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A Job Suvey of Full-Time Secretaries at Prairie View A. and M. College with a Suggested Office Training Program for Business Education Students and Secretarial Science Students

Cheryl J. Edmond

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A JOB SURVEY OF FULL-TIME SECRETARIES AT PRAIRIE VIEW
A. AND M. COLLEGE WITH A SUGGESTED OFFICE TRAINING
PROGRAM FOR BUSINESS EDUCATION STUDENTS AND
SECRETARIAL SCIENCE STUDENTS

This Thesis for the
Master of Science

by

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Business Administration

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Date 8-11-71

PRAIRIE VIEW AGRICULTURAL AND MECHANICAL COLLEGE
GRADUATE SCHOOL

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BRIEF SUMMARY OF THESIS (OR ESSAY)
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(THIS SUMMARY IS A PERMANENT BIBLIOGRAPHICAL RECORD. IT SHOULD BE WRITTEN CAREFULLY). The purposes of this study were to get a general idea of the work activities of full-time secretaries so that these duties could be incorporated in a suggested office training program to bring the business education and secretarial science students into actual contact with the college business offices and give him an opportunity to develop productive skills that are needed on the job. The data solicited from the full-time secretaries had to do with the variety of work duties performed and the indication of whether the duty was of major or minor importance. Even though the suggested training program is limited to those secretaries on campus, it is hoped that the training would be helpful for a student working in offices other than those at Prairie View A. and M. College.

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A Thesis
Presented to
the Department of Business Administration

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by

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August 1971

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CHAPTER I

INTRODUCTION

In our fast-growing economy there is an ever-increasing demand for well-trained, competent secretaries. Our colleges and universities have attempted to meet this demand, often by means of comprehensive studies to determine desired results and have re-designed existing curricula to achieve these results. In other colleges and universities, however, secretarial programs have not been given the consideration they deserve as a new and still growing phase of business. The results have been inadequate training for future secretaries.

It is a recognized fact that no amount of study of any text will qualify a person to do office work involving any degree of manipulative skill. Study of texts and observation alone will not complete the training. Actual practice under office conditions is needed to give the student an opportunity to develop productive skill that is needed to perform the job.

Consequently, a proposed program of practical experience has been formulated wherein the students actually work under the close supervision of deans and department heads with a full-time secretary for eight hours a day, five days for eight weeks-equivalent to the time required for student teaching.

THE PROBLEM

Statement of the Problem. From observation, business education students do not participate in a wide variety of duties while in office practice at Prairie View A. and M. College. Hence, a suggested office training program has been formulated to provide practical experience for business education students. This observation was done on a random sample of business education students.

Importance of the Study. The importance of the study is to get a general idea of the work activities of full-time secretaries so that these duties can be incorporated in an office training program to bring the business education student into actual contact with the college business offices and give the student an opportunity to develop productive skills that are needed on the job.

Scope and limitation of the Study. This study is limited to the duties and responsibilities of the full-time secretaries employed at Prairie View A. and M. College.

Methods of Procedure. The questionnaire was devised and field tested on six full-time secretaries and revised, thereafter. Then, questionnaires were delivered personally to fifty full-time secretaries for their reactions, and later collected.

DEFINITION OF TERMS

1. Secretary- (L.L. secretarius, from L. secretus, secret; originally a confidant one entrusted with secrets.) A person employed to write letters, draw up reports, records and the like; one who carries on another's business correspondence or other matters requiring writing;.....¹
2. Full-time Secretary- One who works forty hours per week performing a variety of secretarial duties for the employer. The secretary in this paper will be referred to as a woman.
3. Practical Experience- Secretarial duties performed in a business situation.
4. Training program- A type of work experience that will encompass the duties of full-time secretaries.
5. Major Activity- refers to a majority or all of the duties performed for this study.
6. Minor Activity- refers to duties seldom done or performed by a few for this study.

¹
Webster's Comprehensive Encyclopedic Dictionary,
1970, 655.

ORGANIZATION OF THE STUDY

Chapter II deals with the related literature in the field, with regard to what employers expect of a secretary. The chapter attempts to define the secretary and outline her characteristics in the light of what the business world expects.

An analysis of the findings brought to light as a result of the returned questionnaires from full-time secretaries is provided in Chapter III.

Chapter IV presents a suggested intensive, but practical program for securing on-the-job experiences through office training.

Chapter V presents the summary and conclusions.

Though it is recognized that there is a very definite place for the male secretary, for purpose of simplification, the secretary will be referred to in this thesis as a woman.

SURVEY OF RELATED MATERIAL

Before the presentation is made of the findings of the job survey of full-time secretaries at Prairie View A. and M. College, a brief review of related literature on secretarial work in general, will aid in gaining an overview of the work performed by secretaries.

An indication of the many facets of secretarial work was pointed out by Sorelle and Gregg when, in writing a text for a Secretarial Practice course, they reported on 871 duties of a secretary. Generally, these duties fall into two classes:

The duties may be grouped into classes—the one requiring technical skill in such activities as taking dictation, transcribing; the other involving mainly abilities and knowledges that almost put the secretary in the role of an executive. It is these latter factors that...distinguish the secretary from the stenographer.²

The scope of the duties of a secretary was again pointed out by Wikdall, Thompson, and Keenly in their book, The Training of a Secretary, when they stated the following in the Preface:

The standard for efficiency in techniques, required of persons applying for secretarial positions, is becoming increasingly higher and more exacting. Satisfactory stenographic

2

Rupert P. Sorelle and John R. Gregg. Applied Secretarial Practice (New York: The Gregg Publishing Company, 1934), p. 6.

ability is no longer the chief qualification of a secretary; the employer, today, expects her not only to be skilled in shorthand and typewriting but also to be thoroughly trained to perform many other services.

In the past this training usually was acquired after a long and tedious apprenticeship period, but now an employer, because of economic conditions and pressures of business, does not have the time or patience to train his secretary in these matters. He expects her to enter his services fully prepared.

Secretarial work is broad and varied. An average secretary, in due course of time, performs nearly a thousand different activities.

A secretary must know many things about a few subjects and few things about many subjects.³

The growth of secretarial positions has kept pace with the growth of business in the United States and will continue to do so. Businessmen realize and appreciate the value of a good secretary. Modern business is built around the concept of the executive and his staff, and the secretary occupies an important place on that staff.⁴

In regards to the importance of the secretary in modern business, S. J. Wanous says,

³ Edgar Wikdall, Clyde Thompson, and Kate Keenly, The Training of a Secretary (New York: American Book Company, 1938) p. 5.

⁴ Ibid., p. 6.

One has only to follow a secretary through her day's work to realize her importance in the business office. The responsibilities she handles with expert precision are so varied that it is almost impossible to record the duties performed, the knowledge and skills involved, and the personal qualifications exhibited. Office details are so numerous that an executive cannot handle them all and do justice to the major task of running a business or department. More and more his is depending upon his secretary to assume complete responsibility for a great many of the office details.⁵

By assuming responsibility for a great many of the office details, the modern secretary acts in the capacity of an executive much of the time. She uses her strong background in the skill courses as a stepping stone to better positions that still require the use of these skills, but that also involve more varied duties. Aside from the education and training necessary to produce a person who will be reasonably competent in the performance of secretarial duties, other factors become of paramount importance in considering the attributes of a good secretary. Mildred J. Langston had the following to say concerning personal qualifications:

Since most people take for granted the fact that those who apply for secretarial positions will possess technical skill and cultural background, many times the deciding factor in choosing a secretary or in promoting one is the personal characteristics possessed by the individual.

Of prime importance is good health. The state of one's health will affect the quantity and character of work accomplished-it will affect one's relationships with others in the office, and it will affect one's appearance. And all these are necessary attributes of a successful secretary.

A person in good health is mentally alert. Her mind, therefore, is obeying her will and enabling her to turn out accurate work at an efficient speed. Good health breeds cheerfulness of disposition, so important a quality in the office where one person's emotions can affect so many others. A happy smile and a cheery "Good Morning" can start the day right for employer and fellow workers alike and make them feel that the well wisher is an agreeable person to have around. Cheerfulness is a morale builder in a business organization; its worth is recognized; those who have it are appreciated.⁶

Langston continued, in discussing the attributes of a good secretary, by emphasizing the importance of a "clear, pleasant, interesting, cultured and authoritative" voice.⁷ Since a great deal of a secretary's time is spent talking to people-on the telephone, to fellow workers, to persons waiting to see the executive-she must have a cultural background that will enable her to be resourceful in her

6

Mildred J. Langston, Secretarial Science (Boston: Bellman Publishing Company, Inc., 1945), p. 9.

7

Ibid., p. 9.

conversation and that will display gracious manners and good breeding at all times. According to Webster, she must be discreet and exercise good judgment in office conversations, remembering always that a secretary is one entrusted with secrets.⁸

Much has been said about the importance of attractive, appropriate dress every day and all day by the secretary. As Langston said:

They (businessmen) expect the appearance of employees to measure up to the standards set by their surroundings.

In fact, it must now be clear that the perfect secretary should be a model of deportment, the possessor of all the cardinal virtues, and withal an engaging, agreeable, winning personality. In addition, she must exhibit enthusiasm for the task, for the people who surround her, and for the organization because as Emerson has written, "Nothing great was ever achieved without enthusiasm."⁹

The foregoing traits of character and personality are prime requisites of a good secretary. They are recognized essentials, but how are they developed? The

⁸
Webster's Comprehensive Encyclopedic Dictionary.
1970, 655.

⁹
Mildred Langston, Secretarial Science (Boston: Bellman Publishing Company, Inc., 1945), pp. 10-11.

problem educators face is that of planning secretarial curricula that will give the necessary training in the skill courses and machine courses as well as those courses that will help develop desirable character and personality traits. Such traits as resourcefulness, initiative, a sense of responsibility, and loyalty are looked for in secretaries by businessmen, in addition, to the skills required for positions. Though these traits are intangible, a recognition of their importance must be instilled in students.¹⁰ In addition to courses taught in colleges, one of the best devices to improve office training and to integrate skills learned and attributes sought is the bringing together of student and full-time professional secretary in a working situation.

10

Ibid., p. 12.

CHAPTER III
ANALYSIS OF FINDINGS

There are as many different business standards for secretaries as there are jobs requiring secretaries. As a result, there is no stereotyped answer as to what, how much, or how little a secretary has to do. On one job she may take dictation at 80 words a minute, and on the next job 120 words a minute may be required. One thing is certain-the more adept and the more versatile a person is, the better qualified she will be for the job.¹¹ In determining what they want, employers all too often think in terms of the "ideal secretary, stenographer or salesman."¹² It is for this reason that the writer chose to conduct a job survey of full-time secretaries.

The survey sheets were compiled and issued to employees at Prairie View A. and M. College to determine, if possible, what constitutes an "ideal" secretary and what will be expected of college students who are trying to secure secretarial positions.

The seven-page job survey questionnaire composed of seventy-five pertinent questions forms the basis of the study

11

Adolph W. Stuehr, "How The Employer Determines What He Wants", UBEA Forum, Vol. 1, (May, 1956), p. 9.

12

Ibid., p. 9.

of secretarial duties and the need for a relevant, intensive office training program for preparing students to work as secretaries. Forty-eight questionnaires were returned, a return of 96 percent.

to be noted. For ease in explanation, weaknesses refers to those questions which received a high percentage of "no" answers, hence labeled as minor responsibilities.

Minor Responsibilities

I. Reception Duties

Forty-one or 84.4 percent listed "closing interviews of callers who have over-stayed their time" as the duty least performed, and forty secretaries or 83.4 percent do not "refuse visitors who have no legitimate business with the office".

II. General Office Duties

Among general office obligations, forty-two or 87.5 percent agreed that "providing fruit and flowers in the room of incoming guests (on campus)" as a duty least likely to be given attention. Next in order as a minor duty was "cutting our newspaper ads" listed by forty or 83.4 percent.

III. Mailing Duties

Thirty-eight or 79.2 percent of the employees maintained that "picking up mail (on campus)", "signing employer's name on greeting cards", and "reminding employer of personal or special occasions..." were not relevant duties in their respective offices.

IV. Office Machines (continued)

It was interesting to note that "using the electric stapler" was not a responsibility common to thirty-nine or 81.3 percent. In addition, thirty-eight or 79.2 percent did not make use of the "electric paper sorter".

Although a concerted effort was made to include a wide variety of appropriate secretarial responsibilities on the questionnaire, two secretaries or 4.4 percent offered which they have encountered on the job, and which might be included in a future training program. The following is a list of additional duties:

1. Banking
2. Bookkeeping
3. Devise various forms
4. Keep registers for instructors
5. Attend various meetings with the employer and for him
6. Keep notes for the employer of various meetings
7. Grade papers
8. Make minor repairs on ditto, mimeograph machine, and typewriter
9. Keep daily attendance reports
10. Duplicate all material for each instructor in the department of which there is a total of twenty-two persons
11. Duplicate material for other departments

12. Stamp or sign names to letters when the employer is not available or when requested to do so.

TABLE I

RECEPTION DUTIES

	<u>Major Activity</u> (%)	<u>Minor Activity</u> (%)	<u>Yes</u>	<u>No</u>
Do you:				
Greet office callers	97.8	2.2	47	1
Answer routine questions of callers	93.6	6.4	45	3
Refer visitors who have busi- ness with the office to pro- per persons	95.7	4.3	46	2
Refuse visitors who have no legitimate business with the office	16.6	83.4	8	40
Get acquainted with the wish- es of the employer regarding the handling of different types of callers	91.5	8.5	44	4
Close interviews of callers who have over-stayed their time	14.6	85.4	7	41
Schedule appointments for callers	89.4	10.6	43	5
Notify callers if appointments have to be changed or cancelled	91.5	8.5	44	4
Ask the nature of caller's visit	79.0	21.0	38	10
Keep a register or list of all callers	41.6	58.4	20	28
Talk to visitors while em- ployer is busy	58.2	41.8	28	20

GENERAL OFFICE DUTIES

General office duties comprised the largest section of duties and showed the greatest fluctuations. However, the entire group of forty-eight employees agreed 100 per cent that "answering the telephone", "transferring calls to the appropriate persons", and "typing various business forms" were duties of top priority. The majority or forty-seven secretaries or 97.8 percent indicated that the second most important general office obligations were the following:

Give information to callers on the telephone
and

Make copies of all letters-manuscripts, etc..

Forty-six or 95.7 percent selected "filing material" as third place in importance while 91.5 percent or forty-four secretaries agreed that "typing letters" ranked fourth place.

TABLE II

GENERAL OFFICE DUTIES

Do you	Major Activity (%)	Minor Activity (%)	<u>YES</u>	<u>NO</u>
Answer the telephone	100	0	48	0
Give information to callers on the telephone	97.8	2.2	47	1
Transfer calls to the appropriate persons	100	0	48	0
Place outgoing calls	68.6	31.4	33	15
Transcribe letters	41.6	58.4	20	28
Take dictation	70.7	29.3	34	14
File material	95.7	41.3	46	2
Type letters	91.5	8.5	44	4
Compose letters with instructions	62.4	37.6	30	18
Compose letters without instructions	45.8	54.3	22	26
Make hotel arrangements	41.6	58.4	20	28
Confirm hotel arrangements	41.6	58.4	20	28
Arrange travel schedule and transportation for employer	27.0	73.0	13	35
Remind the employer of daily scheduled appointments	79.0	21.0	38	10
Make appointments for employer	79.0	21.0	38	10
Make coffee for the employer and guests	27.0	73.0	13	35

TABLE II
(Continued)

GENERAL OFFICE DUTIES

	<u>Major Activity</u> (%)	<u>Minor Activity</u> (%)	<u>Yes</u>	<u>No</u>
Serve coffee to the employer and guests	31.2	68.8	15	33
Water plants in the office	29.1	70.9	14	34
Cut out newspaper ads	16.6	83.4	8	40
Work overtime	56.1	43.9	27	21
Unlock office building daily	37.4	62.6	18	30
Lock office building before leaving	29.1	70.9	14	34
Interview prospective secretarial employees	62.4	37.6	30	18
Administer tests to prospective student employees	74.9	25.1	36	12
Operate the office in the absence of the employer	79.0	21.0	38	10
Come to the office before regular office hours if material must be prepared before the employer arrives	79.0	21.0	38	10
Keep time charts for student assistants	74.9	25.1	36	12
Supervise student assistants at work	77.0	23.0	37	11
Type various business forms	100.0	0	48	0
Make copies of all letters, manuscripts, etc.	97.8	2.2	47	1

TABLE II
(Continued)

GENERAL OFFICE DUTIES

	<u>Major Activity</u> (%)	<u>Minor Activity</u> (%)	<u>Yes</u>	<u>No</u>
Make room reservations for incoming guests (on campus)	41.6	58.4	20	28
Provide fruit and flowers in the room of incoming guests (on campus)	12.5	87.5	6	42
Run errands on campus for employer	79.0	21.0	38	10
Run errands off campus for employer	27.0	73.0	13	35
Arrange employer's desk each morning	22.9	77.1	11	37
Keep employer supplied with office supplies such as pens, pencils, etc.	72.8	27.2	35	13
Take property inventory of office equipment	66.6	33.4	32	16
Take consumable inventory of office supplies	72.8	27.2	35	13
Order supplies when needed	72.8	27.2	35	13
Order supplies for incoming year	64.5	35.5	31	17
Make calls to proper person for needed office repairs	77.0	23.0	37	11
Keep a list of all interdepartmental orders	79.0	21.0	38	10
Make entries in ledger accounts	20.8	79.2	10	38

MAILING DUTIES

All of the secretaries are assigned some kind of mailing duty. The most common duties were "reading incoming mail" and "distributing mail to proper persons" which was assigned to thirty-eight or 79 percent. Thirty-five or 72.8 percent "deliver mail on campus" and twenty-eight or 58.2 percent are required to "mail letters." Though the percentage was low, "addressing greeting cards for employers" held the fourth position for 37.4 percent or eighteen secretaries.

TABLE III

MAILING DUTIES

	<u>Major Activity</u> (%)	<u>Minor Activity</u> (%)	<u>Yes</u>	<u>No</u>
Do you:				
Pick up mail (from Post Office)	37.4	62.6	18	30
Pick up mail (from campus office)	20.8	79.2	10	38
Read incoming mail	79.0	21.0	38	10
Mail letters	58.2	41.8	28	20
Deliver mail (on campus)	72.8	27.2	35	13
Distribute mail to proper persons	79.0	21.0	38	10
Address greeting cards for employers	52.0	48.0	25	23
Mail greeting cards for employers	37.4	62.6	18	30
Sign employer's name on the greeting cards	20.8	79.2	10	38
Remind employer of personal or special occasions such as birthdays, anniversaries, etc.	20.8	79.2	10	38

OFFICE MACHINES

Though it is listed among office machines' duties, "cutting stencils" was the obligation most in demand as indicated by forty-seven secretaries or 97.8 percent. "Operating the mimeograph machine" and "operating the copy or xerox machine" ranked second by forty-six or 95.7 percent. Forty-four secretaries selected "operating the adding or calculating machine", a 91.5 percentage. Fourth in rank was the duty of "operating the duplicating machine" which forty-two or 87.4 percent agreed on.

TABLE IV

OFFICE MACHINES

Do you:	<u>Major Activity</u> (%)	<u>Minor Activity</u> (%)	<u>Yes</u>	<u>No</u>
Operate the mimeograph machine	95.7	4.3	46	2
Operate the duplicating machine	91.5	8.5	44	4
Operate the copy or xerox machine	95.7	4.3	46	2
Operate the adding or calculating machine	91.5	8.5	44	4
Operate the dictaphone	27.0	73.0	13	35
Use the paper cutter	85.3	14.7	41	7
Use the electric stapler	18.7	81.3	9	39
Use the electric stencil machine	31.2	68.8	15	33
Use the electric paper sorter	20.8	79.2	10	38
Cut stencils	97.8	2.2	47	1
Type mastersets	72.8	27.2	35	13

CHAPTER IV

SUGGESTED OFFICE TRAINING PROGRAM

Since the first step in suggesting a training program is the determination of its purposes or objectives, an examination of the statements of purposes found in the writings of authorities in the field of business education will be presented. One writer of authority is Colvin,¹³ Professor, Colorado State College of Education, who believes that the selection of materials and the planning of courses, the length of the units of study, the choice of equipment, and the guidance of the students will depend upon the objectives of the program. He states:

The principle aim of business education varies all the way from that of general education to strictly vocational education.... Neither of the two philosophies should predominate in all cases and determine the program of offerings in business education. A happy medium somewhere between the two extreme philosophies, with slight variation to meet the local needs of the community, would seem to be more desirable.¹⁴

¹³A. O. Colvin, "Re-evaluation of Business Education Objectives", American Business Education Digest, Volume I, No. 2, December, 1944, p. 63

¹⁴Ibid., p. 62.

Office jobs are undergoing many changes, some drastic and other minor in nature. This transformation in activities will necessitate changes in business education objectives, classroom methods, and materials.¹⁵ The extent and reasons for extensive changes in office jobs is pointed out by Wanous, Professor, University of California, who says:

More changes will be made in office work in the next five years than have been made in the past fifty years.... Business Education is due to change! Of all the educational fields, I predict that business education will change the most, with engineering a poor second.

There's good reason for making these statements. There's good reason for believing them. Technological forces have been at work for many years in the factory. Factory jobs have been torn apart, studied, reshuffled, and refined. Great strides have been made in simplifying the work, in reducing waste, in measuring and standardizing output, and in bringing down costs.

Very little has been done along the same lines, however, in the office. Letters look the same and are written in very much the same way they were shortly after the invention of the typewriter. Record keeping has changed but little also, figures are copied from one form to another and from one book to another as many as six, eight, and ten times.

¹⁵Ibid., p. 63.

Jobs are set up without very much thought being given to the feasibility of finding, or even training anyone who could possibly perform satisfactorily all of the duties coming under a particular job.

As a result, secretaries must be grammarians, proofreaders, typists, receptionists, telephone operators, correspondence experts, shorthand writers and mathematicians.

But office work is changing. What has happened to factory work is happening to office work. Jobs are being torn apart, studied, reshuffled, and refined. Each operation is being questioned. We want to know what purpose each operation serves, how it can best be performed, and who should perform it.

When this plan is applied to the transcription of letters, for example, the increase in the number of letters secretaries can prepare is nearly 500 percent. When the form of the letter is simplified slightly, they can add another 30 to 50 percent to their production rate.

Yes, office work is due to a face-lifting. The treatment has already started. At the end of five years, we may not even be able to recognize the "Old Face".¹⁶

The aims and objectives of the suggested training program are as the following:

A. General Objectives

1. To acquaint students with business and office practices.
2. To aid the students to enter the business world with enough efficiency and competence of performance to enable them to obtain employment.
3. To provide the students with an opportunity to participate in a wide variety of office activities.
4. To create a business-like attitude in the minds of the students.
5. To give the students an understanding and appreciation of the problems that occur in the business office.

B. Specific Objectives

1. To develop skills to the point where no further aid nor instruction is needed, where machine operations are mechanical, and where accuracy in work is attained.

B. Specific Objectives (continued)

1. To develop skills to the point where no further aid nor instruction is needed, where machine operations are mechanical, and where accuracy in work is attained.
 - a. Technical Skills
 1. Typewriting
 2. Dictation (by shorthand)
 3. Dictation (by machine)
 4. Filing
 5. Mimeograph machine
 6. Duplicating machine
 7. Adding machine or calculator
 8. Copy or xerox machine
 9. Paper Cutter
 10. Electric Stapler
 11. Electric Stencil Machine
 12. Electric Paper Sorter
 13. Cut stencils
 14. Type mastersets
2. To provide business procedures that help in an effort to create an office atmosphere.
 1. Handling Mail
 2. Telephoning

B. Specific Objectives (continued)

3. To participate in the Reception Duties and General Office Duties most commonly done by the secretaries on campus.
 - a. Reception Duties-(See Table)
 - b. General Office Duties-(See Table)

Before the suggested office training program begins, the full-time secretary would introduce the student to the following:

1. Dean or Department Head
2. Other office personnel
3. Business forms used
4. Office machines
5. Filing System

Although the following outline is not all inclusive, it does contain those activities which were done overall by a majority of the secretaries in their questionnaires.

The activities to be included in the suggested training program for business education students and secretarial science students with the assistance of the full-time secretary are contained in the following outline:

RECEPTION DUTIES

1. Greet office callers
2. Answer routine questions of callers
3. Refer visitors who have business with the office to the proper persons
4. Get acquainted with the wishes of the employer regarding the handling of different types of callers
5. Schedule appointments for callers
6. Notify callers if appointments have to be changed or cancelled
7. Ask the nature of caller's visit

GENERAL OFFICE DUTIES

1. Answer the telephone
2. Give information to callers on the telephone
3. Transfer calls to the appropriate persons
4. File material
5. Type letters
6. Remind the employer of daily schedule appointments
7. Make appointments for employer
8. Operate the office in the absence of the employer
9. Come to the office before regular office hours if material must be prepared before the employer arrives

10. Type various business forms
11. Make copies of all letters, manuscripts, ect.
12. Run errands on campus for employer
13. Make calls to proper person for needed office repairs
14. Keep a list of all interdepartmental orders

MAILING DUTIES

1. Read incoming mail
2. Distribute mail to proper persons

OFFICE MACHINES

1. Operate the mimeograph machine
2. Operate the duplicating machine
3. Operate the copy or xerox machine
4. Operate the adding or calculating machine
5. Use the paper cutter
6. Cut stencils

SUMMARY AND CONCLUSIONS

Since the purposes of this study were to get a general idea of the work activities of full-time secretaries so that these duties could be incorporated in a suggested office training program to bring the business education and secretarial science students into actual contact with the college business offices and give him an opportunity to develop productive skills that are needed on the job, Chapters II, III, and IV attempted to obtain an answer for each of the named purposes.

The data solicited from the full-time secretaries had to do with the variety of work duties performed and the indication of whether the duty was of major or minor importance. The duties were listed under the following headings: reception duties, general office duties, mailing duties, office machines and other duties (to be listed by the secretaries). Even though the suggested office training program is limited to those secretaries on campus, it is hoped that the training would be helpful for a student working in offices other than those at Prairie View.

From the data given in the preceding pages, it would seem reasonable to make the following conclusions:

1. An advisory committee should be formulated to consider the pros and cons of the suggested training program. This committee could be composed of 2 deans, 2 department heads, 2 full-time secretaries, 2 business education instructors, and the head of the business department.
2. The cooperation of the deans and department heads is needed in supervising and evaluating the students.
3. The willingness of the full-time secretary to take on the extra task of evaluation and supervision of the student along with her routine duties is very pertinent to the smooth operation of the program.
4. The student must be supervised regularly by an appointed instructor in business education.
5. Evaluation by the dean- department head and the full-time secretary are to be submitted at the

5. end of the training term, and turned in to the business education instructor in charge of supervision.
6. A discussion with the student about the evaluations made should be done by the business education instructor in charge of supervision.
7. Office space and equipment are to be provided if not available for the student when the training begins.
8. The degree plan for secretarial science students should be extended to 2 years plus 8 weeks which would allow time for the suggested training program.
9. Business education students who are interested in a non-teaching field would participate in the training program.
10. The dean or department head and the full-time secretary should not expect too much of the student until she becomes orientated to the office.
11. The student should be kept busy. Poor habits of workmanship are just as easily acquired as good one.

12. The dean or department head and the secretary should insist that all work be done well. If the student feels that any type of work that she does will be accepted, she is sure not to do her best.

13. The student should be given work that is challenging, such that will develop knowledge and judgment as well as skill. The student should not continue to perform merely routine duties.

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A P P E N D I X

EVALUATION FORM
FOR
STUDENT IN THE TRAINING PROGRAM

Date _____

I. Name of Department or School _____

II. Name of supervisor _____
(Please indicate whether Dean, Dept. Head or Secretary.)

III. Name of Student _____

IV. Please check the type of performance for each skill listed below:

Good Fair Poor

- 1. Typewriting.....
- 2. Dictation
- 3. Letter writing.....
- 4. Filing.....
- 5. Spelling.....
- 6. Knowledge of business forms.....
- 7. Telephoning.....
- 8. Use of machines.....
- 9. Mailing activities.....
- 10. Other: (Please specify).....

Evaluation Form For Student In The Training Program

V. Personality and character report:

1. What degree of ability does she possess to meet the public? _____

2. Does she possess initiative? _____

3. Is she dependable? _____

4. Was she dressed suitably for the work?

5. Was she punctual? _____

6. If she was absent, did she make previous arrangements? _____

VI. What suggestions would you make for the improvement of the training program? _____

VII. What suggestions would you make for the improvement of the individual? _____

VIII. Would you recommend this student to continue in this type of work? If not, what type of work would you suggest that she follow? _____

QUESTIONNAIRE FOR FULL-TIME SECRETARIES

(Miss or Mrs.)

Name _____

Educational Level: Please indicate the number of years earned at each level.

high school _____

college _____ (where) _____

other training _____

DIRECTIONS: Please indicate with a check mark (✓) under the answer on the right for each question. Please indicate with a check mark whether the activity was a major or minor one.

I. RECEPTION DUTIES

	Major <u>Activity</u>	Minor <u>Activity</u>	<u>YES</u>	<u>NO</u>
--	--------------------------	--------------------------	------------	-----------

Do you

Greet office callers? _____Answer routine questions of callers? _____Refer all visitors who have business with the office to proper persons? _____Get acquainted with the wishes of the employer regarding the handling of different types of callers? _____Close interviews of callers who have over-stayed their time _____Schedule appointment for callers? _____Ask the nature of caller's visit? _____

I. RECEPTION DUTIES (continued)

	<u>Major</u> <u>Activity</u>	<u>Minor</u> <u>Activity</u>	<u>YES</u>	<u>NO</u>
--	---------------------------------	---------------------------------	------------	-----------

Do you

Refuse visitors who have no
legitimate business with the
office?

Notify callers if appointment
have to be changed or cancelled?

Keep a register or list of all
callers?

Talk to visitors while the
employer is busy?

II. GENERAL OFFICE DUTIES

	<u>Major</u> <u>Activity</u>	<u>Minor</u> <u>Activity</u>	<u>YES</u>	<u>NO</u>
--	---------------------------------	---------------------------------	------------	-----------

Do you

Answer the telephone?

Keep a record of telephone
calls?

Give information to callers
on the telephone?

Transfer calls to the
appropriate persons?

Address postal cards?

Place outgoing calls?

Take orders over the telephone?

Transcribe letters?

Take dictation?

Type from rough draft
or machine dictation?

II. GENERAL OFFICE DUTIES

Do you	Major <u>Activity</u>	Minor <u>Activity</u>	<u>YES</u>	<u>NO</u>
Type various business forms?				
Make single or multiple carbon copies of all letters, manuscripts, etc.....?				
Make room reservations for incoming guests (on campus)?				
Provide fruit and flowers in the room of incoming guests (on campus)?				
Run errands on campus for employer?				
Run errands off campus for employer?				
Arrange employer's desk each morning?				
Keep employer supplied with office supplies such as pen, pencils, etc.....?				
Take property inventory of office equipment?				
Take consumable inventory of office supplies?				
Order supplies when needed?				
Order supplies for incoming year?				
Know where to order supplies?				
Keep your desk supplied with equipment?				
Make out requisitions?				

II. GENERAL OFFICE DUTIES (continued)

	<u>Major Activity</u>	<u>Minor Activity</u>	<u>YES</u>	<u>NO</u>
Do you				
<u>Keep calendars up-to-date?</u>				
<u>File material?</u>				
<u>Proofread letters and reports?</u>				
<u>Type letters?</u>				
<u>Make notes on next day's work?</u>				
<u>Compose letters with instructions?</u>				
<u>Compose letters without instructions?</u>				
<u>Address envelopes?</u>				
<u>Weigh mail?</u>				
<u>Make hotel arrangements?</u>				
<u>Send telegrams by telephone?</u>				
<u>Confirm hotel arrangements?</u>				
<u>Arrange travel schedule and transportation for employer?</u>				
<u>Remind the employer of daily scheduled appointments?</u>				
<u>Make appointments for employer?</u>				
<u>Wrap packages for employer?</u>				
<u>Mail packages for employer?</u>				
<u>Make coffee for employer and guests?</u>				

II. GENERAL OFFICE DUTIES (continued)

Do you	<u>Major Activity</u>	<u>Minor Activity</u>	<u>YES</u>	<u>NO</u>
Serve coffee to the employer and guests?				
Water plants in the office?				
Cut out newspaper ads?				
Work overtime?				
Unlock office building daily?				
Lock office building before leaving?				
Stamp mail?				
Accept packages and insured papers?				
Take care of the typewriter?				
Interview prospective secretarial employees?				
Administer tests to prospective student employees?				
Operate the office in the absence of employer?				
Come to the office before regular office hours, if material must be prepared before the employer arrives?				
Keep time charts for student assistants?				
Supervise student assistants at work?				
Instruct new employees?				

II. GENERAL OFFICE DUTIES (continued)

	<u>Major Activity</u>	<u>Minor Activity</u>	<u>YES</u>	<u>NO</u>
--	---------------------------	---------------------------	------------	-----------

Do you

Make calls to proper
persons for needed office
repairs?

Keep a list of all inter-
departmental orders?

Make entries in ledger
accounts?

III. MAILING DUTIES

	<u>Major Activity</u>	<u>Minor Activity</u>	<u>YES</u>	<u>NO</u>
--	---------------------------	---------------------------	------------	-----------

Do you

Pick up mail (from post
office)?

Pick up mail (from campus
offices)?

Read incoming mail?

Mail letters?

Deliver mail (on campus)?

Distribute mail to proper
persons?

Address greeting cards for
employer?

Mail greeting cards for
employer?

Sign the employer's name on
the greeting cards?

III. MAILING DUTIES (continued)

Do you	<u>Major Activity</u>	<u>Minor Activity</u>	<u>YES</u>	<u>NO</u>
Remind employer of personal or special occasions such as birthdays, <u>anniversaries, etc.....?</u>				

IV. OFFICE MACHINES

Do you	<u>Major Activity</u>	<u>Minor Activity</u>	<u>YES</u>	<u>NO</u>
<u>Operate the mimeograph machine?</u>				
<u>Operate the duplicating machine?</u>				
<u>Operate the copy or xerox machine?</u>				
<u>Operate the adding or calculating machine?</u>				
<u>Operate the dictaphone?</u>				
<u>Use the paper cutter?</u>				
<u>Use the electric stapler?</u>				
<u>Use the electric stencil machine?</u>				
<u>Use the electric paper sorter?</u>				
<u>Cut stencils?</u>				
<u>Type mastersets?</u>				

V. OTHER DUTIES:

(Please list other duties you perform that were not mentioned on the questionnaire.)

THANK YOU!