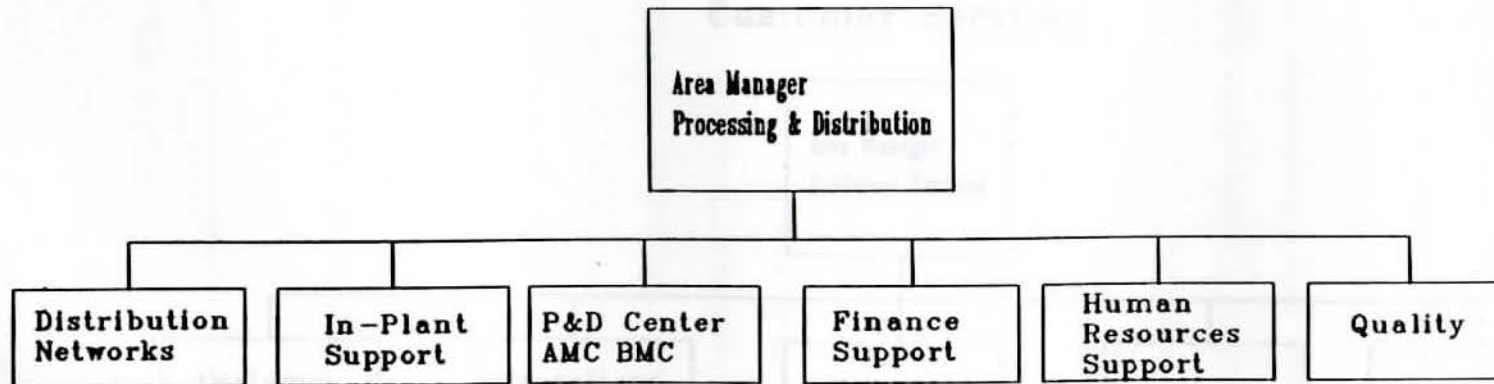
Further, leaders seldom recognize that well orchestrated programs for career and succession planning and training and development will maximize the return on investment by producing effective managers and highly capable and motivated employees (75).

In the midst of this difficult economy, the business world is undergoing tremendous transformation.



Companies are cutting back to boost profits and struggling to change outmoded business styles and remain competitive (Remez A-1). Corporate America is changing, and the Postal Service must keep pace with those changes. For instance, Federal Express, United Parcel Service (UPS), fax services, newspapers and telephone companies are all competing for business that was almost exclusively the Postal Service's. In 1992 (during research of this subject matter) the Postal Service began instituting the most monumental reorganization of any federal agency in all history. The reorganization focused on three areas: raising service quality and customer satisfaction; eliminating a projected \$2 billion deficit that threatened rate stability, and restructuring and reducing the workforce. The third change process, restructuring, replaced the organizational structure previously described. The new management structure divides operations, and is structured around twenty area offices: ten for the Processing and Distribution function (Figure 5) and ten for the Customer Service function (Figure 6) with each function headed by an area manager with a staff.

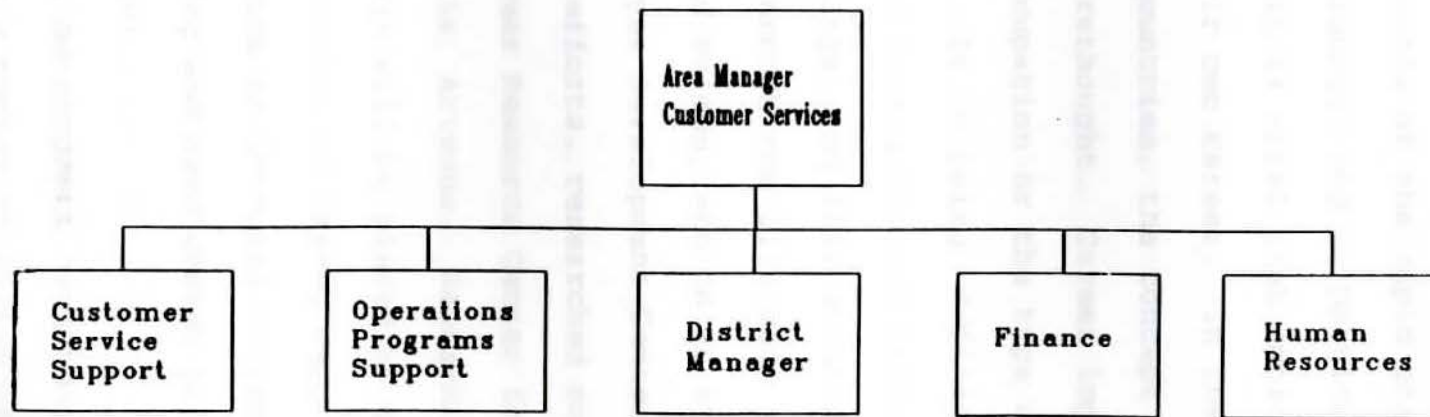
**Figure 5**  
**Management Structure**  
**Processing & Distribution**



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**SOURCE: Field Structure of the Postal Service. Saint Louis Area Office (1992).**

**Figure 6**  
**Management Structure**  
**Customer Services**



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**SOURCE: Field Structure of the Postal Service. Saint Louis Area Office (1992).**

As a consequence of the rapid changes taking place in the work environment and in particular within the Postal Service, it is vital that employees take responsibility for their own career. In the United States and many other countries, the concept of career development is being rethought. Career implies more than a specific job, occupation or the type of work that a person performs. It is being defined increasingly as the unfolding and interaction of individuals' life roles, life settings, and life events (planned and unplanned) all through the life span (Gysbers 4).

Robinson and Nelson, who in an attempt to extend the Postal Employee Development Center (PEDC) training and development efforts, researched and developed the concept of a Career Resource Center for the Postal Service in Phoenix, Arizona. Research confirmed that increased emphasis will be placed on employee development and utilization of Career Resource Centers and how they can become an integral component of the company's training and development program and corporate strategy (10).

This career development tool which has proven to be effective for a number of postal installations throughout the country is entitled the Life Work Planning Center (LWPC). The LWPC focuses on developing the



"whole" person, with the goal of helping postal employees reach their full potential. The LWPC provides a way of thinking about career change that incorporates adult development and personal growth concepts while enabling the organization's career development efforts to be proactive rather than reactive.

The purpose of Postal Service training and development is to organize the learning processes that are planned on the basis of need. The PEDC network was formulated to ensure the efficiency of this task. In the years ahead the PEDCs ability to exercise proactive training and development functions for all employees on a continuing basis, will be a key determinant to the success of the Postal Service.

This commitment must start with senior management laying the foundation to create a company learning culture. For instance, the culture must be such that every employee, every day has the opportunity to learn new methods, processes and systems. The culture must promote the sharing of knowledge and experiences to improve the organization and its workforce.

Training and development programs are two concepts which too often do not have the same objectives within the Postal Service. In some instances these programs do not address the specific employee needs required for

future jobs. As a result employee potential is not developed fully. This adversely impacts both career plans and the Postal Service's strategic goals.

A Life Work Planning Center will provide a centralized source of information and guidance, allowing employees to have control of their careers with organizational support. The research and development of a LWPC for the Saint Louis Post Office is intended to provide a support mechanism for the organization and individuals who are experiencing the impact of major changes occurring in corporate America.

A Career Resource Center incorporated into a company's strategy for achieving training and development can assure training supports the company beliefs, values and business goals.

The 21st century is fast approaching and in order to prepare for it companies must begin to recognize job market trends (Figure 7). Case in point, research which indicates that there is a new breed of workers that expect to be trained, and employers must accept the role of educator.

SOURCE: Training & Development Journal, Volume 11, Number 1, 1981, "The Challenge of Training in the 21st Century."

Figure 7

## Comparison of Job &amp; Labor Market Trends in the 1980s

	Job-Market Needs	Labor-Market Description
Industry	Service-orientated	Manufacturing-oriented
Employment	24 Million additional jobs- 10 Million of them don't exist yet	16 Million additional workers
Demographics	Younger, skilled, literate	Diverse, older, unskilled, semi-literate
Education	Greater education required	Fewer high-school & college graduates
Job Level	More advanced job opportunities available	Fewer workforce entrants to fill advanced jobs
Job Type	Cognitive & complex jobs	Procedural & predictable jobs
Management	More skilled leaders	More traditional managers

SOURCE: Training & Development Journal. Exhibit from "The Challenge of Training in the Nineties," (1991).



### Problem Statement

There are approximately 125 million Americans actively participating in the labor force. The Postal Service, like many organizations in the United States, is faced with tough decisions that will impact the company's future. At risk is the historic national mission of the United States Postal Service (USPS) and the jobs of nearly 800,000 employees (Frank 338). The viability of the USPS is contingent on the productivity of the work force and the service quality provided customers.

The manual entitled, *Designing A Career Resource Center* is intended to inspire corporate leaders to promote methods for training and development to enhance attainment of individual and organizational goals. Specifically, it outlines the procedures for establishing a company Career Resource Center. It addresses problems associated with workplace changes that impact employees and ultimately the corporation.

As business becomes more complex, a well trained staff is more important to a company than ever. Research by Ebdon reveals, a worker who's had appropriate training and access to developmental resources is more effective than one who has not, and can contribute to



making the company more profitable. Unquestionably, it makes sense to invest in workforce development (20).

Further, as the demand for a well trained staff increases, and as companies find themselves facing more competition in the search for talented employees, good in-house training and development programs cannot be sacrificed. They could well provide the edge for the success of corporate America. Simply stated, in the future, America's workers will be made, not hired (Barker 34).

Employers will have to continue to invest in training and development programs. According to Harkins, the American corporation today, by default, not design, finds itself in the business of educating employees. A study conducted by USA Today shows among the 16 major industrialized countries, the United States ranks 14th in terms of investment in public education (26). Equally serious, this is at a time when profits are diminishing. American companies must begin to direct attention and energy to the development of human resources in order to be competitive in the future of corporate America.

### Chapter III

#### METHODS AND EVALUATION

In today's corporate environment, restructuring is a frequently increasing phenomenon. This phenomenon has placed a significant portion of the American work force in transition, with minimal input or support. Therefore, the need is great empower individual workers with the abilities to manage change and transition and to counsel themselves, by providing them with the resources they need for self-directed career planning and personal development. Human Resource Specialists have recognized the need to improve and expand training and development efforts in American Corporations. Among several methods studied is the concept of using career resource centers to provide counseling and information for occupational and personal growth as well as resource materials for employees changing jobs or who are encountering major life changes that are impacting employment and performance.

With the changing realities of the workplace, career management has become more challenging. Today's

workplace requires a different approach to managing careers. Employees must take greater initiatives while organizations must provide a developmental environment to retain the most talented employees. This study's purpose is to create a project manual that explores the research, development and design of a company career resource center. The project manual was prepared concurrently with the development of the Life Work Planning Center for the St. Louis Post Office.

### Materials

This project manual (Appendix A) explores the design and development of a career resource center for the St Louis Post Office entitled the Life Work Planning Center (LWPC). Specifically, this manual will function to provide the guidelines for a facility that will accommodate the needs, aspirations, and goals of individuals and organizations.

The Life Work Planning Center provides a Resource Library, Computer Lab, Career Counseling, and Informational Workshops. The LWPC serves as a focal point for workers at all levels to seek information and resources to enhance the quality of their lives both on





and off the job. The Center is based on the philosophy that career planning is a lifelong process which extends beyond work and encompasses areas such as family, learning and leisure activities.

Life/work planning by definition means looking at all the parts of your life together and seeking a balance in the important areas. According to Bolles, our whole life, we tell ourselves, is divided into three periods: getting an education, going to work, and living in retirement. The concept of life/work planning has become increasingly popular across the country and throughout all age groups, such as college students, housewives returning to work, and people facing retirement. Yet despite its popularity, life/work planning has not (yet) become a science with any well-defined rules or methods (29).

A career resource center is an essential element for helping individuals manage their own learning more effectively and helping organizations put the values and systems in place to make learning a part of planned processes.

The manual entitled, "Designing A Career Resource Center," is intended to assist organizations with





### Subjects

There are four evaluators for the project manual. Evaluators were selected based on their professional status and experience with the subject matter.

**James G'Sell** has been an employee of the U.S. Postal Service for the past 14 years. He presently holds the position of Human Resource Analyst. In this capacity he conducts studies of labor/management trends, develops employment policies/strategies, and conducts follow-up surveys to determine the effectiveness of various employment programs. He has had numerous management positions within the postal service, among them Equal Employment Opportunity Counselor, Employee Development Specialist, Manager Health and Safety and Manager Labor Relations.

His educational background consist of a B.A. degree in Psychology/Political Science, and he has completed graduate work in pastoral studies. G'Sell has completed more than 50 workshops and seminars on subjects related to the area of Human Resources.

**John Robinson** is presently an Adjunct Professor of Management at Webster University, St. Louis, Missouri, Lindenwood College, St. Charles, Missouri, and Maryville University, St. Louis, Missouri. He also taught in the Department of Business at the University of Arkansas at Pine Bluff. Prior to his present positions he acquired more than 15 years experience as a middle level manager at Southwestern Bell Telephone Company. These middle management positions were in the area of Customer Services, Management Administration and Regulatory and Public Affairs departments. His educational experience consists of a B.S. degree in Business Administration from the University of Arkansas, M.A. degree in Marketing and a Ph.D. in Management from Webster University.

Robinson is president/owner of Robinson Management Associates. This firm provides management consulting services to small businesses, and in addition develops and presents seminars and workshops on organizational performance.

**John Henschke** is employed as a Continuing Education Specialist and is Associate Professor of Adult Education at the University of Missouri-St. Louis. He is also a consultant with numerous governmental, business, industrial, educational and public service organizations. At Boston University Henschke was an instructor in the graduate and undergraduate school of education, specializing in administration and supervision. Henschke has 25 years experience in which he has tested and refined ideas on helping adults learn in the USA with participants in 16 other countries via university courses, community programs and corporate training. He has been a member of the St. Louis Chapter of ASTD for 10 years. His educational experience consists of a B.A. degree in Biblical studies from Bob Jones University. He also attended Northern Baptist Theological Seminary Chicago, Illinois, and received a Doctorate in education from Boston University.



**Juankee McKinney** has a B.A. degree in Psychology with a minor in Education from Wittenberg University, Springfield, Ohio (1976); a M.A. degree in Psychology (Clinical emphasis) from the University of Missouri, Kansas City, Missouri (1979); and a Ph.D. in Psychology (Organizational emphasis) from Saint Louis University, St. Louis, Missouri (1991).

In her early career, she worked as a Counselor and a Therapist. In 1985 she became interested in the area of Organizational Psychology, and entered graduate training at Saint Louis University. While pursuing her graduate degree, she worked in the Assessment Department at the St. Louis Board of Education developing criterion referenced tests. She also assisted in the development of a relapse program for the chemical dependency program at a local St. Louis Hospital. Since completing her Ph.D., she has been working as an Organizational Development Specialist in the Human Resources Department at Saint Louis University. She also serves as an Assistant Adjunct Professor in the Psychology Department at Saint Louis University.

### Procedures

After an introductory telephone conversation with each evaluator, a follow-up letter was mailed January 27, 1993, approximately one week later (Appendix B). The primary purpose of this letter was to acquaint the evaluators with the scope and depth of their participation.

A project cover letter accompanied the manual and questionnaire and was mailed to each evaluator on May 10, 1993 (Appendix C).

The letter contained specific information pertinent to the manual and the evaluation process. For instance, a description of the manual design and instructions for completing the manual layout and procedures for completing the questionnaire were explained.

Evaluators were also reminded when to return their response and provided a postage paid envelope.

### Instrument

A questionnaire was designed and administered to evaluate the project manual (Appendix D). The purpose of the questionnaire was to gain feedback from professionals about the project manual.

The questionnaire was systematically constructed to ensure relevant and accurate survey results. Due to the method of data collection, the questionnaire was devised in booklet-form for simplicity and appearance purposes. The manual consisted of nine Sections, five identical questions were applicable to each section. Questions focused on the effectiveness of each section and the manual's ability to be implemented cohesively.

The end of the booklet provided evaluators space for any additional comments on the project manual.

## Chapter IV

### RESULTS

There were originally four evaluators for the manual *Designing A Career Resource Center*. Due to employment constraints one evaluator was eliminated from the study. Data was transformed, tabulated and a descriptive analysis was used to interpret the evaluator's responses to the questionnaire.

The questionnaire consisted of nine sections that corresponded to the manual contents and a separate section for additional comments. Each questionnaire section was made up of five identical questions:

1. What are the strengths of this Section?
2. What are the weaknesses of this Section?
3. Is this Section easily understood, organized and well written? Comment
4. In your opinion will this Section work? Explain. If No, offer suggestions for improvement.
5. Are steps clear and inclusive? Explain. If No, offer suggestions for improvement.

Results were analyzed by section for questions 1-5 and recorded for each evaluator. The comments written on the questionnaire and in the Manual for each section are incorporated in the answers reported and appear at



the end of each section for each evaluator. The evaluators' Additional Comments are reported after Section IX. A discussion of the analysis is presented in Chapter V. It should be noted that evaluator Robinson made comments throughout the Manual rather than in the questionnaire. Therefore, tabulated results reflect a "no response" to some questions for this evaluator.

**SECTION I: Career Resource Centers Defined**

**1. What are the strengths of this Section?**

G'Sell in response to Section I stated:

Easy to read  
"Outcomes of Career Resource Center"

Robinson in response to Section I stated:

Content was well written

McKinney in response to Section I stated:

Clear and concise

**2. What are the weakness of this Section?**

G'Sell in response to Section I stated:

Redundant information

Robinson in response to Section I stated:

Organization

McKinney in response to Section I stated:

None

**3. Is this Section easily understood, organized and well written. Comment**

G'Sell in response to Section I stated:

Yes - No Comment

Robinson in response to Section I stated:

No - No Comment

McKinney in response to Section I stated:

Yes - Easily understood

**4. In your opinion will this Section work? Explain**

G'Sell in response to Section I stated:

No - Section should be shorter in length

Robinson in response to Section I stated:

Yes - With revisions

McKinney in response to Section I stated:

Yes - Provides definition and purpose

**5. Are steps clear and inclusive? Explain**

G'Sell in response to Section I stated:

Yes

Robinson in response to Section I stated:

No response

McKinney in response to Section I stated:

Yes - Very straight forward

**COMMENTS**

G'Sell reported in the Manual in Section 1, page 6, as follows: the last paragraph "This centralized source of information and guidance allows employees to find their own answers at their own pace in their own way, with organizational support" is a redundant statement, as it appeared on page 7 (see page 6).

Comment was made in the Manual in Section 1, page 7 as follows: under the subsection "Why Career Resource Centers Can Be Effective" G'Sell questioned if this had been answered.

Robinson reported in the Manual Section I page 3, as follows: all subsections in the Manual should be capitalized. Subsections in Section I should be organized with Roman numerals.

**SECTION II: Determining the Need for a Career Resource Center****1. What are the strengths of this Section?**

G'Sell in response to Section II stated:

Description of employees needs

Robinson in response to Section II stated:

No response

McKinney in response to Section II stated:

Needs assessment

**2. What are the weaknesses of this Section?**

G'Sell in response to Section II stated:

Insufficient information on organization needs

Robinson in response to Section II stated:

Lacked specific information

McKinney in response to Section II stated:

No weaknesses

**3. Is this Section easily understood, organized and well written? Comment**

G'Sell in response to Section II stated:

Yes - No Comment

Robinson in response to Section II stated:

No - Refer to Manual

McKinney in response to Section II stated:

Yes - Well written

**4. In your opinion will this Section work? Explain**

G'Sell in response to Section II stated:

Yes

Robinson in response to Section II stated:

Yes

McKinney in response to Section II stated:

Yes



**5. Are steps clear and inclusive? Explain**

G'Sell in response to Section II stated:

Yes

Robinson in response to Section II stated:

No response

McKinney in response to Section II stated:

Yes - very clear

**COMMENTS**

G'Sell reported in the Manual in Section II, page 8, as follows: under the subsection "Determining The Need For A Career Resource Center" suggested that a more balanced pictured of organizational needs be presented.

Robinson reported in the Manual Section II, page 8, as follows: under subsection "Determining The Need For A Career Resource Center" suggested that 1) a recommendation be made for the most effective way to conduct a needs assessment. 2) What method will be used to administer the questionnaire or other type of needs assessment tool, and 3) Are there any items on the questionnaire that should be given more consideration than others when planning a Career Resource Center?

**SECTION III: Planning the Career Resource Center****1. What are the strengths of this Section?**

G'Sell in response to Section III stated:

Budget  
 Advisory Committee narrative  
 Facility Design/Layout

Robinson in response to Section III stated:

No response

McKinney in response to Section III stated:

Clearly defined goal

**2. What are the weaknesses of this Section?**

G'Sell in response to Section III stated:

Section too long

Robinson in response to Section III stated:

Advisory Committee narrative lacked detail

McKinney in response to Section III stated:

None

**3. Is this Section easily understood, organized and well written? Comment**

G'Sell in response to Section III stated:

Yes - No Comment

Robinson in response to Section III stated:

Yes - No Comment

McKinney in response to Section III stated:

Yes - Well organized

**4. In your opinion will this Section work? Explain**

G'Sell in response to Section III stated:

No

Robinson in response to Section III stated:

Yes

McKinney in response to Section III stated:

Yes - provides important information

**5. Are steps clear and inclusive? Explain**

G'Sell in response to Section III stated:

Yes

Robinson in response to Section III stated:

No response

McKinney in response to Section III stated:

Yes - Moved from stated goals to design

**COMMENTS**

G'Sell reported in the Manual in Section III, page 11, as follows: under the subsection, "Stating Purpose, Goals, and Objectives" G'Sell suggested that the subsection "Sample Goals" include goals directly related to organizational needs.

Robinson reported in the Manual in Section III, page 13, as follows: under the subsection "Basic Layout Considerations" include information on how resource

center materials are grouped/categorized by subject.

**SECTION IV: Staffing the Career Resource Center**

**1. What are the strengths of this Section?**

G'Sell in response to Section IV stated:

Clear and concise

Robinson in response to Section IV stated:

No response

McKinney in response to Section IV stated:

Organizational Chart  
Job Descriptions

**2. What are the weaknesses of this Section?**

G'Sell in response to Section IV stated:

Boring

Robinson in response to Section IV stated:

Staff positions (Director Human Resources and  
Manager Training & Development)

McKinney in response to Section IV stated:

None

**3. Is this Section easily understood, organized and well written? Comment**

G'Sell in response to Section IV stated:

Yes - No Comment

Robinson in response to Section IV stated:

Yes - No Comment



McKinney in response to Section IV stated:

Yes - Subsections in good order

**4. In your opinion will this Section work? Explain**

G'Sell in response to Section IV stated:

Yes

Robinson in response to Section IV stated:

Yes

McKinney in response to Section IV stated:

Yes - Clear parameters

**5. Are steps clear and inclusive? Explain**

G'Sell in response to Section IV stated:

Yes

Robinson in response to Section IV stated:

Yes

McKinney in response to Section IV stated:

Yes - very clear

**COMMENTS**

Robinson reported in the Manual, Section IV, page 24 as follows: under subsection "Staffing The Career Resource Center" suggested removing the job descriptions for the Director Human Resources and the Manager Training & Development.

**SECTION V: Publicizing the Career Resource Center****1. What are the strengths of this Section?**

G'Sell in response to Section V stated:

Marketing ideas

Robinson in response to Section V stated:

No response

McKinney in response to Section V stated:

Advertising  
Public Relations

**2. What are the weaknesses of this Section?**

G'Sell in response to Section V stated:

None

Robinson in response to Section V stated:

"Advertising vs Public Relations"

McKinney in response to Section V stated:

None

**3. Is this Section easily understood, organized and well written? Comment**

G'Sell in response to Section V stated:

Yes - No Comment

Robinson in response to Section V stated:

No response

McKinney in response to Section V stated:

Yes - well written

**4. In your opinion will this Section work? Explain**

G'Sell in response to Section V stated:

Yes

Robinson in response to Section V stated:

No - needs examples

McKinney in response to Section V stated:

Yes - good examples

**5. Are steps clear and inclusive? Explain**

G'Sell in response to Section V stated:

Yes

Robinson in response to Section V stated:

No response

McKinney in response to Section V stated:

Yes - generates employee participation

**COMMENTS**

Robinson reported in the Manual, Section V, page 30 as follows: under subsection "Publicizing The Career Resource Center" give an example of Advertising and Public Relations ideas or what has proven to be most effective.

**SECTION VI: Evaluation Plan**

**1. What are the strengths of this Section?**

G'Sell in response to Section VI stated:

Evaluation Plan

Robinson in response to Section VI stated:

Evaluation Plan

McKinney in response to Section VI stated:

Evaluation Plan

**2. What are the weaknesses in this Section?**

G'Sell in response to Section VI stated:

Lacked organizational needs

Robinson in response to Section VI stated:

Lacked method to analyze Evaluation Plan

McKinney in response to Section VI stated:

Insufficient Evaluation Plan definition and assessment

**3. Is this Section easily understood, organized and well written? Comment**

G'Sell in response to Section VI stated:

Yes - No Comment

Robinson in response to Section VI stated:

No response

McKinney in response to Section VI stated:

Yes - well organized

**4. In your will this Section work? Explain**

G'Sell in response to Section VI stated:

Yes - With amendments



Robinson in response to Section VI stated:

Yes - include measurement tool

McKinney in response to Section VI stated:

Yes - provide assessment areas

**5. Are steps clear and inclusive? Explain**

G'Sell in response to Section VI stated:

Yes

Robinson in response to Section VI stated:

Yes

McKinney in response to Section VI stated:

Yes

**COMMENTS**

Robinson reported in the Manual, Section VI, page 32 as follows: under the subsection "Evaluation Plan" suggested including a method for measuring a Career Resource Center's operation.

McKinney reported that Section VI should include examples of the evaluation process.

**SECTION VII: Summary**

**1. What are the strengths of this Section?**

G'Sell in response to Section VII stated:

Short and concise

Robinson in response to Section VII stated:

No response

McKinney in response to Section VII stated:

Positive impact for employee and organization

**2. What are the weaknesses of this Section?**

G'Sell in response to Section VII stated:

None

Robinson in response to Section VII stated:

None

McKinney in response to Section VII stated:

None

**3. Is this Section easily understood, organized and well written? Comment**

G'Sell in response to Section VII stated:

Yes - No Comment

Robinson in response to Section VII stated:

No response

McKinney in response to Section VII stated:

Yes - Well written and concise

**4. In your opinion will this work? Explain**

G'Sell in response to Section VII stated:

Yes

Robinson in response to Section VII stated:

No - elaborate on needs assessment

McKinney in response to Section VII stated:

Yes - individual/organization impact

**5. Are steps clear and inclusive? Explain**

G'Sell in response to Section VII stated:

Yes

Robinson in response to Section VII stated:

No response

McKinney in response to Section VII stated:

Yes - good summary

**COMMENTS**

Robinson reported in the Manual, Section VII, page 34, as follows: under subsection "Summary" suggested emphasizing the importance of a proper needs assessment and up-front planning.

**SECTION VIII: Appendices**

**1. What are the strengths of this Sections?**

G'Sell in response to Section VIII stated:

Questionnaire

Robinson in response to Section VIII stated:

No response

McKinney in response to Section VIII stated:

Questionnaire

**2. What are the weaknesses of this Section?**

G'Sell in response to Section VIII stated:

None

Robinson in response to Section VIII stated:

No response

McKinney in response to Section VIII stated:

None

**3. Is this Section easily understood, organized and well written? Comment**

G'Sell in response to Section VIII stated:

Yes - No Comment

Robinson in response to Section VIII stated:

No response

McKinney in response to Section VIII stated:

Yes - Well written

**4. In your opinion will this Section work? Explain**

G'Sell in response to Section VIII stated:

Yes

Robinson in response to Section VIII stated:

No response

McKinney in response to Section VIII stated:

Yes - well written

**5. Are steps clear and inclusive? Explain**

G'Sell in response to Section VIII stated:

Yes

Robinson in response to Section VIII stated:



No response

McKinney in response to Section VIII stated:

Yes - provided necessary information

**COMMENTS**

Robinson commented in the Manual Section VIII, page 35, as follows: under subsection: Appendix A, "Sample Career Resource Center Questionnaire" suggested that the questionnaire include a brief definition of a Career Resource Center and a list of the title and/or subject of sample resource materials. Also Appendix A, should be moved to Section II of the Manual.

**SECTION IX: References**

**1. What are the strengths of this Section?**

G'Sell in response to Section IX stated:

References and Resources

Robinson in response to Section IX stated:

No response

McKinney in response to Section IX stated:

References and Resources

**2. What are the weaknesses of this Section?**

G'Sell in response to Section IX stated:

None

Robinson in response to Section IX stated:

None

McKinney in response to Section IX stated:

None

**3. Is this Section easily understood, organized and well written? Comment**

G'Sell in response to Section IX stated:

Yes - No Comment

Robinson in response to Section IX stated:

Yes

McKinney in response to Section IX stated:

Yes - No Comment

**4. In your opinion will this Section work? Explain**

G'Sell in response to this Section stated:

Yes

Robinson in response to this Section stated:

Yes

McKinney in response to this Section stated:

Yes - Excellent resources

**5. Are steps clear and inclusive? Explain**

G'Sell in response to this Section stated:

Yes

Robinson in response to this Section stated:

Yes

McKinney in response to this Section stated:

Yes

#### **ADDITIONAL COMMENTS**

G'Sell reported the manual was very thoughtfully prepared with the concerns of employees at the fore front of the organization; and with this approach, many employees will want to learn more and many may actively participate, which is great.

G'Sell stated, "I am not as confident, with the organization's long-term commitment to such a Center, especially if the organization doesn't see a clear measurable Return On Investment (ROI)." G'Sell reported that the lack of a meaningful commitment would probably be true of large organizations that are "squeezing every penny to reduce costs."

G'Sell recommended that future research be done to prove and show "In a convincing way, how Career Resource Centers will help an organization improve its bottomline," which is simply to make money (profit), and I believe this project manual will be much stronger and serve the stated purpose."

Robinson commented that most of his notes, comments, and suggestions were made on pages throughout the manual rather than in the questionnaire.

Robinson reported the manual provided preliminary data to begin planning; the manual gave an overview of a CRC by outlining the planning steps.

He further stated, the manual addressed the individual and organizational needs and issues well. And recommended more illustrations and examples of proven techniques be included to assist the implementor.

Robinson stated, "I especially have an appreciation for the idea and purpose of a CRC."

McKinney reported that overall the manual was well written and organized. McKinney stated, "I feel that it will provide a planner/implementer with excellent tools and greatly facilitate their development of a Career Resource Center."

The language is clear, concise and easily understood. McKinney further stated, "I particularly liked the step by step method used to guide the implementer from a needs assessment to program evaluation."



## Chapter V

### DISCUSSION

The purpose of the evaluation was to get feedback from professionals to determine the Manual's cohesiveness and inclusion as a guide for implementing a company Career Resource Center (CRC).

A discussion of that feedback is presented, as outlined in Chapter IV for each evaluator. Questions numbered 1-5, in each Section will be discussed as follows: Question #1 will expound on the reported strengths; Question #2 will address the reported weaknesses; and Questions #3, 4, and 5 will examine favorable and unfavorable responses.

After reviewing Section I, Question 1 G'Sell reported strengths as easy to read and Outcomes Of A Career Resource Center. It was imperative that Section I be easily understood because it defined a CRC, outlined the major purposes and services offered, and listed organizational and individual outcomes of a CRC. The "Outcomes of a Career Resource Center" support the definition of a CRC.

Robinson reported a strength as a well written

content. The objective of Section I was to convey the central idea of a CRC.

McKinney reported a strength as clear and concise and Outcomes of a Career Resource Center. The Outcomes identified organizational and individual benefits and are the potential results of a CRC.

The purpose of Section I was to specifically define the concept of a CRC.

After reviewing Section I, Question 2, G'Sell reported a weakness as redundant information. Citing a paragraph in the Manual on page 6 and 7. This paragraph was eliminated from page 6 and remains on page 7 of the Manual for explanation purposes. G'Sell further reported that the subsection "Why Career Resource Centers Can Be Effective" was not clear. This subsection was revised to improve clarity.

Robinson reported a weakness as organization; and suggested adding Roman numerals I-IV to subsections in Section I and capitalizing subsection headings throughout the Manual. Section I provides an introduction to CRC's, and understanding is critical; therefore, the suggested changes were adopted.

McKinney reported no weaknesses for Section I. After reviewing Section I, Question 3, G'Sell and McKinney reported favorably with no comment. Robinson reported unfavorably with no comment. An objective of Section I was to explicitly outline the purpose of a CRC for deployment.

After reviewing Section I, Question 4, G'Sell reported unfavorably and suggested shortening the section and removing the redundant statement. The content was not shortened, because it provides the reader with an introduction/explanation of a CRC. The statement was removed to eliminate confusion.

Robinson reported favorably with no comment.

McKinney reported favorably stating the Section provided any organization with clear and concise definitions, a purpose, and positive outcomes of such an endeavor. An objective of Section I was to appeal to organizational leaders interested in improving employee self-directed training and career development opportunities.

After reviewing Section I, Question 5, G'Sell responded favorably with no comment.



Robinson responded favorably with no comment.

McKinney responded favorably stating the Section was very straight forward and easy to understand. Section I was designed to be inclusive of specific basic information such as; the services offered and the individual and organizational benefits of a CRC.

After reviewing Section II, Question 1, G' Sell reported a strength as the description of employees' needs. In determining the need for an effective CRC suitable to an organization requires defining the needs of all employees; which will predicate the decision to pursue development.

Robinson did not respond.

McKinney reported a strength as the explanation of a needs assessment. A CRC must meet the needs of the organization's employees. The assessment provides a framework for determining those needs.

After reviewing Section II, Question 2, G'Sell reported a weaknesses as insufficient information on organizational needs; and commented in the Manual that a more balanced picture be presented by including organizational needs. Section II was designed to



present a method to address the training and career development needs of employees. However, this will be taken under advisement for further research.

Robinson reported a weakness as a lack of specific information such as; 1) Recommending the most effective way to conduct a needs assessment, 2) Suggesting on how employees should receive a questionnaire, and 3) Are there any items on the questionnaire that should be given more consideration than others when planning a CRC? Section II was modified to address these weaknesses. In response; 1) The questionnaire is a proven method of conducting a needs assessment. Therefore, reference was made to the Manual, Section II, page 8 to see Appendix A; 2) A suggestion to use the mail service was also added to Section II, and 3) In designing a questionnaire, for planning a CRC, special attention should be given to the types of resource materials and career development programs that will be offered such as; work, family, learning and leisure issues.

McKinney reported no weaknesses.

This section was intended to help establish the

criteria to select and conduct a formal needs assessment, with a primary focus being aligned with the major purposes and services of a CRC.

After reviewing Section II, Question 3, G'Sell reported favorable with no comments.

Robinson responded unfavorably and commented that the questionnaire was inappropriately placed in the Manual and lacked a definition for employees with no knowledge of a CRC. The questionnaire is an Appendix due to the number of pages; placing it in the Section would interrupt the flow of the content. This section was modified by adding a definition to the questionnaire (Appendix A) for understanding.

McKinney reported favorably with no comment.

Section II explained the purpose of a needs assessments and identified specific elements of the assessment.

After reviewing Section II, Question 4, G'Sell, Robinson and McKinney reported favorably with no comment.

After reviewing Section II, Question 5, G'Sell, and McKinney reported favorably, with no comment.

Robinson did not respond.

After reviewing Section III, Question 1, G'Sell reported strengths as: Budget section, Advisory Committee narrative and the Facility Design/Layout section. Each of these subsections will vary depending on the organization's finances, staffing and space availability. The Budget section explains and illustrates cost considerations with developing a company sponsored CRC. The purpose of the Advisory Committee is to determine and plan individual and organizational needs. The Facility Design/Layout is to assist with planning the logistic requirements of a CRC.

Robinson did not respond.

McKinney reported a strength as the subsection stating the Purpose and Goals of a CRC. The objective was to introduce the necessity of providing a detailed statement of the purpose; to solicit financial and moral support. Section III offered the preliminary procedures for planning a CRC. This Section is very important in terms of designing a CRC suitable to a specific organization. Each subsection should be



reviewed as an integral part of the plan.

After reviewing Section III, Question 2, G'Sell reported a weakness as the section being too long. Section III, was the longest Section in comparison to other sections of the Manual, primarily because of the nature of the material covered. Planning the CRC is the most intricate area of developing it. Therefore, shortening this section could possible impact its effectiveness. However, this will be taken under advisement for future research.

Robinson reported a weakness as the Advisory Committee narrative lacking detail. The purpose was to introduce the idea of establishing a committee, and some areas of responsibility. However, this will be taken under advisement for future research. And the Basic Layout does not address how center resources will be grouped or categorized. The section was revised to reflect the sample layout for resource materials.

McKinney reported no weaknesses in this Section.

After reviewing Section III, Question 3, G'Sell, Robinson, and McKinney reported favorably. Robinson commented on using bullets or lists in lieu of



narrative to give information. This section offered fundamental information that will assist in determining if a CRC will be approved/accepted for development.

After reviewing Section III, Question 4, G'Sell reported unfavorably and suggested that the Purpose and Goals subsection be modified to incorporate goals related to the organization.

Robinson responded favorably with no comment.

McKinney responded favorably, commenting that the Section provided the implementor with "considerations" options that should be examined when making decisions regarding design, as well as budgetary considerations.

After reviewing Section III, Question 5, G'Sell and Robinson responded favorably with no comment.

McKinney responded favorably, commenting the Section was very inclusive, moved from stated goals and objectives to design implementation.

Section III was intended to supply essential knowledge for CRC development.

After reviewing Section IV, Question 1, G'Sell reported a strength as clear and concise. Section IV explained the criteria for staffing a CRC. It is

important to understand what staff positions are required as well as the staff responsibilities.

Robinson did not respond.

McKinney reported strengths as the Organizational Chart and Job Descriptions. The Organizational Chart outlined a structure for a CRC within an organization. The Job Descriptions provided information concerning some specific duties and responsibilities of the positions. The effective use and maintenance of the CRC will depend on a qualified staff. This section was intended to display a staffing matrix and present necessary qualifications for staff positions.

After reviewing Section IV, Question 2, G'Sell reported a weakness as "boring" with no comment. Based on research, the information in this section is essential to planning a CRC for maximum efficiency.

Robinson reported a weakness as including the Director Human Resources and the Manager Training & Development staff positions on the Organizational Chart. He suggested removing these position descriptions from the Manual, because they are not directly involved with the CRC. These positions were

included in the Organizational Chart because research has shown a CRC should be directed by an organization's Human Resources Department by virtue of its role with employees; and its direct responsibility for the workforce.

After reviewing Section IV, Question 3, G'Sell, Robinson and McKinney responded favorably.

After reviewing Section IV, Question 4, G'Sell, Robinson and McKinney responded favorably.

After reviewing Section IV, Question 5, G'Sell, Robinson and McKinney responded favorably.

After reviewing Section V, Question 1, G'Sell reported a strength as the marketing ideas.

Robinson did not respond.

McKinney stated advertising and public relations as strengths.

After reviewing Section V, Question 2, G'Sell and McKinney reported no weaknesses.

Robinson reported a weakness as Advertising vs Public Relations is of little value in this case and suggested including examples/ideas or proven methods. These methods are defined to afford the implementor



flexibility. Based on research, both advertising and public relations are effective strategies to inform and should match the culture of the organization as well as the desired results, goals and objectives. Therefore, to improve the Manual's effectiveness, two examples were added to the Manual as Appendix C, Career Resource Center Brochure and Appendix D, Career Resource Center Contest.

After reviewing Section V, Question 3, G'Sell and McKinney reported favorably with no comment. Robinson did not respond.

After reviewing Section V, Question 4, G'Sell and McKinney responded favorably. Robinson responded unfavorably, suggesting to include examples of advertising and public relations strategies.

After reviewing Section V, Question 5, G'Sell reported favorably.

McKinney reported favorably commenting that it would generate employee participation.

Robinson did not respond.

Section V was intended to support the effort to keep employees aware, informed and involved in a CRC;



and offer suggestions for public relations and to advertising strategies. This section is essential from inception and throughout the Center's operation.

After reviewing Section VI, Question 1, G'Sell, Robinson and McKinnney reported the Evaluation Plan as a strength.

After reviewing Section VI, Question 2, G'Sell reported a weakness as a lack of organizational needs. The Evaluation Plan was structured to inform the implementor of the need to analyze the CRC's operations based on the stated purpose and outcomes of a CRC. Research has shown that an Evaluation Plan will be inclusive, and serve to estimate the needs of the employees and the organization.

Robinson reported a weakness as a method to measure the plan. The aspects listed are stated in question form to permit flexibility in developing an Evaluation Plan suitable to an organizations objectives. Section VI was modified because it is appropriate to suggest ways of measuring the plan to ensure the efficiency and effectiveness of the plan as well as the Manual.

McKinney also cited a weakness as a method to measure the plan and suggested elaborating on the meaning of a Evaluation Plan.

The Section was modified by adding ideas for a evaluation and to better explain the Evaluation Plan.

After reviewing Section VI, Question 3, G'Sell and McKinney responded favorably with no comment. Robinson did not respond.

After reviewing Section VI, Question 4, G'Sell Robinson and McKinney were in agreement, commenting that Section VI would work if reported weaknesses were addressed.

After reviewing Section VI, Question 5, G'Sell, Robinson and McKinney responded favorably. Robinson commented to add a means of measuring where possible.

Section VI outlined the aspects of a CRC's operation to be evaluated based on the stated Individual and Organizational Outcomes. It also provides parameters to critique the results of resources and services offered. The nine (9) aspects were phrased in question form to assist the implementor with planning the CRC's operations.

After reviewing Section VII, Question 1, G'Sell reported a strength of the Summary as short and concise. Robinson did not respond. McKinney stated the strength as the positive employee and organization impact.

After reviewing Section VII, Question 2, G'Sell, Robinson and McKinney reported no weaknesses in the Section.

After reviewing Section VII, Question 3, G'Sell and McKinney responded favorably. Robinson did not respond.

After reviewing Section VII, Question 4, G'Sell and McKinney responded favorably, stating the individual and organization impact. Robinson responded unfavorably and suggested emphasizing the importance of a proper needs assessment and up-front planning before starting a CRC.

The needs assessment was addressed in Section II of the Manual. However, the Summary was revised to reflect the importance of initial planning before developing a CRC. This will be taken under advisement for future research.

McKinney responded favorably and commented that it incorporates positive impacts for individuals as well as the organization.

After reviewing Section VII, Question 5, G'Sell and McKinney responded favorably. Robinson did not respond, but suggested to name the Manual and/or the center a Life Work Planning Center because of the emphasis on preparing oneself for life and work challenges.

Section VII was intended to support the purpose for implementation a CRC. It gave a brief summation of the importance of career education and career development as a "continuous process," which hinges on the concept of life/work planning.

After reviewing Section VIII, Question 2, G'Sell and McKinney reported no weaknesses. Robinson did not respond, but commented that the questionnaire would be more effective in Section II of the Manual.

After reviewing Section VIII, Question 1, G'Sell and McKinney reported the questionnaire as a strength. Robinson did not respond.

After reviewing Section VIII, Question 3, G'Sell



and McKinney responded favorably. Robinson did not respond, but commented that the questionnaire lacked a definition of a CRC, and suggested that question #3 provide choices such as: Daily, Weekly, and Monthly for visiting the Center. A CRC definition was added to the questionnaire and Question #3, as phrased will give information to determine usage of the CRC, but the suggestion will be taken under advisement for future research.

After reviewing Section VIII, Question 4, G'Sell and McKinney responded favorably, McKinney commented the Section was well written.

Robinson did not respond but commented that the section would work with the proper amendments. After reviewing Section VIII, Question 5, G'Sell, and McKinney responded favorably; McKinney commented the Section provided necessary information. Robinson did not respond.

Section VIII, Appendices, were included in the Manual to provide illustrations for planning and to enhance and support the development of a CRC. These appendices were used to plan and develop the St. Louis

Post Office, Life Work Planning Center.

The employee questionnaire, Appendix A, served as a sample method to conduct a needs assessment; Free or Inexpensive Resources (Appendix B) offered a listing of resource materials and supply sources to aide in planning and operating a CRC. Appendix C, CRC Brochure and Appendix D, and CRC Contest were included to illustrate ideas for advertising and public relations strategies.

After reviewing Section IX, Question 1, G'Sell, and McKinney reported the References and Resources as a strength. Robinson did not respond.

After reviewing Section IX, Question 2, G'Sell, Robinson and McKinney reported no weaknesses.

After reviewing Question 3, 4, and 5, G'Sell, Robinson and McKinney responded favorably. McKinney commented that the resources were excellent.

The Additional Comments reported for each evaluator are addressed in the following Summary .

### Summary

The evaluators' answers, comments and suggestions offered ways to improve the Manual's effectiveness, and offered considerations for further research, which will be taken under advisement for the St. Louis Post Office Life Work Planning Center.

G'Sell's responses and comments suggested the Manual would work, because of the Manual's two-fold objective. First, individual needs are assessed; this should induce employee interest and participation in the CRC. He further stated, the concept of life/work planning teaches employees to be responsible for their personal growth and career goals. Second, organization issues are analyzed; this should prompt action to pursue development of the CRC. The CRC can provide a method to contribute and support employee self and career development efforts.

Organizational leaders will expect and require benefits to be realistic, for instance a measurable ROI to recover cost, these leaders must recognize the necessity of their long-term commitment to this endeavor.



Further, G'Sell recommended future research be conducted on how a CRC can improve an organizations "bottomline" or profits.

Robinson's responses and comments suggested that the Manual would work with appropriate amendments. It is essential for the Manual design to provide an implementor with data to judge and predict the results of the Manual's subsections prior to implementation.

Therefore, it is important that steps are explicitly defined with illustrations where possible, to aid in understanding. This can also ensure leaders and planners gain a working knowledge of a CRC.

Modifications to the Manual would enhance fluency for the planner(s) and intensify the Manual's efficiency. Emphasis was placed on the Manual's capability to serve as a "how to" manual or guide, for different types of organizations. Leaders will be concerned with planning and developing a CRC conducive to thier needs.

Robinson further stated the acceptance of a CRC proposal by organizational leaders will require specific guidelines and anticipated results.



McKinney's responses and comments suggested the Manual would work, primarily because it provided concise systematic guidelines to facilitate the application of a CRC. The Manual also provided a succinct overview of positive impacts for individuals and the organization.

She further stated the development of a CRC is a company's investment in its human resources, while focusing on the development of the whole person and a commitment to achieve long-term successes.

As a result of my research and the evaluators' responses: The development of a CRC is a complex and time-consuming task that should always begin with a clear determination as to what the center will be used for. Therefore, an organization must admit that a need and/or problem exist for which the center is a viable solution.

Times are changing. The demography is clear. As stated earlier, the entry-level labor pool is shrinking and will continue to do so through the year 2000. The success of corporate America in the very near future will demand a heavily training and developed workforce.

In my opinion, research has validated this statement.

The current situation is the result of changes in the economy and changes in the workplace. The continuation of unfavorable economic conditions in the United States, along with increased competitive pressures, poses an enormous challenge for corporate America.

Further, the continual "upskilling" of work in America is driven by technical changes and innovation. The scenario is also complicated by competitive challenges driving companies toward employing an array of strategies that require adaptive and innovative workers with strong interpersonal skills.

While not insurmountable this challenge will be difficult to manage unless policy makers and providers of training are equipped with the proper tools.

The manual, "Designing A Career Resource Center" was designed as a resource tool. The manual provides parameters for establishing a learning environment conducive to self-development and training for the workforce. Today's workers are essentially on their own when it comes to planning for their career

development. Every individual must take responsibility for his or her own career, make the sacrifices necessary to prepare themselves and learn to apply the knowledge gained.

The manual in part is based on the concept of life/work planning. This concept is about individuals being in control of their future. Therefore, workforce training and development is not only necessary but essential to success in work and personal life.

This study was based on change, and in this study I have informed you that there is a basis for change, as a result of change. The Manual is an organization's means to solve problems associated with the effects of change in the work environment. As well as a strategy to address the concerns of a workplace and workforce in transition.

The Manual integrated as one component of an organization's total human resource development system can be a viable solution and cultivate progress in workforce and workplace of corporate America.



### Limitations

There were specific problems encountered while completing this study. In conversations with evaluators there seemed to be some confusion about the Manual's purpose. For instance, evaluators posed questions concerning the basis for designing the Manual: was it a part of something else? and was it being written for actual use?

The Procedure, or Manual Cover Letter (Appendix C), could have included some background information from the assignment. Incorporate a synopsis of facts and ideas about the study assignment as it corresponds to designing the Manual, such as; the purpose of study (presented in Chapter I) and/or the problem statement (presented in Chapter II), as they corresponded to designing the Manual. Another problem involved the study Instrument, or Questionnaire (Appendix D). At times an evaluator did not write on the questionnaire. Instead the evaluator elected to write in the Manual. There was some difficulty in tabulating and summarizing this data.

This leads me to believe respondents needed to be



more specific in their responses. Perhaps open-end questions would have allowed more flexibility.

Given the opportunity to elaborate this study I would expand in the following areas. First, in addition to the questionnaire part of the instrument in Chapter III, I would have conducted personal interviews with the evaluators. A one-on-one discussion could have provided an opportunity for the evaluator to elaborate on the responses given on the questionnaire.

Second, I would have explored the impact of life size planning as it relates to the development of a Career Resource Center (CRC).

And third, I would explain the other components of a CRC, such as a Resource Library that encompasses the various components of life/work planning, including planning and career-related publications and a dedicated staff member to assist students in their life/work planning.

These elements provide the reader with more information on the importance of education and the process of life/work planning.

### Suggestions For Future Research

Given the opportunity to replicate this study I would expand on the following areas. First, in addition to the questionnaire (part of the Instrument in Chapter III), I would have conducted personal interviews with the evaluators. A one-on-one discussion could have provided an opportunity for them to expound on their professional experiences and thoughts of the study.

Second, I would have expounded on the concept of life/work planning as it relates to the development of a Career Resource Center (CRC).

And third, I would explain the other components of a CRC, such as a Resource Library that encompasses the four major components of life/work planning (work, family, learning and leisure issues), a Computer Lab and a Children's Corner which are unique to the St. Louis Post Office Life Work Planning Center.

These changes provide the reader with more information on the importance of education and the process of life-long learning.

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**Angela Hamilton  
Management Trainee**

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## CAREER RESOURCE CENTERS: DEFINED

A Career Resource Center is a facility where career counseling and guidance materials are available for employee use. The concentration of human and material resources allows many employees to be served at once, making the Career Resource Center a cost-effective way of providing career guidance. The size and components of Career Resource Centers will depend on individual and organizational needs, physical facilities, equipment, and budget capabilities.

A Career Resource Center involves the stability, planning, and commitment of an organization's career guidance efforts. It provides quality information consistent with organizational goals and realities and also serves as a focal point for employees of all levels seeking information and resources to enrich their present jobs or promote personal growth.

### SECTION I

This concept equates the career development as a continuous lifelong process with decisions made at various transition points over the lifespan. Career Resource Centers provide employees with resources and services for self assessment, organizational information,

## **CAREER RESOURCE CENTERS DEFINED**

A Career Resource Center is a facility where career counseling and guidance materials are available for employee use. The consolidation of human and material resources allows many employees to be served at once, making the Career Resource Center a cost-effective way of providing career guidance. The size, and components of a Career Resource Center will depend on individual and organizational needs, physical facilities, equipment, and budget capabilities.

A Career Resource Center increases the visibility, planning, and commitment of an organization's career guidance efforts. It provides quality information consistent with organizational goals and realities and also serves as a focal point for employees at all levels seeking information and resources to enrich their present jobs or promote personal growth.

This concept approaches career development as a continuous lifelong process with decisions made at various transition points over the lifespan. Career Resource Center's provide employees with resources and services for self assessment, organizational information,

educational planning, job interests and skills, and career adjustment.

The purpose of this manual is to help the human resource professional become more familiar with planning, operating, and evaluating a Career Resource Center.

- promotes thoughtful career planning and decision making
- assists individuals in assessing and understanding their skills, interests, values, and knowledge
- provides a delivery system for career guidance services
- provides a process setting where individuals can explore their interests in a non-threatening environment
- prepares individuals for career transitions

## **I MAJOR PURPOSES OF A CAREER RESOURCE CENTER**

- \* provides current occupational, educational, and avocational information
- \* helps individuals use resources to achieve their goals
- \* promotes thoughtful career planning and decision making
- \* assists individuals in assessing and understanding their skills, interests, values, and knowledge
- \* provides a delivery system for career guidance services
- \* provides a pleasant setting where individuals can explore their interests in a nonthreatening environment
- \* prepares individuals for career transitions



## II MAJOR SERVICES IN A CAREER RESOURCE CENTER

- \* Career Planning Workshops
- \* Computer-based career guidance system
- \* Individual Career Counseling
- \* Job Descriptions
- \* Occupational Outlook Information
- \* Educational information
- \* Use of typewriters, computers, audio and visual equipment
- \* Interview preparation information
- \* Contributes to improvements in retention, job satisfaction and job performance

### Individual Outcomes

- \* Serves as a place where employees can identify career goals, options, development needs and action plans
- \* Allows employees to exercise greater self-determination and take responsibility for their career development
- \* Helps employees understand themselves
- \* Provides employees with information about the organization and resources available
- \* Improves job satisfaction

### **III OUTCOMES OF A CAREER RESOURCE CENTER**

There are a number of outcomes for individuals and organizations which support the development of a Career Resource Center.

#### **Organizational Outcomes**

- \* Assists in identifying high potential employees
- \* Assists in improved individual/organization job match.
- \* Increases employee loyalty.
- \* Accelerates work force adaptation to change
- \* Promotes employee interest for career planning
- \* Provides a central location for career exploration activities in the company
- \* Contributes to improvements in retention, job satisfaction and job performance

#### **Individual Outcomes**

- \* Serves as a place where employees can identify career goals, options, development needs and action plans
- \* Allows employees to exercise greater self-determination and take responsibility for their career development
- \* Helps employees understand themselves
- \* Provides employees with information about the organization and resources available
- \* Improves job satisfaction

Career Resource Centers provide employees with organizational, vocational, educational, family, leisure and other information and services pertaining to life/work career -- planning, preparation and adjustment. By including four major components of every life -- work, family, learning and leisure -- a career resource center focuses on the whole person, with the goal of helping employees reach their full potential.

Career Resource Centers have been found to be most effective if they support a larger career development system (Slavenski & Partner, 1998). Employees view the center as a tangible commitment from leaders for employee development.

A Career Resource Center can empower employees to control themselves by providing the resources necessary for self-directed training and career development planning. An organization can realize that investing employees' development can enhance the quality and quantity of their productivity. This creates a benefit for the organization such as employee loyalty, increased productivity and profits.

#### **IV WHY CAREER RESOURCE CENTERS CAN BE EFFECTIVE**

Career Resource Centers, like career development, are effective when employees accept responsibility for their own careers. A Career Resource Center is a centralized source of information that provides employees with resources and guidance, allowing them to find their own answers at their own pace in their own way, with organizational support.

Career Resource Centers have been found to be most effective if they support a larger career development system (Slavenski & Buckner, 1988). Employees view the center as a tangible commitment from leaders for employee development.

A Career Resource Center can empower employees to counsel themselves by providing the resources necessary for self-directed training and career development planning. An organization can realize that nurturing employee development can enhance the quality and quantity of their participatory input, thus creating a benefits for the organization such as employee loyalty, increased productivity and profits.



## DETERMINING THE NEED FOR A CAREER RESOURCE CENTER

If the Center is to meet the career development needs of employees, it first will be necessary to determine what these needs are, who can be done to meet them, and how to best accomplish this task.

Hence, it will be necessary to determine the differences between current practices and an ideal program. If the Career Resource Center is to fulfill its career development, its functions must be predicted as specifically as possible.

A formal needs assessment is needed to determine whether a organization could benefit from a Career Resource Center. A needs assessment includes:

### SECTION II

- determining present and future organizational workforce needs
- determining if the employees think that Career Resource Center would be useful in meeting their needs
- determining which functions of a Career Resource Center employees think would be most beneficial
- determining how to operate the center to best meet organizational and employee needs

## **DETERMINING THE NEED FOR A CAREER RESOURCE CENTER**

If the Center is to meet the career development needs of employees, it first will be necessary to determine what those needs are, what can be done to meet them, and how to best accomplish this task.

Hence, it will be necessary to determine the differences between current practices and an ideal program. If the Career Resource Center is to promote career development, its functions must be predicated on specifically identified needs/concerns.

A formal needs assessment can assist in determining whether a organization could benefit from a Career Resource Center. A needs assessment includes:

- \* determining present and future organizational workforce needs
- \* determining if the employees think the Career Resource Center would be useful in meeting their needs
- \* determining which functions of a Career Resource Center employees think would be most beneficial
- \* determining how to operate the center to best meet organizational and employee needs

There are many ways to conduct a needs assessment, including individual interviews, small group interviews, or questionnaires. Interviews normally provide the most input, but are more time consuming than questionnaires. To survey a large number of employees, a paper-and-pencil questionnaire is recommended. Appendix A is a sample Career Resource Center questionnaire. The questionnaire can (and should) be modified to meet the needs of the organization. Special attention should be given to the types of resource materials and career development programs. The primary focus being the concept of life/work planning and the four major components of every life: work, family, learning and leisure issues.

Questionnaires should be administered to all employees, this will obtain a cross section of the organization and afford all levels and position classifications an opportunity to contribute input. The questionnaire can be mailed along with an enclosed company addressed, postage paid envelope for returning responses. This can enhance participation.

## PLANNING THE CAREER RESOURCE CENTER

Although each Center is unique, there are some universal methods of establishing a Career Resource Center. The following guidelines should cover the successful establishment and operation of a career resource center.

### ADVISORY COMMITTEE

One of the most important aspects of establishing a career resource center is to begin as early as possible and parallel the organization's existing independence of the project. There is no better way to attract and hold people to have them participate in the formation of a project and then see it to fruition.

### SECTION III

The membership of the Advisory Committee should be rotated regularly and represent a cross-section of employees. It is recommended that the core of the committee be made up of seven to ten people representing all levels and functional areas of the organization. One of the main tasks of the committee is to evaluate how the organization's activities will assist in career guidance activities. Existing programs should be reviewed for gaps or weaknesses which must be addressed. It will be necessary for the committee to review the basic principles of career development so that all members understand and agree upon definitions of terms.



## **PLANNING THE CAREER RESOURCE CENTER**

Although each Center is unique, there are some universal methods of establishing a Career Resource Center. The following guidelines should ensure the successful establishment and operation of a career resource center.

### **ADVISORY COMMITTEE**

One of the most effective means of ensuring a successful project is to involve as many key people as possible in the planning and continuing maintenance of the project. There is no better way to attract and hold people to an idea than to have them participate in the formation of a project and then see it to fruition.

The membership of the Advisory Committee should be rotated regularly and represent a cross-section of employees. It is recommended that the core of the committee be made up of seven to ten people representing all levels and functional areas of the organization. One of the first tasks of the committee is to examine how the establishment of a Center will assist in career guidance activities. Existing programs should be scanned for gaps or weaknesses which must be addressed. It will be necessary for the committee to review the basic principles of career development so that all members understand and agree upon definitions of terms.

## **STATING PURPOSE AND GOALS**

Once the need for the Center has been established, it is necessary to describe in more detail its general purpose, goals, and objectives. A detailed written statement of purpose goes far in obtaining financial and moral support from the administration, staff, and others. Results of the needs assessment can be translated into goals/objectives to provide program direction.

At the earliest possible moment, the committee should prepare a rationale, or statement of purpose, for introducing a resource center into the company and then present it to executive staff or decision makers for review and approval.

### **SAMPLE GOALS**

- \* to assist employees in becoming more aware of their own interests, skills, values and preferences as they relate to career exploration and growth
- \* to assist employees in becoming knowledgeable of the career options available to them
- \* to aid employees in learning strategies for decision-making, risk-taking, and problem solving
- \* to assist employees in formulating developmental plans and action oriented goals.

## BASIC FACILITY DESIGN

The size of the population to be served and the scope of the program and services to be offered will determine many aspects of the facility. If no space in the existing building is available, a mobile unit may be a consideration. But whatever the form, the following points should be kept in mind when selecting or planning space for a Career Resource Center:

### FACILITY DESIGN CONSIDERATIONS

- \* Locate the Center near the main flow of employee traffic and make it highly visible.
- \* Provide flexibility in the floor plan (overall organization is essential for effective use of space).
- \* Provide a variety of work stations to accommodate individual as well as group activities.
- \* Provide localized lighting, convenient electrical outlets, and attractive display areas are important.
- \* Have the Center reflect organizational career development policies and framework throughout its design.



### **BASIC LAYOUT CONSIDERATIONS**

Resource materials are categorized by work, family, learning and leisure issues. This reflects the purpose of a CRC and the concept of life/work planning. The books, magazines, audiovisuals,

computers, displays, and everything a Center has to offer should be open and available, inviting to employees to use at any time. Carpeting, acoustical treatment, bulletin boards, colorful walls and furnishings all make a center a stimulating place for employees to work and browse. Large plants also contribute to a more pleasant and relaxing surrounding. Even within the confines of institutional furnishing, imaginative selection and coordination can produce a warm, attractive effect.

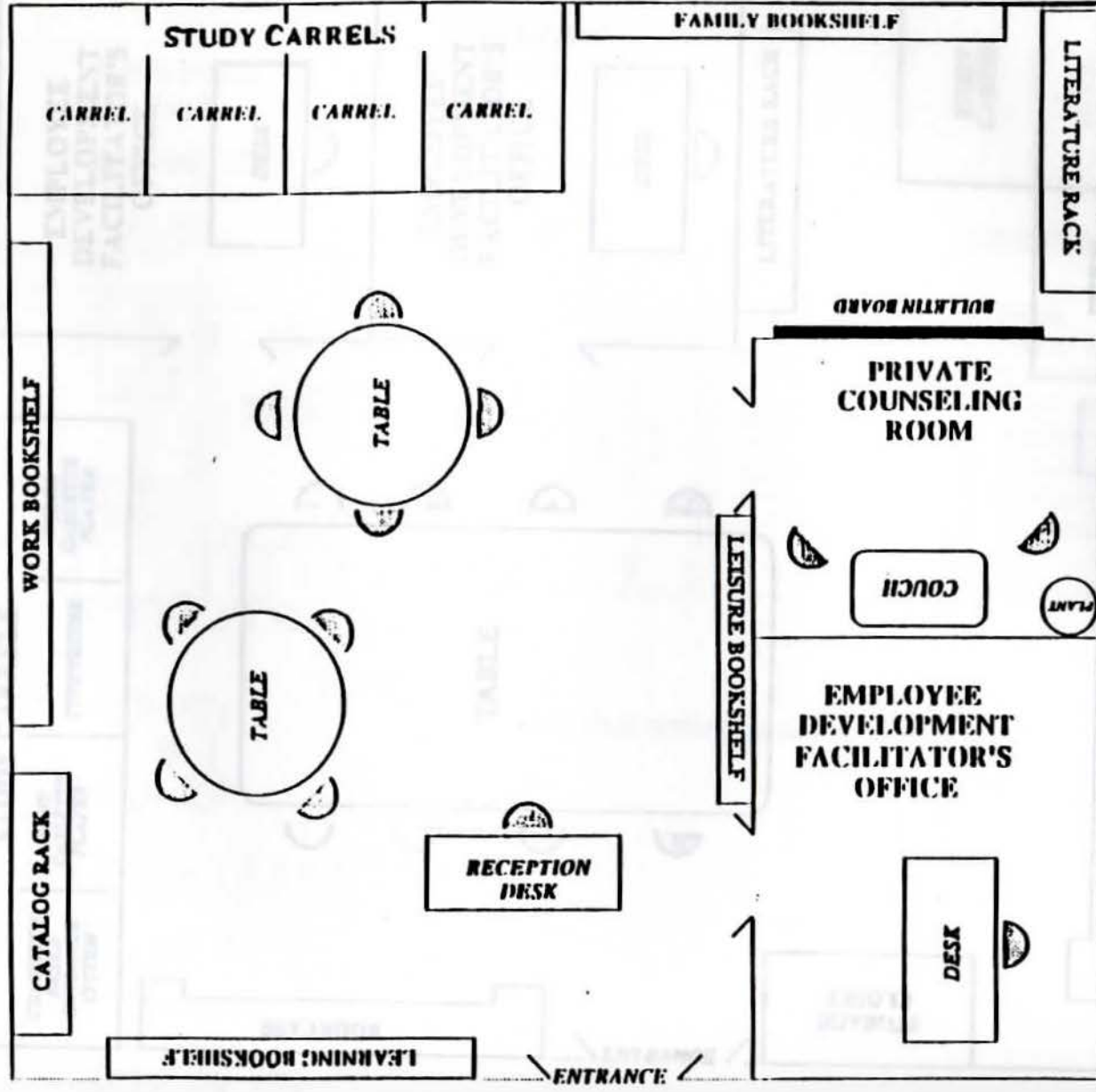
Because so many career materials are designed for individual use, the study carrel is an excellent furnishing for resource centers. Localized lighting, electrical outlets, and outlets for random access are usually included in the carrel, as are book shelves. Carrels may be placed in groups of two or four in various parts of the room where casual supervision can be maintained.

A room approximately 25' X 33' would be sufficient to house six individual study carrels, four book cases, a small office for private counseling, a table for small group discussion, and space for displaying materials and storing equipment. The following three pages are sample layouts for a center.

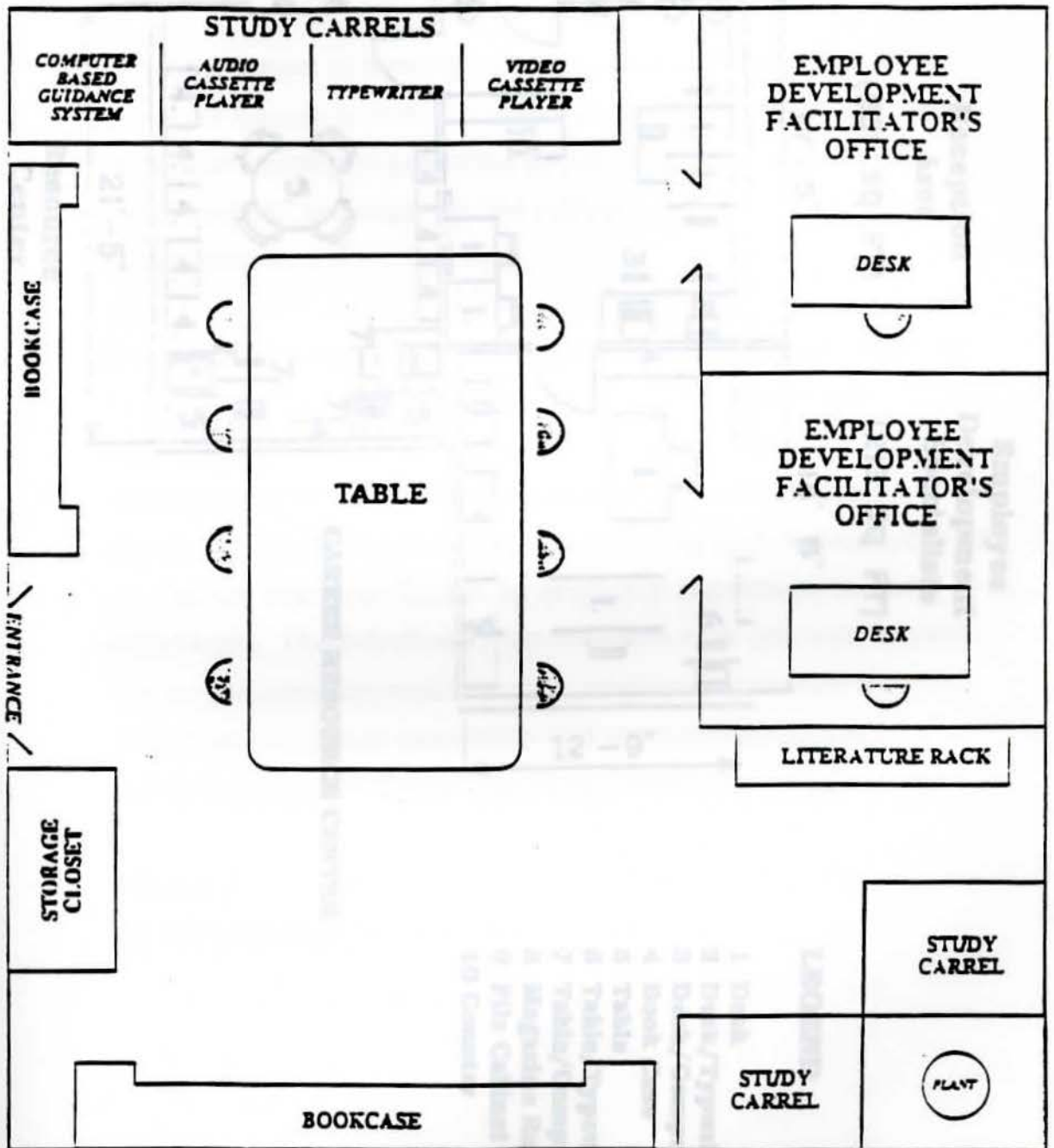


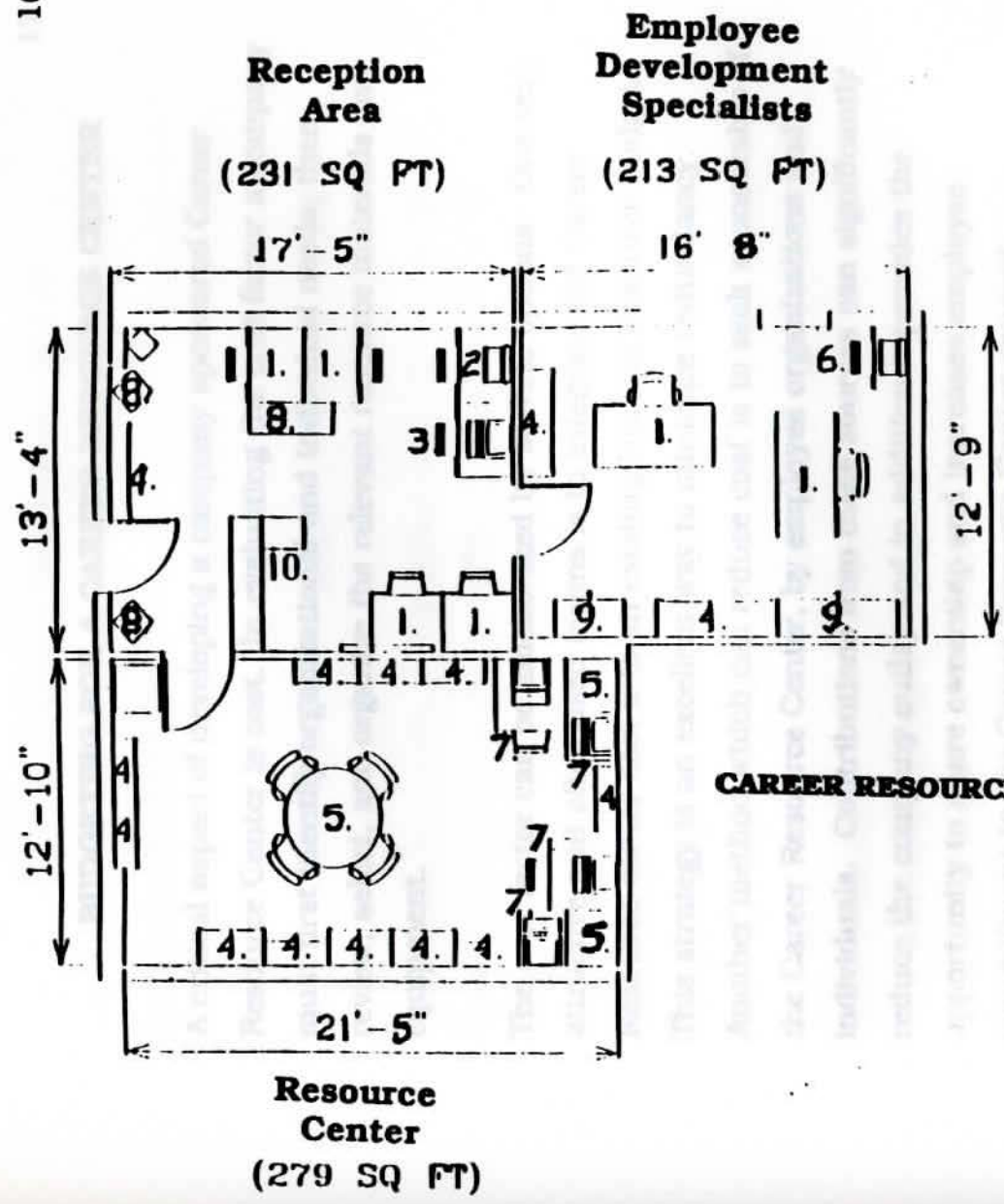
# Career Resource Center Floor Plan

14



# Career Resource Center Floor Plan





**LEGEND**

- 1 Desk
- 2 Desk/Typewriter
- 3 Desk/Computer
- 4 Book Case
- 5 Table
- 6 Table/Typewriter
- 7 Table/Computer
- 8 Magazine Rack
- 9 File Cabinet
- 10 Counter

**CAREER RESOURCE CENTER**

## BUDGETING FOR A CAREER RESOURCE CENTER

A critical aspect of developing a company sponsored Career Resource Center is cost. In evaluating the cost factor a company must first identify organizational and individual needs; then review, select, and organize the relevant resource materials and equipment.

The cost factor can be ameliorated by several options. One very attractive and often used means is to integrate the Career Resource center cost into an existing Human Resource budget.

This strategy is an excellent way to minimize redundancy.

Another method which can reduce cost is to seek sponsorship of the Career Resource Center, by employee organizations and individuals. Contributions from these sources can significantly reduce the company outlay and in addition it provides the opportunity to share ownership and increases employee commitment to the Career Resource Center concept.

Following is a budget developed specifically to illustrate the start up cost for a Career Resource Center.

Career Guidance Software	\$ 500	1	\$ 500
PC Training	100	5	500
Internal Investment	5	50	250
Video Courses	100-200	4	800
Books/Periodicals	Various		500
<b>Total Materials</b>			<b>\$2,500</b>
<b>TOTAL Estimated Start-Up Costs</b>			<b>\$13,200</b>



**CAREER RESOURCE CENTER****OCCUPATIONAL SAMPLE START-UP BUDGET****Furniture/Equipment:****Estimated**

<b><u>Item</u></b>	<b><u>Cost</u></b>	<b><u>Number</u></b>	<b><u>Total</u></b>
Desk	\$ 225	1	\$ 225
Chairs	170	15	2,550
Table	150	3	450
Display Rack	225	1	225
White Board	170	1	170
Bulletin Board	40	2	80
Flip Chart Easel	110	1	110
Typewriter	200	1	200
Audio Recorder	50	1	50
VCR with Monitor/Player	400	1	400
Computer/Printer	2,000	1	2,000
Study Carrels	480	6	2,880
Bookcases	200	5	<u>1,000</u>
			<b>\$10,530</b>
<b><u>Training Materials:</u></b>			
Career-Guidance Software	\$ 500	1	\$ 500
PC Training	100	5	500
Interest Inventories	3	50	150
Video Courses	100-200	4	650
Books/Periodicals	Various		<u>1,500</u>
Total Materials			<b><u>\$ 3,300</u></b>
<b>TOTAL Estimated Start-Up Costs</b>			<b><u>\$13,830</u></b>

## SELECTION CRITERIA FOR MATERIALS

**OCCUPATIONAL** - This includes: occupational outlook information, job vacancy announcements, qualification standards, organizational charts, annual reports, and corporate publications.

**SELF AWARENESS/DEVELOPMENT** - This includes self assessment instruments and tools such as: Self Directed Search, Deal Me In, Values Sort, Quick Job Hunting Map, and DISCOVER a computer-based career guidance system. Self assessment materials may be in the form of books, paper and pencil instruments, audio and video cassette and/or computer software.

Appropriate materials should be selected for occupational coursework and planning for postsecondary education. For instance, focusing on the concept of life/work planning materials could be categorized as: family, work, leisure and learning. Having unrelated materials, even when the materials are free, will not contribute towards the objectives of the course.

Self and development materials should be diverse and reflect the interests and needs of males and females and of people of various cultures. The type and amount of materials should reflect the role of employees in the workplace.

The following two pages provide a checklist for rating and comparing equipment and materials for selection. Each item is rated on its usage and includes cost and comments.

## SELECTION CRITERIA FOR MATERIAL

When selecting materials for the Center, consider the following:

**Price** - Compare prices to find quality materials at the most affordable prices. Plan carefully so your budget is not expended on just a few items.

**Recent Publishing Date** - Select materials that have been published within the last five years so that the information is current.

**Appropriateness** - All materials should reflect the organization's framework and philosophy for employee development. For instance, focusing on the concept of life/work planning materials would be categorized as; family, work, leisure and learning. Having unrelated materials, even when the materials are free, will not contribute towards the objectives of the Center.

**Sex and Multicultural Bias** - Materials should be diverse and reflect the interests and needs of males and females and of people of various cultures. The types and amounts of materials should reflect the mix of employees in the company.

The following two pages provide a checklist for rating and comparing equipment and materials for selection. Each item is rated as to usage and includes cost and comments.

## SELECTING EQUIPMENT & MATERIALS FOR A CAREER RESOURCE CENTER

A checklist for rating and comparing items simplifies  
the job of evaluating and selecting materials.

ITEM	USAGE	COST	COMMENTS
Cassette Player-Recorder	Average	\$150 and up	A must to make available for audio cassette programs.
Computer-Based Career Guidance System	High	\$2,000 +	Excellent supplement to one-on-one counseling performs quick search of occupational and/or educational data. Cost/benefit ratio high.
Career Games	Low	\$12 and up	Excellent for high achievers; some supervision and explanation needed.
Handbooks- College Catalogues	High	Free	Essential.
Dictionary of Holland Occupational Codes	High	\$30	A helpful guide for counselors to use in conjunction with the Holland Self-Directed Search.
State & Federal Civil Service Announcements	Average	Free	Provides options for employees seeking outplacement or gaining information for a family member.
Integrated VCR Unit with Headset	Average	\$500 and up	Useful for employees who want to view videos in the center.
Study Carrel	High	\$80 and up	Excellent for individual work station, cuts down on distractions within the center.
Typewriter	High	\$500 and up	Very useful for employees who do not have access to a typewriter.



ITEM	USAGE	COST	COMMENTS
Cassette Tapes	High	\$5 and up	Very popular, easy to use, up-to-date.
Video Tapes	Average	\$100 and up	Excellent self help visual career development principals, provide information about the organization, and career options.
Books	High	\$5 and up	Essential.
Health and Leisure Brochures	Average	Free	Provides useful information related to all the roles an employee plays in life.
Computer Software	Average	\$250 and up	Word processing, spreadsheet and graphics packages are useful to the counselor as well as for employees needing access to computer software applications.
Answering Machine	High	\$100 and up	Extremely helpful for the counselor to be able to meet the needs of employees during non-traditional hours.
Interest Inventories (e.g., Self-Directed Search)	High	\$3 and up	A very helpful tool for counselors and employees to identify areas of interest.
Brochures and Catalogues of Training Opportunities	High	Free	A must for educational and self-developmental growth.
Job Descriptions of Organization Positions	High	Free	A must to provide employees with organizational information.
Major Company Policy Manuals	Average	Free	Useful for employees to understand organizational policy and procedure.
Standard Company Forms	High	Free	Essential.

## STAFFING THE CAREER RESOURCE CENTER

The effective use and maintenance of the Career Resource Center depends heavily upon a well-trained and well-staffed staff. The purpose of the Center is not only to offer information and answer questions, but to stimulate further thinking. The Employee Development Specialist should be housed in the Center to work with individuals and groups in career counseling.

### Career Resource Center Staff Responsibilities

- \* Planning and developing career development programs, seminars, and workshops.
- \* Information gathering and interpreting various materials.
- \* Providing individual and group counseling.
- \* Conducting educational presentations to managers and employees.
- \* Updating and maintaining materials in the center.
- \* Scheduling career days and workshop facilities.
- \* Researching and developing materials to meet individual and organizational needs.

## SECTION IV

The activity workload and number of employees serviced through the Center will help determine the number of staff and how the responsibilities are divided. The most important criteria in staffing the Center is to have individuals who are knowledgeable in career planning, related management concepts and practices. Following is the Career Resource Center Organizational Flow and Job Descriptions/Qualifications of staff positions.

## **STAFFING THE CAREER RESOURCE CENTER**

The effective use and maintenance of the Career Resource Center depends heavily upon a well-trained and committed staff. The purpose of the Center is not only to offer information and answer questions, but to stimulate further thinking. The Employee Development Specialist should be housed in the Center to work with individuals and groups in career counseling.

### **Career Resource Center Staff Responsibilities**

- \* Planning and developing career development activities and workshops.
- \* Administering and interpreting interest inventories.
- \* Providing individual and group counseling.
- \* Conducting orientations and presentations to managers and employees.
- \* Updating and maintaining materials in the center.
- \* Scheduling career days and workshop facilitators.
- \* Assessing and developing materials to meet individual and organizational needs.

The activity workload and number of employees serviced through the Center will help determine the number of staff and how the responsibilities are divided. The most important criterion in staffing the Center is to have individuals who are knowledgeable of career planning, career management concepts and principles. Following is the Career Resource Center Organizational Chart and Job Descriptions/Qualifications of staff positions.

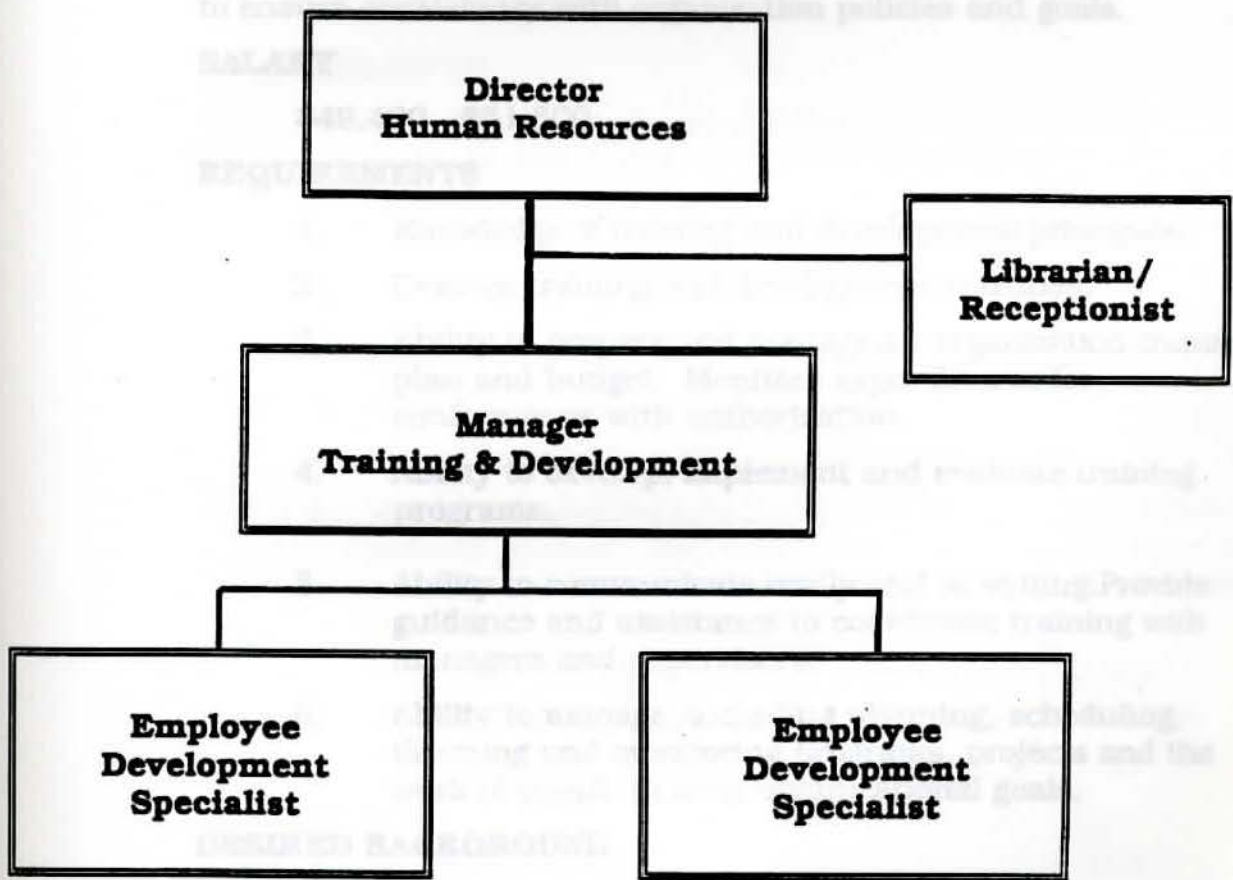
**CAREER RESOURCE CENTER**

**ORGANIZATIONAL CHART**

**FUNCTIONAL PURPOSE**

Oversee the planning and implementation of training programs, provide and procedure coordination and integrate all training activities within Human Resources and other operational functions to ensure compliance with organizational policies and goals.

**SALARY  
AND  
REQUIREMENTS**



**DESIGNER BACKGROUND**

MA in education or instruction in design, business administration, organizational development, or public administration. Bachelor's degree in Training and Development Administration and experience in supervision, and educational guidance.



**DIRECTOR HUMAN RESOURCES****FUNCTIONAL PURPOSE**

Oversees the planning and implementation of training programs, practices and procedures; coordinates and integrates all training activities within Human Resources and other operational functions to ensure consistency with organization policies and goals.

**SALARY**

\$49,400 - \$51,500

**REQUIREMENTS**

1. Knowledge of training and development principles.
2. Oversee training and development activities.
3. Ability to prepare and manage an organization training plan and budget. Monitors expenditures for conformance with authorization.
4. Ability to develop, implement and evaluate training programs.
5. Ability to communicate orally and in writing. Provide guidance and assistance to coordinate training with managers and supervisors.
6. Ability to manage, including planning, scheduling, directing and monitoring programs, projects and the work of people to meet organizational goals.

**DESIRED BACKGROUND**

MA in education or instructional design, business administration, organizational development, or public administration. Extensive experience in Training and Development Administration and experience in supervision, and educational guidance.

## **MANAGER TRAINING**

### **FUNCTIONAL PURPOSE**

Manages the planning, coordination and implementation of training programs, practices and procedures to ensure consistency with organization policies and goals.

### **SALARY**

\$36,700 - \$42,900

### **REQUIREMENTS**

1. Knowledge of training and development principles, methods and needs assessment techniques.
2. Ability to prepare and manage an organization training plan and budget.
3. Ability to develop, implement and evaluate training programs.
4. Ability to analyze training data.
5. Ability to provide training guidance to others.
6. Ability to communicate orally and in writing sufficient to provide guidance and assistance. Maintain contact with educational and technical training institutions to provide training.
7. Ability to manage, including planning, scheduling, directing and monitoring programs, projects and the work of people to meet organizational goals.

### **DESIRED BACKGROUND**

BA or MA in education or Human Resources. Associate level of understanding of adult education and learning psychology. Extensive experience in Training and Development Administration and experience in supervision, educational guidance and job training.

**EMPLOYEE DEVELOPMENT SPECIALIST****FUNCTIONAL PURPOSE**

Plan and implement a career training and development program, practices and procedures. Participate in the instructional process of a complex learning system.

**SALARY**

\$34,244 - \$36,500

**REQUIREMENTS**

1. Ability to create and conduct professional learning programs.
2. Knowledge of training and development principles and methods.
3. Ability to coordinate career and self-development programs.
4. Well-developed human relations and communication skills.
5. Ability to perform employee development counseling services.
6. Oversee and provide specialized guidance to all levels.
7. Knowledge of employee development budget.
8. Ability to analyze training data.

**DESIRED BACKGROUND**

MA in career counseling or BS in a behavioral science. Associate level understanding of adult education and learning psychology, conditioning and motivation. Extensive experience in training and development administration, educational guidance counseling and job training.



**LIBRARIAN/RECEPTIONIST****FUNCTIONAL PURPOSE**

Manage, plan and perform administrative practices, and organize and lend books, periodicals, video tapes, cassette tapes and computer software.

**SALARY**

\$27,576 - \$34,282

**REQUIREMENTS**

1. Develop career resource center material library.
2. Ability to operate and maintain a computerized data base.
3. Ability to conduct literature search, compile bibliographies and/or prepare abstracts.
4. Knowledge of user services and technical services.
5. Ability to provide technical assistance in the planning, developing and scheduling of training programs.
6. Ability to analyze data.
7. Well-developed human relations and communication skills.

**DESIRED BACKGROUND**

BA or MA in library science or the equivalent in education.

Relevant professional experience can be substituted for education.

Industry experience and knowledge of the company.



### PUBLICIZING THE TALKING SHOPPERS CENTER

A strong marketing effort is a necessary business for helping employees to realize their full potential. There are a number of marketing and public relations strategies available to the manager. Marketing is Development and the Employee Development Department. Data from the employee questionnaire (Appendix C) as well as other needs assessment tool can be utilized to target your marketing efforts.

#### Brochures

Brochures - One of the first practices will be to develop a brochure that describes the Career Development Center and outline the services and resources offered as well as **SECTION V**'s hours of operation and telephone number (Appendix D).

Posters - Posters are an excellent way to inform employees of services offered and to promote career development concepts, such as (1) is Not the Only Way and Employee Development is Everyone's Responsibility. It also serves to display books, videos, journals, etc.

Paycheck Inserts - This is another method to convey messages that will reach every employee, even in remote locations.

## **PUBLICIZING THE CAREER RESOURCE CENTER**

A strong marketing effort is absolutely necessary for keeping employees informed. There are a number of marketing and public relations strategies available to the Manager Training & Development and the Employee Development Specialist. Data from the employee questionnaire (Appendix A) or any other needs assessment tool can be utilized to focus promotional efforts.

Information on the Center

### **ADVERTISING**

**Brochures** - One of the first priorities will be to develop a brochure that describes a Career Resource Center and outlines the services and resources offered as well as the Center's hours of operation and telephone number (Appendix C).

**Posters** - Posters are an excellent way to inform employees of services offered and to promote career development concepts, such as Up Is Not the Only Way and Employee Development Is Everyone's Responsibility. It also serves to display books, videos, audios etc.

**Paycheck Inserts** - This is another method to convey messages that will reach every employee, even in remote locations.

## **PUBLIC RELATIONS**

**Company and Local Newsletters** - A periodic newsletter or an article in an existing newsletter is an excellent method of widely distributing career-related information. The newsletter or article could spotlight a career of the month, information on organization and non-organization educational opportunities, new materials in the center, upcoming programs and events, and general information on the Center.

**Contests** - Another public relations strategy is to offer contests which can elicit involvement in the career development programs. Possibilities for contests are endless, including contests for logos, themes, and best career-related stories. As well as contest in conjunction with other clubs, programs etc. (Appendix D).

**Career Awareness Conferences** - These present excellent opportunities to promote the Career Resource Center and its activities.

**Video of Career Resource Center** - A video tape that can be checked out and sent to remote locations will assist employees in seeing what is available and understanding how to use a Career Resource Center. It would be useful to include instructions on how to have resources sent to various locations, as well as information on the Center's hours of operation, telephone number, and services offered.

## EVALUATION PLAN

It will be necessary to evaluate each aspect of the Career Resources Center's operations in regard to the needs of those using the Center and being able and organized to improve the services offered. Using methods such as employee interviews, suggestion boxes, and questionnaires, an Evaluation Plan will highlight operating deficiencies. These issues can just should be reviewed by the Advisory Committee.

### Facilities

- \* Are the employees able to work in a safe and healthy environment, meeting an organization's standards for a learning environment?

## SECTION VI

### Staffing

- \* Is the Center adequately staffed to meet employee needs?
- \* How helpful is the staff in assisting employees?
- \* Is staff time allocated so that services can be provided in an concise and efficient way?

### Resources

- \* Does the Center provide a variety of work, family, leisure and learning information?
- \* What type of materials are used most frequently by employees?
- \* Are there resources employees have requested that are not obtained in the Center?

### Equipment

- \* Is there sufficient equipment to meet client demand?
- \* Is the equipment in good working order?
- \* What equipment is used most/least?



## EVALUATION PLAN

It will be necessary to evaluate each aspect of the Career Resource Center's operation to ensure that the needs of those using the Center are being met and to continue to improve the services offered. Using methods such as; employee interviews, suggestion boxes, and questionnaires, an Evaluation Plan will highlight operating deficiencies. These issues can (and should) be reviewed by the Advisory Committee.

### Facilities

- \* Are the environmental conditions (room temperature, ventilation, seating arrangements) conducive for a learning environment?

### Staffing

- \* Is the Center adequately staffed to meet employee needs?
- \* How helpful is the staff in assisting employees?
- \* Is staff time allocated so that services can be provided in an effective and efficient way?

### Resources

- \* Does the Center contain a variety of work, family, leisure and learning information?
- \* What type of materials are used most frequently by employees?
- \* Are there resources employees have requested that are not contained in the Center?

### Equipment

- \* Is there sufficient equipment to meet client demands?
- \* Is the equipment in good working order?
- \* What equipment is used most/least?

**Programs and Activities**

- \* What programs, services, and/or activities initiated by the Center did employees find most useful?
- \* How well were programs and activities publicized and marketed for maximum benefit?

**Use of Center**

- \* How many employees visited the Center?
- \* How many employees visited the Center more than once - how often?
- \* What time of day has the Center been used most?
- \* Is the Center available to employees during business hours?

**Impact on Users**

- \* Were the employee's self awareness and skills increased?
- \* Was the employee able to facilitate his/her own career growth?
- \* As a result of the Center, have more supervisors and managers incorporated career development activities as a part of their management strategy?

**Support**

- \* Is there general support by the leadership for the operation of the Center?
- \* Have organizational leaders been kept informed on the usage and impact of the Center?

**Cost Effectiveness**

- \* Are resource materials relevant to achieve organizational and individual goals?
- \* Is furniture and equipment adequate for the planned setting?

**SUMMARY**

Career guidance and career education can positively affect employees' career choices and planning efforts. A Career Resource Center will encourage employees to become proactive and take responsibility for their careers by offering them the information they need to make more realistic life/work career decisions. The Career Resource Center is multi-dimensional in its scope, capabilities, and target populations. It offers employees information on work, health, learning and related activities as well as self-assessment materials to help in making more realistic career decisions.

**SECTION VII**

Career development is a continuous process; with the support of management and a committed staff the organization will become proactive rather than reactive in its career development efforts. The Center should be viewed as a long term investment in the most important resource, the employees. This will lead to increased productivity, improved morale and higher levels of personal satisfaction. The only goal in a career resource center's existence is the value of its members, and the vision starts with placing a Career Resource Center.

### **SUMMARY**

Career guidance and career education can positively affect employees' career choices and planning efforts. A Career Resource Center will encourage employees to become involved and take responsibility for their careers by offering them the information they need to make more realistic life/work career decisions. The Career Resource Center is multi-dimensional in its scope, capabilities, and target populations. It offers employees information on work, family, learning and leisure activities as well as self-assessment materials to help in making more realistic career decisions.

### **SECTION VIII**

Career development is a continuous process; with the support of management and a committed staff the organization will become proactive rather than reactive in its career development efforts. The Center should be viewed as a long-term investment in the most important resource, the employees. This will lead to increased productivity, improved morale and higher levels of personal satisfaction. The only limit to a career resource center's success is the vision of its creators; and the vision starts with planning a Career Resource Center.



## SECTION VIII

APPENDIX A  
SAMPLE  
CAREER RESOURCE CENTER  
QUESTIONNAIRE

A Career Resource Center is based on the premise that career planning is a lifelong process which refers to your VOCES and encompasses areas such as FAMILY, LEARNING, and LEISURE activities. This facility will provide resources to enhance the quality of life on and off the job.

Directions: This questionnaire is provided for you following a Career Resource Center "Your Right" - 45 min. 1-on-1 session in a personal or group setting. Please answer each of the following questions.

**APPENDICES**

It is planned that various materials will be available to the Center. Please rate each type according to how useful you think it will be to you by circling the appropriate number.

	Very Useful	Useful	Not Useful
Materials to help you find a job		2	3
Materials to help you learn about a job		2	3
Books about self-development	1	2	3
Fast specific information			
College and trade school catalogs	1	2	3

**APPENDIX A**  
**SAMPLE**  
**CAREER RESOURCE CENTER**  
**QUESTIONNAIRE**

A Career Resource Center is based on the philosophy that career planning is a lifelong process which extends beyond WORK and encompasses areas such as FAMILY, LEARNING and LEISURE activities. This facility will provide resources to enhance the quality of life on and off the job.

**Directions:** The organization is considering establishing a Career Resource Center. Your input on what it should contain is essential. Please answer each of the following questions.

1. It is planned that various materials will be available in the Center. Please rate each type according to how useful you think it will be to you by circling the appropriate number.

	<b>Very Useful</b>	<b>Useful</b>	<b>Not Useful</b>
Magazines and journals in your field of interest	<b>1</b>	<b>2</b>	<b>3</b>
List specific subjects: _____			
Books about self-development	<b>1</b>	<b>2</b>	<b>3</b>
List specific subjects: _____			
College and trade school catalogs	<b>1</b>	<b>2</b>	<b>3</b>

**Job descriptions** **1** **2** **3**

**Self assessment tools which help identify your interests** **1** **2** **3**

**Very Useful**      **Useful**      **Not Useful**

**Videotapes** **1** **2** **3**

List specific subjects: \_\_\_\_\_  
 \_\_\_\_\_

**Self instructional computer training** **1** **2** **3**

List specific software: \_\_\_\_\_  
 \_\_\_\_\_

**Tutorials such as speed reading, typing, vocabulary, etc.** **1** **2** **3**

List specific subjects: \_\_\_\_\_  
 \_\_\_\_\_

**Audio cassette tapes for self development** **1** **2** **3**

List specific subjects: \_\_\_\_\_  
 \_\_\_\_\_

**Other (please specify):** **1** **2** **3**

\_\_\_\_\_



2. Rate each of the following Career Resource Center programs and activities according to how useful you think it will be to you (off the clock participation.)

	<b>Very Useful</b>	<b>Useful</b>	<b>Not Useful</b>
Talking with a career counselor	<b>1</b>	<b>2</b>	<b>3</b>
Using a computerized application program	<b>1</b>	<b>2</b>	<b>3</b>
Attending professional workshops and seminars	<b>1</b>	<b>2</b>	<b>3</b>
Attending classes to work towards a college degree	<b>1</b>	<b>2</b>	<b>3</b>
Attending colleges classes brought to the center	<b>1</b>	<b>2</b>	<b>3</b>
Other (please specify):	<b>1</b>	<b>2</b>	<b>3</b>

3. How often do you think you would voluntarily use the center during the calendar year? (Please check one.)

- a. Never                       d. 11-15 times  
 b. 1-5 times                 e. 16 or more  
 c. 6-10 times                f. Don't know

4. When would you use the Center? (Please check one.)

- a. Before work                d. On day off  
 b. After work                 e. Never  
 c. During lunch               f. Not sure

5. Would a quarterly newsletter on employee, career and family issues be useful to you?

- a. Yes  
 b. No

APPENDIX B

6. If yes, what types of issues would you like to be kept informed about?

The following is a list of resources that offer free or inexpensive information appropriate to career resource centers. Please indicate the individuals who want to be kept informed and return a list of institutional and resources available.

Agency: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_  
State: \_\_\_\_\_  
Zip: \_\_\_\_\_

7. Please list any additional comments or concerns pertaining to a Career Resource Center.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## APPENDIX B

### FREE OR INEXPENSIVE RESOURCES

The following is a list of resources that offer free or inexpensive resources appropriate for Career Resource Centers. Human resource professionals can write or call these agencies and request a list of publications and resources available.

#### Agency

Department of Health and Human Services  
Public Health Service  
Food and Drug Administration  
5600 Fishers Lane  
Rockville, MD 20857

BNA Communications, Inc.  
9439 Key West Avenue  
Rockville, MD 20850-3396  
1-800-233-6067 or  
(310) 948-0540

A Starter File of Free Occupational Literature  
B'nai B'rith Vocational Service  
1640 Rhode Island Avenue, NW  
Washington, DC 20007

Publications Catalog  
The National Center for Research in  
Vocational Education  
Ohio State University  
1960 Kenny Road  
Columbus, OH 43210

Educators Guide to Free Materials  
Educators Progress Service  
Randolph, WI 53956

Safeway Stores Incorporated  
PO Box 680  
Phoenix, AZ 85001

Center on Education & Training for  
Employment  
Ohio State University  
1900 Kenny Road  
Columbus, OH 43210  
(614) 292-4353 or (800) 848-4815

American Cancer Society  
1-800-ACS-2345

#### Comments

Publishes a free  
newsletter called  
BNAC Communicator:  
Topics & Resources for  
Training that comes out  
4 times annually.

Publishes nutritional  
awareness materials.

Request a list of no  
cost resources.

Ask for a list of health-  
related pamphlets and  
materials.

**Agency****Comments****Diet, Nutrition and Cancer Prevention:**

The Good News  
National Cancer Institute  
Building 31, Room 10A24  
Bethesda, MD 20892  
(301) 951-3260

They publish a number of health-related brochures.

Managing Your Career: The College  
Edition of the National Business Weekly  
Wall Street Journal  
200 Burnett Road  
Chicopee, MA 01020  
(212) 808-6793

This is a free publication published in the fall and spring.

National Cholesterol Education Program  
National Heart, Lung, and Blood Institute  
Building 31, Room 10A24  
Bethesda, MD 20892

They publish a number of health-related pamphlets.

National Dairy Board  
Arlington, VA 22209

They publish a number of health-related pamphlets.

Stuart Pharmaceuticals  
Division of ICE Americas  
Wilmington, DE 19887

They publish a number of health-related booklets.

AT&T College Market  
Box 205  
Elizabeth, NJ 07207-9971

They publish two guides: Getting the Right Job and Choosing the Right Major.

Grammar Hotline Directory  
Tidewater Community College  
Writing Center  
1700 College Crescent  
Virginia Beach, VA 23456

Send a pre-paid envelope and request copies of this guide. The guide provides phone numbers people can call to have questions answered about grammar, writing, syntax, diction, etc.

Quaker Oats Company  
Consumer Affairs Center  
Chicago, IL 60604-9001

They publish guides on nutrition.

Mary Kay, Inc.  
Dallas, TX 75247

They will provide skin wellness brochures and a free educational video.

Medicine in the Public Interest, Inc.  
One State Street, Ste. 400  
Boston, MA 02109  
(617) 227-3654

They will provide booklets and information that are health-related.



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WORK



FAMILY



LEISURE



LEARNING



SAINT LOUIS POST OFFICE  
1720 MARKET ST RM 2020  
SAINT LOUIS MO 63155-9422  
(314) 436-3888



# Welcome

42

Welcome to the Saint Louis Life Work Planning Center. The Center is based on the philosophy that career planning is a lifelong process which extends beyond **WORK** and encompasses areas such as **FAMILY, LEARNING** and **LEISURE** activities.

The Center is to serve as the focal point for employees at all levels who seek information and resources to enhance the quality of their lives both on and off the job.

The Life Work Planning Center provides the following services and activities.

## **RESOURCE LIBRARY**

The Library is divided into four major areas: **WORK, FAMILY, LEARNING, LEISURE**. A variety of materials (books, audio tapes, video tapes) are available to be checked out.

All postal employees and their families are welcome to use the Center as an **off-the-clock** activity. Materials may be checked out by employees for a two week period.

To assist the user who is searching for a particular subject, an easy to use computerized search is available.

## **COMPUTER LAB**

Many computer programs are available for employee use in the Life Work Planning Center. Computer Orientations will be offered monthly. After attending an orientation session, employees may sign up for computer time and work at their own pace, **off-the-clock**. For an up-to-date listing of software programs, please visit the Center. *PLEASE NOTE: An appointment is necessary to use the computer lab. To schedule computer time, please signup in the Center.*

## **CAREER COUNSELING**

Individual and group counseling sessions are available **off-the-clock** with a career counselor by appointment. Signup sheets will be available.

## **INFORMATIONAL WORKSHOPS**

A variety of workshops will be offered **off-the-clock** through the Life Work Planning Center. Employees are encouraged to attend these sessions to maximize the resources provided by the Center.

A schedule of workshops will be posted monthly and advertised in the Newslink. As seating is limited, employees are required to sign up in advance.

**WHERE IS THE LIFE WORK PLANNING CENTER LOCATED?**

Inside the PEDC area - (314) 436-3888  
Saint Louis Post Office  
1720 Market Street, Room 2020  
Saint Louis, MO 63155-9422

**WHEN IS THE LIFE WORK PLANNING CENTER OPEN?**

The Center will be open the following hours:

Monday 7:00 am

to

Saturday 2:00 am

also the 4th Saturday of each Accounting Period

7:00 am - 3:00 pm

**PLEASE NOTE: ALL LIFE WORK PLANNING PROGRAMS AND SERVICES ARE CONDUCTED ON A VOLUNTARY BASIS "OFF-THE-CLOCK."**

**WHAT IS THE LIFE WORK PLANNING CENTER?**

It is a center where life work planning materials are available to address the needs, goals and aspirations of the whole individual. The Postal Service recognizes that the ability to perform well on the job is more than just knowing how to do a specific task.

**WHAT IS THE PURPOSE OF THE LIFE WORK PLANNING CENTER AND WHAT DOES IT PROVIDE?**

The purpose is to approach career development as a continuous lifelong process with decisions made at various transition points over your life span. The Center provides employees with resources and services for self-assessment, organizational information, educational planning, job interests, skills and career adjustment, as well as quality information consistent with organizational goals and realities. It also serves as a focal point for employees at all levels seeking information and resources to enrich their present jobs or promote personal growth.



**IMPORTANT INFORMATION**

1. *Materials may be taken out for a TWO-WEEK period.*
2. *Only ONE book OR tape program may checked out at a time.*
3. *Employees are fully responsible for materials borrowed.*
4. *Employees will be billed for lost or damaged materials.*
5. *Employees may not copy borrowed materials, because many audio and video tapes have a built in copyright protection system. Copying will cause permanent damage to these items and the employee will be fully responsible for the replacement costs.*
6. *Do not keep items in your car as extreme heat will warp tapes/videos and break down book bindings.*
7. *Ask questions if you need additional information. (314) 436-3888*
8. *Feel free to visit the LWPC anytime during operating hours, check the bookshelves, look at a magazine, check out a book, video or audiocassette, look at a video in the center, or learn to use the computers.*
9. *All Life Work Planning Center activities are for self-development and are off-the-clock.*





ROSE, HOMER C., The Instructor and His Job. This book presents in plain language the techniques anyone can use in teaching. The book is designed to give practical and substantial assistance to instructors and to individuals preparing to teach. It contains the most practical and productive use of the training techniques used in modern schools, industry, government, and the military services. Every concept in the book has been applied and evaluated by the author in a variety of training programs.

ROSENBERG, ROBERT R., & WILLIAM G. OTT, College Business Law. This book presents to the reader a concise statement of the basic principles of American business law. It may be used as a self-teaching tool in and of itself, or it may also be used in conjunction with a standard textbook and classroom instruction.

ROSON, JEROME M., Teamwork. This book provides an illuminating look at the effects of winning strategies brought about through management and labor working together. Corporations and unions that study this book and are inspired to embark on their own joint efforts will surely agree that the prize is worth the effort.

ROSON, JEROME M., Views from the Top. In an unprecedented collection of essays by leaders of some of America's top corporations, the chairmen and chief executive offices of nine of the nation's foremost corporations offer their views and insights on the direction and future of American business.

ROWAN, ROY, The Intuitive Manager. Rowan elevates a "hunch" to the status of preferred motivation for business initiative, and underlines the fact that intuitiveness, in addition to numbers and staff recommendations, plays a large part in making difficult decisions.

RUSS, BRIAN, Upward Mobility. A book for postal employees packed with thought-provoking ideas and practical information for helping employees get promoted from his or her present position. Getting started, planning, applying, interviewing and other vital topics are presented step by step, so that the beginning employees, as well as the advanced managers and postmasters can deal successfully with getting promoted in the Postal Service.

SCHEIN, EDGAR H., Ph.D., Career Dynamics. Career Dynamics studies the complexities of career development from both an individual and an organizational perspective. Changing needs throughout the adult life cycle, interaction of work and family, and integration of individual and organizational goals through human resource planning and development are all thoroughly explored. (2a-b)

SCHEIN, EDGAR H., Ph.D., Organizational Psychology. The need of organizations to improve their functioning has been a tremendous stimulant to psychologists, sociologists, and other applied behavioral scientists to develop techniques of planned change that would permit more rapid individual and organizational growth toward concepts of individual and organizational health. To that end, Dr. Schein offers this text providing insights drawn to a large extent from his personal experiences in the microcosm of a university environment.



DIAMOND, HARVEY, & MARILYN DIAMOND, Fit for Life. This book crushes orthodox medical dogma about the basic four food groups and debunks myths about the importance of milk and protein in the diet. It is a simple, natural eating program that shows you how to exploit your body's instincts for food, and teaches you how to eat in accordance with your natural digestive cycles. There is no calorie counting, no cutting of portion size. You simply learn when and in what combinations to eat the foods you like, and the weight comes off naturally, safely and permanently.

DIGIOVANNI, KATHE, My House Is Different.

DOWLING, COLETTE, The Cinderella Complex. Colette Dowling and her controversial, powerful book have caused a shockwave of response across America. Like Cinderella, women today are still waiting for something external to transform their lives. We may venture forth into the world, travel, make money, but underneath lurks a wish to be saved, a deep yearning for dependence. Dowling returns the responsibility to the individual.

DYER, WAYNE, M.D., The Sky's the Limit. In his book The Sky's the Limit, Dr. Dyer will show you how to be a No-limit person - a winner 100% of the time. He can prove to you in very practical day-to-day terms that the only things holding you back from happiness, super health and fulfillment are the limits you impose on yourself.

DYER, WAYNE, M.D., Your Erroneous Zones. One of the most practical self-actualization books ever written, as Dr. Dyer's own remarkable success story demonstrates, this book can show you how to cut through a lifetime of emotional red tape once and for all. It can put you in fun and effective control of who and what you are and may very possibly change your life.

EA INTERNATIONAL, Emotions Anonymous.

EISENBERG, RONNI, Organize Yourself. Through the application of routines which are simple to establish and easy to follow, this indispensable guide provides fast, effective relief for common clutter, procrastination and every other organizational ailment. It puts you on top and in control of your life.

EMOTIONS ANONYMOUS INTERNATIONAL SERVICE, The Enormity of Emotional Illness.

EXECUTIVE FITNESS NEWSLETTER, 50 Ways to Stay Fit on a Busy Schedule. Tips on diet, exercise and attitude to balance out a healthy life are succinctly offered here by the editors of the newsletter. (2a-b)

FANNING, TONY, & ROBBIE FANNING, Get It All Done and Still Be Human. Here is a charming and engaging book that will help you examine your harried life, evaluate the demands made on your time, and create time for the things that make you feel good about yourself.

FAST, JULIUS, Body Language. An insight into the way the gestures and movements of the body reveal what is "really" going on with people. (2a-b)

## LEARNING

- 101 ASLANIAN, CAROL B., & HENRY M. BRICKELL, Americans in Transition: Life as Reasons for Adult Learning. American adults are fast forming a learning society. To study the implications of the ever-increasing numbers of adult learners, the College Board conducted a two-year national survey of 2,000 Americans, twenty-five years of age and older, designed to determine why, when, and what they learn. (3a-c)
- 102 ASLANIAN, CAROL B., & HENRY M. BRICKELL, How Americans in Transition Study for College Credit. The extraordinary growth in the number of adults studying for college credit (six million annually) and the extraordinary uncertainty among college administrators as to how adults study for college credit were two of the prime motivators for this study. This book probes this phenomenon and offers its findings and data to anyone similarly interested. (3a-c)
- 103 BEAR, JOHN, Ph.D., Bear's Guide to Earning Non-Traditional College Degrees. An up-to-date resource for the person who needs to pursue a college degree in a non-traditional manner.
- 104 BOBROW, JERRY, Ph.D., & WILLIAM A. COVINO, Cliffs GMAT Preparation Guide. This text provides the background and understanding of the GMAT (Graduate Management Admission Test) which will enable you to take the test with maximum efficiency and make the kind of score that can give you the widest possible choice of business graduate schools.
- 105 BROWNSTEIN, SAMUEL C., & MITCHEL WEINER, Basic Tips on the GRE. This manual contains: (1) proven strategies for every area tested on the GRE (i.e. verbal ability, math ability, analytical ability); (2) a concise review of basic topics in algebra, geometry, and problem-solving; (3) a full length model GRE with all answers explained; and (4) information for GRE applications.
- 106 BROWNSTEIN, SAMUEL C., MITCHEL WEINER, & SHARON WEINER GREEN, How to Prepare for the GRE. This complete preparation for the Graduate Record Examination includes a complete diagnostic test, extensive review chapters, practice exercises, full-length practice exams, and strategies and tactics for achieving a high score.
- 107 THE COLLEGE BOARD, The College Board Achievement Tests. This is the book that has been used by hundreds of thousands of students! It is the only book that provides actual, recently administered SATs, as well as the full contents of Taking the SAT, the College Board's official advice to students planning to take the test. (3a-c)
- 108 THE COLLEGE BOARD, The College Board Guide to the CLEP Examinations. Includes a complete description of each test, sample questions prepared by the faculty committees that develop the examinations, recommended study resources for each examination, advice on preparing for the examinations, and a list of colleges that grant credit for CLEP. (3a-c)



**LEISURE**

- 101 BARNES, J. G. P., Programming in Ada. This book is the highly acclaimed best seller on Ada, the powerful, modern programming language developed by the U.S. Department of Defense for use in embedded systems.
- 102 BETTER WAY BOOKS, Free Things for Cooks. Hundreds of great recipes, diets for everyone, quick and easy meal plans, product samples, important nutrition information, the real story on vitamins and minerals, the lowdown on food fads - wonderful information for anyone who cooks (or eats). And all for free, or nearly free.
- 103 BETTER WAY BOOKS, Free Things for Home and Garden. This little book is sure proof that you can still get something for nothing - lots and lots of terrific stuff. Free Things for Home and Garden proves that manufacturers, organizations, associations, and groups are just waiting to send you product samples, project ideas, do-it-yourself primers, and problem-solving techniques for all areas of your home and garden.
- 104 BETTER WAY BOOKS, Selecting and Caring for Your Cat. A cat is the perfect companion: beautiful, loyal, self-possessed, and very entertaining. Here's the perfect book to help you keep your cat healthy, well-fed, well-groomed, sociable and happy.
- 105 BETTER WAY BOOKS, Sports Facts. Because you love sports, you love sports facts. This illustrated, fun-filled guide to sports history contains enough fascinating information to satisfy the most fervent Bleacher Bum and Monday Morning Quarterback. Inside you'll find fascinating tidbits about football, baseball, basketball, Olympic sports, boxing, tennis, golf and more.
- 106 BLOCH, ARTHUR, Murphy's Law and Other Reasons Why Things Go Wrong. This Best Seller was compiled from thousands of rules, axioms, conundrums and correlaries contributed by faithful readers.
- 107 BLOCH, ARTHUR, Murphy's Law Book Two. Apparently Mr. Bloch as tapped into a rich source as he serves up a second collection, a continuation of the first.
- 108 CARNEGIE, DALE, Effective Speaking. Dale Carnegie approached public speaking not as a fine art requiring special talents and aptitude, but as a skill which any normally intelligent person could acquire and develop at will. This book will aid in that development.
- 109 CHRISTENSEN, ANNE, LINDA LAMBERT, & DIANE SIKES, The Guide to Phoenix. A complete guide to restaurants, sightseeing, the Arts, Indian culture, shopping, children's activities and day trips in Phoenix, Scottsdale and the Valley.
- 110 CONSUMER'S GUIDE, Easy to Understand Guide to Home Computers. This book is your complete source for personal computer buying information. It cuts through the tech-talk to tell you clearly, in plain English, what computers are, how they work, and why they're so amazingly useful.

# *Happy Anniversary*

*Saint Louis Post Office*

*September 12, 1992 - 93*

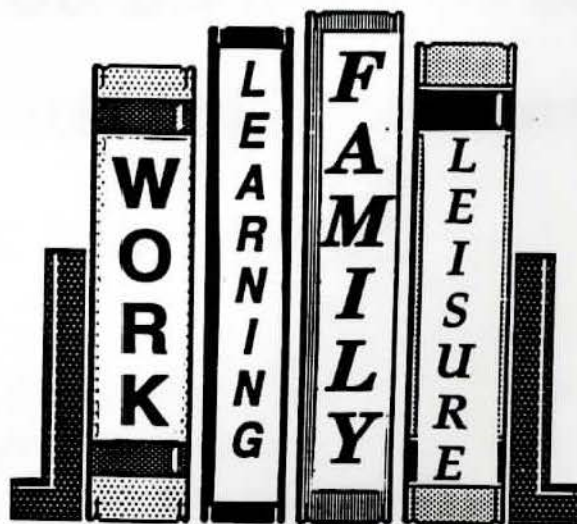
***Life Work Planning Center***

Main Post Office – Room 2020

**THANKS** to all for your support  
during the first year--

- \* Postal Employees and Family
- \* Union & Management Organizations
- \* Postal Credit Union

Your LWPC is dedicated to all areas of your life.



- \* Stop in the LWPC for a free gift!  
(while supplies last)

# SPEAK EAS-Z TOASTMASTERS

Invite and challenge both present and prospective members to participate in a

## 'SPEECH CONTEST'

*"Change is the law of life, and those who look only to the past or the present are certain to miss the future."*

*Anonymous*

### Prizes:

1st- \$200.00 US Savings Bond

2nd- Motivational Cassettes



3rd - 1993 Planner



### Rules:

3-5 minute timed speech

Panel of distinguished judges

All postal employees may participate



APPENDIX D  
CAREER RESOURCE CENTER CONTEST

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# SPEAK EAS-Z TOASTMASTERS

invite and challenge both present and prospective members to participate in a

## "SPEECH CONTEST"

Topic: *Life Work Planning Center*

Date: Thursday Dec. 10, 1992

Time: 6:00 p.m.

Place: Room 2091, St. Louis Post Office

Register in the PEDC before Dec. 8th

(314) 436-3888

### **Prizes:**

**1st- \$200.00 US Savings Bond**

**2nd-Motivational Cassettes**



**3rd - 1993 Planner**



### Rules:

3-5 minute timed speech

Panel of distinguished judges

All postal employees may participate





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**APPENDIX B****INTRODUCTION FOLLOW-UP LETTER**

Date

Name  
Professional Status  
Company Name  
Address

Dear,

This letter is to thank you and express my sincere gratitude for your willingness to participate as an evaluator for my graduate studies project.

My advisor has requested that I receive a one paragraph bio from you indicating your education, years of experience and professional status. I must receive your bio prior to furnishing you with the manual to be evaluated. A postage paid envelop is enclosed for your response.

After receiving your bio, I will provide you with my manual along with a questionnaire to complete. You can expect to receive this material the week of February 15, 1993. Upon receipt of this manual I would appreciate very much if you could complete your evaluation within 3 to 4 weeks.

If additional information is needed, please call. Again, thank you.

Sincerely,

Angela Hamilton  
Graduate Student  
Lindenwood College

Management Trainee  
U.S. Postal Service

## APPENDIX C

## Manual Cover Letter

Date

Name  
Professional Status  
Company Name  
Address

Dear,

Attached for your evaluation is the manual and questionnaire, "Designing A Career Resource Center."

The manual has a Contents that outlines the successive steps and development of a company career resource center. The questionnaire is designed to evaluate the manual's efficiency for application.

Open-minded answers would be appreciated to successfully compile data. The results of your evaluation will be analyzed and interpreted in subsequent chapters of the thesis project. Please return your response within 3-4 weeks, an envelope is enclosed.

If additional information is needed, please advise. Again, thank you very much for your participation.

Sincerely,

Angela Hamilton  
Graduate Student  
Lindenwood College

Management Trainee  
U.S. Postal Service

SECTION 3

APPENDIX D

QUESTIONNAIRE

Designing A Career Resource Center

**INSTRUCTIONS:** The following questions apply to Sections of the manual Contents. Please select the answer which reflects your honest opinion or experience.

1. In your opinion will this Section work? (Circle)

\_\_\_\_ Yes \_\_\_\_ No

**NAME:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**PHONE:** \_\_\_\_\_

**Thank You For Your Cooperation**

If you offer suggestions for improvements,

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**SECTION I**

1. What are the strengths of this Section.

A.

B.

C.

2. What are the weaknesses of this Section.

A.

B.

C.

3. Is this Section easily understood, organized and well written? Comment

\_\_\_\_\_ Yes \_\_\_\_\_ No

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4. In your opinion will this Section work? Explain

\_\_\_\_\_ Yes \_\_\_\_\_ No

If No, offer suggestions for improvement.

---

---

---

5. Are steps clear and inclusive? Explain

\_\_\_\_\_ Yes \_\_\_\_\_ No

If No, offer suggestions for improvement.

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**SECTION II**

1. What are the strengths of this Section.

A.

B.

C.

2. What are the weaknesses of this Section.

A.

B.

C.

3. Is this Section easily understood, organized and well written? Comment

Yes     No

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4. In your opinion will this Section work? Explain

Yes     No

If No, offer suggestions for improvement.

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---

---

5. Are steps clear and inclusive? Explain

Yes     No

If No, offer suggestions for improvement.

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**SECTION III**

1. What are the strengths of this Section.

A.

B.

C.

2. What are the weaknesses of this Section.

A.

B.

C.

3. Is this Section easily understood, organized and well written? Comment

Yes       No

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4. In your opinion will this Section work? Explain

Yes       No

If No, offer suggestions for improvement.

---

---

---

5. Are steps clear and inclusive? Explain

Yes       No

If No, offer suggestions for improvement.

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**SECTION IV**

1. What are the strengths of this Section.

A.

B.

C.

2. What are the weaknesses of this Section.

A.

B.

C.

3. Is this Section easily understood, organized and well written? Comment

Yes       No

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---

4. In your opinion will this Section work. Explain

Yes       No

If No, offer suggestions for improvement.

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---

---

5. Are steps clear and inclusive? Explain

Yes       No

If No, offer suggestions for improvement.

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**SECTION V**

1. What are the strengths of this Section.

A.

B.

C.

2. What are the weaknesses of this Section.

A.

B.

C.

3. Is this Section easily understood, organized and well written? Comment

Yes       No

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4. In your opinion will this Section work? Explain

Yes       No

If No, offer suggestions for improvement.

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---

5. Are steps clear and inclusive? Explain

Yes       No

If No, offer suggestions for improvement.

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**SECTION VI**

1. What are the strengths of this Section.

A.

B.

C.

2. What are the weaknesses of this Section.

A.

B.

C.

3. Is this Section easily understood, organized and well written? Comment

\_\_\_ Yes     \_\_\_ No

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4. In your opinion will this Section work. Explain

\_\_\_ Yes     \_\_\_ No

If No, offer suggestions for improvement.

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---

5. Are steps clear and inclusive? Explain

\_\_\_ Yes     \_\_\_ No

If No, offer suggestions for improvement.

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**SECTION VII**

**1.** What are the strengths of this Section.

A.

B.

C.

**2.** What are the weaknesses of this Section.

A.

B.

C.

**3.** Is this Section easily understood, organized and well written? Comment

Yes       No

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**4.** In your opinion will this Section work? Explain

Yes       No

If No, offer suggestions for improvement.

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**5.** Are steps clear and inclusive? Explain

Yes       No

If No, offer suggestions for improvement.

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**SECTION VIII**

1. What are the strengths of this Section.

A.

B.

C.

2. What are the weaknesses of this Section.

A.

B.

C.

3. Is this Section easily understood, organized and well written? Comment

Yes       No

---

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---

4. In your opinion will this Section work? Explain

Yes       No

If No, offer suggestions for improvement.

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---

5. Are steps clear and inclusive? Explain

Yes       No

If No, offer suggestions for improvement.

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**SECTION IX**

1. What are the strengths of this Section.

A.

B.

C.

2. What are the weaknesses of this Section.

A.

B.

C.

3. Is this Section easily understood, organized and well written? Comment

Yes  No

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4. In your opinion will this Section work? Explain

Yes  No

If No, offer suggestions for improvement.

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---

5. Are steps clear and inclusive? Explain

Yes  No

If No, offer suggestions for improvement.

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