A Curriculum for the Manpower Stenographic Training Program at Utah State University

Karen Olsen Holman

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A CURRICULUM FOR THE MANPOWER
STENOGRAPHIC TRAINING PROGRAM
AT UTAH STATE UNIVERSITY
by
Karen Olsen Holman

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

THE PROBLEM

Introduction

Substantial numbers of the workers potential to the labor force—especially those in the disadvantaged sector of the population—will require remedial and/or refresher job training in a wide range of occupations. 1

The Manpower Stenographic Training Program is a secretarial training course designed to enable female unemployed primary wage earners and heads of households to obtain this remedial and/or refresher job training necessary for entry-level positions in office occupations. Similar programs have operated at Utah State University since 1967 under the Manpower Development Training Act of 1962. The act was signed into law when Congress officially recognized the problem of a rapidly expanding and inexperienced labor force and realized that a large-scale training program was necessary.

The instructional objectives outlined for these programs are:

1. To prepare the trainees to reach a level of performance necessary to meet entry requirements of employers for the following activities: typewriting, related clerical duties including copying, tabulating, computing, recording, handling cash, and operating dictating, duplicating, and calculating machines.

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2. To give trainees with adequate background and aptitude an opportunity to learn shorthand so they may take dictation and transcribe it in an acceptable manner.

3. To provide a variety of options to the trainees to allow for training to the employable level in related occupations such as general office clerk, clerk typist, bookkeeper, office machines operator, and file clerk.

4. To give trainees an appreciation for good human relations and techniques for enhancing interpersonal relations with others.

5. To develop in the trainees as a result of intensive and continuous counseling a self-concept which will provide them with the confidence to accept challenging assignments and complete them in a competent manner.

6. To give the trainees an appreciation of the world of work and expectations of respective employers via cooperative work experience programs to allow them to apply the various skills they have acquired in the classroom.²

At present, the Manpower Stenographic Training Program operates year round on an open-entry, open-exit basis. The majority of the instruction is programmed individually and tailored to meet the students' needs. Thus, students progress at their own rate and may attend the program as long as is needed or to a maximum of nine months.

Statement of the Problem

The purpose of this study was to develop a curriculum for the Manpower Stenographic Training Program at Utah State University. More specifically, the objectives of the study were to:

²MDTA Project Utah (R) 0008, Form OE 3117, Part 3 (Salt Lake City, Utah: Utah State Department of Vocational Education, 1971), pp. 2-3.
1. Summarize the working guidelines of the sponsoring agencies and use the information to serve as a framework for design and development of the Manpower Stenographic Training Program.

2. Identify MSTP student characteristics which are important as curriculum determiners.

3. Verify the availability and location of employment for the Manpower Stenographic Training Program graduates.

4. Prepare valid course objectives and course content utilizing occupational analysis data.

5. Organize course objectives and content into broad areas to produce an outline of instructional units.


Importance of the Study

It is the responsibility of the school and of the instructor to provide the student with the high-quality vocational education that will enable that student to have a successful life by securing a good initial job adapting himself to that vocation.3

Also, if this vocational education is not relevant to present demands, the students will need to be retrained immediately or remain

unemployed or underemployed because they lack the skills that are necessary.4

It has been the responsibility of each teacher to decide what should be taught in the various subject areas of the Manpower Stenographic Training Program, but only a partial curriculum had been developed for the program in the past. Educational authorities agree that curriculum should be based upon evidence procured through analysis rather than being reflective of the bias inherent in the training and experience of each teacher.5 This evidence assures that the objectives of the curriculum are valid.

It should also be noted that MSTP students are different from the regular high school and college students; and, therefore, curricula developed for office occupations may not be valid for these students. Zahn highlights these differences by stating:

Adults are not merely tall children. They differ from the young in many ways that influence their learning. They have different body characteristics, different learning histories, different reaction speed, attitudes, values, interests, motivations, and personality.6

Also, adult education curricula do not seem to be comprehensive enough, as they typically include only typewriting, shorthand,


bookkeeping, and business machines, as indicated by lists of course offerings. Possibly other areas such as social skills, record keeping skills, secretarial procedures, business English, and interpersonal relationship skills should also be included.

There is, therefore, an apparent need to develop a curriculum on a rational basis to determine what should be taught in the Manpower Stenographic Training Program to prepare the students for entry-level positions in office occupations.

The need for evaluation to assure that the curriculum is valid for MDTA students was recommended in a study by Janice W. Hobbs. She suggested that a study be carried out to determine if the course content taught in the MDTA program is relevant to the business community in which the graduates will seek employment.7

Also, in Mary Ann Jensen's follow-up study of her students in the 1970-1971 MDTA program, she recommends curriculum revisions in order to meet the students' and the employers' needs better, especially in the area of interpersonal relationship skills.8

This curriculum development project built on the recommendations of Hobbs and Jensen and utilized task analysis data to produce a more


effective and more valid curriculum for the Manpower Stenographic Training Program.

**Definition of Terms**

The following terms were used periodically throughout this report:

**Occupational Analysis**—a technique of studying and assembling information about an occupation describing its availability, nature, and requisites for effective performance.

**Job Analysis**—a technique utilized to identify and list the essential elements of a position for instructional purposes.

**Task Analysis**—a technique of evaluating and reporting the skills and knowledge necessary for job efficiency or success.

**Manpower Data**—facts and figures indicating the location and number of job openings in office occupations in Utah.

**Student Characteristics**—personal traits of students such as education, skills, experience, race, marital status, mental and physical characteristics, personality, and interests.

**Course Objectives**—desired learning outcomes.

**Course Content**—specific instructional outlines listing what is to be taught and the order in which it is to be taught.

**Instructional Strategies**—specific methods used to implement instructional objectives.

**MDTA**—an abbreviation for the Manpower Development Training Act of 1962.
MSTP—an abbreviation for the Manpower Stenographic Training Program.

Curriculum—the combined courses of study and learning activities including the instructional objectives, learning content, plans for teaching and learning activities, and evaluation procedures.

Validity—objectives of the curriculum accurately reflect what the students will actually need to know, what they will need to be able to do, and the personal characteristics they should have to insure that they will perform effectively and that they will be adequately productive, well adjusted, and personally satisfied in their future employment.

Scope and Limitations of the Study

The curriculum was developed specifically for the students in the Manpower Stenographic Training Program at Utah State University. It was assumed that the graduates of this program would be seeking entry-level positions in office occupations. The curriculum was not oriented to supervisory positions or higher-level office careers.

A limitation of this study was that the task analysis data were gathered in the state of Washington in 1968. The validity of the curriculum rests on the assumption that tasks performed by the workers in the present employment community would be the same as those performed in the locality where the task analysis data were produced.

Another limitation of this study was the fact that the personal judgment of the investigator was a major influence in summarizing the working guidelines of the sponsoring agencies, in identifying student
characteristics, in preparing course objectives and course content, and in selecting instructional strategies and methods of evaluating student achievement. Greater assurance of validity might have been obtained by using more stringent analytical techniques.

It should also be noted that the study did not result in a thoroughly detailed curriculum since it did not include all of the specific instructional materials, pretests, and daily assignment sheets.

**Procedure**

The following procedure was utilized to develop the curriculum:

1. Summarized the working guidelines of the sponsoring agencies. These agencies included the Bear River Association of Governments, Bridgerland Area Vocational Center, Office of Rehabilitation, Employment Security Office, and the Utah State University Department of Business Education.

2. Identified student characteristics by:
   
   a. Conducting a personal interview with each student enrolled between January 3, 1973, and September 30, 1974, to discuss her aspirations, desires, goals, objectives, background, education, interests, experience, and skills. (Appendix A)

   b. Having each student complete a questionnaire to obtain personal data. (Appendix B)

   c. Having each student respond to a series of course content pretests and clerical ability tests to determine her present level of competency in various areas of study. (Appendix C)

   d. Having each student complete the California Psychological Inventory. (Appendix D)
3. Consulted the Utah Occupational Requirements for Vocational Education\(^9\) to determine the number of job openings in office occupations, and consulted the Job Information Series\(^10\) to determine where in Utah these jobs are located.

4. Determined broad subject matter areas or units of instruction and prepared course objectives based on findings of the Perkins study.\(^11\) This study was selected as an occupational analysis data source because the occupations analyzed in the study appeared to be similar to those in which MSTP students would eventually be employed and because the data was in a form that could easily be used in formulating instructional objectives.

5. Developed schedule outlines of the course content.

6. Determined specific instructional strategies that would be appropriate and effective in helping MSTP students to achieve the course objectives and determined methods of evaluation to aid the instructor in analyzing their achievement.

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\(^9\)Utah Occupational Requirements for Vocational Education (Utah: Reports and Analysis Section, Utah Department of Employment Security, June, 1973).


CHAPTER II

REVIEW OF RELATED LITERATURE

The purpose of this chapter was to review literature pertaining to task analyses for office occupations and to review studies that have been done concerning the MDTA program at Utah State University.

Task Analyses

Much research has been done in the area of occupational analysis. The following studies were reported since they seemed to be more relevant to entry-level positions in office occupations.

Perkins study

The Perkins study identified clusters of tasks performed by a comprehensive sample of office employees working in five office-size categories in 12 standard industrial classifications in Washington State.\(^{12}\)

Questionnaires containing 599 office tasks validated by interviews with 286 office supervisors and workers and by a jury of experts were sent to a proportional, stratified sample of 295 firms in the private enterprise sector and to 28 governmental agencies. Eighty-six percent were returned in usable form, and the 599 office tasks were clustered within 13 major categories: typewriting, shorthand, clerical,

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\(^{12}\)Perkins, op. cit., p. 1.
securing data, telephoning and communicating, mailing, editorial tasks, filing, business mathematics, recordkeeping, office machines, meeting and working with people, and miscellaneous. Clusters of tasks were similarly prepared for each of six broad job categories: supervision, secretarial-stenographic, bookkeeping, clerical, accounting, business machine operation, and data processing.13

Tasks performed were ranked in descending order, determined by the percentage of respondents checking "yes." Task items were also grouped in five frequency-of-performance groups.14

Some recommendations were to do the following: identify clusters of knowledges, skills, and capabilities associated with the performance of major tasks; ascertain emerging changes in office structures and functions; develop a model for deriving instructional objectives; and to develop self-paced learning packages.15

Analysis of the data suggests that "skills" represent only a portion of the office worker's function. Teaching objectives, learning experience, and evaluation can profitably be organized within the framework of the cognitive and affective domains.16

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13 Ibid., p. 2.
14 Ibid., p. 17.
15 Ibid., p. 2.
16 Ibid., p. 3.
New Office for Business Education Learnings System (NOBELS) is a long-range curriculum renewal project. The overall purpose is to assess and modify learning programs in which purposes are preparation for office jobs. Educational specifications are the bases of modification of office learnings programs.

The purpose of the latest phase was to develop educational specifications to be used as guides in the modification of behavior of learners for office employment. The base for deriving the educational specifications was an inventory of office tasks in current occupations. The data were collected by personal interviews with 1,253 office workers, aged 16–24, and their supervisors of which 1,232 were usable, and 4,564 basic tasks were identified, classified, and analyzed. Further analysis yielded 32,447 steps of task performance.

The major output of the report was a reduction of the basic task data to 373 performance goals.\(^\text{17}\)

The task statements provide a base for modifying present curriculum in preparing for office occupations at an operational level of performance. These tasks admit to local interpretation of specific performances and their standards of excellence.\(^\text{18}\)


\(^{18}\)Ibid., p. 309.
Office task performance fundamentals related to accuracy of communication, checking and proofreading, and computation of numerical data are components of competency needed for successful completion of most office tasks. Communication tasks, numerical clerical records and data processing tasks provide a promising cluster for curriculum grouping in preparing for office work.

Dictionary of Occupational Titles

The Dictionary of Occupational Titles was developed and prepared by the United States Employment Service primarily for the personnel engaged in placement, counseling, and public employment offices, and for others concerned with the use of occupational information in vocational, personnel, and related services and activities.

The information presented was obtained mostly by job analyses involving direct observations of and interviews with workers, consultants with supervisory personnel, or both; and data from such sources as employers, trade associations, major organizations and professional society, and public employment offices.

An occupational research program was initiated in 1934. Thousands of jobs in industrial and job establishments located in various parts of

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19 Ibid., p. 310.

20 Ibid., p. 311.

the country were observed by occupational analysts in order to provide the content of the first Dictionary, released in 1939.

In the third edition, content of all definitions has been verified by over 45,000 individual job studies to obtain current coverage of the occupations in the economy. Since many of these studies were based on observations in more than one establishment, the total number of job observations made was over 75,000.22

Classification and definitions of occupations are important to the range of activities which characterize a manpower service agency, including activities of an educational and training nature.23

Volume II of the Dictionary of Occupational Titles serves as a method of grouping jobs having the same basic occupational, industrial, or worker characteristics to help the user discern relations among occupations; and as a standard approach to classify the abilities, vocational experiences, and potentials of workers.24

Wallace study

The Business Education and Office Administration Department faculty began a curriculum revision project with the development of a tentative statement of philosophy and mission in 1971, which represents a general concensus of points of view with respect to curriculum and instruction.

22Ibid., p. ix.

23Ibid.

An investigation of the labor market revealed a substantial and an increasing demand for high-quality office workers who might be trained at Utah State University. It is evident that the supply of available workers exceeds the demand only in office occupations which require minimal office skills or no training at all. There is an acute shortage of well-trained, experienced secretaries, stenographers, receptionists, and other office workers.\footnote{25}

To determine the specific learning content for the curriculum, the faculty and selected graduate students went through an extensive search and review procedure.\footnote{26}

Many documents reporting job and task analysis research were carefully scrutinized, and master lists of tasks and competencies were produced. These lists were reviewed by the faculty and specific work performance competencies were identified. In addition, a similar search and review procedure was applied to Volume II of the Dictionary of Occupational Titles. The information obtained was compared with other studies, and it was found that the lists were almost identical in content. Information from the DOT was, therefore, considered to be a comprehensive and valid list of learning outcomes toward which the USU Office Administration program should be oriented.\footnote{27}

\footnote{26}Ibid., p. 2.
\footnote{27}Ibid., p. 3.
Proposed learning outcomes were listed for the following categories: prerequisite characteristics, typewriting skill development, shorthand, dictation and transcription, written communications in the modern office, interpersonal communication in the modern office, secretarial procedures, office management, mathematics and machines for secretaries, office data systems, and supportive education.28

Several curriculum development assignments were suggested: (1) develop a series of assessment devices, procedures, and tests to be used in selecting students; (2) develop waiver tests; (3) develop a system of assessing written communication skills; (4) develop a battery of assessment devices and instructional strategies and materials for use in an integrated office administration course and a supervised work experience program relating to core learnings, interpersonal relations, office management, written communication; and (5) identify courses that would produce appropriate background and supportive learnings in the business field.29

Erickson study

The Erickson study involved in-depth interviews with 300 office workers and their supervisors in the Los Angeles area to identify and analyze those job components which could be considered basic to most

28Ibid., pp. 4-7.
29Ibid., pp. 1-8.
beginning and intermediate levels of office work and to consider the implications of their findings for the business education curriculum. 30

Five secondary and four college teachers did the interviewing, utilizing a structured interview technique. The workers, as well as the supervisors, were interviewed. The standardized NOBELS Interview Form was used. 31

Several conclusions and recommendations were made. For example, greatest emphasis should be given to communicating with others; sorting, filing, and retrieving; typewriting; and checking, computing, and verifying. 32

After students have achieved basic component objectives, they should be given appropriate practice in the application of these basic components to office-type operations. 33

Each course making up the curriculum should have carefully designed and specific objectives. Also, the curriculum of business education should meet two criteria: learning and use. 34


31 Ibid., p. 2.


33 Ibid., p. 27.

34 Ibid., p. 31.
Huffman study

The major purposes of the Huffman study were to identify high-priority, commonly-accepted abilities emerging and increasing in importance in offices throughout the United States and to develop general and specific instruction plans to aid business and office instructors to prepare students for the emergent office.

Responses to 3,300 mailed questionnaires were obtained from 668 authorities, who were members of the Administrative Management Society, Association for Systems Management, American Records Management Association, and the national appointees.

Activities declared "emerging" or "increasing in importance" were commonly perceived by authorities in different regions of the nation and by members of different professional organizations. Nine emerging activities applicable to all levels of office personnel were identified. A second group of six emerging activities was applicable to clerical, supervisory, and professional-technical personnel. A third group of fifteen emerging activities was identified with professional-technical personnel, managers, and supervisors.35

To incorporate the expected requirements of the emergent office in developing the instructional program, it is recommended that the business teacher should take the following steps:

1. Write performance goals using available research reports or job analyses.

2. Organize the goals into courses or modules and incorporate them in a curriculum.

3. Arrange individual assignments in order of prerequisites.

4. Assess the prerequisites of the student.

5. Give student assignments that meet prerequisite abilities.

6. Work individually with the student.

7. Review and record completed assignments to determine if more basic assignments are needed.

8. Provide periodic reviews to refresh knowledges, skills, and attitudes.

9. Grade students on the number of assignments completed.\(^\text{36}\)

The Perkins study was selected as the data source for this study because the occupations analyzed appeared to be similar to those in which the MDTA students will be employed. Also, the data was presented in a form that can easily be used to formulate instructional objectives.

MDTA

There have been two follow-up studies done concerning the MDTA program. Both studies made recommendations concerning program improvements.

\(^{36}\text{Ibid.}, \text{pp. 119-120.}\)
Jensen study

Jensen identified work adjustment problems that trainees of the 1970 and 1971 Utah State University MDTA program encountered in their office jobs. Using a questionnaire consisting of eight open-ended questions, 23 trainees and 12 trainee employers were interviewed.

The problems were classified into technical skill difficulties, interpersonal relations and social skills, work orientation problems, work attitude problems, trainee job satisfactions and dissatisfactions, suggested MDTA program improvements. 37

The technical skill difficulties found were the lack of English skills, shorthand speed, and typing speed.

The major interpersonal relations and social skills problem was the trainees' inability to cope with their personal lives. 38

Learning the work routine and being able to work independently were troublesome work orientation problems.

Lack of punctuality and carelessness were identified as definite work attitude problems.

It was felt that if the employees were given a variety of tasks and had nice co-workers they would be happy in their job. 39

37 Jensen, op. cit., p. 39.
38 Ibid., p. 25.
Employers noted that work pressure and dictation caused dissatisfaction among their employees, while the trainees noted that lack of responsibility and challenging work caused dissatisfaction.

The following recommendations were given:

1. Stress communications skills more.
2. Utilize a shorthand system other than Gregg.
3. Provide for more individualized instruction.
4. Give primary emphasis to the development of proper attitudes.
5. Provide counseling on an individual and a group basis.
6. Develop social skills.
7. Place more stress on correct office dress, behavior, and attendance.
8. Incorporate office simulation and a work-experience program.
9. Periodically set up production days.
10. Continue supervision after graduation.\(^4\)\textsuperscript{40}

It should be noted that all of these recommendations except the last one, continue supervision after graduation, have been incorporated in the current Manpower Stenographic Training Program.

\textbf{Hobbs study}

Hobbs investigated the utilization of shorthand skill by MDTA graduates from Utah State University for 1968-1971 to determine if and how often graduates are using their shorthand skill, to determine if a

\(^{40}\text{Ibid.}, pp. 28-32.$
one-year shorthand course is justified, and to obtain suggestions and opinions from the graduates. All graduates were asked to respond to a questionnaire. Total enrollment for the four years was 83 persons. Eighty percent actually completed the program and graduated. 41

Sixty percent of the graduates obtained a marketable shorthand skill, yet a little over half of the currently employed graduates use the shorthand skill, and "personal" uses of the skill far outweigh "official" uses. It was apparent that the graduates who excelled in the program had prior shorthand instruction. 42

Some recommendations included the following:

1. A follow-up study of enrollees who did not graduate from the program should be undertaken to determine specific reasons for failure to complete the program.

2. Offer an alternate system of shorthand for those who have had no background in shorthand.

3. Incorporate more individualized instruction.

4. A study should be conducted to determine if the subjects taught in the MDTA program are relevant to the business community in which the graduates will seek employment. 43

41 Hobbs, op. cit., pp. 43-44.

42 Ibid., pp. 47-48.

43 Ibid., pp. 49-50.
The current Manpower Stenographic Training Program offers an alternate system of shorthand, Forkner Shorthand, and the majority of the instruction has become individualized.

Records are kept on the trainees noting the reasons why they did not complete the program if they did not graduate; however, a follow-up study has not yet been conducted.

Hobbs' study further identified what should be taught in the Manpower Stenographic Training Program to prepare students for entry-level positions in office occupations.
CHAPTER III

THE PRODUCT

The purpose of this chapter is to present the product that has been developed.

Summary of Working Guidelines

An interview with a representative from each of the five sponsoring agencies was conducted to identify the working guidelines and the characteristics they feel the Manpower Stenographic Training Program should have.

Each of the representatives expressed basically the same ideas. They agree that the fundamental objective of the program is to help each trainee obtain successful employment and to qualify for advancement in a training-related job. Another broad objective is to help each trainee improve her individual self-concept and to improve her ability to relate to other people in a work environment. More specifically, the agency representatives expressed agreement that the program should have the following characteristics:

1. The program should be offered on an open-entry, open-exit basis.
2. Instruction should be individualized.
3. The program should have a broad, flexible curriculum based upon individual needs.
4. Instruction should be relevant to office work.
5. An office simulation should be used as a major learning activity, and outside speakers should be used to provide realistic contact with the employment community.

6. On-the-job training should be provided where feasible and appropriate.

7. Social skills and human relations should be important areas of learning.

8. Facilities, equipment, and textbooks should be up to date and of good quality.

9. Supplies should be provided without cost to the students.

10. The instructor should be well qualified, sympathetic toward the students, and capable of being firm when the situation requires it.

11. For those students who need and want it, individual counseling and career guidance should be provided as an integral part of the program.

Each of the representatives made additional specific comments that are summarized below.

Bear River Association of Governments

Keith Nelson, administrator of the Bear River Association of Governments, expressed a concern for placing students as soon as they are qualified. He also feels that a great deal of emphasis should be placed on social skills for the office. He said that the number of job placements is important in order to have more funds appropriated.
Bridgerland Area Vocational Center

Sam Gordon, director of the Bridgerland Area Vocational Center, feels that the program should help the trainees to set personal goals that are going to help them to be happy, productive citizens. The trainees should have the willingness to work and realize the importance of doing the job properly. The trainees should recognize authority and be able to take criticism.

Mr. Gordon states that it is important that the percentage of job placements and successful follow-up be high. He also feels that the program should cooperate with various organizations and sponsoring agencies to provide for the funds, facilities, and personnel.

Office of Rehabilitation

Conway Maughan, director of the Office of Rehabilitation, said that the open-entry, open-exit basis is very important for the students he recommends. It is important that the student be able to enroll when she is eager and ready to begin. He also mentioned that the number of job placements must continue to be high in order for the program to continue.

Employment Security Office

Hyrum Olsen, representative from the Employment Security Office, states that the program must be nondiscriminatory. The trainee should be the head of a household or the primary wage earner, unemployed, and in need of training. The trainee should have an interest in the program, have the aptitude for training, be seeking full-time employment upon
completion of the program, and be in attendance daily. He also feels that there should be more teacher assistance and that an office adjacent to the classroom would be beneficial for private consultation.

**Department of Business Education**

Dr. Ted Ivarie, head of the Department of Business Education and administrator for the Manpower Stenographic Training Program, said that more emphasis should be placed on follow-up and that perhaps a restructuring of job placement procedures would be more effective. There should be close ties with employment offices and various personnel managers. He also feels that perhaps shorthand should not be taught to everyone.

**Student Characteristics**

The following information relates to the 1973 and 1974 trainees.

**Physical**

All of the students were females with ages ranging from 17 to 55. The most frequent age was 19. **TABLE 1** shows percentages for a distribution of the ages.

**Race**

Ninety-eight percent of the students were Caucasian, and the Chicano race accounted for 2 percent.

**Marital status**

**TABLE 2** shows percentages for the various marital status categories. The average number of children per student was two.
TABLE 1
AGE DISTRIBUTION FOR MSTP STUDENTS

<table>
<thead>
<tr>
<th>Ages</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-19</td>
<td>26</td>
</tr>
<tr>
<td>20-24</td>
<td>36</td>
</tr>
<tr>
<td>25-29</td>
<td>15</td>
</tr>
<tr>
<td>30-39</td>
<td>11</td>
</tr>
<tr>
<td>40-49</td>
<td>8</td>
</tr>
<tr>
<td>50-55</td>
<td>4</td>
</tr>
</tbody>
</table>

TABLE 2
MARITAL STATUS OF MSTP STUDENTS

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>24</td>
</tr>
<tr>
<td>Single with child</td>
<td>3</td>
</tr>
<tr>
<td>Married</td>
<td>12</td>
</tr>
<tr>
<td>Separated</td>
<td>12</td>
</tr>
<tr>
<td>Divorced</td>
<td>47</td>
</tr>
<tr>
<td>Widowed</td>
<td>2</td>
</tr>
</tbody>
</table>
Education

About 60 percent of the students were high school graduates; however, the majority of the students who were not high school graduates were working towards a high school diploma.

Skills

TABLE 3 shows percentages of students who had particular skills prior to enrolling in the Manpower Stenographic Training Program. The 95 percent that had previous typing averaged one year of typing.

TABLE 3
PREVIOUS SKILLS FOR MSTP STUDENTS

<table>
<thead>
<tr>
<th>Previous Skills</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typing</td>
<td>95</td>
</tr>
<tr>
<td>Shorthand</td>
<td>20</td>
</tr>
<tr>
<td>Business machines</td>
<td>20</td>
</tr>
<tr>
<td>Bookkeeping</td>
<td>10</td>
</tr>
</tbody>
</table>

Experience

Forty percent of the students have had some experience in an office-related job, and 30 percent have had various jobs that were not office related. Therefore, 30 percent have not held jobs of any type.
Personality

The California Psychological Inventory$^{51}$ (CPI) was administered in September, 1974, to 25 MSTP students. The group scores were converted to standard scores, and TABLE 4 shows the standard scores of the group for the 18 areas tested. The mean score of all subtests is 50. A score of 60 is one standard deviation above the mean, and a score of 40 is one standard deviation below the mean. A score above or below one standard deviation of the mean indicates a high or low score.

As illustrated in TABLE 4, the mean scores of the group were significantly lower in the subtests of sense of well-being, responsibility, socialization, self-control, tolerance, good impression, and achievement via conformance.

The mean scores of the group were within the norm in the subtests of dominance, capacity for status, sociability, social presence, self-acceptance, communality, achievement via independence, intellectual efficiency, psychological-mindedness, flexibility, and femininity. None of the scores were above 59.

A description of the California Psychological Inventory subtests is found in Appendix D.

<table>
<thead>
<tr>
<th>Subtests</th>
<th>Class Average Scores**</th>
<th>Significant Deviant Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominance</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Capacity for status</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Sociability</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Social Presence</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Self-acceptance</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Sense of well-being</td>
<td>40</td>
<td>-10</td>
</tr>
<tr>
<td>Responsibility</td>
<td>33</td>
<td>-17</td>
</tr>
<tr>
<td>Socialization</td>
<td>34</td>
<td>-16</td>
</tr>
<tr>
<td>Self-control</td>
<td>35</td>
<td>-15</td>
</tr>
<tr>
<td>Tolerance</td>
<td>38</td>
<td>-12</td>
</tr>
<tr>
<td>Good impression</td>
<td>37</td>
<td>-13</td>
</tr>
<tr>
<td>Communality</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td>Achievement via conformance</td>
<td>36</td>
<td>-14</td>
</tr>
<tr>
<td>Achievement via independence</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Intellectual efficiency</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Psychological-mindedness</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Femininity</td>
<td>53</td>
<td></td>
</tr>
</tbody>
</table>

*Scores converted to standard scores

**Norm = 50
**Interests**

Students are interested in their children and are very concerned about their income. They believe they would like secretarial work; however, they do not like the salaries secretaries receive. They would like their job to be interesting and have a variety of tasks. They are interested in their immediate future.

**Manpower Objectives**

Projected average annual growth and replacement openings in Utah for the following office occupations are given for 1972 to 1980 as follows:

- Clerk-Typist—590 job openings
- Receptionist—140 job openings
- Secretary—590 job openings
- Stenographer—340 job openings
- Accounting Clerk—110 job openings
- Bookkeeper—340 job openings

About 80 percent of these job openings are in the Salt Lake, Ogden, and Provo areas. The majority of the clerk-typists are employed by business, government, and industry. Receptionists are employed by private industry, banks, hospitals, clinics, and by state, local, and federal government agencies. Secretaries and stenographers are

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44 *Utah Occupational Requirements for Vocational Education, op. cit.*, pp. 16-22.
46 Ibid., p. 15.
47 Ibid., p. 33.
employed by business and government offices, retail stores, manufacturing plants, banks, and a variety of other establishments.\textsuperscript{48} Accounting clerks are employed by private companies, financial institutions, and government agencies. Bookkeepers are employed by private industry, banks, and local, state, and federal agencies.\textsuperscript{49}

\textbf{Course Objectives}

The following subject matter areas were determined utilizing the Perkins study:\textsuperscript{50} typewriting, shorthand, business English and correspondence, secretarial procedures, records management, business mathematics, record keeping/bookkeeping, office machines, and human relations.

Office tasks in the Perkins study were clustered for secretarial/stenographic, clerical, and bookkeeping/accounting job categories, which are similar to those in which MSTP students will eventually be employed. The tasks performed were ranked in descending order and grouped in five frequency-of-performance groups. Only the tasks in the top four groups were utilized in formulating instructional objectives.

General and specific objectives have been prepared for each of the six subject matter areas.

\textsuperscript{48}Ibid., pp. 47, 53.
\textsuperscript{49}Ibid., pp. 1, 5.
\textsuperscript{50}Perkins, \textit{op. cit.}
Typewriting

General objectives. Upon completion of the course, the student will be able to:

1. Master the keyboard and the operating parts of the typewriter.
2. Use correct typewriting techniques.
3. Develop high speed typing with appropriate accuracy.
4. Have vocational competency in production.
5. Have good work habits.
6. Develop the ability to follow directions, work efficiently, and be self-reliant.

Specific objectives. Upon completion of the course, the student will be able to:

1. Type addresses on envelopes and cards.
2. Type carbon copies.
3. Proofread typewritten copy.
4. Type business letters.
5. Correct errors.
6. Type memorandums.
7. Type and/or rule tabular material.
8. Type from rough draft, statistical, handwritten, and unarranged material.
9. Type labels.
10. Type manuscripts and reports.
11. Type fill-ins on duplicated letters or bulletins.
12. Compose copy at the typewriter.
13. Select typewriting supplies and equipment.
15. Type in outline form.
16. Type postal cards.
17. Type minutes or reports of meetings.
18. Type and correct spirit masters.
19. Take dictation at the typewriter.
20. Type on printed personnel forms.
21. Type and correct stencils.
22. Type on printed purchase requisitions.
23. Type on printed purchase orders.
24. Type on printed checks.
25. Type on printed invoices.
26. Type on printed monthly statements.
27. Type on printed telegrams.
28. Type on printed payroll time sheets.
29. Type on offset masters and make corrections.
30. Type budgets, vouchers, receipts, and balance sheets.
31. Type on printed W-2 forms.
32. Type agreements and acknowledgments.
33. Type on printed credit memorandums.
34. Justify the right margin.
35. Set margins for a variety of line lengths.
36. Use proofreading symbols.
37. Recognize and prepare business forms from unarranged data.
38. Apply chain feeding in the preparation of envelopes, index cards, and labels.

39. Touch type from straight copy at the rate of at least 60 words a minute for five minutes with no more than five errors.

40. Identify, prepare, and recognize mailable copies.

Shorthand

General objectives. Upon completion of the course, the student will be able to:

1. Produce mailable transcripts.
2. Be vocationally competent.

Specific objectives. Upon completion of the course, the student will be able to:

1. Read text-plate shorthand words, sentences, paragraphs, and letters with accuracy.
2. Read and write brief forms, phrases, and common words without hesitation.
3. Demonstrate the ability to write dictated words using the correct character, word beginning, word ending, abbreviation, or principle.
4. Demonstrate correct notebook techniques.
5. Demonstrate the ability to write unpracticed, unpreviewed shorthand at a minimum of 80 words a minute for three minutes and to transcribe this dictation with 95 percent accuracy within 30 minutes.
6. Demonstrate the use of reference sources in transcription to eliminate non-shorthand errors.
7. Take office-style dictation and read it back without hesitation as it would be transcribed.

8. Demonstrate shorthand theory on word lists of business vocabulary, geographical expressions, and proper names.


10. Take dictation from a number of different sources, including over the telephone and conferences or meetings.

11. Take dictation from a number of different voices.

12. Utilize as many shorthand shortcuts as can be handled.

**Business English and correspondence**

**General objectives.** Upon completion of the course, the student will be able to:

1. Communicate effectively in both oral and written communications.
2. Spell, punctuate, and use grammar correctly.

**Specific objectives.** Upon completion of the course, the student will be able to:

1. Communicate orally.
2. Enunciate words correctly.
3. Pronounce words correctly.
4. Spell correctly in written communications.
5. Listen to and follow instructions accurately.
7. Use proper verbs, nouns, and pronouns correctly.
8. Make correct decisions concerning possession.
9. Use correct adjectives, adverbs, prepositions, and conjunctions.
10. Make correct decisions concerning punctuation marks, figures, capitalization, and abbreviations.

11. Set up various letter styles.

12. Compose letters, memos, reports, and news releases.

13. Spell correctly by memory the most frequently-used business terms.

14. Be able to use the dictionary to look up words that one does not know.

Secretarial procedures

**General objectives.** Upon completion of the course, the student will be able to:

1. Meet the general qualification standards required for office work.

2. Identify the positive features of a worker's attitude and behavior in an office.

3. Follow the procedure of applying for a job.

4. Identify and use reference materials and handbooks.

5. Identify and carry out proper telephone technique.

6. Perform the tasks required to take care of the mail.

**Specific objectives.** Upon completion of the course, the student will be able to:

1. Use the dictionary.

2. Use handbooks and manuals.

3. Use directories.

4. Use reference books and secretarial handbooks.
5. Use indexes.
6. Use timetables.
7. Use a book of synonyms and a thesaurus.
8. Answer the telephone properly.
9. Place telephone calls.
10. Screen employer's calls.
11. Send telegrams.
12. Maintain a record of long distance calls.
13. Make decisions concerning the most economical way to communicate.
15. Take telephone messages.
16. Transfer calls.
17. Give oral or written instructions to other office workers.
18. Address letters, packages, etc.
19. Fold, insert, and seal envelopes.
20. Open, sort, and distribute mail.
21. Read and stamp incoming mail.
22. Have mail registered or certified.
23. Calculate postal rates.
24. Make up mailing lists.
25. Revise and check mailing lists.
26. Log incoming mail.
27. Perform editorial tasks.
28. Check on supplies for reordering.
30. Make change.
31. Take inventory.
32. Keep appointment calendar.
33. Make reservations.
34. Make out itineraries.

**Records management**

*General objectives.* Upon completion of the course, the student will be able to:

1. Perform all of the steps in the filing procedure.
2. Maintain a set of files.

*Specific objectives.* Upon completion of the course, the student will be able to:

1. Retrieve records from the files.
2. Sort materials for filing.
3. Prepare folders and labels for filing.
4. File materials by name of person.
5. File materials by topic or subject.
6. File materials by number.
7. File materials by geographic area.
9. Select filing equipment and supplies.
10. Control or manage a filing system.
11. Handle cross references.
12. Keep tickler files.
13. Inspect records for release marks.
14. Identify techniques, equipment, and processes of microfilming.

Business mathematics

**General objectives.** Upon completion of the course, the student will be able to:

1. Use fundamental arithmetic operations with a high degree of accuracy.
2. Apply basic mathematical problems to solve simulated business problems.

**Specific objectives.** Upon completion of the course, the student will be able to:

1. Demonstrate her ability to perform mathematical computations in addition, subtraction, multiplication, and division.
2. Demonstrate her ability to perform mathematical computations with common fractions, mixed numbers, percentages, and decimals.
3. Interpret, analyze, and solve word problems.
4. Apply basic mathematics principles in completing business forms.
5. Integrate the mathematics principles learned to all aspects of the business cycle.
6. Use common sense to estimate answers.
7. Compute sales tax.
8. Students interested in bookkeeping positions will be able to compute trade and cash discounts, interest charges, amount and percent of markup or loss, insurance premiums, property tax, income tax, and be able to work with reciprocals.
Record keeping/bookkeeping

General objectives. Upon completion of the course, the student will be able to:

1. Gain an elementary insight into the organization, operation, and control of business through the use of a series of fundamental recording activities.
2. Realize her responsibility for keeping accurate and complete records.
3. Select and apply the appropriate procedures for maintaining basic business records.
4. Analyze business requirements and determine what form and procedures are to be employed.
5. Perform all of the steps in the basic bookkeeping cycle.

Specific objectives. Upon completion of the course, the student will be able to:

1. Keep books and/or ledgers for any purpose.
2. Make journal entries.
3. Check bills and invoices.
4. Write receipts.
5. Make deposits.
6. Write checks.
7. Cash checks.
8. Perform the duties of a cashier.
9. Post entries from journals to ledgers.
10. Work with ledgers that have a "balance column."
11. Maintain a payroll register.
12. Compute payrolls for employees.
13. Compile statistical data.
15. Prove cash.
16. Maintain a checkbook and stubs.
17. Reconcile a bank statement.
18. Maintain a petty cash fund.
19. Maintain price lists and make necessary changes.
20. Prepare vouchers.
22. Compute extensions.
23. Make petty cash payments.
24. Make out monthly statements.
25. Make out withholding statements at the end of the year.
27. Apply the bookkeeping equation.
28. Work with debits and credits.
29. Maintain special cash journals.
30. Prepare trial balances.
31. Prepare worksheets.
32. Prepare financial statements.
33. Maintain individual employee’s earnings records.
34. Send out invoices for payment due.
35. Use a check register.
36. Keep track of bad debts.
Office machines

General objectives. Upon completion of the course, the student will be able to:

1. Identify common business machines and their functions.
2. Use touch operation on ten-key machines.
3. Select appropriate duplicating processes for any given office task.
4. Develop occupational proficiency in the use of office machines.

Specific objectives. Upon completion of the course, the student will be able to:

1. Operate the ten-key adding machine using the touch system.
2. Operate the copying machine.
3. Operate the paper punch and paper cutter.
4. Operate an electronic calculator.
5. Prepare and run a spirit master.
6. Prepare and run a stencil.
7. Prepare and run an offset mat.
8. Operate a transcribing machine.
9. Operate an intercom.
10. Identify and explain the tools and techniques used in the various duplicating processes.
11. Operate a CPT.

Human relations

General objectives. Upon completion of the course, the student will be able to:
1. Get along and work well with others.
2. Demonstrate business and social skills.
3. Dress appropriately for the office.
4. Demonstrate neatness and cleanliness in personal appearance.

**Specific objectives.** Upon completion of the course, the student will be able to:

1. Demonstrate regular attendance.
2. Show dependability.
3. Show organization.
4. Work well with others.
5. Demonstrate accuracy in her work.
6. Demonstrate responsibility.
7. Demonstrate neatness in her work.
8. Display a willingness to be helpful.
10. Demonstrate initiative.
11. Adapt to change.
14. Exercise judgment in making decisions.
15. Display willingness to perform unpleasant tasks.
16. Be enthusiastic, ambitious, patient, and have a sense of humor.
17. Express herself orally and in writing.
18. Use common sense.
20. Possess poise and confidence.
22. Decide on priority of work.
23. Greet callers and make proper introductions.
24. Coordinate with others concerning projects.
25. Follow up on written notices.
26. Demonstrate appropriate dress and grooming for the office.

Miscellaneous

Upon completion of the course, the student will be able to:
1. Straighten and dust her work area.
2. Run errands.
3. Prepare or obtain refreshments for others.
4. Clean and oil her typewriter.
5. Collect money from others for various purposes.
6. Keep other office equipment clean and oiled.
7. Send out invitations.

Schedule Outlines

Schedule outlines of the course content have been developed for each of the subject matter areas as follows:

Typewriting
1. Keyboard mastery
   a. Technique
   b. Operating parts
2. Related typing skills (speed and accuracy drills permeate the entire course)
a. Calculating words per minute
b. Proofreading
c. Aligning
d. Margin control
e. Word division
f. Making corrections
g. Carbons

3. Centering
   a. Horizontal
   b. Vertical
   c. Tables with and without column headings
   d. Ruled tables

4. Business forms
   a. Horizontally ruled forms
   b. Vertically ruled forms
   c. Unruled and fill-in forms
   d. Labels

5. Business letters, memos, and reports
   a. Interoffice memorandums
   b. Letter styles and punctuations
   c. Letters with special parts
   d. Envelopes
   e. Business reports

6. Manuscripts

7. Other vocational competency typing
   a. Outlines
   b. Typing from rough draft
   c. Postal cards
   d. Financial statements
   e. Justifying the right margin
   f. Composing

Shorthand

1. Theory review
   a. Principles
   b. Brief forms
   c. Phrases
d. Reading and writing lessons

2. Dictation
   a. Speed building
   b. Office style
   c. Dictation from various sources
   d. Diction from various voices

3. Transcription
   a. Review of typing skills
   b. Making corrections
   c. Carbons
   d. Letter styles
   e. Punctuation, spelling, and grammar
   f. Judging letter length
   g. Using shorthand notebook correctly
   h. Mailable transcripts

Business English and correspondence

1. Spelling
   a. Basic spelling rules
   b. Plurals
   c. Possessives
   d. Hyphens
   e. Prefixes
   f. Suffixes
   g. Troublemakers
   h. Sound-alikes

2. Punctuation
   a. End-of-sentence punctuation
   b. Commas
   c. Colons
   d. Semicolons
   e. Apostrophe
   f. Quotation marks
   g. Capitalization
   h. Number usage
   i. Word division
   j. Abbreviation style
   k. Dashes
   l. Parentheses
3. Language structure
   a. The sentence
   b. Verbs
   c. Nouns and pronouns
   d. Predicate agreement
   e. Adjectives and adverbs
   f. Prepositions and conjunctions

4. Communication skills
   a. Oral communication
   b. Enunciation and pronunciation
   c. Listening skill
   d. Writing power
   e. Writing business letters

Secretarial procedures

1. The secretarial/clerical job
   a. Job opportunities
   b. Skills and tasks
   c. Criteria for successful employment

2. Business letters
   a. Placement and style
   b. Stationery
   c. Composing

3. Word processing

4. Automation and data processing

5. Mail and postal procedures

6. Telephone communication

7. Use of reference materials

Records management

1. Records management and business systems
   a. Life cycle of a business record
   b. Basic filing concepts
2. Alphabetic indexing
   a. Twenty alphabetic indexing rules
   b. Cross-referencing

3. General correspondence
   a. Organization and housing
   b. File drawer labels
   c. File guides
   d. File folders and labels
   e. Steps in filing correspondence
   f. Importance of a collection routine

4. Card records and business forms
   a. Types of card files
   b. Filing business forms

5. Alphabetic filing

6. Numeric filing

7. Subject filing

8. Geographic filing

9. Equipment and supplies

10. Records control and retention
    a. Charge systems
    b. Follow-up systems
    c. Tickler files
    d. Transfer of records
    e. Microfilming

**Business mathematics**

1. Development of basic mathematical skills
   a. Addition
   b. Subtraction
   c. Multiplication
   d. Division

2. Estimating and proving answers
3. Working with fractions
   a. Adding fractions
   b. Subtracting fractions
   c. Multiplying fractions
   d. Dividing fractions

4. Working with decimals
   a. Adding decimals
   b. Subtracting decimals
   c. Multiplying decimals
   d. Dividing decimals

5. Working with percents
   a. The basic percentage formula
   b. Use of aliquot parts

6. The relationship of fractions, decimals, and percents

7. Business applications
   a. Figuring word problems
   b. Figuring sales tax
   c. Figuring payrolls
   d. Figuring discounts
   e. Figuring interest

Record keeping/bookkeeping

1. Elements of record keeping

2. Checking accounts
   a. Deposits
   b. Writing checks
   c. Endorsing checks
   d. Bank reconciliation

3. Other banking services
   a. Savings
   b. Loans

4. Organization records
   a. Budgets
   b. Cash and classified records
c. Cash receipts and cash payments  
d. Cash journal and statements  
e. Inventory records and ownership records  
f. Expense records  

5. Personal taxes  
   a. Sales and property  
   b. Social security  
   c. Federal and state  
   d. Income tax returns  

6. Cashier records  
   a. Making change  
   b. Cash register  
   c. Proving cash  
   d. Petty cash fund  

7. Payroll records  
   a. Time cards  
   b. Piecework and overtime  
   c. Exemptions  
   d. Vouchers  
   e. Payroll register and earnings record  

8. Retail sales records  

9. Business taxes  

10. Records for buying  
    a. Purchasing  
    b. Ordering  
    c. Receiving  
    d. Paying (terms and discounts)  

11. Bookkeeping  
    a. Fundamentals of bookkeeping  
       (1) Assets  
       (2) Liabilities  
       (3) Proprietorship  
       (4) Balance sheet  
    b. Debits and credits  
    c. Journal entries
d. Ledger accounts and posting  
  e. Purchasing and selling on account  
  f. Cash payments and cash receipts  
  g. Trial balance  
  h. Financial statements

Office machines

1. Adding, calculating, and electronic machines
   a. Review arithmetic principles as they apply to machine usage  
   b. Machine operation procedures  
   c. Application of business problem solving  
      (1) invoices  
      (2) payroll  
      (3) interest  
      (4) percentage distribution

2. Duplicating processes--selecting, preparing materials, and handling equipment
   a. Carbon paper  
   b. Fluid process  
   c. Stencil process  
   d. Offset process  
   e. Photocopy processes

3. Transcribing equipment

Human relations

1. Personality development
   a. Graciousness  
   b. Sociability  
   c. Personality measurements

2. Communication

3. Group psychology

4. Psychology of relationships

5. Grooming
   a. Skin care  
   b. Cosmetic application and corrective make-up
c. Hand care and manicuring
d. Leg care and pedicuring
e. Hair care and style

6. Visual poise
   a. Standing, sitting, and walking
   b. Social postures
   c. Visual poise

7. Body perfection
   a. Posture
   b. Exercise
   c. Nutrition
   d. Relaxation

8. Wardrobe planning
   a. The basic wardrobe
   b. Planning purchases
   c. Lines for figure flattery
   d. Psychology of color
   e. Fragrance

9. Voice
   a. Voice improvement
   b. Conversational charm
   c. Public speaking

10. Job campaign
    a. Applying for the job
    b. Interviewing for the job
    c. Growing in the job
    d. Advancing on the job

**Instructional Strategies**

The following instructional strategies have been developed to help the MSTP students achieve the course objectives:

1. Individualized instruction. Instruction is tailored to the individual's needs and desires. Pretests are given to determine the
individual's starting place in the various areas of study. Each student works at her own rate of progress using individual learning activity packages, programmed materials, practice sets, and workbooks. These materials are self-keyed, enabling each student to check her own progress.

2. Open-entry, open-exit basis. The program runs year-round, Monday through Friday from 8:30 a.m. to 3 p.m. A student may enter any time there is an opening and may attend as long as is needed to meet her objectives or to a maximum of nine months.

3. Simulation. Students work through the MOE, Inc., office simulation to help tie together all of the skills and attitudes learned and to help bridge the gap to the world of work. The simulation runs two hours a day for seven weeks. Each student must prepare a résumé, compose a letter of application, and complete an application blank in preparation for an interview to obtain a position in the company. Each student must also compose a thank you letter after the interview.

4. Problem-solving. Each student is given problems to solve on her own. Also, students are often grouped with four to five in each group and are asked to solve case studies, answer questions, solve problems, discuss specific topics, or come to a consensus of opinion on a particular item. Students are also involved in role-playing situations and in leading the entire class in specific discussions.

5. Demonstration. Demonstrations by either the instructor or a student are given to provide a model for the students. The students may teach each other how to run duplicating equipment and other office machines. Also, the instructional units for charm are presented by
individual students to the rest of the class in the form of a demonstration and then by having the students participate in the activity.

6. Student/instructor planning. The instructor and the student plan the course of study together to build trust and to let the student have a say in what he wants to do.

7. Community resources. A variety of guest speakers are invited into the classroom and students are taken to various places of business to keep in contact with the world of work and to broaden each student's knowledge. Guest speakers include persons such as employers, personnel directors, employment security personnel, secretaries, business and professional men and women. Tours include such places as Moores Business Forms, Wurlitzers, Mountain Bell, Utah Mortgage and Loan Co., and various other offices.

8. Multimedia instruction. Equipment such as individual cassette recorders; video and audio instructional equipment; IBM selectric, model D, and executive typewriters; 10-key adding and printing calculators; electronic calculators; transcribing equipment; and several office and duplicating machines are available. Other types of media include such things as the overhead projector, the opaque projector, a tachistoscope, a diatype, the blackboard, bulletin boards, films, and a slide projector.

9. On-the-job training. On-the-job training is provided as needed to help bridge the gap between the classroom and the world of work. Typically, a student will go to a training station as she nears the end of her training and work for approximately three hours a day from three to six weeks. The supervisor of the training station agrees to supervise
and help the student and to rotate her duties. The supervisor also agrees to complete an evaluation form on the student to pinpoint any strengths and weaknesses she may have. The student can then include this experience on a resumé and will generally use the training situation as one of her references.

10. No letter grades. The students are not given letter grades. This helps to reduce threat, stressing the importance of learning rather than working solely for grades. The students are encouraged to do their best and to study and retake any test on which they did not do well.

The following methods of evaluation have been determined to aid the instructor in analyzing the student's achievement:

1. Administer employment tests regularly to help the students see their progress as it relates to levels of proficiency for various jobs.

2. Utilize student committees to evaluate proofreading skills. Students help each other by having the more experienced students help the newer students achieve acceptable standards for their work.

3. Observe students at work to evaluate attitudes and work habits, which are discussed during individual interviews that are set up to discuss each student's progress. Progress rating sheets are completed by both the instructor and the student and are compared during this interview.

4. Administer tests periodically to determine whether the student is achieving the objectives. Remedial work should be given where necessary.

5. Each student is continually evaluating herself and her work.
CHAPTER IV

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to develop a curriculum for the Manpower Stenographic Training Program at Utah State University. The program is a secretarial training course designed to enable female unemployed primary wage earners and heads of households to obtain remedial and/or refresher job training necessary for entry-level positions in office occupations.

At present, the Manpower Stenographic Training Program operates the year around on an open-entry, open-exit basis. The majority of the instruction is programmed individually and tailored to meet the students' needs. Thus, students progress at their own rate and may attend the program as long as is needed or to a maximum of nine months.

An interview with a representative from each of the five sponsoring agencies—Bear River Association of Governments, Bridgerland Area Vocational Center, Office of Rehabilitation, Employment Security Office, Utah State University Department of Business Education—was conducted to identify the working guidelines and the characteristics they feel the Manpower Stenographic Training Program should have. Each of the representatives expressed basically the same ideas. They agree that the fundamental objective of the program is to help each trainee obtain successful employment and to qualify for advancement in a training-related
job. Also, the agency representatives expressed agreement that the program should help each trainee improve her self-concept and to improve her ability to relate to other people in a work environment.

Other characteristics the representatives feel the program should have include the following: (1) The program should be offered on an open-entry, open-exit basis; (2) Instruction should be individualized; (3) The curriculum should be flexible, based upon individual needs; (4) Instruction should be relevant to office work; (5) An office simulation should be incorporated; (6) On-the-job training should be provided where appropriate; (7) Social skills and human relations should be important areas of learning; (8) Facilities, equipment, and textbooks should be up to date; (9) Supplies should be provided without cost to the students; (10) The instructor should be well qualified; and (11) Individual counseling and career guidance should be provided as an integral part of the program.

Student characteristics were identified by conducting personal interviews with each student, having each student complete a questionnaire to obtain personal data, and having each student complete a series of pretests to determine her present level of competency in various areas of study.

Although the ages of the students range from 17 to 55, the most frequent age was 19. Ninety-eight percent of the students were Caucasian; 2 percent, Chicano. Fifty-nine percent of the students were either separated or divorced; 27 percent, single; 12 percent, married; and 2 percent, widowed. About 60 percent of the students were high school graduates.
Many of the students had particular skills prior to enrolling in the program. For example, 95 percent had taken typewriting, 20 percent had taken shorthand, 20 percent had taken business machines, and 10 percent had taken bookkeeping. Forty percent of the students have had some experience in an office-related job, but 30 percent had not held jobs of any type.

The California Psychological Inventory (CPI) was also administered to the students. An average of the scores indicated that the students scored within the norms in the areas of dominance, capacity for status, sociability, social presence, self-acceptance, communality, achievement via independence, intellectual efficiency, psychological-mindedness, flexibility, and femininity. However, scores for the areas of sense of well-being, socialization, responsibility, self-control, tolerance, good impression, and achievement via conformance were considered to be low.

Utah employment security publications were consulted to determine the projected number of job openings in Utah. Job openings were reported at 590 for clerk-typists, 140 for receptionists, 590 for secretaries, 340 for stenographers, 110 for accounting clerks, and 340 for bookkeepers. About 80 percent of these job openings are in the Salt Lake, Ogden, and Provo areas.

Course objectives and schedule outlines were prepared based on findings of the Perkins study\(^{52}\) for the following broad subject matter areas: typewriting, shorthand, business English and correspondence,

\(^{52}\)Perkins, \textit{op. cit.}\)
secretarial procedures, records management, business mathematics, record keeping/bookkeeping, office machines, and human relations.

Also, specific instructional strategies and methods of evaluation that would be appropriate and effective in helping students achieve the course objectives were determined.

Implications

This curriculum will provide guidelines for Manpower Stenographic Training Program instructors. It will be possible for everyone involved with the program to be acquainted with pertinent manpower data, student characteristics, course objectives, course outlines, instructional procedures, and methods of evaluation. Should any of the agencies change and new people become involved, they will be able to review these guidelines.

Following are some of the ways in which the information produced by this investigation can affect the Manpower Stenographic Training Program at Utah State University.

Being aware of the students' family situation can help the instructor to understand the pressures, anxieties, and frustrations they may have. It makes the instructor more aware that she is dealing with individuals. Knowing about past academic performance can aid in understanding their apparent lack of basic skills and help to determine what they need. Scores on basic skills tests can assist in determining where the student should begin in each of the subject matter areas. Being aware of the students' interests permits the instructor to enhance and build upon those interests.
Studying the results of the California Psychological Inventory can help the instructor to have a deeper understanding of the students' personalities. Knowing that group scores were low for the areas that measure socialization, maturity, responsibility, and intrapersonal structuring and that low scores signify low self-concepts enables the instructor to understand why some students seem to be irresponsible and immature, why some students have less self-control and are less tolerant than others, why some students do not care about the impression they give others, and why they appear to be nonconformists. These problems can affect work both in school and on the job. It becomes apparent that there is an urgent need to work on social and human relations skills and to help each student improve her self-concept. With this information, the instructor can assist the student with specific personal and social adjustment problems during training and future employment. Results of the CPI indicated in some cases a need for professional counseling.

The current manpower data show that jobs are more plentiful in the clerk-typist and secretarial areas, with stenographers and bookkeepers next, with fewer openings for receptionists and accounting clerks. Knowing where these jobs are located helps to motivate the student toward realistic potential employment.

Appropriate time can be devoted to each area of study as a result of utilizing the task analysis data. Students will be more aware of what is expected of them, and the course outlines reflect valid objectives and tasks that are actually being performed in office occupations, not just what the instructor may judge to be important.
The instructional strategies and administrative procedures that were recommended by the sponsoring agencies are incorporated into the program. Therefore, student needs are more fully met. For example, the open-entry, open-exit characteristic along with individualized instruction meets the needs of the students far better than the traditional method.

Employment tests are administered on a regular basis enabling the student to note her progress in relationship to what she needs to do in order to obtain proficiency for the type of job she is seeking.

In the individualized instruction approach, the students are provided with immediate feedback, which aids the learning process. They are encouraged to learn for the purpose of acquiring skills and knowledge necessary for success in their prospective jobs. This aids in reducing threat, stressing the importance of learning rather than working solely for grades. These approaches are much more meaningful and more appropriate in helping to meet the needs of the students than the traditional teaching approach has been.

Finally, this investigation provides information which can be helpful when refunding of the program is considered. Furthermore, others who might be interested in setting up similar programs may find this information useful.

**Recommendations**

It is recommended that this curriculum be utilized by the sponsoring agencies, instructors, counselors, and others involved with the Manpower Stenographic Training Program.
Other recommendations include the following:

1. Continue to offer the program on an open-entry, open-exit basis.

2. Continue to individualize instruction.

3. Provide for more intensive individual counseling for those students who desire it.

4. Administer the California Psychological Inventory to new students entering the program to identify any strengths or weaknesses they may have.

5. Conduct a follow-up study on a regular basis to determine the types of jobs in which the graduates are employed and to what extent their training prepared them for those jobs, noting specific areas that may be particularly strong or particularly weak.

6. Conduct a follow-up study to determine the extent to which their training prepared them for any advancements they might have had on their jobs.

7. Conduct a study to determine if shorthand should be taught to everyone.

8. Conduct a study to determine the effectiveness of individualized instruction in meeting students' needs.

9. Conduct a comparative study to determine effective methods for motivating MSTP students in individualized instruction.

10. Conduct a study periodically using up-to-date occupational analysis data to revise and update this curriculum.
A. Publications of the Government, Learned Societies, and Other Organizations


B. Periodicals


C. Unpublished Materials


A personal interview is conducted by the program administrator and the program instructor with each new student. During this interview, the student is asked several questions concerning her aspirations, desires, goals, and objectives. She is asked how she heard about the program. Her work experience and her education is discussed in detail.

The program is explained to the student, and she is made aware of what is expected of her. Then, an individual program is prescribed for her.
APPENDIX B

The following is a sample questionnaire given to MSTP students to obtain personal data:

Name ________________________________________________________________

Address ____________________________ (Street) _________________________ (City) _________________________ (Zip Code)

Telephone ___________________________ Social Security Number __________________

Date of Birth ________________________ High School Graduate: YES NO

Date of Entry _________________________ Estimated Length of Stay ________________

Marital Status: Single Married Divorced Separated

Circle the job title that you think you are most interested in:

  Clerk-typist
  Receptionist
  Stenographer
  Secretary
  Accounting clerk
  Bookkeeper

List any work experience you have had:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Length of Stay</th>
<th>Place of Employment</th>
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List any special interests and hobbies you have:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Have you had training in the following subjects? If so, how much?

<table>
<thead>
<tr>
<th>Subject</th>
<th>NO</th>
<th>YES</th>
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</thead>
<tbody>
<tr>
<td>Typewriting</td>
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<td></td>
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<tr>
<td>Shorthand</td>
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<tr>
<td>Filing</td>
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<td>Business math</td>
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<tr>
<td>Business English</td>
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<tr>
<td>Record keeping</td>
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<tr>
<td>Bookkeeping/accounting</td>
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<td>Business machines</td>
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<tr>
<td>Data processing</td>
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<tr>
<td>Simulation</td>
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<tr>
<td>Duplicating machines</td>
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<tr>
<td>Transcribing machines</td>
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</tbody>
</table>

List three friends or relatives that will always know where you may be contacted:

1. Name_________________________________ Friend____________________
   Address_________________________________ Relative____________________
   Home Phone_____________________________

2. Name_________________________________ Friend____________________
   Address_________________________________ Relative____________________
   Home Phone_____________________________

3. Name_________________________________ Friend____________________
   Address_________________________________ Relative____________________
   Home Phone_____________________________
APPENDIX C

Each student is asked to respond to a series of course content pretests and clerical ability tests to determine her present level of competency in various areas of study. Each of these are outlined below:

1. Typewriting pretest--consists of a preparatory practice, a series of questions concerning spacing and margins, a five-minute timed writing, a business letter, a rough draft of a manuscript, and a table. Some students will not do all parts of this test if their skill in typing is limited.

2. Spelling pretest--consists of a series of words that covers basic spelling rules, word usage, possession, and hyphenation.

3. English pretest--consists of a series of sentences to be corrected that covers word functions, pronouns, possessives, pronouns, verbs, adjectives, adverbs, and sentence structure.

4. Punctuation pretest--consists of a series of sentences to be punctuated and covers the basic mechanics of style.

5. Business mathematics pretest--consists of adding, subtracting, multiplying, and dividing fractions, decimals, and percents. It also asks the student to convert these one to another.

6. Short tests of clerical ability--consists of tests including business vocabulary, arithmetic, checking, filing, oral and written directions, coding, and language. Each student will take a combination of these tests depending upon their education, experience, skills, and background.
The 18 subtests of the California Psychological Inventory are given below with a description for each:

1. Dominance—to assess factors of dominance, leadership ability, social initiative, and persistence.

2. Capacity for status—to serve as an index of an individual's capacity for status (not her actual or achieved status).

3. Sociability—to identify persons of outgoing, sociable, and participative temperament.

4. Social presence—to assess factors such as poise, spontaneity, and self-confidence in personal and social interaction.

5. Self-acceptance—to assess factors such as sense of personal worth, self-acceptance, and capacity for independent thinking and action.

6. Sense of well-being—to identify persons who minimize their worries and complaints, and who are relatively free from self-doubt and disillusionment.

7. Responsibility—to identify persons of conscientious, responsible, and dependable disposition and temperament.

8. Socialization—to indicate the degree of social maturity, integrity, and rectitude which the individual has attained.


10. Tolerance—to identify persons with permissive, accepting, and non-judgmental social beliefs and attitude.
11. Good impression—to identify persons capable of creating a favorable impression, and who are concerned about how others react to them.

12. Communality—to indicate the degree to which an individual's reactions and responses correspond to the modal ("common") pattern established for the inventory.

13. Achievement via conformance—to identify those factors of interest and motivation which facilitate achievement in any setting where conformance is a positive behavior.

14. Achievement via independence—to identify those factors of interest and motivation which facilitate achievement in any setting where autonomy and independence are positive behaviors.

15. Intellectual efficiency—to indicate the degree of personal and intellectual efficiency which the individual has attained.

16. Psychological-mindedness—to measure the degree to which the individual is interested in, and responsive to, the inner needs, motives, and experiences of others.

17. Flexibility—to indicate the degree of flexibility and adaptability of a person's thinking and social behavior.

18. Femininity—to assess the femininity of interests.
VITA

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Master of Science

Plan B Report: A Curriculum for the Manpower Stenographic Training Program at Utah State University

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Biographical Information:


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Professional Experience: August, 1969, to May, 1971, a business education teacher at Box Elder High School, Brigham City, Utah; April, 1972, to December, 1972, a secretarial science instructor at Bridgerland Area Vocational Center; January, 1973, to present, July, 1975, instructor for the Manpower Stenographic Training Program at Utah State University, Logan, Utah.
A Curriculum for the Manpower Stenographic Training Program at Utah State University

by

Karen O. Holman, Master of Science
Utah State University, 1975

Major Professor: Dr. Harold Wallace
Department: Business Education

A curriculum was developed for the Manpower Stenographic Training Program at Utah State University. The program is designed to enable female unemployed primary wage earners and heads of households to obtain training necessary for entry-level positions in office occupations.

An interview was conducted with a representative from each of the five sponsoring agencies for the program to identify the working guidelines and the characteristics they felt the program should have. They agreed that the fundamental objective of the program was to help each trainee obtain successful employment and that the program should help each trainee to improve her self-concept. Other items included the following: incorporate individualized instruction; offer the program on an open-entry, open exit basis; make the curriculum flexible based upon individual needs; make instruction relevant to office work; incorporate an office simulation and on-the-job training; include social skills and human relations as areas of learning; utilize up-to-date facilities, equipment, textbooks, and supplies; employ a qualified instructor; and offer individual counseling.
Student characteristics were identified by conducting personal interviews, having students complete questionnaires and pretests, and administering the California Psychological Inventory.

Utah employment security publications were consulted to determine the projected number of job openings in Utah, and course objectives and schedule outlines were prepared based on findings of the Perkins study.

Also, specific instructional strategies and methods of evaluation that would be appropriate and effective were determined.