

Forecaster Naisbett sees a great student job market

— But others say hold the 'impudent' questions for now

WASHINGTON, D.C. (CPS)—While they may not be able to tell it while they're beating the pavement looking for work in what recent reports predict will be tight job market this spring, students will be sitting pretty when the Information Age finally dawns, social forecaster and author John Naisbett says.

Job applicants are going to find the employment market shifting more and more in their favor as firms will compete to hire declining numbers of college graduates, he predicts.

And in a seller's market, Naisbett — author of *Magatrends*, the successful book about emerging social, economic and political trends — says students are entitled to ask questions like: What is the company's vision? Can employees participate in it and reap benefits, perhaps through employee stock ownership plans? Is there profit-sharing for all, and are women paid fairly?

The questions are far from impudent, Naisbett says. And what's more, a quickly-growing number of young, generally high-tech companies actually expect them.

The companies, which tend to be less hierarchical than Fortune 500 firms and to concentrate more on "nurturing" employees, are leading the way toward re-inventing the corporation, Naisbett asserted in a recent interview.

Not coincidentally, Naisbett discusses these new-age firms at length in his new book, "Re-Inventing the Corporation."

He also notes collegians are in a good position to take advantage of them in the job market.

New companies are springing up at a rate unequalled since the 1950s, but the fine balance of labor and capital has shifted significantly since then, he says.

Labor used to be cheap, and money dear. Now, he explains, labor is the most valued resource.

"It's because companies know they need creative minds that can apply technical knowledge," Naisbett says. "A knowledge of software isn't as valuable as being able to design software programs that revolutionize industry."

To get jobs in the Information Age, Naisbett recommends students "not concentrate on specific information skills, but learn how to learn and how to think."

"As we become more high-tech, we are also becoming more high-touch," he says, citing a renaissance of interest in the arts and literature.

Naisbett attributes the rise of the "nurturing company" to the rise of corporate women who see a manager as a nourisher, not an order-giver. Women are also bringing intuition — another characteristic of entrepreneurial times — to the Information Age.

But many campus placement officials warn students had best think twice before grilling prospective employers about world

visions during interviews.

"Companies are marketing themselves differently because they see what's on the horizon, and that's a lot less graduates," agrees John Shingleton, placement director at Michigan State.

But it's still not a seller's market for the non-technical student, he says, and the role reversal Naisbett envisions during job interviews is "a ways off."

Naisbett predicts liberal arts students will be increasingly valuable in a "high-touch" society because of their ability to apply knowledge and create.

While Shingleton agrees those abilities can be invaluable, businesses have yet to seek them out.

"Major companies like General Motors have announced they like liberal arts students, but I don't see them recruiting these people. Instead, they take people with the technical training to do the job now, and that's who they recruit."

At best, a liberal arts degree is

considered "an added skill because it suggests an ability to synthesize information," says Richard Hill, executive vice president of the National Association of Personnel Consultants.

For the young, bright and well-educated, "we already have something of a seller's market," Hill adds, but that doesn't mean corporations are changing as quickly as Naisbett suggests.

"I don't see companies becoming less hierarchical, or, for that matter, changing their marketing strategies that much in the next three years," he explains. "They don't want to make a guess about which way things will go."

Hill agrees with Naisbett's observation that diverse educations have great appeal to many employers.

"They like the balance of diversity: a technician with liberal arts courses, a journalist with a technical minor, an attorney with a chemistry or biology degree," he adds.

Female teachers let men dominate

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Sandler and colleague Roberta Hall have released numerous summary studies documenting differences in the way men and women go to — and are treated in — college.

Female instructors themselves often were raised in homes that considered men's views as more valuable, Sandler observes.

Their upbringing, she says, may explain why women teachers might allow men to dominate class discussions.

"Many of the different expectations for men and women are carried over from the larger social situation into the college classroom," Hall says.

In another study, University of California researchers Candice West and Donald Zimmerman found men interrupt classroom conversations three times more

often than women. Also, women wait twice as long to interrupt.

However, they also found that women are just as likely as men to gain the floor when they do interrupt.

Previous research also indicates women's classroom language is not as "assertive" as men's. But Krupnick's study differed.

Krupnick compares female students' classroom problems to the plight of immigrants being introduced into the public school system in New York City around the turn of the century. "They did not speak up as much in class because of language barrier."

Women, she says, are unfamiliar with the type of assertiveness associated with success.

"College experience can reinforce old expectations, or can help women to overcome them," Hall says.

Behrend prof earns superintendent's letter

University Relations—Dr. Robert Tauber, assistant professor of education at Penn State-Behrend, has received his Superintendent's Letter of Eligibility from the Pennsylvania Department of Education.

The letter of eligibility is formal certification that Tauber is qualified to work as a superintendent in Pennsylvania.

Tauber finished course work for the superintendent's certification overseas, while studying the British state-maintained educational system during 1984-85 as visiting professor at the University of Durham in England.

In addition to his certification as superintendent, Tauber is certified as a secondary school principal, counselor and teacher. He was a teacher and counselor at McKeesport Area High School for four years before joining the Behrend faculty in 1971.



Dr. Robert Tauber

But Tauber says he has no plans to abandon higher education and return to the secondary schools.

"I don't plan to leave higher education for a superintendent's role in basic education, but I would consider taking a leave in the future and 'filling in' for someone locally who is temporarily leaving such a post," he says.

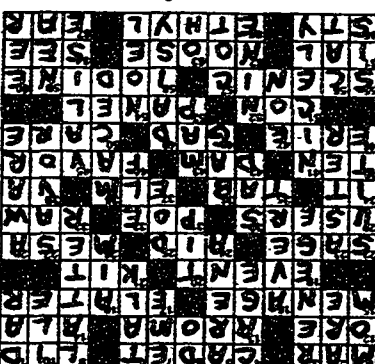
"This experience would prepare me to be a more effective teacher

in my classes at Behrend," says Tauber. "Just learning about what superintendents have to deal with in the 'real world' has made me better prepared for teaching college students who aspire to such a role some day," he says.

Meanwhile, he is implementing what he learned in the Educational Theory and Policy and Educational Psychology courses he teaches to students at Behrend.

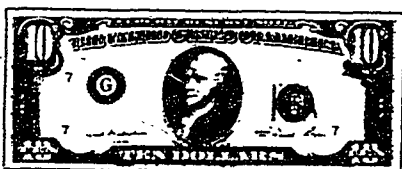
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