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## A Follow-Up Study of Utah Skills Center-North Office Occupations Graduates and Employers

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A FOLLOW-UP STUDY OF UTAH SKILLS CENTER-NORTH  
OFFICE OCCUPATIONS GRADUATES AND EMPLOYERS

by

Roietta J. Goodwin

A report submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Plan B

Approved:

UTAH STATE UNIVERSITY  
Logan, Utah

1976

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Roietta J. Goodwin

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CHAPTER I  
THE PROBLEM

Introduction

The objective of vocational education is to provide any student with the necessary skills and knowledge that utilize [sic] the full potential of the student's abilities and provides the employer with an employee who is immediately productive with a minimum of retraining.<sup>1</sup>

The Vocational Education Act of 1963 was written to provide high-quality vocational training to people of all ages. The aim was to further opportunities for gainful employment and to satisfy needs, interests, and abilities.<sup>2</sup> Between fiscal years 1963 and 1973, \$2.5 billion was invested. The Manpower Development and Training Act's (MDTA) purpose was to assist in the development of youth and adults in depressed inner city and rural areas.<sup>3</sup>

In fiscal year 1976, approximately 500,000 students will receive occupational oriented education through vocational education monies under cooperative education, special needs, and work study. The amount expended will approximate \$3,005,000,000.<sup>4</sup>

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<sup>1</sup>Robert M. Pesola, Sr., "Education for Employability: In the Vocational School," Data Management 12 (December 1974):23.

<sup>2</sup>August C. Bolino, "From School to Work," The Journal of Data Education 11 (November 1970):41.

<sup>3</sup>Orley Ashenfelter, "Manpower Training and Earnings," Monthly Labor Review 98 (April 1975):46.

<sup>4</sup>The 1975 catalog of Federal Domestic Assistant, Executive Office of the President, Office of Management and Budget, Washington D.C.

Planning clerical programs requires a realistic account of future employment trends and manpower needs which must be related to curriculum developments. Employment in clerical jobs is expected to grow considerably faster than total employment, rising to 17.3 million in 1980.<sup>5</sup> The courses offered to the trainees must be relevant to present demands. The follow-up placement study is used in conjunction with the investigation into different applications as well as the frequency and the use of clerical skills. The results should provide MDTA instructors information to plan their teaching materials and methods to meet the standards of the occupational field for which students are trained.

#### Purpose of the study

The purpose of this study was to collect data that will assist instructors with curriculum revisions at Skills Center-North in Ogden, Utah. The entry level vocational office occupations classes at Skills Center-North in Ogden, Utah, should provide more relevancy to the low income and unemployed person's needs. By concentrating skill development in those areas where marketable skills and competition for placement are a reality to the participant, the goal will allow more relevancy in preparing better trainees. More specifically the objectives of the study were to:

1. determine job titles of Skills Center-North Office Occupations graduates,

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<sup>5</sup> Harold Goldstein, "America's Manpower Needs for the Seventies," American Vocational Journal 46 (April 1971):19.



2. determine the job tasks which graduates of Skills Center-North Office Occupations performed most frequently on the job,
3. determine if additional training on telephone techniques was needed by entry level employees,
4. determine if production tasks were checked by the employer,
5. determine amount of work performed under pressure of time,
6. provide information to help office occupations trainees at Skills Center-North Office Occupations plan career choices and become more aware of the requirements for entrance into and success in specific occupations,
7. provide input for curriculum improvement in the Skills Center-North Office Occupations area.

#### Importance of the study

The Utah Skills Center-North represents a unique organization of state and local agencies and lay citizens in the Ogden and Davis county area who cooperate to provide quality education and training for low-income and handicapped adults.<sup>6</sup> Successful training of low-income and handicapped adults must be geared to employment opportunities. A major responsibility of the school and of the instructors is to provide the trainee with a vocational skill that will enable that trainee to secure a job and keep that job.<sup>7</sup>

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<sup>6</sup> Utah Skills Center-North, a brochure developed by the center in 1971.

<sup>7</sup> Jim D. Cornett and John E. Elias, "Helping the Disadvantaged Adult through Vocational Education," Second Yearbook of the American Vocational Association (Washington, D.C.: American Vocational Association, 1972), pp. 297-305.

Students enrolled in business classes in adult education programs feel strongly that the instruction they receive must be relevant. Since the career focus allows career education for student participation in work activities for the purpose of increased job planning and specific job skill preparation, every business instructor is obligated to acquaint students with career requirements, jobs, and the correlates of their skill and ability in their field of interest.<sup>8</sup> If the courses are not correlated to the demands of the employer, the trainee's skills and knowledges will not be relevant; and the trainee will need to be retrained or remain unemployed or underemployed because of lack of the necessary skills and knowledges.<sup>9</sup>

An evaluative criteria for a vocational education program besides placement of the trainee is needed. Through the use of the follow-up study, an appraisal of success can be outlined to aid instructors in meeting the standards of the occupational field for which students are trained.

#### Scope of the study

1. Aspects of the study are designed to identify the entry level skills needed for specific community jobs.

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<sup>8</sup> Dwight H. Newell and Malvern Miller, "Relevance in Education Today," National Business Education Yearbook (Washington, D.C.: National Business Education Association, 1973), p. 234.

<sup>9</sup> Charles R. Hopkins, "Business Sponsored Programs," National Business Education Yearbook (Washington, D.C.: National Business Education Association, 1970), Chapter 37.

2. The respondents providing input into this study were female graduates involved in the Skills Center-North Office Occupations Program.
3. The data sources for this survey were limited to the organizations and agencies where the July 1971 through June 1973 graduates of the Skills Center-North Office Occupations area were placed.
4. The survey instruments were designed to collect information which can be used to provide input for specific objectives for future office occupations programs.

#### Definition of terms

The following terms will be used throughout the paper and are defined as follows:

1. Checked--visible approval of work completed.
2. Graduate--a trainee who has completed two or more courses and/or obtained employment.
3. MDTA--an abbreviation for Manpower Development and Training Act of 1963. A sponsoring agency of students into the vocational program.
4. Production Work--amount of typewriting work completed.
5. Skills Center-North Office Occupations--a department where training is provided to trainees in clerical skills for entry level employment.
6. Trainee--an approved client who is preparing for entry level employment.

CHAPTER II  
REVIEW OF RELATED LITERATURE

Introduction

Training programs must be down to earth and completely practical. The learners must constantly be reinforced and led to see the value and application of what they are learning. The job is used as a vehicle in stimulating the worker to study and learn to improve himself. Yet few institutions follow their graduates through the years to know what value their education is when put to use.<sup>10</sup>

Included in the related literature are studies which show the strengths and weaknesses of MDTA programs from the graduates and employers point of view. Also surveys to high school graduates and their employers were reviewed to indicate additional strengths and weaknesses of student training. However, there seems to be little research conducted to include required educational background of entry level employees, amount of production work checked by the employer, and amount of work under pressure of time.

Manpower studies

A follow-up study of MDTA Clerk-Stenographer graduates at the University of North Dakota was designed to determine the strengths

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<sup>10</sup> William I. Wilder, "What Can We Learn from MDTA?--Clues from a Federal Program," American Vocational Journal 42 (November, 1967):34-36.

and weaknesses of the program through the graduates and the employers. The most frequently performed tasks were using the telephone and handling mail. Many of the employers felt that more remedial assistance was needed in math and English. A majority of the employers felt that a part-time work experience program could help the graduates in making the transition from school to work much easier.<sup>11</sup>

A study conducted to identify work adjustment problems of MDTA trainees found that the lack of skill in using English fundamentals and lack of speed in typing and shorthand were the main technical skill difficulties. It was noted that the trainees' poor performance on the job was related to their inability to cope with their personal lives. Twenty-three trainees and twelve trainee employers were interviewed either in person or by telephone to answer questions relating situations, conditions, and attitudes as they are related to trainee performance. Both the employers and trainees stated that lack of punctuality and carelessness in their work were definite work attitude problems.<sup>12</sup>

Janice Hobbs interviewed 49 MDTA graduates in person, by telephone, or by mail to determine utilization of the trainee's shorthand skill. It was found that a little over half of the currently employed graduates used the shorthand skill, and the uses of the skill were more for personal use than for dictation purposes. The graduates also indicated

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<sup>11</sup>Kenneth D. Mukomela, "A Follow-up Study of the First MDTA Clerk-Stenographer Graduates at the University of North Dakota" (Master's Thesis, The University of North Dakota, 1966).

<sup>12</sup>Mary Ann Jensen, "The Identification of Work Adjustment Problems of the 1970 and 1971 Manpower Development and Training Program Trainees at Utah State University (Master's Report, Utah State University, 1972).

that the program needed to be longer than nine months and should include more individualized help.<sup>13</sup>

#### Surveys of graduates and employers

In Northern Illinois a job information survey found that 91 percent of the firms (58) gave pre-employment tests in the areas of typewriting, clerical, dictation, intelligence, math, and English. Questionnaires were also sent to 134 graduates of Mercy High School in Milwaukee, Wisconsin; 98 were returned. The study indicated that Mercy High School business graduates do not have adequate preparation on all the machines used most frequently--electric typewriter, photocopier, mailing machine, and data processing equipment. Employers and graduates felt that the reasons given for failure on the job were lack of interest, personality faults, and lack of skill.<sup>14</sup>

A Waukesha, Wisconsin follow-up study of students listed the most common educational weaknesses as poor background in related subject matter, insufficient preparation in the skill area, and poor personality development.

Survey sheets were sent out to 40 industries and questionnaires were sent to 70 former business education students. Of the total surveyed, there was a 98 percent return. All students in the survey were graduates of a one-year business education program.

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<sup>13</sup>Janice Hobbs, "Utilization of Shorthand Skill by Manpower Development and Training Act from Utah State University for the Years 1968 through 1971" (Master's Report, Utah State University, 1973).

<sup>14</sup>Sister Mary Shawn Perkins, R.S.M., "A Job Information Survey in Milwaukee and a Follow-up Study of Mercy High School Graduates" (Master's Thesis, Northern Illinois University, 1967).

A majority of the respondents indicated a preference for their employees to have some clerical preparation in industry beyond high school. Other respondents reported a preference for evening and extension classes when advancing their employees.<sup>15</sup>

#### Surveys of employers

Twenty-five office workers participated in a personal interview to determine the entry-level employment opportunities available to graduates of Mount Notre Dame High School in Reading, Ohio. This study showed that initial opportunities were available in the general clerical and secretarial fields. Stenographic requirements were based on quality of work produced rather than upon speed. Definite typewriting standards were required by the responding firms. The businessmen stated that they wanted the high school graduates to perform a wide scope of duties in each job classification. Personality development and competency in skills were considered necessary factors for successfully obtaining and holding initial employment.<sup>16</sup>

Manship completed a study consisting of a random sample of 500 businesses in the Salt Lake City area to determine job-entry requirements for typists, stenographers, and secretaries as reported by businessmen. Personal interviews were considered effective in screening

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<sup>15</sup>Gene F. Cook, "A Follow-up Study of Business Students for the Years 1964 through 1966 of Waukesha Vocational, Technical and Adult School" (Master's Thesis, The University of Wisconsin, 1966).

<sup>16</sup>Sister Mary Grace Burg, S.N.D. de N., "Opportunities for Employment in Entry Occupations in Selected Business Offices in the Cincinnati Area, 1967: An Analysis" (Master's Thesis, The Catholic University of America, 1968).

applicants for employment. It was noted that businessmen gave special consideration to applicants who had previous work experience. The majority of the businessmen consider skills and personal characteristics as important factors in determining employment. For typists and stenographers typewriting accuracy, attitude, and typewriting speed were ranked highest. The characteristic ranking highest for secretaries was attitude; typewriting accuracy ranked second; grammar and appearance tied for third place. Almost one-half of all businesses administer a pre-employment test. A proficiency test on straight copy material for five minutes was the most popular test procedure used.<sup>17</sup>

In a study of employment opportunities and job requirements for entry-level office occupations in Freeport, Illinois, the most important skills needed in secretarial work were typewriting, shorthand, filing, composing letters, using the telephone, and typing carbon copies. Through personal interviews with the 59 business firms, the majority of the businessmen preferred females for all entry-level office jobs except messenger and office boys, shipping and receiving clerk, and traffic clerk. Forty-three percent of the businesses indicated they would cooperate with the school in providing supervised practical experiences for in-school vocational business students.<sup>18</sup>

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<sup>17</sup> Darwin W. Manship, "Job-Entry Requirements for Typists, Stenographers, and Secretaries in the Salt Lake City Area" (Master's Thesis, Utah State University, 1968).

<sup>18</sup> Lee R. Gerber, "A Study of Employment Opportunities and Job Requirements for Entry-Level Office Occupations in Freeport, Illinois, Business" (Master's Thesis, Northern Illinois University, 1968).



In another survey to determine employment standards for beginning typists, 30 personnel managers in Sioux Falls, South Dakota, were asked to complete questionnaires concerning their employment standards. Sixty-seven percent administered typewriting tests. One error a minute was acceptable to the clerk-typists on the typewriting examination. The stenographers or secretaries were only permitted one-half error a minute on their examinations. The personnel managers stated that all prospective clerk-typists should be able to typewrite at a speed of 40 or more net words a minute. It was also stated in the survey that 77 percent of the firms used electric typewriters.<sup>19</sup>

A questionnaire and a cover letter were sent to 100 firms representing businesses in El Segundo, California. Sixty were returned. The analysis showed that over 60 percent of the businesses are willing to hire inexperienced personnel for general clerical or clerk typist positions. The businesses felt the most important factors in hiring personnel were attitude, appearance, and speech. Almost one-half of the small companies gave no employment test, while all of the large companies gave some type of test.<sup>20</sup>

A study of 200 firms was conducted in Pomona, California, to determine entry-level employment requirements. One hundred seventy-seven firms responded. Thirty-five percent of the firms used private

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<sup>19</sup> Russell Clayton Beldin, "A Survey of Business Firms in Sioux Falls, South Dakota, to Determine Employment Standards for Beginning Typists" (Master's Thesis, Mankato State College, 1965).

<sup>20</sup> Zita Fortman, "Analysis of Entry-Level Office Job Opportunities in Business and Industry Served by the El Segundo Unified School District" (Master's Thesis, California State College, 1970).

employment agencies in finding applicants. The applicants are tested in shorthand, typewriting, filing, math, and language skills by 78 percent of the firms surveyed. The firms suggested better preparation in spelling, language skills, letter writing, typewriting ability, and attitude. The final screening of the applicant was the personal interview which was a major factor in the hiring of the applicant.<sup>21</sup>

A 1972 study to determine what personal characteristics were necessary to typists, stenographers, and secretaries was conducted of Cache County, Utah, employers. Sixty were interviewed. It was found that employers used the personal interview for observing various traits and mannerisms. Tests were used by the employers to determine intelligence and how well the applicant would or would not get along with people. The major source of information about a job applicant was by consulting the previous employer.<sup>22</sup>

In the Los Angeles-Long Beach area, 300 office workers and their supervisors were interviewed to determine what job characteristics were common to beginning and intermediate levels of office work. Ninety percent of the office workers and supervisors indicated that communicating with others was a frequent job task. Sorting, filing and

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<sup>21</sup>Ellen F. Medley, "A Survey of the Pomona Business Community to Determine Entry-Level Employment Requirements for High School Graduates with No Previous Business Experience Applying for Positions as General Clerk, Clerk-Typist, or Stenographer" (Master's Thesis, California State College, 1970).

<sup>22</sup>Gail Benson, "A Survey to Determine Methods Used by Selected Employers of Cache County, Utah, to Assess Desirable Personal Characteristics Needed by Typists, Stenographers, and Secretaries" (Master's Report, Utah State University, 1972).

retrieving were presented as the second most frequent job task as recorded by 71 percent.<sup>23</sup>

#### Summary

Many of the studies reviewed indicate typing speed, shorthand accuracy, and personal attitude as the areas of training considered most essential as reported by employers in the performance of job tasks. The majority of the literature revealed employment standards and requirements for testing which covered a broad scope of secretarial skills.

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<sup>23</sup> Lawrence W. Erickson, Basic Components of Office Work--An Analysis of 300 Office Jobs (Cincinnati: South-Western Publishing Company, 1971), Monograph No. 123.

CHAPTER III  
METHODS AND PROCEDURES

Selection of graduates

All students who graduated from the Skills Center-North Office Occupations program from July 1971 through June 1973 and were subsequently employed were subjects of the study. The names and addresses were obtained from the program's inactive files and/or the Employment Security Office in Ogden, Utah.

Collection of data

Every graduate and employer was asked to respond to a prepared questionnaire which they received in the mail. A Form A questionnaire was directed to those selected graduates who are and/or were employed. A Form B questionnaire was directed to their present and previous employers (see Appendixes A and B).

Questionnaires

The Form A questionnaire was distributed to the selected graduates. The Form B questionnaire was distributed to the employers of the graduates.

The following information was asked in Forms A and B:

1. entry level job titles,
2. required educational background for any entry level position,
3. pre-employment tests given for each position,

4. use of manual and electric typewriters,
5. amount of production work checked,
6. amount of work under pressure of time,
7. areas or job tasks in which students needed more preparation,  
and
8. suggestions for future Office Occupations classes.

The following additional questions were asked on Form A:

1. job tasks performed most regularly, and
2. necessary training needed in the use of telephone.

The following additional questions were asked on Form B:

1. use of school certificates as a substitute for tests,
2. how employers selected employees, and
3. what training seemed to be most lacking.

#### Presentation of data

Form A questionnaires were mailed to 120 graduates with a cover letter (see Appendix C) signed by the Skills Center Coordinator. For those not responding, another letter was sent to their office address or new home address. Form B questionnaires were mailed to 40 employers of the graduates along with a cover letter (see Appendix D) signed by the Coordinator. Many of the graduates were placed in the same organizations, but in different departments so only one questionnaire was sent to that organization's personnel office.

Of the 120 Form A questionnaires, 77 replies were received. This represents a 64 percent response. Three of the responding graduates had entry level job titles that were non-clerical positions, but they

were included in the study because of present duties in the areas they were assigned.

Of the 40 Form B questionnaires sent, 28 replies were received. This represents a 70 percent response.

Respondents did not complete all of the items in the questionnaire which required a written response. The accompanying tables for those items are based on the total number of responses.

#### Analysis of data

The tabulation of the findings is divided into two phases:

1. Form A questionnaires are tabulated separately from the Form B questionnaires to establish a concise definition of employer and student responses.
2. Similar responses to questions on both Form A and B are tabulated together where the study benefited from cross correlation of employer and student responses.

#### Summary

The input from respondents was acquired from mailed questionnaires. Questionnaire forms were mailed to present and previous employers as well as the graduates. Information in questionnaires to both employers and employees consisted primarily of job titles, educational background, tests, and job tasks.

Presentation of the data resulted in a 64 percent response from entry level graduates. From employers, there was a 70 percent response.

The greater portion of data was tabulated in such a manner as to analyze employer's responses separate from graduate's responses. In the instances where the data were tabulated together, a comparison was then shown from employer to student.

CHAPTER IV  
THE FINDINGS

Questionnaire responses were the basis for the findings of this study. The responses were tabulated and presented under the following subheadings: (1) entry level job titles, (2) areas of training and job tasks performed most frequently, (3) additional telephone training, (4) amount of production work checked by employer, (5) amount of work performed under pressure of time, (6) requirements for entrance and success, and (7) input for curriculum improvement.

Entry level job titles

As the data in Table 1 illustrates, the number of responses from the graduates was 77. Of the 77 graduates, 42, or 55 percent, were from the program year July 1971 through June 1972, which was the first year of the program. The remaining 35 graduates, or 45 percent, were from the program year July 1972 through June 1973, which was the second year of the program.

The number of responses for each entry level job title is shown in Table 1. Space was provided on the questionnaire for listing those job titles used by the graduates other than the first four entry level job titles--General Office Clerk, Clerk Typist, Typist, and Stenographer. These four titles are those used by the Skills Center--North Office Occupations area.



Table 1. Entry level job title and year of graduation

| Job title                               | July 71-June 72<br>No. | July 72-June 73<br>No. | Total No. of<br>Responses | Percent of<br>Total |
|---|------------------------|------------------------|---------------------------|---------------------|
| General Office Clerk                    | 10                     | 6                      | 16                        | 20.77               |
| Clerk Typist                            | 7                      | 6                      | 13                        | 16.88               |
| Typist                                  | 1                      | 2                      | 3                         | 3.90                |
| Stenographer                            | 2                      | 1                      | 3                         | 3.90                |
| Other                                   |                        |                        |                           |                     |
| Secretary                               | 3                      | 4                      | 7                         | 9.10                |
| Receptionist                            | 3                      | 3                      | 6                         | 7.79                |
| Clerk                                   | 4                      | 2                      | 6                         | 7.70                |
| Transcriber                             | 2                      | 3                      | 5                         | 6.49                |
| Aid/Assistant                           | 2                      | 3                      | 5                         | 6.49                |
| Records Clerk/Bookkeeper                | 3                      | 2                      | 5                         | 6.49                |
| Operator (Telephone and<br>switchboard) | 2                      | 1                      | 3                         | 3.90                |
| Files Clerk                             | 1                      | 1                      | 2                         | 2.60                |
| Non-Clerical                            | 2                      | 1                      | 3                         | 3.90                |
| Totals                                  | 42 55%                 | 35 45%                 | 77                        | 100                 |

The title General Office Clerk received the highest number of responses with 16, or 21 percent of the total; second was Clerk Typist with 13, or 17 percent of the total; and third was Secretary with 7, or 9 percent of the total. The lowest number of responses was for Files Clerk with 2, or 3 percent of the total. There were three non-clerical job titles--librarian, counselor, and interviewer.

Areas of training and job tasks performed most frequently

Job tasks that the graduates performed most regularly are shown in Table 2. Presented in rank order are the job tasks according to the number of respondents. Over one-half of the graduates responded that the typing of letters and memoranda and answering the telephone were the tasks performed most regularly.

Thirty-six graduates, or 47 percent, indicated that typing on business forms was a regular task.

Filing ranked fourth, mentioned by 33 graduates, or 43 percent, while recordkeeping ranked fifth, mentioned by 32 graduates, or 42 percent. To perform the recordkeeping activities, the majority of the graduates indicated that they used calculators.

Twenty-six, or 34 percent, of the graduates stated that the sorting of mail was a regular task. Another task performed frequently was that of duplicating materials as indicated by 25, or 33 percent, of the graduates.

The graduates ranked the taking of minutes and composing activities as number 8. Handling mail and making appointments and typing from rough draft was ranked number 10 by 15 of the responding graduates, or 19 percent.

Table 2. Job tasks performed most regularly by entry level employees

| Rank | Job tasks performed most regularly    | Number of responses | Percent of total |
|------|---------------------------------------|---------------------|------------------|
| 1    | Typing of letters and memoranda       | 60                  | 77.92            |
| 2    | Answering the telephone               | 44                  | 57.14            |
| 3    | Typing on business forms              | 36                  | 46.75            |
| 4    | Filing/Checking files for information | 33                  | 42.86            |
| 5    | Recordkeeping/using calculators       | 32                  | 41.56            |
| 6    | Sorting mail                          | 26                  | 33.77            |
| 7    | Duplicating materials                 | 25                  | 32.47            |
| 8    | Taking minutes                        | 16                  | 20.78            |
| 8    | Composing letters and memoranda       | 16                  | 20.78            |
| 10   | Handling and making appointments      | 15                  | 19.48            |
| 10   | Typing from rough draft               | 15                  | 19.48            |
| 12   | Making change/petty cash              | 14                  | 18.18            |
| 13   | Recording messages                    | 13                  | 16.88            |
| 14   | Giving and scoring typing tests       | 8                   | 10.39            |
| 15   | Taking dictation                      | 7                   | 9.10             |
| 16   | Typing numbers                        | 5                   | 6.49             |

The data in Table 3 and Table 4 show the areas of training and tasks that the graduates and the employers identified as lacking in preparation. The areas and tasks are presented in rank order by the largest number of responses.

Table 3. Areas of training and tasks most lacking in preparation as listed by graduates\*

| Rank | Areas needing more preparation                           | Number of responses | Percent of total |
|------|--|---------------------|------------------|
| 1    | Communication skills (including both verbal and written) | 35                  | 45.46            |
| 2    | Typing of business forms                                 | 12                  | 15.58            |
| 3    | How to do the job--organizing work                       | 10                  | 12.99            |
| 4    | Faster typing speed                                      | 9                   | 11.69            |
| 4    | Math skills  | 9                   | 11.69            |
| 4    | Knowledge of dictaphone                                  | 9                   | 11.69            |
| 8    | Recordkeeping/bookkeeping                                | 7                   | 9.10             |
| 9    | Handling Mail  | 4                   | 5.19             |
| 10   | Proofreading   | 3                   | 3.90             |
| 11   | Better shorthand skill                                   | 2                   | 2.60             |

\*More than one response was possible

As is shown in both tables, communication skills ranked first among the areas by 45 percent of the graduates and by 68 percent of the employers. The following items were grouped under the area of communication skills: spelling, English, punctuation, grammar usage, speaking to the public, and speaking on the telephone. The investigator tabulated the findings in this manner because of the inter-relationship of these skills.

A common area in both tables was that of faster typing speed, as was indicated by, 9, or 12 percent of the graduates, and by 4, or 14 percent, of the employers.

Table 4. Areas of training and tasks most lacking in preparation as listed by the employers\*

| Rank | Areas needing more preparation                           | Number of responses | Percent of total |
|------|--|---------------------|------------------|
| 1    | Communication skills (including both verbal and written) | 19                  | 67.84            |
| 2    | Initiative and motivation to become good worker          | 9                   | 32.14            |
| 4    | Responsibility to the job and employer                   | 5                   | 17.86            |
| 5    | Shorthand improvement                                    | 4                   | 14.29            |
| 5    | Faster typing speed                                      | 4                   | 14.29            |
| 7    | Ten-key machine experience                               | 3                   | 10.71            |
| 7    | Basic and office math                                    | 3                   | 10.71            |
| 9    | Organizing work  | 2                   | 7.14             |
| 10   | Personal appearance                                      | 1                   | 3.57             |
| 10   | Accepting change in routine                              | 1                   | 3.57             |
| 10   | Punctuality  | 1                   | 3.57             |
| 10   | Insecurity   | 1                   | 3.57             |
| 10   | Passing aptitude and clerical tests                      | 1                   | 3.57             |

\* More than one response was possible

Shorthand improvement was mentioned by both graduates and employers.

Math skills was indicated as an area that needed additional preparation by 12 percent of the graduates and 11 percent of the employers. The area of organizing work was seen as most lacking in preparation by 13 percent of the graduates and 8 percent of the employers.

In Table 3, 12, or 16 percent, of the graduates ranked typing on business forms as needing more preparation. Knowledge of transcribing

machines ranked fourth along with faster typing speed and math skills. These areas received a 12 percent response. Recordkeeping/bookkeeping, handling mail, and proofreading ranked eighth with 9 percent, ninth with 5 percent, and tenth with 4 percent respectively.

In Table 4, the employers included some personal traits as needing more preparation along with the job tasks. Ranking second was initiative and motivation to become good workers by 9, or 32 percent, of the employers. Five, or 18 percent, of the employers indicated that responsibility to the job and employer was an important characteristic which was lacking among entry level employees.

The information in Table 5 shows the items grouped under communication skills as reported by graduates and employers. Spelling received a high response from both graduates and employers with 12 percent of the graduates and 29 percent of the employers responding.

Table 5. Items grouped under the area of communication skills as reported by graduates and employers

| Item                      | Number of responses |                  |           |                  |
|---------------------------|---------------------|------------------|-----------|------------------|
|                           | Graduates           |                  | Employers |                  |
|                           | Number              | Percent of total | Number    | Percent of total |
| Spelling                  | 9                   | 11.69            | 8         | 28.57            |
| English                   | 8                   | 10.39            | 3         | 10.71            |
| Punctuation               | 7                   | 9.10             | 1         | 3.57             |
| Grammar Usage             | 4                   | 5.19             | 2         | 7.14             |
| Speaking to the public    | 4                   | 5.19             | 2         | 7.14             |
| Speaking on the telephone | 3                   | 3.90             | 3         | 10.71            |
| Total                     | 35                  | 45.46            | 19        | 67.84            |

Additional telephone training

The graduates were asked to respond yes or no to additional training that they obtained on the job in using the telephone. As is indicated by the data in Table 6, 38, or 49 percent, of the graduates had additional training in the use of the telephone. An almost equal amount of graduates--39, or 51 percent, revealed that they did not have additional training in the use of the telephone.

Table 6. Additional training needed on telephone by entry level job title

| Job title                | Yes       | No        |
|--------------------------|-----------|-----------|
| General Office Clerk     | 10        | 6         |
| Clerk Typist             | 8         | 5         |
| Typist                   | 2         | 1         |
| Stenographer             | 1         | 2         |
| Secretary                | 2         | 5         |
| Receptionist             | 4         | 2         |
| Clerk                    | 2         | 4         |
| Transcriber              |           | 5         |
| Aid/Assistant            | 2         | 3         |
| Records Clerk/Bookkeeper | 2         | 3         |
| Operator                 | 3         |           |
| Files Clerk              | 1         | 1         |
| Non-Clerical             | 1         | 2         |
| Total                    | 38 49.35% | 39 50.65% |

Amount of production work  
checked by employer

The amount of production work that entry level employees do that is checked is illustrated in Table 7. The data indicates that almost one-half, or 49 percent, of the graduates stated that none of their production work was checked; whereas, 46 percent of the employers stated that the production work was checked continuously. It is noted that 26 of the 28 employers responding, or 93 percent, indicated some amount of the production work checked; whereas, only 39 of the 77 graduates, or 51 percent, indicated some amount of the production work was checked.

Table 7. Amount of production work checked as reported by graduates and employers

| Amount       | Number of responses |                  |           |                  |
|--------------|---------------------|------------------|-----------|------------------|
|              | Graduates           |                  | Employers |                  |
|              | Number              | Percent of total | Number    | Percent of total |
| None         | 38                  | 49.35            | 2         | 7.14             |
| Under 1/10   | 12                  | 15.58            | 0         | 0.00             |
| 1/10 to 1/3  | 9                   | 11.69            | 4         | 14.28            |
| 1/3 to 2/3   | 5                   | 6.49             | 6         | 21.42            |
| Over 2/3     | 6                   | 7.79             | 3         | 10.71            |
| Continuously | 7                   | 9.10             | 13        | 46.44            |



The information in Table 8 explains how the graduates responded according to their entry level job title as to the amount of production work checked. It appears that all job titles except Files Clerk have some amount of their production work checked.

Table 8. Amount of production work checked as reported by graduates and employers

| Job           | None | Under<br>1/10 | 1/10<br>to<br>1/3 | 1/3<br>to<br>2/3 | Over<br>2/3 | Con-<br>tinu-<br>ously |
|---------------|------|---------------|-------------------|------------------|-------------|------------------------|
| General Clerk | 10   | 3             | 1                 |                  | 1           | 1                      |
| Clerk Typist  | 4    | 3             | 2                 | 1                | 1           | 2                      |
| Typist        | 1    | 1             |                   |                  | 1           |                        |
| Stenographer  | 1    | 2             |                   |                  |             |                        |
| Secretary     | 3    | 1             |                   | 1                | 1           | 1                      |
| Receptionist  | 6    |               |                   |                  |             |                        |
| Clerk         | 3    |               | 2                 | 1                |             |                        |
| Transcriber   |      |               | 1                 | 2                | 1           | 1                      |
| Aid/Assistant | 1    | 2             | 2                 |                  |             |                        |
| Records Clerk | 3    |               |                   |                  | 1           | 1                      |
| Operator      | 2    |               | 1                 |                  |             |                        |
| Files Clerk   | 2    |               |                   |                  |             |                        |
| Non-Clerical  | 2    |               |                   |                  |             | 1                      |
| Totals        | 38   | 12            | 9                 | 5                | 6           | 7                      |

Amount of work performed under  
pressure of time

The data in Table 9 summarizes the amount of work performed under pressure of time. Forty-nine of the 77 graduates responding, or 64 percent, indicated that some amount of the work was performed under the pressure of time. The employers also indicated that some amount of the work was performed under the pressure of time by 23 responses, or 82 percent. Just 28 graduates, or 36 percent, and 5 employers, or 18 percent, believed that none of the work was performed under the pressure of time.

Table 9. Amount of work performed under pressure of time as reported by graduates and employers

| Amount       | Number of responses |                  |           |                  |
|--------------|---------------------|------------------|-----------|------------------|
|              | Graduates           |                  | Employers |                  |
|              | Number              | Percent of total | Number    | Percent of total |
| None         | 28                  | 36.36            | 5         | 17.86            |
| Under 1/10   | 19                  | 24.68            | 2         | 7.14             |
| 1/10 to 1/3  | 11                  | 14.29            | 3         | 10.71            |
| 1/3 to 2/3   | 4                   | 5.19             | 7         | 25.00            |
| Over 2/3     | 2                   | 2.60             | 6         | 21.43            |
| Continuously | 13                  | 16.88            | 5         | 17.86            |

According to the data in Table 10, it would seem that every job title has some amount of work performed under pressure of time.

Table 10. Responses of graduates by entry level job title on amount of work performed under pressure of time

| Job           | None | Under<br>1/10 | 1/10<br>to<br>1/3 | 1/3<br>to<br>2/3 | Over<br>2/3 | Con-<br>tinu-<br>ously |
|---------------|------|---------------|-------------------|------------------|-------------|------------------------|
| General Clerk | 5    | 7             | 2                 |                  | 1           | 1                      |
| Clerk Typist  | 3    | 4             | 3                 |                  |             | 3                      |
| Typist        |      | 1             | 1                 | 1                |             |                        |
| Stenographer  | 3    |               |                   |                  |             |                        |
| Secretary     | 4    |               |                   | 1                |             | 2                      |
| Receptionist  | 5    | 1             |                   |                  |             |                        |
| Clerk         | 1    | 4             |                   |                  |             | 1                      |
| Transcriber   |      |               |                   | 1                | 1           | 3                      |
| Aid/Assistant | 3    |               | 2                 |                  |             |                        |
| Records Clerk | 1    |               | 1                 | 1                |             | 2                      |
| Operator      |      | 1             | 2                 |                  |             |                        |
| Files Clerk   | 1    | 1             |                   |                  |             |                        |
| Non-Clerical  | 2    |               |                   |                  |             | 1                      |
| Totals        | 28   | 19            | 11                | 4                | 2           | 13                     |

Requirements for entrance  
and success

The educational background requirements for the various jobs which were a part of this study are presented in Table 11. Many of the respondents checked more than one educational level; therefore, the percentage exceeds 100. The high school diploma or G.E.D. level received the highest number of responses by 87 percent of the

graduates and by 75 percent of the employers. Thirty-three graduates, or 43 percent, and nine employers, or 32 percent, believed that some training in the field was a background requirement for entrance into employment of specific clerical jobs.

Table 11. Educational background required of entry level employees

| Levels of education            | Number of responses |                  |           |                  |
|--------------------------------|---------------------|------------------|-----------|------------------|
|                                | Graduates           |                  | Employers |                  |
|                                | Number              | Percent of total | Number    | Percent of total |
| No attention paid to education | 1                   | 1.30             | 0         | 0                |
| Less than high school diploma  | 5                   | 6.49             | 3         | 1.07             |
| High school diploma or G.E.D.  | 67                  | 87.01            | 21        | 75.00            |
| Some college (not 4 years)     | 9                   | 11.69            | 6         | 21.43            |
| Some training in the field     | 33                  | 42.86            | 9         | 32.14            |

The types of tests taken by the graduates is denoted in Table 12. The greatest number of responses by both graduates and employers was in the typing tests with 34, or 44 percent, of the graduates, and 17, or 61 percent, of the employers responding.

Thirty-two, or 41 percent, of the graduates indicated that no tests were required upon entrance into employment, and eight, or 29 percent, of the employers did not give any tests to prospective employees.

General aptitude tests were received by 14, or 18 percent, of the graduates, and 8, or 29 percent of the employers administered this type of test. Math tests were required by 13, or 17 percent, of the

graduates, while three, or 11 percent, of the employers administered this test.

Table 12. Employment tests given to potential employees

| Tests                            | Number of responses |                  |           |                  |
|----------------------------------|---------------------|------------------|-----------|------------------|
|                                  | Graduates           |                  | Employers |                  |
|                                  | Number              | Percent of total | Number    | Percent of total |
| No tests required                | 32                  | 41.56            | 8         | 28.57            |
| General aptitude                 | 14                  | 18.18            | 8         | 28.57            |
| Typing                           | 34                  | 44.16            | 17        | 60.71            |
| Shorthand                        | 2                   | 2.60             | 12        | 42.86            |
| Recordkeeping and/or Bookkeeping | 2                   | 2.60             | 3         | 10.71            |
| Math                             | 13                  | 16.88            | 3         | 10.71            |

Table 13 presents responses on methods and procedures used in selecting employees. The practice of personal interviews when hiring received high consideration with 23 responses, or 82 percent of the total. Two other selection processes received more than half of the responses under high consideration: basis of experience with 75 percent and resume with 57 percent. Letter of recommendation, letter of application, and employment agencies received more responses of minor consideration than any other selection procedure.

Table 13. Screening devices used to select entry level employees

| Screening devices        | Number of responses |                  |                     |                  |
|--------------------------|---------------------|------------------|---------------------|------------------|
|                          | High consideration  |                  | Minor consideration |                  |
|                          | Number              | Percent of total | Number              | Percent of total |
| Employment agencies      | 8                   | 28.57            | 9                   | 32.14            |
| Letter of recommendation | 8                   | 28.57            | 10                  | 35.72            |
| Letter of application    | 8                   | 28.57            | 9                   | 32.14            |
| Resume                   | 16                  | 57.14            | 3                   | 10.71            |
| Basis of experience      | 21                  | 75.00            | 3                   | 10.71            |
| Personal interview       | 23                  | 82.14            | 3                   | 10.71            |
| School representatives   | 9                   | 32.14            | 8                   | 28.57            |

#### Input for curriculum improvement

Table 14 specifies suggestions for improvement of future office occupations programs as viewed by the graduates. The suggestions are presented in rank order according to the number of responses. Many of the respondents left this item blank or wrote in no improvement needed.

Build confidence and provide on-the-job training ranked first among more than one-fourth, or 29 percent of the respondents. Third was practice in using the telephone with 20 responses, or 26 percent. Another common suggestion was that of how to meet the public, which ranked fourth with 12 responses, or 16 percent.

Table 14. Suggestions from graduates for improvement of future office occupations programs

| Rank | Suggestions for improvement                | Number of responses | Percent of total |
|------|--|---------------------|------------------|
| 1    | Build confidence                           | 22                  | 28.57            |
| 1    | Provide on-the-job training                | 22                  | 28.57            |
| 3    | Practice in using telephone                | 20                  | 25.97            |
| 4    | How to meet public                         | 12                  | 15.58            |
| 5    | How to do the job                          | 10                  | 12.99            |
| 5    | Drill on grammar and English skills        | 10                  | 12.99            |
| 7    | Learning patience                          | 5                   | 6.49             |
| 8    | Communicating with co-workers              | 4                   | 5.19             |
| 9    | More time in training to become proficient | 3                   | 3.90             |
| 10   | Stress proofreading skills                 | 2                   | 2.60             |
| 10   | Build shorthand speed                      | 2                   | 2.60             |

Suggestions by the employers for improvement of future office occupations are designated in Table 15. The suggestions are presented in rank order according to the number of responses. All of the respondents contributed suggestions for improvement.

The employers ranked work study/on-the-job training, accepting responsibility, and appearance and neatness first with four responses, or 14 percent. Three of the employers, or 11 percent, believed that attitude and friendliness, proofreading, and expressing themselves as necessary traits to be obtained in future office occupations programs.

Table 15. Suggestions from employers for improvement of future office occupations programs

| Rank | Suggestions for improvement                   | Number of responses | Percent of total |
|------|---|---------------------|------------------|
| 1    | Work study/on-the-job training                | 4                   | 14.29            |
| 1    | Accepting responsibility                      | 4                   | 14.29            |
| 1    | Appearance and neatness                       | 4                   | 14.29            |
| 4    | Attitude and friendliness                     | 3                   | 10.71            |
| 4    | Proofreading                                  | 3                   | 10.71            |
| 4    | Expressing themselves                         | 3                   | 10.71            |
| 6    | More proficient in speed and accuracy         | 2                   | 7.14             |
| 6    | Importance of job                             | 2                   | 7.14             |
| 6    | Accepting supervision and guidance            | 2                   | 7.14             |
| 10   | Teach cooperation and loyalty                 | 1                   | 3.57             |
| 10   | Skilled instructors with on-the-job knowledge | 1                   | 3.57             |

It is noted that the number one ranking by both graduates and employers is the suggestion to provide on-the-job training/work study programs. The employers indicated more personal traits in their suggestions; whereas the graduates indicated more skill activities in their suggestions.

The data in Table 16 exhibit the approximate hours a week that the electric and manual typewriters are in use by entry level employees. Almost three out of four, or 73 percent of the total, specified that manual typewriters were not in use in their offices or available for use.



There was also response from five, or 5 percent of the total, that the electric typewriters were not in use.

The highest number of responses for any one time category was that of 1 to 5 hours a week. Graduates responded with 25 percent on electric typewriters and 6 percent on manual typewriters. Employers indicated use of 14 percent on electric typewriters and 39 percent on manual typewriters.

Only one individual responded that the manual typewriter was used over 20 hours a week, while 18 indicated that the electric typewriters were used over 20 hours a week.

It is noted that there seems to be a decrease in the use of manual typewriters as hours in which typewriters are used increases.

#### Summary

Investigations in this study revealed that the job title General Office Clerk was the most commonly used job title by entry level employees. The least commonly used job title was that of Files Clerk.

The areas of training and job tasks performed most frequently were typing of letters and memoranda as well as answering the telephone. Communication skills evidenced a dominance over other skills in the areas lacking in preparation. The responses were equal both for and against the need for additional training in use of the telephone.

Information received from respondents showed that the majority of production work was checked by the employers. The greater percentage of entry level employees and employers maintained that some amount of work was performed under pressure of time.

Table 16. Use of electric and manual typewriters by entry level employees\*

| Hours a week     | Number of responses |                  |        |                  |           |                  |        |                  |
|------------------|---------------------|------------------|--------|------------------|-----------|------------------|--------|------------------|
|                  | Graduates           |                  |        |                  | Employers |                  |        |                  |
|                  | Electric            |                  | Manual |                  | Electric  |                  | Manual |                  |
|                  | Number              | Percent of total | Number | Percent of total | Number    | Percent of total | Number | Percent of total |
| Less than 1 hour | 1                   | 1.30             | 67     | 87.01            | 4         | 14.29            | 10     | 35.71            |
| 1 to 5           | 19                  | 24.67            | 5      | 6.49             | 4         | 14.29            | 11     | 39.29            |
| 6 to 10          | 19                  | 24.67            | 1      | 1.30             | 1         | 3.57             | 4      | 14.29            |
| 11 to 15         | 17                  | 22.08            | 2      | 2.60             | 3         | 10.71            | 1      | 3.57             |
| 16 to 20         | 14                  | 18.18            | 2      | 2.60             | 5         | 17.85            | 1      | 3.57             |
| over 20          | 7                   | 9.10             | 0      | 0                | 11        | 39.29            | 1      | 3.57             |

\* Some people used both manual and electric typewriters.

In reference to the requirements for entrance and success, a large percentage felt that a high school diploma or equivalent was necessary for employment in specified areas. In most instances, some form of testing and screening was required for employment. However, personal commendations received minor consideration by employers.

The largest number of recommendations for curriculum improvement were in the areas of building confidence and providing on-the-job training.

CHAPTER V  
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to collect data to assist instructors in revising the curriculum of entry level office occupations classes at Skills Center-North in Ogden, Utah. The gathered data should provide more relevancy to the low income and unemployed person's needs and to prepare better trainees to meet these needs.

A Form A questionnaire consisting of ten questions and a Form B questionnaire consisting of nine questions were developed to ascertain information from graduates of Skills Center-North Office Occupations area and their employers.

The responses were tabulated and divided into the following sub-headings: (1) entry level job titles, (2) areas of training and job tasks performed most frequently, (3) additional telephone training, (4) amount of production work checked by employer, (5) amount of work performed under pressure of time, (6) requirements for entrance and success, and (7) input for curriculum improvement.

1. Entry level job titles. General Office Clerk was used most often by 16, or 21 percent, of the graduates. Clerk Typist was used by 13, or 17 percent, of the graduates, and Secretary, used by 7, or 9 percent.

2. Areas of training and job tasks performed most frequently.

Over one-half of the graduates responded that the typing of letters and memoranda and answering the telephone were the tasks performed most frequently with 60 graduates, or 78 percent, and 44 graduates, or 57 percent, responding respectively.

Communication skills ranked first among areas of training needing more preparation. Graduates responded with 45 percent while employers indicated 68 percent in this area. Spelling was reported as the major area under communication skills by the graduates and by the employers as needing more preparation. The employers included personal traits among the areas most lacking in preparation. The graduates indicated skill activities as most lacking.

Forty-nine percent of the graduates indicated that additional training was needed on the telephone while 51 percent indicated that none was needed.

3. Amount of production work checked by employer. Approximately one-half, or 49 percent, of the graduates stated that none of their production work was checked; whereas, 46 percent of the employers stated that the production work was checked continuously. Over 50 percent of both graduates and employers indicated that some amount of the production work was checked.

4. Amount of work performed under pressure of time. All respondents mentioned some work was performed under pressure of time--65 percent of the graduates, and 82 percent of the employers. Just 28 graduates, or 36 percent, and 5 employers, or 18 percent, believed that none of the work was performed under pressure of time.

5. Requirements for entrance and success. Sixty-seven, or 87 percent, of the graduates, and 21, or 75 percent, of the employers, believed that a high school diploma or G.E.D. was an essential education level for entrance into entry level employment. Only one individual believed that no attention was paid to the education level.

More than one-half, or 61 percent, of the employers gave typing tests, and 34, or 44 percent, of the graduates took typing tests upon entry to employment. The other tests (general aptitude, shorthand, bookkeeping/recordkeeping, and math) varied in responses because of the specific requirements of a position.

In selecting their entry level employees, the employers indicated by more than three-fourths, or 82 percent, that the personal interview rated the highest consideration.

6. Input for curriculum improvement. Some of the suggestions offered by the graduates for improvement of the program included: (a) build confidence, (b) provide on-the-job training, (c) practice in using the telephone, (d) how to meet the public, and (e) how to do the job.

Some of the suggestions offered by the employers for improvement of future programs included: (a) work study/on-the-job training, (b) appearance and neatness of graduates, (c) accepting responsibility, (d) attitude and friendliness, and (e) proofreading.

The respondents indicated the use of electric typewriters more than the use of manual typewriters in their offices. As amount of use increased in hours a week, the manual typewriter use decreased. Five, or 5 percent, indicated that the electric typewriter was used in their

offices less than one hour a week, and 77, or 73 percent, stated that the manual typewriter was used less than one hour a week.

### Conclusions

1. There are many job titles used in describing entry level positions with General Office Clerk being the most common one.
2. The use of the typewriter is required task as indicated in the job titles used by the respondents.
3. Typewriter and telephone activities were the most regularly performed job tasks.
4. Communication skills, both verbal and written, need to be mastered by the trainees.
5. A majority of the production work completed by entry level employees is checked.
6. A majority of the work of entry level employees is performed under pressure of time.
7. A high school diploma or G.E.D. was an acceptable level of education for entrance into entry level employment.
8. Typewriting tests are given in the majority of offices.
9. The personal interview is given the highest consideration when selecting entry level office employees.
10. Personal traits as well as skill activities need to be developed by the trainees.
11. An essential part of the development of an office occupations trainee is on-the-job training where experience can be obtained before actual employment begins.

12. The majority of the entry level employees used electric typewriters.

#### Recommendations

1. Telephone techniques are a necessary part of the training process and should be more closely incorporated into the preparation of entry level employees.

2. Communication skills need to be incorporated into all office occupations courses.

3. Approximately 50 percent of the work performed by trainees should be checked regularly. Working under pressure of time prepares better trainees for the world of work.

4. Trainees should be encouraged to complete their high school coursework or equivalent along with clerical skills.

5. An awareness of pre-employment tests should be provided to trainees in the areas of typing, general aptitude, and math.

6. Trainees should be aware of those personal characteristics and qualities that an employer looks for during an interview.

7. Greater emphasis should be placed on development of positive attitudes and initiative in becoming a good office worker.

8. On-the-job training programs should be provided to help trainees learn how to do the job.

#### Recommendations for further study

1. Other studies should be conducted involving trainees who did not graduate from the program.



2. A study should be carried out to determine if the courses taught in an MDTA office occupations program are relevant to the business community in which the graduates will seek employment.

3. A study should be carried out to determine how long MDTA graduates stay in their jobs and the reasons for leaving the job.

4. A study should be conducted to determine usage of electric typewriters versus manual typewriters in business offices.

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## APPENDIXES

Appendix A

## QUESTIONNAIRE FORM A

NAME \_\_\_\_\_ AGE \_\_\_\_\_

SPONSORING AGENCY \_\_\_\_\_ EMPLOYED WHERE \_\_\_\_\_

MONTH AND YEAR OF TERMINATION FROM SKILLS CENTER-NORTH \_\_\_\_\_

1. Please indicate below your entry level job title.

General Office Clerk  
 Clerk Typist  
 Typist  
 Stenographer  
 Other, please list \_\_\_\_\_

2. Please check the educational background that is required for your entry level position.

No attention paid to educational background  
 Less than high school diploma  
 High school diploma or G.E.D.  
 Some college (not 4 years)  
 Some training in the field

3. Which of the following tests were you required to complete?

None  
 General Aptitude test  
 Typing test  
 Shorthand test  
 Recordkeeping and/or bookkeeping test  
 Math test

4. How frequently do you use the electric typewriter?

0 hours a week  
 1 to 5 hours a week  
 6 to 10 hours a week  
 11 to 15 hours a week  
 16 to 20 hours a week  
 over 20 hours a week

How frequently do you use the manual typewriter?

0 hours a week  
 1 to 5 hours a week  
 6 to 10 hours a week  
 11 to 15 hours a week  
 16 to 20 hours a week  
 over 20 hours a week

5. How much of your production work is checked?

None  
 +Under 1/10  
 1/10 to 1/3  
 1/3 to 2/3  
 Over 2/3  
 Continuously

6. What amount of your work is performed under pressure of time?

None  
 Under 1/10  
 1/10 to 1/3  
 1/3 to 2/3  
 Over 2/3  
 Continuously

7. Was additional training needed for use of the telephone?

Yes  
 No

8. Please list the tasks which you perform regularly. Use additional paper, if necessary.

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9. Please list the area of job tasks for which you believe you needed more preparation.

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10. Are there any suggestions that you have as to what could be done in future Office Occupations classes to make the transition between school and work easier? Please list below.

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Appendix B

## QUESTIONNAIRE FORM B

NAME OF ORGANIZATION \_\_\_\_\_

NAME OR TITLE OF PERSON  
COMPLETING QUESTIONNAIRE \_\_\_\_\_

1. Please indicate below the number of employees of entry level job positions in your firm.

None  
 1 or 2  
 3 to 5  
 6 to 8  
 9 to 12  
 13 or more

2. Please check the educational background that is required for entry level positions.

No attention paid to educational background  
 Less than high school diploma  
 High school diploma or G.E.D.  
 Some college (not 4 years)  
 Some training in the field

3. Which of the following tests are given to prospective entry level employees?

None  
 General Aptitude test  
 Typing test  
 Shorthand test  
 Recordkeeping and/or Bookkeeping test  
 Math test

Do you accept school certificates as substitute for any of the above tests?

Yes  
 No

4. How frequently are electric typewriters used by entry level employees?

0 hours a week  
 1 to 5 hours a week  
 6 to 10 hours a week  
 11 to 15 hours a week  
 16 to 20 hours a week  
 Over 20 hours a week

How frequently are manual typewriters used by entry level employees?

- 0 hours a week  
 1 to 5 hours a week  
 6 to 10 hours a week  
 11 to 15 hours a week  
 16 to 20 hours a week  
 Over 20 hours a week

5. How much of the entry level employee's production work is checked?

- None  
 Under 1/10  
 1/3 to 2/3  
 Over 2/3  
 Continuously

6. What amount of entry level employee's work is performed under pressure of time?

- None  
 Under 1/10  
 1/10 to 1/3  
 1/3 to 2/3  
 Over 2/3  
 Continuously

7. Please check the appropriate answer as it relates to selection of entry level employees in your firm. Check all those that apply. Put an A for those of minor consideration and a B for those of high consideration.

- Employment agencies (private or public)  
 Letter of recommendation  
 Letter of application  
 Resume  
 Basis of experience  
 Personal interview  
 School representatives

8. Please list below those areas of training which seem to be most lacking in entry level employees.

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9. Are there any suggestions that you have as to what could be done in future Office Occupations classes to make the transition between school and work easier? Please list below.

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Appendix C

The members of the OFFICE OCCUPATIONS AREA of skills Center-North are endeavoring to make their program more relevant to the community's needs, thus being of greater service to the student and to the business community. Their goal is to prepare office occupations trainees more adequately for employment and to help the students make career choices and be aware of the requirements for entrance to and success in specific occupations.

To assist the committee in this effort, you are asked to take a few moments to complete the attached questionnaire and return it in the enclosed stamped envelope. This questionnaire applies to your entry level job position. Your cooperation in filling out and returning the questionnaire is greatly appreciated and should have a direct impact on the education and preparation of your future office co-workers.

Sincerely,

Voyle L. Munson  
Skills Center Coordinator

Enclosure

Appendix D

The members of the OFFICE OCCUPATIONS AREA of Skills Center-North are endeavoring to make their program more relevant to the community's needs, thus being of greater service to the student and to the business community. Their goal is to prepare office occupations trainees more adequately for employment and to help the students make career choices in specific occupations.

To assist the committee in this effort, you are asked to take a few moments to complete the attached questionnaire and return it in the enclosed stamped envelope. This questionnaire applies only to your entry level office employees. Your cooperation in filling out and returning the questionnaire is greatly appreciated and should have a direct impact on the education and preparation of your future office employees.

Sincerely,

Voyle L. Munson  
Skills Center Coordinator

Enclosure