AN ANALYSIS OF TRAINING NEEDS FOR

SECRETARIES IN MEDIUM-SIZED

TULSA COMPANIES

By

BARBARA A. WRIDE FLANAGAN

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1972

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
May, 1985

AN ANALYSIS OF TRAINING NEEDS FOR

SECRETARIES IN MEDIUM-SIZED

TULSA COMPANIES

Thesis Approved:

_____
Thesis Adviser

_____

_____

_____
Dean of the Graduate College

ii

1216289

ACKNOWLEDGMENTS

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER I

INTRODUCTION

Little research has been found in the Tulsa, Oklahoma, area to determine what training is needed for secretarial staff members to become more competent and productive. Information of this nature is important for several reasons.

First, secretaries who are given an opportunity for additional skills development can become more productive on the job. A survey of 890 secretaries and administrative assistants was conducted by BIZ, a self-administered, in-service learning system published bimonthly by Xerox Learning Systems (BIZ, 1984, p. 6). These executive-level secretaries worked in a variety of fields. Thirty-one percent of the participants said that their major area of concern was that employers underestimated their skills. These results indicate that executives may be overlooking an opportunity to utilize their secretaries more effectively and to increase their own productivity. These secretaries are self-improvement oriented, and 69.8 percent felt the way to move ahead was "to study and to acquire new skills and techniques" (BIZ, 1984, p. 6).

Minolta Corporation's Business Equipment Division sponsored a study done in cooperation with Professional

Secretaries' International (PSI) Research and Educational Foundation. This research was conducted by C. A. Pesko Associates, Inc. and involved 3,000 responses of PSI members and the executives for whom they worked. One objective of the study was to determine the impact of office automation on secretaries and executives. Both secretaries and executives felt office automation would increase productivity and save time (Minolta, 1983).

Giving secretaries an opportunity to increase their knowledge is also a good motivating factor and may result in higher productivity. Results of ineffective development and utilization of employees are high turnover, slow production of work, poor quality of work, poor attitude, and morale problems. The Minolta study reported that only three out of five secretaries found their job challenging, and 40 percent felt they were overqualified for their jobs. Because of this fact, one-third had looked for another position during the past six months either within their company or outside their company (Minolta, 1983).

Second, secretaries who are challenged and encouraged to grow are more likely to continue their employment for many years. A person who has been with a company for many years is a valuable asset. Secretaries in the Minolta study felt that office automation would provide an opportunity to learn something new and provide them with a challenge.

Third, an assessment of the skills needed should be done before human resource development personnel begin any

kind of training program. Otherwise, the skills areas needing the most improvement may be ignored.

Statement of the Problem

The problem of the study was that the training needs of secretaries in the Tulsa area may not be met by their companies.

Statement of the Purpose

The purpose of this study was to determine the training needs of secretarial staffs in medium-sized companies in Tulsa, Oklahoma.

Research Questions

The study attempted to answer the following questions:

1. What are the most important tasks that secretaries perform?

2. What secretarial skills are needed to perform those tasks?

3. In what subject areas do secretaries receive additional training after they are hired?

4. How is this additional training provided?

5. What secretarial skills need to be improved?

Significance of the Study

According to the U. S. Bureau of Labor Statistics "employment of secretaries will increase faster in the 1980's than any other occupation" (Simpson, 1983, p. 208).

Projections have been made that there will be a 28.3 percent increase in secretarial positions from 1980 to 1990 (Simpson, 1983). The U. S. Department of Labor is predicting a need for approximately 875,000 secretaries and stenographers by 1985. Occupational Outlook for 1980 reports 305,000 openings annually for stenographers and secretaries, 59,000 for typists, and 41,000 for receptionists (Stoddard, 1982). Because of these statistics, secretaries with good skills will be in demand everywhere in the United States.

One of the major problems facing employers is finding secretaries with excellent skills. Because of this fact, more effort needs to go into training. Training needs to take place before the secretary is hired and also after employment. It may be somewhat difficult to determine return on investment for training because the benefits cannot easily be converted to dollars.

The tasks secretaries perform, such as machine transcription, typing, taking shorthand, answering the telephone, and filing, have not really changed over the years. What has changed is the equipment used to complete these tasks, like new telephones, machine transcribers, automatic typewriters, and filing equipment. Years ago a person could go to school, learn the needed skills, and go to work. Now because of all the new technology, secretaries must continue to learn on the job just to stay abreast of the new equipment on the market.

Scope

Forty medium-sized Tulsa companies of 400 to 1,000 employees were chosen for the study because they are in greatest need of developing more training programs. Smaller companies would probably encourage their employees to attend seminars, workshops, and classes outside the company rather than conducting them in house. Because of the small number of participants in these companies, there would be no economy of scale. Many large companies with more than 1,000 employees already have training staffs which are conducting needed workshops and seminars.

Limitations and Assumptions

The following items were limitations of the study:

1. Secretaries might have been reluctant to discuss their jobs and company policies with someone outside the company.

2. Most questions on the interview schedule were objective rather than subjective because of the analysis factor. More detailed information would have been obtained from open-ended questions.

Assumptions included the following:

1. The secretaries answered the questions giving an accurate picture of their job responsibilities.

2. The duties reported by the secretaries were representative of the many tasks carried out by the average secretary.

Definitions

Professional secretary - executive assistant who has a mastery of office skills and can assume responsibility and show initiative

Entry-level secretary - person who performs routine tasks such as answering the telephone, filing, typing, and running errands

Skill level - degree of accuracy or speed required on the job for typing, shorthand or equipment operation

Subject area - knowledge about how to handle miscellaneous responsibilities including making appointments, making travel arrangements, filing, locating information in references, and other general areas of information

Medium-sized company - companies of 400 to 1,000 employees

Machine transcription - process of typing material while listening to tapes

CHAPTER II

REVIEW OF LITERATURE

The review of literature examines the tasks that a
secretary performs. These tasks are discussed in the first
part, Task Analysis for Secretaries. A clear picture of what
skills are needed is reported in the next part, Skills
Levels. The third part, Current Training Opportunities,
looks at training that is currently available for
secretaries. Part four, Additional Training Needed, focuses
on skill areas that need improvement through additional
training programs. A brief description of similar studies
will be given in the fifth part, Similar Studies. The
chapter concludes with a summary.

Task Analysis for Secretaries

What is a secretary? According to Dan Valentine (1961,
n.p.) "She's a diplomat holding a telephone receiver. She
can bring instant order out of temporary panic... She's a
file clerk, babysitter, Christmas shopper, office hostess,
janitress, efficiency expert, public relations specialist,
treasurer, and full-time information bureau."

The specific tasks a secretary performs include the following:

Competency	Task
Typing	Typing letters, memos, and reports
Transcribing	Typing from dictation, or belts and cassette tapes
Filing	Filing, finding materials, organizing
Communication	Handling correspondence, taking dictation, transcribing, handling telephone and callers, working with others
Organizing	Setting priorities, making appointments,
Copying	Running copy and duplicating machines
Computing	Making up expense reports, keeping account records
Locating information	Using references
Problem solving	Making decisions

Skills Levels

What are the basic skills needed to be a competent secretary? A March, 1980, study in the Christian Science Monitor reported the ability to write well and speak effectively was ranked first (Stoddard, 1982).

Banks (1978) categorizes three broad areas of survival skills. The first area is communication which includes the ability to listen effectively, ask questions and record information. Organization skills are in the second category and refer to the ability to locate information, develop

chronological files and follow directions. The third area
is decision-making ability which includes being able to work
under pressure or the "I need it yesterday" (Banks, 1978,
p. 22) pace. According to Fingar (1984, p. 15) "the electronic
office requires the ability to think through a problem,
determine the procedure to be followed, and then complete
the task."

After looking over the literature, the following skills
levels seem to be accepted. Each area will be discussed
individually.

Typing

Typing speed should be at least in the 50 to 60 word per
minute range with good accuracy. Typed correspondence
creates a first impression of the company, and it will
usually be a lasting impression.

Shorthand Transcription

This skill may help the secretary obtain a job even if
it is not used much. Ability in shorthand transcription
shows that the secretary was disciplined enough to learn it.
A secretary with shorthand skill generally is more
proficient in the areas of grammar, punctuation and
listening skills. Acceptable speeds of dictation for
employment are in the range of from 80 to 90 words per
minute.

Machine Transcription

Experience in machine transcription is invaluable because both the secretary and boss do not have to be available at the same time. Good grammar and punctuation skills are essential.

Spelling and Grammar

English and spelling skills are essential in conveying the desired message. Proofreading and editing competencies are also very important. All written work needs correct word usage, sentence structure, thought expression, and accuracy. Editing is especially important for automated equipment and statistical data. A report that is written using proper English tends to be taken more seriously than one that is done poorly.

Legible Handwriting

Good handwriting is important for accuracy. Errors mean loss of money to a company because of time spent trying to make corrections.

Listening

A secretary needs to be a good listener to make sure instructions are received correctly. Feedback should be given to show that the listener obtained the correct message. Secretaries should develop a good listening attitude which means they should be open to new ideas.

Concentration skills should be developed so that work can
be carried on amidst distracting noises.

Computation

Accuracy is the key in figuring such things as travel
expense reports, purchase orders, and bank records. Ability
to run calculators by touch is a valuable skill. A survey
of data processing firms within 100 miles of the Area Vo-
Tech High School in Jonesboro, Arkansas, found that
"75 percent of data entry material is numeric and only
25 percent is alphabetic" (Brittain, 1981, p. 18).

Equipment

Ability to operate equipment such as calculators,
copiers, telephones, word processing equipment, and machine
transcribers must be learned. As new equipment is
introduced, there is a continuous need for retraining.

Current Training Opportunities

Training opportunities for secretaries fall into several
categories:

     a) self-instruction,

     b) in-house sessions administered by other employees,

     c) workshops handled on site by outside consultants,

     d) seminars conducted by experts at another location,

     e) seminars conducted at regional training centers,

f) courses taught by area schools, and

g) professional organizations.

Each of these will be discussed in a separate section.

Self-instruction

Secretaries involved in self-instruction work primarily on their own with some guidance from programmed materials or from a supervisor. Self-instruction may just consist of extra reading which is done by the secretary. This method of training may be done on company time with company equipment or may be completed strictly on the secretary's own time.

In-house Sessions Administered by Other Employees

In-house sessions are as simple as on-the-job coaching by supervisors. This form of learning may not even be thought of as a formal training method, but it is probably used more frequently than regular class sessions. Supervisors are being coached in their own training sessions on how to become more effective trainers. Staff development sessions are conducted on topics such as time management, use of new equipment, new procedures, and orientation of new employees. These workshops may be done by department or the entire company.

Workshops Handled On Site by Outside Consultants

Popular topics for outside consultants seem to be in the area of communication, both oral and written. Specific

courses cover the mechanics of writing more effective letters, memos, and reports.

The Washington School for Secretaries in Washington, DC, custom designs courses to be conducted on site in the area of clerical and secretarial skills, word processing, supervisor/manager training, and career development. Specific courses are held on Organizational Skills, Handling the Angry Customer, and Executive Secretarial Development (Wasserman, 1983).

Another company in Deerfield, Illinois, serves as a consultant to identify problem areas requiring solutions other than training. If training is needed, Training Consultants Incorporated then designs a program to meet the needs. Courses emphasize word processing use, customer service, bank and supervisory training (Wasserman, 1983).

Seminars Conducted by Experts at Another Location

Seminars are conducted by experts in the field. Many times companies will pay fees for secretaries to attend these short-term workshops.

Automated Office Resources in Aptos, California, emphasizes courses in word processing/terminal keyboarding skills, creating and revising documents, and how to use word processing to increase productivity. Their target audience is the individual who wants to grow professionally (Wasserman, 1983).

Seminars Conducted at Regional Training Centers

Some companies who have offices all over the country may have a central training office where employees go for their training. Sometimes these are only one or two-day sessions, but many of them are longer in duration. Another type of regional program might be similar to the Regional Training Center in San Diego which holds one- to ten-day workshops primarily for government, business, and private nonprofit organizations. Their courses emphasize "organizational and individual effectiveness" (p. 69) to improve productivity. Specific courses of interest to secretaries are: The Secretary As Manager, Women in Organizations, Secretarial Effectiveness Training, Effective Writing for Secretaries, Office Skills and Procedures, Time Management for Secretaries, and Effective Telephone Techniques (Wasserman, 1983).

Courses Taught by Area Schools

Many companies encourage their secretaries to enroll in pertinent courses at area colleges by reimbursing them for tuition after they have successfully completed the course.

An interesting concept is a program set up by Security Pacific National Bank reported on by Jasso (1984). They helped set up a community education program to provide vocational training to 4,700 students from 200 school districts a year. Their program is called Project STEP (Skills Training Education Program) and attempts to provide

skills classes for entry-level job seekers. The bank
conducts these classes at its facilities.

Several advantages are accomplished by the program.
First, students learn the skills they will need to obtain
employment. The schools have access to the bank's
up-to-date training materials, equipment, facilities, and
supplies at no cost to the school district. The third
advantage is that the bank can hire its well-trained
graduates. This type of program benefits everyone involved.

Professional Organizations

Professional organizations such as PSI provide an
opportunity for secretaries to meet and exchange ideas and
grow through guest speakers and interaction with others in
the field. PSI sponsors the Certified Professional
Secretary program which is an exam given annually that tests
proficiency in behavioral science in business, business law,
economics and management, accounting, communication
applications, and office administration technology. This
rating is important for a career-oriented secretary who
wishes to be identified as an exceptional secretary
(Simpson, 1983). Two other programs which enhance
professionalism are the Professional Standards Program
sponsored by the National Association of Educational
Secretaries and the Professional Legal Secretary sponsored
by The National Association of Legal Secretaries.

Additional Training Needed

According to Brower (1979, p. 10), employers have "no quarrel with the skills performance of today's graduates, but they do have serious reservations when it comes to their nontechnical abilities." Employers feel their employees need to be more aware of new terminology and developments in equipment for mail processing, data filing and word processors. More attention also needs to be given to problem solving, meeting deadlines, grammar, and proofreading. Initiative, reliability, emotional stability, confidentiality, flexibility, and ability to get along with others were mentioned as professional and personal characteristics that need more development. Employers also like to see an employee who takes advantage of educational opportunities and belongs to professional organizations for professional growth.

A secretary's motivation to take advantage of training opportunities goes back to Maslow's Hierarchy of Needs. His philosophy was that before upper level needs were addressed, a person had to have his lower level needs met. Maslow's hierarchy consisted of five steps or levels discussed by Quible (1980).

Physiological needs include "food, water, oxygen, rest, muscular activity, and freedom from extreme temperatures" (Quible, 1980 p. 111). The wages or salary an employee receives helps satisfy this need. At this level secretaries are interested in basic skills training such as typing,

shorthand, and ten-key which will at least get them hired by a company.

The next level is physical or psychological safety. Physical safety includes clothing, shelter, and freedom from danger. Psychological safety encompasses "job security and most fringe benefits" (Quible, 1980 p. 111). Employees want to work in an environment which promotes job security. At this level secretaries are interested in courses on professional dress, information on job benefits and status of the company regarding their job security.

The third level is a sense of belonging and love needs. Each person has a need to belong to a group, to feel companionship and enjoy socialization, and to feel love or affection from the people around them. Since a secretary spends a great deal of time in the office, this work environment has an important role. Training on this level might include human relations topics.

The fourth level in the hierarchy is self-esteem. This consists of "one's desire for achievement, self-respect, confidence, and mastery" (Quible, 1980, p. 111) and the esteem of others which includes prestige, attention, recognition, and status. This is an important level because employees who have feelings of dejection, uselessness, or incompetence for long can become hostile and less productive. Topics in this area for secretarial training might be on several aspects of self-image.

A "person's ability to become the individual one is capable of becoming" (Quible, 1980, p. 111-112) or to

achieve maximum potential is classified as self-actualiza-
tion. Factors on the job that influence whether this need
can be met include the job itself, an absence of development
activities, goals or ambitions that are set higher than
abilities, and the seniority system. At this level training
might include learning about the duties and responsibilities
of more advanced jobs and obtaining the skills to handle
those jobs.

Similar Studies

Graduate researchers have done many studies to
determine the requirements for entry-level clerical
positions in various cities. A study was done on selected
business firms in Raleigh, North Carolina, by Queen L.
Stevens from North Carolina Central University in 1980.
Another study to determine entry-level requirements for
clerical/secretarial employees in 100 selected businesses in
Topeka, Kansas, was carried out by Jean Lindsey at Emporia
State University.

In 1983 research was conducted to determine entry-level
skills for legal secretaries in large-sized law firms in
Indianapolis, Indiana, by Charlotte F. Camfield at Indiana
University. Many of these studies are done to aid in
curriculum planning at local schools.

Janie Hammer McFarland from Montana State University
did a study in 1981 to determine the status of in-service
training programs offered by business and industry to

secretarial/clerical personnel. Another survey done by
Brenda Jean Moscove of Oklahoma State University in 1972
tried to determine the differences of opinions between
office workers and their office managers concerning office
workers' duties and responsibilities. She found that there
was a significant difference of opinion between the two
groups regarding the competencies needed and the level of
performance being obtained.

Several companies have conducted studies on secretaries
and managers and they include the following results.

In the Minolta study completed in 1983, job responsi-
bilities were examined, and it was reported that the tasks
most liked by secretaries involved "thinking, decision-
making, and working with people" (Minolta, 1983, p. 10).
The most disliked task was filing, followed closely by
photocopying/duplicating.

More than 50 percent of the secretaries in the Minolta
study were willing to achieve their career goals by
receiving on-the-job training or going back to school at
either company expense or their own expense. The majority
also felt that they would need to develop additional skills
to function adequately in the automated office.

Adia Temporary Services conducted a study in 1981
(Secretary Facts 80's, 1983, p. 19) of 1,432 employers in
eight countries, 15 percent of whom were in the United
States. The following key business attributes of secre-
taries were chosen by over 50 percent of the managers:
"strong knowledge of grammar, spelling and punctuation, 68

percent; accuracy and good typing presentation, 66 percent; capable of working under pressure, 56 percent; capacity to accept responsibility, 50 percent" (Secretary Facts 80's, 1983, p. 19).

Honeywell, Inc. conducted an "Office Automation Survey" (Secretary Facts 80's, 1983, p. 17) with 1,264 secretaries and office managers in 1983. The following information, was reported in this study on how secretaries spend their time.

TABLE I

PERCENTAGE OF TIME SPENT ON SECRETARIAL TASKS

Secretarial Tasks	a lot of time	some time	little/ none
Producing/processing written material	78	19	2
Handling people	77	18	4
Organizing materials	36	48	15
Original writing	17	59	23
Analyzing	12	36	51
Managing others' work	7	21	69
Decision-making	5	28	65
Other activities	8	4	1

Source: "Secretary Facts 80's," The Secretary. 43, 8 (October, 1983), pp. 20.

They also found that automated equipment could be used more productively if more or better training was given. Thirty-two percent of the secretaries and 33 percent of the managers felt offices could become more efficient if the secretary's abilities were utilized more fully. Ten percent of the secretaries and 13 percent of the managers also felt that better training and supervision should be given.

In the Tulsa area a study was conducted in 1982 by Jana Ruiz of Oklahoma State University to look at career development programs in major companies in Tulsa. Her objectives were to identify existing programs in companies with 750 or more employees, to find out what programs are in the process of implementation, and to examine the level of support of management. From the study it was clear that most companies had some type of career development program to offer, but seldom sent employees to outside workshops.

<center>Summary</center>

Secretaries perform a wide variety of tasks including: typing, transcribing, filing, copying, organizing, computing, communicating, locating information, and solving problems. To be able to do all of these tasks, a secretary must have good typing, grammar, proofreading, and listening skills as well as personal characteristics of loyalty, initiative, flexibility, and an ability to get along with others.

Training opportunities for secretaries are available through self-instruction, in-house sessions, workshops on site conducted by outside consultants, outside seminars, workshops at training centers and schools, and professional organizations. These training sessions cover a wide variety of topics from skills development to self-image.

Additional training needs to emphasize some of the nontechnical abilities of problem solving, working under pressure, emotional stability, and flexibility. These areas are more difficult to teach, and this may, therefore, be the reason they are often ignored in training programs.

Several studies by companies and graduate researchers have been conducted nationally to determine the tasks performed by secretaries, the entry-level skills needed to perform secretarial tasks, and the training received by secretaries.

CHAPTER III

METHOD AND PROCEDURES

Introduction

Information was gathered from 39 medium-sized
companies in Tulsa to determine the training needs of
secretaries. These company names were taken from a list
compiled by the Metropolitan Tulsa Chamber of Commerce for
its 1985 Business Guide. This chapter describes the
population surveyed, the procedures and instruments used to
gather data, and the method used to analyze the data.

Population

The target population for the study consisted of
secretaries and clerical workers employed by 40 companies of
400 to 1,000 employees in Tulsa, Oklahoma. A structured
sample selected one secretary or clerical worker from each
of 39 participating companies. A list of the companies which
participated can be found in Appendix A. One company did
not wish to participate.

Data Gathering Procedure

Information was gathered from several sources. First,
a panel of experts was consulted in a telephone interview to

get a general idea of the skills needed and the training areas receiving attention currently. Information on the members selected will be given in the next section.

Panel of Experts

Panel members were chosen on the basis of their knowledge of secretarial training being done by companies in this area. Some members were employed by companies doing secretarial training and may have been in a position to recommend such training. One member was in charge of providing instructors for workshops, and others were secretaries or educators who belong to professional associations or have a knowledge of the skills needed. An instructor of these training programs was also included. Additions were made to the list of secretarial tasks performed on the interview schedule after discussions with the panel members.

Pilot Test

A pilot test was then completed with thirteen secretaries and clerical workers who were taken from outside the general population and either worked for companies with more than 1,000 employees or less than 400 employees. These secretaries were contacted by telephone and asked to answer a set of prepared questions. The pilot test was used to determine any questions which needed to be reworded for

clarity and to determine the best method of reaching a secretary willing to participate in the study.

After the pilot test was conducted, secretaries in the target population were contacted by telephone over a two-week period of time. Because of the method used for the survey, the response rate was 98 percent. Also the secretaries were assured that their responses would not be identified with their company.

Data Gathering Instruments

Some general and specific questions were used to elicit discussion from panel members. Notes were taken on the comments made regarding each question. Suggestions from subject experts on the panel were included in the final set of interview questions. Topics for the panel of experts included an open ended question on the important skills needed by a secretary as well as speeds needed for typing and shorthand. Another open question on the most common subject areas for secretarial training seminars was asked along with information on who provided this training. Other questions asked what subject areas secretaries could benefit from additional training and who should provide it. The last question was used to determine the perception of local companies towards updating secretarial skills through additional training and whether these companies felt training was important. A copy of the telephone interview schedule can be found in Appendix B.

Secretaries in the target population were asked a set of nine questions in three areas: tasks performed, necessary skill levels, and training. Information was obtained on the job titles of the secretaries for demographic purposes.

The first research question determined the most important tasks that secretaries perform. To answer this question, secretaries in the study were asked how often they performed a comprehensive list of secretarial tasks. They were given five choices: never, seldom, occasionally, frequently, and very often.

The second research question sought to find out the skills needed to perform those tasks. Item 2 on the survey instrument regarding typing speed requirements and item 3 on shorthand speed requirements gave pertinent information on what was required.

The issue of training was addressed in items 4 through 9. The secretary's perception of whether she was encouraged to attend seminars or classes to update her secretarial skills was discussed in item 4. Item 5 asked whether a seminar or class had been attended in the last six months and gave an indication of the additional training received. This item answered the third research question which was: In what subject areas do secretaries receive additional training after they are hired?

Reimbursement was the major issue in items 6, 7, and 8. Information on whether secretaries were allowed time off with pay to attend workshops and seminars, whether outside

seminar costs were paid by the company, and whether secretaries were reimbursed for tuition costs at local colleges was addressed. Answers to these items gave an indication of the most likely place for secretaries to obtain additional training. Also the answer to item 5 gave information on how additional training for secretaries was provided which answered the fourth research question. Item 9 asked the secretaries to give subject or skill areas they or other secretaries in their company could benefit from additional experience or training. Answers to this question answered the fifth research question which was to determine the secretarial skills needing improvement. A copy of the telephone survey questions can be found in Appendix C.

Analysis of Data

Tables and a descriptive analyses of the data were included in the findings. Information obtained from the panel of experts was reported separately from that of the secretaries. A descriptive analysis for the panel was reported giving the most important skills for a secretary (Q. 1), the speeds necessary for secretaries (Q. 2), common subject areas for training seminars (Q. 3), organization providing training seminars (Q. 4), skills needing improvement (Q. 5), group to provide this needed training (Q. 6), and the viewpoint of companies regarding additional training for secretaries.

Demographic information was compiled on the job titles and the number of secretaries responding from companies based on number of employees. Percentages and frequency counts were shown in table format for each question on the secretarial questionnaire.

CHAPTER IV

RESULTS AND DISCUSSION

Results of the telephone interviews with the panel of
experts and the secretaries and clerical workers are
reported in this chapter in seven parts. The information
is presented in the following order: demographic
characteristics, response rate, results of panel interviews,
analysis of tasks performed by secretaries, analysis of
skills needed for typing and shorthand, analysis of
secretarial training taking place, and the perceptions of
secretarial training needs.

Demographic Characteristics

Panel of Experts

Panel members included an executive assistant to a
president of a company, a person in an employee relations
department in charge of training programs, a member of a
college responsible for organizing training programs for
companies, an instructor for these special in-house
programs, a secretarial science instructor, a senior
accounting clerk with a background in business education,
and a former secretarial instructor and current secretary
working with a temporary agency.

Secretaries and Clerical Workers

All respondents to the telephone survey who actually worked as secretaries were female. One company response was from a male personnel employee who answered for the secretaries in general at his company. This response was not included in the statistics reported in the tables.

Thirteen secretaries or 34 percent of the total group came from companies of 631-930 employees. Nine secretaries or 24 percent fell in the company size of 501-630 employees, and 16 secretaries or 42 percent were from companies of 400-500 employees. Table II, Size of Company, gives a breakdown on these figures.

TABLE II

SIZE OF COMPANY

No. of Employees	No. of Secretaries	% of Secretaries
631 - 930	13	34
501 - 630	9	24
400 - 500	16	42

Table III, Job Title of Secretary, gives information on job titles held by secretaries according to company size.

TABLE III

JOB TITLE OF SECRETARY BY COMPANY SIZE

| Secretary's Job Title | Size of Company | | | | | |
| | 631-930 | | 501-630 | | 400-500 | |
	N	%	N	%	N	%
Administrative assistant	4	11	3	8	2	5
Executive secretary	1	3	0	0	5	13
Secretary	5	13	4	11	3	8
Clerk	2	5	2	5	2	5
Other	1	3	0	0	4	11

Companies of 631-930 employees had the title, secretary, 13 percent of the time. In companies of 501-630 employees, the most common job title was administrative assistant with 8 percent. In companies of 400-500 employees, executive secretary was the title most commonly used with 13 percent of the secretaries having that title.

Response Rate

Of the companies contacted in the research, 98 percent participated in the study. This was due to the method used to reach secretaries at each company. Subjects were contacted over a two-week period.

Results of Panel Interviews

Panel members mentioned interpersonal skills most frequently when asked to name the most important skills for a secretary. Accurate typing ability along with skill in written communication, which included grammar and spelling, were listed almost as often. Other skills related were: shorthand, computer training, time management, filing, organizational ability, initiative and judgment. One panel member stated that anyone studying for the Certified Professional Secretary exam would be ahead of a secretary who was not. A typing speed of 60 NWPM and a shorthand speed of 80 words per minute were cited most frequently by panel members.

The most common topic for secretarial training sessions was communication followed by telephone etiquette, and shorthand refresher. Other standard topics were: electronic mail, accounting fundamentals, managing time and stress, typing, company procedures, professional dress, basic math, business law, and setting priorities. These courses were taught primarily by other employees and area schools with some outside consultants on site or experts at other locations.

The panel experts felt more secretarial training was needed in the areas of communication, computer usage, terminology related to job, organizational skills, working independently, and time management. One member also felt secretaries should be told the "why" of their job tasks so

they could understand the large picture. These training sessions could be conducted by other employees, outside consultants on site, area schools, and experts at other locations.

In general, the experts felt management encouraged secretaries to further their training, but because of financial constraints, they were not providing as much training as in previous years.

Analysis of Tasks Performed by Secretaries

It was found that the top five secretarial tasks, based on frequency of performance, were: handling telephone calls; proofreading; using good grammar, punctuation, and spelling; listening to instructions; and setting work priorities.

The five secretarial tasks requiring the least amount of time were: keeping bank account records, taking minutes of meetings, conducting meetings, transcribing dictation from cassette tapes and belts, and taking dictation.

Other pertinent facts included the following:

1. Sixty-eight percent of the secretaries reported having to work under pressure very often.

2. Handling telephone calls was reported by 87 percent of the secretaries as a task carried out very often.

3. Only 27 percent reported taking dictation frequently or very often.

4.   Sixty-six percent of secretaries stated they ran copy and duplicating machines very often.

5.   Thirty-two percent reported the operation of word processors very often in their job.

A detailed analysis of the frequency of performance of the 39 secretarial tasks can be found in Table IV.

Analysis of Skills Needed for Typing and Shorthand

The majority of the respondents reported a minimum required typing speed of 50-59 NWPM (24 percent) or 60-69 (26 percent). Most of the secretaries felt they should be able to type at these speeds for at least five minutes.

For those secretaries requiring shorthand, the most common speed required was in the 80-89 word per minute range. The secretaries believed they needed to be able to maintain that speed for at least five minutes to be able to perform their job adequately. The majority of the secretaries, which included 58 percent of the group, had jobs which did not require the use of shorthand. It was used as a screening device in hiring secretaries for the position in some cases. For more information on the required speeds for typing, refer to Table V. Table VI reports the minimum shorthand speeds required.

Analysis of Secretarial Training Taking Place

Fifty-three percent of the secretaries believed they were not encouraged to attend seminars or classes to update their secretarial skills. Fifty-eight percent of the

TABLE IV

FREQUENCY OF PERFORMANCE OF SECRETARIAL TASKS

	Never		Seldom		Occasionally		Frequently		Very Often	
	N	%	N	%	N	%	N	%	N	%
Typing letters, memos and reports	3	8	2	5	2	5	10	26	21	55
Transcribing dictation from cassette tapes or belts	21	55	6	16	6	16	4	11	1	3
Taking dictation	19	50	4	11	5	13	6	16	4	11
Taking minutes of meetings	22	58	8	21	4	11	3	8	1	3
Filing and finding materials	0	0	3	8	2	5	12	32	21	55
Conducting meetings	21	55	7	18	9	24	1	3	0	0
Writing letters	2	5	6	16	10	26	8	21	12	32
Writing memos	3	8	6	16	8	21	9	24	12	32
Making oral reports	16	42	14	37	5	13	1	3	2	5
Handling mail	1	3	5	13	2	5	7	18	23	61
Handling telephone calls	2	5	0	0	0	0	3	8	33	87
Supervising other employees	15	39	5	13	9	24	5	13	4	11
Handling visitors	3	8	2	5	7	18	10	26	16	42
Handling salespeople	5	13	5	13	10	26	2	5	16	42
Setting work priorities	0	0	2	5	3	8	6	16	27	71
Making appointments for boss	5	13	4	11	6	16	6	16	17	45
Scheduling conferences and meetings	6	16	6	16	9	24	7	18	10	26
Making room and equipment arrangements for meetings	8	21	10	26	10	26	4	11	6	16
Running copy and duplicating machines	0	0	3	8	1	3	9	24	25	66
Handling travel arrangements	8	21	5	13	6	16	6	16	13	34
Making out expense reports	15	39	5	13	9	24	3	8	6	16
Keeping bank account records	32	84	1	3	1	3	2	5	2	5

TABLE IV (Continued)

	Frequency of Performance									
	Never		Seldom		Occasionally		Frequently		Very Often	
	N	%	N	%	N	%	N	%	N	%
Keeping other account records	14	37	5	13	5	13	7	18	7	18
Using references	0	0	7	18	13	34	11	29	7	18
Making decisions concerning the purchase of supplies	8	21	8	21	4	11	9	24	9	24
Making decisions concerning the purchase of equipment	12	32	15	39	6	16	2	5	3	8
Solving problems	0	0	4	11	9	24	11	29	14	37
Running errands	2	5	10	26	13	34	3	8	10	26
Organizing time	0	0	1	3	2	5	10	26	25	66
Being able to work under pressure	0	0	0	0	1	3	11	29	26	68
Using good grammar, punctuation, and spelling	0	0	1	3	2	5	6	16	29	76
Proofreading	1	3	3	8	0	0	5	13	29	76
Editing	3	8	2	5	6	16	8	21	19	50
Listening to instructions	0	0	0	0	3	8	8	21	27	71
Computing using a calculator	2	5	3	8	11	29	9	24	13	34
Filling out forms	0	0	1	3	15	39	7	18	15	39
Operating word processors	18	47	3	8	1	3	4	11	12	32
Handling angry customers	7	18	11	29	11	29	4	11	5	13
Other	0		0		1		1		7	

TABLE V

MINIMUM TYPING SPEED REQUIRED
FOR POSITION

Net Words Per Minute	Secretaries N	%	Length of Timings	Secretaries N	%
40 - 49	6	16	NA	2	5
50 - 59	9	24	10 minute	3	8
60 - 69	10	26	5	23	61
70 - 79	7	18	3	7	18
80 and above	6	16	other	3	8

TABLE VI

MINIMUM SHORTHAND SPEED
REQUIRED FOR POSITION

Words Per Minute	Secretaries N	%	Length of Timings	Secretaries N	%
NA	22	58	NA	22	58
Below 70	4	11	5 minute	11	29
70 - 79	3	8	3	5	13
80 - 89	7	18	1	0	0
90 - 99	1	3	other	0	0
100 - 109	1	3			
110 and above	0	0			

secretaries have not attended a seminar or class in the last six months. Those that had attended a seminar or class reported the following topic areas for their seminars: new equipment training, time management, and terminology related to the job.

Over half of the companies allowed time off with pay for secretaries to attend workshops and seminars. Outside seminar costs were paid by 82 percent of the responding companies. Most companies, 76 percent, reimbursed secretaries for tuition costs at local colleges if courses were completed satisfactorily. See Table VII for a detailed analysis.

Perceptions of Secretarial Training Needs

The last item on the interview schedule asked the question: In what subject or skill areas could you or other secretaries in your company benefit from additional experience or training? The most common responses were: grammar and punctuation, becoming a "company" employee, time management, proofreading, how to deal with people, equipment operation, how to set priorities, stress management, and communication skills.

TABLE VII

PERCEPTIONS BY SECRETARIES ABOUT OPPORTUNITIES
FOR TRAINING AND REIMBURSEMENT

	Yes N	Yes %	No N	No %	Do not know N	Do not know %
Encouraged to attend seminars or classes to update secretarial skills	18	47	20	53	0	0
Have attended a seminar or class in the last six months to update secretarial skills	15	39	22	58	1	3
Company allows time off with pay for secretaries to attend workshops and seminars	26	68	11	29	1	3
Outside seminar costs paid by company	31	82	7	18	0	0
Company reimburses secretaries for tuition costs at local colleges if course is completed satisfactorily	29	76	6	16	3	8

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains the following four sections: summary of the findings, recommendations, conclusions of the study, and recommendations for further research.

Summary of the Findings

The purpose of the study was to determine the training needs of secretarial staffs in medium-sized companies in Tulsa, Oklahoma. To accomplish this, the following research questions were addressed:

1. What are the most important tasks that secretaries perform?

2. What secretarial skills are needed to perform those tasks?

3. In what subject areas do secretaries receive additional training after they are hired?

4. How is this additional training provided?

5. What secretarial skills need to be improved?

A review of the literature indicated that ability to type accurately, to use good grammar, spelling and punctuation, and to get along well with others were some of the most important abilities for a secretary to possess.

These same skills were emphasized by the panel of experts and secretaries in the study.

Secretaries from companies representing many lines of work participated in the study. These secretaries were contacted by telephone during a two-week period. Questions regarding the frequency of performance of various secretarial tasks were asked, along with items on typing and shorthand speed requirements, and questions relating to training.

The research showed that the secretary had a high-pressure job requiring an ability to perform a wide variety of tasks. The average minimum typing speed required for most positions was in the 60-69 NWPM range. The average minimum shorthand speed requirement was in the 80-89 word per minute range. It was found that most companies in the target group paid for outside seminar costs and allowed time off with pay for secretaries to attend seminars. Tuition costs at local colleges were generally paid for by the company if the course was job related. Secretaries believed they could benefit most from additional training in the areas of new equipment operation, communications skills, and stress and time management. The data was analyzed using percentages and frequency counts.

Conclusions of the Study

Conclusions reached from the findings include the following:

1.   The secretary has a high-pressure job requiring an
ability to perform a wide variety of tasks. Thirty-eight
different tasks were listed on the telephone survey. Sixty-
eight percent of the secretaries reported working under
pressure very often and 29 percent worked under stress
frequently.

2.   Most companies in the target group paid for
outside seminar costs and allowed time off with pay for
secretaries to attend seminars. Tuition costs at local
colleges were generally paid for if the course was job
related.

3.   Most secretaries believed they could benefit from
additional training in the areas of new equipment operation,
communication skills, and stress and time management.
Secretaries are receiving some training on new equipment but
felt they would benefit from more formal training rather
than self-instruction or training by their supervisor.
Communication skills including both oral and written is
needed. Grammar, spelling and punctuation were mentioned
repeatedly as areas to emphasize. Many secretaries also
felt they could benefit from training on how to manage their
time more effectively. It was also mentioned that the
secretary and boss should work together on this.

Recommendations

Based on the findings of the study the following
recommendations are made:

1.   Management should encourage more participation by secretaries in seminars and courses to update their secretarial skills.

2.   Supervisors should utilize the secretary's shorthand skill more frequently.

3.   Supervisors should delegate more challenging tasks to the secretary.

4.   More training or additional experience should be given to secretaries in the areas of new equipment operation, communication skills, and stress and time management.

Recommendations for Further Research

More research should be conducted in the following areas:

1.   A study should be conducted to determine how frequently shorthand skill is required.

2.   A follow-up study using the same subjects could be done several years from now to determine whether these secretaries are still in the profession and to see whether they have increased their level of responsibility in the job tasks being performed because of additional training they have received.

3.   Information should be obtained in the future to determine the effect of automated equipment on the role of the secretary.

4. Research should be conducted to determine the criteria used for hiring and selecting secretaries in the Tulsa area.

SELECTED BIBLIOGRAPHY

Banks, Jane M. "Secretarial Survival Skills." Business
    Education Forum. 33, 3 (December, 1978), pp. 18-19,
    22.

Bass, Bernard M. and James A. Vaughan. Training in
    Industry: The Management of Learning. Belmont,
    California: Wadsworth Publishing Company, Inc., 1966.

BIZ. "Secretaries Attitudes Toward Jobs and Bosses." The
    Secretary. 44, 6 (June/July, 1984), p. 6.

Brittain, Kathy H. "Needs Assessment Survey for Data
    Processing Curriculum." Business Education Forum.
    36, 1 (October, 1981), pp. 18-20.

Brower, Walter A. "Emphasize the Nontechnical Aspects of
    Office Work." Business Education Forum. 33, 6 (March,
    1979), pp. 10, 12.

Camfield, Charlotte F. "A Study to Determine the Education
    and Training Requirements for Entry-level Legal
    Secretaries in Large Sized Law Firms in Indianapolis,
    with Implications for Curriculum Development and
    Improvement." (Unpub. Ph.D. dissertation, Indiana
    University, 1983.)

Cash, Sylvia L. "Secretaries: A New Image." The Balance
    Sheet. 66, 1 (September/October, 1984), pp. 4-5.

DeCarlo, Charles R. and Ormsbee W. Robinson. Education in
    Business and Industry. New York: The Center for
    Applied Research in Education, Inc., 1966.

"Do-it-yourself Training Still Preferred." Training,
    November, 1984, p. 125.

Dolecheck, Carolyn C. "Teaching Word Processing Equipment
    Operations." The Balance Sheet. 65, 1
    (September/October, 1983), pp. 39-41.

Ettinger, Blanche. "A Study of the Requirements and
    Business Training Procedures for Word Processing
    Personnel with Implications for Word Processing

Institutions." The Delta Pi Epsilon Journal.
Vol. XXIV (July, 1982), pp. 96-116.

Ettinger, Blanche. "Are Their Language Skills Showing?"
Business Education News. Palo Alto, CA: Science
Research Associates, Inc., (Spring, 1983), pp. 2-3.

Fingar, Carolyn. "Business Communication: Meeting the
Needs of Tomorrow's Office." Business Education World.
(Spring, 1984), p. 15.

Fusselman, Kay. "Secretary: Help Wanted Ads Survey." The
Secretary. 45, 1 (January, 1985), pp. 3, 5, 16-20.

Henry, David C. "Preparing the Legal Information Processing
Secretary." Century 21 Reporter. (Fall, 1984),
pp. 10-12.

Hummel, Rita. "The Professional Secretary Not An Endangered
Species." The Balance Sheet. 65, 1 (September/
October, 1983), pp. 4-5.

Ives, Carolyn E. "Secretarial and Clerical Training."
Training and Development Handbook. Ed. Robert L.
Craig. New York: McGraw-Hill Book Company, 1976,
pp. 27-1 to 27-18.

Jasso, Gayle. "A Partnership with Schools to Train Job
Prospects." Personnel. (May-June, 1984), pp. 63-69.

Johnson, Margaret H. "Basic Communication Competencies."
The Changing Office Environment. National Business
Education Yearbook 18, (1980), pp. 151-165.

Johnson, Margaret H. "Special Competency Requirements."
The Changing Office Environment. National Business
Education Yearbook 18, (1980), pp. 166-180.

Kisiel, Marie. "Improving Your Professional Skills."
Career Strategies for Secretaries. Chicago:
Contemporary Books, Inc., 1982, pp. 61-82.

Klevins, Gilbert. Your Career in Office Occupations. New
York: Arco Publishing Company, Inc., 1978.

Kochis, Estelle. "Education and Training Essential for
Survival of the Secretarial Profession." The
Secretary. 45, 1 (January, 1985), pp. 22-23.

Liles, Alton B. Parker. "Some Factors in the Training of
Clerical Workers." (Published Ph.D. dissertation,
Oklahoma Agricultural and Mechanical College, 1949.)

Linsey, Jean. "A Study to Determine the Entry-level Requirements for Clerical/Secretarial Employees in 100 Selected Businesses in Topeka, Kansas." Business Review. 28, (November, 1980), pp. 2-4.

Maxwell, G. W. and Judith Knight O'Hare. "Emerging Office Occupations." The Changing Office Environment. National Business Education Yearbook 18, (1980), pp. 181-190.

McFarland, Janie Hammer. "The Status of In-service Training Programs Offered by Business and Industry to Secretarial/Clerical Personnel." (Unpub. M.S. thesis, Montana State University, 1981.)

McGowan, Jeanette. "Shorthand--A Vote of Confidence." Journal of Business Education. 60, 2 (November, 1984), pp. 85-88.

Metcalf, Robert. "What It Takes To Be A 'Real Secretary.'" The Balance Sheet. 65, 1 (September/October, 1983), pp. 7-8.

Minolta Corporation's Business Equipment Division. The Evolving Role of the Secretary in the Information Age. Ramsey, NJ, 1983.

Morrow, Jodie Berlin and Myrna Lebov. Not Just A Secretary. New York: John Wiley & Sons, Inc., 1984.

Moscove, Brenda Jean. "A Survey of Selected Office Workers and Their Office Managers to Determine Differences of Opinions Concerning Office Workers' Duties and Responsibilities." (Unpub. Ph.D. dissertation, Oklahoma State University, 1972.)

Myatt, Sam J. "Competencies Common to Word and Data Processing Personnel." The Balance Sheet. 66, 1 (September/October, 1984), pp. 6-9.

Parry, Scott B. and John R. Ribbing. "Using Outside Training Consultants." Training and Development Handbook. Ed. Robert L. Craig. New York: McGraw-Hill Book Company, 1976, pp. 46-1 to 46-13.

Quible, Zane K. "Human Resources Development and Utilization." The Changing Office Environment. Ed. Margaret H. Johnson. National Business Education Yearbook 18, (1980), pp. 110-120.

Reed, Jeffrey G. "Preparing the Training and Development Professional: Skills and Knowledge Essential for Practice." Journal of Business Education. 60, 1 (October, 1984), pp. 8-13.

Ruiz, Jana. "An Assessment of Career Development Programs in Major Tulsa Companies." (Unpub. M.S. thesis, Oklahoma State University, 1982.)

"Secretary Facts 80's." The Secretary. 43, 8 (October, 1983), pp. 17-22.

Simpson, Ina P. "Changing Trends in the Secretarial Profession." The Balance Sheet. 64, 4 (March/April, 1983), pp. 206-209.

Stevens, Queen L. "Requirements for Entry Level Clerical Positions in Selected Business Firms in Raleigh, North Carolina." (Unpub. M.D. thesis, North Carolina Central University, 1980.)

Stockard, James G. "Establishing a Training Center or Institute." Career Development and Job Training. New York: AMACOM, A Division of American Management Associations, 1977, pp. 359-383.

Stockard, James G. "Identifying Target Audiences and Individual Training Needs." Career Development and Job Training. New York: AMACOM, A Division of American Management Associations, 1977, pp. 33-48.

Stoddard, Lucille and Douglas Warner. "Planning a Career in the Administrative Support Area." Business Education Forum. 36, 5 (February, 1982), pp. 20-22.

Stoufer, Bonita. "Office of the Future--Still A People Place." The Balance Sheet. 65, 1 (September/October, 1983), pp. 23, 26-28.

Valentine, Dan. "What Is A Secretary." Unknown source, 1961.

Wasserman, Paul and Janice McLean. Training and Development Organizations Directory , third ed. Detroit, Michigan: Gale Research Company, 1983.

Witherow, Mary. "A Supervisor's Place in the Adult Education Program." Business Education Forum. 33, 8 (May, 1979), pp. 23-24.

APPENDIXES

APPENDIX A

SELECTED COMPANIES

SELECTED COMPANIES

631 - 930 Employees

Bank of Oklahoma
Blue Cross & Blue Shield
Citgo Petroleum Corp.
Dowell-Schlumberger
First National Bank & Trust Co.

Ken's Restaurant Systems
Mapco, Inc.
Newspaper Printing Corp.
Telex Computer Products, Inc.
Tulsa Junior College

University of Tulsa
Williams Brothers Engineering
John Zink Company

501 - 630 Employees

Agrico Chemical Co.
Amerada Hess Corp.
Burlington-Northern Railway
City of Faith Hospital & Research Center
Crane Carrier Company

Hilti, Inc.
Lowrance Electronics, Inc.
Nelson Electric
Shell Oil Company
T. D. Williamson, Inc.

400 - 500

Albert Equipment Company, Inc.
C. R. Anthony
Arrow Trucking Co., Inc.
Byron Jackson, Pump Div. of Borg-Warner
Dresser Engineering Company

Family Markets, Inc.
Frougs
Hinderliter Industries, Inc.
Otasco, Inc.
Quicktrip Corporation

Renberg's
Santa Fe Minerals
T G & Y Stores
Williams Companies, The
Yuba Heat Transfer Corp.

Zebco Div. Brunswick Corp.

Source: Metropolitan Tulsa Chamber of Commerce 1985
          Business Guide

APPENDIX B

INTERVIEW SCHEDULE FOR

PANEL OF EXPERTS

PANEL OF EXPERTS
INTERVIEW SCHEDULE

1. What are the most important skills a secretary can possess?

2. What speeds are necessary for secretaries?

    typing _____

    shorthand _____

3. What are some of the most common subject areas for training seminars for secretaries?

4. Are these training seminars taught primarily by

    _____ self-instruction

    _____ other employees

    _____ outside consultants on site

    _____ experts at other locations

    _____ regional training centers

    _____ area schools

    _____ professional organizations

    _____ other _____

5. What skills do you feel many secretaries could use additional training on after they are hired by a company?

6. Which of the groups above in #4 could best provide this training?

7. Does the management of most companies feel it is important for secretaries to update their skills and do they encourage their secretaries to attend seminars?

APPENDIX C

QUESTIONNAIRE FOR SECRETARIES

Name_____   Phone No._____

Company_____   Department _____

Position_____

QUESTIONNAIRE FOR SECRETARIES

1. Please place a check in the appropriate column for the frequency with which you perform the indicated task on your present job.

	never	seldom	occasionally	frequently	very often
Typing letters, memos and reports					
Transcribing dictation from cassette tapes or belts					
Taking dictation					
Taking minutes of meetings					
Filing and finding materials					
Conducting meetings					
Writing letters					
Writing memos					
Making oral reports					
Handling mail					
Handling telephone calls					
Supervising other employees					
Handling visitors					
Handling salespeople					
Setting work priorities					
Making appointments for boss					
Scheduling conferences and meetings					

	never	seldom	occasionally	frequently	very often
Making room and equipment arrangements for meetings					
Running copy and duplicating machines					
Handling travel arrangements					
Making out expense reports					
Keeping bank account records					
Keeping other account records					
Using references					
Making decisions concerning the purchase of supplies					
Making decisions concerning the purchase of equipment					
Solving problems					
Running errands					
Organizing time					
Being able to work under pressure					
Using good grammar, punctuation, and spelling					
Proofreading					
Editing					
Listening to instructions					
Computing using a calculator					
Filling out forms					
Operating word processors					
Handling angry customers					
Other_____					

2. a. What do you feel should be the minimum typing speed required for your position?

_____ 40 - 49 net words per minute

_____ 50 - 59 net words per minute

_____ 60 - 69 net words per minute

_____ 70 - 79 net words per minute

_____ 80 net words per minute and above

   b. Speeds must be maintained for

_____ NA

_____ 10 minutes

_____ 5 minutes

_____ 3 minutes

_____ other _____

3. a. What minimum shorthand speed should be required for your position?

_____ NA

_____ below 70 words per minute

_____ 70 - 79 words per minute

_____ 80 - 89 words per minute

_____ 90 - 99 words per minute

_____ 100 - 109 words per minute

_____ 110 and above

   b. Dictation speeds must be maintained for

_____ NA

_____ 5 minutes

_____ 3 minutes

_____ 1 minute

_____ other _____

4. Are secretaries in your company encouraged to attend seminars or classes to update their secretarial skills?

    yes _____   no _____

5. Have you attended a seminar or class in the last six months to update your secretarial skills?

    yes _____   no _____

    Subject of seminar or class _____

6. Does your company allow time off with pay for secretaries to attend workshops and seminars?

    yes _____   no _____   unaware of company policy _____

7. Are outside seminar costs paid by your company?

    yes _____   no _____   unaware of company policy _____

8. Does your company reimburse you for tuition costs at local colleges if you complete a course satisfactorily?

    yes _____   no _____   unaware of company policy _____

9. In what subject or skill areas could you or other secretaries in your company benefit from additional experience or training?

    _____

    _____

    _____

    _____

VITA ⩘

Barbara A. Wride Flanagan

Candidate for the Degree of

Master of Science

Thesis: AN ANALYSIS OF TRAINING NEEDS FOR SECRETARIES IN MEDIUM-SIZED TULSA COMPANIES

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Ames, Iowa, December 24, 1949, the daughter of W. J. and Mabel Wride

Education: Graduated from College High School, Bartlesville, Oklahoma, in May, 1968; received Bachelor of Science Degree in Business Education from Oklahoma State University, Stillwater, Oklahoma, in December, 1971; completed requirements for the Master of Science Degree in Occupational and Adult Education, with an emphasis in Adult and Continuing Education, at Oklahoma State University, Stillwater, Oklahoma, in May, 1985.

Professional Experience: Faculty Secretary, College of Business Administration, Oklahoma State University, Stillwater, Oklahoma, January, 1972 to August, 1972; Medical Secretary, State Services for Crippled Children, Iowa City, Iowa, September, 1972 to July, 1974; Cash Manager and Executive Secretary, United Cable Television Corporation and Tulsa Cable Television (subsidiary of United Cable Television Corporation), Tulsa, Oklahoma, September, 1974 to December, 1976; Secretarial Science Instructor, The Draughon School, Tulsa, Oklahoma, February, 1977 to June, 1982; Part-time Office Science Instructor, Tulsa Junior College, Tulsa, Oklahoma, 1981 - 1983; Secretarial Science Instructor, Oklahoma College of Business and Technology, Tulsa, Oklahoma, August, 1982 to present.

Professional Organizations: American Association for Adult and Continuing Education

Honor Societies: National Honor Society, Phi Kappa Phi