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Signature Frank Jones Speer
Date August 5, 1977

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I hope this survey and its results will be of some benefit to those attempting to do a study of beginning secretarial/clerical office workers.

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ABSTRACT

The sample chosen for the survey was the cooperative work experience employers in Eugene, Oregon. Seventy-five questionnaires were distributed and a return of 84 percent was received after one distribution and one follow-up phone call. The results provided valuable information which can be used in the instruction of secretarial/clerical students at Churchill High School. The results indicated that the human relations aspect of office work is considered just as important as the specific training they receive in the skill subjects. It was found that shorthand was not a necessary requirement for beginning secretarial clerical jobs and it may decrease in the next five years. Also, shorthand did not necessarily provide promotional opportunities. Typewriting was considered an important aspect of office work and that its importance will increase in the next five years along with records management, accounting, calculating machines and the magnetic tape selectric typewriter. It was found that most firms pay a beginning salary of \$400 or more for all types of office work and that some large firms pay \$500 or more. Results also indicated that business college, and community college graduates performance ranged from outstanding to excellent while high school performance was average and non high school was inadequate. Based upon the survey findings, several important conclusions were reached: (1) the human relations aspect of office work is very important, (2) typewriting will continue to be important, (3) the importance of shorthand will decrease, and (4) that the high school business education curriculum is meeting and should continue to meet the needs of the cooperative work experience student and employer.

Chapter 1

INTRODUCTION

An effective office training program is continually changing to meet the needs of both the students and the community. Training students to compete in today's tight job market is quite different from training students five years ago. As a result, the business educator must review the office training curriculum and reassess priorities.

Although the unemployment rate was 6.9 percent (May 1977), jobs are still available - especially for those who possess specific skills. Jobs are available in the secretarial and clerical field, but the market is much more competitive.

The office training program must help students meet the challenge not only by developing employable skills, but also be developing strategies which can be used to compete in this tight job market. The development of job-seeking skills should be an integral part of the office training program.

It has been said that job seeking is a full time job in itself. We as educators have an obligation to train students for both roles - the job seeker and job holder. (Ganser, 1976: 252)

As employers raise their standards for hiring, the business educator must also raise classroom standards. When students enter

the job market they are handicapped because of immaturity, lack of skills, and knowledge of office procedures. Business teachers must help the student overcome the handicap by providing them with high quality training. Teachers must demand work which meets the highest professional standards.

Proficiency in fundamental office skills is a determining factor in job success. Teachers must continually encourage students to strive for proficiency in all secretarial and clerical classes.

In 1976, Norman J. Ganser, Business Education Coordinator at Elwyn Institute issued a statement for The Balance Sheet. He said:

The fundamental skills required for most types of office positions have already been identified. These include typing envelopes and post cards, typing business letters, typing tabular material, typing manuscripts and reports and typing fill-in form letters. These are fundamental typing skills which a student must possess in order to meet the basic requirements of an entry level secretarial/clerical position. Because of their importance, these tasks should be evaluated on a continuing basis. (Ganser, 1976: 254)

The job market is more competitive today than it has been for decades. If office training students are to be successful in securing a position, they must be given the opportunity to develop job skills. There are no secrets to getting a job. Success is dependent upon having an employable skill which is in demand as well as the ability to perform the required job. The office training curriculum should emphasize the development of proficiency in basic office skills.

By making these provisions, the student will be able to compete and will stand a better chance of securing an entry level office position.

Business educators are reminded that over forty years ago Frederick Nichols defined "commercial education" as a type of training which, while playing its part in the achievement of the general aims of education on any given level, had for its primary objective the preparation of people to enter upon a business career, or having entered upon such a career, to render more efficient service therein and to advance from their present levels of employment to higher levels. (Johnson, 1975: 87)

Business educators must prepare the students to meet the objectives of business education. As Margaret Johnson, President, Mountain-Plains Business Education Association stated in The Balance Sheet, April 1975:

. . . the walls of business education may need shifting from time to time, not only to relate values to changing conditions but to respond to the development of new concepts and procedures. (Johnson, 1975: 7)

The Problem

The general purpose of this survey is to help the business education department at Churchill High School gain information regarding the type of programs that should be offered to the secretarial/clerical students.

Statement of the Problem

The specific purpose of this study is to assess employer's needs, expectations, and opinions about necessary entry level office skills in Eugene, Oregon. Specific questions to be asked are as follows:

1. How do employers rate the importance of selected skills and personal characteristics?
2. What is the anticipated demand for selected office skills?
3. How do various jobs compare in beginning salaries?
4. Is shorthand skill an advantage for promotion?
5. Is accounting skill an advantage for promotion?
6. How prevalent is the use of dictating equipment?
7. What are the educational requirements of beginning office workers?
8. How important are reprographic skills?
9. How important is the knowledge and use of calculating machines?

Need for the Study

The Business Education Department at Churchill High School is currently in the process of revamping its curriculum to better meet the needs of the student. This study will play an important part in the design of the business education curriculum.

The term secretarial/clerical office procedures is widely thought of as being one of the terminal courses in a secretarial/

clerical science curriculum. When the student puts into practice what he or she has learned, there is an integration and application of several skills.

Most business educators agree that there is a need for a terminal course in most subject areas of business education; however, they are not in agreement as to the objective, content, or method of presentation. The office procedures course, as taught today, should provide relevance; it should bridge the gap between the classroom and the business office where an integration of skills and knowledge previously learned can be utilized in every way. Rather than make the course meet or fit the needs of the students, educators sometimes tend to make the students fit the course.

Secretarial/clerical work is probably the most misunderstood work in office occupations. One can immediately see the evolving role of the secretary/clerk when looking at the many areas in which they may work: education, fashion, law, medicine, government, transportation, and countless other areas.

The business teacher must prepare the secretarial/clerical student for the real world of work. Any number of office practices texts and courses integrate basic fundamental skills, such as using the telephone, filing, typing reports, composing letters, and taking and transcribing dictation in a generalized application of office work.

Limitations

This study was limited to selected cooperative work experience employers of secretarial/clerical personnel in the city of Eugene, Oregon.

Definition of Terms

To assist clarifying the terminology used in this study, the following definitions are presented:

1. Secretarial work: As work that includes work processing, shorthand, dictation, and transcribing, and administrative level work.

2. Clerical work: As work that would include the general office work such as: filing, typing, receptionist, bookkeeping, use of the calculating machines and reprographics.

Summary

No previous study such as this has been conducted by the Business Department at Churchill High School. It was found that after investigation, no such study had been conducted by any of the four business education departments in the Eugene school system in the past ten years. Although this study is specifically for the Churchill High School Business Department, the findings will also be available to the other three high schools and their business departments. This researcher feels that studies such as this should be conducted to

determine if schools are providing the best possible training for secretarial/clerical students.

Chapter 2

REVIEW OF LITERATURE

This chapter was designed to review the literature considered relevant to the importance of secretarial/clerical training in the business education curriculum. The literature review was divided into three areas and presented in the following order: the importance of business education in the curriculum, the importance of attitudes and personality in office work, and the importance of the development of secretarial/clerical skills in office occupations.

Importance of Business Education

The major commitment of the secondary school is to provide for the general education of all youth, i.e., that large part of the total educational program which is provided to every pupil to help him or her attain the basic knowledge, skills, abilities, and understanding necessary for them to assume their role as worthy human beings and effective members of society. It is through this rationale that business education accepts its responsibility in economic education (Daughtrey, 1970:96).

Business education is an appropriate vehicle for developing economic understanding at the high school level is a fact which has been well documented in literature over the past decade.

Business education recognizes that it is not the only department in the school which contributes to economic education. Nevertheless, business education is committed by concepts, by philosophy, and by curriculum to development of economic understanding (Daughtrey, 1970:97).

The need for education reforms has been stressed by almost everyone who has written about our schools. In many schools, the panic button has already been pushed. As a result, many blueprints have been prepared outlining the steps that must be taken to make our schools more potent than they are in meeting their responsibilities. In general, these blueprints call for the following reforms:

1. Suitable, meaningful programs must be provided for all young people.
2. Programs should be adjusted to meet the needs of a wide range of learners.
3. The schools must be committed to strong programs of vocational education.
4. In all courses, emphasis must be placed on learning how to learn and on the kind of subject matter that promotes more learning. The typewriting course, for example, must lead to something more stimulating than the acquisition of manipulation skill. It must provide through the skill the opportunity to improve writing style or explore the methods used by business leaders to communicate with one another (Wanous, 1970:310).

An alarming statement by Governor Rhodes of Ohio indicates why

business education is so important in the secondary school curriculum. In his statement, Governor Rhodes said:

. . . that last year his state graduated from high school 100,000 young people who had nothing to offer the labor market but a strong back. They did not learn a thing that would make them able to find employment in the labor market (Wanous, 1970:315).

Responding to the schools common needs, business departments are opening their basic courses to all students, not just young people concentrating in the field of business education.

In a study by Harry Huffman and Clyde W. Welter they report that:

. . . the availability of variety of business courses on an elective basis to students in other programs. The courses and frequency reported were: Typing 95 percent, Shorthand, 90 percent, Accounting 92 percent, Basic Business, 90 percent, Business Math 82 percent, and Business Law 74 percent (Huffman and Welter, 1976: 5, 6, 7).

Because business and office skills are needed in all contemporary vocations, secondary schools are now providing essential business backgrounds for young people who are looking forward to becoming shop owners, electrical contractors, beauty parlor operators, motel operators, and workers and managers in a variety of occupational lines.

The National Commission on the Reform of Secondary education found that during its 1972 year long study, the business education curriculum in most secondary schools is geared to secretarial/clerical

and sales-related occupations. According to the 1970 census, 13 million people were employed in clerical occupations. By 1972, the number had increased to 14 million (Ryoland, 1976:234).

The 1974-75 edition of the Occupational Outlook Handbook indicates that employment of clerical workers was expected to increase rapidly through the mid 1980's. In view of the occupational outlook, the emphasis on preparation for these positions should be continued (Ryoland, 1976:234).

The student who prepares himself for an occupational area by taking the business curriculum does not ordinarily restrict himself to taking specialized subject matter that prepares him for a specific job. His occupational preparation is broader than that.

The student preparing for stenographic and secretarial occupations receives training in shorthand, machine transcription, business english, typewriting, general business, business law and some accounting. Such training provides the student with knowledge and skills needed by one who is both a producer and a consumer in a business oriented society.

In a world that demands of its citizens vocational competence and also consumer awareness and economic literacy, business education makes a continuing attempt to meet its two-fold goal of vocational and consumer economic competency. It deserves and appreciates the support of the school administration (Malsbary, 1975:95-100).

Importance of Attitudes and Personality in Office Work

Attitudes. Attitudes are present and are manifested in the behavior of every individual. Positive attitudes toward individuals, work, society and the universe influence the total person, his life and his employability in the business world.

In 1972, Elwood Chapman contended that:

Attitude is the way you look at things mentally.
Attitude is psychological. It has to do with mind. It
is not physical. It has nothing to do with eyesight.
. . . Your attitude is controlled by you . . . others
may influence your attitude but you control it.
(Chapman; 1972:34)

Attitude not only contributes toward initial employability but toward continued success in the business world. A poor attitude is one of the reasons for people being discharged from their jobs (Houstman, 1975:174).

A healthy attitude is important in the composition of a good personality and a prerequisite for employability and job success.

Business education teachers should help students develop positive attitudes. James Houstman lists four objectives that business education teachers can use to help students develop positive attitudes. They are:

1. Be positive yourself.
2. Help students become aware of developing desirable attitudes.

3. Use different methods in teaching attitudes.
 - a. Work experience
 - b. Role playing
 - c. Surveys
 - d. Projects
 - e. Problem solving
 - f. Group dynamics
4. Devise a method to evaluate your own attitude (Houtsman, 1975:174).

Business and office education teachers know there are methods now in use for attitude improvement. Teachers of business and office education must be realistic as well as innovative - they must teach positive attitude development in order to promote student employability and success in the business world.

Joyce Rae McClendon conducted a doctoral study to compare attitudes of minority high school students with those of non-minority high school students toward non-skill aspects of office work. The non-skill aspects of office work included: employer-employee relationship, working conditions, employee aspirations, employee relationships, employee responsibility, employee welfare, and job commitment.

She found that there is a significant difference in the attitudes of male and female students and minority and non-minority students.

Among the conclusions formulated as a result of the findings were:

1. Regardless of ethnic or sex variable, business education students enrolled in typing classes in the Fort Worth School District have "desirable" attitudes toward nonskill aspects of office work.

2. Attitudes toward nonskill aspects of office work held by minorities and attitudes toward nonskill aspects of office work held by non-minorities differ.
3. Attitudes change between graduation and initial employment.

A copy of "The Stuart Attitude Toward Office Employed Scale" used by Joyce Rae McClendon in her doctoral study and devised by James L. Stuart follows on pages 15 and 16 (McClendon, 1974).

Business teachers should attempt to become better acquainted with ethnic backgrounds and the cultural values possessed by minority and non-minority students in order to provide better training for the non-skill aspects of office work.

Jayne Reid found in her doctoral study that:

Attitude toward dependability and motivation were significantly related to occupational choice and job success (Reid, 1971).

Personality. "Few workers lose jobs because they lack skill.

Almost invariably people are fired because of personality or character defects" (Tonne, 1972:186). High skill can at times compensate for personality deficiencies, and good personality can cover limitations in skill competency. If skills are tested and personality given little consideration, trait weaknesses are quite likely to be a cause for dismissal.

Most people have, at one time or another, worked with an individual who was competent on the job, but nearly impossible to work

Attitudes Toward Office Employment

DIRECTIONS: At the end of each statement given below are abbreviations for the following responses:

SA 1	A 2	U 3	D 4	SD 5
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

You are to blacken the response on the answer sheet which indicates your real feeling toward the statement. Blacken only one response. Answer each question. DO NOT write your name on the instrument (Attitude Scale). Fill in the information at the top of the answer sheet.

	SA	A	U	D	SD
1. Office Work should be limited to a 40-hour week.	1	2	3	4	5
2. To be in charge of an office is the best job.	1	2	3	4	5
3. Inexperienced workers disrupt a well-organized firm.	1	2	3	4	5
4. Union membership is good for every employee.	1	2	3	4	5
5. The office worker should be allowed to show as much initiative as he can.	1	2	3	4	5
6. The qualified person should get the job regardless of all other factors.	1	2	3	4	5
7. Union membership should be compulsory for all office workers.	1	2	3	4	5
8. A good boss should be strict.	1	2	3	4	5
9. When the boss is away is a good time to exhibit your dependability.	1	2	3	4	5
10. Work in a small-town office is too routine.	1	2	3	4	5
11. It is easier to work for men than to work for women.	1	2	3	4	5
12. Honesty may be important but other things get you a raise.	1	2	3	4	5
13. Doing what you are told is a sure way of getting ahead.	1	2	3	4	5
14. Competition among office employees results in hurried, less-accurate work.	1	2	3	4	5
15. Office workers have more prestige than workers in the production end of the business.	1	2	3	4	5
16. The boss should decide in detail what is to be done and how to do it.	1	2	3	4	5
17. Telling lies for the boss is just another part of the job.	1	2	3	4	5
18. The ability to make decisions indicates executive ability.	1	2	3	4	5
19. A nine o'clock to five o'clock work schedule is the most satisfactory.	1	2	3	4	5
20. Girls usually want to work in offices to find husbands.	1	2	3	4	5
21. Being relied upon causes people to work harder.	1	2	3	4	5
22. Labor unions have improved the lot of the office worker.	1	2	3	4	5
23. Any legal way of getting ahead should be used by an office worker.	1	2	3	4	5

	SA	A	U	D	SD
24. "Playing up" to the boss is a good way to get ahead.	1	2	3	4	5
25. A strike is the best weapon that an office staff can use to get what is wanted.	1	2	3	4	5
26. A job in a city office gives more prestige than one in a small-town office.	1	2	3	4	5
27. Young workers have a hard time getting "the breaks" in an office.	1	2	3	4	5
28. People who are really trusted perform better.	1	2	3	4	5
29. Bosses should treat workers with more respect.	1	2	3	4	5
30. Starting salaries should be based on ability, not on age.	1	2	3	4	5
31. Too many young workers have to worry about getting fired.	1	2	3	4	5
32. Critical bosses are the poorest bosses.	1	2	3	4	5
33. Decision making is purely an executive responsibility.	1	2	3	4	5
34. Organized athletic and recreation activities should be provided for office workers.	1	2	3	4	5
35. On most clerical jobs, the employee should be able to "take off" when he so desires.	1	2	3	4	5
36. Elderly bosses are too set in their ways.	1	2	3	4	5
37. An office job for most girls is only a temporary step on the way to getting married.	1	2	3	4	5
38. A paid vacation should be a part of every office job.	1	2	3	4	5
39. It costs a lot of money to train a new office worker.	1	2	3	4	5
40. If you dislike another worker, you should point out his weaknesses to the boss.	1	2	3	4	5
41. The boss should allow the worker to do his job the way he thinks best.	1	2	3	4	5
42. If the company looks out for the worker, then the worker should look out for the company.	1	2	3	4	5
43. The ability to go ahead with a task without being told to do so is a valuable asset to a new employee.	1	2	3	4	5
44. New employees are expected to use their own judgment.	1	2	3	4	5
45. A raise in pay will result in a desire to do more and perform more effectively.	1	2	3	4	5
46. An employee should be willing to do that extra little bit for fellow workers without feeling imposed upon.	1	2	3	4	5
47. New employees should try to find answers to problems before asking for help.	1	2	3	4	5
48. An employee does not need to do more than is expected of him.	1	2	3	4	5
49. It is good to think of the future by doing the best possible job every day.	1	2	3	4	5
50. Making suggestions for improvements is a way to get promoted.	1	2	3	4	5

with. It seems clear, then, that students preparing for jobs should work on compatibility of personality as well as competency of skills.

Personnel directors in the business world indicate that while management hires on the basis of competency, it fires most often because of personality difficulties - not skill deficiencies - in employees. Business has need of capable people who possess, in addition to technical skills, the social skills necessary to maintain good relations with co-workers, employers, and the public.

A list of what employers indicate that they expect of their employees is as follows:

1. Look the part - dress in business attire.
2. Be efficient, courteous, tactful and friendly.
3. Speak clearly.
4. Be accurate in work and careful in details.
5. Follow instructions.
6. Show initiative in your work.
7. Relate to other employees.
8. Work alone or as a team.
9. Acquire advance training.
10. Remain pleasant and even tempered.
11. Accept criticism calmly and without anger. (Halmy, 1976:12)

Business education teachers will recognize that although the list of employer expectations is long, it is a realistic one, and the qualities cited are all attainable. Teachers also realize, however, that although they often touch on many of the desirable qualities, they generally do not take the time to explore them in depth - despite the fact that the situation and problems to which they relate occur every day in offices everywhere. The fact is that however thoroughly students are taught business skills, they are inadequately prepared to work in an office if they have not been exposed to the communication practices, attitudes and behavior that will be expected of them on the job.

Margaret Halmy provides a checklist for negative employee-characteristics (Figure 1) and for factors contributing to problems on the job (Figure 2). (Halmy, 1976:12)

Helen Whitcomb and Rosalind Lang in their book Today's Woman state:

. . . the business world . . . is a rough and tumble place where sensitive feelings may be trampled on and where no one can afford the time or trouble to stop and soothe them. There will be occasions when someone else will get the promotion or be chosen for a task you would like to be asked to do. Often nobody will compliment you on the outstanding piece of work you proudly turn in. But such is business life. If you accept it . . . and apply a bit of good humor, you will win respect and appreciation, and you will be a lot happier. (Whitcomb, 1976:269)

- | | |
|--|---|
| — Exhibits poor personal appearance | — Seems lazy |
| — Is overbearing, overaggressive, and conceited; has "superiority complex" | — Is intolerant; has strong prejudices |
| — Is unable to express herself clearly; uses poor voice inflection, diction, and grammar | — Has a poor scholastic record; just got by in school |
| — Has not planned for her career; has no purpose or goals | — Shows a marked dislike for school work |
| — Lacks interest and enthusiasm; is passive and indifferent | — Fails to participate in extracurricular activities |
| — Lacks confidence and poise; is nervous and ill at ease | — Has a narrow range of interests |
| — Overemphasizes the importance of money; is interested only in best dollar offer | — Demonstrates no interest in community activities |
| — Is unwilling to start at the bottom; expects too much too soon | — Allows parents to make decisions for her |
| — Makes excuses and is evasive; hedges about unfavorable factors in her record | — Does not get along well with parents |
| — Exhibits little or no sense of humor | — Fails to look interviewer in the eye |
| — Spends too much time talking about trivia | — Has a limp handshake |
| — Handles personal finances poorly | — Seems to be merely shopping around for a job; is unsure of what she wants |
| — Is unable to take criticism | — Wants job only for a short time |
| — Has radical ideas | — Lacks knowledge of job specifications for chosen field |
| — Does nothing during vacations | — Demonstrates no interest in the company or the industry |
| — Appears to be a "high-pressure" type | — Emphasizes whom she knows |
| — Lacks tact | — Does not appreciate the value of work experience |
| — Lacks maturity | — Arrives late for interview without good reason |
| — Lacks courtesy and is ill-mannered | — Had never heard of the company before |
| — Condemns past employers | — Presents a sloppy application blank |
| — Lacks social understanding | — Asks no questions about the job |
| — Lacks vitality | — Provides indefinite responses to questions |
| — Is indecisive | — Fails to express appreciation for interviewer's time |
| — Is cynical | |
| — Appears to have low moral standards | |

Figure 1. Checklist of Negative Employee Characteristics

- ___ Shows off accomplishments, money, or knowledge
- ___ Acts superior to others
- ___ Is an "apple polisher"
- ___ Takes credit rightfully belonging to others
- ___ Complains chronically
- ___ Talks too much about physical ailments
- ___ Does not do her fair share
- ___ Is careless in her work
- ___ Flaunts authority
- ___ Connives to get ahead
- ___ Exaggerates
- ___ Behaves in a loud or conspicuous manner
- ___ Is undependable
- ___ Has a sarcastic manner
- ___ Is "bossy"
- ___ Is vulgar in dress, actions, or talk
- ___ Does not control her temper well
- ___ Is self-centered
- ___ Is suspicious about the intentions of others
- ___ Pries into the lives of co-workers
- ___ Borrows habitually
- ___ Corrects others without tact when they make mistakes
- ___ Makes fun of others
- ___ Points out faults of others
- ___ Is unduly unpleasant to individuals who annoy her
- ___ Insists on her own way
- ___ Is impatient
- ___ Spreads gossip
- ___ Has a stuffy or pompous manner
- ___ Is lazy
- ___ Is insincere
- ___ Has an officious manner
- ___ Has a grouchy disposition
- ___ Is moody
- ___ Has poor manners
- ___ Lacks integrity
- ___ Obviously favors certain friends
- ___ Argues too much

Figure 2. Checklist of Factors Contributing to Problems on the Job

It is unfair to educate students in the use of business methods and machines without teaching them some of the personal development skills that can help them to function better on the job. A personal development course should be included in every business education curriculum. Personal development is essential to the preparation of students for business occupations.

Importance of Secretarial/Clerical Skills

In 1972 David L. Clemmer conducted a survey to quantify the status of office skills relative to beginning office workers. Results of that study are as follows in Tables 1, 2, and 3.

For years high school business education teachers have sought to implement programs that prepare students for entry-level jobs. Too often students are offered courses that do not cover the subject sufficiently, however, or that repeat what has been taught in other courses; the program is not complete enough or detailed enough to give students a solid background in their respective fields of interest.

A continuous, coordinated program that equips students with basic occupational skills and offers advanced training in specific areas is necessary to prepare students properly for employment. The business education department at Canyon High School, Saugus, California, offers five four-phase programs that can enable students

Table 1

Presents the Status of Selected Office Workers Relative
To a Beginning Office Worker

Skill	Essential	Desirable	Not Needed
file alphabetically	84.5%	14.3%	1.2%
handle telephone communications	80.7	17.4	1.9
type envelopes	75.2	22.4	2.5
use appropriate office procedures	74.5	21.7	3.7
use manual or electric typewriter	73.3	24.2	2.5
make carbon copies	72.7	24.8	2.5
type letters	66.5	32.3	1.2
type from handwritten copy	64.6	29.2	6.2
file by subject	62.7	18.6	18.6
file numerically	59.6	21.1	19.3
perform receptionist duties	53.4	34.8	11.8
use electric typewriter	49.7	31.1	19.3
type from rough draft	49.1	37.9	13.0
use manual typewriter	49.1	34.8	16.1
use ten-key adding machine	47.8	39.8	12.4
type fill-ins on form letters	47.2	34.8	18.0
make out bills for customers	44.7	24.8	30.4
type interoffice memorandums	42.9	27.3	29.8
type folder labels	42.8	34.8	22.4
type checks	40.4	25.5	34.2
type reports	39.8	35.4	24.8
type invoices	39.2	28.6	32.3
prepare cross references	39.1	34.2	26.7
use full-keyboard adding machine	38.5	34.8	26.7
perform cashier duties	36.0	30.4	33.5
calculate discounts	36.0	26.7	37.3
type index cards	35.4	38.5	26.1
receive and record orders	34.8	26.7	38.5
type postal cards	33.0	38.5	28.6
compose letters	30.4	42.9	26.7
type purchase orders	28.6	27.3	44.1
take dictation using shorthand	27.8	35.4	36.6
do payroll work	26.1	31.7	42.2
use timetables and make reservations	26.1	24.8	49.1
file geographically	26.1	15.5	58.4
type purchase requisitions	25.5	28.0	46.6
use business reference books	24.8	42.9	32.3
type agendas of meetings	21.2	28.6	50.3
type financial statements	20.5	31.1	48.4
type minutes of meetings	20.5	28.6	50.9
cut stencils	17.4	23.0	59.6
arrange and type tables	14.9	32.9	52.2
type legal documents	14.9	21.1	64.0
operate a switchboard	14.3	19.3	66.5
type fluid "ditto" masters	14.3	14.9	70.8
use fluid "ditto" duplicator	14.3	11.2	74.5
use transcribing machine	13.7	22.4	64.0
type insurance policies and related documents	13.7	21.1	65.2
use stencil duplicator	13.7	13.0	73.3
use electronic calculator (with tape)	13.0	24.2	62.7
use key-driven calculator (comptometer)	13.0	24.2	62.7
type bills of lading	12.4	20.5	67.1
take dictation on the typewriter	11.8	31.7	56.5
use printing calculator	11.8	20.5	67.7

Table 1 Continued

Skill	Essential	Desirable	Not Needed
type an itinerary	11.2	28.6	60.2
type offset masters	11.2	18.6	70.2
use rotary calculator	10.6	25.5	64.0
type telegrams	8.7	15.5	75.8
use electronic calculator (without tape)	7.5	29.2	63.4
compose telegrams	7.5	25.5	67.1
type narrative manuscripts	7.5	17.4	75.2
use offset duplicator	5.0	13.7	81.4
operate a keypunch	3.7	8.7	87.6

Table 2

Lists the Words per Minute a Beginning Office Worker Should
Be able to Type if Employed in That Capacity

Words a Minute	Percent
26-30	2.6
31-35	.7
36-40	10.6
41-45	6.0
46-50	19.9
51-55	2.6
56-60	19.2
61-65	2.6
66-70	.7
71-75	1.3
76-80	2.6
Average*	1.3
Accuracy*	2.6
No WAM requirement*	1.3
Not applicable	25.8

*Category supplied by respondent(s)

Table 3

Lists the Words per Minute a Beginning Office Worker Should
Be able to Take Shorthand if Employed in That Capacity

Words per Minute	Percent
Less than 41	2.0
41-50	2.7
51-60	6.1
61-70	.7
71-80	17.6
81-90	4.1
91-100	11.5
101-110	.7
111-120	2.0
Average*	1.4
Accuracy*	.7
No WAM requirement*	1.4
Not applicable	49.3

*Category supplied by respondent(s)

(Clemmer, 1973:253)

to qualify for one or more entry-level positions. The student chooses one particular position within an occupational area for which he or she would like to prepare. The options available in accounting and computing occupations are listed in Table 4.

Table 4

Entry-Level Positions in Accounting
and Computing Occupations

Adding Machine Operator	216.488
Billing Machine Operator	214.488
Bookkeeper	210.388
Bookkeeping Machine Operator	215.388
Calculating Machine Operator	216.488
Card-Punch Operator	213.582
Cashier	211.368
Peripheral Equipment Operator	213.382
Sorting Machine Operator	213.885

The four phases of the program includes:

1. Phase One - Exposes students to the 16 common job skills they will need to work in an office or in sales.
2. Phase Two - Introduces students to more advanced office - or sales-related skills.
3. Phase Three and Four - Students take courses that relate to their chosen occupations, such as beginning and advanced accounting, and practice more advanced skills that prepare them for specific jobs.

Suppose that a student has decided to prepare for an entry-level position as a bookkeeper. The student and teacher determine which of the individualized instructional programs should be followed: then the student begins to learn the 16 common job skills listed in

Table 5.

Table 5

**Phase Sequence: The Accounting and
Computing Occupations Program**

PHASE I Business Occupational Skills Spinoff— Common Job Skills	PHASE II Business Occupational Skills Spinoff— Office Core	PHASE III	PHASE IV
Adding Machine Operations	Duplicating	ACCOUNTING AND COMPUTING	
Data Processing	Filing and Retrieving	Beginning Accounting	Advanced Accounting
Filling Out Job Applications	Handling Petty Cash	CALCULATING MACHINES	
Giving and Following Instructions	Improving Written Communication (Advanced)	Calculating Machines	Advanced Calculating Machines
Grooming	Processing Mail	COMPUTER PROGRAMMING	
Handwriting	Spelling (Advanced)	Beginning Computer Programming	Advanced Computer Programming
Improving Oral Communication	Typing	CARD-PUNCH OPERATIONS	
Improving Written Communication	Working With People (Advanced)	Card-Punch	Punched-Card Equipment
Keeping Simple Business Records		DATA PROCESSING	
Making Change		Data Processing	
Performing Math Computations			
Preparing Reports, Manuals, and Directories			
Sorting, Checking, and Verifying			
Spelling			
Telephone Techniques			
Working With People			
SUPPLEMENTARY ACTIVITIES			
The Gregg Office Job Training Program (I-IV)			
Typewriting Sequence (I-IV)			
Business Computations (I-IV)			
Exploratory Work Experience (I)			
Lester Hill Office Simulation (I)			
	Intraschool Work Experience (II, III)		
	Vocational Work Exper. (III, IV)		

The program's flexibility not only permits students to change their minds - and their occupational goals - but also encourages them to exercise their decision making skills. The individualized format allows students to develop a sense of responsibility and self-worth as they see what they are capable of achieving (Spitler, 1975:22-23).

Since companies generally terminate an employee's contract only as a last resort, they are hiring primarily those secondary school graduates who possess the skill necessary for eventual job promotion. The newly hired employee today must have developed a certain amount of skill as well as maturity during his/her secondary school training.

Besides the ordinary office skills of shorthand, typing, filing, and use of other types of machines certain other skills are also important. Dr. James Morrison indicates the following skills are crucial to today's office operation:

1. Verification of Data - skill in recording information accurately into data-entry formats and skill in comparing company documents to determine similarities and differences.
2. Keyboarding - the ability to pick out useful information from business documents by sifting through quantities of data.
3. Language Facility - the necessity to complete a variety of office tasks simultaneously characterizes many of the general office clerical positions in today's companies.

4. Writing Proficiency - in order to perform proficiently the need for a strong business vocabulary, precise English technical skills, and word facility is vital. Writing proficiency becomes more important to the office employee as he/she assumes positions of great responsibility. (Morrison, 1975-76:148)

A look at the different types of production skills needed for entry-level office work is included in the last part of Chapter 2.

Shorthand. Shorthand can be one of the most useful tools that any secretary can bring to a job. Many employers admit that they envy the ease and competency with which their secretaries handle assignments utilizing their shorthand skills.

A study was conducted by Samuel Maurice Scammon to determine the need for and use of shorthand by secretaries. His findings were as follows:

1. Shorthand was used by 76 percent of the secretaries and 98 percent of those used symbol shorthand.
2. No significant difference existed in degrees of manual shorthand proficiency needed by secretaries who worked for top management or other management.
3. Secretaries perceived shorthand speeds of 60 to 80 words per minute to be needed on the job.
4. Specific dictation speed required for employment were speeds of 100 to 120 words per minute. (Scanimon: 1974)

Rose Ann Bryce found in her doctoral study that 70 percent of the agencies replied "Yes, usually", and 30 percent, "Yes, always", when specific dictation speeds were required for office secretaries.

Seventy three percent of the agencies said that speeds of 100, 110, 120 words per minute were required, with 23 percent of these stipulating 120 or higher: only 27 percent said that speeds below 100 words per minute were adequate (Bryce, 1973:178).

Customarily, the agencies administer shorthand dictation test to applicants to determine their potential speed and accuracy of transcription. In most cases, the test consisted of a three minute dictation, directed personally or by tape recorder with speeds ranging from 80 to 120 words per minute. Many agencies complained that applicants lack both dictation speed and typing speed and accuracy (Bryce, 1973:178).

Machine Transcription - Word Processing. Word processing may be considered the technique of operationalizing words, thoughts, and ideas to effectuate communication. "Word processing quite simply, is translating ideas into words, putting those words onto paper and turning that paper into communication." (Stevens, 1974)

The thrust of the concept is that dictation of letters, reports, and memoranda is recorded on a machine and later transcribed by a typist through the use of an automatic typewriter, located in an area remote to the office of the dictator. Word process is a combination of people, procedures, and equipment, properly organized and carefully selected resulting in faster and more economical communication capability.

The major objective of Word Processing is to increase productivity by making one or more of the following changes:

1. Adding automated dictation equipment . . . with which ideas are gathered and transmitted into typewritten form.
2. Improving various office procedures such as filing, machine calculators and telephone communication.
3. Revamping the tasks and work relationship among office personnel. (Frame, 1975:23-5)

The skills desired by management for entry level employment in word processing included knowledge of the operation of the magnetic-media typewriter and knowledge of the operation of the transcribing machine. Spelling, punctuation, and grammar are also considered important aspects of Word Processing (Reiff, 1974).

Office Machines. A study conducted by James A. Ellzy determined that office machines instruction had no significant effect upon student performance. Instruction by group method or individual instruction produced essentially the same results (Ellzy; 1974).

In his doctoral study, Harold E. Marion found minimum standards for entry level job employment of ten key calculator operators as follows:

1. 16 Digital Words Per Minute* for addition
2. 14 Digital Words Per Minute for subtraction
3. 14 Digital Words Per Minute for multiplication
4. 15 Digital Words Per minute for Division. (Marion, 1974)

*Digital words per minute is a combination of five key strokes or motor bar depressions.

Definition of Terms

Reprographics. Modern business is demanding that larger quantities of printed information be duplicated or reproduced in the "in plant printing center". It, therefore, becomes imperative that education provide the office reprographics skills necessary for entry-level employment in such areas as:

1. fluid process,
2. stencil duplication,
3. offset process, and
4. special and automatic typewriters.

Fluid Process - office workers should know how to make copies of notices and announcements, reports and news releases, schedules and price changes and hundreds of other business papers. The duplication is simple to operate, and many office employees can run copies themselves after one to five hours of training.

Stencil Duplicating - the process of stencil duplicating can involve three machines: the stencil duplicator, scope, and electronic stencil maker. The stencil duplicator is frequently preferred over the fluid process because of the better quality of the finished copy. Copies can be made on regular bond paper and produced in color with minimal effort. Stencil duplicating is a convenient method of

duplicating jobs too long for a copier and too short for offset.

Offset press - the offset press is frequently preferred over other duplication processes because of its high quality appearance in finished copy. The offset press, however, is more expensive than other reproduction equipment and the equipment is more difficult to operate than fluid and stencil duplicators.

Automatic Typewriter - enables a typist to produce individually typed letters or copy automatically from a master original. Some of the uses of automatic typewriters include form letters, reports and manuscripts that require editing, and production of error-free fluid masters, mimeograph stencils, and offset masters (Bauer, 1975:16-19).

Typewriting. In developing employable production skill in the typewriting classroom, attention must be given to a variety of factors that, directly or indirectly, affect the kind of instruction to be given and in turn are affected by the instruction. These factors make up what may be termed a systems approach to the teaching of production typewriting. A systems approach to developing employable production skill is, basically, a play of action. It starts with needs and responds to them in some orderly manner. It requires that something be done and, when done, evaluated. The systems approach is also action oriented in that accountability is an important ingredient in the mix.

A systems approach may be defined as a total process for

effectively and efficiently achieving a desired outcome based on documented needs. A suggested systems approach for developing employable production typewriting skill is shown in Figure 3.

(Erickson, 1974:72-75)

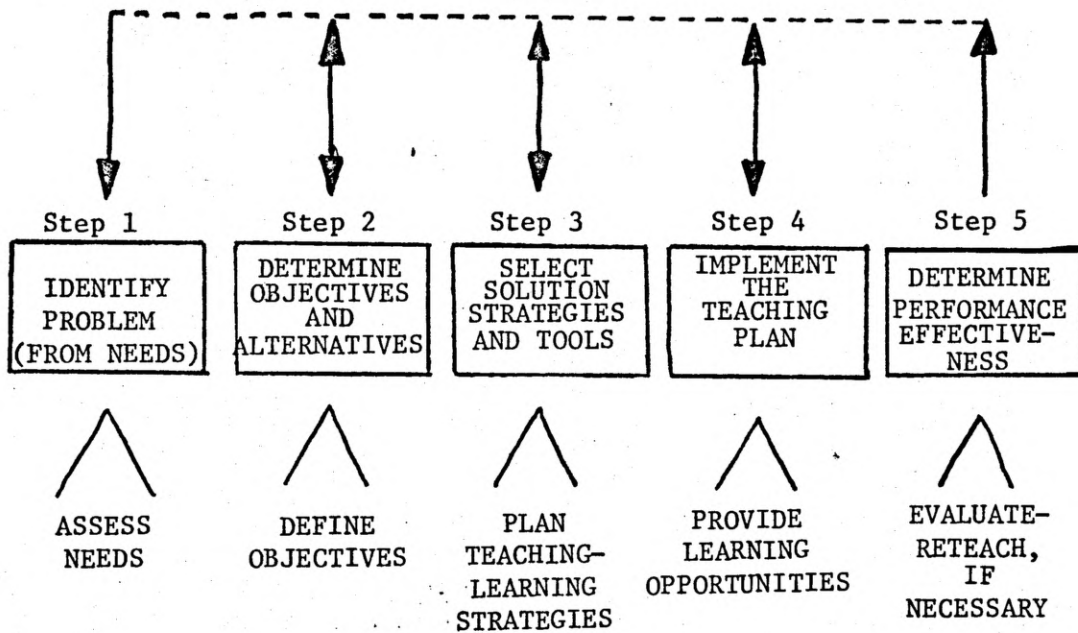


Figure 3. A Model for Building Typewriting Production Skill

The basic components of the typewriting production process in the business office are found in analyzing 300 office jobs in the Los Angeles area, as a part of the NOBELS Study.

Typewriting was found in 49 percent of the 300 office jobs analyzed in the Los Angeles area.

Most of the typewriters in use in the offices were electric (82 percent); of these, 83 percent were typebar machines, and the remainder (17 percent) were the ball or element type. Only 18 percent of the typewriters in use were manuals.

Handwritten or oral instructions discussed with the supervisor or directly with the typist were the means most frequently used to direct the workers. Handwritten rough drafts of correspondence, reports, and forms were reported as the main source of copy by 66 percent of the workers performing this component. Twenty percent of the workers reported they transcribed from shorthand notes. Seven percent reported they transcribed from dictating/transcribing machines. Sixty-two percent of the workers typed on printed forms.

Typewriting was a basic component of 147 of the 300 jobs studied. It occurred as a supportive activity in 20 other jobs (6.7 percent). The amount of time spent in typewriting in the 147 jobs in which it occurred as a basic component is shown in Table 6.

Criteria for the successful performance of this component emphasized the importance of accuracy rather than speed. What really was intended was the importance of good proofreading skills. An average speed of 50-60 words per minute was reported to be adequate. However, actual observed production rates were much lower. The ability to cope with the pressure of time, to complete multiple tasks, and to work with many interruptions was considered important. Other

Table 6

Distribution of Component by Percent of Total Job Time

Number of Jobs	Percent of Jobs	Percent of Total Job Time
44	30	5-25
50	34	26-50
29	20	51-75
<u>24</u>	<u>16</u>	<u>76-100</u>
147	100	

Important criteria included the following:

1. Good proofreading skills.
2. Use of common sense.
3. Ability to set up a variety of report formats.
4. Ability to read handwriting.
5. Good skill in copying onto printed forms.
6. Ability to follow written and oral directions.
7. Ability to locate and copy information from a variety of forms and documents.
8. Exercise of discretion.
9. Good spelling, grammar, and punctuation skills.
10. Ability to compose simple letter and reports, given an idea or facts for the content.
11. Neatness.
12. Self-starting and organizing ability. (Erickson, 1971)

Figure 4 is a list of basic components of all types of office work. It deals with the basic component and supportive activity. (Erickson, 1971)

Summary

If a meaningful secretarial/clerical curriculum is to be offered at the high school level, it is imperative that a study be conducted to determine if what is being offered meets the needs of the student and employers. It is easy at times to disregard the needs of the students and employers and only teach to satisfy the needs of the instructor.

Conducting a study not only brings awareness to the individual conducting the study but also to other teachers responsible for the education of the business student. The results of the study may enhance what is already being offered and compliment the program or it may open eyes to what needs to be done to improve the business curriculum.

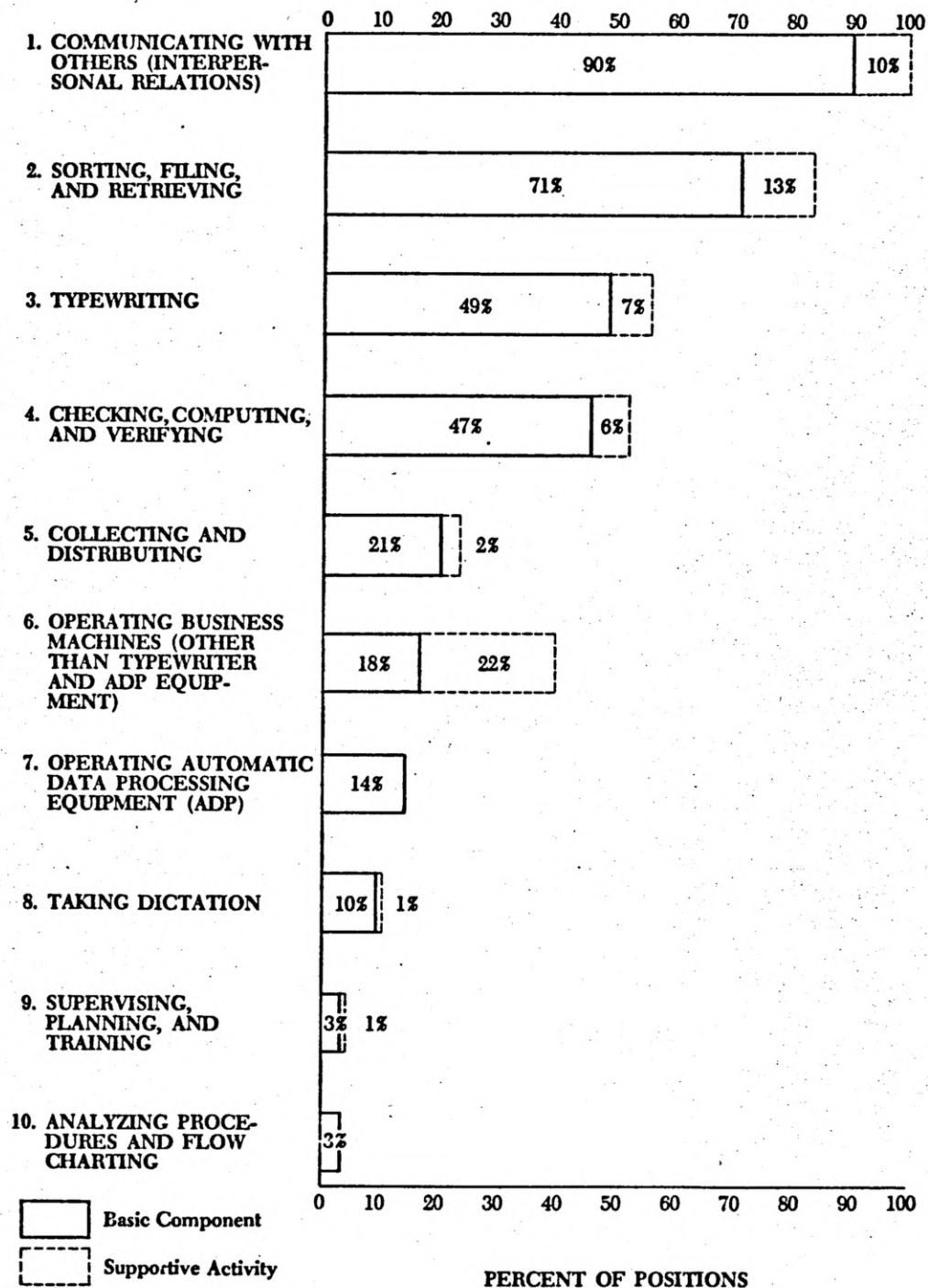


Figure 4. Basic Components of Office Work

Chapter 3

PROCEDURES

The general purpose of this study was to determine if the secretarial/clerical programs being offered at Churchill High School are meeting the needs of the students for entry level office jobs.

This chapter was organized to:

1. describe the sources of data,
2. explain the construction of the surveying instrument,
3. describe the administration of the survey instrument, and
4. describe the procedure for analysis of data.

Sources of Data

The statistical data was obtained from the following sources:

1. selected business offices throughout Eugene that have participated in the Churchill High School cooperative work experience program, and,
2. other businesses in the City of Eugene who have participated in cooperative work experience programs but not with Churchill High School.

The other businesses have participated with either Sheldon High School, North Eugene High School or South Eugene High School all of whom are part of the Eugene School System. This data was obtained through the use of a questionnaire and a cover letter explaining the necessity of the survey.

Construction of the Survey Instrument

The survey form used was based upon information gathered from the business education department chairman at Churchill High School, other business education teachers at Churchill High School, and patterned after a questionnaire used in a study conducted in the Portland Metropolitan Area (Robertson, 1975:14). Also instrumental in the overview of the questionnaire was Dr. Norm Millikin who made corrections and suggestions on the original copy of the questionnaire. Constructive criticism was also given by the business department before the questionnaire was distributed to the business offices in Eugene, Oregon.

Administration of Survey Instrument

In May and June 1977, each of the businesses participating in the cooperative work experience program in Eugene, Oregon were either mailed or delivered an introductory letter and questionnaire. A stamped-self addressed envelope was also included for their convenience. A total of 75 questionnaires were either mailed or delivered in May 1977. By June, 148 of the 75 (64 percent) were returned. Since all the questionnaires were distributed in Eugene, a telephone call rather than a follow-up letter was used to obtain as many as possible of the remaining 27 questionnaires. By June 15th a total of 63 out of a possible 75 (84 percent) had been returned.

Analysis of Data

The primary purpose of this study was to determine if the students at Churchill High School are receiving the office skills and personal training necessary for entry level secretarial/ clerical employment.

The results of the questionnaire were used to produce tables which were listed according to questionnaire number and then broken into percentages to help clarify the results. The table will consist of listing the question, number of responses according to size of firm (SMALL 1-10, MEDIUM 11-50, LARGE 51-100 OR MORE), percentage of responses, and a brief comment to help clarify the data presented.

Summary

Studies to determine the needs of the student and employer is essential. Instructors must become aware of the students and employers needs for successful entry level office work. Studies such as these should be conducted to determine if the schools are meeting the needs of the student and employer.

Chapter 4

FINDINGS

The secretarial/clerical survey was designed to receive information from cooperative work experience employers who have participated in the high school cooperative program. The questionnaire was accompanied by a cover letter explaining the need for the study. The questionnaire was designed to be answered by checking the proper response and in a few cases a short written answer if needed. A section was also provided for any additional comments that the employers felt would be helpful in this survey.

An 84 percent return was received after one distribution of the questionnaire and one follow-up phone call which meant answers were received from 63 out of a possible 75 contacts. A second phone call was not used because it was felt that an 84 percent return was sufficient.

The following pages include the questions used and the results of the survey. Each question is stated and the results are shown in tables. The firms are grouped in the following order: Small (1-10 employees), Medium (11-50 employees), and Large (51-100 or more employees). Percentages are worked out according to the responses received from the questionnaire. Following each table is a brief comment regarding the data.

The questions are presented numerically in the order as they appear in the questionnaire. Answers will be grouped according to size of firms. That is, firms with workers from 1-10 (22 replies), 11-50 (22 replies), and 51-100 or more (19 replies).

The survey and its results should be helpful to the Business Education Department in providing the necessary training for beginning secretarial/clerical workers.

Table 7

Question: How important are the following skills and Attributes for beginning secretarial/clerical employees?

	Most Important	Very Important	Some Importance	Little Importance
1. Personal Appearance				
1-10	3 - 13.7%	18 - 81.8%	1 - 4.5%	
11-50	7 - 31.8%	9 - 41.0%	5 - 22.7%	1 - 4.5%
51-100+	7 - 36.7%	9 - 47.6%	3 - 15.7%	

Small firms assigned appearance as very important whereas small and medium size firms consider appearance either very important or some importance. Only 4.5 percent of all firms surveyed considered personal appearance of little importance.

Table 8

	Most Important	Very Important	Some Importance	Little Importance
2. Typewriting				
1-10	13 - 59.1%	8 - 36.4%	1 - 4.5%	
11-50	6 - 27.3%	15 - 68.2%	1 - 4.5%	
51-100+	9 - 47.4%	8 - 42.1%	2 - 10.5%	

All firms indicated that typewriting was either most important or very important in secretarial/clerical skills. Only 6.3 percent considered typewriting of some importance.

Table 9

	Most Important	Very Important	Some Importance	Little Importance
3. Transcription Machine				
1-10	3 - 13.6%	7 - 31.9%	7 - 31.9%	5 - 22.6%
11-50	1 - 4.5%	4 - 18.2%	10 - 45.4%	7 - 31.9%
51-100+	3 - 15.8%	5 - 26.3%	11 - 57.9%	

A large minority, 44.4 percent, of the firms felt that transcription machines were of some importance. Nineteen percent felt it was of little importance. Only 36.6 percent of the firms felt that transcription machines were of most or little importance. This may be an indication that transcription machine operator is not as important as many consider.

Table 10

	Most Important	Very Important	Some Importance	Little Importance
4. Cooperation				
1-10	18 - 81.8%	4 - 18.2%		
11-50	19 - 86.4%	3 - 13.6%		
51-100+	11 - 57.8%	6 - 31.6%		

There was no significant difference in the size of firms regarding cooperation. All firms felt that it was either most important or very important.

Table 11

	Most Important	Very Important	Some Importance	Little Importance
5. Shorthand				
1-10	1 - 4.5%	5 - 22.8%	4 - 18.2%	12 - 54.5%
11-50	1 - 4.5%	4 - 18.2%	8 - 36.4%	9 - 40.9%
51-100+		3 - 15.8%	9 - 47.4%	7 - 36.8%

Only 3.2 percent of all firms surveyed felt that shorthand was most important. Nineteen percent felt it was very important. A large majority (77.8 percent) felt that shorthand had some importance or little importance for beginning secretarial/clerical employees.

Table 12

	Most Important	Very Important	Some Importance	Little Importance
6. Accounting				
1-10	1 - 4.5%	5 - 22.7%	11 - 50.0%	5 - 22.7%
11-50	1 - 4.5%		17 - 77.3%	4 - 18.2%
51-100+	2 - 10.5%	4 - 21.1%	7 - 36.8%	6 - 31.6%

The majority of the firms (55.5 percent) felt that accounting had some importance for the beginning secretarial/clerical worker.

Table 13

	Most Important	Very Important	Some Importance	Little Importance
7. Spelling				
1-10	10 - 45.5%	10 - 45.5%	2 - 9.0%	
11-50	12 - 54.5%	9 - 41.0%	1 - 4.5%	
51-100+	8 - 42.1%	8 - 42.1%	3 - 15.8%	

The vast majority (90.5 percent) felt that spelling was either very important or most important while only 9.5 percent felt that spelling had some importance for beginning employees.

Table 14

	Most Important	Very Important	Some Importance	Little Importance
8. Calculating Machines				
1-10	4 - 18.2%	2 - 9.1%	14 - 63.6%	2 - 9.1%
11-50		7 - 31.8%	11 - 50.0%	4 - 18.2%
51-100+	1 - 5.3%	6 - 31.6%	5 - 26.3%	7 - 36.8%

Slightly less than a majority (47.6 percent) of the firms felt that calculating machines had some importance for beginning secretarial/clerical employees.

Table 15

	Most Important	Very Important	Some Importance	Little Importance
9. Automatic Typewriter				
1-10	6 - 27.3%	7 - 31.8%	3 - 13.6%	6 - 27.3%
11-50	3 - 13.6%	8 - 36.4%	7 - 31.8%	4 - 18.2%
51-100+	3 - 15.8%	9 - 47.3%	4 - 21.1%	3 - 15.8%

The majority of firms (57.1 percent) felt that knowledge of the automatic typewriter was either most important or very important while 22.2 percent felt some importance and 20.1 percent felt it had little importance. Twenty four firms felt it was a very important skill for beginning employees.

Table 16

	Most Important	Very Important	Some Importance	Little Importance
10. Courtesy				
1-10	19 - 86.4%	3 - 13.6%		
11-50	16 - 72.7%	6 - 27.3%		
51-100+	13 - 68.4%	6 - 31.6%		

An overwhelming majority (76.2 percent) considered courtesy as very important for beginning secretarial/clerical workers while the remaining 23.8 percent considered it most important.

Table 17

	Most Important	Very Important	Some Importance	Little Importance
11. Telephone				
1-10	17 - 77.3%	1 - 4.5%	2 - 9.1%	2 - 9.1%
11-50	14 - 63.6%	8 - 36.4%		
51-100+	7 - 36.8%	8 - 42.1%	3 - 15.8%	1 - 5.3%

A large majority (60.3 percent) felt that telephone techniques were very important for beginning secretarial/clerical employees.

Table 18

	Most Important	Very Important	Some Importance	Little Importance
12. Pride in Work				
1-10	20 - 90.9%	2 - 9.1%		
11-50	20 - 90.9%	2 - 9.1%		
51-100+	12 - 63.2%	6 - 31.6%	1 - 5.3%	

The vast majority (94.7 percent) considered pride in work as a very important aspect of office work, while only 5.3 percent considered it as having some importance.

Table 19

	Most Important	Very Important	Some Importance	Little Importance
13. Duplicating Machine				
1-10	1 - 4.5%	3 - 13.6%	12 - 54.5%	6 - 27.4%
11-50	1 - 4.5%	6 - 27.3%	10 - 45.5%	5 - 22.7%
51-100+		5 - 26.3%	6 - 31.6%	8 - 47.1%

There was no significant difference regarding the knowledge of operating the duplicating machine. Only two considered it most important while the others considered it either very, some or of little importance.

Table 20

Question: What is the approximate monthly salary you pay beginning employees in the following job classifications?

	\$349 or less	\$350-399	\$400-449	\$450-499	\$500 or more	N/A
14. Clerk-Typist						
1-10	1	2	5	9	2	2
11-50	0	2	4	5	10	1
51-100+	0	1	4	4	7	3

Only one firm pays \$349 or less while the majority pay between \$450 and \$500 or more for beginning monthly salary.

Table 21

	\$349 or less	\$350-399	\$400-449	\$450-499	\$500 or more	N/A
15. Stenographer						
1-10	0	0	1	5	7	9
11-50	0	1	1	6	10	4
51-100+	0	1	0	2	11	5

The majority (91.1 percent) of all firms indicated they pay beginning stenographers between \$450 and \$500 or more, while 4.4 percent indicated \$350-399 and 4.4 percent indicated \$400-449. Thirteen N/A were received.

Table 22

	\$349 or less	\$350-399	\$400-449	\$450-499	\$500 or more	N/A
16. File Clerk						
1-10	1	1	7	1	1	11
11-50	0	3	5	6	2	6
51-100+	0	2	4	4	7	2

The majority of firms pay a starting salary of \$400 for file clerks. Only one pays less than \$349.

Table 23

	\$349 or less	\$350-399	\$400-449	\$450-499	\$500 or more	N/A
17. Secretary with Shorthand						
1-10	0	0	3	4	6	9
11-50	0	0	2	3	11	6
51-100+	0	1	0	4	12	2

The majority of firms pay more than \$500 for beginning secretaries with shorthand. Only one pays less than \$350.

Table 24

	\$349 or less	\$350-399	\$400-449	\$450-599	\$500 or more	N/A
18. Secretary with Transcription Machine						
1-10	0	0	3	2	4	13
11-50	0	0	3	2	11	6
51-100+	0	1	1	3	11	3

The majority of secretaries with machine transcription ability receive \$500 or more as a beginning monthly salary.

Table 25

	\$349 or less	\$350-399	\$400-449	\$450-499	\$500 or more	N/A
19. Receptionist						
1-10	1	0	7	2	2	4
11-50	0	3	5	4	7	3
51-100+	0	1	3	4	9	2

Receptionist salaries usually start at \$400 and range from \$400 to \$500 or more.

Table 26

	\$349 or less	\$350-399	\$400-449	\$450-499	\$500 or more	N/A
20. Accounting						
1-10	0	0	3	2	4	13
11-50	0	0	4	1	11	7
51-100+	0	2	1	5	9	2

Ninety five percent of all starting salaries for accounting begin at \$400 a month or more.

Table 27

	\$349 or less	\$350-399	\$400-449	\$450-499	\$500 or more	N/A
21. Word Processing						
1-10	0	0	3	0	2	17
11-50	0	0	5	3	6	8
51-100+	0	0	2	3	9	5

No firm pays less than \$400 for a word processor while a slight majority pay \$500 or more as a beginning salary.

Table 28

	\$349 or less	\$350-399	\$400-449	\$450-499	\$500 or more	N/A
22. Key Punch Operator						
1-10	0	0	3	0	0	19
11-50	0	1	3	1	5	12
51-100+	0	0	2	3	9	5

Small firms (11.1 percent) pay \$400-449 for key punch operators which 19 N/A were returned, which may be an indication that small firms do not hire strictly key punch operators. The majority of large firms pay \$500 or more a month.

Table 29

Question 23: How many secretaries does your firm employ?

	1 - 5	6 - 10	11 - 25	over 25
1-10	19	3	0	0
11-50	18	4	0	0
51-100+	5	4	5	5

The majority of firms (42) employ from 1-5 secretaries while 11 employ 6-10, five employ 11-25 and five employ over 25.

Table 30

Question 24: How many clerical workers does your firm employ?

	1 - 5	6 - 10	over 10
1-10	15	7	0
11-50	11	4	7
51-100+	0	5	14

Twenty six of the firms employ between 1-5 clerical workers while sixteen employ between 6-10 and twenty-one employ over 10.

Table 31

Question 25: Is shorthand required for employment as a secretary?

	Yes	No
1-10	7	15
11-50	6	16
51-100+	8	11

No significant differences were indicated between the size of firms regarding shorthand requirements for employment as a secretary.

Table 32

Question 26: Is machine transcription required for employment as a secretary?

	Yes	No
1-10	8	14
11-50	8	14
51-100+	11	8

According to the size of firm, no significant differences were indicated regarding machine transcription as necessary for employment as a secretary.

Table 33

Question 27: Is machine transcription required for employment in any clerical position?

	Yes	No
1-10	4	18
11-50	4	18
51-100+	3	16

A large majority of firms (82.5 percent) indicated that machine transcription was not necessary for beginning employment as a clerical worker. Only 17.5 percent indicated it was necessary for beginning employment.

Table 34

Question 28: Is shorthand required for employment in clerical positions?

	Yes	No
1-10	2	20
11-50	2	20
51-100+	0	19

An overwhelming majority (93.7 percent) indicated shorthand is not required for employment in a clerical position.

Table 35

Question 29: Are data processing skills required for employment?

	Yes	No
1-10	1	21
11-50	2	20
51-100	0	19

Only 4.7 percent indicated that data processing skills were necessary for employment while 92.3 percent indicated that data processing was not necessary for employment.

Table 36

Question 30: Do secretaries with shorthand have more opportunity for advancement?

	Yes	No
1-10	9	13
11-50	7	15
51-100+	9	10

A minority of firms (39.7 percent) indicated that secretaries with shorthand had more of an opportunity for advancement while 63.3 percent indicated that they did not have a better opportunity for advancement.

Table 37

Question 31: Do secretaries or clerical workers with knowledge of accounting have more opportunity for advancement?

	Yes	No
1-10	16	6
11-50	12	10
51-100+	13	6

The majority of firms (65.1 percent) indicated that secretaries and clerical workers with accounting had a greater opportunity for advancement than secretaries or clerical workers without accounting.

Table 38

Question 32: How do you determine an applicants shorthand ability?

	From the applicant	Untimed dictation test	Certificate of Proficiency	Timed Dictation Test
1-10	9 - 40.9%	2 - 9.1%	2 - 9.1%	5 - 22.7%
11-50	8 - 42.1%	3 - 15.8%	1 - 5.3%	5 - 26.3%
51-100+	10 - 52.6%	1 - 5.3%	0 - 0.0%	8 - 42.1%
Other - Please Specify				
Four stated recommendations				
Two stated time copy tests				

Some form of test was given the applicant by 42.3 percent of the firms. Others used a certificate of proficiency or information from the applicant and recommendations.

Table 39

Question 33: How do you determine an applicants machine transcription ability?

	From the applicant	Untimed dictation Test	Certificate of Proficiency	Timed Dictation Test
1-10	6 - 42.9%	1 - 7.1%	1 - 7.1%	4 - 28.6%
11-50	11 - 50.0%	3 - 13.6%	2 - 9.1%	4 - 28.6%
51-100+	8 - 42.1%	3 - 15.8%	0 - 0.0%	8 - 42.1%
	Other - Please Specify			
	Two indicated references			
	Two indicated recommendations			

Thirty three percent of the firms indicated some type of test was given the applicant while the others indicated certificate of proficiency or information from the applicant.

Table 40

Question 34: How do you determine an applicants accounting ability?

	From the applicant	Accounting Test	Certificate of Proficiency
1-10	13 - 68.4%	1 - 5.2%	2 - 10.5%
11-50	10 - 58.8%	2 - 11.7%	0 - 0.0%
51-100+	14 - 73.7%	4 - 21.1%	0 - 0.0%
	Other - Please Specify		
	Three indicated recommendations		
	Five indicated background and experience		
	Three indicated references		

Only 11.1 percent indicated that an accounting test was given while the majority of (58.7 percent) indicated they received the information from the applicant.

Table 41

Question 35: What percent of secretarial positions require machine transcription ability?

	Less than 5%	6 - 9%	10 - 15%	16 - 20%	more than 20%
1-10	5 - 22.7%	1 - 4.5%	2 - 9.1%	6 - 27.3%	8 - 36.4%
11-50	8 - 36.4%	1 - 4.5%	1 - 4.5%	4 - 18.2%	8 - 36.4%
51-100+	8 - 42.1%	2 - 10.5%	0 - 0.0%	2 - 10.5%	7 - 36.9%

A majority of firms indicated that machine transcription ability is required for a beginning secretarial position.

Table 42

Question 36: What percent of clerical positions require machine transcription ability?

	Less than 5%	6 - 9%	10 - 15%	16 - 20%	more than 20%
1-10	8 - 36.4%	1 - 4.5%	4 - 18.2%	5 - 22.7%	4 - 18.2%
11-50	9 - 40.9%	1 - 4.5%	3 - 13.6%	4 - 18.2%	5 - 22.7%
51-100+	15 - 78.9%	0 - 0.0%	2 - 10.5%	2 - 10.5%	0 - 0.0%

It was indicated that machine transcription ability was not a requirement for a beginning clerical position.

Table 43

Question 37: What is your opinion of the quality of beginning secretarial/clerical employees you hire with the following educational background?

37. Non H.S. Graduate	Outstanding	Excellent	Average	Below Average	Inadequate
1-10	0	0	4 - 18.2%	8 - 36.4%	10 - 45.6%
11-50	0	0	4 - 18.2%	10 - 45.6%	8 - 36.4%
51-100+	0	0	5 - 26.3%	11 - 57.9%	3 - 15.8%

The majority of firms (79.5 percent) indicated that the quality of non-high school graduates are either below average or inadequate. Only 20.5 percent indicated average skills for non-high school graduates.

Table 44

38. H.S. Graduate	Outstanding	Excellent	Average	Below Average	Inadequate
1-10	0 - 0.0%	5 - 22.7%	14 - 63.6%	2 - 9.1%	1 - 4.5%
11-50	1 - 4.5%	1 - 4.5%	14 - 63.6%	5 - 22.7%	1 - 4.5%
51-100+	0 - 0.0%	1 - 5.3%	16 - 84.2%	1 - 5.3%	1 - 5.3%

All firms indicated that the majority of high school graduates have average beginning office skills.

Table 45

39. Business College	Outstanding	Excellent	Average	Below Average	Inadequate
1-10	3 - 13.6%	8 - 36.4%	8 - 36.4%	3 - 13.6%	0 - 0.0%
11-50	1 - 4.5%	7 - 31.8%	10 - 45.5%	4 - 18.2%	0 - 0.0%
51-100+	1 - 5.3%	6 - 31.6%	9 - 47.4%	2 - 10.5%	1 - 5.3%

A large majority of firms (76.2 percent) indicated that the business college student has from excellent to average office skills.

Table 46

40. Community College	Outstanding	Excellent	Average	Below Average	Inadequate
1-10	1 - 4.5%	9 - 40.9%	10 - 45.5%	2 - 9.1%	
11-50	5 - 22.7%	10 - 45.5%	6 - 27.2%	1 - 4.5%	
51-100+	1 - 5.2%	8 - 42.1%	9 - 47.4%	1 - 5.2%	

The majority of firms indicated that community college students have from excellent to average skills.

Table 47

41. Four year college	Outstanding	Excellent	Average	Below Average	Inadequate
1-10	4 - 18.2%	11 - 50.0%	6 - 27.2%	1 - 4.5%	
11-50	3 - 13.6%	7 - 31.8%	9 - 40.9%	3 - 13.6%	
51-100+	1 - 5.2%	10 - 52.6%	6 - 31.6%	2 - 10.5%	

A large majority (77.8 percent) felt that four year college graduates have excellent to average skills. Only 12.9 percent felt that they have outstanding skills and 9.5 percent felt they have below average skills.

Table 48

Question 42: Please estimate the percentage of beginning secretarial/clerical employees you hire with the following educational background.

42. Non H.S. Graduate	Less than 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	more than 50%
1-10	17 - 77.2%	5 - 22.7%	0 - 0.0%	0 - 0.0%	0 - 0.0%	0 - 0.0%
11-50	11 - 50.0%	6 - 27.2%	4 - 18.2%	0 - 0.0%	0 - 0.0%	0 - 0.0%
51-100+	14 - 73.6%	4 - 21.1%	1 - 5.3%	0 - 0.0%	0 - 0.0%	0 - 0.0%

The majority of firms indicated that the beginning secretarial/clerical employees they hire have at least a high school diploma, business college degree or community college degree. All firms indicated they do not hire many non-high school graduates.

Table 49

43.						
H.S. Graduate	Less than 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	more than 50%
1-10	4 - 18.2%	2 - 9.1%	3 - 13.6%	4 - 18.2%	8 - 36.4%	0 - 0.0%
11-50	3 - 16.3%	3 - 13.6%	3 - 13.6%	3 - 13.6%	1 - 4.5%	8 - 36.4%
51-100+	3 - 15.8%	4 - 21.1%	2 - 10.5%	2 - 10.5%	3 - 15.8%	5 - 26.3%

The majority of firms indicated that the beginning secretarial/clerical employees they hire have at least a high school diploma, business college degree or community college degree. All firms indicated they do not hire many non-high school graduates.

Table 50

44.						
Business College	Less than 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	more than 50%
1-10	1 - 4.5%	3 - 13.6%	6 - 27.2%	5 - 22.7%	4 - 18.2%	3 - 13.6%
11-50	3 - 13.6%	6 - 27.2%	3 - 13.6%	4 - 18.2%	4 - 18.2%	2 - 9.1%
51-100+	3 - 15.8%	7 - 36.8%	3 - 15.8%	2 - 10.5%	2 - 10.5%	2 - 10.5%

The majority of firms indicated that the beginning secretarial/clerical employees they hire have at least a high school diploma, business college degree or community college degree. All firms indicated they do not hire many non-high school graduates.

Table 51

45.						
Community College	Less than 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	more than 50%
1-10	3 - 13.6%	3 - 13.6%	10 - 45.5%	4 - 18.2%	7 - 31.8%	1 - 4.5%
11-50	4 - 18.2%	3 - 13.6%	9 - 40.9%	1 - 4.5%	3 - 13.6%	2 - 9.1%
51-100+	1 - 5.3%	8 - 36.4%	3 - 15.8%	2 - 10.5%	4 - 21.1%	1 - 5.3%

The majority of firms indicated that the beginning secretarial/clerical employees they hire have at least a high school diploma, business college degree or community college degree. All firms indicated they do not hire many non-high school graduates.

Table 52

46.						
Four Year College Graduate	Less than 10%	11 - 20%	21 - 30%	31 - 40%	41 - 50%	more than 50%
1-10	7 - 31.8%	2 - 9.1%	6 - 27.2%	3 - 13.6%	2 - 9.1%	2 - 9.1%
11-50	7 - 31.8%	2 - 9.1%	3 - 13.6%	4 - 18.2%	4 - 18.2%	2 - 9.1%
51-100+	4 - 21.1%	5 - 26.3%	5 - 26.3%	2 - 10.5%	2 - 10.5%	1 - 5.3%

The majority of firms indicated that the beginning secretarial/clerical employees they hire have at least a high school diploma, business college degree or community college degree. All firms indicated they do not hire many non-high school graduates.

Table 53

Question: In your opinion, during the next five years what will happen to the demand for the following office skills?

47. Typewriting	Increase	Continue at Present Level	Decrease
1-10	16 - 72.2%	6 - 27.2%	0 - 0.0%
11-50	7 - 31.8%	15 - 68.2%	0 - 0.0%
51-100+	11 - 57.9%	8 - 42.1%	0 - 0.0%

All firms indicated that typewriting will either increase (54 percent) or continue at the present level (46 percent). Small and large firms indicate typewriting will increase while medium firms indicate typewriting will continue at the present level. .

Table 54

48. Filing	Increase	Continue at Present Level	Decrease
1-10	6 - 27.2%	16 - 72.7%	0 - 0.0%
11-50	6 - 27.2%	15 - 68.2%	1 - 4.5%
51-100+	5 - 26.3%	12 - 63.2%	2 - 10.5%

The majority of firms indicated that filing will continue at the present level.

Table 55

49. Records Management	Increase	Continue at Present Level	Decrease
1-10	12 - 54.5%	9 - 40.9%	0 - 0.0%
11-50	18 - 81.8%	3 - 13.6%	1 - 4.5%
51-100+	9 - 46.4%	9 - 47.4%	1 - 5.2%

All size firms indicated an increase in records management, while only two indicated a decrease.

Table 56

50. Short-hand	Increase	Continue at Present Level	Decrease
1-10	3 - 13.6%	11 - 50.0%	8 - 36.4%
11-50	3 - 13.6%	9 - 40.9%	10 - 45.5%
51-100+	4 - 21.1%	6 - 31.6%	9 - 47.3%

Only 15.9 percent of all firms indicated an increase in shorthand. The majority of the firms indicated shorthand would continue at present level or decrease.

Table 57

51. Calculating Machines	Increase	Continue at Present Level	Decrease
1-10	14 - 63.6%	7 - 31.8%	1 - 4.5%
11-50	12 - 54.5%	8 - 36.4%	2 - 9.1%
51-100+	9 - 47.4%	9 - 47.4%	1 - 5.3%

A small majority indicate that claculating machines will increase in the future.

Table 58

52. Accounting	Increase	Continue at Present Level	Decrease
1-10	11 - 50.0%	9 - 40.9%	2 - 9.1%
11-50	15 - 68.2%	6 - 27.3%	1 - 4.5%
51-100+	7 - 36.8%	10 - 52.6%	2 - 10.5%

A slight majority indicate that accounting would increase in the next five years.

Table 59

53. Magnetic Tape Selectric Typewriter	Increase	Continue at Present Level	Decrease
1-10	13 - 59.1%	4 - 18.2%	5 - 22.7%
11-50	10 - 45.5%	8 - 36.4%	4 - 18.2%
51-100+	8 - 42.1%	10 - 52.6%	1 - 5.3%

Almost half (49.2 percent) of all firms felt that the MTST will increase in the next five years.

Table 60

54. Repro- graphics	Increase	Continue at Present Level	Decrease
1-10	8 - 36.4%	12 - 54.5%	2 - 9.1%
11-50	6 - 27.2%	14 - 63.6%	2 - 9.1%
51-100+	7 - 36.8%	11 - 57.8%	1 - 5.3%

The majority of the firms indicated that Reprographics will continue at present level during the next five years.

Table 61

Question 55: Please check the type of machines that
are being used in your office

1-10	Manual Typewriter	<u>5</u>	Printing Calculator	<u>16</u>
	Electric Typewriter	<u>21</u>	Display Calculator	<u>11</u>
	Memory Typewriter	<u>1</u>	Ten Key Adding Machine	<u>10</u>
	Magnetic Tape Selectric			
	Typewriter	<u>1</u>		
	Dictating Equipment - Xerox machine, IBM Transcriber, Magnetic and imprint belt, Inter- mediate in-house computer.			
11-50	Manual Typewriter	<u>7</u>	Printing Calculator	<u>13</u>
	Electric Typewriter	<u>22</u>	Display Calculator	<u>10</u>
	Memory Typewriter	<u>2</u>	Ten Key Adding Machine	<u>16</u>
	Magnetic Tape Selectric			
	Typewriter	<u>6</u>		
51-100+	Manual Typewriter	<u>11</u>	Printing Calculator	<u>13</u>
	Electric Typewriter	<u>18</u>	Display Calculator	<u>14</u>
	Memory Typewriter	<u>4</u>	Ten Key Adding Machine	<u>17</u>
	Magnetic Tape Selectric			
	Typewriter	<u>7</u>		

Table 62

Question 56: What suggestions would you make to improve the preparation of office personnel? Please be specific

The following comments are not in any particular order.

1. On the job training.
 2. Accuracy and personal appearance should be stressed more.
 3. Speed and accuracy (including spelling).
 4. None - current curriculum seems to be more than adequate.
 5. Impart to them the value of doing a good job and self improvement.
 6. Specific training classes in specific fields and applicable to the job.
 7. Spelling, composition and punctuation.
 8. Appearance, attitude, being on time, service minded, and consideration of co-worker.
 9. Spelling - attitude regarding performance and accomplishment.
 10. Proper use of telephone - how to sort calls - not leave people on hold.
-

Summary

The results of the questionnaire were highly informative. Even though the questionnaire was rather lengthy (five pages), the employers did a commendable job of answering the questions presented. The survey had a return of 84 percent after one mailing and one follow-up phone call.

How Important are the Following Skills and Attributes for Beginning Secretarial/Clerical Workers? The data provided by the employers indicated that although office skills such as typewriting, machine transcription, shorthand, and accounting are important, they also considered human relations as a very important entry level skill. Personal appearance (81.8 percent) in small firms, cooperation (81.8 percent) in small and (86.4 percent) medium size firms and courtesy (76.2 percent) for all firms were rated as very important. This gives an indication that employers put a great deal of emphasis on the human relations aspect of office work. Employees are usually not dismissed from their jobs from the skills aspect but from a lack of human relation skills. Pride in work (94.7 percent) was also another aspect considered as very important by the employers. Telephone techniques was also considered an important aspect of office work and one specific comment was made by an employer that students should receive more training in proper telephone procedures.

What is the approximate monthly salary you pay beginning employees in the following job classifications? Most employers indicated that the starting salary for beginning secretarial/clerical employees was \$400 and above for all types of jobs. A few indicated that the beginning employee starts off at a lower salary than \$400 but only three indicated that they paid \$349 or less for beginning office work. With the increase in the minimum hourly wage, these monthly salaries will also increase in the future. The majority of large firms indicated that they paid \$500 or more for most types of office work. Some employers did not respond (N/A) to this question and the reasons may have been that they do not hire for that specific job while some firms indicated that they did not want to reveal this information.

Employment Requirements and Promotions. Most firms regardless of size indicated that shorthand was not a requirement for entry level employment as a secretary or as a clerical worker. Small and Medium size firms indicated that it was not necessary for advancement or promotion, but almost 50 percent of the large firms indicated that it would be beneficial to have shorthand and would help in job advancement. Machine Transcription was not required for employment as a secretary in small and medium firms but was a requirement for employment in 11 (57.9 percent) of the large firms. Machine Transcription was not required for employment as a clerical person in

82.5 percent of the firms answering the questionnaire.

The majority of firms (65.1 percent) responded that knowledge of accounting would be beneficial and would provide more opportunity for advancement in both secretarial and clerical work.

Applicants Abilities. Most firms indicated that they determine the applicants abilities from the applicant and in shorthand and machine transcription they give either a timed or untimed dictation test. Many employers also relied on references and recommendations. The majority of the firms (58.7 percent) determined the applicants accounting ability from the applicant and also from references and recommendations.

Quality of Training. Employers felt that training for non-high school graduates in the secretarial/clerical field was either average (20.5 percent), below average (46.2 percent), or inadequate (33.3 percent). The majority (69.8 percent) felt that the high school graduate had average skills for entry level work and only one firm indicated outstanding skills for the high school graduate. Business College training ranged from outstanding to average, while four firms rated Business College graduates had outstanding skill and the remaining seven indicated below average or inadequate skills. Community College training was nearly the same as business college ranging from outstanding to average. Four year college graduates were rated from excellent to average. Most firms indicated that they hire

very few non-high school graduates and the majority hire either high school graduates, business college or community college graduates. It was indicated that four year college graduates have a higher turn over rate because of their training and usually desire a job with more responsibility.

Demand for Office Skills. The employers indicated the skills needed in typewriting, records management, calculating machines, accounting and the magnetic selectric typewriter would all increase in the next five years. Filing, shorthand, and reprographics would continue at the present level and some firms indicated that shorthand skill would decrease in the next five years.

The majority of the firms indicated that they use electric typewriters while some indicated the use of manual typewriters. Only seven indicated the use of the memory typewriter and fourteen use the magnetic selectric typewriter. All firms use some form of calculating machine whether it be a printing calculator, display calculator or a ten key adding machine. Dictating equipment used included the Zerox machine, IBM transcriber, Magnetic and imprint belt, and Intermediate in house computer.

The information gathered here should be of help to the Churchill High School Business Education Department in determining the type of vocational training offered to the secretarial/clerical students.

Overall, the survey provided valuable information and this will be used to make the business education program worthwhile to the secretarial/clerical student at Churchill High School.

Chapter 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

This study of the entry level secretarial/clerical workers in Eugene, Oregon was conducted during the Spring of 1977. The purpose behind this study was to determine if the students in the Business Education Department at Churchill High School were receiving the necessary vocational training needed to assume an entry level secretarial/clerical position.

No previous study such as this had been conducted at the high school to determine the adequacy of the office education program, so any of the effects of the present program were really unknown. A thorough research into literature related to entry level secretarial/clerical training stressed the importance of the need for the study.

The questionnaire that was designed to gather results was distributed to 75 cooperative work experience employers and after one telephone follow-up, a return of 63 complete forms was received. The return (84 percent) was considered successful.

The results received from the cooperative employers indicated a wide variety of pertinent information valuable to the business education program. The findings indicated skills and attitudes that are necessary for entry level work, salaries that are being paid for

beginning secretarial/clerical positions, and what the future holds for secretarial/clerical skills in the next five years.

Conclusions

The overall results indicated the type of skills and attitudes needed for entry level secretarial/clerical positions.

The present business education curriculum is providing employers with students equipped to handle a large facet of jobs requiring business knowledge and a variety of office skills. The present program should be continued and updated to help meet the current needs of the modern and changing business world.

Personal appearance, courtesy, and pride in work are all non-skill aspects of office work that are considered very important by the employer. Typewriting is one of the major business skills required within an office and employers indicated it will continue to be important in the next five years.

Shorthand was considered to have some or little importance for beginning secretarial/clerical workers. There was no significant difference according to the size of firm for shorthand as a prerequisite for job employment. Most firms indicated it was not necessary for initial job employment. The majority of firms indicated that although secretaries or clerical workers had a knowledge of shorthand, it does not necessarily increase their opportunity

for advancement. The results would indicate that shorthand training is not the critical beginning office skill that many claim it is.

Other skills such as operation of the transcription machine, accounting, spelling, telephone techniques and operation of the duplicating machines should all be stressed although they are not considered the most important aspect of office work.

The knowledge of accounting for the secretarial/clerical worker was a definite advantage for promotion.

The beginning secretarial worker in a small or medium size firm usually received a starting salary of \$400 or more. Large firms indicated they paid \$500 or more for beginning secretarial/clerical workers.

Most firms indicated that they determined the applicants shorthand and machine transcription abilities from the applicant themselves and a timed or untimed dictation test. Accounting ability was determined from the applicant and from references and recommendations.

The majority of firms indicated that the high school graduate had average skills for beginning secretarial/clerical workers and business college and community college graduates ranged from outstanding to average. The maturity level of the business and community college graduates may have had something to do with the rating. Four year college graduates ranged from excellent to average

but only 15 out of 63 firms are currently employing a four year college graduate. This is due to the large turn-over of four year college graduates.

Typewriting, records management, calculating machines, accounting, and Magnetic Tape Selectric Typewriter skills would all increase in the next five years while filing, shorthand and reprographics will continue at the present level. Some firms indicated that shorthand skill would decrease in the next five years. Because of this it is imperative that we take a long look at our shorthand program and evaluate the shorthand offerings.

The majority of firms use the electric typewriter with some using the manual. All firms use some form of calculating machines whether it be a printing calculator, display calculator or a ten key adding machine. Calculating machines should be an important part of the business education curriculum.

Recommendations

The results received from the study of the entry level secretarial/clerical office skills provided information so that the following recommendations could be made:

1. Training in human relations should be a requirement for all secretarial/clerical students and as much emphasis placed on this part of their training as is placed on the specific skills.

2. Shorthand should be offered only as a one year course.
3. Student needing additional training should be done on an individual basis.
4. Not necessary for Shorthand I to be a requirement for a beginning secretarial/clerical student.
5. Machine Transcription should be made a requirement for all secretarial/clerical students and it is essential training for office personnel. Its usage will increase in the next five years.
6. At least one and a half years of typewriting should be required for all secretarial/clerical students with two years if possible.
7. Students should be allowed to observe the actual operation of a business office during the early part of their secretarial/clerical training to become better acquainted with all aspects of office work.
8. Continued study of needs be done in this area so that curriculum will meet student and employer needs.

APPENDICES

APPENDIX A

Date May 23, 1977
To Director of Personnel
From Frank Spear
Subject Office Occupations Opinionnaire

Attached is an Office Occupations Opinionnaire that I would appreciate having you complete and return to me by June 4th.

The purpose of this opinionnaire is twofold: first, it will be used to complete my master's degree in business education and secondly, it will help the business education department at Churchill High School determine the type of courses and training secretarial/clerical students should be receiving.

I have defined secretarial office work as work that includes word processing, shorthand and administrative level work. Clerical office work would include filing, typing, record-keeping, bookkeeping, calculating machines, reprographics, and general office work.

Your cooperation in this opinionnaire is greatly appreciated. Thank you for your time and help.

Frank Spear

APPENDIX B

OFFICE OCCUPATIONS OPINIONNAIRE

How important are the following skills and attributes for beginning secretarial/clerical employees?

	Most Important	Very Important	Some Importance	Little Importance
1. Personal Appearance	_____	_____	_____	_____
2. Typewriting	_____	_____	_____	_____
3. Transcription Machine	_____	_____	_____	_____
4. Cooperation	_____	_____	_____	_____
5. Shorthand	_____	_____	_____	_____
6. Accounting	_____	_____	_____	_____
7. Spelling	_____	_____	_____	_____
8. Calculating Machines	_____	_____	_____	_____
9. Automatic Typewriter	_____	_____	_____	_____
10. Courtesy	_____	_____	_____	_____
11. Telephone	_____	_____	_____	_____
12. Pride in work	_____	_____	_____	_____
13. Duplicating Machines	_____	_____	_____	_____
14. Other Please Specify _____				

What is the approximate monthly salary you pay beginning employees in the following job classifications?

	\$349 or less	\$350-399	\$400-449	\$450-499	\$500 or more
15. Clerk-Typist	_____	_____	_____	_____	_____
16. Stenographer	_____	_____	_____	_____	_____
17. File Clerk	_____	_____	_____	_____	_____

	\$349 or less	\$350-399	\$400-449	\$450-499	\$500 or more
18. Secretary with Shorthand	_____	_____	_____	_____	_____
19. Secretary with machine tran- scription skill	_____	_____	_____	_____	_____
20. Receptionist	_____	_____	_____	_____	_____
21. Accounting	_____	_____	_____	_____	_____
22. Word Processing Technician	_____	_____	_____	_____	_____
23. Key Punch Operator	_____	_____	_____	_____	_____
24. How many people does your firm employ?					
_____ 1-5; _____ 6-10; _____ 11-25; _____ 26-50; _____ 51-100; _____ over 100					
25. How many secretaries does your firm employ?					
_____ 1-5; _____ 6-10; _____ 11-25; _____ over 25					
26. How many clerical workers does your firm employ?					
_____ 1-5; _____ 6-10; _____ over 10					
27. Is shorthand required for employment as a secretary?	_____ Yes		_____ No		
28. Is machine transcription required for employment as a secretary?	_____ Yes		_____ No		
29. Is machine transcription required for employment in any clerical position?	_____ Yes		_____ No		
30. Is shorthand required for employment in clerical positions?	_____ Yes		_____ No		
31. Are data processing skills required for employment?	_____ Yes		_____ No		
32. Do secretaries with shorthand have more opportunities for advancement?	_____ Yes		_____ No		
33. Do secretaries or clerical workers with knowledge of accounting have more opportunities for advancement?	_____ Yes		_____ No		

34. How do you determine an applicants shorthand ability?

- ☐ a From the applicant
☐ b Untimed dictation test
☐ c Certificate of proficiency
 ☐ d Timed dictation test
☐ e Other
 Please Specify
-

35. How do you determine an applicants machine transcription ability?

- ☐ a From the applicant
☐ b Untimed transcription test
☐ c Certificate of proficiency
 ☐ d Timed dictation test
☐ e Other
 Please Specify
-

36. How do you determine an applicants accounting ability?

- ☐ a From the applicant
☐ b Accounting test
☐ c Certificate of proficiency
 ☐ d Other
 Please Specify
-

37. What percentage of secretarial positions require machine transcription ability?

- ☐ a Less the 5%
☐ b 6-9%
☐ c 10-15%
☐ d 16-20%
☐ e more than 20%

38. What percentage of clerical positions require machine transcription ability?

- ☐ a Less than 5%
☐ b 6-9%
☐ c 10-15%
☐ d 16-20%
☐ e more than 20%

What is your opinion of the quality of beginning secretarial/clerical employees you hire with the following educational backgrounds?

	Outstanding	Excellent	Average	Below Average	Inadequate
39. Non High School Graduate	_____	_____	_____	_____	_____
40. H.S. Graduate	_____	_____	_____	_____	_____

	Outstanding	Excellent	Average	Below Average	Inadequate
41. Business College	_____	_____	_____	_____	_____
42. Community College	_____	_____	_____	_____	_____
43. Four Year College Graduate	_____	_____	_____	_____	_____

Please estimate the percentage of beginning secretarial/clerical employees you hire with the following educational background.

	less than 10%	11-20%	21-30%	31-40%	41-50%	more than 50%
44. Non High School Graduate	_____	_____	_____	_____	_____	_____
45. H.S. Graduate	_____	_____	_____	_____	_____	_____
46. Business College	_____	_____	_____	_____	_____	_____
47. Community College	_____	_____	_____	_____	_____	_____
48. Four Year College Graduate	_____	_____	_____	_____	_____	_____
49. Other - Please Specify _____						

In your opinion, during the next five years what will happen to the demand for the following office skills?

	Increase	Continue at Present Level	Decrease
50. Typewriting	_____	_____	_____
51. Filing	_____	_____	_____
52. Records Management	_____	_____	_____
53. Shorthand	_____	_____	_____

- | | Increase | Continue at Present Level | Decrease |
|---|----------|---------------------------|----------|
| 54. Calculating Machines | _____ | _____ | _____ |
| 55. Accounting | _____ | _____ | _____ |
| 56. Machine Transcription Skills | _____ | _____ | _____ |
| 57. Reprographics | _____ | _____ | _____ |
| 58. Please check the type of machines that are being used in your office. | | | |

☐ Manual Typewriter	☐ Printing Calculator
☐ Electric Typewriter	☐ Display Calculator
☐ Memory Typewriter	☐ Ten Key Adding Machine
☐ Magnetic Tape Selectric Typewriter	
☐ Dictating Equipment	
Please Specify _____	

59. What suggestions would you make to improve the preparation of office personnel? Please be specific.
- _____
- _____

60. If a high school business student is well trained and efficient, would you provide a salaried part-time position for approximately 12 weeks? ☐ Yes ☐ No
61. If a high school business student is well trained and efficient, would you provide a non-salaried position for approximately 12 weeks? ☐ Yes ☐ No
62. Would you like a summary of this survey? ☐ Yes ☐ No
63. Name of firm _____

COMMENTS

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