

A STUDY OF THE EFFECTIVENESS OF THE
OFFICE TRAINING PROGRAM AT FLINT
COMMUNITY JUNIOR COLLEGE
AS RELATED TO THE EMPLOYMENT NEEDS
OF FORMER STUDENTS

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY

Ferne Williams

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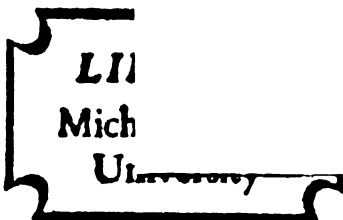
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AN ABSTRACT

Submitted to the College of Education
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Harold K. Dillon

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ABSTRACT

This study was concerned with an appraisal of the effectiveness of the office training of students at Flint Community Junior College as related to job expectancy of students versus employment realities. This was done through comparing (1) the job expectancy of two hundred twenty students now on the program with realities found on jobs by a similar number of former students who are now employed, in terms of vocational and basic skills and personal qualities, and (2) the training given students and the training expected by employers in terms of the criteria used.

The questionnaire technique was used for all three groups, supplemented by interviews with directors of office personnel in some of the large industries. Survey instruments were designed which were similar in content but specific for each group surveyed. The information sought from students was the type of work which they hope to secure, employment conditions they expect to encounter, and the vocational skills and personal qualities they think will be valuable. From employees, the information sought was the employment conditions they have encountered, together with any deficiencies they have felt in their training. From employers, information was sought regarding employment conditions, vocational skills and personal qualities they consider most important, and deficiencies they have found prevalent in employees.

In interpreting findings of the study, percentage group response of 25% or more was designated as significant representation of student, employee and employer response. So far as possible, items assessed were identical and percentage response was compared.

From these data it appeared that students, employees and employers

agreed on the knowledges and skills commonly used in office occupations, together with personal factors which contribute to success on a job. Inadequacies and deficiencies were reported which warrant some revision of existing practices.

These findings suggest that there is some lack of understanding among students of the types of job opportunities which are available in the area and the subjects which will best prepare them for the kind of jobs they hope to secure. There also appears to be over-emphasis in some areas of academic instruction and lack of emphasis in others which provide basis for the study of possible revisions in the training program.

This study represents one attempt to provide realism in the school program for office training. Additional studies should be made and conferences held to provide for continuing interchange between business and the educational institution. In this way, realistic preparation for vocations will result.

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CHAPTER I

THE PROBLEM

Introduction

American education is designed to assist every individual to function at his best according to his ability, needs and interests, as he develops to become an adult member of our complex economic society.

"Business education will have important responsibilities in the missile dominated world of tomorrow. No matter how many capable scientists and mathematicians are prepared in the present crash program in education, their achievement cannot develop beyond the creative stage without the efficient operation of business and industry Our nation cannot hope to hold its own in the present highly competitive world economy unless academically-talented students are prepared for responsible positions in business as well as science."¹

Business education has much to contribute to the general preparation of members of our economic society. It has a dual objective of providing learning experiences which will:

1. develop the potentialities of the student as a person who will be a good citizen and a contributing member of society,

1. Dorothy L. Travis, "Suppose Everybody Goes Into Science and Mathematics--Then What?" Delta Kappa Gamma Bulletin, XXVI (Summer 1960), p. 46.

2. enable the student to develop the learning and skill requisite to assuming a responsible position in business.

There are general business courses which should be part of the general education of all students, and there are vocational courses leading to the development of marketable skills for those who plan to enter business.

The development of an effective office worker implies more than acquiring certain office skills which can be performed with some degree of speed. Personal traits, work habits, and attitudes also make a big contribution to success and happiness on the job.

It is the composite skill of job performance that is the primary concern of the employer. The mechanical skills of typing and shorthand may be prime factors in initial employment, but these must be concomitant with other traits and abilities to make up a competent and productive worker. The employer will evaluate the effectiveness of the school program by the results achieved by the workers.

BACKGROUND OF THE PROBLEM

The volume of office work has grown as a result of the increase in the number, size and functions of business enterprises. As business firms expand, they require more services of every kind. A businessman must have accurate and up-to-date information available for Government reports and for his own information in order to keep ahead in a competitive business world. As production work has become more mechanized, the importance, responsibility, and number of persons involved in the office in aspects of controlling, recording and interpreting have increased.

The growth in the number of office workers has been much greater than that of the working force as a whole. From 1870 to 1940 the total working force increased less than four times, while the number of clerical workers increased fifteen times. From 1940 to 1955, the total population increased 24%, the total working force increased 38%, and the number in clerical work increased 80%. There are now some nine million office workers throughout the country, about 14% of the total employment.¹

This big increase in the number of office workers is shown by these figures from the U. S. Department of Labor:

Dates	Number of persons in population for each "office worker"	"Office workers" as per cent of all workers
1940	70.7	14.3
1930	82.8	13.8
1920	101.8	12.0
1910	237.8	5.2
1900	727.6	2.0
1890	1,374.7	1.1
1880	21,665.6	0.1
1870	42,815.5	Less than 0.05 ²

During this period of rapid growth, any person with basic business skills could find an office job. Now, however, the increased office personnel and higher wages make office costs an important factor in a business budget. There is demand for better-trained workers, the office is becoming more mechanized, and there is a determined effort to develop greater efficiency in office work to decrease the overhead costs. In a study of over 1000 graduates employed by about 250 companies, Place found that nearly 50% of these young people proved unsatisfactory or left their position before the end of the first year. The cost of this

1. George R. Terry, Office Management and Control, (3rd Ed.; Homewood, Illinois: Richard D. Irwin, Inc. 1958), p. 10-12.

2. U. S. Department of Labor, Women's Bureau, Women's Occupations Through Seven Decades, (U. S. Printing Office, 1947) p. 75.

relatively small error was estimated to be about \$1,500,000.¹

The overwhelming increase of office workers is probably at an end, and prospective employees will be more carefully selected. There will always be demand for well-trained office workers, but the marginal worker will fall among the ranks of the unemployed.

STATEMENT OF THE PROBLEM

This thesis is concerned with the evaluation of the effectiveness of the office training program at Flint Community Junior College as a basis for making improvements in course content and curricula.

Students in school who have had no work experience generally have a very vague idea of what they will encounter when they take a full-time job. Few realize what it will be like to work effectively on an eight-hour basis after the fifty-minute periods they are accustomed to at school. Most know little about the great variety of jobs there are in office work.

Students also need to realize the importance of personal adjustment to a job. Jenson found that approximately 60% of dismissals in the San Francisco Bay area which he surveyed were caused by failure of the worker to satisfactorily perform his job. Another 15% of dismissals were due to lack of certain personal qualities in the employees. The remaining 25% were due to absenteeism and tardiness.²

Seldon says that a functioning business curriculum either improves

1. Irene Place, "Evaluation in Business Offices," Evaluation of Pupil Progress in Business Education, American Business Education Year-book, XVII, (Somerville, N. J.: Somerset Press Inc., 1960), p. 368.

2. Warren M. Jensen, "Absent, Tardiness, and the Office Worker," Balance Sheet, XL, (January, 1959), p. 206.

or retrogresses. It is improving as long as the business department evaluates and makes the necessary changes in its own program¹ and Davis emphasized the fact that curriculum committees are most successful when they look beyond the campus to the profession for which its graduates are being prepared, and what workers do on the job should in a large measure be the basis of what is taught in the classroom.²

Business education is constantly in need of a flow of information concerning current business practices, conditions and thought. The questionnaire is the most feasible means of obtaining this information.

Through former students and their employers, the effectiveness of the preparation of students can be evaluated. Through the problems former students have encountered on their first jobs, and the deficiencies they felt in their preparation, courses may be improved so as to better prepare students for that job adjustment. Through the strengths and/or weaknesses employers find in their beginning employees, curriculum revisions may be made.

This study should indicate which occupations are most frequently entered by students, what training is required for these jobs, what type of instruction is most meaningful, what equipment is used on the job. It should show job expectancy versus realities of the job, employer expectancy in terms of vocational skills and personal qualities, and deficiencies in training experienced by beginning workers. Adjustments and

1. William Seldon, "Curriculum Levels in Business Education, Formal and Terminal Levels: In-Service and Continuing Levels," Curriculum Patterns in Business Education, American Business Education Yearbook, XIII, (Somerville, N. J.: Somerset Press Inc., 1956), p. 159.

2. H. H. Davis, "Practices in Determining Instructional Activities in Democracy in the Administration of Higher Education." Tenth Yearbook of John Dewey Society, Edited by H. Benjamin. (New York: Harper and Brothers, 1950), p. 154.

revisions in the school program should be indicated. The information obtained will primarily have implications for the areas in which training of students has been found to be deficient.

NEED FOR THE STUDY

The statement in the Flint Community Junior College catalog regarding the so-called "Terminal curriculums" is "Each curriculum is planned to give the student both a practical education in the vocation which will prepare him for employment after completion of the course, and a general education which will enable him to have a better understanding of present-day social and economic problems."¹

The vocational objective presupposes that placement and success are the ultimate goals. If the placement is not satisfactory to both employer and employee, these students have not been adequately prepared and the school has not fulfilled its obligation to them. There must be a high degree of understanding and correlation between the satisfactions the employee expects to find on entering full-time employment and what the employer expects of that employee.

The problem of setting up acceptable business curriculums in the junior college is complicated by the fact that students enter with a wide diversity of ability and previous training. The amount of previous training varies from a single subject to the completion of a regular commercial curriculum in bookkeeping or stenographic work.² Therefore, these students cannot be poured through the same mold as a group with a homogeneous background. The program of study must be flexible and

1. Flint Community Junior College Catalog, (1959), p. 73.

2. R. G. Walters, The Business Curriculum, (Cincinnati: Southwestern Publishing Company, Monograph 76), p. 41.

individualized to serve needs and interests of the student in relation to his abilities, previous training, work experience and vocational objective.

It is essential in this approach to know what skills and knowledges are so basic for office work that they must be included for every student, and which are variable according to the particular job for which the student is preparing himself. The junior college should provide opportunity for the development of realistic and practical terminal programs geared to the needs and desires of the people of each community.

Probably twenty per cent of the junior college students are registered in business curriculums.¹ The report of the survey which Jesse P. Bogue made in 1952 of the frequency of offerings of terminal curriculums indicates that secretarial and general business rank one and two, respectively on the list.²

Although vocational competency has been an apparent aim of business education, schools often fall short of the aim because of low standards of achievement. No business teacher can truthfully say that vocational competency has been achieved if graduates are unable to hold business jobs that are ordinarily filled by young people in that community.

New occupations constantly appear and old ones disappear. In the business field, occupational changes are due partly to new inventions; partly to economic changes; partly to legislation, such as the income tax

1. Paul S. Lomax, "An Inventory of Facts and Figures in Education," Curriculum Patterns in Business Education, American Business Education Yearbook, XIII, (Somerville, N. J.: Somerset Press Inc., 1960), p. 4.

2. Lawrence L. Bethel, "Vocational Education," The Public Junior College, Fifty-fifth Yearbook of the National Society for the Study of Education, (Bloomington, Ill.: Public School Publishing Co., 1956), p. 100.

and the social security law; and partly to changes in the organization of business enterprises. Business educators should do what they can to prepare students to meet these changes.¹

Information regarding the constant changes in job requirements, duties and salaries is especially important at the junior college level since the junior college student is closer to the job than the high school student and is usually concerned with a more technical job than the college student. The problem of obsolescence of current vocational information is a very real one in junior college business education.²

What clerical workers do on the job should in large measure be the basis for what is taught in the classroom. An excellent source of information for the improvement of the curriculum is the business graduate who has been away from junior college for one or two years. This individual is in a position to evaluate his junior college experiences.

Hickey and Finch say that business education is in an enviable position for developing "live" objectives based upon investigation, study, and the considered judgment of teachers and employers. Their suggestions of questions to which we need answers are: What degree of skill must be attained before the stenographic pupil is employable? ~~Are the abil-~~ ities, knowledges, characteristics, and attitudes your school is developing in students equipping them for a successful occupational and community life? What standards of production are required of office

1. Walters, op. cit., p. 6.

2. Kenneth Knight, "Special Problems Related to Guidance in the Junior College," Guidance Problems and Procedures in Business Education, American Business Education Yearbook, XI, (Somerville, N. J.: Somerset Press Inc., 1954), p. 122.

employees? What are the hiring standards of offices in the area?¹

Studies to effect correlation between business and school programs must be carried on continuously. One cannot make such a study and expect the results to be effective for a number of years. As business continues to expand and change its requirements, educators must be aware of these changes and make curricular changes to insure maximum effectiveness in the preparation of future office workers.

THE HYPOTHESES

In formulating the hypotheses for this study, the following considerations were motivating factors:

1. that if the educators have knowledge of the job requirements of businessmen, they are better prepared to determine the subject matter content and training experiences needed in the curricula,
2. that the views of former students regarding the problems encountered as beginning workers and the strengths and/or weaknesses they felt were provided by their training can be valuable to educators in their efforts to make the office training program as meaningful as possible,
3. that an improved understanding between businessmen and educational institutions will have a beneficial effect upon the training provided for our students.

The hypotheses are as follows:

1. Margaret A. Hickey and Robert Finch, "Testing the Objectives of Vocational Education," Appraising Business Education, American Business Education Yearbook, III, (Somerville, N. J.: Somerset Press Inc., 1954), p. 62.

HYPOTHESIS I. That the ability of drop-outs or graduates from office training curricula to hold jobs for which the curricula have prepared them is a valid criterion in the evaluation of achievement and vocational competency. It is decided to accept this hypothesis and regard it as true if evidence of the successful operation of this hypothesis is indicated by:

1. placement in business jobs, continuation in those jobs, and promotion to others
2. the report of employers and/or workers that for success on jobs in these occupations, it is essential or desirable for workers to have:
 - a. certain office skills
 - b. certain personal traits

HYPOTHESIS II. That the effect of office training on the employability or probable success of the worker exists in different degrees for different occupations. It is decided to accept this hypothesis and regard it as true if:

1. a variation is revealed in the need of workers in different occupations for different amounts of knowledge
2. the occupations studied are regarded by employers and/or workers themselves to require a different degree of preparation.

HYPOTHESIS III. That, although the frame of reference of employers, students and employees will be different, there will be subject areas and types of training experiences of common importance. It is decided to accept this hypothesis and regard it as true if:

1. employers and employees indicate correlation in the degree of skill required for particular jobs
2. the employers and employees indicate correlation in the personal characteristics desirable for particular jobs
3. the employers and employees indicate correlation in the deficiencies which they find in their preparation for jobs.

HYPOTHESIS IV. That, in order for a school to make an evaluation of its

product for the purpose of recommendation for employment, it is necessary that the school have information about requirements for jobs and how the measurement of the applicants for these jobs is to be conducted. It was decided to accept this hypothesis and regard it as true if:

1. the employers and employees indicate deficiencies in the programs which point the way to needed revisions
2. the employers and employees indicate strengths in the program which justify existing practices.

BASIC ASSUMPTIONS

The following assumptions were considered basic to the plan selected for this evaluative study:

1. that when information is desired from a large number of people, the mail questionnaire method is the most feasible method of securing responses,
2. that anonymous responses to printed questionnaires tend to be more realistic than responses which are identifiable,
3. that the information received from a large number of responses will be typical rather than atypical,
4. that the adequacy of the junior college office training program as expressed by the response of employers to items of the questionnaires will provide information of employment that will be of value to business teachers,
5. that response to the questionnaire which provides opportunity for the recent graduate to evaluate his training in relation to the background and training he needs to perform his job successfully will provide information regarding relative weaknesses in the existing program,
6. that personal interviews with directors of office personnel in

plants employing large numbers of office workers will provide additional information regarding employment,

7. that the response to the questionnaire which provides opportunity for students to express their opinions regarding what they expect of an office job will provide information for guidance of business students.

THE SCOPE AND LIMITATIONS OF THIS STUDY

In order to secure a comprehensive and realistic evaluation, replies were collected from students now on the programs, graduates of the programs in recent years, and employers of our students. Data were obtained by means of three questionnaires, one for each group, which vary in some respects but secure much the same type of information from the three groups.

It is recognized that, in assessing the effectiveness of the junior college program, as related to needs for employment in industry, each respondent will tend to be influenced by his personal status, professional aspirations and the responsibilities and limitations of his present position.

The groups from whom replies were secured are as follows:

1. Student questionnaires represent almost a complete coverage of the students now in Flint Community Junior College on the office training programs during the 1959-60 school year. However, it includes students who will never become office workers either because of lack of ability or lack of interest, whom we cannot identify at the present time. Two hundred twenty questionnaires were completed.
2. Employee questionnaires were sent to students who have left

school within the past three years who are now working. No attempt was made to contact those who are now married and are not working. These students did not all graduate from the two year junior college program. Many who had a good background of high school business training were at junior college only one year. A high percentage of returns were received--198 or 90% of the 220 questionnaires sent.

3. Employer questionnaires were sent to employers of recent graduates. The replies encompass all of their employees, not only those from Flint Community Junior College. The employer responses come mainly from employers with a relatively small number of employees, the largest having 97 office employees. It was felt the large number of employees in the plants would tend to make the replies too general because of the great variation in offices within one plant. Returns were received from 184 or 83.6% of the 220 questionnaires sent.
4. In order to include information regarding employment practices in the large plants, interviews were held with the directors of office personnel in four of the eight major industrial plants. It was felt that, since these plants are all branches of the same corporation, the four would be representative of the entire group.

CHAPTER II

REVIEW OF LITERATURE

Scope of Office Occupations

The term "office occupations" or "clerical occupations" embraces a large group. The term "clerical" is loosely used in educational and business literature without identifying a particular group. It seems evident that there cannot always be a clear-cut distinction between the duties of a clerk and those of a stenographer or bookkeeper. Liles cites the following quotations from well-known business education authorities as to what clerical work means: Nichols says, "The clerical worker is assumed to be one who performs office duties other than taking and transcribing dictation and the keeping of a set of books." W. Herbert Freeman defines the term as, "The clerical field is a specialized curriculum devoted to the training of clerical workers for business and industries. In addition to background courses, it generally includes typing, filing, general office work, some training on a few business machines and simple record-keeping." Tonne agrees with these. He says, "For practical purposes, clerical occupations may be defined as the occupations that include the duties not generally assigned to bookkeepers, stenographers, salespeople or managers." However, the Dictionary of Education defines a clerical test as, "A test of capacity or ability to do such work as checking, sums, filing, accounting, typing and taking dictation in

shorthand."¹

The NOMA Bulletin subdivides typical office positions of "clerical grade" according to function, as follows:

A. Accounting:

1. account classification clerk
2. account clerk
3. billing checker
4. bookkeeper A
5. bookkeeper B
6. cashier
7. cost clerk
8. invoice order clerk
9. payroll clerk
10. order clerk

B. Business Machine Operator

1. accounting machine operator
2. calculating machine operator
3. duplicating machine operator
4. key punch operator
5. typing machine operator

C. General Clerk

1. general clerk A
 2. general clerk B
 3. general clerk C
 4. general clerk D
- (according to difficulty)

D. Office Services

1. file clerk
2. mail clerk
3. messenger
4. receptionist
5. store keeper
6. telephone operator

E. Stenographic

1. clerk typist
2. secretary
3. stenographer

1. Alton B. Liles, "Some Factors in the Training of Clerical Workers" (unpublished Ph. D. dissertation, Oklahoma A & M College, Stillwater, 1949) pp. 14-16.

4. tabulator typist
5. transcribing machine operator
6. typist
7. teletype operator ¹

Regardless of the term used, the value of vocational office training in the school curriculum is shown by the rapid expansion of occupations in the field of office work; a trend which promises to continue at least for the next decade. Place, in "The Road to Secretarial Success," states; "The typewriter undoubtedly did more to change the pattern of our way of life than did Henry Ford's vehicles."² Greenleaf states, "Opportunity knocks loudly at the doors of people trained for office work. In Government, industry, business and professions, there is constant need for clerical workers and office help. Even the smallest business must have someone to keep the records and accounts."³ Both Travis and Zapoleon referred to office work as the "fastest-growing occupational group"⁴ and Travis estimates that before 1970 the number will increase to the point that one in every five workers will be in office work.⁵

There are about two women to every man engaged in office or clerical occupations. However, only 6% of all employed men enter clerical

1. National Office Management Association, Clerical Job Evaluation, (Bulletin No. 1, Philadelphia, 1946) p. 17-24.

2. Irene Place, The Road to Secretarial Success, (New York: McGraw-Hill Book Co., Inc., 1954) p. 8.

3. Walter James Greenleaf, Occupations and Careers, (New York: McGraw-Hill Book Co., Inc., 1955) p. 87.

4. Marguerite Wykoff Zapoleon, The College Girl Looks Ahead, (New York: Harper and Brothers, 1957) p. 150.

5. Dorothy L. Travis, op. cit., p. 48.

work while 27% of all employed women are in some kind of office work. The greatest rate of increase for women "office workers" in any decade occurred from 1880 to 1890. Women in selected office occupations multiplied nearly 20 times--a testament to the growing acceptance of the typewriter and of the trained woman typist. Since 1920 the rate of growth among women in these fields has shown a marked decline, as is typical in the later stages of a growth curve as it approaches a saturation point.

Dates	Number	Per cent increase over preceding census
1940	1,863,154	25.6%
1930	1,482,947	42.8
1920	1,038,390	168.5
1910	386,765	270.3
1900	104,450	129.3
1890	45,553	1,867.7
1880	2,315	148.9
1870	930	-----1

Further evidence that women constitute the majority of office workers is shown by figures published by the National Manpower Council. In 1950, women comprised 94% of the total occupational group of stenographers, typists, and secretaries, and 9.5% of all employed women were in this group. Bookkeepers are 77% women and 3.5% of employed women are in this group; clerical and kindred workers are 49% women and 9.2% of all employed women are in this group.²

Thomas states that office occupations employ more than 1/4 of all female workers, that the number increased twice as fast between 1940 and 1950 as the number in the total female labor force, and that it is

1. U. S. Department of Labor, Women's Bureau, op. cit., p. 75.

2. National Manpower Council, Womanpower, (New York: Columbia University Press, 1957), p. 58.

the third best paid among the occupations for women.¹

The 1958 Handbook of Women Workers, published by the Women's Bureau of the United States Department of Labor shows that 30.3% of all women employed are in the category classified as "Clerical and Kindred Workers". The report shows further that during the past 20 years there has been an increase of approximately 160% in the number of clerical workers. Parents, students, employers and employees all consider business subjects among the most worthwhile of the subjects offered. These people feel that the time and effort spent in the vocational business classes are an investment in occupational insurance for the future.²

Training for Office Occupations

Clerical work provides an almost limitless choice of employers. If any person has a strong preference for a particular location, the easiest, most direct occupational channel is office work. Each office differs from others in size, composition, and physical attributes, aside from the characteristics it derives from the nature of its industry. The challenges of office work cover just as wide a range as ability. There are opportunities for those capable of handling only simple routine duties and also opportunity for clerical workers of high intelligence. Zapoleon says, "If you can type, you can find immediate employment in almost any kind of business. If you can take dictation, your opportunities are multiplied."³

1. Lawrence Thomas, Occupational Structure and Education, (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1956), p. 57.

2. U. S. Department of Labor, Women's Bureau, 1958 Handbook of Women Workers, p. 14-17

3. Zapoleon, op. cit., p. 152.

Smedley and Robinson state, "It is an interesting fact that the difference between a superior applicant for office work and an inferior one lies in the multitude of small things. There is one outstanding trait that personnel managers note--this is poise, a quiet, confident bearing."¹

Place emphasizes the fact that the schools should take into consideration the types and levels of office employment for which they can best train and that every opportunity should be taken by teachers to insure that the organization and development of instructional materials are in line with "community needs, current practices and local opportunities in the types and levels of office work for which they are giving preparation."² Office training teachers will benefit from an awareness of standard practices in the community but should not apply them too strictly. The goals and functions of education, as well as the needs and capacities of the individual should be used as tempering agents in their interpretation.

That a large proportion of girls at the junior college level go into office work is shown by the fact that jobs in the clerical field are held by about 50% of the girls who have some college education and about 15% of the college graduates. The type of jobs held by girls who enter clerical work vary significantly with their education. About 25% of those with less than high school education, 40% of the high school graduates, and over 60% of the college graduates are employed as secretaries

1. Doree Smedley and Lura Robinson, Careers in Business for Women, (New York: E. P. Dutton & Co., Inc., 1945), p. 173.

2. Irene Place, "Teaching for the Office Occupations", Improvement of Business Education Practice, American Business Education Yearbook, VIII, (Buffalo, New York: Niagara Frontier Publishing Co., 1951), p. 147.

and stenographers. Among the young women who have some education beyond high school, no less than 70% and as many as 95% are found in clerical, professional, and semi-professional fields.¹

Ward believes that automation has been a factor in creating a demand for large numbers of semi-professional people with training beyond high school but not the normal four-year college program. The functions of terminal education are: (1) to develop job skills and (2) to develop personal adequacy for better workers and better citizens. Ward emphasizes the point that general education and vocational training cannot be separated but must be related components.²

One of the continually perplexing problems is that of the proper relationship between specialized education which prepares the student to earn a living and the general education which enables him to profit from his life in other ways. Both serve students and serve society. Each portion of the student's education should complement and enrich the other. As stated in the report of the President's Commission on Higher Education, "The ends of Democratic education in the United States will not be adequately served until we achieve a unification of our educational objectives and processes. American education must be so organized and conducted that it will provide at appropriate levels proper combinations of general and special education for students of varying abilities and occupational objectives."³

1. National Manpower Council, op. cit., p. 60.

2. Fhebe Ward, Terminal Education in the Junior College, (New York: Harper and Brothers, 1947), p. 6-15.

3. Report of the President's Commission on Higher Education, "Higher Education for American Democracy", I, Establishing the Goals, (New York: Harper and Brothers, 1947), p. 62-63.

A balanced curriculum, according to the California State Committee on Vocational Education in the Junior College, is 1/3 technical courses, 1/3 related courses and 1/3 general courses. An ideal educational program should assist the student to acquire the knowledges and skills listed below:

1. Acquire the skill needed to perform successfully in an occupation.
2. Enter employment and adjust satisfactorily to a job.
3. Acquire technical knowledge and general education related to a specific job.
4. Acquire social understanding.
5. Formulate a philosophy of life.
6. Learn to keep in good health.
7. Carry his responsibility as a citizen.¹

While the first two would probably be considered vocational, there are certain general elements also involved. The last four would probably be called general education, but they are also necessary for satisfactory job adjustment.

The advice of Smedley and Robinson should be strongly stressed to students. "You cannot expect to hold your own in business with wobbly skills any more than you would expect to run if your legs were bandaged. The effect of your shortcomings on you is serious. If you know that your business skills are second-rate or unreliable, this knowledge is bound to give you a chronic feeling of inferiority. Girls often rush through their business courses, skimping on this or that phase of their studies because they do not realize how useful this training will be to them later

1. California State Committee on Vocational Education in the Junior College, Vocational Education in the Junior College, (1949), p. 2-4.

on."¹

Technological changes have resulted in the elimination of many lower level jobs and there is a growing training deficiency among 18 to 24 year olds. Employment curves are rocketing upward for men and women in semi-professional occupations. The age of employability is gradually increasing as greater maturity in age and judgment are needed for what is essentially an adult's world of work. If community colleges are to fulfill their responsibility to meet the needs of post-high school youths, they should provide for broad and diversified programs.

Russell makes the point that Michigan needs more opportunity for young people to obtain occupational preparation in college level courses that are not degree length; and that, in general, such programs are best developed in community colleges. He referred to Staff Study No. 1 in which Dr. Martorana recommended an increase in the facilities for occupational preparation in the community colleges. He also pointed out that instruction in such fields is a peculiar function of the community college.²

Responsibility of Industry

Co-operation between industry and educators is essential in all fields of vocational training. That industry is recognizing its responsibility and is facing up to it is shown by the Special Education Subcommittee of the National Association of Manufacturers. In 1952, this committee, consisting of six industrialists and six educationalists from

1. Smedley and Robinson, op. cit., p. 89.

2. John Dale Russell, Institutional Planning for Higher Education in Michigan, Michigan Legislative Study Committee on Higher Education, Staff Study 11, State Capitol, Lansing, Michigan, July, 1958, p. 129-130.

the Education Advisory Council was appointed to focus attention on areas of agreement between education and industry which would serve as a basis for better understanding and more effective cooperation between these groups. In a "Statement Concerning Education in America"¹ which resulted from these deliberations, four basic responsibilities of industry to education are described.

1. The responsibility of Industry for more active participation in the preparation of young people who enter industrial employment has increased each year. A complex industrial society, a multiplicity of jobs, the increasingly urgent need for intelligent citizenship, leave no alternative. Industry is a natural co-partner in the education of tomorrow's full-time adult workers.

Industrial progress results in occupational changes; and no single training program will meet the needs of the nation's industrialized society. Since Industry and Business ultimately employ large numbers of young people it is profitable from the standpoint of Industry and society to equip them with the kind of education which will prepare them adequately for their careers and their civic responsibilities. Industrialists and businessmen can help by cooperating with Education in practical arts courses and vocational and technical courses which are given in the regular school programs.

Education and Industry must go further than merely

1. Special Education Subcommittee of the National Association of Manufacturers. This We Believe About Education In America: A Statement Concerning Education in America, (New York: National Association of Manufacturers, March, 1958, Fifth printing.), p. 1-8.

preparing individuals to enter employment. After people are employed, it must be possible for them to work for promotion and advancement and educators and industrialists, working together, should provide opportunities for continuing education.

2. Industry has an obligation to be intelligently aware of what educators are doing and trying to do; to have a viewpoint, based on factual information, regarding the educational goals and practices of institutions of learning; and to make that viewpoint known for the benefit and encouragement of everybody concerned.

An obvious complementary duty is to give educators better and more attractive opportunities to get acquainted with Industry. The unfamiliarity of educators with what industrialists are doing and are trying to do is as great as Industry's unawareness of Education's problems, objectives, and accomplishments. It is imperative that American Industry should have both the enlightened criticism and confident moral support of Education. If the appraisal of Industry by Education is to be based on sound knowledge, actual observation, and shared experience, Industry must maintain a continuous open house to Education and make its hospitality evident and secure.

Closely related to the purposeful "looking-in" on one group by the other, but meeting additional and different needs, are joint conferences where Education and Industry meet on grounds of common interest. While both educators and industrialists should take the initiative in these ventures,

the fact remains that there certainly is a responsibility on the part of Industry to promote conferences where both Industry and Education can gain through mutual assistance through an exchange of ideas, information, or opinions.

3. Industry has responsibility to Education for moral and spiritual backing against destructive criticism and unwarranted attack. It is the duty of those in Industry to take a firm stand for judicial consideration of documented charges against specific individuals. It is also a duty of industrialists to step in on their own initiative and exert maximum influence to restore tolerance and common sense whenever storms appear which consist primarily of sound and fury.
4. Industry's obligation to Education for the preservation of America's social and economic structure is in itself economic; it involves financial support. Industry must face and accept its responsibility through contributions by individual industrialists to the current operating funds of a private college, leadership in assuring adequate tax money from community or state to maintain good public schools and public institutions of higher learning, and all the variations of responsibilities between these two extremes. Adequate financial support must be provided to keep public and private schools--elementary, secondary, and collegiate--improving in quality and expanding in size at least as fast as the population they serve. It is incumbent on Industry to exercise leadership in finding ways to provide this support, now and for many years to come.

Need of Evaluation

Education does not proceed without special directed effort. The teacher is a leader and guide to the student; a curriculum is a guide to both the teacher and the learner.

The need to evaluate realistically the effects of the educational program has an important place in curriculum development and revision.

Tyler defines the process of evaluation as the process of determining to what extent the educational objectives are actually being realized by the curriculum and instruction.¹ This same idea is set forth by Davis² and Dressel.³

Tyler further supports this conception by stating that educational evaluation involves at least two appraisals--one in the early part of the educational program and the other at some later point so that the change may be measured. Schools and colleges make follow-up studies to get further evidence as to the permanence of the learnings of their graduates. He points out the following six purposes of evaluation:⁴

1. To make a periodic check on the effectiveness of the program.
2. To validate the hypothesis on which the college operates.
3. To provide information basic to effective guidance with individual students.

1. R. W. Tyler, Basic Principles of Curriculum and Instruction, (Chicago, Illinois: University of Chicago Press, 1950), p. 95.

2. H. H. Davis, "Practices in Determining Instructional Activities in Democracy in the Administration of Higher Education", Tenth Yearbook of the John Dewey Society, Edited by H. Benjamin, (New York: Harper and Brothers, 1950), p. 145.

3. P. L. Dressel, "Curriculum Planning", Evaluation in the Basic College, Edited by P. L. Dressel, (New York: Harper and Brothers, 1958), p. 38.

4. Tyler, op. cit., p. 98.

4. To provide a certain psychological security to the staff, the students and the parents.
5. To provide a sound basis for public relations.
6. To help both faculty and students carefully evaluate and see more concretely the direction in which they are moving.

In no other area is the necessity of bringing together the needs of the learner and out-of-school life more apparent than in the field of office training. The educational objectives of the school are most effectively determined when consideration is given to the interests and needs of the learner as preparation for the everchanging conditions of contemporary life outside the school.

Every evaluation has as its objective the desirable outcomes set forth by Collins:

1. Systematic evaluation of student program focuses attention on the defects and successes of the learner and enables the school and the teacher to provide for evident student needs through revised curriculum and well-planned instructional techniques.
2. The basic requirement in evaluation that objectives be clearly defined and stated helps teachers to know what they are trying to appraise, what experiences to provide for students and what evidence of growth they must look for in students.
3. The evaluation of student progress locates the student's deficiencies and immediate reasons for his failures. It also reveals instructional weaknesses and makes it possible for teachers to redirect their efforts to these critical points and thus improve their instruction.

•••••

4. Evaluation places major emphasis on students rather than on subject matter.¹

Evaluations of Office Training

A follow-up of the graduates of Flint Community Junior College from 1953-1956 showed that the distribution of first full-time jobs obtained by students after leaving school was:

45% in clerical and sales

25% in service type occupations

20% in professional and managerial type occupations

the remaining 10% in unskilled, semi-skilled occupations²

This is probably fairly typical of junior college level students and shows the importance of the office training programs.

A. Surveys of Work Performed³

What clerical workers do on the job should, in large measure, be the basis for correlating school instruction with work situations. Many surveys have been made of the work performed by office workers in specific areas to serve as a basis for correlating school instruction with work situations. All indicate that typewriting is the most valuable, though there is some variation in the order of value of other subjects. Kintzel found that typewriting was most valuable, followed by English, office

1. Marion Josephine Collins, Handbook for Office Practice Teachers, (Cincinnati: Southwestern Publishing Company, Monograph 91, 1954), p. 14.

2. Louis A. D'Amico and Marie R. Prah, "A Follow-up of the Educational, Vocational and Activity Pursuits at Flint Junior College from 1953-1956", Junior College Journal, XXIX, (April, 1959), p. 474-477.

machines, shorthand, mathematics and selling; and the subjects considered most neglected were English fundamentals, human relations, office machines, personality development, speech, work experience and mathematics. Subjects workers wished they had taken were business English, office machines, advanced shorthand, advanced typewriting, mathematics and bookkeeping.¹ Cleveland found typewriting, bookkeeping and shorthand were considered most beneficial, and those taken by the largest number were typewriting, shorthand, bookkeeping, secretarial practice and general business.²

Data on the approximate percentage of total time spent by office employees on each of their basic activities provide a pattern of the make-up of office work. This information, which was obtained in a nationwide representative study, helps to identify specifically the basic work operations of the office. The work of typing or writing accounts for nearly one-fourth of all office time. At first, this may sound high but it should be remembered that a great deal of paper work necessitates typing or writing--reports, letters, bulletins, and memorandums, plus the fact that even with office mechanization, typing is required to get much of the data on a card or tape. Calculating is next highest, accounting for 19.5 per cent. Next and in this order come checking, filing, telephoning, duplicating, and mailing. These seven major activities make up nearly 90% of the total office time.

1. Doris Long Kintzel, "A Follow-up Study of the Business Education Graduates at Elwood, Indiana, for the Years 1955, 56, and 57," (M. A. Ball State Teachers College, Muncie, Indiana, 1958).

2. Edna Cleveland, "A Random Survey of Office Employees in Waupun, Wisconsin, Relative to Educational and Employment Experiences," (M. S. Thesis, University of Wisconsin, 1958).

Percentage of Total Time

Typing	24.6%
Calculating	19.5%
Checking	12.3%
Filing	10.2%
Telephoning	8.8%
Duplicating	6.4%
Mailing	5.5%
Other	12.7% ¹

Casebier found that the secretary spends 72% of her time in the performance and application of the major activities: Typewriting, transcribing shorthand notes, taking dictation, taking breaks, using the telephone, handling the mail, conferring with the supervisor, filing and finding, preparing for the day's work and for closing, and composing and typewriting letters.² Potter, in her survey of the work of beginning general clerical workers in large businesses, found that over 85% of the work consists of typing, filing and such non-specialized work as classifying, sorting, checking names and numbers for accuracy; that 50% of the work of experienced and inexperienced clerical workers is spent in typing and non-specialized work; and that typing of forms comprised over 1/3 of the time spent in typing.³

1. George R. Terry, op. cit., p. 5.

2. Virginia Eleanor Casebier, "A Time Study of Activities and Responsibilities of Secretaries with Implications for the Training of Prospective Secretaries." (Unpublished Ph. D. Thesis, Northwestern University, Evanston, Illinois, 1957).

3. Thelma Potter, "An Analysis of the Work of General Clerical Employees," (Ph. D. Thesis, Teachers College, Columbia University, Bureau of Publications, 1944).

B. Surveys of Personality Factors

In a recent survey of ten selected employers of large clerical forces in the San Francisco Bay area, Jenson found that approximately 60% of dismissals were caused by failure of the worker to satisfactorily perform his job. Another 15% of dismissals were due to lack of certain personal qualities in the employees. The remaining 22% were due to absenteeism and tardiness.¹ Edgerton's study showed that only 2.2% of one specific group lost their jobs because of failure in shorthand and only 1.6% because of deficiencies in typing, but as many as 14% lost their jobs because of personality factors.²

Businessmen ask for "an employable personality", though there is considerable variation among businessmen in what they consider constitutes desirable personality. Personality is a matter of behavior rather than mere intention or mental outlook. It is a matter of adjusting to one's environment. There is need for concrete, realistic techniques and devices to use in the classroom. Personalities cannot be polished by preaching. A good personality should enable the individual to establish satisfactory working relations with one's fellow workers and members of his business public.

Liguori found that beginning office workers encountered a variety of problems which, for the most part, were related to job skills, attitude toward work, personal relationships, personal qualities, and office

1. Warren M. Jenson, op. cit., p. 207.

2. Elles, W. Roberts, "More Education for Secretaries", Journal of Business Education, XXXII, (January, 1957), p. 166.

environmental conditions.¹ Holmes found that factors pertaining to job productivity and satisfaction are very important--areas of supervision, situations with fellow office workers, job factors, company policies, and personality and character traits.² He concluded that knowledge of on-the-job relationships with office workers and supervisors, scope of office jobs, promotion and security, company policies and practices, supply economy, housekeeping habits, resourcefulness and initiative, and quality of work expected should be obtained through work experience and school.

Thistlewaite gives the following list of personal qualities which should be developed in the classroom:³

1. Enthusiasm and interest in work.
2. Conscientiousness; pride in work.
3. Industriousness and perseverance.
4. Trustworthiness in handling small details.
5. Ability to work under pressure.
6. Orderliness in planning and working.
7. Willingness to accept responsibility.
8. Punctuality.
9. Cooperation; ability to work with others.
10. Courtesy, tact, and good manners.
11. Ability to see need for self-improvement.

1. Frank E. Liguori, "Problems of Beginning Office Workers," (Unpublished Ph. D. Thesis, University of Pittsburgh, 1955).

2. Walter M. Holmes, "A Study of Office Workers' Attitudes Toward Their Jobs," (Unpublished M. S. Thesis, Kansas State College of Pittsburg, 1958).

3. R. L. Thistlewaite, "Improving Personality in Business Classrooms," Business Education World, XXXV, (December, 1954), p. 18-19.

12. Willingness to accept criticism.
13. Personal grooming, posture and appearance.

C. Surveys of Employment Practices

Employers would do well to use these three criteria in screening workers:

1. They should check the educational institution from which employees graduate.
2. Employers should test--many would do well to include an intelligence test, a special aptitude test and personality test along with achievement tests.
3. Interview.

Hardaway reports a study by Harves Rake which found that 90% of the employers hired office workers without testing and that tests of the remaining 10% were of doubtful value.¹ Rothermel found that about 40% tested clerical applicants and more than 1/2 of these firms used routine letters and straight copy to test typewriting ability and routine letters to test shorthand dictation ability.² Quarve found that most of the firms contacted give some sort of test to office applicants. Typewriting tests were given by 84 firms, shorthand tests by 64 firms and intelligence tests by 34 firms, of the 120 firms covered by her survey.³

The source of employees seems to vary greatly among firms.

1. Mathilde Hardaway and Thomas B. Maier, "Tests and Measurements in Business Education", Second Edition, (Cincinnati: Southwestern Publishing Co., 1952), p. 152.

2. Patricia A. Rothermel, "A Study of the Skill and Knowledge Requirements of Clerical Workers in Oceanside-Carlsbad Area." (Unpublished M. A. Thesis, San Diego State College, California, 1950).

3. Jean M. Quarve, "Selection Procedures of Beginning Office Personnel," (Unpublished M. S. Thesis, University of Wisconsin, 1956).

Spriegel and Dale found that 58% of 628 employers use the State Employment Service.¹ Stehr reported that walk-ins were the most frequent source of employees.² Rodarmel also found that the direct application method of contacting people for employment was most widely used with 68.4% of the firms, and that the workers most difficult to obtain were competent and experienced workers in sales, general office work and stenography.³ Mendell reported that in 320 companies the most satisfactory sources of applicants were newspaper advertising 30%, employment agencies 27%, and employee referrals next. He also reported that the Office Executives Association of New York listed commercial employment agencies first, referrals second, newspaper advertisements third, non-professional employees fourth and schools fifth.⁴

Following employment, a good induction procedure is necessary. It is an attempt to quickly give the new employee a feeling of acceptance, belonging, and security which will aid in dispelling fears ordinarily associated with a new situation. It gives the new employee a feeling of confidence in himself. Mendell states that whatever name is applied to the process of aiding the new employee in his initial adjustment, there is general agreement concerning the crucial nature of the first few days

1. William Spriegel and Alfred C. Dale, "Trends in Personnel Selection and Induction", Personnel, XXX, (1953), p. 384.

2. Bennie William Stehr, "An Investigation of Employment Practices in Selected Oklahoma Cities with Implications for Improvement of Terminal Business Education in the Junior College," (Unpublished Ed. D. Thesis, Colorado State College, Greeley, 1958).

3. Harold L. Rodarmel, "Business Curriculum Recommendations Through a Survey of Business Concerns," (Unpublished M. S. Thesis, Chico State College, California, 1955).

4. Milton M. Mendell, Recruiting and Selecting Office Employees, American Manufacturers Association, Times Square, New York, N. Y.

and weeks. Labor turnover is found to be dependent on good or poor induction. The objectives of the induction process are to create a favorable attitude, establish a sense of belonging and facilitate learning. Co-objectives are to reduce turnover, save time and trouble and reduce grievances. Mendell found that methods of induction which are in current and effective use are company literature, lectures, conferences, visual aids, plant tours, and personal escort.¹

D. Job Satisfaction

In a survey of the satisfactions of the white collar job, Morse found that 54% of those surveyed feel that their job is above average in importance and 17% feel their job is very important, 57% make decisions on the job and 70% would like the opportunity to make more decisions.²

Halsey found that job applicants want self-respect, security, chance for promotion, adequate pay, pleasantness of work and working conditions.³

1. Milton M. Mendell, *op. cit.*

2. Nancy C. Morse, Satisfactions in the White Collar Job, Survey Research Center, Institute of Social Research, (University of Michigan, 1953).

3. George D. Halsey, Selecting and Inducting Employees, (New York: Harper and Brothers, 1951), p. 94

CHAPTER III

METHOD OF INVESTIGATION

The Samples

A. Students:

All students who were enrolled in subjects comprising the office training program at Flint Community Junior College during the second semester of 1959-60 were included in the number surveyed, with the exception of the few absentees on the day the questionnaires were completed. The instructors in the department directed the completion of the questionnaires. Care was taken that only one questionnaire was received from each student, though a student might be in both a typing and shorthand class in which the questionnaire was distributed. Two hundred twenty questionnaires were completed.

B. Employees:

All students who had completed the one or two year course in office training during the past three years and who were known to be still working were contacted by means of a mailed questionnaire. These groups comprised two hundred and six former students. Fourteen were added from the students of the preceding year to make a total of two hundred twenty questionnaires (the same number as was received from students). A cover letter asking the cooperation of the former students and a stamped, return envelope were included with each questionnaire. A total of one hundred ninety-eight replies was received, 90% of the number sent. Many of the former students enclosed letters with their

returns giving additional information about themselves.

C. Employers:

For this part of the study, a list of two hundred twenty employers who were known to have employed junior college students within the last five years was prepared. Questionnaires were sent to these employers, together with a stamped, return envelope and cover letter asking for cooperation in the survey. Returns were received from one hundred eighty-four employers, or 83.6%. The list of employers thus surveyed was composed of employers of a relatively small number of employees, the largest number being 97, as it was felt the large number of employees and the great variation in the offices in the large industrial plants would tend to make the replies too general.

In order to include information regarding employment practices in the large plants in the area, interviews were held with the directors of office personnel in four of the eight major industrial plants. It was felt that, since these plants are all branches of the same corporation, the four would tend to be representative of the employment practices of all.

The Instruments

The development of a single questionnaire which would adequately provide information from the three groups was not considered feasible. Therefore, a questionnaire was developed for each group. Each questionnaire was so constructed as to bring out certain desired information from each group and certain other information common to the three groups or two of the groups.

The basic information around which these questionnaires were constructed was the type of employment which students are interested in entering and whether the ideas which they have in school are realistic

when comparable to the jobs which students secure when they leave school; the technical skills which they develop in school and the correlation between these and the skills actually used on the job; together with personality factors which students believe they possess and the correlation between their ideas and what employers and employees find on the job.

The factors on which information is sought, as listed below, were accepted as appropriate criteria for this study.

I. Students and employees

- a. Type of position
- b. Pay brackets
- c. Employee benefits
- d. Value of subjects taken in college
- e. Duties and skills required
- f. Personality factors

II. Employees and employers

- a. Number of employees
- b. In-service training
- c. Employee benefits
- d. Pay brackets
- e. Duties and skills required
- f. Personality factors
- g. Deficiencies found in training
- h. Opportunity for advancement

A. Questionnaire prepared for Students

This questionnaire was directed to the 1959-60 students in the office training classes at Flint Community Junior College. Since it was administered to the classes by the instructors within the department, it was possible to secure almost complete coverage of the students, the

exceptions being the few absentees on the particular day given.

The purpose of the questionnaire was to determine the ideas of the students as to what working conditions they expect to find on their first jobs and what office skills they expect to use. The students who had worked either full time or part time would naturally have a more realistic concept of what will be expected of them on the job.

B. Questionnaire prepared for Employees

This questionnaire was directed to former students at Flint Community Junior College who are now working. The majority of these students completed a one or two year course within the last three years, with only fourteen from the fourth year back.

This group was chosen because it was felt their school experience was recent enough to be fresh in mind and their recent work experience would give them a somewhat objective view of their school training. It was also felt that these former students had been beginning workers recently enough so that their remembrance of difficulties they encountered and deficiencies they felt in their training would be of value in evaluating the present school program.

C. Questionnaire prepared for Employers

This questionnaire was directed to a list of employers of junior college students within the past five years. The list included lawyers, doctors, insurance agencies, city civil service, utilities, wholesale companies, small manufacturers, etc.

The responses sought were conditions of employment within these representative organizations, and their ideas regarding beginning workers in general, not exclusively those from Flint Community Junior College.

D. Interviews with Directors of Office Personnel

Many of our students do find employment in the large manufacturing plants in the area. It was felt that, where hundreds of girls are employed in a variety of offices within the organization, it would be difficult to secure questionnaire responses which would be representative of the industry. Therefore, interviews were held with the Director of Office Personnel in four of the major plants in the area, to ascertain general employment conditions within the industry. Since the eight major plants within the area are all parts of the same corporation, it was felt four would be representative of all.

Procedure for Collecting Data

Questionnaires prepared by the students were completed in the classes comprising the office training courses, with the assistance of the instructors in the department. The questionnaires for employees and employers were mailed, with a cover letter and a stamped, return envelope enclosed with each. Most of those which were returned came within a two weeks period.

Procedure for Analysis of the Data

The data gathered from this study included facts, opinions and judgments of students, former students and employers. As far as possible the questionnaires were coded for key-punching prior to having them duplicated. The questions to which a free listing was made were coded after they were returned. All questionnaires were then key-punched and the data sorted for each group before composite replies were attempted. No single type of analysis seemed applicable to all parts of the study. As a result, each part was evaluated separately and, where it seem appropriate, findings from two or three sections were considered comparatively.

For the students, the curriculum in which enrolled fell into two major groups; Secretarial and General Business. A few scattered ones in Business Machines, Business Co-op and Accounting were put in the "General Business" grouping. The job titles of employees also were scattered, but could be classified into the same two major groupings.

CHAPTER IV

ANALYSIS OF THE DATA

The Problem

Business education is constantly in need of a flow of information concerning current business practices, conditions and thought. Only through an exchange of information and understanding of purposes can educators make adjustments in the curriculum and revision in the subject matter to improve and make realistic the development of marketable skills for those who plan to enter business, and aid in the development of the student as a contributing member of society.

This study is concerned with an evaluation of the effectiveness of the office training program at Flint Community Junior College as a basis for making improvements in course content and curricula.

Methodology

Data were gathered from students, former students and employers by means of three questionnaires, one prepared for each group. The replies from these questionnaires were key-punched and the data sorted for each group in categories to provide the information sought.

Part A which follows is the tabulated report of students in respect to the two major groupings of "Secretarial" and "General Business" in which the replies seemed to fall. Part B is the tabulated report of employees in the same two major groups. However, there was no clear

distinction between the groups. Many of the students in Part A are taking courses which are primarily considered secretarial even though they listed their course as "General Business". The same thing is true of Part B. There is no clear cut division of the different job classifications among employees. A considerable number of those who come under the "General Business" classification use their shorthand to some extent.

Part C is a comparison of the replies of the student group and the employee group to show the difference between conditions which employees expect and the realities they will probably find on the job.

Part D is the tabulated report of employers in respect to the jobs performed and skills required of employees. This is supplemented by a report of interviews with directors of office personnel in several of the major plants.

Part E is a comparison of the replies of the employee group and the employer group.

Part A. Analysis of Questionnaires of Students

Of the two hundred and twenty-two questionnaires received from students now in school most replies to the first question "In what curriculum are you now enrolled?" were either "secretarial", "business", or "general business" with three designating "Accounting", four "Business Education", two "Business Machines", and four "Business Co-op". For purposes of tabulation, the replies were divided into the two main groups of "Secretarial" and "General Business", as follows:

Table I
Curriculum of Students

	Number of Students	Per Cent
Secretarial	60	27.2%
General Business	$\frac{162}{222}$	$\frac{72.8\%}{100\%}$

The response to the second question, "Have you had any office experience?" shows the number who have worked. The ones who said they had worked full time indicate that there was a period of at least a year between their high school and college as it was indicated in the instructions that anyone who worked on a temporary job during the summer, even though full time, should consider it as part-time employment.

A summarization of these responses follows:

Table II
Previous Office Experience of Students

	Full-time			Part-time		
	Number	% Yes	% No	Number	% Yes	% No
Secretarial	15	25	75	24	40	60
General Business	16	9.9	90.1	65	40.1	59.9

This indicates that a relatively small percentage of our students have had full-time office experience. The number of secretarial students who have had full-time experience may possibly be explained by the number who, after starting work following high school graduation, find that they need additional training to secure a better position. It is interesting that a much larger percentage of secretarial students have had full-time experience than general business students though the percentages of part-

time experience are approximately the same.

The number who have had part-time experience may be explained by the number who are enrolled on the business co-operative program and whose supervised work-experience is part of their program.

Of the 89 who have had part-time office experience, 65 or 73% are currently enrolled in Business Co-op; only 24 or 27% of those with part-time experience are not on the supervised program.

The type of previous office experience is listed in Table III. Fourteen of those who had some office experience had had 3 jobs, twenty-three had had 2 jobs, the others one each.

Table III

Types of Jobs Previously Held

Office Assistant or general office		56
Secretary:	Unstated	19
	Insurance	6
	School	7
	Law	4
	Church	3
		39
Typist		18
Accounting or bookkeeping		14
Receptionist in doctor or dentist office		10

The fourth question as to how long students expect to work is not greatly significant as it is a matter of guess for the students. It was included in the questionnaire because one of the verbal criticisms so frequently heard from employers is the rate of turnover of young workers. The tabulation is as follows:

Table IV

Time Students Expect to Work

	Not over 1 year		1-3 years		Indefinitely		No idea	
	Number	%	Number	%	Number	%	Number	%
Secretarial	0	0	10	16.7	22	36.3	28	46.7
General Business	5	3.1	39	24.1	66	40.7	52	32.1

The size office in which students wish to work also is a matter of opinion since most of them have had no experience or very limited experience, usually in a small office. Some, however, have very definite ideas of getting into one of the plant offices and others have as definite ideas of wanting a smaller office where there is more variety in the work. The tabulation is as follows:

Table V

Size of Office Preferred

	1 girl		1 to 5		5 to 20		Over 20		No Preference	
	Number	%	Number	%	Number	%	Number	%	Number	%
Secretarial	3	5	14	23.3	23	38.3	5	8.3	15	25
General Bus.	19	11.7	49	30.2	42	25.9	11	6.9	41	25.3

It should be noted that the preference for both groups is an office employing between five and twenty; that a relatively small percentage are definitely interested in working in a large office. One-fourth of each group indicated no preference.

The question of employee benefits expected was inserted to determine the extent to which students are aware of the "fringe" benefits which have become a part of the pay of the average employee. A comparison may be made of what students consider desirable benefits and those which are found in the typical office. To each part of this question

there was a number of "No answer" replies, indicating some students were not familiar with the benefits and had not given them thought.

It is noticed that the groups are almost universally concerned with vacation. The second benefit considered important by both groups is "Hospitalization" and the next three for both groups are "Sick Leave", "Coffee Breaks" and "Unemployment Compensation". They are less concerned with "Retirement"; probably because it seems very distant to them at this time.

The percentages of the "No Reply" for "Unemployment" and "Disability Insurance" are significant because they probably indicate lack of knowledge of the state laws which require employee benefits of this type.

Table VI

Employee Benefits

	Secretarial		General Business		No Answer Number
	Number	%	Number	%	
Vacation	58	96.7	157	96.9	7
Sick Leave	53	88.3	131	80.8	38
Hospitalization-		91.7	133	82.1	34
Blue Cross	55				
Other	3	5	5	3	
Retirement	35	58.3	103	63.6	84
Unemployment	52	86.7	115	70.9	55
Disability Insurance	43	71.7	62	38.3	117
Rest Periods	31	51.7	39	24.1	152
Coffee breaks	53	88.3	115	70.9	54
No Restrictions	4	6.7	3	1.8	215

The question regarding pay was inserted so that a comparison might be made between student expectancy and job reality.

Table VII

Pay Bracket

	Secretarial		General Business	
	Number	%	Number	%
Over \$75	18	30	78	48.1
\$65 - \$75	18	30	24	14.8
\$50 - \$65	19	31.7	44	27.2
Less than \$50	0	0	10	6.2
Pay less important than job	5	8.3	6	3.7

The following two tables show the value placed by the students on the subjects they have taken. Table VIII a shows a comparison of the percentage values of the two groups for the various subjects.

It should be noted that over 50% considered shorthand very valuable even though they are on a General Business course. Accounting and Business Machines are considered much more valuable by the General Business students than by the Secretarial students.

Table VIII a.
Estimated Value of Subjects Taken --- Secretarial

	Have Taken		Now Taking		Plan to Take		Very Val.		Some Val.		No Value		Wish Not Taken Number
	No.	\$	No.	\$	No.	\$	No.	\$	No.	\$	No.	\$	
Advanced Shorthand	25	42	25	42	10	17	45	75	14	24	1	2	0
Advanced Typing	25	42	27	45	8	13	45	75	15	45	3	5	0
Accounting - 1 sem.	8	13	3	5	10	17	8	13	15	25	2	3	0
1 yr.	2	3	4	7	2	3	1	2	2	3	0	0	0
1½ yr.	0		0		0		0		3	5	1	2	0
2 yr.	1	2	0		1	2	3	5	3	5	1	2	0
Introduction to Business	20	33	2	3	9	15	8	13	25	42	6	10	6
Business Math	4	7	6	10	6	10	6	10	20	33	0	0	0
Business Correspondence	8	13	5	8	20	33	18	30	17	28	0	0	0
Sales	0		0		0		2	3	6	10	3	5	0
Business Machines - Basic	9	15	10	17	15	25	16	27	10	17	1	2	0
Sec.	15	25	15	25	10	17	25	42	10	17	2	3	0
Adv.	0		5	8	4	7	9	15	4	7	3	5	0
Business Law	3	5	3	5	7	12	8	13	10	17	5	8	0
Office Management	6	10	10	17	15	25	25	42	15	25	0	0	0
Business Co-op	24	40	35	58	3	5	25	42	20	33	1	2	0

Table VIII b.

Estimated Value of Subjects Taken -- General Business

	Have Taken		Now Taking		Plan to Take		Very Val.		Some Val.		No Value		Wish Not Taken Number
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Advanced Shorthand	61	38	29	18	16	10	84	52	31	19	6	4	2
Advanced Typing	99	61	29	18	16	10	125	77	14	9	0		1
Accounting - 1 sem.	32	20	9	6	5	3	21	13	30	13	3	2	1
1 yr.	52	32	12	7	16	10	28	17	37	23	3	2	2
1½ yr.	37	23	37	23	4	2	22	14	9	6	0		1
2 yr.	4	3	32	18	16	10	41	25	9	5	0		0
Introduction to Business	26	16	9	5	6	4	10	6	32	20	2	1	2
Business Math	76	47	8	5	10	6	35	22	60	37	4	3	0
Business Correspondence	4	3	2	1	17	11	14	9	15	9	1	1	0
Sales	5	3	13	8	8	5	12	8	28	17	6	4	0
Business Machines - Basic	72	44	61	38	10	6	96	59	31	19	1	1	0
Sec.	50	31	69	43	9	5	88	54	31	19	0		0
Adv.	4	3	5	3	9	5	14	9	6	4	0		0
Business Law	25	15	19	12	19	12	20	12	35	22	36	22	4
Office Management	3	2	3	2	14	9	12	7	15	9	0		2
Business Co-op	13	8	123	76	8	5	122	75	19	18	2	.01	0

Table VIII c.

Percentage Comparison of Subjects
Secretarial and General Business

	Very Valuable		Some Value		No Value	
	Sec.	Gen. Bus.	Sec.	Gen. Bus.	Sec.	Gen. Bus.
Advanced Shorthand	75	52	24	19	1	4
Advanced Typing	75	77	20	9	5	
Accounting - 1 sem.	13	13	25	13	3	2
1 year	2	17	3	23		2
1½ years	0	14	5	6	02	
2 years	5	25	5	5	02	
Introduction to Business	13	6	42	20	10	1
Business Math	10	22	33	37		3
Business Correspondence	30	9	28	9		1
Sales	3	8	10	17	5	4
Business Machines - Basic	27	59	17	19	2	1
Sec.	42	54	17	19	3	
Adv.	15	9	7	4	5	
Business Law	13	12	17	22	8	2
Office Management	42	7	25	9		1
Business Co-op	42	75	33	18	2	

For the type of job preferred, many students checked more than one, such as Secretary and Stenographer, or Typist and General Clerical. It is interesting that 42% of the General Clerical group are interested in secretarial jobs and 17% in a stenographic position. The largest group in General Business are interested in Receptionist work, which is unrealistic for employment in this area. General Motors, the major

employing company in Flint, has no such job classification, and with the exception of doctors' and dentists' offices, there are no jobs of that type available.

Table IX

	Type of Job Wanted			
	Secretary	%	General Bus.	%
Secretary	40	67	68	42
Stenographer	19	30	28	17
Typist	25	41	72	44
Machine Operator	15	25	68	42
Receptionist	25	41	79	49
Bookkeeper	8	13	12	7
General Clerical	8	13	66	41

In this question students were asked to make a list of duties which they expect to encounter on the job. It was a free listing; that is, no check list from which they were to make a selection. Some listed only one or two items, others listed six or eight. Many listed only typing, shorthand and telephone, or typing, shorthand and filing. Typing was listed by the largest number for both groups. In the "Secretarial" group shorthand dictation was listed by the second largest number, but that was only 58%. Aside from Typing, the "General Business" group listed no other duty frequently enough to make it significant. One reply left nothing to chance, as it listed "Almost anything."

Table X

List of Duties Expected

	Secretarial		General Business	
	Number	%	Number	%
Typing	40	67	73	45
Shorthand dictation	35	58	40	25
Filing	29	48	50	31
Telephone	20	33	43	27
Receptionist	16	27	26	16
Office Machines	14	23	26	16
Bookkeeping	6	10	37	23
Reports	6	10	3	2
Mailing	5	8	2	2
Money	3	5	7	4
Correspondence	0		1	6
Billing	0		1	6
Proofreading	0		0	

The following table shows the results of the check list of what students expect to use on the job. It shows much more realism in student's expectations than the free listing which they made. The number who expect to use mathematical skills is rather surprising for both groups.

Table XIa.

Skills Students Expect to Use

	Secretarial		General Business	
	No.	%	No.	%
Shorthand: Daily	35	58	23	14
2 or 3 times a week	15	25	48	30
Seldom	5	8	32	20
Never	5	8	38	24
Typing: Transcribe notes	50	83	71	44
Straight copy typed	40	67	100	62
Straight copy handwritten	40	67	83	51
Tabulations	48	80	106	65
Envelopes	55	92	137	85
Invoices	40	67	111	69
Fill in	48	80	116	72
Cards	40	67	104	64
Dictation records	35	58	52	32
Dictation typewriter			22	14
Compose letters	40	67	85	52
Legal documents	25	42	54	33
Handwriting: read by yourself	35	58	70	43
read by others	35	58	103	64
read by outsiders	6	10	63	39
Adding	36	60	140	86
Subtracting	35	60	136	84
Multiplication	40	67	126	78
Division	33	55	106	65
Percentage	30	50	79	49

	Secretarial		General Business	
	No.	%	No.	%
Discounts	20	33	80	49
Checking others	15	25	59	36
Posting accounts receivable	21	35	61	38
Posting accounts payable	20	33	58	36
Cash records	18	30	57	35
Petty cash	21	35	55	34
Reconciling bank accounts	20	33	48	20
Making bank deposits	30	50	78	48
Receiving money and change	24	40	81	50
Full key	30	50	80	49
10 key	40	67	117	72
Automatic calculators	16	27	53	33
Key driven calculators	14	23	21	13
Dictaphone	40	67	84	52
Electric typewriter	50	83	106	65
Manual typewriter	40	67	125	77
Telephone	50	83	145	89
Telephone switchboard	5	8	32	20
Cash register	15	25	43	27
Bookkeeping machine	14	23	56	35
Key punch	13	22	28	17
Filing: Alphabetic	52	87	137	85
Numeric	23	38	69	43
Subject	27	45	60	37
Cards	15	25	65	40
Other	3	5	19	12

The ten skills which most students expect to use, listed in the order of frequency, are as follows:

Table XIb.

Frequency of Skills

Secretarial Skill	%	General Business Skill	%
Envelopes	92	Telephone	89
Alphabetic filing	87	Adding	86
Telephone	83	Alphabetic filing	85
Electric typewriter	83	Envelopes	85
Transcribe notes	83	Subtraction	84
Tabulations	80	Multiplication	78
Type fill-ins	80	Manual typewriter	77
Manual typewriter	67	Type fill-ins	72
Type cards	67	10-Key Adding machine	72
Type Invoices	67	Type Invoices	69

The majority of students evidently expected no difficulty in getting along with their fellow workers. However, nine, or 15%, of the secretarial students, and eleven, or 7%, of the general business students thought they might have difficulty with speed in doing work; and 33% of the Secretarial and 51.8% of the General Business thought they might possibly have difficulty.

Table XII

Secretarial

	Number Yes	%	Number No	%	Number Possibly	%
Trouble getting along with fellow employees	6	10	54	90	0	0
Trouble with speed in doing work	9	15	31	35	20	33

General Business

	Number Yes	%	Number No	%	Number Possibly	%
Trouble getting along with fellow employees	4	2.5	158	97.5	0	0
Trouble with speed in doing work	11	7	65	41.2	85	51.8

Students in general thought they would have no difficulty with most personality factors. However, thirty, or 19%, of the general business students thought they might have difficulty expressing themselves and 7% thought they might have difficulty with "Ability to behave on basis of reason rather than emotions."

Table XIIa.

Personality Factors

Secretarial

	Number Yes	%	Number No	%	Number Perhaps	%	Number Answer	No %
Consideration for others	2	3	54	90	0		4	7
Understanding of correct social usage	2	3	39	65	15	25	4	7
Ability to get along with people	2	3	51	85	2	3	5	8
Ability to express yourself in speaking or writing	9	15	19	32	30	50	2	3
Personal grooming	0		50	83	6	10	4	7
Ability to plan and carry through work without direction	5	8	35	58	17	28	3	5
Ability to take responsibility	2	3	43	72	10	17	5	8
Initiative	3	5	49	82	5	8	3	5
Adaptability	0		45	75	10	17	5	8
Good natured-pleasant	2	3	45	75	7	12	6	10
Desire to give full value in service for pay received	0		54	90	0	0	6	10
Ability to behave on basis of reason rather than emotions	3	5	46	77	6	10	5	8
Absenteeism	2	2	53	88	0	0	5	8
Tardiness	2	2	48	84	0	0	10	8

Table XIIb

Personality Factors

General Business

	Number Yes	%	Number No	%	Number Perhaps	%	Number Answer	No %
Consideration for others	1	6	147	91	10	6	4	2
Understanding of social usage	7	4	110	68	39	24	6	4
Ability to get along with people	2	1	151	93	5	3	4	2
Ability to express yourself in speaking or writing	30	19	52	32	78	48	2	1
Personal grooming	3	2	156	96	0		3	2
Ability to plan and carry through work without direction	9	6	94	58	55	34	4	2
Ability to take responsibility	4	2	128	79	27	17	3	2
Initiative	2	1	131	81	22	14	7	4
Adaptability	2	1	117	72	35	22	8	5
Good natured-pleasant	3	2	124	77	24	15	11	7
Desire to give full value in service for pay received	5	3	137	85	11	7	9	6
Ability to behave on basis of reason rather than emotions	11	7	119	73	25	15	7	4
Absenteeism	3	2	148	91	6	4	5	3
Tardiness	3	2	135	84	7	5	15	9

Part B. Report of Former Students Who Are Now Employed

Two hundred twenty questionnaires were mailed to students from the office training programs at Flint Community Junior College within the last three years, who either graduated from the two-year course or took a one-year course at Junior College and then took a full-time position. This group was chosen because their school experience was recent enough to be very realistic to them and they are now employed so they could make the correlation between their school and work experience. Those who have married and are not working at present were not sent questionnaires. Of the two hundred twenty questionnaires sent out, one hundred ninety-eight, or 90%, replies were received. The tabulation in regard to the length of time these former students have been working shows fairly even distribution in the four groups.

Table XIII

Length of time working

	Secretarial		General Business	
	Number	%	Number	%
Less than 6 months	20	20	30	30.5
Between 6 months and 1 year	33	33	28	28.6
Between 1 year and 2 years	25	25	10	10.6
Over 2 years	22	22	30	30.5

The job titles of these employees shows considerable variation and in some instances doesn't indicate very clearly the type of work which is actually done. A tabulation of the grouping follows:

Table XIV

Present Job Title			
Secretarial	Number	General Business	Number
Secretary	45	Clerk	12
Executive secretary	1	Senior Clerk	5
Medical secretary	9	Clerk typist	19
Legal secretary	4	Credit Information clerk	1
Stenographer	25	Test Center clerk	1
Stenographer-typist	13	Order clerk	1
Stenographer-bookkeeper	2	Clerk dispatcher	1
Office Manager	1	Typist	22
		Typist-Receptionist	1
		Bookkeeper	14
		Accountant	1
		Account clerk	1
		Ekkg. Machine Operator	1
		Tabulator Operator	2
		Teller	1
		Supervisor Special Reports	1
		General office work	13
		No actual title, does different things	1

Fifty-five of the secretarial group and fifty-six of the general office group indicated this was their first full-time position and forty-five of the secretarial group and forty-two of the general office group said they had had other full time work

The positions they have had since leaving school covers much the

same range as the present position held and in all instances the position held is an upgrading from the previous one. For example, one questionnaire listed three former positions but they were all in the same company, being promoted from clerk to stenographer and then to secretary.

The number who had held as many as three former jobs was surprising, although a number had worked full time before entering Junior College; one listed waitress as a former job and a number listed sales work. Of the group of 62 who had held previous full-time jobs, 30 had held three jobs, 18 two jobs and 14 one job.

The number of other employees in the office ranged from 13% in a "one-girl" office, to the largest office in the survey which had 97. They fall in the following range:

Table XV

Size of Office

	Number	%
"One girl" office	26	13.13
Less than 5	82	41.41
Between 5 and 20	68	34.34
Over 20	22	11.11

Apparently slightly more of those in the Secretarial group felt their jobs provided opportunity for advancement than was true of the General Business group of employees.

Table XVI

Opportunity for Advancement

	Secretarial		General Business	
	Number	%	Number	%
Excellent	26	26	14	14
Frequent	27	27	28	29
Very little	32	32	44	45
None	14	14	10	10
No answer	1	1	2	2

The In-service training given for both groups is largely direct instruction from either the employer or the immediate supervisor. A fairly large number use office manuals, 54% for the secretarial group and 39% for the general business group. It would be worthwhile to know how recently these office manuals have been revised. Also a fairly large group encourage their employees to take evening classes; 44% of the Secretarial and 28% of the General Business, many of the companies paying the tuition for the classes taken. Only a small number hold regular classes for their employees. This may be explained by the large number of employees contacted who work in an office with a relatively small number of employees; 54.5% less than 5 and 89% less than 20.

Table XVII

In-Service Training

	Secretarial		General Business	
	Number	%	Number	%
Office Manuals	54	54	38	39
Regular classes for employees	8	8	10	10
Training given by supervisor for specific jobs	38	38	52	53
Directions for jobs given by employer	75	75	54	55
Encouraged to take evening classes by paying tuition	18	18	18	18
Encouraged to take evening classes without financial benefit	26	26	10	10
No training of any kind	6	6	10	10

It is gratifying from the standpoint of placing these students in the position best suited to their abilities, that most of them like their jobs very much. This would indicate that they have made a satisfactory job adjustment. The secretarial group have evidently had more satisfactory placement in general than the general business group.

Table XVIII

Personal Feeling About Job

	Secretarial		General Business	
	Number	%	Number	%
Like it very much	79	79	56	57.2
Like it moderately well	20	20	28	28.6
Just another job	0		0	
Dislike it	0		4	4.1
Would leave if had an opportunity	1	1	10	10.1

Of the secretarial group, 54% felt that the employer had defined the responsibilities of the job very well when they were hired and 42% felt it was defined only fairly well. Of the general business group only 39% felt the job was defined very well and 51% only fairly well. This may reflect the great variety of jobs which are classified under clerical, which leads to indefiniteness in explaining job assignments when no regular job description is available.

Table XIX

Responsibilities of Job Defined to Employee when Hired

	Secretarial		General Business	
	Number	%	Number	%
Defined very well. Just what I expected	54	54	38	39
Defined fairly well. Job is approximately as expected	42	42	50	51
Defined poorly. Many jobs expected which I did not expect	2	2	8	8
My duties are not at all what I expected	2	2	2	2

The employee benefits which employees say are provided seems to indicate that employees are not always aware of these benefits. Only 26% of the Secretarial group and 44% of the General Business are aware that "Unemployment Compensation" is a legal requirement of all employers of more than four persons.

Table XX

Employee Benefits

	Secretarial		General Business	
	Number	%	Number	%
Vacation	90	90	92	94
Sick leave	63	63	76	78
Hospitalization	60	60	68	69
Retirement	48	48	58	59
Unemployment Compensation	26	26	44	45
Disability Insurance	32	32	42	43
Rest periods	32	32	32	33
Coffee breaks	75	75	80	82
No restrictions on time taken from job	30	30	16	16

The pay bracket of the employees shows that a higher percentage of the Secretarial group are in the top pay brackets and a lower percentage in the bottom bracket than in the General Business group

Table XXI

Pay Bracket

	Secretarial		General Business	
	Number	%	Number	%
Over 75	30	30	20	20
\$65 - \$75	18	18	18	18
\$50 - \$65	44	44	40	41
Less than \$50	8	8	20	20

Employees generally did not consider their personal relations with other workers caused difficulty. The number reporting "can't get

along" was very negligible and those with "occasional conflicts" was probably not a significant number.

Table XXII

Relations with Fellow Workers

	Secretarial		General Business	
	Number	%	Number	%
Employer - very friendly	50	50	36	37
friendly	36	36	40	41
occasional conflicts	4	4	6	6
can't get along	0		0	
no contact	10	10	16	16
Immediate supervisor - very friendly	42	42	42	43
friendly	53	53	48	49
occasional conflicts	4	4	8	8
can't get along	1	1	0	
no contact	0		0	
Fellow workers - very friendly	66	66	50	51
friendly	24	24	42	43
occasional conflicts	10	10	4	4
can't get along	0		2	2
no contact	0		0	
Other workers - very friendly	36	36	32	33
friendly	50	50	58	59
occasional conflicts	14	14	6	6
can't get along	0		0	
no contact	0		2	2

The following two tables show which subjects taken in junior college were considered most valuable and least valuable on the job. As would be expected, there is considerable difference in subject value between the "Secretarial" and "General Business" employees. The ones considered most valuable will, of course, be influenced by the exact type of work being done. Advanced Typing, however, is considered most valuable by both groups.

Table XXIIIa.

Estimated Value of Subjects Taken -- Employees

	Secretarial							
	Very Valuable		Some Value		No Value		Wish not Taken	
	Number	%	Number	%	Number	%	Number	%
Advanced Shorthand	52	52	34	34	4	4	0	
Advanced Typing	76	76	20	20	0		0	
Accounting - 1 sem.	8	8	18	18	4	4	0	
1 year	2	2	12	12	8	8	2	2
1½ years	2	2	0		0		0	
2 years	4	4	4	4	2	2	0	
Introduction to Bus.	14	14	24	24	18	18	4	4
Business Math	6	6	10	10	0		0	
Business Corres.	24	24	14	14	2	2	0	
Sales	4	4	6	6	0		0	
Bus. Machines - Basic	16	16	14	14	0		0	
Sec	20	20	20	20	0		2	2
Adv	6	6	6	6	4	4	0	
Business Law	6	6	2	2	4	4	2	2
Office Management	34	34	20	20	4	4	2	2
Business Co-op	71	71	10	10	4	4	0	

Table XXIIIb.

Value of Subjects Taken -- Employees

	General Business							
	Very Valuable		Some Value		No Value		Wish not taken	
	Number	%	Number	%	Number	%	Number	%
Advanced Shorthand	14	14.3	14	14.3	14	14.3	0	
Advanced Typing	42	42.9	22	22.5	6	6.1	16	16.3
Accounting - 1 sem	20	20.5	6	6.1	2	2.0	0	
1 year	18	18.4	4	4.1	8	8.2	0	
1½ years	0		2	2.0	2	2.0	0	
2 years	0		2	2.0	4	4.1	0	
Introduction to Bus.	16	16.3	18	18.4	10	10.3	2	2.0
Business Math	18	18.4	12	12.3	0		0	
Business Corres.	18	18.4	6	6.1	0		0	
Sales	0		0		0		0	
Business Machines - Bas	7	7.1	6	6.1	0		0	
Sec 20		20.5	12	12.3	2	2.0	0	
Adv 8		8.2	4	4.1	6	6.1	0	
Business Law	0		6	6.1	4	4.1	0	
Office Management	33	36.7	16	16.4	6	6.1	3	3.0
Business Co-op	22	22.6	14	14.3	0		0	

Table XXIIIb shows the percentage comparison of values which employees placed on subjects which they had taken in college.

Table XXIIIc

Comparison of Percentage Value of Subjects Taken

	Very Valuable		Some Value		No Value	
	Sec.	Gen. Bus.	Sec.	Gen. Bus.	Sec.	Gen. Bus.
Advanced Shorthand	52	14.3	34	14.3	4	14.3
Advanced Typing	76	42.9	20	22.5	0	6.1
Accounting - 1 semester	8	18.4	18	6.1	4	2.0
1 year	2	18.4	12	4.1	8	8.2
1½ years	2	0	0	2.0	0	2.0
2 years	4	0	4	2.0	2	4.1
Introduction to Business	14	16.3	24	18.4	18	10.3
Business Math	6	18.4	10	12.3	0	0
Business Correspondence	24	18.4	14	6.1	2	0
Sales	4	0	6	0	0	0
Business Machines - Basic	16	7.1	14	6.1	0	0
Sec.	20	20.5	20	12.3	0	2
Adv.	6	8.2	6	4.1	4	6.1
Business Law	6	0	2	6.1	4	4.1
Office Management	34	36.7	20	16.4	4	6.1
Business Co-op	71	22.6	10	14.3	4	0

Many students did not fill in the part of the questionnaire listing subjects they wish they had taken in college. However, those who did gave some replies which may be significant and of assistance in counseling students on subjects which may be most beneficial to them. The greatest number who filled this in wished they had taken Shorthand, and a close second to that was Accounting. One wrote on her questionnaire, "If I had taken accounting I would be making much more money."

Eight employees wished they had taken Business Correspondence and several wished for more English. One wished for more spelling and grammar, which is understandable as she misspelled "grammar". One who wished she had taken Business Machines wrote that she "wouldn't use it but basic knowledge is beneficial". The tabulation follows:

Table XXIV

Subjects Employees Wish They Had Taken			
Shorthand	10	Business Math	2
Accounting	9	More typing	2
Business Correspondence	8	Speech	2
English	3	Introduction to Business	2
Anatomy & Physiology	3	Sales	2
Business Machines	3	Comptometry	2
Business Law	3	Human Relations	2
Office Management	2	Economics	1

Twelve "Secretarial" employees and four "General Business" said they had personal problems. These were a matter of personal adjustment with the people with whom they work. One wrote "For the most part personal problems have to be worked out for oneself. Yet in working among different types of people one must adjust accordingly. Anyway that school can make students aware of this problem and guide them toward possible solutions would be most helpful. I find this to be continual adjustment."

One wrote "We are a very close knit office, perhaps too much so. Two of the attorneys are young and unmarried and so am I. This proved to be a great problem for a while and still is at times. School couldn't have prepared me."

Twenty-four "Secretarial" and sixteen "General Business" said they had some difficulty with "Job Ability". Several said they needed more shorthand ability and several more typing. Three needed more knowledge of filing; one said she had difficulty in planning work. One said "My only problem is spelling and grammar. You really don't realize how important it is until you start working." One said she had difficulty expressing herself. One said the possibility of taking evening classes to improve on the job should be stressed.

A small number, six "Secretarial" employees and eight "General Business" employees, indicated that they had difficulty in doing their work rapidly enough to satisfy requirements.

Table XXV

Personal Problems on the Job

	Secretarial		General Business	
	Number	%	Number	%
Personal Adjustment	12	12	4	4
Job Ability	24	24	16	16.3
Speed in doing work	6	6	8	8.1

The following tabulation shows the number and percentage of the various skills which employees use on their particular jobs.

Table XXVI

Skills Used on the Job

	Secretarial		General Business	
	Number	%	Number	%
Shorthand: Daily	36	36	6	6
2 or 3 times	26	26	8	8
Seldom	16	16	22	22
Never	10	10	62	63

	Secretarial		General Business	
	Number	%	Number	%
Speed 120	8	8	0	0
100 - 120	16	16	4	4
80 - 100	30	30	22	22
60 - 80	34	34	6	6
Typing speed: over 60	18	18	15	15
50 - 60	33	33	31	31
40 - 50	37	37	28	28
Speed not important	12	12	26	26
Typing skills: transcribe notes	84	84	30	31
Straight typed copy	80	80	46	47
Handwritten copy	78	78	48	49
Tabulations	76	76	40	41
Envelopes	84	84	64	65
Invoices	36	36	34	35
Fill-in forms	90	90	54	55
Cards	86	86	48	49
Dictation records	22	22	2	2
Dictation at typewriter	36	36	12	12
Compose letters	82	82	34	35
Legal documents	30	30	10	10
Handwriting: Read by self	44	44	12	12
Read by outsiders	32	32	24	24
Mathematical Computations: Adding	64	64	74	76
Subtracting	64	64	68	69
Multiplication	52	52	58	59
Division	46	46	50	51
Percentage	42	42	38	39

	Secretarial		General Business	
	Number	%	Number	%
Discounts	24	24	30	31
Checking	38	38	44	45
Others	2	2	14	14
Posting Accounts Receivable	28	28	34	35
Posting Accounts Payable	22	22	26	27
Cash Records	34	34	22	22
Petty Cash	28	28	18	18
Reconciling bank account	20	20	14	14
Bank deposits	42	42	22	22
Money and change	44	44	30	31
Full key	48	48	56	57
10-key	30	30	32	33
Automatic calculator	14	14	26	27
Key driven calculator	0		0	
Dictaphone	22	22	4	4
Electric typewriter	64	64	40	41
Manual typewriter	62	62	58	59
Telephone	92	92	86	88
Telephone switchboard	10	10	20	20
Cash register	4	4	4	4
Bookkeeping machine	2	2	16	16
Key Punch	4	4	4	4
Filing: Alphabetic	88	88	72	73
Number	60	60	58	59
Cards	50	50	36	37
Subject	32	32	26	27
Other	10	10	10	10

The two following tables show the evaluation employees place on factors of their own personality. It is noticeable that a fairly large number of the "Secretarial" group find difficulty in expressing themselves adequately. The second factor causing difficulty is "ability to behave on basis of reason rather than emotions". In the "General Business" group, personal grooming is the factor causing the most difficulty.

Table XXVIIc shows a comparison of the "Secretarial" employees and "General Business" employees in their evaluation of their personality factors. It is noticeable that a much larger percentage indicate that "perhaps" they have difficulty, than the number who admit definitely that they are deficient in that particular factor.

Table XXVIIa.

Personality Factors Important On the Job

Secretarial

	Number Yes	%	Number No	%	Number Perhaps	%	Number No Answer	%
Consideration for others	2	2	84	84	4	4	10	10
Understanding of correct social usage	4	4	70	70	18	18	8	8
Ability to get along with people	0		86	86	6	6	8	8
Ability to express yourself in speaking and writing	20	20	58	58	20	20	2	2
Personal grooming	0		88	88	4	4	8	8
Ability to plan and carry through work without direction	0		68	68	26	26	6	6
Ability to take responsibility	0		86	86	6	6	8	8
Initiative	0		84	84	8	8	8	8
Adaptability	4	4	78	78	10	10	8	8
Good natured - pleasant	2	2	84	84	6	6	8	8
Desire to give full value in service for pay received	0		84	84	2	2	12	12
Ability to behave on basis of reason rather than emotions	10	10	68	68	14	14	8	8
Absenteeism	0		92	92	0		8	8
Tardiness	2	2	88	88	2	2	8	8

Table XXVIIb.

Personality Factors Important On the Job

General Business

	Number Yes	%	Number No	%	Number Perhaps	%	Number Answer	No %
Consideration for others	0		80	82	8	8	10	10
Understanding of correct social usage	2	2	74	76	12	12	10	10
Ability to get along with people	0		84	86	6	6	8	8
Ability to express yourself in speaking and writing	8	8	56	57	28	29	6	6
Personal grooming	10	10	78	80	6	6	14	14
Ability to plan and carry through work without direction	2	2	76	78	10	10	10	10
Ability to take responsibility	0		82	84	6	6	10	10
Initiative	0		80	82	10	10	8	8
Adaptability	0		84	86	4	4	12	12
Good natured - pleasant	0		80	82	6	6	12	12
Desire to give full value in service for pay received	0		78	80	6	6	14	14
Ability to behave on basis of reason rather than emotions	0		76	78	8	8	14	14
Absenteeism	2	2	80	82	2	2	14	14
Tardiness	2	2	82	84	2	2	12	12

Student Notes

"I think you have a very good idea in issuing this questionnaire... So very often someone attending school wishes that he or she would have a very quiet and easy job somewhere; but office jobs are not as quiet as one might think, at least that is what I have found."

"I've found that there are many things that come about on the job that you can't completely prepare yourself for ahead of time . . . experience helps a lot."

"You will note that I am dissatisfied with my present job . . . One thing I'll be sure to do the next time is find out exact responsibilities before starting work. I found out about the opening from a friend who is also an employee. This is a definite disadvantage for several reasons."

(One who is leaving soon)

"I really enjoyed my job and feel secure about a job in the future if necessary."

"I treasure my going to Junior College because I can't help but think what type of individual I would have turned out to be (when one has the initiative but not the knowledge or training)."

"I have very few restrictions as I am the only girl in the office most of the time. I know I would have a hard time adjusting to a bigger office after working alone almost two years."

"In all sincerity, I did obtain more from my education because I was an adult and also because I added to the knowledge I already possessed."

"Although I have had my share of problems here, I still wouldn't trade my job."

"I am very grateful to you for helping me get this position, and I am sure that my two years spent at Junior College were very worthwhile."

"To enjoy a job, a person has to be on friendly terms with other employees, but their conduct should stop short of over-friendliness . . . On job ability, my pet peeve is the use of the telephone. . . I feel courtesy is often forgotten when the phone is used. I would like to put in a good word for the co-op program. It gives students some experience and confidence before being thrust full-time into a job. Students earn money while in college and can, in many cases, mine included, get a college education."

"Teachers relating their personal work experiences was most helpful. Some "tips" have helped me daily in my work."

"One of the most important things I have learned while I have been working, is that I should have paid more attention while I was going to school."

Part C: Comparison of Student and Employee Responses

A comparison of the replies of students and employees will show whether the job conditions which the student expects are realistic in terms of what they will actually find when they go into a full-time job.

The first table shows the size office in which students say they prefer to work for both the "Secretarial" and "General Business" groups compared to the size office in which former students are now working. It is noted that both the "one-girl" offices and the "one-to-five girl" offices have a larger proportion of employees than the number expected by students; however, a number of students indicated that they had no preference, while there is no comparable classification for the employees.

Table XXVIII

	Comparison of Size of Office				Employees	
	Students					
	Secretarial	General Business				
	Number	%	Number	%	Number	%
One girl office	3	5	19	11.7	26	13.13
One to five employees	14	23.3	49	30.2	82	41.41
Between 5 and 20 employees	23	38.3	42	25.9	68	34.34
Over 20 employees	5	8.3	11	6.9	22	11.11
No preference	15	25	41	25.3		

A comparison of the pay brackets shows that the percentage of secretarial students who expect to receive pay in the upper bracket is the same as the employees in that category. However, it is quite possible that this is not the beginning pay for the employees, but the result of earned raises. The percentage of general business students who expect to go into the highest bracket appears quite unrealistic. Actually a substantial percentage of General Business employees are receiving less than \$50

a week. The tabulation is as follows:

Table XXIX

Comparison of Pay Expected and Received

	Students				Employees			
	Secretarial		General Business		Secretarial		General Bus.	
	Number	%	Number	%	Number	%	Number	%
Over \$75 weekly	18	30	78	48.1	30	30	20	20.4
\$65 to \$75	18	30	24	14.8	18	18	18	18.3
\$50 to \$65	19	31.7	44	27.2	44	44	40	40.8
Less than \$50	0	0	10	6.2	8	8	20	20.4
Pay less important than job	5	8.3	6	3.7				

A comparison of the type of jobs in which students are interested and the job classifications of employees shows some interesting discrepancies. However, it must be kept in mind that many students gave multiple responses to the type of job in which they were interested and the percentages given are relative to the total number of interests expressed, not the number of students.

Although more than 50% of the employee returns were in the secretary-stenographer category, only 29% of the student replies indicated that they would like that kind of work. Less than 3% indicated that they were interested in bookkeeping work, more than 8% are actually in that work. On the other hand, nearly 20% of the students indicated they would like to be receptionists, but only about $\frac{1}{2}$ of 1% do that type of work, and more than 15% would like to be machine operators compared to 1% whose work is in that category. Apparently better counseling in regard to job opportunities should be done. The tabulation is the next table.

Table XXX

Comparison of Positions Expected and Positions Held

	Students		Employees	
	Number	%	Number	%
Secretary	108	20.2	59	30
Stenographer	47	8.8	41	20.7
Typist	97	18.2	42	21.2
Machine Operator	83	15.5	3	1.4
Receptionist	104	19.5	1	.5
Bookkeeper	20	2.8	16	8.1
General Clerical	74	13.9	36	18.1

A comparison of employee benefits seems to indicate that students generally expect to receive more benefits than will actually be given them by their future employers. The exception is in "No restrictions" which indicates that many employers leave the matter of free time to the discretion of the workers as long as they do not abuse their privileges. It is noted that only half as many employees are aware of their unemployment benefits as the students in school, or it may be that many of these employees are in businesses with less than four employees and thus exempt from the legal requirements.

The tabulation of employee-student benefits follows on the next page.

Table XXX

Comparison of Employee Benefits

	Students		Employees	
	Number	%	Number	%
Vacation	215	97.7	182	91.9
Sick leave	184	80.3	139	70.1
Hospitalization	196	89.1	128	64.6
Retirement	138	62.7	106	53.5
Unemployment compensation	167	75.9	70	35.5
Disability compensation	105	47.7	54	37.4
Rest periods	70	31.8	64	32.8
Coffee breaks	168	75.9	155	78.3
No restrictions on time taken from job	7	3.2	46	23.2

In the comparison of subjects considered valuable, students seem to place a higher value on shorthand than employees do. The number of employees who consider it valuable, however, is consistent with the number who are in the secretarial and stenographic job categories. Likewise, the number of students who consider it valuable is inconsistent with the number of students who indicate they want that type of work. The first year of accounting is considered to have approximately the same value by both although the advanced courses are rated as having very little value. Another item of note is that Business Machines are rated much higher by students than by employees. Business Co-op is rated much higher by secretarial employees than by general business employees.

Table XXXII

Percentage Comparison of Subjects

	Secretarial		General Business	
	Students	Employees	Students	Employees
Advanced Shorthand and Transcription	75%	52%	52%	14.3%
Advanced Typing	75	76	77	42.9
Accounting--1 semester	13	8	13	18.4
1 year	2	2	17	18.4
1½ years	0	2	14	0
2 years	5	4	25	0
Introduction to Business	13	14	6	16.3
Business Math	10	6	22	18.4
Business Correspondence	30	24	9	18.4
Salesmanship	3	4	8	0
Business Machines--Basic	27	16	59	7.1
Secretarial	42	20	54	20.5
Advanced	15	6	9	8.2
Business Law	13	6	12	0
Office Management	42	34	7	36.7
Business Co-op	42	71	75	22.6

In the comparison of skills used, there were few outstanding discrepancies between the skills students expect to use and skills used by employees. The ones that are noticeable are that shorthand is used less frequently than students expect, though there is not a great discrepancy between the percentage using shorthand and the secretarial students who expect to use it. The typing skills are consistent except that fewer employees type invoices and legal documents and there is more dictation

given directly on the typewriter than expected by students. The dictaphone, bookkeeping machine and key punch machine are used less than expected by students. However, the general agreement should indicate that the office training instructors are doing a creditable job in the training program.

Table XXXIII

Percentage Comparison of Skills

	Secretarial		General Business	
	Students	Employees	Students	Employees
Shorthand: Daily	58%	36%	14%	6%
2 or 3 times a week	25	26	30	8
Seldom	8	16	20	22
Never	8	10	24	63
Speed 120 or over		8	44	0
100 - 120		16		4
80 - 100		30		22
60 - 80		34		6
Typing speed: over 60		18		15
50 - 60		33		31
40 - 50		37		28
Speed not important		12		26
Typing skills: transcribe notes	83	84	44	31
Straight typed copy	67	80	62	47
Handwritten copy	67	78	51	49
Tabulations	80	76	65	41
Envelopes	92	84	85	65
Invoices	67	36	69	35
Fill-in forms	80	90	72	55

	Secretarial		General Business	
	Students	Employees	Students	Employees
Cards	67	86	64	49
Dictation records	58	22	32	2
Dictation at typewriter	0	36	14	12
Compose letters	67	82	52	35
Legal documents	42	30	33	10
Handwriting: Read by self	58	44	43	12
Read by outsiders	58	32	64	24
Mathematical Computations: Adding	60	64	86	76
Subtracting	60	64	84	69
Multiplication	67	52	78	59
Division	55	46	65	51
Percentage	50	42	49	39
Discounts	33	24	49	31
Checking work	25	38	36	45
Posting accounts rec	35	28	38	35
Posting accounts pay	33	22	36	27
Cash records	30	34	35	22
Petty cash	35	28	34	18
Reconciling bank acct	33	20	20	14
Bank deposits	50	42	48	22
Receiving money	40	44	50	31
Business Machines: Full-key Adding	50	48	49	57
10-key Adding	67	30	72	33
Automatic Calculators	27	14	33	27
Key driven Calculators	23	0	13	0

	Secretarial		General Business	
	Students	Employees	Students	Employees
Dictaphone	67	22	52	4
Electric typewriter	83	64	65	41
Manual typewriter	67	62	77	59
Telephone	83	92	89	88
Telephone Switchboard	8	10	20	20
Cash Register	25	4	27	12
Bookkeeping machine	23	2	35	16
Key Punch	22	4	17	4
Filing: Alphabetic	87	88	85	73
Numeric	38	60	43	59
Subject	45	32	37	27
Cards	25	50	40	37
Others	5	10	12	10

The following comparison of personality factors shows that both employees and students feel they have difficulty expressing themselves. Aside from that one factor, they seem to feel quite confident of their ability to get along well, although some admit that they might have difficulty. In general, employees seem more aware of deficiencies in social usage than students are. The second area of concern for students and employees is that they are unsure of their ability to act on the basis of reason rather than emotion. In view of the considerable percentage who are discharged from jobs because of personality factors, according to surveys which have been made, it would seem that students and employees both are unaware of their shortcomings.

Table XXXIV

Percentage Comparison of Personality Factors

	Secretarial				General Business			
	Students		Employees		Students		Employees	
	Yes	Possibly	Yes	Possibly	Yes	Possibly	Yes	Possibly
Consideration for others	3	0	2	4	.6	6	0	8
Understanding of correct social usage	3	25	4	18	4	24	2	12
Ability to get along with people	3	3	0	6	1	3	0	6
Ability to express yourself in speaking and writing	15	50	20	20	19	48	8	29
Personal grooming	0	10	0	4	2	0	10	6
Ability to plan and carry through work without direction	8	28	0	26	6	34	2	10
Ability to take responsibility	3	17	0	6	2	17	0	6
Initiative	5	8	0	8	1	14	0	10
Adaptability	0	17	4	10	1	22	0	4
Pleasantness--good humor	3	12	2	6	2	15	0	6
Desire to give full value in service for pay received	0	0	0	2	3	7	0	6
Ability to behave on basis of reason rather than emotions	5	10	10	14	7	15	0	8
Absenteeism	2	0	0	0	2	4	2	2
Tardiness	2	0	2	2	2	5	2	2

Part D. Analysis of Survey of Employers

Two hundred twenty questionnaires were mailed to employers who were known to have hired former Flint Community Junior College students in the past five years and who have been co-operative with the school placement service. These employers represent a variety of business offices; such as law offices, doctors' offices, utilities, insurance, small manufacturers, wholesale distributors, etc. Of the questionnaires sent out, one hundred eighty-four, or 83.6% replies were received. The businesses covered by these questionnaires were relatively small. A tabulation of the number of employees follows.

Table XXXV

Number of Office Employees in Organization

	Number	%
Less than 5 employees	94	51
Between 5 and 20 employees	68	37
Between 20 and 100	14	7.6
Over 100 employees	8	4.4

Since this survey did not cover the large industrial plants in the area, interviews were held with the directors of office personnel in four of the eight major industrial plants in the area. Since these plants are all parts of the same corporation, it was felt that the four would be representative of the entire industry. It was found through the interviews that the general personnel policies are the same throughout the corporation. The four plants visited represent a total of approximately 4000 office employees, as follows:

Plant A	1200 office employees
Plant B	800 office employees
Plant C	500 office employees
Plant D	1500 office employees

The beginning pay brackets for the businesses surveyed are as follows:

Table XXXVI

Beginning Pay Brackets

	Number	%
Over \$75 weekly	12	7
Between \$65 and \$75 weekly	34	18
Between \$50 and \$65 weekly	92	50
Less than \$50 weekly	46	25

The beginning pay for the industrial plants is \$295 a month, which includes the cost-of-living raise.

The yearly rate of turnover indicated by the businesses surveyed is as follows:

Table XXXVII

Rate of Turnover of Employees

	Average Number Hired Each Year							
	1		2		3		4 or more	
	Number	%	Number	%	Number	%	Number	%
Less than 5 employees	34	36.2	16	17	10	10.6	34	36.2
Between 5 and 20 employees	13	19.1	22	32.2	16	23.5	17	22.7
Between 20 and 100 employees			4	28.6	5	35.7	5	35.7
Over 100 employees							8	100

The personnel directors at the four plants who were interviewed estimated their percentage of turnover as ranging from a low of 1% to 5% for one of

the others. They were: Plant A 1200 employees 1% turnover
 Plant B 800 employees 3% turnover
 Plant C 500 employees 5% turnover
 Plant D 1500 employees 2% turnover

In regard to the source from which these businesses obtain new employees, many indicated more than one source.

Table XXXVIII

Source of New Employees		
	Number	%
School placement	100	54
Newspaper advertisements	40	22
Michigan Employment Service	44	24
Employment agencies	58	32
Relatives and friends	68	37
Direct application	70	38

The criteria for selecting new employees were:

Tests	62	34
Interview	175	95
School recommendation	122	66
Former employer	120	65
Others	12	7

Of the 62 companies which give tests, there is considerable variation in the tests given. Fifty-two of them give a typing test for speed and accuracy and twenty give shorthand dictation tests; two use sample Dictaphone belts as a test. Several give an English test and several give an arithmetic test. One company feels that the application blank which they use is in such detail that it serves as a test. Of the commercial tests used, the Wonderlic is the most frequently used, although several use a Psychological Corporation Test and most insurance companies use the Life Office Management Association Test No. 1 Form A. One company reported that it has recently started to use "Skil-Test", which is put out by Martin Publishing Company.

The plants mainly depend upon direct applications for their employees, though they do give preference to relatives and friends of present employees if qualifications are equal. Plants B and D occasionally call Michigan Employment Service when they need someone with special qualifications and Plant D occasionally calls School Placement. Plants A and C report that they have no difficulty in filling their vacancies. Plant D has difficulty securing sufficient stenographic employees, though there are plenty of typists and machine operators.

All of the plants give a series of tests and interviews in hiring new employees. Plant A has the most complete testing program. They use the following tests:

Minnesota Clerical Test

Thurstone Clerical Test

Wonderlic Personnel Test D

In addition the SRA Shorthand Speed Test Form A is used for recorded dictation. A minimum speed of 80 to 100 is expected. A ten minute paragraph typing test is given which is scored for gross words and number of errors. The Thurstone Temperament Schedule is sometimes used for additional screening.

All applicants are interviewed by someone in the Personnel Department, and for the final choice the immediate supervisor usually interviews three from whom the choice is made. References of former employers are checked by telephone and sometimes a call is made to the school from which the applicant graduated, although this coverage is not complete. No follow-up is made of personal references.

Most employers envision a good opportunity for advancement in their particular business. The response they gave is in the following table.

Table XXXIX

Opportunity for Advancement	
	Number %
Excellent	71 39
Frequent	69 37
Very little	30 16
Dead-end job	14 8

In the plant offices, the line of advancement for stenographers is from "Learner Stenographer" for the first year, then to "Stenographer." The next level is Secretary-Stenographer and the top level is "Executive Secretary." However, there is room at the top level for only about 1% of the number of office employees.

The Employee Benefits as shown by the survey of employers is as follows:

Table XL

Employee Benefits	
	Number %
Vacation	164 89
Sick leave	142 77
Hospitalization	98 53
Retirement	70 38
Unemployment compensation	96 52
Disability compensation	90 49
Rest periods	68 37
Coffee breaks	152 83
No restrictions on time taken from job	66 36

The employee benefits given at the plants are the same for all plants in the corporation:

Vacation--two weeks after 1 year and 3 weeks after 10 years

Sick leave--one week on full salary from the company and up to one year provided by the company and insurance if the employee has been with the company five years or more.

Hospitalization--Blue Cross with additional medical plan provided by the company at a very small cost.

Retirement--Social Security plus a non-contributory plan provided by the company or a contributory plan which is optional with salaried employees.

Unemployment compensation and Disability compensation provided.

Rest periods and coffee breaks--No definite time allowance. Vending machines are available throughout the buildings and employees may have coffee at their desks; the only restriction is that employees are expected not to abuse their privileges regarding rest periods.

The largest number of employers give directions directly to the employee or directions are given by the immediate supervisor. This is also true for the employees in the industrial plants. The survey is as follows:

Table XLI

In-Service Training Provided		
	Number	%
Office Manuals	60	21.6
Regular classes	15	8.1
Training given by Supervisor	137	74.3
Directions given by Employer	152	82.6
Encouraged to take evening classes by paying tuition	30	16.2
Encouraged to take evening classes without reimbursement	50	27.2
No provision	10	5.4

The plant offices do not use office manuals. They have recently started a 12-weeks experimental class at Plant A for the purpose of giving information regarding company policy, but there are no classes in regard to the work done. Job instructions are given by the immediate supervisor, and an "Open Door" policy is maintained through which an employee who

has difficulty with the supervisor may appeal to the Director of Personnel Relations, to the General Manager of that particular plant and to the President of the corporation if she wishes. Employees are refunded for evening classes taken if they are for the purpose of improving the person's work ability.

The skill requirements shown by the employer survey are as follows:

Table XLII

Skill Requirements		Number	%
Shorthand:	120 or over	4	2
	100 to 120	18	10
	80 to 100	54	29
	60 to 80	14	8
	No answer	90	49
Typing:	Over 60 words a minute	25	14
	Between 50 and 60	65	35
	Between 40 and 50	40	22
	No attention to speed	54	29
Business Machines:	Full-key Adding	65	35
	10-key Adding	96	52
	Dictaphone	56	30
	Automatic calculator	42	23
	Key-driven calculator	10	5
	Electric typewriter	102	55
	Bookkeeping machine	30	17
	Key punch	7	4
	Others	15	8

The other machines mentioned are Mimeograph, Telephone switchboard, Addressograph, Photostat, National Cash Register, Thermo-fax, and Peg Board. None of them were mentioned in any significant number. One employer said, "Machine operation may be learned after the worker has adjusted to co-workers, assignments and responsibilities."

The plants require a minimum of 100 words a minute in shorthand and a minimum of 45 words in typing. They do not hire any clerical employees who do not have typing skill.

The following is the chart of personality factors which employers believe cause difficulty:

Table XLIII

Personality Factors

	Yes		No	
	Number	%	Number	%
Consideration for others	17	9	58	32
Understanding of correct social usage	18	10	40	22
Ability to get along with people	19	10	70	38
Ability to express herself in speaking or writing	20	11	72	39
Personal grooming	21	11	45	24
Ability to plan and carry through assigned work	22	12	120	65
Ability to take responsibility	23	12	90	49
Initiative	24	13	96	52
Adaptability	25	14	36	20
Pleasant - good humor	26	14	48	26
Desire to give full value in service for pay	27	15	76	41
Ability to behave on basis of reason rather than emotions	28	15	55	30
Absenteeism	29	16	35	19
Tardiness	30	16	42	23
Speed in turning out work	32	17	72	39

A comment on personality factors made by one employer was, "At one time or other, all of these items are problems with different employees."

The one personality factor which was mentioned by all personnel directors at the plants was "lack of work effort" and the second one mentioned was "lack of ability to cooperate with others in the group."

Employers mentioned these training deficiencies:

Table XLIV

Major Deficiencies	
	Number %
Spelling	56 30.5
Confidence in one's self	50 27.1
Responsibility for doing work	44 23.9
Lack of maturity	40 21.7
English	36 19.6
Lack of initiative	30 16.4
Poor human relations	28 15.2
Lack of interest	20 10.9
Inaccuracy of work	20 10.9
Lack of pride in work	14 7.6
Lack of common sense	12 6.5
Wasting time	12 6.5
Poor arithmetic	12 6.5
Neatness of work	12 6.5
Lack of shorthand ability	10 5.4
Absenteeism	8 4.3
Poor penmanship	8 4.3
Poor telephone usage	8 4.3
Lack of knowledge of office functions	8 4.3

Some of the comments made by employers were:

"Lack of common reason in determining relationship with management and customers, and not being willing to depend on their own judgment after a decision is reached."

"The fact that they are hired to produce results. Too often they think only of themselves. In a period of a few months we can sell our point if it is a serious employee. I feel that our present school system (and parent education) is teaching the student to only think of himself and the employer (company) be 'damned'".

"It is my ambition to find the girl or man who will be able to assume responsibility at a moment's notice and can work intently without continued direction. The person who is only an '8 to 5er', 5 days a week, in my opinion, will never attain the leadership standing we all strive for.

"A thought: Our classrooms are producing the 'know how'. Our society is producing the ways to avoid using that 'know how'."

"Few appear to recognize the importance of human relations, neatness in their personal habits and proper respect for property rights."

"Inattention to accuracy of details--do not feel small jobs and orders important--cannot see effect of small mistakes on operation of office as a whole."

"After the newness of the job has passed, I have found the younger girls, those who have never worked before, seem to forget they are expected to work during an eight hour day. Perhaps this is a national disease, but shortly after eight o'clock they can hardly wait until coffee break; as soon as coffee break is over, they're not sure they can stand it until lunch; after lunch, it's another drag until coffee break time, then finally they

can see five o'clock coming into view. The fact that they have been hired to accomplish something in between these times seems to become quite incidental. I'm not sure what the solution is, but it seems the job itself doesn't mean much to them."

"Inability to be courteous to and considerate of the public, improper social usage."

"Taking advantage of sick leave provisions and rest periods and coffee breaks."

"Not realizing responsibilities of job and that life is a hard competitive struggle for those who want to succeed."

"Young employees have difficulty in knowing how to say things more than what to say to the public."

"At times the new employee is unable to distinguish the various levels of importance with regard to work done in the office. We have tried to help by setting up a system of work priorities for office personnel to follow."

"Since we frequently ask our secretaries to keep records of meetings, it is important that our office employees develop skill as recorders. There has been no trouble with shorthand speed, but much more ability could be shown in editing the minutes so that they give the essential contents of the meeting without digressions or repetitives."

"Poor in math (general)--lack of interest--clock watcher! The position comes second. Expect a lot and give nothing in return."

"Lack of willingness to spend time in self-improvement after 5 p.m."

Part C: Comparison of Employee and Employer Responses

This section is a comparison of employee and employer responses in regard to various employment conditions covered in the survey. A comparison of the number of employees in the offices reflects the fact that most of the businesses in the survey were relatively small offices, while many of the employee group work in an office in one of the major plants in this area.

Table XLV

Percentage Comparison of Number of Employees

	Employees	Employers
One-girl office	13.13	51
Between 1 and 5 employees	41.41	37
Between 5 and 20 employees	34.3	7.6
Over 20 employees	11.11	4.4

A comparison of the replies regarding opportunity for advancement indicates that employers think there is more opportunity with the particular company than the employees do.

Table XLVI

Opportunity for Advancement

	Employees		Employers
	Secretarial	General Business	
Excellent	26	14	39
Frequent	27	29	37
Very little	32	45	16
Dead-end job	14	10	8

On the pay scale for employees and employers, a smaller number of employers pay in the top bracket than the number of employees who are in that bracket. This is probably the result of some employees having advanced beyond the beginning pay scale in their particular organization. The beginning pay scale for the plants falls just over the \$65 bracket.

Table XLVII

Percentage Comparison of Pay of Employees and Employers

	Employees		Employers
	Secretarial	General Business	
Over \$75	30	20	7
Between \$65 and \$75	18	18	18
Between \$50 and \$65	44	41	50
Less than \$50	8	20	25

The employee benefits which are indicated by the two groups are very comparable, the greatest deviation being in the Unemployment Compensation shown by the Secretarial group. It may be that a large number of this group are in the smaller offices and do not come under the law.

Table XLVIII

Percentage Comparison of Employee Benefits

	Employees		Employers
	Secretarial	General Business	
Vacation	90	94	89
Sick leave	63	78	77
Hospitalization	60	69	53
Retirement	48	59	38
Unemployment compensation	26	45	52
Disability compensation	32	43	49
Rest periods	32	33	37
Coffee breaks	75	82	83

The In-service training reported by employer and employee groups are very comparable except in the number of employees who report they have office manuals. Perhaps the same interpretation is not put upon the term by both groups.

Table XLIX

Percentage Comparison of In-Service Training

	Employees		Employers
	Secretarial	General Business	
Office Manuals	54	39	21.6
Regular classes for employees	8	10	8.1
Directions given by supervisor	38	53	74.3
Directions given by employer	75	55	82.6
Encouraged to take evening classes by paying tuition	18	18	16.2
Encouraged to take evening classes without reimbursement	26	10	27.2
No training given	6	10	5.4

There is little significant deviation in the skill requirements of employers and those reported by employees. It is to be noted that very few in either group require a shorthand speed of 120 words and the speed for the majority is in the 80 to 100 group. In general, the high typing speed is not required either. It should also be noted that the key-driven calculator has very little use and that electric typewriters are used in approximately half of the offices.

Table L

Percentage Comparison of Skills

	Employees		Employers
	Secretarial	General Business	
Shorthand: 120 or over wpm	8%	0%	2%
100 to 120	16	4	10
80 to 100	30	22	29
60 to 80	34	6	8
Typing: Over 60 wpm	18	15	14
50 to 60	33	31	35
40 to 50	37	28	22
No attention to speed	12	26	29
Business Machines: Full key Adding	48	57	35
10-key Adding	30	33	52
Dictaphone	22	4	30
Automatic calculator	14	27	23
Key-driven calculator	0	0	5
Electric typewriter	64	41	55
Bookkeeping machine	2	16	17
Key punch	4	4	4
Others			8.1

Though employers have found that all the personality factors listed have caused difficulty with some employees, the two listed by employees in a substantial number are "Ability to express one's self" and "Ability to act on basis of reason rather than emotion." There are several other factors, however, which employees think possibly cause difficulty; such as correct social usage and ability to plan and carry through work.

Table LI

Percentage Comparison of Personality Factors

	Employees				Employers
	Secretarial		General Business		
	Yes	Possibly	Yes	Possibly	
Consideration for others	2%	4%	0%	8%	9%
Correct social usage	4	18	2	12	10
Getting along with people	0	6	0	6	10
Ability to express one's self	20	20	8	29	11
Personal grooming	0	4	10	6	11
Ability to plan and carry through work	0	26	2	10	12
Ability to take responsibility	0	6	0	6	12
Ability to take initiative	0	8	0	10	13
Adaptability	4	10	0	4	14
Pleasant--good humor	2	6	6	6	14
Desire to give full value for pay received	0	2	6	6	15
Ability to behave on basis of reason rather than emotion	10	14	8	8	15
Absenteeism	0	0	2	2	16
Tardiness	2	2	2	2	16
Speed in doing work	6		8		17

CHAPTER V

SUMMARY, IMPLICATIONS AND RECOMMENDATIONS

This study was concerned with an appraisal of the effectiveness of the office training program at Flint Community Junior College as related to:

- (1) the strengths and/or weaknesses of the program in terms of vocational skills and personality factors as shown by student job expectancy versus job realities as found by former students,
- (2) employer expectancy in terms of skills and personal qualities and training deficiencies found in beginning office workers in terms of the criteria used.

Literature was cited to show the rapid growth in the number of employees in the office occupations, especially for women. The literature also points out the changing nature of business enterprises which is creating a demand for better-trained office workers, not only in the vocational skills required, but also in general education background and desirable personality factors.

Many surveys have been made of what types of work are included in the broad term of "office" or "clerical" occupations, the standards expected by employers and the deficiencies most frequently encountered by employees and employers.

However, business education needs a continuing flow of information regarding business practices and conditions if there is to be

correlation between schools and business to provide for the most effective training of those students who plan to enter business. It is essential to know which skills and knowledges are so basic for office work that they must be included for every student and which are variable according to the particular job for which the student is preparing himself. Deficiencies encountered in work areas will point the way to curricula revision and improvements.

Students at Flint Community Junior College during the second semester of the 1959-60 school year were asked to project their job expectancy in relation to the positions they hoped to secure and the value and adequacy of the training they were acquiring in school. Recent graduates of the office training programs who are employed were asked to evaluate their training in terms of vocational skill requirements and to give the realities of job conditions which they have experienced. Employers were asked to state the job conditions current in their businesses and to evaluate the adequacy of beginning employees.

This chapter summarizes the data analyzed in Chapter IV. Conclusions and implications are drawn and recommendations for revision of curricula and further research are suggested.

Summary of Student Responses

A majority of students who expressed a preference are interested in working in relatively small offices, employing more than one girl but not over 20, with a slight preference for offices employing between 5 and 20. Their job preference is secretary, typist, receptionist, machine operator, and stenographer, in that order. The majority expect to receive pay between \$50 and \$75 a week, with the three groups of "Over \$75" "\$65 to \$75" and "\$50 to \$65" being rather evenly divided for the secretarial

group. For the general business group nearly half expect to receive over \$75. The employee benefits they expect to receive are in keeping with the ones given by most employers.

In interpreting findings relative to student assessment of the office training at Flint Community Junior College, group response of 25% or more was accepted as significant representation of opinions given.

On this basis, ratings of subject matter areas which deal primarily with technical skills were more favorable than ratings of subject matter areas concerned with general business. It is quite possible that students fail to realize the value of general business information as a supplement to their skills.

A majority, 83%, of the secretarial students expect to use their shorthand, as would be expected. However, a surprising number, 44% of the general business students also expect to use shorthand. Both groups expect a high degree of use of their typing skills. A rather surprisingly high number of both the secretarial and general business groups expect to make use of mathematical computations. More of the general business than secretarial students expect to use various business machines, though a substantial number of both groups think they will use adding machines and the dictaphone in addition to typewriters and the telephone.

In general, few expect difficulty in getting along with their fellow workers, though a considerable number thought the matter of speed in doing their work might be a factor. The number who definitely indicated they expected trouble with personality factors was negligible, but a significant number of both the secretarial group and the general business group admitted they might have difficulty in the areas of ability to express themselves, understanding of correct social usage and ability to plan and carry through work.

Summary of Employee Responses

In interpreting the group response of former students, the majority of these are working in offices employing more than one girl but less than 20, with slightly more in offices employing less than five. This is very similar to the types of offices in which students hope to work, though students show a slight preference for offices employing between 5 and 20. The majority of the employees are in the \$50 to \$65 pay bracket, though a substantial number of the secretarial group are in the group receiving more than \$75. The number in the general business group who receive over \$75 is much smaller than the secretarial group and the number receiving less than \$50 is correspondingly larger. This indicates that many students in the general business group are unrealistic in estimating the value of their services in expecting to be in the high pay bracket.

A high percentage of the employees surveyed like their jobs very much, though a higher percentage like their jobs in the secretarial field than the ones in general business. More than 50% of the secretarial and nearly 40% of the general business employees felt their jobs were just what they expected. A very negligible number said the duties were not at all what they expected. More than 25% of the secretarial students felt there were excellent opportunities for advancement and another 27% felt there were frequent opportunities. This is in contrast to nearly 50% of the general business employees who felt there was very little opportunity for advancement.

The job titles of positions held placed approximately half of those surveyed in the secretary-stenographer classification. The job titles of the others were very scattered with about 40% in some type of typist class-

ification, 17% in some type of bookkeeping classification and the others listed in some type of clerical position. According to this classification, the students who want to become receptionists and machine operators should be advised to change their job objectives.

The employee benefits received by employees are somewhat less than expected by students but significantly so in only two areas--retirement and unemployment compensation. Both of these areas may well be affected by the number employed in offices having a very small staff.

In interpreting findings relative to assessment of employee responses, group response of 25% or more was accepted as significant representation of employee opinion. On this basis, ratings of subject matter areas placed typing as the most valuable. This was also placed highest by students. However, the rating students placed on typing was considerably higher than that of employees. There was greater correlation in ratings of secretarial students and secretarial employees than in the general business area. Two exceptions to this were in Secretarial Machines, which students rated twice as high as employees, and Business Co-op, which employees rated much higher than students. The general business employees valued the subjects of Introduction to Business and Business Correspondence much higher than students, and both groups of employees rated Basic Business Machines and Secretarial Machines lower than students. General Business employees also rated Business Co-op much lower than students in that group, which was a reversal of the rating of secretarial employees.

Many employees wish they had taken shorthand, accounting, and business correspondence. The other subjects which employees wish they had taken were widely scattered.

There is high correlation between skills used by employees and the expected use by students. The exceptions were that fewer employees type invoices than expected by students and fewer employees type from dictation records, but more employees take dictation directly on the typewriter. The number of employees who use mathematical computations is high and correlates well with the expectations of students. The number of employees who use machines, especially the dictaphone, key-driven calculator, cash register, bookkeeping machine and key punch was much lower than student expectations.

Employers generally reported that they were on "very friendly" or "friendly" relations with their fellow employees. Approximately 20% of both groups of employees reported that they have difficulty in expressing themselves, and both students and employees think they might possibly have trouble with understanding of correct social usage.

Summary of Employer Responses

In interpreting the group response of employers, more than half report that they employ only one girl in the office. Comparing this with the number of employees in a one-girl office, reflects the fact that most of the businesses in the survey were relatively small offices, while many of the employee group work in an office in one of the major plants.

Few employers have a beginning pay scale of \$75, and 50% of the employers have a beginning pay between \$50 and \$65, exclusive of the plant offices where beginning pay is just over \$65. Employers generally feel that their positions offer more opportunity for advancement than employees do. Perhaps the word "advancement" has a different meaning for the two groups.

Both employee and employer groups report that work directions usually come from the employer himself or the immediate supervisor. A substantial number of employers encourage their employees to take evening classes, but only part of them reimburse students for their tuition.

Employers and employees were in agreement that the average shorthand speed requirement is between 80 and 100 words a minute and the average typing speed requirement is between 50 and 60 words a minute. There is high correlation between the two groups regarding the machines most commonly used.

Employers down grade personality factors to a much greater extent than employees and students. To employers, the greatest difficulty is in speed in doing work, with absenteeism and tardiness next. One factor that was frequently commented upon in the survey and also by personnel directors in the plants was the employee not wanting to give full value in work produced, or loafing on the job. Although a significant number of employees and students felt an inability to express themselves, that was twelfth on the list of personality factors employers commented upon. Many commented about poor spelling and grammar deficiencies, and that was also one of the main deficiencies employees felt they had.

Conclusions and Implications of the Study

The findings of this study appear to support the four hypotheses formulated for this investigation.

Hypothesis I was that the ability of drop-outs and graduates from office training curricula to hold jobs for which the curricula have prepared them is a valid criterion in the evaluation of achievement and vocational competency.

This hypothesis was to be accepted and regarded as true if two criteria were met. The first was evidence of the successful placement of these students in business jobs, continuation in these jobs and promotion to others. The second criterion was the report of employers and/or workers that for success on jobs in these occupations, it is essential or desirable for workers to have (a) certain office skills

(b) certain personal traits.

Conclusions relative to Hypothesis I are that both the graduates and those who drop out of college after one year of training are able to find positions which are highly satisfactory to the majority of these workers.

A substantially higher percentage of students who enter the secretarial field are satisfied with their jobs than is true of the general business students. Those employees who have had more than one position since leaving school all report that the present job is an upgrading from the preceding one.

Employees report a high correlation between the vocational subjects which they considered valuable from their school experience and the skills they use on their respective jobs and employer rating of the use of these skills is comparable with the rating given them by employees.

Personality factors concomitant with ability to work co-operatively in a group situation are very important to the smooth functioning of an office. Ability to plan work and produce results commensurate to the requirements for that particular job are also important. Students and employees recognize the importance of these factors and, with few exceptions, seem confident of ability to adjust to employment requirements.

Hypothesis II was that the effect of office training on the employability or probable success of the worker exists in different degrees for different occupations.

This hypothesis was to be accepted and regarded as true if two criteria were met. The first was that a variation was revealed in the need of workers in different occupations for different amounts of knowledge. The second criterion was that the occupations studied are regarded by employers and/or workers themselves to require a different degree of preparation.

Opinions of students, employees and employers offer support of this hypothesis. The different skills performed by employees in various occupations bears this out, as does the variation in speed requirements in the vocational skills. The employees in secretarial positions report much more intensive use of, as well as need for greater ability in, typing and shorthand than the general business group. Many of the mathematical skills are used more by the general business group than the secretarial. This is also true of some of the business machines, particularly the automatic calculator and the bookkeeping machines. The subjects employees wish they had taken reveal a difference in needs for different jobs.

Another indication of the variation in ability needed is the range in beginning pay which is somewhat subject to supply and demand, and low wages are usually indicative of low skills.

Hypothesis III was that, although the frame of reference of employers, students and employees will be different, there will be subject areas and types of training experiences of common importance.

This hypothesis was to be accepted and regarded as true if three criteria were met. The first was that employers and employees indicate a correlation in the degree of skill required for particular jobs. The

second criterion was that employers and employees indicate correlation in the personal characteristics desirable for particular jobs. The third criterion was that the employers and employees indicate correlation in the deficiencies which they find in their preparation for jobs.

From this investigation there is indication of high correlation between employers and employees regarding the degree of skill required for particular jobs. A few employers and a few employees indicate superior requirements for a job, the majority of both groups indicate average requirements for a majority of the jobs. The greatest academic deficiency indicated by both employees and employers was in English and spelling. Both employers and employees emphasize the importance of personality factors which enable co-operation with others in the organization. The greatest deficiency in personality factors expressed by employers was lack of maturity and lack of responsibility. The greatest deficiency recognized by employees was lack of ability to express themselves.

Hypothesis IV was that, in order for a school to make an evaluation of its product for the purpose of recommendation for employment, it is necessary that the school have information about requirements for jobs and how the measurement of the applicants for these jobs is to be conducted.

This hypothesis was to be accepted and regarded as true if two criteria were met. The first was that employers and employees indicate deficiencies in the program which point the way to needed revisions. The second criterion was that the employers and employees indicate strengths in the program which justify existing practices.

From this investigation, there appears to be some variation between beginning jobs obtained by students on leaving school and the jobs which students in school expect to secure. Facts regarding the types of positions

which will probably be available will aid counselors in discussing vocational courses with students and aid students in making the best choice of subjects while in school. In general, employers and employees indicate that the academic and skill preparation for jobs is satisfactory. However, some deficiencies are indicated by both groups. These deserve careful study and indicated revisions should be made so that the program offered will provide the best possible preparation for office positions.

Recommendations

This study indicates that the general pattern of the office training programs at Flint Community Junior College serves the needs of the businesses in this area. There are, however, certain inadequacies apparent and certain adjustments and revisions which should be made.

1. There is need for more effective counseling to give students a realistic understanding of the types of positions which will be available to them in this area. Since those entering an office training course are primarily seeking vocational preparation, it is a disservice to students to permit them to prepare for a vocation in which there is little opportunity to secure a position. Those who enter junior college with a vocational goal of receptionist, which comprises nearly 20% of those in office training courses, should be counseled that their job expectancy in that field is about $\frac{1}{2}$ of 1% if they plan to work in this area. This does not mean that preparation for this vocation should be entirely eliminated. Students should be encouraged to broaden the scope of their preparation so that their vocational abilities will be versatile enough to allow them a choice of positions upon graduation.

Also, counselors need to emphasize the importance of stenographic work, since the survey shows that 50% of the employees are classified as secretaries and stenographers, but only 27% of the students are on the secretarial course. The fact that shorthand ranks first among subjects employees wish they had taken in school emphasizes the importance of stenographic studies.

2. Study should be made of the emphasis placed upon speed requirements in the "skill" subjects. The survey shows agreement among employers and employees that only medium speeds are required for most jobs. Emphasis on the development of high speeds for all students is largely wasted time. Selective placement can take care of those few positions requiring high speeds. For the average student, the time spent in developing speed might better be spent developing accuracy at a moderate speed. Employers generally place accuracy above speed and are willing to give employees adequate time to do a job as long as it is done well.

More important than speed is developing ability to plan and carry through work, ability to produce work under pressure of time, ability to handle countless interruptions, and other activities which will make the school situation more realistic in terms of office conditions. The realization of this need is shown by the fact that some schools are putting in a course in "Office Practice" or "Clerical Practice" in the final semester before graduation, which is not the usual textbook-discussion course but a practical working course. Formerly there has been a dearth of textbook material for this type of course, but at least two publishing companies now have material available, based on current business practices and appropriate for the post-high school student.

3. The survey shows that in general students place more emphasis upon machine operation than is justified by employment conditions. Employees and employers indicate very little use of some machines such as the key-driven calculator and the key-punch. Because of the publicity being given to "automation", perhaps business educators have over-emphasized the value of training on business machines. It is apparent that, at least at the junior college level, relatively few students ($1\frac{1}{2}\%$ compared to the 15% who indicate they want to become machine operators) secure positions doing that work exclusively. For most students, a brief "acquaintanceship" with the machines, involving as little time as possible, is all that is justified for most machines. Several employers indicated that machines are learned on the job, as it would be impossible to give instruction on all the various makes and models of machines which one might encounter in a business office.

An intensive course for job preparation can be justified only for such machines as the bookkeeping and key-punch machines. If instruction is to be given on those machines, students should be expected to attain on-the-job standards of speed and accuracy.

4. Many students are deficient in spelling and grammar, and are unable to express themselves easily. These deficiencies are prevalent among all students, but it is those in the business curricula in whom we are primarily interested. The standard type of English and speech classes seem to have little effect. Probably the most effective way to deal with this problem is through the co-ordinated effort of all instructors. Special attention to spelling and grammar and opportunity for oral expression could be incorporated in every class. Since it probably is not

practicable to obtain full cooperation for this method, several very practical units might be included in such a course as Business Correspondence, or a special course might be developed which would produce the needed results. However, it must be considered that each new course added means the elimination of some other course from the curriculum. The most economical method from the standpoint of time and results should be studied.

5. Students, and often employees, seem unaware of the personality faults which employer responses indicate they possess. This involves more than good grooming and clothing selection. Many employers are critical of attitudes. They think that once the employee is oriented to the job and feels secure, she loafes on the job and does not give full value for the wages received. Students need to be taught to take responsibility for their work and develop job loyalty. It would help if every instructor stressed personal responsibility and job integrity along with his specialized subject matter. Improvement of attitudes should also be included in units in such classes as "Business Co-op" and "Office Practice."

Poise is another personality fault often mentioned. Employers find new employees timid and ineffective in handling callers in the office and in talking on the telephone. This is one of the reasons that many employers prefer to hire older employees. The consciousness of good grooming does much to instill poise. Students might be assigned interviews with other instructors, and many businessmen would cooperate in interviewing students if the demands on their time were not too great. The importance of participating in social events provided at school might be stressed. All of these contacts aid in the development of self-confidence and poise.

6. Selective placement of students is the crux of satisfied employees and employers. The person who knows the abilities of the student and the demands of a particular job can place a student in the type of job where he will work most effectively. Those with limited ability will not be placed in the type of position where the demands are greater than her innate ability, and those with greater ability will be placed in a position which will provide a challenge.

7. Finally, it is important that the channels of communication between business and the school preparing future employees be kept open. The interchange of ideas and problems is the best possible way of providing realistic preparation for a vocation in business. Advisory committees, conferences, and visitations between school personnel and businessmen should be utilized in every way possible.

APPENDIX

**PART A: EMPLOYMENT EXPECTATIONS AND
TRAINING OF STUDENTS**

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QUESTIONNAIRE FOR STUDENTS IN SCHOOL

1. In what curriculum are you now enrolled? _____
2. Have you had any office experience? Full-time 1. _____ Yes 2. _____ No
Part-time 3. _____ Yes 4. _____ No
3. If the answer to the above is Yes for either section, please list the positions you have held.

<u>Position</u>	<u>Organization</u>	<u>Dates</u>
-----------------	---------------------	--------------

- 1.
- 2.
- 3.

4. Indicate how long do you expect to work after completing your course here.

1. _____ Not more than 1 year
2. _____ Between 1 and 3 years
3. _____ Indefinitely
4. _____ No idea

5. Check the size office in which you think you will prefer to work.

1. _____ One girl office
2. _____ Less than 5 employees
3. _____ Between 5 and 20 employees
4. _____ Over 20 employees
5. _____ Have no preference

- 6-15. Check the employee benefits which you expect from your employer.

	Vacation		weeks
	Sick Leave		weeks
	Hospitalization		Blue Cross
	Other		Blue Shield

	Retirement
	Unemployment compensation
	Disability compensation
	Rest periods
	Coffee breaks
	No restriction on time taken off from job

16. Indicate the pay you expect when you begin work.

- 1. _____ Over \$75 per week
- 2. _____ \$65 to \$75 per week
- 3. _____ \$50 to \$65 per week
- 4. _____ Less than \$50 per week
- 5. _____ Pay less important than finding a job I like

17-20. Check what subjects you have taken, are taking or plan to take before you complete your course.

	Have taken	Now taking	Plan to take
Advanced Shorthand	_____	_____	_____
Advanced Typing	_____	_____	_____
Accounting - 1 semester	_____	_____	_____
1 year	_____	_____	_____
1½ years	_____	_____	_____
2 years	_____	_____	_____
Introduction to Business	_____	_____	_____
Business Math	_____	_____	_____
Business Correspondence	_____	_____	_____
Salesmanship	_____	_____	_____
Business Machines - Basic	_____	_____	_____
Secretarial	_____	_____	_____
Advanced	_____	_____	_____
Business Law	_____	_____	_____
Office Management	_____	_____	_____
Business Co-op	_____	_____	_____

21-26. Check what in your opinion will be the value of each course on the job.

	Very Valuable	Of some Value	No Value	Wish I had not Taken
Advanced Shorthand	_____	_____	_____	_____
Advanced Typing	_____	_____	_____	_____
Accounting - 1 semester	_____	_____	_____	_____
1 year	_____	_____	_____	_____
1½ years	_____	_____	_____	_____
2 years	_____	_____	_____	_____

	Very Valuable	Of some Value	No Value	Wish I had not Taken
Introduction to Business	_____	_____	_____	_____
Business Math	_____	_____	_____	_____
Business Correspondence	_____	_____	_____	_____
Salesmanship	_____	_____	_____	_____
Business Machines - Basic	_____	_____	_____	_____
Secretarial	_____	_____	_____	_____
Advanced	_____	_____	_____	_____
Business Law	_____	_____	_____	_____
Office Management	_____	_____	_____	_____
Others	_____	_____	_____	_____

28. Check the type of job which you hope to secure. (Check more than one if you would like a combination)

1. _____ secretary
2. _____ stenographer
3. _____ typist
4. _____ machine operator
5. _____ receptionist
6. _____ bookkeeper
7. _____ general clerical

29-30. List the duties which you think may be included on your job.

31-35. Check the skills which you expect to use on the job.

Shorthand: Daily _____
 Two or three times a week _____
 Seldom _____
 Never _____

Typing: Transcribe shorthand notes _____
 Straight copy typed _____
 Straight copy handwritten _____
 Tabulations _____

Typing: Envelopes _____
 Invoices _____
 Fill in form _____
 Type on cards _____
 Type from dictation record _____
 Dictation directly on the typewriter _____
 Compose letters _____
 Legal documents _____

Handwriting: To be read by yourself only _____
 To be read by others in the organization _____
 To be read by those outside your organization _____

Mathematical computations: Adding _____
 Subtracting _____
 Multiplication _____
 Division _____
 Percentage _____
 Discounts _____
 Checking work of others _____
 Others _____

Financial: Posting to accounts receivable _____
 Posting to accounts payable _____
 Cash records _____
 Petty cash records _____
 Reconciling bank account _____
 Making bank deposits _____
 Receiving money and making change _____

Machines which you think you might use: Adding Full key _____
 Adding 10 key _____
 Automatic calculator _____
 Key driven calculator _____
 Dictaphone _____
 Electric typewriter _____
 Manual typewriter _____
 Telephone _____
 Telephone switchboard _____
 Cash register _____
 Bookkeeping machine _____
 Key Punch _____

Filing: Alphabetic _____
 Numeric _____
 Subject _____
 Cards _____
 Other _____

36. Do you think getting along with your fellow employee will be a problem on the job?

1. Yes _____
2. No _____

Do you think speed in doing your work will be a problem on the job?

1. Yes _____
2. No _____
3. Possibly _____
4. Have no idea _____

37-50. Check whether you think any of the following personality factors may cause you difficulty on the job.

Consideration for others	Yes _____	No _____	Perhaps _____
Understanding of correct social usage	Yes _____	No _____	Perhaps _____
Ability to get along with people	Yes _____	No _____	Perhaps _____
Ability to express yourself in speaking or writing	Yes _____	No _____	Perhaps _____
Personal grooming	Yes _____	No _____	Perhaps _____
Ability to plan and carry through work without direction	Yes _____	No _____	Perhaps _____
Ability to take responsibility	Yes _____	No _____	Perhaps _____
Initiative	Yes _____	No _____	Perhaps _____
Adaptability	Yes _____	No _____	Perhaps _____
Good natured-pleasant to have around	Yes _____	No _____	Perhaps _____
Desire to give full value in service for pay received	Yes _____	No _____	Perhaps _____
Ability to behave on basis of reason rather than emotions	Yes _____	No _____	Perhaps _____
Absenteeism	Yes _____	No _____	Perhaps _____

<u>PART B:</u>	EMPLOYMENT PRACTICES AND	
	TRAINING OF EMPLOYEES	
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March 11, 1960

Dear _____:

Students in school often have a rather hazy idea of the kind of position they want, the working conditions they will find and the qualifications which will best prepare them for a position.

We are making a survey of present and former students from whom we hope to make an analysis of the relative value of subjects taken in school and problems which are most frequently encountered on the job. This will aid us in making curricula adjustments which will be of help to future students.

Will you please help by filling out, as completely as possible, the enclosed questionnaire, and mail it back in the enclosed envelope at once.

Yours very truly,

(Miss) Ferne Williams
Business Co-ordinator

P. S. I would appreciate receiving a personal note from you also, telling me how you are getting along.

QUESTIONNAIRE FOR FORMER STUDENTS WHO ARE NOW EMPLOYED

1. What is your present job title? _____
2. Indicate the length of your employment in this position.
 1. _____ Less than 6 months
 2. _____ More than 6 months but not over 1 year
 3. _____ Between 1 year and 2 years
 4. _____ If over two years, please give number
3. Is this your first full-time office position? 1. _____ Yes 2. _____ No
4. If your answer to Question 3 is No, starting with your present position list the positions held since leaving school.

- | <u>Position</u> | <u>Organization</u> | <u>Dates</u> |
|-----------------|---------------------|--------------|
| 1. | | |
| 2. | | |
| 3. | | |
- 5-6. Indicate the number of other office employees in your department. _____
 7. Check what you feel is the opportunity for advancement on your present job.
 1. _____ Excellent opportunity
 2. _____ Frequent opportunity
 3. _____ Very little opportunity
 4. _____ Dead-end job
 8. Check the in-service training provided by the organization in which you are employed.
 1. _____ Office manuals
 2. _____ Regular classes for employees
 3. _____ Training given by supervisor for specific jobs
 4. _____ Directions for jobs given by employer
 5. _____ Encouraged to take evening classes by paying tuition
 6. _____ Encouraged to take evening classes without financial benefit
 7. _____ No training of any kind

9. Indicate your personal feeling about your job.

1. _____ Like it very much
2. _____ Like it moderately well
3. _____ Just another job
4. _____ Dislike it
5. _____ Will leave it for another job as soon as there is an opportunity.

10. Signify how adequately your employer defined the responsibilities of your job.

1. _____ Very well. Job is just what I expected.
2. _____ Fairly well. Job is approximately what I expected, with very few unexpected duties.
3. _____ Poorly. Many jobs expected of me which I did not expect to do.
4. _____ Not at all. My duties are not at all what I expected them to be.

11. Check the employee benefits which are provided by your employer?

1. _____ Vacation _____ weeks
2. _____ Sick leave _____ weeks
3. _____ Hospitalization _____ Blue Cross-Blue Shield
_____ Other
4. _____ Retirement
5. _____ Unemployment insurance
6. _____ Disability compensation
7. _____ Rest periods
8. _____ Coffee breaks
9. _____ No restrictions on time taken off from job.

12. Indicate your present pay bracket

1. _____ Over \$75 per week
2. _____ \$65 to \$75 per week
3. _____ \$50 to \$65 per week
4. _____ Less than \$50 per week

13-14. Indicate your personal relations with different employee levels within your organization. If no one fills such a position, please leave blank.

	<u>Very Friendly</u>	<u>Friendly</u>	<u>Occas- ional Conflicts</u>	<u>Can't No get Com- Along Tact</u>
Employer	_____	_____	_____	_____
Immediate supervisor	_____	_____	_____	_____
Fellow workers	_____	_____	_____	_____
Other workers in organization	_____	_____	_____	_____

15-20. Indicate the subjects which you took at Junior College and their value in light of your experience on the job.

	<u>Very Valuable</u>	<u>Of some value</u>	<u>No Value</u>	<u>Wish I had not taken</u>
Advanced Shorthand	_____	_____	_____	_____
Advanced Typing	_____	_____	_____	_____
Accounting - 1 semester	_____	_____	_____	_____
1 year	_____	_____	_____	_____
1½ year	_____	_____	_____	_____
2 years	_____	_____	_____	_____
Introduction to Business	_____	_____	_____	_____
Business Math	_____	_____	_____	_____
Business Correspondence	_____	_____	_____	_____
Salesmanship	_____	_____	_____	_____
Business machines - Basic	_____	_____	_____	_____
Secretarial	_____	_____	_____	_____
Advanced	_____	_____	_____	_____
Business Law	_____	_____	_____	_____
Office Management	_____	_____	_____	_____
Business Co-op	_____	_____	_____	_____

21-22 Please list any courses which you wish you had taken rather than something you did take.

1. _____ 4. _____
 2. _____ 5. _____
 3. _____ 6. _____

23. Please write briefly of any problems you encountered on the job for which school could have better prepared you.

1. Personal Problem

2. Job Ability

24-31 Check the skills which you use on the job.

1. Shorthand: Daily _____
 Two or three times a week _____
 Seldom _____
 Never _____
 Approximate speed required: 120 or over _____
 100 to 120 _____
 80 to 100 _____
 60 to 80 _____
 Below 60 _____
 No answer _____
1. Typing: Transcribe shorthand notes _____
 Type from straight copy _____
 Type from handwritten copy _____
 Tabulations _____
 Envelopes _____
 Invoices _____
 Fill-in forms _____
 Type on cards _____
 Type from dictation records _____
 Dictation directly on typewriter _____
 Compose letters _____
 Legal documents _____
1. Handwriting: To be read by yourself only _____
 To be read by others in organization _____
 To be read by those outside your company _____
1. Financial: Posting to accounts receivable _____
 Posting to accounts payable _____
 Keeping cash records _____
 Petty cash records _____
 Reconciling bank account _____
 Making bank deposits _____
 Receiving money and making change _____

1. Machines which you use in your work: Full key Adding _____
 10 key Adding _____
 Automatic calculator _____
 Key-driven calculator _____
 Dictaphone _____
 Electric typewriter _____
 Manual typewriter _____
 Telephone _____
 Telephone switchboard _____
 Cash register _____
 Bookkeeping machine _____
 Key Punch _____
 Others _____

1. Filing: Alphabetic _____
 Number _____
 Cards _____
 Subject _____
 Others _____

32. Has speed in doing your work presented a major problem? Yes _____
 No _____

33-47 Check whether you think any of the following personality factors have caused you difficulty on the job.

	Yes	No	Perhaps
1. Consideration for others	_____	_____	_____
2. Understanding of correct social usage	_____	_____	_____
3. Ability to get along with people	_____	_____	_____
4. Ability to express yourself in speaking or writing	_____	_____	_____
5. Personal grooming	_____	_____	_____
6. Ability to plan and carry through work without direction	_____	_____	_____
7. Ability to take responsibility	_____	_____	_____
8. Initiative	_____	_____	_____
9. Adaptability	_____	_____	_____
10. Pleasantness--good humor	_____	_____	_____
11. Desire to give full value in service for pay received	_____	_____	_____
12. Ability to behave on basis of reason rather than emotions	_____	_____	_____
13. Absenteeism	_____	_____	_____
14. Tardiness	_____	_____	_____

**PART C: EMPLOYMENT PRACTICES OF
SELECTED EMPLOYERS**

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March 14, 1960

Dear sir:

We appreciate your co-operating with us in the past and I hope you will again help us by filling out the enclosed questionnaire as completely as possible and mailing it back in the enclosed envelope.

This survey is designed to give us a better idea of the positions which our students find when they leave school, the abilities which are expected of them and deficiencies which employers find which we could do something about while students are still in school.

If, through the findings of this survey, we can improve our instruction and our curriculum, you employers will also receive benefits in better prepared employees.

Thank you.

Yours very truly,

(Miss) Ferne Williams
Business Co-ordinator

QUESTIONNAIRE FOR EMPLOYERS

1. Please indicate the number of office employees in your organization.
Less than 5 _____
Between 5 and 20 _____
Between 20 and 100 _____
Over 100 _____

- 2-4. What is the average number of new employees you hire each year? _____

5. Check the in-service training which you provide for your employees.
 1. _____ Office manuals
 2. _____ Regular classes for employees
 3. _____ Training given by supervisor for specific jobs
 4. _____ Directions for jobs given by employer
 5. _____ Encouraged to take evening classes by paying tuition
 6. _____ Encouraged to take evening classes without reimbursement
 7. _____ No provision for in-service training

6. Check what you feel is the opportunity for advancement for your employees.
 1. _____ Excellent opportunity
 2. _____ Frequent opportunity
 3. _____ Very little opportunity
 4. _____ Dead-end job

7. Check the employee benefits which you provide for your employees.
 1. _____ Vacation _____ weeks
 2. _____ Sick leave _____ days
 3. _____ Hospitalization _____ Blue Cross-Blue Shield
_____ Other
 4. _____ Retirement other than Social Security
 5. _____ Unemployment Insurance
 6. _____ Disability compensation
 7. _____ Rest periods

- 8. _____ Coffee breaks
- 9. _____ No restrictions on time taken off from job

8. Indicate your present beginning pay bracket.

General Clerical	Typing-Shorthand Machines
------------------	------------------------------

- 1. _____ Over \$75 per week
- 2. _____ \$65 to \$75
- 3. _____ \$50 to \$65
- 4. _____ Less than \$50 per week

9. Indicate from what source you usually secure new employees. Check more than one if you use several sources.

- 1. _____ School placement office (either high school or junior college)
- 2. _____ Advertisement in the newspaper
- 3. _____ Michigan Employment Office
- 4. _____ Private employment agencies
- 5. _____ Friends of present employees
- 6. _____ Direct applications

10. Indicate the criteria you use in selecting new employees. Check more than one if you use a combination.

- 1. _____ Pre-employment tests (Please indicate what kind)
- 2. _____ Employment interview
- 3. _____ Recommendation from school
- 4. _____ Recommendation from former employer
- 5. _____ Other (Please indicate what)

11. Indicate what skills you expect of a new employee

Shorthand: Dictation speed required: 120 or over _____
 100 to 120 _____
 80 to 100 _____
 60 to 80 _____

12. Typing: Speed required: Over 60 _____
 Between 50 and 60 _____
 Between 40 and 50 _____
 No attention to speed _____
13. Machines: Adding machine full key _____
 Adding machine 10 key _____
 Dictaphone _____
 Automatic calculator _____
 Key Driven calculator _____
 Electric typewriter _____
 Bookkeeping machine _____
 Key punch _____
 Other _____

14. Legible handwriting _____
15. Knowledge of bookkeeping _____
16. Proficiency in mathematical computations _____
- 17-32. Check any of the following personality factors which have caused difficulty with new employees.
- | | Yes | No |
|---|-------|-------|
| Consideration for others | _____ | _____ |
| Understanding of correct social usage | _____ | _____ |
| Ability to get along with people | _____ | _____ |
| Ability to express herself in speaking or writing | _____ | _____ |
| Personal grooming | _____ | _____ |
| Ability to plan and carry through work without direction | _____ | _____ |
| Ability to take responsibility | _____ | _____ |
| Initiative | _____ | _____ |
| Adaptability | _____ | _____ |
| Good humor | _____ | _____ |
| Desire to give full value in service for pay received | _____ | _____ |
| Ability to behave on basis of reason rather than emotions | _____ | _____ |
| Absenteeism | _____ | _____ |

	Yes	No
Tardiness	_____	_____
Accuracy	_____	_____
Speed in turning out work	_____	_____

33. Please indicate what you consider the greatest deficiencies of new employees.

INTERVIEW SHEET

Industry _____

Number of Employees _____

Average Percentage Rate of Turnover _____

Beginning Pay Scale:

In-Service Training Given to Employees:

Office Manuals _____

Regular classes for employees _____

Training given by supervisor for specific jobs _____

Directions for jobs given by employer _____

Encouraged to take evening classes by paying tuition _____

Encouraged to take evening classes without reimbursement _____

Opportunity for Advancement:

Employee Benefits:

Vacation _____

Sick leave _____

Hospitalization _____

Retirement other than Social Security _____

Unemployment Compensation _____

Disability Compensation _____

Rest periods _____

Coffee breaks _____

No restrictions on time taken from job _____

Source of Employees:

School placement office _____

Advertisement in the newspaper _____

Michigan Employment Security Office _____

Private employment agencies _____

Relatives and friends of present employees _____

Direct applications _____

Criteria for Selecting New Employees:

Interview:

Pre-employment tests:

References:

Skills required:

Shorthand

Typing

Business Machines

Bookkeeping

Mathematical computations

Personality factors:

Greatest deficiencies:

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