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COMPETENCIES IN ADMINISTRATIVE OFFICE MANAGEMENT AS PERCEIVED BY OFFICE MANAGERS AND COLLEGIATE OFFICE MANAGEMENT INSTRUCTORS 1979

A Dissertation

Presented for the

Doctor of Education

Degree

The University of Tennessee, Knoxville

Betty E. Hester Smith

August 1979

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ABSTRACT

The problem of the study was to determine how the content of Administrative Office Management courses could be improved to provide more relevant instruction. The major purposes of the study were: (1) to identify competencies performed and the importance attached to them by office managers, (2) to identify the competencies included in collegiate office management instruction and the importance attached to them by instructors, (3) to compare the competencies included and the degree of importance attached to them by office managers and office management instructors, (4) to determine which demographic characteristics affected responses, and (5) to compare demographic characteristics of managers and instructors.

The national samples consisted of 143 managers who were presidents of Administrative Management Society chapters and 204 collegiate office management instructors in institutions affiliated with NABTE or AACSB. One hundred and seven office managers and 178 office management instructors responded to a questionnaire which contained 44 competency statements regarding administrative office management. They indicated the degree of importance given to the 44 competencies in job performance or instruction, using a five-point scale. If a competency was not included, a separate block was checked.

The primary source for statistical processing of the data was the Statistical Package for the Social Sciences program at The University of Tennessee Computing Center, Knoxville. Computations of frequencies, percentages, means, and modes were completed for the 44 competency statements. Tests of significant difference were computed at the .05 level. Corrected chi square was utilized to determine differences between the number of managers performing each competency and the number of instructors including that competency. The t-test was computed to determine differences between the mean importance scores of the managers and instructors for each competency. One-way analysis of variance of the 44 competencies was computed for all respondents for each of the following five demographic variables: education, experience, age, sex, and quarter hours in Office Management. One-way analysis of variance was also computed for two additional variables of managers. Chi square was computed to test for differences between five demographic characteristics of respondents.

Major conclusions, based on the findings, were:

1. Administrative Office Managers are performing 44 identifiable competencies in their jobs. They perceive competencies relating to Communicating, Decision Making, Planning, Controlling, Staffing, and Directing as being highly important in performing their jobs.

2. Instructors of collegiate Administrative Office Management courses include the 44 identifiable competencies in their instruction. They place high emphasis upon the teaching of competencies related to the Office Function, Staffing, Planning, Organizing, Directing, Communicating, Decision Making, and Work Measurement.

3. Administrative Office Management instructors include 30 of 44 competencies which are performed by office managers. The instructors are including the area of Office Function more than managers are performing this area. More managers include the competency of Listening than instructors.

4. Administrative Office Managers and Administrative Office Management instructors differ on the degree of importance for 28 of the 44 competency statements. Instructors place more emphasis on competencies related to the Office Function and Work Measurement than managers are giving them in job performance. Office Managers place more importance on competencies related to Communicating, Decision Making, Directing, and Cost and Budgetary Controlling than instructors are giving them in instruction.

5. In numerous occurrences, the five demographic variables affected the way respondents rated the importance of the competencies.

6. Managers had less formal education, more years of experience, and fewer quarter hours in Office Management than instructors. There were fewer female managers than female instructors. Age was not different for the two groups.

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CHAPTER I

INTRODUCTION

I. THE PROBLEM

Rapidly evolving office technology in recent years has dramatically transformed the nature of the work of the office and of the role of the office manager. As much change in the office occurred from 1970-1977 as had occurred in the 100-year span from 1865-1965. Predictions are that even more rapid and drastic changes will occur in offices during the 1980's.[1] The office of the future is projected to include even more systems approaches, more electronic devices, more complex technology, more work areas outside the "office," more open office environments, and more needs for adaptable and knowledgeable employees.

The changing nature of the office has necessitated a more complex and more comprehensive role for the administrative office manager in recent years. Previously, the office manager was primarily limited to supervising employees who performed office-type activities. By 1977, the title of "administrative office manager" was being applied to the individual responsible for the office function in

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[1]Max L. Waters, ed., The Office of the Future--Implications for Change in Education (Provo: Alpha Omega Chapter of Delta Pi Epsilon, Brigham Young University, 1977), p. 2.

organizations.[2] In addition to supervisory tasks, the role of the administrative office manager now includes coping with challenges of advancing technology, new equipment, different work processes, and more unionized employees.

With the expansion of job duties, the administrative office manager of today needs different training and qualifications than those needed by the "office manager" of the preceding generation. Quible stated that the qualifications needed for the administrative office manager "are broader but also are more intensive than were those needed for the office manager."[3] Implications for educational programs which prepare administrative office managers can be drawn from the changes in qualifications needed.

The changing roles of the office and of the managers of offices require that educators become more aware of the current and projected competencies needed by administrative office managers so that managerial training can include relevant content. The public is demanding relevant content on all educational levels. Wharton[4] noted that the public has often made the accusation that the content of collegiate

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[2]Zane K. Quible, Introduction to Administrative Office Management (Cambridge: Winthrop Publishers, Inc., 1977), p. 15.

[3]Ibid., p. 15.

[4]Clifton R. Wharton, Jr., "Career Education at the College Level," Today's Education, LXVIII (April-May, 1979), 74.

courses has been removed from and irrelevant to the work world. Morse[5] endorsed the idea that training should be clearly related to job performance, or it is worthless.

Increasing demands for relevancy by the public have implications for educators in determining the content of collegiate courses. From a study of the rapidly changing role of the administrative office manager, new managerial educational curricula and content must evolve to keep pace with current developments. Hyde,[6] noting a rising demand for management personnel as a result of expanded industry and increased technology which has increased the number of office workers, stated that the training of managers of office workers must change. Reeves and Jensen[7] reported that the training of office supervisors has been lacking in comparison to that of plant supervisors.

In a review of literature to find related research studies concerning competencies performed by administrative office managers as compared with competencies included in administrative office management instruction, none were

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[5]Gerry E. Morse, "Mandate for Education and Training: Focus on the Individual," Personnel, XLVIII (November-December, 1971), 10.

[6]W. Jerry Hyde, "Energy Crisis, Its Effects on Administrative Personnel," Management World, III (April, 1974), 19.

[7]Elton T. Reeves and J. Michael Jensen, "Public Seminars and Conferences for Supervisors," Personnel Journal, LI (May, 1972), 346.

found. Several researchers have explored the role and duties of the office manager, but only one has analyzed existing collegiate administrative office management courses. This study has a design which should help to fill the gap of information which may exist between the performance of administrative office managers and the course content of collegiate administrative office management courses.

The data obtained in this study about the competencies performed by managers and the degree of importance of the competencies in their jobs can provide relevant information to be used in revising the content of administrative office management courses. The comparative data obtained about competencies included in administrative office management instruction can provide a base of information for correcting any deficiencies in administrative office management curricula or courses.

Statement of the Problem

The problem of the study was to determine how the content of Administrative Office Management courses could be improved to provide more relevant instruction. The problem of the study revolved around a lack of current information regarding competencies required by managers of offices as compared with competencies being included in collegiate instruction in Administrative Office Management courses.

Purposes of the Study

In further defining the problem, the following six purposes were established:

1. To identify competencies needed to perform duties as manager of an office or staff.

2. To determine the degree of importance attached to those competencies as perceived by a sample of Administrative Management Society (AMS) presidents.

3. To identify competencies which are taught in Administrative Office Management (AOM) collegiate courses.

4. To ascertain the degree of importance attached to those competencies as perceived by a sample of collegiate Administrative Office Management (AOM) instructors.

5. To compare the inclusion of competencies identified and the degree of importance attached to those competencies by AMS presidents and AOM instructors.

6. To determine which demographic characteristics affect the degrees of importance reported for competencies and which characteristics differ for the AMS presidents and AOM instructors.

Analysis of the Problem

The solution to the problem required answers to the following questions:

1. (a) What competencies are being performed by managers of offices on their jobs?

(b) What degree of importance is attached to each competency by practicing managers of offices in performing their duties?

2. (a) Which of the competencies do instructors of collegiate Administrative Office Management courses report that they include in their instruction?

(b) What degree of importance is attached to each competency as part of Administrative Office Management instruction by collegiate AOM instructors?

The following hypotheses were tested at the .05 level of significance:

H_1: There are no significant differences between the competencies performed by managers and competencies included in instruction by collegiate Administrative Office Management instructors.

H_2: There are no significant differences between the degree of importance attached to each competency by the managers of offices and by the instructors of collegiate Administrative Office Management courses.

H_3: There are no significant differences for the combined group of managers and instructors regarding the responses for degree of importance of each competency according to demographic characteristics such as education, experience, age, sex, and quarter hours earned in Office Management courses.

H_4: There are no significant differences in the demographic characteristics of respondents for the variables of educational levels, experience levels, age levels, sex, and number of quarter hours earned in Office Management courses.

H_5: There are no significant differences regarding the degree of importance of each competency as perceived by the managers according to number of employees supervised or salary range.

The following supplementary information was also sought:

What three courses do instructors of Administrative Office Management think best prepare individuals to teach Office Management courses at the collegiate level?

Assumptions

For the purposes of this study, the following assumptions were made:

1. The presidents of the Administrative Management Society chapters are familiar with responsibilities involved in supervising or managing an office or staff.

2. All participants will read and answer the survey instrument honestly and objectively.

Limitations and Delimitations

The limitations of the study were as follows:

1. Some of the competencies identified are included

in courses outside of office management instruction. A person could conceivably prepare for an administrative office manager position by pursuing courses in departments other than specific Administrative Office Management courses.

2. The study is limited to the degree of cooperation of the respondents in providing objective answers to questionnaire statements and in interpreting directions accurately.

The delimitations of the study were as follows:

1. Competency items on the questionnaire were identified for validation from current literature with emphasis on the following sources: (a) Stallard, Bahniuk, Petree, "Determination, Verification, and Validation of Competencies of Administrative Office Managers,"[8] (b) Smith, "20 Critical Competencies for Managers,"[9] (c) Schmidt and Lappe, "Analysis of Role of Office Manager,"[10] (d) Waters, "The Office of the Future--Implications for Change in

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[8]John J. Stallard, Margaret H. Bahniuk, and Helen Petree, "Determination, Verification, and Validation of Competencies of Administrative Office Managers," The Delta Pi Epsilon Journal, XXI (April, 1979), 1-12.

[9]Harold T. Smith, "20 Critical Competencies for Managers," Management World, VII (January, 1978), 30-33.

[10]Gene W. Schmidt and William C. Lappe, "Analysis of Role of Office Manager," The Delta Pi Epsilon Journal, XVI (November, 1973), 24-32. (Summary of Master's study at Portland State University).

Education,"[11] and (e) Massie, Essentials of Management.[12]

2. The population representing administrative office managers was limited to a sample of presidents of Administrative Management Society chapters.

3. The population of collegiate AOM instructors was limited to a sample of those who teach in a program certified by the American Assembly of Collegiate Schools of Business or those who teach in institutions affiliated with the National Association of Business Teacher Education.

4. The method of data collection consisted of a questionnaire survey.

II. JUSTIFICATION FOR THE STUDY

The emerging office of the future and the changing characteristics of future managers dictate the need for educators to become more aware of the current and projected future educational courses and materials relevant for training administrative office managers.

In contrast to the traditional office which has changed little since the invention of the typewriter approximately 100 years ago, the office of the future will reflect revolutionary changes which are developing at a fast pace in the areas of technology, automation, and the attitudes

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[11]Waters, pp. 71-74.

[12]Joseph L. Massie, Essentials of Management (2nd ed.; Englewood Cliffs: Prentice-Hall, Incorporated, 1971).

of society.[13] The concept of the office which is emerging depicts a systems approach rather than primary use of a one-to-one secretary-to-executive office relationship. In addition, more women are making gains in the top stratum of administrative management.[14]

George E. Pake described the implications of the office of the future as follows:

> . . . There is absolutely no question that there will be a revolution in the office over the next 20 years. What we are doing will change the office like the jet plane revolutionized travel and the way that TV has altered family life.[15]

The future organizational structure is projected to be organized as a temporary, adaptive system designed to fulfill some specific purpose with managers functioning as coordinators between various task forces; this organization will then disband when the job is done, and other tasks will bring on new organizations.[16]

Several factors have contributed to acceptance of new organizational structures for the office of the future

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[13]"The Office of the Future," Business Week, XIX (June 30, 1975), 48-53.

[14]Rick Minicucci, "What's Happening to the Administrative Manager's Job Description?" Administrative Management, XXXVI (March, 1975), 22.

[15]"The Office of the Future," p. 48.

[16]Clark Fetridge and Robert S. Minor, eds., The Dartnell Office Administration Handbook (5th ed.; Chicago: The Dartnell Corporation, 1975), p. 51.

by the business community. In desperation, many corporations are seeking solutions to current problems in office management stemming from the rising costs of office labor, office space, and office paperwork.[17] Other factors contributing to acceptance of the revolutionary office of the future are: growing shortages of skilled personnel, changing social attitudes, and increased technology.[18] Quible noted that new technological devices which will be justifiable on a cost-efficiency basis are constantly being introduced on the market.[19] The quest for accountability has also emphasized the need for a restructured office. Holzman of Xerox said: "Many offices are not even held accountable for productivity. . . . In studies we've made, 50 percent of all offices are just a part of the overhead."[20]

Quible listed characteristics of the office of the future as consisting of the following:

1. Use of a "total systems approach" in the administration and operation of the organization,
2. Heavy dependence on electronic devices for processing data and information,

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[17]Zane K. Quible, "The Office of the Future and Its Impact on Employees," Business Education Forum, XXXII (December, 1977), 25.

[18]"The Office of the Future," p. 50.

[19]Quible, "The Office of the Future and Its Impact on Employees," p. 25.

[20]"The Office of the Future," p. 50.

3. A concern for energy conservation which entails changes in energy consumption levels and projects the possibility that employees will not have to be physically present in the office to do work,

4. The openness of the office lay-out which utilizes movable partitions and modular furniture, and

5. The need for future employees to be adaptable, flexible, decisive, creative, and knowledgeable.[21]

In a futuristic vein, Vail[22] described how automation will revolutionize the office of tomorrow through expanded use of a combination of capabilities of the telephone, computer, copying equipment, television, tape recorders, and other electronic devices. The procedures for gaining access to data systems are being simplified so that people can use them without the help of professional computer programmers. Typical of the office of the future will be computers, speech compressors, and two-way television links via satellite.[23] Word-processing equipment is an important transition step toward the electronic office.

Word processing will continue to become even more essential to management as part of the total information processing system. During the decade of the 1980's, the priorities of management will change; top executives will

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[21]Quible, "The Office of the Future and Its Impact on Employees," p. 25.

[22]Hollis Vail, "The Automated Office," The Futurist, XII (April, 1978), 78.

[23]Ibid.

need more information to perform the management function. Even with the increases in the volume of data and in complex legal and business considerations, rapid decisions will have to be made. Because of the higher costs of labor and the unavailability of skilled personnel, office managers will require more automation to complete tasks effectively and efficiently.[24]

Vail also noted that new attitudes toward work and the workplace may provide more dramatic change in the future than the new technology in determining how and where "office work" will be done.[25] Increased use of rapid computer communications may encourage more informality and change the "chain of command" found in offices today with more horizontal communication. In the future, many office workers may choose to be independent contractors rather than employees. The routines of a traditional eight-hour office day may disappear as new electronic technology makes it possible to perform all kinds of "office work" in one's home or anywhere in the world.

The office management function of the past was limited mainly to basic services and personnel dealing with

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[24]"Looking Towards Office Automation," Modern Office Procedures, XXIV (March, 1979), 120.

[25]Vail, p. 78.

clerical work.[26] Recently the demand for more information and for more decisions made at greatly accelerated rates placed more responsibilities on office managers. The single-department office concept faded to the broader company-wide administrative management concept centralized in one administrative head.[27] Minicucci stressed that all administrative managers must be equipped to handle a wide range of administrative support tasks essential to company success. Because the job has such a broad range, it is difficult to define.[28]

A study by Smith[29] indicated that there are many diverse titles for the general administrative manager. The two titles used most often were Administrative Manager and Office Manager. He concluded that standardization of job titles for administrative managers would be helpful in furthering the identity of the field. Another conclusion was that standard titles and job descriptions for key jobs in administrative management should be developed and promoted.[30]

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[26]John J. W. Neuner, B. Lewis Keeling, and Norman F. Kallaus, Administrative Office Management (6th ed.; Cincinnati: South-Western Publishing Company, 1972), p. 5.

[27]Ibid., p. 6.

[28]Minicucci, pp. 20-22.

[29]Harold T. Smith, "The Administrative Manager, One 'Uniform'--Many Responsibilities," Management World, VII (June, 1978), 6.

[30]Ibid.

Sommers stated that the manager of the 1980's will have to cope with greatly increased amounts of information. He predicted that the pressures on the managers of 1980 will require more goal orientation. Future managers, he said, will be more affected by government and international factors. Sommers noted that the manager of tomorrow will be dealing with multidimensional problems and cannot be limited to a narrow perspective. Sommers also believed the managers of the future will have continued their educations either formally or informally. He foresaw future managers taking chunks of time from their careers to broaden their educational backgrounds.[31]

Minicucci discussed some of the changes which have taken place since 1970 in the job profile of administrative managers. They have become more involved in policy decisions, more knowledgeable about machine engineering and systems design, more authoritative in supervisory responsibility, and more active with payroll and inventory costs.[32]

Likely characteristics for the emerging breed of managers who will create and govern future office systems which were discussed in a recent article in Administrative Management included the following:

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[31]"Tomorrow's Manager--Much Change in Store by '84," Industry Week, CLXXIX (November 12, 1973), 48.

[32]Minicucci, p. 22.

1. They will show creativity by giving higher priority to coordination than to subordination,

2. They will bring together from many disciplines a combination of equipment and people best suited to the total information support of the organization, and

3. They will be media specialists as information providers.[33]

Smith[34] stated that the administrative office manager of the future will need to take risks, share credit, be unbiased, wield power, communicate well, and solve problems.

Cone noted that office management courses should receive more emphasis since the majority of college-educated people in this country will ultimately work in some type of office situation.[35] In the general field of education, Starr[36] recognized that the management of a modern school office is a very demanding job which requires strategies to deal with time, resources, people, and paper. The medical profession has recently recognized the tremendous importance of office management in accomplishing its purposes. Using some methods similar to those of the

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[33]"The New Emerging Supermanagers," Administrative Management, XXXVII (January, 1976), 21.

[34]Harold T. Smith, "Managing Tomorrow's Office, Are You Prepared for the Challenge of Change?" Management World, VI (June, 1977), 30-31.

[35]Randy E. Cone, "Improving Office Management," The Journal of Business Education, XLIX (May, 1974), 338.

[36]Warren Dean Starr, "Office Management: Practical Procedures for Executive Survival," NASSP Bulletin, LXI (January, 1977), 51.

present study, several medical departments in colleges have established courses in office management to correct deficiencies found in their curricula. At Michigan State University, students in Veterinary Economics and Practice Management used questionnaires to obtain relevant current practical management data regarding business management, recordkeeping, cost analysis, credit and collections, real estate and hospital design, client relations and employee relations. The instructor summarized the data and used it as a basis for teaching subsequent classes in practice management.[37] Allen reported that 83 percent of psychiatrists surveyed in Florida felt a deficiency in their preparation for office management.[38] Because running a physician's office has become a complex business venture, a 10-week course in practice management was developed at the University of Minnesota School of Medicine and has been offered since 1972. In an effort to provide a more accurate understanding of the relevance and usefulness of management education to physicians and to train them in some basic management skills, a management course for physicians was developed and tested by the Health Management

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[37]David A. Morrow, "New Approach to Teaching Veterinary Economics--Practice Management and Veterinary Medical Education," Journal of Veterinary Medical Education, III (Spring, 1976), 3-6.

[38]James G. Lawson and John W. McConnell, "Teaching Practice Management in a Family Practice Residency," Journal of Medical Education, LI (October, 1976), 858.

project at the Massachusetts Institute of Technology Sloan School of Management.[39]

Crotty stated that a continuing problem the schools have is to keep up with the shifting needs of managers in the ever-changing nature of corporate business.[40] Managers often have found the formal education they received did not provide them with competencies needed to perform their day-to-day work. Livingston stated that many "crucial managerial tasks are not taught in management education programs but are left to be learned on the job. . . .[41] Applebaum called for a more flexible form of education for managers with up-to-date materials.[42] Winter[43] advocated a partnership between business and education to provide relevant training for employees. The training of office managers has been found lacking in the past in dealing with increased pressures stemming from the use of more electronic

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[39]Mark S. Plovnick, Ronald E. Fry, and Irwin M. Rubin, "A Management Development Course for Physicians," Journal of Medical Education, LII (June, 1977), 516.

[40]Philip T. Crotty, "The Professional Manager of the Future," Management of Personnel Quarterly, X (Fall, 1971), 5.

[41]J. Sterling Livingston, "Myth of the Well-Educated Manager," Harvard Business Review, XLIX (January-February, 1971), 88.

[42]Stanley Applebaum, "Seminars Offer 'College Level' Approach," Administrative Management, XXX (November, 1969), 48.

[43]Elmer Winter, "It's Profitable for Business to Work with Education," Administrative Management, XXXIV (November, 1973), 102.

data processing.[44] The number of office workers is projected to increase in the future, and Hyde[45] reported that the training of managers who will supervise these office workers must change.

In view of the sweeping changes occurring in the administrative management field in recent years, changes in management education are mandatory if instruction is to keep pace with projected developments. Results of a recent study to determine the usefulness of a college education in employment to recent graduates indicated that only 17 percent of office workers and 25 percent of administrators (business executives) rated their college education as being "very useful."[46] Regardless of major, the link between education and occupation was relatively weak for office workers.[47]

Stallard and Hilton reported that revitalization of courses in office management must occur if collegiate instructors were to keep pace with the demands of business and industry seeking employees in the field of office

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[44]Reeves and Jensen, p. 346.

[45]Hyde, p. 19.

[46]Ann Stouffer Bisconti and Lewis C. Solmon, College Education on the Job--The Graduates Viewpoint (Bethlehem: The CPC Foundation, 1976), p. 14.

[47]Ibid., p. 24.

supervision.[48] Oliverio of Columbia University also stated that a review of the office management curricula in community colleges showed an inappropriate emphasis on skills of recording either on a typewriter or from dictation in view of the changing nature of work currently being done in the office.[49]

A study by Stallard, Bahniuk, and Petree conducted at The University of Tennessee, Knoxville in 1976 noted the limited amount of accurate information regarding competencies for administrative office managers which is available in literature. The study stated further how knowledge of such competencies could be helpful in collegiate business education curricula:

> Since office management is an integral and important facet of the collegiate business education curricula, a major concern of educators is to determine competencies needed by Administrative Office Managers for contemporary business offices. Such data can be used to upgrade current curricular offerings in administrative management and to eliminate deficiencies and ambiguities as they presently exist. Such research evidence can be used also as a basis for providing more relevant instruction in colleges of business curricula and can supplement and complement the offerings of both undergraduate and master of business administration (MBA) programs.[50]

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[48]John J. Stallard and Margaret J. Hilton, "Career Education: Decision-Making Strategies," The Journal of Business Education, LII (May, 1977), 366.

[49]Mary Ellen Oliverio, "Office Management Studies for Everyman's Urban Community College," The Delta Pi Epsilon Journal, XV (November, 1972), 24-28.

[50]Stallard, Bahniuk, and Petree, p. 1.

One conclusion of the Stallard, Bahniuk and Petree study was that the competencies deemed important by office managers have not been given any more emphasis in current Office Management texts than less important competencies.[51] A recommendation of the study was that teachers of Administrative Office Management courses should place more emphasis on the competencies considered to be most important by the managers.[52]

Smith of Brigham Young University pointed out a lack of research in Office Management. In a comprehensive search, he found only eight research articles in Administrative Office Management from 1970-1977; he found only 22 from 1960-1969. Only five abstracts were found relevant to Office Management research. Smith's article concluded that:

> Research in administrative office management is grossly inadequate and that much more up-to-date research in this field is needed if professors of administrative office management intend to make a significant professional contribution to their field.[53]

In Smith's article, "Content" and "Courses--Number Being Taught" were listed as sub-topics for future study under the heading "Research about Present AOM Programs."[54] These

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[51]Ibid., p. 11.

[52]Ibid., p. 12.

[53]Harold T. Smith, "Research in Administrative Office Management," The Delta Pi Epsilon Journal, XIX (January, 1977), 2.

[54]Ibid., p. 3.

two topics were chosen for inclusion in this research study by the investigator. The present study implemented a step in curriculum study which included determining critical competencies for a specialty as advocated by Smith[55] as a way business educators should move toward the office of the future.

The present study utilized some of the basic steps of the Vocational-Technical Education Consortium of States (V-TECS)[56] in determining a relevant competency-based curriculum which will reflect realistic career expectations. The V-TECS steps included in this study are the following: conducting a state-of-the art review, developing a comprehensive list of task statements, and using the task statements to conduct an occupational survey to determine tasks performed and their relative importance.

The preceding review of the characteristics of future administrative office managers accentuates the need to study the emerging office management scene and the current office management training to determine the changes needed for improved managerial preparation. The present study represents a step in establishing greater links between academia

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[55]Harold T. Smith, "What's in Store for Tomorrow's Business Grads?" Management World, VI (August, 1977), 25.

[56]Robert E. Spillman and Herbert Bruce, Jr., "V-TECS: The Push to Competency-Based Curriculum," American Vocational Journal, LI (September, 1976), 30.

and the world of work. The federal government has shown its concern in this area by stipulating that higher education institutions be accountable to their students by presenting a realistic prognosis of their career prospects.[57]

The investigator has chosen methodology to report the findings of this study which instructors in educational institutions should be able to translate into useable form. Howe[58] has warned that educators won't succeed in causing useful change unless they communicate with those who must carry it out. The results of this study will provide a research base on which curricula development and improvement for collegiate administrative office management courses can be realized.

III. DEFINITION OF TERMS

The following terms were used in this study:

1. Competency refers to having the requisite knowledges, skills, and values to perform a job successfully.[59]

2. AMS refers to the Administrative Management Society.

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[57]Bisconti and Solman, p. 1.

[58]Harold Howe II, "What's Wrong with Research in Education?" Today's Education, LXV (September-October, 1976), 29.

[59]Stallard, Bahniuk, and Petree, p. 3.

3. AOM refers to Administrative Office Management.

4. AACSB refers to the American Assembly of Collegiate Schools of Business.

5. NABTE refers to the National Association for Business Teacher Education.

6. Administrative Office Manager refers to the person responsible for the organizing, planning, coordinating, and controlling of all office activities in the firm.[60]

IV. ORGANIZATION OF THE STUDY

The present study is presented in the following sequence:

In Chapter I, the introduction, problem, purposes, assumptions, limitations, delimitations, justification, and definition of terms of the study are presented.

In Chapter II, pertinent research related to administrative office management and managers is reviewed.

In Chapter III, the methods of procedure and the selection of the populations are explained.

In Chapter IV, analyses of the data are presented.

In Chapter V, the findings, conclusions, and recommendations made as a result of the study are presented.

The Appendices contain copies of the letter requesting AMS sanction, the preliminary survey and cover letters, the

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[60]Neuner, Keeling, and Kallaus, p. 5.

informed consent forms, the final questionnaire and cover letters, the follow-up letters, the follow-up postal card, a listing of the pilot test group members, a listing of respondents to the questionnaire, and tabular statistical data.

CHAPTER II

REVIEW OF RELATED RESEARCH

A review of related research revealed no studies which dealt specifically with the identification and accompanying degree of importance of AOM competencies needed to perform duties as supervisor/manager of an office as compared with the identification and accompanying degree of importance of AOM competencies which are being taught in AOM collegiate courses. Several research studies have been conducted to determine the role of the office manager in the business firm, but very few address the role of AOM instruction in preparing students for positions in AOM. Of the studies which identified implications for collegiate office management curricula construction, only one was found which analyzed existing programs or content in AOM instruction.

Research studies which are related to the present research project are reviewed in this chapter. The review of related research is divided into three sections. In the first section, related studies which compared responses of managers and educators in areas outside of office management are presented. In the second section, related studies which were conducted in office management are presented. Related studies which identified competencies are presented in the third section.

I. RELATED STUDIES WHICH COMPARED RESPONSES OF MANAGERS AND EDUCATORS IN AREAS OUTSIDE OF OFFICE MANAGEMENT

Four studies which compared responses of managers and educators and which had a research design similar to that of the current research project are reviewed in this section. The first two studies (Jennings and Talbot) most closely resembled the current research plan in that both compared competencies performed in business with competencies included in collegiate instruction. The third and fourth studies (Ball and Huckabee) were similar to the current study but compared perceptions of managerial and educational groups concerning skills and objectives needed for effective job performance.

Jennings Study

The purpose of the Jennings[1] study was to establish guidelines that would help college teachers of the basic business communications course provide the instruction needed by students to effectively perform writing tasks at the middle management level. Information was gathered on business data concerning written business communications and

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[1]Myrena Sue Jennings, "A Comparison of Middle Managerial Written Business Communications Practices and Problems and Collegiate Written Business Communications Instruction" (Ph.D. dissertation, Georgia State University--School of Education, 1974).

problems of middle managers, and on college data concerning the written business communications instruction in public senior colleges and universities.

To obtain the business data, a questionnaire was sent to 737 member companies of Associated Industries of Kentucky; questionnaires were returned by 41 percent of the middle managers. To obtain the college data, a questionnaire was sent to the 128 teachers of the basic business communications course in public four-year colleges and universities in Illinois, Indiana, Kentucky, Ohio, Tennessee, Virginia, and West Virginia; questionnaires were returned by 72 percent of the teachers. The questionnaires listed tasks for the respondents to indicate frequency of occurrence (very frequently, frequently, occasionally, never).

The mean responses of middle managers and of collegiate basic business communications teachers to each question were computed, differences between the mean responses were computed for the two groups, and a Z-test was applied to determine significant differences in mean responses.

Jennings found significant differences between the mean response of middle managers and collegiate basic business communications teachers about the following general types of written communications: letters, memoranda, reports, technical descriptions, and proposals. The Jennings study listed guidelines for instructional emphasis in business communications classes from the comparison of business and college data.

The present study is related to the Jennings study in that both selected managers and instructors for comparison from questionnaire data. Both studies compared performance of duties by managers with the course content regarding these duties included by collegiate instructors. The questionnaire developed in the present study used a five-point rating scale, and the Jennings questionnaire used a four-point frequency scale. The Jennings study was concerned with instruction in collegiate written business communications, and the present study was concerned with instruction in collegiate administrative office management.

Talbot Study

The Talbot[2] study investigated and compared computer training and knowledge needs of office managers on the job and the computer training requirements of colleges and universities for office management candidates working on bachelor's degrees. The primary data of the Talbot study consisted of information obtained by questionnaires from 71 chairpersons of departments of Business Education affiliated with NABTE and from 150 office managers chosen from a 1970 list of the 1,500 leading companies of the United States.

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[2]Alden A. Talbot, "A Comparison of the Computer Needs of Office Managers in Computer-Using Companies with the Computer Course Requirements in Office Management Curricula in NABTE Schools" (Ph.D. dissertation, The University of Iowa, 1976), Dissertation Abstracts International, XXXVII (1976), 2614-A.

The data were computerized for comparing, evaluating, and testing the questions of this study.

Of the 13 areas of computer-related training evaluated, Talbot found two areas of training considered most important: (1) training so that office managers will have a knowledge of a computer's work capabilities and of the tasks that should be assigned to the computer for efficient data handling, and (2) training so that office managers can effectively interpret computer output and use the information when it comes from the computer. The study found that 137 of the 150 managers attended college, with 50 majoring in accounting, 24 in business education, 21 in liberal arts, 13 in administration, and 2 in office management. Talbot also found from NABTE representatives which of the 13 areas were required in their business education departments.

The Talbot study is related to the present study in that both compared competencies of office managers performed on the job with training offered in colleges and universities. They differ in that the Talbot study focused on only computer training for managers while the present study dealt with many management competencies performed by office managers. Whereas the Talbot study sought to find computer training requirements of colleges and universities for office management majors, the present study sought to identify the degree of importance given to a variety of

management competencies by office management instructors.

Ball Study

The purpose of the Ball[3] study was to determine: (1) to what degree managers in the retail department store industry and educators in post-secondary marketing programs agree on the skills, attitudes, and knowledge needed to perform effectively in middle management positions in the department store industry; (2) to what degree do businessmen and educators agree on where and how these skills, attitudes, and knowledge can best be attained; and (3) whether there are areas of disagreement which must be resolved in order to permit intelligent curriculum evaluation and future planning.

A sample of 204 management personnel in the department store industry from the states of Illinois, Indiana, Michigan, Ohio and Wisconsin were interviewed personally, and a sample of 69 post-secondary marketing educators were contacted by mail questionnaire to obtain data for this study. A set of 30 statements, descriptive of selected skills, attitudes, or knowledge associated with retail merchandising were developed.

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[3]Howard George Ball, "A Congruency Study of the Training Needs of Middle Management in Department Stores as Perceived by Post-Secondary Marketing Educators and Businessmen in the Department Store Industry" (Ph.D. dissertation, The University of Wisconsin, 1970), Dissertation Abstracts International, XXXI (1970), 5653-A.

A Forced Choice Q-sort was utilized to identify the feelings of respondents regarding the importance of the selected characteristic in effective performance of a position in middle management. A free choice Q-sort was used to determine where and how respondents believed selected characteristics should ideally be obtained.

The Ball study concluded that there was reasonable agreement between department store management and educators on the skills, attitudes, and knowledge needed to perform effectively in the positions of middle management in department store retailing. There was only moderate agreement on where or how the selected skills, attitudes, or knowledge could best be obtained.

The purposes of the Ball study and the present study were similar. Both sought to determine the degree of agreement between managers and educators on the competencies needed for management positions. Both studies involved collecting data from managers and educators, and both utilized questionnaires which contained a set of statements regarding competencies in the areas studied.

Huckabee Study

The purpose of the Huckabee[4] study was to compare the perceptions held by three significant groups concerning

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[4]Junuetta Huckabee, "A Comparison of Perceptions Held by Three Significant Groups Concerning Management

management training programs in two-year colleges in the United States on the present and desired future importance of these curriculum objectives: semi-professional, technical, supplemental, retraining, and transfer.

The data were provided by analyses of questionnaires received from 40 state vocational directors, 65 business leaders, and 102 instructors in two-year management training programs.

The respondents were asked to rate on a one-to-five scale the present and desired future importance of the five curriculum objectives to the management training programs in two-year colleges in the United States.

A simple analysis of variance was computed from the collected data to test the hypotheses that there were significant differences between the perceptions held by each pair of the three groups of respondents. Significant differences in perceptions existed between state vocational directors and business leaders concerning importance of curriculum objectives of the management training programs. Instructors had only one-half as many differences with business leaders as state vocational directors did. State vocational directors and instructors had a closer agreement with each other on the importance of the five

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Training Programs in Two-Year Colleges in the United States" (Ph.D. dissertation, North Texas State University, 1970).

curriculum objectives than they had with business leaders.

The Huckabee study concluded that if meaningful and effective training was to be provided for students, the three groups needed to communicate, to engage in research, and to attempt to realign objective priorities for management training programs in two-year colleges.

The Huckabee study is related to the present study in that both compared perceptions held by different groups. The Huckabee study compared perceptions of three groups concerning management training in two-year colleges. The present study compared perceptions of two groups concerning inclusion and importance of competencies for office managers. Both studies used a five-point scale for indicating degree of importance. In the Huckabee study, 5 curriculum objectives were rated, and in the present study, 44 competencies of administrative office managers were rated. Both studies computed analysis of variance to determine significant differences between perceptions held by different groups.

II. RELATED STUDIES WHICH WERE CONDUCTED IN OFFICE MANAGEMENT

Six studies which were conducted in the area of Office Management within the past 12 years were found to be related to the present research project and are reviewed in this section. Only one study reviewed (Ray) was designed

to investigate both the skills required of administrative office managers and the course requirements of existing collegiate AOM courses. The other five studies reviewed in this section were designed to determine the duties performed, skills required, and characteristics typified by current office managers so that implications for improvement of office management instruction could be drawn and implemented.

Ray Study

The primary purpose of the Ray[5] study was to provide a basis for the improvement of the collegiate education of potential administrative office managers. The problem of the Ray study was the determination of the optimum role of the college in the education of administrative office managers. Subproblems concerned analyses of (1) the administrative functions, responsibilities, and qualifications of practicing managers, (2) the nature of existing collegiate programs of study, and (3) the recommendations of managers regarding the most desirable content of collegiate programs of study.

Primary data were obtained by personal interviews with 46 practicing administrative office managers who were

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[5]Charles M. Ray, "The Functions of Administrative Office Managers with Implications for Collegiate Programs of Study" (Ed.D. dissertation, University of Kentucky, 1968).

members of the AMS chapters in Lexington, Kentucky; Louisville, Kentucky; Cincinnati, Ohio; Columbus, Ohio; Huntington, West Virginia; Nashville, Tennessee; and Johnson City-Kingsport, Tennessee. An interview guide was used. Secondary data concerning college and university programs were collected by examining over 80 college catalogs from institutions belonging to the AACSB and to NABTE. He found that 84 percent of 31 colleges surveyed required one or more courses in principles of management. More than one-half of the programs required two or more office skills courses.

Based on the data collected, one conclusion of Ray was that the most desirable collegiate program of study in administrative office management should combine study in general education and business administration. Essential requirements for AOM courses included business communication, accounting, office administration, principles of management, and personnel management. Other areas of study for AOM rated important were economics, data processing, business statistics, marketing, systems and procedures, and human relations. An internship program of part-time work experience was also recommended.

Ray found that most college and university programs of study in AOM were not adequately preparing students for careers in AOM. He concluded that many AOM programs did not reflect the current needs of the administrative office manager. He found no evidence to support the extensive

requirements in office and secretarial skills which were included in programs of many schools. A detailed framework for developing a program of studies in AOM was listed by Ray.

The purposes of the Ray and Smith studies are related in that both purport to provide a basis for the improvement of collegiate AOM instruction. Both studies collected data from similar sources but used different populations and methods for collection of data. While Ray personally interviewed members of AMS chapters in four states, the present investigator sent questionnaires to presidents of AMS chapters throughout the United States. The Ray interview guide included questions to obtain information from managers about 20 areas of responsibility. Managers also indicated whether specific courses were essential, important, or unnecessary. The present study used a questionnaire to obtain information about the degree of importance of 44 competencies in performing AOM duties and did not seek information about specific courses or curricula as Ray did. Although both studies collected information from the AACSB and NABTE collegiate institutions, Ray examined their catalogs to obtain information; and the present investigator sent questionnaires to these institutions.

Stallard, Bahniuk, Petree Study

The problem of the study by Stallard, Bahniuk, and Petree[6] was to determine, verify, and validate the competencies needed by an administrative office manager. The purpose was to provide a research base that educators could use in upgrading the teaching of adminstrative office management courses.

Answers were sought to the following questions: (1) What competencies are identified in widely used administrative office management textbooks? (2) Do administrative office managers concur in the importance of the competencies identified? (3) Do those competencies of an administrative office manager tend to be "people" related or "systems and procedures" oriented? (4) What demographic data characterize today's administrative office manager?

The investigators determined competencies to include in the survey instrument through a survey of the literature. Three widely-used collegiate office management textbooks were analyzed to formulate a listing of competencies which were then categorized into 20 broad areas. The listing of competencies was then submitted to the

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[6]John J. Stallard, Margaret H. Bahniuk, and Helen Petree, "Determination, Verification, and Validation of Competencies of Administrative Office Managers," The Delta Pi Epsilon Journal, XXI (April, 1979), 1-12. (University of Tennessee Capital Gifts Research Project Grant, 1976.)

participants of a Certified Administrative Manager review seminar in Cleveland, Ohio, for a pilot test. The revised list was then submitted to 30 members of two AMS chapters who served as a jury of experts. As a result of this field test, the final revision of the survey instrument was made. The final instrument included 20 broad areas with 184 competencies listed under these areas. A Likert scale of five levels was used to determine the importance of each of the 184 competencies. Demographic data of contemporary office managers was also included.

Questionnaires were mailed to 2,478 firms selected randomly from Standard and Poor's 1976 Standard Industrial Classification Codes of Corporation Directory which is divided into 10 SIC systems. In analyzing data, 321 usable questionnaires were received. The data were coded for processing, and the SPSS (Statistical Package for the Social Sciences) was used to determine if significant differences existed between the variables at the .05 level.

All of the 184 competencies were rated by the 321 respondents as being "of some importance, important, very important, or extremely important." None of the 184 competencies received a rating of "unimportant," and only 10 of the competencies received ratings "of some importance." The researchers identified the competencies receiving the highest ratings by administrative office managers under each of the 20 broad areas. The five broad areas rated as

most important were as follows: (1) Budgeting; (2) Employee Incentives and Relations; (3) Standards and Job Evaluation; (4) Human Relations and Motivation; and (5) Recruitment and Dismissal.

One-way analysis of variance and Duncan's Multiple Range were used to test for significant differences between administrative office managers of the nine Standard Industrial Classifications; the results showed there was no significant difference at the .05 level. Demographic data were analyzed to depict characteristics of administrative office managers.

One conclusion of the study was that the managers surveyed basically concur in what office management textbook authors perceive to be the competencies needed by contemporary administrative office managers. Recommendations were that AOM textbooks and AOM instruction be revised to place more emphasis on the competencies rated as most important by managers.

The Stallard, Bahniuk, and Petree study was related to the present study in several ways. The purposes were similar in that both studies aimed at providing a research base to be utilized in improving instruction in AOM courses. Both sought to validate competencies elicited from the literature through a questionnaire survey of administrative office managers. Both studies had managers rate competencies as to importance on a five-point scale. The SPSS program

was utilized to analyze data in both studies. The Stallard, Bahniuk, and Petree study did not survey instructors as the present study did.

Dod Study

The purpose of the investigation by Dod[7] was to provide a basis for the improvement of instruction in collegiate courses in administrative management. The problem of the Dod study was the determination of the current duties, responsibilities, and formal training of administrative managers and the best sources for administrative managers to gain knowledge needed for job performance.

Topics from two widely adopted AOM textbooks were divided into categories and arranged into a questionnaire with 16 identified duties of administrative managers. The questionnaire was designed to gather information concerning the background of the managers, duties performed, and formal training needed. Respondents rated the extent to which they had responsibility for each duty according to a five-point scale ranging from "full" to "none."

The questionnaire was sent to a randomly selected sample of 236 from a population of 471 AMS members in Area 8

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[7]Glenna Asbury Dod, "Duties, Responsibilities, and Formal Training of Administrative Managers in Business Firms in the Southeastern Region of the United States with Implications for Improving Collegiate Administrative Management Instruction" (Ed.D. dissertation, University of Southern Mississippi, 1975).

(Southeast region of the United States) who were employed in business firms. One hundred and thirty-nine managers participated in the study.

Dod found that over half the managers assumed full responsibility for supervision. Over 90 percent of the managers assumed varying degrees of responsibility for 6 of the 16 identified duties: supervision, records management, training, financial management, personnel recruitment and selection, and office planning, layout and design. Collegiate courses were favored as the best training place for administrative managers to learn financial management; on-the-job training was listed as the best training location for telecommunications, security of buildings, and food service.

The present study is related to the Dod study in that both developed a questionnaire to be sent to AMS members to determine duties of administrative managers as a basis for the improvement of collegiate AOM courses. The Dod population was limited to AMS members in the Southeast region of the United States; the population of the present study was limited to AMS presidents throughout the United States and Canada. Both studies employed a five-point scale on the questionnaire, although the respondents to the Dod instrument indicated the extent to which they had responsibility for each duty whereas respondents to the instrument in the present study indicated the degree of importance given each

listed competency in performing their duties. The Dod study did not survey instructors in collegiate AOM courses as the present study did.

Schmidt and Lappe Study

A study was conducted in the Portland area by Schmidt and Lappe[8] to identify the specific activities of office management positions, the titles used to identify office managers, the need for education in office management, and the possible courses of value to office management students.

Eighty-four organizations of six different classifications were randomly selected and mailed a letter asking if the firm had a person in the role of office manager. Of the 54 responses, 35 firms reported they had someone acting as an office manager. Questionnaires were sent the 35 firms, and 22, or 62.8 percent, were returned. The questionnaire, modeled after one by Smith and Warner, sought information regarding: company characteristics, personal information, managerial activities, and education.

Schmidt and Lappe found that 85 percent of the managers had direct supervision of 1 to 20 employees. Most managers were male; 55 percent were 46 years or over.

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[8]Gene W. Schmidt and William C. Lappe, "Analysis of Role of Office Manager," The Delta Pi Epsilon Journal, XVI (November, 1973), 24-32. (Summary of Master's study at Portland State University.)

Fifteen of the 21 activities listed were performed by 18 of the 22 respondents. The five activities performed most often included: personnel hiring and relations, written communication, job analysis, oral communication, and forms design and control. It was found that respondents spent their time on the basic management functions in this manner: planning, 23.4 percent; controlling, 25 percent; organizing, 25.9 percent; and actuating, 15.2 percent. Approximately 41 percent of the respondents had a bachelor's degree, and 18 percent had one or two years of college. Subject areas mentioned most often as helpful for office managers were industrial psychology, letter writing, and personnel management.

The present study is related to the Schmidt and Lappe study in that both sought to identify activities performed by office managers, the characteristics of current office managers, and the implications for instruction in office management. Both obtained primary data from a sample of managers, but the present study also obtained data from instructors.

Smith and Warner Study

The purpose of the Smith and Warner[9] study was to determine the requirements for the position of administrative

[9]Harold T. Smith and S. ElVon Warner, "Administrative Office Management Preparation" (Provo: Brigham Young University, College of Business, January, 1971). (Mimeographed.)

manager and how prospective managers should best prepare to assume this position.

From interviews of members of the Salt Lake City and Chicago chapters of the AMS which were conducted by the investigators, a four-page questionnaire was developed. Approximately 500 questionnaires were distributed to members of the AMS who were attending the AMS Convention in Toronto, Canada, in May 1969. Of the 500, 141 questionnaires were returned and analyzed in this study.

The data from the questionnaires were analyzed in these sections: Administrative Manager's Profile; The Administrative Manager's Position; and Requirements.

One finding indicated the average percentages of time spent in each of the basic management functions: planning, 21 percent; controlling, 23 percent; organizing, 21 percent; and leading, 26 percent. Written communication was found to account for about 25 percent of the time of managers, and oral communication involved about 52 percent of their time. In becoming qualified to be administrative managers, students were found to need a bachelor's degree for initial positions and a master's degree for advanced positions, preferably in the College of Business.

The Smith and Warner study concluded that the program of study in administrative management should include courses which teach students to think logically, to communicate effectively, and to apply quantitative procedures to business

problems. Other conclusions were that courses in human relations and personnel management should be emphasized, and courses such as office machines should not be required for AOM majors.

The present study is related to the Smith and Warner study in that both were identifying skills and competencies for administrative managers and were drawing implications for the educational qualifications needed. The studies were also similar in that both obtained data from questionnaires submitted by members of AMS, although the populations differed. The present study used a population of AMS presidents throughout the United States and Canada, while the Smith and Warner study used a population of AMS members who attended the 1969 national AMS Convention in Toronto, Canada. The Smith and Warner study did not include data obtained from instructors in administrative office management as the present study did.

Stead Study

The Stead[10] study was a comparison of administrative management duties for seven Standard Industrial Classification (SIC) groups and five business organizations to determine specific curricula for administrative management

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[10]Bette Ann Stead, "A Computer Approach to University Curriculum Design for Administrative Management" (Ed.D. dissertation, University of Houston, 1967).

careers. The SIC groups included mining; construction; manufacturing; transportation and public utilities; wholesale and retail trade; finance; insurance and real estate; and service and miscellaneous. The business organizations included The Administrative Management Society (AMS), American Records Management Association (ARMA), Data Processing Management Association (DPMA), National Secretaries Association (NSA), and Systems and Procedures Association (SPA).

The Harris County members of AMS, ARMA, DPMA, NSA, and SPA were sent a questionnaire survey to be compared on the basis of career and industry. Respondents were asked to rank 59 duties as major, occasional, or disregarded. Weights were attached in this manner: major, four; occasional, one; and disregarded, none. A total "importance scores" and means were computed for each duty. Analyses of variance showed many significant differences among the five organizations but only a few among the seven industrial groups, and t-tests showed where the differences were.

One finding of the Stead study was that it is possible to build and revise curricula by surveying modern position duties, evaluating them through a questionnaire, and studying them statistically by a system of numerical weights. The Stead study found that there are enough significant differences among the five organizations (AMS, ARMA, DPMA, NSA, and SPA) to develop separate curricula for each of the

occupations they represent. Another finding was that there are not enough significant differences among the seven Standard Industrial Classifications to develop a separate curriculum for each industry.

A conclusion of the Stead study was that students interested in becoming administrative managers should take a core curriculum consisting of administrative management, systems and procedures, communications, and records management.

Duties to be included in the administrative management course instruction included the following:

> Coordinate the work of the office with that of other units. Keep informed on latest developments in performing office work. Know the individual jobs in the office. Give adequate supervision. Motivate office employees. Keep office costs within acceptable limits. Fix responsibility among personnel. Delegate authority. Establish definite and known relationships among organizational units. Specify and purchase office furniture, machines, and supplies. Provide for proper work facilities. Write office manuals. Prepare office budgets. Select and utilize office electronic machines. Administer office salary plan. Assign the proper personnel to organizational units. Handle the training and transferring of employees in keeping with mechanization plans. Determine effective work environment--adequate lighting, elimination of noise, and proper ventilation.[11]

The Stead study is related to the present study in that both represent an effort to build and revise office management courses by surveying modern duties through a

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[11]Ibid., pp. 79-80.

questionnaire and studying them statistically through computer applications. The Stead study used a system of numerical weights in ranking specified duties as major, occasional, or disregarded. The present study used a five-point Likert-type scale in rating duties along a range from very low importance to very high importance. A space to indicate that duties were not included was also used on the questionnaire of the present study.

Whereas the Stead study surveyed members of AMS, ARMA, DPMA, NSA, and SPA, the present study surveyed only presidents of the AMS organization. The Stead study was conducted in one county in Texas; the present study was conducted on a national basis. No attempt was made by the present investigator to classify respondents by Standard Industrial Classifications as the Stead study did.

The Stead study listed suggested core curriculum study areas for students interested in administrative management. The present study dealt with suggested competency areas to be dealt with in course instruction in AOM rather than dealing with the suggested curriculum for AOM majors. The Stead study did not obtain information from collegiate instructors as the present study did.

III. RELATED STUDIES WHICH IDENTIFIED COMPETENCIES

Three studies which related to the present study in that all had the main purpose of identifying competencies

for areas outside office management are reviewed in this section for the methodology used. The first two researchers (Irwin and Smiley) compared responses from two sets of educators in their studies. The third researcher (Larsen) obtained responses from managers who were classified according to levels of management.

Irwin Study

The goal of the Irwin[12] study was to determine if a list of skills, activities, and competencies could be developed to aid in setting uniform guidelines for recruiting and selecting prospective mid-management instructor-coordinators. Questionnaires were sent to 260 instructor-coordinators in mid-management and to 3 administrators at each of the 44 community colleges participating in the mid-management vocational cooperative program administered by the Texas Education Association.

The Irwin questionnaire contained 100 items organized in groups of activities or competencies. Eight additional questions were asked to determine educational and experiential levels needed by prospective instructor-coordinators.

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[12]Peter Lyman Irwin, "Identifying Competencies for Post-Secondary Mid-Management Instructor-Coordinators by Comparing the Opinions and Perceptions of Selected Administrators and Mid-Management Instructor-Coordinators in Texas" (Ed.D. dissertation, North Texas State University, 1977), Dissertation Abstracts International, XXXVIII (1977), 7294-A.

The questionnaire items were analyzed using a one-way analysis of variance to determine if significant differences occurred between the instructor and administrator responses. Irwin found no significant difference between the perceptions of the instructors and of the administrators and concluded that a list of competencies could be developed.

The present study is related to the Irwin study in that both sought to validate competencies required for a particular position. The two studies are also related in that both used one-way analysis of variance to determine if significant differences occurred between two groups of respondents. The studies differ in that Irwin dealt with community colleges, and the present study dealt with four-year colleges and universities.

Smiley Study

The primary purpose of the Smiley[13] study was to identify the accounting concepts that should be and are included in the instructional program of first-year accounting on the high school and post-secondary school levels.

Eighty-nine concepts included in first-year accounting textbooks were mailed to authors who made up a Jury of

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[13]James Martin Smiley, "The Identification and Comparison of Accounting Concepts that Should Be and Are Included in the Course Content of the First-Year High School and Post-Secondary Accounting Courses" (Ph.D. dissertation, The Ohio State University, 1972).

Experts which validated the list of concepts and indicated their importance and the level on which they should be taught. The 81 concepts validated by the Jury of Experts were then presented to a sample of high school and post-secondary teachers of first-year accounting to determine whether the concepts were actually being taught on the level indicated by the authors. The two groups of teachers were also asked to rank each concept on a three-point scale, "very important, important, unimportant."

Smiley concluded that there was general agreement between the Jury of Experts and high school and post-secondary teachers of first-year accounting regarding concepts that should be and are taught in the first-year accounting course. Significant agreement at the .001 level was found between the rank order of importance assigned to the 81 accounting concepts by high school and post-secondary teachers of first-year accounting. It was concluded that duplication of instruction existed between the two first-year courses.

The Smiley study is related to the present study in that both are aimed at ascertaining and improving course content. Smiley identified concepts, and the present investigator identified competencies from textbooks and other literature to be arranged in questionnaire format. Smiley had teachers and authors to indicate whether a concept was included and to rate each concept on a

three-point scale; the present study had instructors and managers to indicate whether each competency was performed or included and to rate each competency on a five-point scale.

Larsen Study

The Larsen[14] study determined the use of selected management functions by organization managers in the Ogden, Utah area. The purpose of the study was to develop a more effective subject matter content for preparing individuals for leadership roles. A questionnaire was designed to obtain information in four general areas: (a) occupational data, (b) levels of management, (c) extent of the use of 16 management components, and (d) items to give a broader view of respondents.

The 16 management components were: policies; creative thinking; decision making; reference groups; departmentation; delegation of authority; assigning work; providing work place; leadership; communication; supervision; orders, instructions, and rules; standards; reports and records; budgeting; and cost.

Data were collected from a sample of 400 civilians in management positions at the Ogden Air Materials Center.

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[14]Edward Christian Larsen, "A Study of the Uses of Management Functions and the Implications for Management Training" (Ed.D. dissertation, Utah State University, 1966), Dissertation Abstracts, XXVII (1966), 2326-A.

The results of the study showed that 7 of the 16 management components are definitely affected by levels of management. These seven components were: policies; reference group; work assignment; orders, instructions and rules; budgeting; cost; and reports and records.

The present study is related to the Larsen study in that both studies used a questionnaire to determine the management duties performed by managers in an attempt to improve subject content. Larsen had managers indicate the extent of the use of 16 management components, and the present study had managers indicate the degree of importance of 44 competencies in performing their duties. The Larsen study did not include instructors as the present study did.

IV. SUMMARY

A review of related studies conducted outside of office management which had a research design similar to that of the present study in comparing responses of managers and educators was presented in this chapter. The chapter also included a review of related research studies which were conducted in office management. Related studies which identified competencies were also included in this chapter for the methodology employed.

Although several research studies have been conducted to determine the role and duties of an office manager, the studies which delineate the role of administrative office

management instruction in preparing persons for office management positions are very limited. Of several studies which listed implications for collegiate office management curricula, only one was found which analyzed existing programs in administrative office management courses in any manner within the last 11 years.

Chapter III includes the methods and procedures utilized to conduct the present research study.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this chapter is to describe the methodology involved in conducting the present study. The design of this study was basically descriptive research. According to Gay:

> Descriptive research involves collecting data in order to test hypotheses or answer questions concerning the current status of the subject of the study. A descriptive study determines and reports the way things are. One common type of descriptive research involves assessing attitudes or opinions. . . . Descriptive data are typically collected through a questionnaire survey, an interview, or observation.[1]

Primary data for the survey were secured through the use of two forms of a basic questionnaire (with identical item content) developed by the researcher. The questionnaire contained 44 competency statements regarding administrative office management. The sources and procedures used in collecting and treating the data are described in the following sections: reviewing the literature; developing the basic instrument; selecting the samples of populations; gathering the data; and analyzing the data.

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[1]L. R. Gay, Educational Research (Columbus: Charles E. Merrill Publishing Company, 1976), p. 10.

I. REVIEWING THE LITERATURE

A review of the literature was made to determine what previous studies had been conducted regarding the skills and competencies necessary to perform duties as a supervisor or manager of an office or staff. Literature was also searched to ascertain "the state of the art" of instruction in Administrative Office Management collegiate courses.

An ERIC (Educational Resources Information Center) search of DIALOG files indicated a scarcity of research or publications in the area of Administrative Office Management. Only four references were cited which contained this combination of descriptors relevant to this study: administrative office management, competencies, post-secondary education, and management education. When the descriptor "office occupations" was added to descriptors such as competencies, post-secondary education, and management education, only nine references were cited. The other 37 references listed dealt with management education in general. A search was made of Dissertation Abstracts, Dissertation Abstracts International, and Education Index. The results of studies selected as pertinent to this study were reviewed in Chapter II.

The competencies identified for validation were selected from the literature reviewed with emphasis on those studies shown as delimitations on pages 8-9.

II. DEVELOPING THE BASIC INSTRUMENT

Two forms of a basic instrument were developed (from preliminary piloted questionnaires) with identical item content but differing corresponding directions for managers and instructors. The preliminary questionnaire was developed by using some examples from other studies and by obtaining suggestions from the investigator's doctoral committee. Suggestions from professors in the Department of Management and from the Dean of the College of Business at The University of Tennessee, Knoxville were also incorporated. The preliminary questionnaire was submitted to a University of Tennessee graduate seminar class for review and constructive criticism.

The sanction of this research project by the Greater Knoxville Chapter of the Administrative Management Society was obtained before questionnaires were sent to the chapter presidents of A.M.S. (see Appendix A for sanction letter).

The project plan, form letters, informed consent forms, and questionnaires were submitted to the Vocational Technical Education Human Subjects Committee for review. After departmental committee approval, the approval of The University of Tennessee Committee on Research Participation was obtained.

The preliminary questionnaire instrument was sent to five members of the Greater Knoxville Chapter of the Administrative Management Society to obtain pilot test data.

The pilot test participants gave information on the content, readability, and time requirements for questionnaire completion. Question content revisions were incorporated from pilot test responses, and the revised instrument was then sent to five instructors of Administrative Office Management for further pilot testing. Suggestions and revisions from the AOM instructors were included in the final instrument. (See Appendix C for list of pilot test participants and sample letters and instruments.)

A five-point scale for showing degree of importance was selected, and another area of the scale provided for the response of not performing or including a particular competency. A scale similar to that of Likert[2] was established to indicate degrees of importance attached to included competencies: (5) very high importance, (4) high importance, (3) average importance, (2) low importance, and (1) very low importance. A separate space was provided for checking if the competency was not included. The scale was designed to encourage the participants to respond in a definite manner to each statement.

After validation and readability were established, the two forms of the basic questionnaire developed (with identical item content but differing corresponding directions)

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[2]Rensis Likert, "A Technique for the Measurement of Attitudes," Archives of Psychology, XXII, No. 140 (1932), 52+.

were duplicated for mailing to office managers and AOM collegiate instructors. (See Appendix D for the form of the questionnaire for office managers; see Appendix E for the form for AOM instructors.) The two forms of the basic questionnaire contained 44 identical competency statements regarding administrative office management and several questions seeking demographic information from respondents.

III. SELECTING THE SAMPLES OF POPULATIONS

The population of office managers in the United States was represented by a sample of chapter presidents of the Administrative Management Society. AMS presidents were identified from those listed in the Administrative Management Society 1978-79 Yearbook. If any president represented an educational institution, the vice-president was selected for that chapter so that educator and manager data were kept separate.

According to The College Blue Book,[3] over 70 colleges and universities offered a major in Administrative Management, Office Management, or Office Administration. The population of instructors of Office Management was represented by a sample of AOM instructors who taught at institutions belonging to either the American Assembly of

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[3]T. Allan Taylor, ed., The College Blue Book, Vol. III, Degrees Offered by Colleges and Subjects (14th ed.; New York: Macmillan, 1972), pp. 615-616.

Collegiate Schools of Business or to the National Association of Business Teacher Education.

A search was made of the AACSB Faculty Personnel, Eleventh Edition, 1975 publication with use of the AACSB Membership Directory, 1977-78, to determine how many institutions listed an instructor who taught Office Management classes. Finally, a listing was made of those schools listing either Office Management or Business Education instruction. The AACSB is the sole accrediting agency for bachelor's and master's programs in Business Administration. Only 107 institutions of the 199 accredited programs in Business Administration listed Business Education or Office Management courses. Only 41 of the 199 listed Office Management instruction specifically.

The sample of National Association of Business Teacher Education was identified from the published listing in the Business Education Forum (December 1977) of institutions which held membership in that organization. If institutions belonged to both NABTE and AACSB, duplicate names were omitted; one mailing list was compiled of 311 educational institutions.

IV. GATHERING THE DATA

The 311 educational institutions identified were sent a preliminary survey to obtain the following information: (1) whether courses in AOM were offered,

(2) what the courses were titled, (3) what textbooks were used in AOM, and (4) the name of the faculty member most responsible for AOM instruction. A follow-up letter and survey form were mailed to those who did not respond to the first mailing. (See Appendix B for survey form and sample letters.)

The information received from the preliminary survey was compiled manually by the investigator. Two hundred and seventy-nine of the 311 questionnaires, or 89.7 percent, were returned. Two hundred and four institutions reported that they offered courses in Office Management; 75 reported that they did not; and 32 did not respond.

Instructors listed from the 204 institutions who responded that they did offer AOM courses were mailed the questionnaire previously validated and pilot tested, along with a letter of instructions and the informed consent form. (See Appendix E for samples of materials mailed to AOM instructors.) Each president of the 143 AMS chapters throughout the United States and Canada was also mailed a letter of instruction, an informed consent form, and a questionnaire. (See Appendix D for samples of materials mailed to AMS presidents.) Postage-paid addressed reply envelopes were included to facilitate returning the questionnaire and the informed consent form to the researcher.

All AMS presidents (143) were surveyed as a sample of the total population of office managers in the United

States. All responding instructors of institutions which offered AOM courses and which had membership in NABTE or AACSB (204) were surveyed as a representative sample of instructors of office management in the United States. Based on charts of Warmbrod,[4] it was desirable to use all of the identified managers and instructors for data collection to increase the reliability and to meet the requirements for the 95 percent confidence level.

V. ANALYZING THE DATA

The information from the preliminary survey to identify which collegiate institutions offered AOM courses was compiled by a frequency count by the investigator. Manual computations were also made for the titles of the AOM courses offered and the names of the textbooks used in the courses.

Respondents had been asked to indicate the degree of importance given to listed competencies in administrative office management performance or instruction on the questionnaire form. Respondents were also asked to check a specific block if a particular competency was not included. The responses to the competency statements on the questionnaire were analyzed by mean scores of the reference groups.

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[4]J. Robert Warmbrod, "The Sampling Problem in Research Design," Agricultural Education Magazine, XLVIII (November, 1975), 106-107, 114-115.

The Likert-type[5] scale was treated as interval-level data, which is common in the social sciences.

Data gathered from the reference groups on the questionnaires were transferred to computer coding sheets and then to punch cards for computer processing. The primary source for statistical procedures used in this study was the Statistical Package for the Social Sciences (SPSS) program at The University of Tennessee Computing Center, Knoxville.

Of the 204 questionnaires mailed to instructors of collegiate AOM courses, 87 percent (178) were returned. (See Appendix E for a list of institutions whose instructors responded.) Of the 143 questionnaires mailed to the AMS chapter presidents, 75 percent (107) were returned. (See Appendix D for a list of AMS chapters whose presidents responded.) Of the total 347 questionnaires mailed, 82 percent (285) were returned.

In analyzing the data collected, computations of frequencies, percentages, means, and modes were completed for the 44 competency statements. Corrected chi square was computed to determine significant differences (.05 level) between the number of managers performing each competency and the number of instructors including that competency in

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[5]Likert, loc. cit.

instruction. The t-test was computed to determine significant differences (.05 level) between the mean importance scores of the managers and instructors for each competency. One-way analysis of variance of the 44 competency statements was computed for all respondents (managers and instructors) for each of five demographic variables to determine significant differences (.05 level). One-way analysis of variance was also computed for two additional demographic variables of managers to determine significant differences (.05 level). Chi square was computed to test for significant differences between the respondents (managers and instructors) for five demographic variables (.05 level). Frequency and percentage results were computed for the courses which AOM instructors recommended for prospective AOM instructors.

Chapter IV includes the analysis of the data collected in this study.

CHAPTER IV

ANALYSIS OF THE DATA

The analysis of the data is presented in the following sequence: data by competency in order of appearance on the basic instrument; data comparing demographic variables of respondents; and data which is supplementary. All tables are presented in Appendix F (pp. 198-244) to simplify the presentation of the analysis.

Tables I through XIII (pp. 198-226) contain percentages, means, and modes which answer research question 1a--What competencies are being performed by managers of offices on their jobs? 1b--What degree of importance is attached to each competency in performing their duties as practicing managers of offices? 2a--Which of the competencies do instructors of collegiate AOM courses report that they include in their instruction? and 2b--What degree of importance is attached to each competency as part of AOM instruction by collegiate AOM instructors?

Tables I through XII also contain data relative to corrected chi square computations used to test the first hypothesis: "H_1: There are no significant differences between the competencies performed by managers and competencies included in instruction by collegiate AOM instructors." Results of the t-test, also shown in Tables I through XII, were used to test the second hypothesis:

"H_2: There are no significant differences between the degrees of importance attached to each competency by the managers of offices and by the instructors of collegiate AOM courses."

Table XIV (pp. 227-234) contains data regarding the F-ratio computed by one-way analysis of variance to test the third hypothesis: "H_3: There are no significant differences regarding the degree of importance of each competency according to demographic characteristics such as education, experience, age, sex, and quarter hours earned in Office Management courses."

Table XV (p. 235) contains data relative to chi square computations used to test the fourth hypothesis: "H_4: There are no significant differences in the demographic characteristics of managers and instructors for education, experience, age, sex, and quarter hours earned in Office Management courses."

Table XVI (pp. 236-242) contains data regarding the F-ratio computed by one-way analysis of variance to test the fifth hypothesis: "H_5: There are no significant differences regarding the degree of importance of each competency as perceived by AMS presidents according to number of employees supervised or salary range."

Table XVII (p. 243) contains demographic data regarding the frequencies and percentages of managers in each category according to number of employees supervised

and salary range. Supplemental data regarding courses suggested to prepare instructors of AOM courses is presented in Table XVIII (p. 244).

I. DATA BY COMPETENCY

This section presents an analysis of the data by competency in order of appearance on the basic instrument. All tables referred to can be found in Appendix F (pp. 198-244).

Competency 1

Table I reflects competencies related to Planning. The data for competency 1, Anticipating the Future, revealed that 96.3 percent of managers performed this competency with a mean importance score of 3.95; 98.2 percent of instructors included this competency in instruction with a mean importance score of 3.81. Both the corrected chi square and the t value indicated there was no significant difference between the two groups regarding competency 1. As shown in Table XIII the mode importance score for both managers and instructors was 4.0 (high importance). This competency relates to planning for the future, being adaptive, and coordinating decisions which are directed toward chosen broad goals of the future.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested using one-way analysis of variance, the data revealed that there were no significant

differences for any of the variables.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the F-ratio of 3.854 was significant at the .05 level for salary range for this competency.

Competency 2

The data for competency 2, Using Planning Process, shown in Table I revealed that 99.1 percent of managers performed this competency with a mean importance score of 3.99; 99.4 percent of instructors included this competency in instruction with a mean importance score of 3.86. Both the corrected chi square and the t value indicated there was no significant difference between the two groups regarding competency 2. As shown in Table XIII the mode importance score for both managers and instructors was 4.0 (high importance). This competency relates to utilizing the planning process which includes setting goals, searching for future opportunities, formulating plans, setting targets for implementation, and following up the results.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested using one-way analysis of variance, the data revealed that there were no significant differences for any of the variables.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences.

Competency 3

Table II reflects competencies related to Organizing. The data for competency 3, Organization Structure, revealed that 97.2 percent of managers performed this competency with a mean importance score of 3.72; 100.0 percent of instructors included this competency in instruction with a mean importance score of 3.75. Both the corrected chi square and the t value indicated there was no significant difference between the two groups regarding competency 3. As shown in Table XIII, the mode importance score for both managers and instructors was 4.0 (high importance). This competency relates to understanding organization in terms of structure of authority relationships such as line, staff, and functional organizations.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested using one-way analysis of variance, the data revealed that there were no significant differences for any of the variables.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary

range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 4

The data for competency 4, Organization Principles, shown in Table II revealed that 96.2 percent of managers performed this competency with a mean importance score of 3.42; 99.4 percent of instructors included this competency in instruction with a mean importance score of 3.67. Both the corrected chi square and the t value indicated there was no significant difference between the two groups regarding competency 4. As shown in Table XIII, the mode importance score for managers was 3.0 (average importance); the importance scores for instructors were bimodal--3.0 (average importance) and 4.0 (high importance). This competency refers to employing basic principles as guides in the organizing function, i.e., unity of command, exception principle, span of control, chain of command, specialization, and decentralization.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested using one-way analysis of variance, the data revealed that there were no significant differences for any of the variables.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary

range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 5

The data for competency 5, Modern Organization Theory, shown in Table II revealed that 92.5 percent of managers performed this competency with a mean importance score of 2.78; 92.6 percent of instructors included this competency in instruction with a mean importance score of 2.74. Both the corrected chi square and the t value indicated there was no significant difference between the two groups regarding competency 5. As shown in Table XIII, the mode importance score for both managers and instructors was 3.0 (average importance). This competency refers to understanding new theories of organization which focus on the interdisciplinary approach. Some of the modern theories include: acceptance theory of authority, identification theory, the nature of individuals, matrix organization, and fusion model of organization.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, the F-ratios of 5.38 for sex and 4.72 for quarter hours in Office Management were significant at the .05 level for competency 5.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for competency 5.

Competency 6

Table III reflects competencies related to Controlling. The data for competency 6, Applying Control Elements, revealed that 94.4 percent of managers performed this competency with a mean importance score of 3.62; 93.8 percent of instructors included this competency in instruction with a mean importance score of 3.37. Both the corrected chi square and the t value indicated there was no significant difference between the two groups regarding competency 6. As shown in Table XIII, the mode importance score for both managers and instructors was 4.0 (high importance). This competency refers to controlling through a system which compares chosen goals or criteria against current activities and makes any corrections to achieve desired results.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, the F-ratio of 4.22 was significant at the .05 level for experience.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary

range were tested for managers using one-way analysis of variance, the F-ratio of 3.99 was significant at the .05 level for number of employees supervised.

Competency 7

The data for competency 7, Principles of Control, shown in Table III revealed that 97.2 percent of managers performed this competency with a mean importance score of 3.61; 93.2 percent of instructors included this competency in instruction with a mean importance score of 3.28. The corrected chi square indicated there was no significant difference between the two groups regarding this competency. The t value of -2.24 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 7. As shown in Table XIII, the mode importance score for both managers and instructors was 4.0 (high importance). This competency refers to applying principles of control which include allowance for adjustments at critical points, feedback systems, flexibility, tailor-made systems, self-control systems, direct control systems, and human factors.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for experience with a F-ratio of 6.65 and for sex with a F-ratio of 4.74 for competency 7.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the F-ratio of 3.79 was significant at the .05 level for number of employees supervised for this competency.

Competency 8

Table IV reflects competencies related to Staffing. The data for competency 8, Personnel Management, revealed that 86.0 percent of managers performed this competency with a mean importance score of 3.44; 98.9 percent of instructors included this competency in instruction with a mean importance score of 3.98. The corrected chi square value of 17.34 was significant at the .05 level, indicating differences in the number of managers performing this competency and the number of instructors including this competency in instruction. The t value of 3.16 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 8. As shown in Table XIII, the mode importance score for both managers and instructors was 4.0 (high importance). This competency refers to performing personnel functions such as recruitment, selection, placement, promotion, and firing of personnel.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors

using one-way analysis of variance, the F-ratio of 3.41 was significant at the .05 level for education for competency 8.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the F-ratio of 2.73 was significant at the .05 level for number of employees supervised for this competency.

Competency 9

The data for competency 9, Training and Development, shown in Table IV, revealed that 93.5 percent of managers performed this competency with a mean importance score of 3.59; 97.7 percent of instructors included this competency in instruction with a mean importance score of 3.70. Both the corrected chi square and the t value indicated there was no significant difference between the two groups regarding competency 9. As shown in Table XIII, the mode importance score for both managers and instructors was 4.0 (high importance). This competency refers to conducting formal and/or informal training programs for employee development.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, the data revealed that

there were no significant differences for any of the variables for competency 9.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 10

The data for competency 10, Human Factors/Motivation, shown in Table IV revealed that 98.1 percent of managers performed this competency with a mean importance score of 4.08; 98.9 percent of instructors included this competency in instruction with a mean importance score of 4.24. Both the corrected chi square and the t value indicated there was no significant difference between the two groups regarding competency 10. As shown in Table XIII, the mode importance score for managers was 4.0 (high importance); the mode importance score for instructors was 5.0 (very high importance). This competency relates to applying knowledge of human relations in motivating individual employees toward cooperative goals through their interactions in the work environment.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, the data revealed

that there were no significant differences for any of the variables for competency 10.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 11

The data for competency 11, Status and Role, shown in Table IV revealed that 97.2 percent of managers performed this competency with a mean importance score of 3.38; 94.3 percent of instructors included this competency in instruction with a mean importance score of 3.18. Both the corrected chi square and the t value indicated that there was no significant difference between the two groups regarding competency 11. As shown in Table XIII, the mode importance score for both managers and instructors was 3.0 (average importance). This competency refers to understanding how the status and role system of an organization can facilitate achievement of both organizational and individual goals.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the in Office Management were tested for managers and instructors using one-way analysis of variance, the data revealed that there were no significant differences for any of the variables for competency 11.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 12

Table V reflects competencies related to Directing. The data for competency 12, Initiating Action, revealed that 96.3 percent of managers performed this competency with a mean importance score of 4.05; 98.9 percent of instructors included this competency in instruction with a mean importance score of 3.86. Both the corrected chi square and the t value indicated there was no significant difference between the two groups regarding competency 12. As shown in Table XIII, the mode importance score for both managers and instructors was 4.0 (high importance). This competency refers to influencing the actions of subordinates toward common goals. This could include issuing clear and complete orders, training subordinates, motivating workers, maintaining a reward and discipline system, etc.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, the F-ratio of 3.32 was significant at the .05 level for experience for competency 12.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the F-ratio of 5.60 was significant at the .05 level for number of employees supervised for this competency.

Competency 13

The data for competency 13, Recognizing Leadership Styles, shown in Table V revealed that 96.3 percent of managers performed this competency with a mean importance score of 3.20; 98.3 percent of instructors included this competency in instruction with a mean importance score of 3.55. The corrected chi square indicated there was no significant difference between the two groups regarding this competency. The t value of 2.66 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 13. As shown in Table XIII, the mode importance score for both managers and instructors was 3.0 (average importance). This competency relates to recognizing and analyzing the basic types of leadership styles: dictatorial, benevolent-autocratic, democratic, laissez faire, Theory X and Y, etc.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, the data revealed that

there were no significant differences for any of the variables for competency 13.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 14

The data for competency 14, Developing Personal Leadership Style, shown in Table V revealed that 97.2 percent of managers performed this competency with a mean importance score of 3.74; 94.9 percent of instructors included this competency in instruction with a mean importance score of 3.43. The corrected chi square indicated there was no significant difference between the two groups regarding this competency. The t value of -2.24 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 14. As shown in Table XIII, the mode importance score for both managers and instructors was 4.0 (high importance). This competency refers to a person developing his/her own style of leadership dependent on personal traits of the manager, skills and abilities of subordinates, and the nature of the situation.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours

in Office Management were tested for managers and instructors using one-way analysis of variance, the F-ratio of 4.13 was significant at the .05 level for quarter hours in Office Management for competency 14.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the F-ratio of 2.53 was significant at the .05 level for number of employees supervised for this competency.

Competency 15

The data for competency 15, Supervising, shown in Table V revealed that 97.2 percent of managers performed this competency with a mean importance score of 4.03; 98.3 percent of instructors included this competency in instruction with a mean importance score of 3.68. The corrected chi square indicated there was no significant difference between the two groups regarding this competency. The t value of -2.75 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 15. As shown in Table XIII, the mode importance score for both managers and instructors was 4.0 (high importance). This competency relates to supervising employees where there is direct contact, interpreting company policies to workers, seeing that performance is accomplished in line with goals, and initiating corrective action where necessary.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for education with a F-ratio of 2.79 and for experience with a F-ratio of 2.76 for competency 15.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the F-ratio of 2.70 was significant at the .05 level for number of employees supervised for this competency.

Competency 16

Table VI reflects competencies related to Communicating. The data for competency 16, Flow of Communications, revealed that 98.1 percent of managers performed this competency with a mean importance score of 3.91; 97.8 percent of instructors included this competency in instruction with a mean importance score of 3.98. Both the corrected chi square and the t value indicated there was no significant difference between the two groups regarding competency 16. As shown in Table XIII, the mode importance score for managers was 4.0 (high importance); the mode importance score for instructors was 5.0 (very high importance). This competency refers to understanding and using

effectively the proper flow of communications: vertical, horizontal, and informal.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, the data revealed that there were no significant differences for any of the variables for competency 16.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 17

The data for competency 17, Oral Communication, shown in Table VI revealed that 98.1 percent of managers performed this competency with a mean importance score of 4.10; 96.6 percent of instructors included this competency in instruction with a mean importance score of 3.74. The corrected chi square indicated there was no significant difference between the two groups regarding this competency. The t value of -2.87 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 17. As shown in Table XIII, the mode importance score for both managers and instructors was 4.0 (high importance). This competency refers to

articulating logical thought processes orally. Examples of this could include giving job instructions, interpreting company policies to others, or utilizing telephone communications.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, the F-ratio of 3.47 was significant at the .05 level for education for competency 17.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 18

The data for competency 18, Written Communication, shown in Table VI revealed that 97.2 percent of managers performed this competency with a mean importance score of 3.93; 90.4 percent of instructors included this competency in instruction with a mean importance score of 3.36. The corrected chi square indicated there was no significant difference between the two groups regarding this competency. The t value of -3.68 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 18. As shown in Table XIII, the mode importance score for managers was 4.0 (high

importance); the mode importance score for instructors was 5.0 (very high importance). This competency refers to writing business communications such as letters, form paragraphs, office manuals, reports, job instructions, etc.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for education with a F-ratio of 4.38, for experience with a F-ratio of 3.28, and for sex with a F-ratio of 4.47 for competency 18.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 19

The data for competency 19, Listening Skills, shown in Table VI revealed that 99.1 percent of managers performed this competency with a mean importance score of 4.08; 89.9 percent of instructors included this competency in instruction with a mean importance score of 3.26. The corrected chi square value of 7.63 was significant at the .05 level, indicating differences in the number of managers performing this competency and the number of instructors including this

competency in instruction. The t value of -5.39 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 19. As shown in Table XIII, the mode importance score for managers was 5.0 (very high importance); the importance scores for instructors were bimodal--3.0 (average importance) and 5.0 (very high importance). This competency refers to developing listening skills for both verbal and non-verbal communications.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for education with a F-ratio of 6.01, for experience with a F-ratio of 3.85, and for quarter hours in Office Management with a F-ratio of 3.46 for competency 19.

Table XVI shows that when the demographic characteristics of the number of employees supervised and salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 20

The data for competency 20, Justification--Selling Skills, shown in Table VI revealed that 94.4 percent of managers performed this competency with a mean importance

score of 3.45; 89.7 percent of instructors included this competency in instruction with a mean importance score of 2.95. The corrected chi square indicated there was no significant difference between the two groups regarding this competency. The t value of -3.13 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 20. As shown in Table XIII the mode importance score for managers was 4.0 (high importance); the mode importance score for instructors was 3.0 (average importance). This competency refers to justifying new programs, equipment, and/or personnel to upper levels of management.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for education with a F-ratio of 2.50 and for experience with a F-ratio of 3.15 for competency 20.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 21

Table VII reflects competencies related to Decision Making. The data for competency 21, Choosing Action Plan, revealed that 99.1 percent of managers performed this competency with a mean importance score of 3.88; 94.9 percent of instructors included this competency in instruction with a mean importance score of 3.55. The corrected chi square indicated there was no significant difference between the two groups regarding this competency. The t value of -2.72 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 21. As shown in Table XIII the mode importance score for both managers and instructors was 4.0 (high importance). This competency involves choosing a course of action through individual or team decision making to achieve desired results.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, the data revealed that there were no significant differences for any of the variables for competency 21.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 22

The data for competency 22, Using Analytical Skills, shown in Table VII revealed that 97.2 percent of managers performed this competency with a mean importance score of 4.10; 96.1 percent of instructors included this competency in instruction with a mean importance score of 3.72. The corrected chi square indicated there was no significant difference between the two groups regarding this competency. The t value of -3.01 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 22. As shown in Table XIII, the mode importance score for both managers and instructors was 4.0 (high importance). This competency refers to decision making when an individual must understand the situation, recognize the right problem, search for available alternatives, and select the solution.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for education with a F-ratio of 2.41 and for quarter hours in Office Management with a F-ratio of 3.27 for competency 22.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of

variance, the data revealed that there were no significant differences for this competency.

Competency 23

The data for competency 23, Formulating Policy, shown in Table VIII revealed that 92.5 percent of managers performed this competency with a mean importance score of 3.44; 89.9 percent of instructors included this competency in instruction with a mean importance score of 2.90. The corrected chi square indicated there was no significant difference between the two groups regarding this competency. The t value of -3.26 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 23. As shown in Table XIII, the mode importance scores for managers was 4.0 (high importance); the importance scores for instructors were bimodal--3.0 (average importance) and 4.0 (high importance). This competency refers to formulating policy decisions which set precedents and provide guides for decision making in the future.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for education with a F-ratio of 2.65 and for experience with a F-ratio of 3.81 for competency 23.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 24

The data for competency 24, Managing Time, shown in Table VII revealed that 99.1 percent of managers performed this competency with a mean importance score of 4.27; 96.1 percent of instructors included this competency in instruction with a mean importance score of 3.76. The corrected chi square indicated there was no significant difference between the two groups regarding this competency. The t value of -4.56 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 24. As shown in Table XIII, the mode importance score for both managers and instructors was 4.0 (high importance). This competency refers to managing time effectively, setting priorities, and shifting priorities as necessary.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, the F-ratio of 3.89 was significant at the .05 level for education for competency 24.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 25

Table VIII reflects competencies related to Cost and Budgetary Controlling. The data for competency 25, Financial Analysis, revealed that 86.0 percent of managers performed this competency with a mean importance score of 3.26; 88.7 percent of instructors included this competency in instruction with a mean importance score of 2.77. The corrected chi square indicated there was no significant difference between the two groups regarding this competency. The t value of -2.56 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 25. As shown in Table XIII, the mode importance score for managers was 4.0 (high importance); the mode importance score for instructors was 3.0 (average importance). This competency refers to providing financial information to upper level management by which the future operations are planned, key variables are controlled, alternative choices are made, and past performance is analyzed.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter

hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for experience (F-ratio, 4.98), for age (F-ratio, 3.13), and for sex (F-ratio, 5.86) for competency 25.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 26

The data for competency 26, Budgeting, shown in Table VIII revealed that 90.7 percent of managers performed this competency with a mean importance score of 3.34; 91.5 percent of instructors included this competency in instruction with a mean importance score of 2.87. The corrected chi square indicated there was no significant difference between the two groups regarding this competency. The t value of -2.79 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 26. As shown in Table XIII, the mode importance score for managers was 4.0 (high importance); the mode importance score for instructors was 3.0 (average importance). This competency refers to planning business budgets either as an individual or as part of a team.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for experience (F-ratio, 3.92) and for sex (F-ratio, 10.48) for competency 26.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 27

The data for competency 27, Understanding Cost Analysis, shown in Table VIII revealed that 86.9 percent of managers performed this competency with a mean importance score of 3.03; 90.4 percent of instructors included this competency in instruction with a mean importance score of 2.81. Both the corrected chi square and the t value indicated there was no significant difference between the two groups regarding competency 27. As shown in Table XIII, the mode importance score for managers was 4.0 (high importance); the mode importance score for instructors was 3.0 (average importance). This competency refers to understanding and applying cost analysis in making recommendations for cost control and cost reduction programs.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for experience (F-ratio, 2.76) and for sex (F-ratio, 8.69) for competency 27.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 28

Table IX reflects competencies related to Work Measurement. The data for competency 28, Job Standards and Evaluation, revealed that 88.8 percent of managers performed this competency with a mean importance score of 2.95; 98.9 percent of instructors included this competency in instruction with a mean importance score of 3.79. The corrected chi square value of 12.49 was significant at the .05 level, indicating differences in the number of managers performing this competency and the number of instructors including this competency in instruction. The t value of 5.59 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 28. As shown in Table XIII, the mode importance score for

managers was 3.0 (average importance); the mode importance score for instructors was 4.0 (high importance). This competency refers to selecting, developing, and maintaining quality and quantity standards for office tasks through job analysis methods.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for education (F-ratio, 13.07), for sex (F-ratio, 11.26), and for quarter hours in Office Management (F-ratio, 3.42) for competency 28.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 29

The data for competency 29, Work Simplification, shown in Table IX revealed that 96.3 percent of managers performed this competency with a mean importance score of 3.59; 99.4 percent of instructors included this competency in instruction with a mean importance score of 3.86. The corrected chi square indicated there was no significant difference between the two groups regarding this competency. The t value of 2.27 was significant at the .05 level,

indicating differences in mean scores of the managers and instructors for competency 29. As shown in Table XIII, the mode importance score for both managers and instructors was 4.0 (high importance). This competency relates to economizing the effort of office employees through searching for the "best way" to complete tasks and determining if some element of office work can be eliminated, combined, changed, or simplified.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, the data revealed that there were no significant differences for any of the variables for competency 29.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 30

Table X reflects competencies related to Office Functions. The data for competency 30, Office Environmental Factors, revealed that 88.8 percent of managers performed this competency with a mean importance score of 2.80; 98.9 percent of instructors included this competency in instruction with a mean importance score of 4.03. The corrected

chi square value of 12.49 was significant at the .05 level, indicating differences in the number of managers performing this competency and the number of instructors including this competency in instruction. The t value of 7.96 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 30. As shown in Table XIII, the mode importance score for managers was 3.0 (average importance); the mode importance score for instructors was 4.0 (high importance). This competency refers to making decisions regarding environmental factors in the office such as space, furniture, lighting, ventilation, color, and sound in terms of physical and psychological effectiveness.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for education (F-ratio, 16.89), for experience (F-ratio, 5.24), and for quarter hours in Office Management (F-ratio, 3.79) for competency 30.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the F-ratio of 4.42 was significant at the .05 level for salary range for this competency.

Competency 31

The data for competency 31, Office Equipment, shown in Table X revealed that 84.1 percent of managers performed this competency with a mean importance score of 2.85; 100.0 percent of instructors included this competency in instruction with a mean importance score of 3.96. The corrected chi square value of 27.31 was significant at the .05 level, indicating differences in the number of managers performing this competency and the number of instructors including this competency in instruction. The t value of 6.68 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 31. As shown in Table XIII, the mode importance score for both managers and instructors was 4.0 (high importance). This competency relates to selecting office equipment, purchasing or leasing of equipment, centralizing a system of maintenance of equipment, and keeping control records of equipment.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for education (F-ratio, 13.00), for experience, (F-ratio, 6.02), for sex (F-ratio, 6.36), and for quarter hours in Office Management (F-ratio, 3.31) for competency 31.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 32

The data for competency 32, Office Supplies, shown in Table X revealed that 80.4 percent of managers performed this competency with a mean importance score of 2.41; 99.4 percent of instructors included this competency in instruction with a mean importance score of 3.52. The corrected chi square value of 31.47 was significant at the .05 level, indicating differences in the number of managers performing this competency and the number of instructors including this competency in instruction. The t value of 6.41 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 32. As shown in Table XIII the mode importance score for managers was 3.0 (average importance); the mode importance score for instructors was 4.0 (high importance). This competency refers to purchasing, managing, and controlling office supplies.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and

instructors using one-way analysis of variance, significant differences at the .05 level were found for education (F-ratio, 11.54), experience (F-ratio, 5.46), sex (F-ratio, 8.22), and quarter hours in Office Management (F-ratio, 3.92) for competency 32.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the F-ratio of 3.77 was significant at the .05 level for salary range for this competency.

Competency 33

The data for competency 33, Design of Office Supplies, shown in Table X revealed that 79.4 percent of managers performed this competency with a mean importance score of 2.36; 95.5 percent of instructors included this competency in instruction with a mean importance score of 3.23. The corrected chi square value of 16.36 was significant at the .05 level, indicating differences in the number of managers performing this competency and the number of instructors including this competency in instruction. The t value of 4.93 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 33. As shown in Table XIII, the mode importance score for both managers and instructors was 3.0 (average importance). This competency refers to designing business forms for use in the office.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for education (F-ratio, 4.74) and for experience (F-ratio, 2.92) for competency 33.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 34

The data for competency 34, Reprographics, shown in Table X revealed that 72.9 percent of managers performed this competency with a mean importance score of 2.17; 95.5 percent of instructors included this competency in instruction with a mean importance score of 3.32. The corrected chi square value of 27.84 was significant at the .05 level, indicating differences in the number of managers performing this competency and the number of instructors including this competency in instruction. The t value of 6.36 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 34. As shown in Table XIII, the mode importance score for both managers and instructors was 3.0

(average importance). This competency refers to selecting appropriate reproduction, collating and binding services, and controlling quality and quantity of copying.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for education (F-ratio, 9.98) and for experience (F-ratio, 3.20) for competency 34.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 35

The data for competency 35, Records Management, shown in Table X revealed that 81.3 percent of managers performed this competency with a mean importance score of 2.62; 92.7 percent of instructors included this competency in instruction with a mean importance score of 3.46. The corrected chi square value of 7.29 was significant at the .05 level, indicating differences in the number of managers performing this competency and the number of instructors including this competency in instruction. The t value of 4.66 was

significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 35. As shown in Table XIII, the mode importance score for managers was 3.0 (average importance); the mode importance score for instructors was 4.0 (high importance). This competency refers to obtaining records management expertise in processes such as coding, storing, destroying, retaining, transferring, copying, and micrographics services.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for education (F-ratio, 5.00) and for experience (F-ratio, 2.77) for competency 35.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 36

The data for competency 36, Mail and Information Distribution, shown in Table X revealed that 77.6 percent of managers performed this competency with a mean importance score of 2.32; 98.3 percent of instructors

included this competency in instruction with a mean importance score of 3.10. The corrected chi square value of 30.96 was significant at the .05 level, indicating differences in the number of managers performing this competency and the number of instructors including this competency in instruction. The t value of 4.49 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 36. As shown in Table XIII the mode importance score for both managers and instructors was 3.0 (average importance). This competency refers to managing mail services--either incoming, outgoing, or both.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for education (F-ratio, 6.21) and for sex (F-ratio, 7.66) for competency 36.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 37

The data for competency 37, Data Processing, shown in Table X revealed that 91.6 percent of managers performed this competency with a mean importance score of 3.25; 91.5 percent of instructors included this competency in instruction with a mean importance score of 3.00. Both the corrected chi square and the t value indicated there was no significant difference between the two groups regarding competency 37. As shown in Table XIII, the mode importance score for both managers and instructors was 3.0 (average importance). This competency refers to understanding data processing and computers and to interpreting computer output.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for experience (F-ratio, 4.48), for sex (F-ratio, 5.46), and for quarter hours in Office Management (F-ratio, 4.83) for competency 37.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 38

The data for competency 38, Word Processing, shown in Table X revealed that 68.9 percent of managers performed this competency with a mean importance score of 2.26; 96.6 percent of instructors included this competency in instruction with a mean importance score of 3.65. The corrected chi square value of 40.64 was significant at the .05 level, indicating differences in the number of managers performing this competency and the number of instructors including this competency in instruction. The t value of 7.24 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 38. As shown in Table XIII, the mode importance score for managers was 0.0 (not included); the mode importance score for instructors was 4.0 (high importance). This competency refers to understanding the relationship of computerized applications to word processing.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for education (F-ratio, 13.79), for experience (F-ratio, 3.00), and for quarter hours in Office Management (F-ratio, 4.03) for competency 38.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 39

Table XI reflects competencies related to Legislation and Union Restrictions. The data for competency 39, Conforming with Laws and Regulations, revealed that 90.7 percent of managers performed this competency with a mean importance score of 3.11; 94.9 percent of instructors included this competency in instruction with a mean importance score of 3.07. Both the corrected chi square and the t value indicated there was no significant difference between the two groups regarding competency 39. As shown in Table XIII, the mode importance score for both managers and instructors was 3.0 (average importance). This competency refers to understanding and conforming with labor laws, union restrictions, and safety laws.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, the data revealed that there were no significant differences for any of the variables for competency 39.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 40

The data for competency 40, Legislation Regarding Small Businesses, shown in Table XI revealed that 49.5 of managers performed this competency with a mean importance score of 1.45; 77.5 percent of instructors included this competency in instruction with a mean importance score of 2.02. The corrected chi square value of 22.45 was significant at the .05 level, indicating differences in the number of managers performing this competency and the number of instructors including this competency in instruction. The t value of 2.93 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 40. As shown in Table XIII, the mode importance score for managers was 0.0 (not included); the mode importance score for instructors was 3.0 (average importance). This competency refers to obtaining knowledge of legislation and government contracts applicable to small businesses or those with minority ownership.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and

instructors using one-way analysis of variance, the F-ratio of 2.68 was significant at the .05 level for education for competency 40.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 41

Table XII reflects competencies related to Other categories. The data for competency 41, Career Path Information, revealed that 86.9 percent of managers performed this competency with a mean importance score of 3.03; 91.5 percent of instructors included this competency in instruction with a mean importance score of 2.90. Both the corrected chi square and the t value indicated there was no significant difference between the two groups regarding competency 41. As shown in Table XIII, the mode importance score for managers was 4.0 (high importance); the mode importance score for instructors was 3.0 (average importance). This competency refers to providing individuals information about entry-level skills, opportunities for advancement, and salary increments.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and

instructors using one-way analysis of variance, the data revealed that there were no significant differences for any of the variables for competency 41.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 42

The data for competency 42, Changing Role of Office Manager, shown in Table XII revealed that 81.3 percent of managers performed this competency with a mean importance score of 2.87; 99.4 percent of instructors included this competency in instruction with a mean importance score of 3.74. The corrected chi square value of 29.58 was significant at the .05 level, indicating differences in the number of managers performing this competency and the number of instructors including this competency in instruction. The t value of 5.10 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 42. As shown in Table XIII, the mode importance score for both managers and instructors was 4.0 (high importance). This competency concerns being flexible in making changes from technician to "systems" specialist.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours

in Office Management were tested for managers and instructors using one-way analysis of variance, the F-ratio of 8.58 was significant at the .05 level for education for competency 42.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 43

The data for competency 43, Changing Concept of the "Office," shown in Table XII revealed that 86.0 percent of managers performed this competency with a mean importance score of 2.79; 98.9 percent of instructors included this competency in instruction with a mean importance score of 3.90. The corrected chi square value of 17.58 was significant at the .05 level, indicating differences in the number of managers performing this competency and the number of instructors including this competency in instruction. The t value of 6.79 was significant at the .05 level, indicating differences in mean scores of the managers and instructors for competency 43. As shown in Table XIII, the mode importance score for managers was 3.0 (average importance); the mode importance score for instructors was 5.0 (very high importance). This competency refers to recognizing that the office of the future may be any place where office functions are performed, not just in an office building.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours in Office Management were tested for managers and instructors using one-way analysis of variance, significant differences at the .05 level were found for education (F-ratio, 14.09), for experience (F-ratio, 3.36), and for quarter hours in Office Management (F-ratio, 3.08) for competency 43.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

Competency 44

The data for competency 44, Ethics in Modern Office, shown in Table XII revealed that 96.2 percent of managers performed this competency with a mean importance score of 3.76; 97.8 percent of instructors included this competency in instruction with a mean importance score of 3.78. Both the corrected chi square and the t value indicated there was no significant difference between the two groups regarding competency 44. As shown in Table XIII, the mode importance score for both managers and instructors was 4.0 (high importance). This competency relates to recognizing and practicing desirable ethical behavior in the office.

Table XIV shows that when the demographic characteristics of education, experience, age, sex, and quarter hours

in Office Management were tested for managers and instructors using one-way analysis of variance, the data revealed that there were no significant differences for any of the variables for competency 44.

Table XVI shows that when the demographic characteristics of the number of employees supervised and the salary range were tested for managers using one-way analysis of variance, the data revealed that there were no significant differences for this competency.

II. DATA COMPARING DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

As shown in Table XV, the demographic characteristics of the managers and instructors were as follows:

Education. Approximately 90 percent of managers had a bachelor's degree or less; 9 percent had a master's degree; 1 percent had a master's plus; and none had a doctoral degree. In contrast, 77 percent of the instructors had a doctoral degree; 16 percent had a master's plus; 6 percent had a master's degree; and only 1 percent had a bachelor's degree. The chi square test indicated there were significant differences between the two groups for this variable at the .00 level.

Experience. Approximately 5 percent of the managers had 5 years' experience or less; approximately 18 percent had 6 to 10 years of experience; and approximately 77 percent

had 11 or more years of experience. In contrast, approximately 31 percent of instructors had 5 years of experience or less; approximately 35 percent had from 6 to 10 years of experience; and approximately 34 percent had 11 or more years of experience. The chi square test indicated there were significant differences between the two groups for this variable at the .00 level.

Age. Approximately 84 percent of the managers were age 36 or older; approximately 16 percent were from age 26 to 35. Similarly, 86 percent of the instructors were age 36 or older; approximately 14 percent were from age 26 to 35. The chi square test indicated there were no significant differences between the two groups for this variable.

Sex. Of the managers, 78.5 percent were male and 21.5 percent were female. Of the instructors, 51.7 percent were male and 48.3 percent were female. The chi square test indicated there were significant differences between the two groups for this variable at the .00 level.

Quarter Hours in Office Management. Approximately 49 percent of managers had earned no quarter hours in office management; 51 percent had earned some credit in office management. In contrast, approximately 22 percent of instructors had earned no quarter hours in office management; 78 percent had earned some credit in office management. The chi square test indicated there were significant differences between the two groups for this variable at the .00 level.

As shown in Table XVII, additional demographic characteristics of the managers according to number of employees supervised and salary range are as follows:

Number of Employees Supervised. Approximately 58 percent of the managers supervised from 1 to 25 employees; approximately 29 percent supervised from 26 to 100 employees; and approximately 13 percent supervised over 100 employees.

Salary Range. Approximately 38 percent of the managers reported an annual salary of $30,000 or more; approximately 28 percent reported a salary range of $25,000 to $29,999; 16.5 percent reported $20,000 to $24,999; 16.5 percent reported $15,000 to $19,999; and only 1 percent reported $10,000 to $14,999.

III. SUPPLEMENTARY DATA

Table XVIII shows the courses which Administrative Office Management collegiate instructors recommended to best prepare individuals to teach office management courses. Each instructor was asked to select three courses.

The three areas most frequently selected were Office Management (80.0 percent), General Management (52.6 percent), and Personnel Management (50.9 percent).

The next most popular courses considered to best prepare an individual to teach office management were perceived to be Organizational Behavior (34.9 percent) and

Data Processing (25.1 percent). The AOM instructors also selected Psychology (13.1 percent), Business Letter Writing (9.7 percent), and Business Report Writing (7.4 percent).

Economics, Records Management, Word Processing, Communication, Management Information Science, Office Secretarial Procedures, and Sociology were areas selected less frequently as being helpful in preparing one to teach office management.

Of the other activities suggested, practical work experience, the joining of professional organizations, personal reading, and the reading of trade and professional journals were also mentioned less frequently as helpful in the preparation to teach office management.

Chapter V includes the findings, conclusions, and recommendations made as a result of the study.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The problem of the study was to determine how the content of Administrative Office Management courses could be improved to provide more relevant instruction. In further defining the problem, the following six purposes were established: (1) to identify competencies needed to perform duties as manager of an office or staff; (2) to determine the degree of importance attached to those competencies as perceived by a sample of Administrative Society (AMS) presidents; (3) to identify competencies which are taught in Administrative Office Management (AOM) collegiate courses; (4) to ascertain the degree of importance attached to those competencies as perceived by a sample of collegiate AOM instructors; (5) to compare the inclusion of competencies identified and the degree of importance attached to those competencies by AMS presidents and AOM instructors; and (6) to determine which demographic characteristics affect the degree of importance reported for competencies and which characteristics differ for the AMS presidents and AOM instructors. The solution to the problem required answers to the following questions:

1. (a) What competencies are being performed by managers of offices on their jobs?

(b) What degree of importance is attached to each competency by practicing managers of offices in performing their duties?

2. (a) Which of the competencies do instructors of collegiate AOM courses report that they include in their instruction?

(b) What degree of importance is attached to each competency as part of AOM instruction by collegiate AOM instructors?

The following hypotheses were tested at the .05 level of significance:

H_1: There are no significant differences between the competencies performed by managers and competencies included in instruction by collegiate AOM instructors.

H_2: There are no significant differences between the degrees of importance attached to each competency by the managers of offices and by the instructors of collegiate AOM courses.

H_3: There are no significant differences for the combined group of managers and instructors regarding the responses for degrees of importance of each competency according to demographic characteristics such as education, experience, age, sex, and quarter hours earned in Office Management courses.

H_4: There are no significant differences in the demographic characteristics of respondents for the variables of educational levels, experience levels, age levels, sex, and number of quarter hours earned in Office Management courses.

H_5: There are no significant differences regarding the degree of importance of each competency as perceived by the managers according to number of employees supervised or salary range.

The following supplementary information was also sought:

What three courses do instructors of AOM think best prepare individuals to teach office management courses at the collegiate level?

The data in this chapter are based on responses by managers and instructors to two forms of a basic questionnaire (with identical item content) developed by the researcher. The questionnaire contained 44 competency statements regarding administrative office management. The population of instructors was represented by a national sample of 204 AOM instructors who taught in institutions affiliated with AACSB or NABTE. The population of office managers was represented by a national sample of 143 managers who were presidents of Administrative Management Society chapters. The respondent group, representing a return rate of 82 percent, consisted of 178 instructors

and 107 managers. Respondents were asked to indicate the degree of importance given to the 44 listed competencies in administrative office management performance or instruction, using a five-point scale. Respondents were also asked to check a specific block if a particular competency was not included. Demographic information was also provided by respondents.

Data gathered from the managers and instructors on the basic questionnaire forms were transferred to computer coding sheets and then to punch cards for computer processing. The primary source for statistical procedures used in this study was the Statistical Package for the Social Sciences (SPSS) program at The University of Tennessee Computing Center, Knoxville.

In analyzing the data collected, computations of frequencies, percentages, means, and modes were completed for the 44 competency statements. Tests of significant difference were computed at the .05 level of significance. Corrected chi square was utilized to determine significant differences between the number of managers performing each competency and the number of instructors including that competency in instruction. The t-test was computed to determine significant differences between the mean importance scores of the managers and instructors for each competency. One-way analysis of variance of the 44 competency statements was computed for all respondents for

each of the five demographic variables to determine significant differences. One-way analysis of variance was also computed for two additional demographic variables of managers to determine significant differences. Chi square was computed to test for significant differences between the characteristics of respondents (managers and instructors) for five demographic variables. Frequency and percentage results were computed for the courses which AOM instructors recommended for prospective AOM instructors.

I. MAJOR FINDINGS

The findings for this study are presented as follows:

Competencies Performed by Managers

1. Of the 44 competencies included in this study, 20 were performed by 95 to 100 percent of the managers surveyed; 8 by 90 to 94 percent of managers; 13 by 75 to 89 percent of managers; and 3 by less than 75 percent of managers.

The 20 competencies performed by 95 to 100 percent of the managers (in descending order) were as follows:

Competency	Title
2	Using Planning Process
19	Listening Skills
21	Choosing Action Plan
24	Managing Time
10	Human Factors/Motivation

(Competency)	(Title)
16	Flow of Communications
17	Oral Communications
3	Organization Structure
7	Principles of Control
11	Status and Role of Staff
14	Developing Personal Leadership Style
15	Supervising
18	Written Communication
22	Using Analytical Skills
1	Anticipating the Future
12	Initiating Action
13	Recognizing Leadership Styles
29	Work Simplification
4	Organization Principles
44	Ethics in Modern Office

Only 49.5 percent of managers indicated they performed competency 40, Legislation Regarding Small Businesses.

2. The competencies with computed mean importance scores reflecting high to very high importance on a five-point scale as rated by the managers in performing their jobs (in descending order) were as follows:

Competency	Title
24	Managing Time
17	Oral Communication
22	Using Analytical Skills

(Competency)	(Title)
10	Human Factors/Motivation
19	Listening Skills
12	Initiating Action
15	Supervising
2	Using Planning Process
1	Anticipating the Future
18	Written Communication
16	Flow of Communications
21	Choosing Action Plan
44	Ethics in Modern Office
14	Developing Personal Leadership Style
3	Organization Structure
6	Applying Control Elements
7	Principles of Control
9	Training and Development
29	Work Simplification

The only competency with a mean less than 2.0 (reflecting very low to low importance on a five-point scale) as rated by the managers in their job performance was number 40, Legislation Regarding Small Businesses, with a mean of 1.449.

3. When the degree of importance for the 44 competencies was viewed in terms of the mode instead of the mean, one (Competency 19--Listening Skills) was deemed to be of very high importance (5.0) by the managers in performing their jobs. Twenty-seven competencies had a mode of 4.0 (high

importance) and were distributed throughout all categories except Legislation and Union Restrictions. Fourteen competencies indicated a mode of 3.0 (average importance) from the managers. The two competencies which had a mode of 0.0 (not included) as rated by the managers were 38--Word Processing and 40--Legislation Regarding Small Businesses.

Competencies Included by Collegiate AOM Instructors

4. Of the 44 competencies included in this study, 29 were included in collegiate administrative office management courses by 95 to 100 percent of the instructors; 10 were included by 90 to 94 percent; and 5 were included by 75 to 89.9 percent.

The 29 competencies included by 95 to 100 percent of the collegiate administrative office management instructors (in descending order) were as follows:

Competency	Title
3	Organization Structure
31	Office Equipment
2	Using Planning Process
4	Organization Principles
29	Work Simplification
32	Office Supplies
42	Changing Role of Office Manager
8	Personnel Management
10	Human Factors/Motivation
12	Initiating Action

(Competency)	(Title)
28	Job Standards and Evaluation
30	Office Environmental Factors
43	Changing Concept of the "Office"
13	Recognizing Leadership Styles
15	Supervising
36	Mail and Information Distribution
1	Anticipating the Future
16	Flow of Communications
44	Ethics in Modern Office
9	Training and Development
17	Oral Communication
38	Word Processing
22	Using Analytical Skills
24	Managing Time
33	Design of Office Supplies
34	Reprographics
14	Developing Personal Leadership Style
21	Choosing Action Plan
39	Conforming with Laws and Regulations

5. The competencies with computed mean importance scores reflecting high to very high importance on a five-point scale as rated by instructors in collegiate AOM instruction (in descending order) were as follows:

Competency	Title
10	Human Factors/Motivation

(Competency)	(Title)
30	Office Environmental Factors
16	Flow of Communications
8	Personnel Management
31	Office Equipment
43	Changing Concept of the "Office"
12	Initiating Action
29	Work Simplification
2	Using Planning Process
1	Anticipating the Future
28	Job Standards and Evaluation
44	Ethics in Modern Office
24	Managing Time
3	Organization Structure
42	Changing Role of Office Manager
17	Oral Communication
22	Using Analytical Skills
9	Training and Development
15	Supervising
4	Organization Principles
38	Word Processing

The only competency with a mean of 2 (reflecting low importance on a five-point scale as rated by the instructors) was number 40, Legislation Regarding Small Businesses.

6. When the degree of importance for the 44 competencies was viewed in terms of the mode instead of the mean, four competencies were deemed to be of very high importance (5.0) by the collegiate AOM instructors. These four were:

Competency	Title
10	Human Factors/Motivation
16	Flow of Communication
18	Written Communication
43	Changing Concept of the "Office"

Twenty-four competencies with a mode of 4.0 (high importance) were distributed throughout all categories except Cost and Budgetary Controlling and Legislation and Union Restrictions. The other 16 competencies indicated a mode of 3.0 (average importance) from the instructors.

Differences in Competencies Included by Managers and Instructors

7. H_1, which stated that there are no significant differences between the competencies performed by managers and competencies included in instruction by collegiate AOM instructors, was accepted for 30 and rejected for 14 of the 44 competency statements. There was no significant difference for 30 competencies when competencies performed by managers were compared to those included by instructors. There was a significant difference in 14 competencies as performed by managers and included by AOM instructors. These 14 competencies were as follows:

Competency	Title
8	Personnel Management
19	Listening Skills
28	Job Standards and Evaluation
30	Office Environmental Factors
31	Office Equipment

(Competency)	(Title)
32	Office Supplies
33	Design of Office Supplies
34	Reprographics
35	Records Management
36	Mail and Information Distribution
38	Word Processing
40	Legislation Regarding Small Businesses
42	Changing Role of Office Manager
43	Changing Concept of the "Office"

Of the 14 competencies with significant differences, 8 were included in the category of Office Function. Thirteen of the 14 with significant differences were included by a higher percentage of instructors than managers; one (19--Listening Skills) was included by a higher percentage of managers than instructors.

Differences in Degrees of Importance Reported for Competencies by Managers and Instructors

8. H_2, which stated that there are no significant differences between the degree of importance attached to each competency by the managers and by AOM instructors, was accepted for 16 and rejected for 28 of the 44 competency statements. There was no significant difference in the degree of importance given to 16 competencies in job performance by managers and in AOM instruction by instructors. There was a significant difference in degrees of importance attached to 28 competencies by managers and instructors.

The mean scores for the instructors were higher than

those of the managers for 15 of the 28 competencies for which the degree of importance was found to be significantly different. These 15 competencies were as follows:

Competency	Title
8	Personnel Management
13	Recognizing Leadership Styles
28	Job Standards and Evaluation
29	Work Simplification
30	Office Environmental Factors
31	Office Equipment
32	Office Supplies
33	Design of Office Supplies
34	Reprographics
35	Records Management
36	Mail and Information Distribution
38	Word Processing
40	Legislation Regarding Small Businesses
42	Changing Role of Office Manager
43	Changing Concept of the "Office"

Of these 15 competencies, 8 were included in the category of Office Function, and 2 were in the category of Work Measurement.

The mean scores for the managers were higher than those of the instructors for 13 of the 28 competencies for which the degree of importance was found to be significantly different. These 13 competencies were as follows:

Competency	Title
7	Principles of Control
14	Developing Personal Leadership Style

(Competency)	(Title)
15	Supervising
17	Oral Communication
18	Written Communication
19	Listening Skills
20	Justification--Selling Skills
21	Choosing Action Plan
22	Using Analytical Skills
23	Formulating Policy
24	Managing Time
25	Financial Analysis
26	Budgeting

Of these 13 competencies, 4 were included in the category of Communicating, 4 were in Decision Making, 2 in Directing, and 2 in Cost and Budgetary Controlling.

Differences in Mean Responses by Demographic Characteristics

8. In testing H_3, which stated that there are no significant differences for the combined group of managers and instructors regarding the responses for degree of importance of each competency according to five demographic characteristics, varied results were obtained, as follows:

Education. The responses of the combined managers and instructors were analyzed by five levels of education. Of the 44 competencies, there was a significant difference in responses to 21 competencies according to level of

education; there was no significant difference for 23. H_3 was rejected for 21 and accepted for 23 of the competencies, based on education.

Experience. The responses of the combined managers and instructors were analyzed by four levels of experience. Of the 44 competencies, there was a significant difference in responses to 20 competencies according to years of experience; there was no significant difference for 24. H_3 was rejected for 20 and accepted for 24 of the competencies, based on experience.

Age. The responses of the combined managers and instructors were analyzed by four categories of age levels. Of the 44 competencies, only 1 showed significant difference in responses according to age level; there was no significant difference for 43. H_3 was rejected for 1 and accepted for 43 competencies, based on age.

Sex. The responses of the combined managers and instructors were analyzed by sex. Of the 44 competencies, there was a significant difference in responses to 11 competencies according to sex; there was no significant difference for 33. H_3 was rejected for 11 and accepted for 33 of the competencies, based on sex.

Quarter Hours in Office Management. The responses of the combined managers and instructors were analyzed by four levels of the number of quarter hours completed in Office Management. Of the 44 competencies, there was a

significant difference in responses to 11 competencies according to the number of quarter hours completed in Office Management; there was no significant difference for 33. H_3 was rejected for 11 and accepted for 33 of the competencies, based on quarter hours in Office Management.

Differences in Demographic Characteristics of Respondents

9. H_4, which stated that there are no significant differences in the demographic characteristics of respondents for five variables, was rejected for education, experience, sex, and quarter hours in Office Management. H_4 was accepted for age.

Managers had significantly less formal education, more years of experience, and fewer quarter hours in Office Management than instructors. There were significantly fewer female managers than female instructors; there were significantly more male managers. Age was not significantly different for managers and instructors.

Differences in Mean Responses of Managers According to Number of Employees Supervised and Salary Range

10. In testing H_5, which stated that there are no significant differences regarding the degree of importance of each competency as perceived by the managers according to the number of employees supervised or salary range, varied results were obtained, as follows:

Number of Employees Supervised. Responses of the managers were analyzed by five categories of number of employees supervised. Of the 44 competencies, there was a significant difference in responses to 6 competencies according to number of employees supervised; there was no significant difference for 38. H_5 was accepted for 38 and rejected for 6 of the competency statements, based on number of employees supervised. The six rejected were as follows:

Competency	Title
6	Applying Control Elements
7	Principles of Control
8	Personnel Management
12	Initiating Action
14	Developing Personal Leadership Style
15	Supervising

Salary Range. Responses of the managers were analyzed by five categories of salary range. Of the 44 competencies, there was a significant difference in responses to 3 competencies according to levels of salary; there was no significant difference for 41. H_5 was accepted for 41 and rejected for 3 of the 44 competencies, based on salary levels. The three rejected were as follows:

Competency	Title
1	Anticipating the Future

(Competency)	(Title)
30	Office Environmental Factors
32	Office Supplies

Supplementary Data

11. The three courses suggested most often by AOM instructors for individuals preparing to teach collegiate AOM courses included the following: Office Management, General Management, and Personnel Management. Organizational Behavior and Data Processing were selected next most often. The courses suggested least often included the following: Sociology, Office Secretarial Procedures, Management Information Science, Communication, and Word Processing.

II. CONCLUSIONS

Based on the findings of this study, the following conclusions were made:

1. Forty-four identifiable competencies are being performed by Administrative Office Managers in their jobs. Communicating, Directing, Decision Making, Planning, Organizing, and Staffing are areas of competencies being performed by a very high percentage of office managers. Competencies related to Legislation and Union Restrictions are least performed by office managers.

2. Administrative Office Managers perceive

competencies relating to Communicating, Decision Making, Planning, Controlling, Staffing, and Directing as being highly important in performing their jobs. Competencies relating to Legislation and Union Restrictions are perceived as least important in job performance by the office managers.

3. Instructors of collegiate Administrative Office Management courses include the 44 identifiable competencies in their instruction. A very high percentage of instructors include competencies related to the categories of Office Function, Directing, Decision Making, Staffing, Planning, Organizing, Communicating, and Work Measurement. Competencies related to Legislation Regarding Small Businesses are included by the least number of instructors.

4. Administrative Office Management instructors place high emphasis upon the teaching of competencies related to the Office Function, Staffing, Planning, Organizing, Directing, Communicating, Decision Making, and Work Measurement.

5. Administrative Office Management instructors include 30 of 44 competencies which are performed by office managers. The instructors are including the area of Office Function more than managers are performing this area. More managers include the competency of Listening than instructors.

6. Administrative Office Managers and Administrative

Office Management instructors differ on the degree of importance for 28 of the 44 competency statements. Instructors place more emphasis on competencies related to the Office Function and Work Measurement than managers are giving them in job performance. Office Managers place more importance on competencies related to Communicating, Decision Making, Directing, and Cost and Budgetary Controlling than instructors are giving them in Administrative Office Management instruction.

7. Numerous occurrences of demographic variables of education, experience, sex, and quarter hours earned in Office Management affected the way respondents rated importance of the competencies. Age had no effect.

8. Managers and instructors were different for the characteristics of sex, levels of education, years of experience, and number of quarter hours in Office Management.

9. The demographic variables of number of employees supervised and salary range had minimal effect on the way managers rated importance of the competencies.

10. Instructors in this study perceived Office Management, General Management, and Personnel Management as the courses which best prepare one to teach collegiate Administrative Office Management.

III. RECOMMENDATIONS

1. The 44 competencies that were identified in this study should be used to upgrade or develop content of collegiate level courses in Administrative Office Management.

2. A diversified Administrative Office Management curriculum should be implemented to teach the varied competencies that have been identified as important for aspiring administrative office managers.

3. Administrative Office Management instructors should decrease the amount of importance given to the Office Function and Work Measurement in Office Management courses. They should insure that prospective office managers demonstrate competence in the areas of Communicating, Listening, Decision Making, Directing, and Cost and Budgetary Controlling either in Administrative Office Management courses or through supplemental management courses in the Business curricula.

4. Administrative Office Management instructors should use information from the findings of this study to inform office management students of what the reasonable career expectations are in this field.

5. Collegiate instructors should advise prospective Administrative Office Management instructors to obtain training in the three courses selected as most important

by current office management instructors: Office Management, General Management, and Personnel Management.

6. A study should be conducted to observe Administrative Office Managers on the job to determine if competencies performed are indeed the same as those reported in this survey.

7. Further study should be made of Administrative Office Managers by college major and title. They should be surveyed to find which courses have been most helpful to them in their jobs.

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APPENDICES

APPENDIX A

LETTER TO GREATER KNOXVILLE A.M.S. CHAPTER TO OBTAIN SANCTION FOR THIS RESEARCH PROJECT

August 7, 1978

Ms. Joyce Wallace, President
Greater Knoxville Chapter
Administrative Management Society
U.T. Environmental Center
Knoxville, TN 37916

Dear Joyce:

This is a request for the Greater Knoxville Chapter of the Administrative Management Society to consider giving sanction to a research study being conducted by Betty H. Smith as part of the requirements for the Ed.D. degree in Vocational Technical Education at The University of Tennessee, Knoxville. Dr. John J. Stallard, Department of Office Administration and Business Education at U.T., is directing the study. Dr. Stallard and Betty are both members of the Greater Knoxville Chapter of A.M.S.

In conducting the study, a sample of members of the Greater Knoxville chapter will be asked to participate in a pilot study to test the readability of the questionnaire. Presidents of A.M.S. chapters throughout the United States (approximately 150) will then be asked to respond to the questionnaire, indicating the degree of importance for stated skills and competencies in performing their duties as supervisors/managers of offices. The information collected will be coded to maintain anonymity. No personal identification of any sort will appear in written reports or summaries of the project.

The specific purposes of the study involve the identification of competencies needed by supervisors/managers of offices as perceived by office managers and the degree of importance of those competencies as perceived by instructors of collegiate office management courses.

Those who participate will receive a copy of the results of the study. A sample letter and questionnaire are attached.

Please direct any questions regarding this research project to Betty.

Action taken by Greater Knoxville Chapter of
Administrative Management Society
Sanction: Yes_____ No_____
Date: _____

Requested by: Betty H. Smith, The University of Tennessee, Box 8114, U.T. Station, Knoxville, TN 37916

APPENDIX B

PRELIMINARY SURVEY INSTRUMENT, ACCOMPANYING SAMPLE COVER LETTERS TO NABTE AND AACSB INSTITUTIONS, AND SAMPLE FOLLOW-UP LETTER TO DETERMINE AVAILABILITY OF COURSES IN OFFICE MANAGEMENT

SURVEY REGARDING INSTRUCTION IN OFFICE MANAGEMENT

Directions: Please fill in the appropriate information and/or check the appropriate blanks.

NAME OF YOUR INSTITUTION: _____
Address: _____

1. Does your institution offer course(s) in Office Management? _____(1) Yes _____(2) No

2. If Office Management is offered, please list the name of the instructor who is most responsible for the course(s). _____

3. If Office Management course(s) are offered, please indicate the title(s) of the course(s) in Office Management by checking the appropriate space or adding additional titles:
   _____(1) "Administrative Office Management"
   _____(2) "Office Management"
   _____(3) "Information Management"
   _____(4) "Problems in Office Management"
   _____(5) Other (please list):
   _____
   _____

4. If Office Management course(s) are offered, please indicate the text(s) used by checking appropriate spaces or adding additional text(s) used:
   _____(1) John J. W. Neuner, B. Lewis Keeling, and Norman F. Kallaus, Administrative Office Management (Cincinnati: South-Western Publishing Company, 1972).
   _____(2) Irene Place, Charles B. Hicks, and Robin L. Wilkinson, Office Management (San Francisco: Canfield Press, 1971).
   _____(3) Zane K. Quible, Introduction to Administrative Office Management (Cambridge: Winthrop Publishers, Inc., 1977).
   _____(4) George R. Terry, Office Management and Control (Homewood: Richard D. Irwin, Inc., 1975).
   _____(5) Other (Please list author, title, city, publisher, and date):
   _____

If you wish to receive a copy of the major results of the study when it is completed, please check here_____.
Return by October 13 to: Betty H. Smith, The University of Tennessee, Box 8114, U.T. Station, Knoxville, TN 37916

THE UNIVERSITY OF TENNESSEE
Knoxville 37916

College of Business Administration

September 29, 1978

As NABTE representative of your institution, will you please take a few minutes to complete the enclosed questionnaire regarding the availability of courses in Office Management at your school.

The questionnaire represents the initial step of a study being conducted through The University of Tennessee to assess instruction currently offered in collegiate Office Management courses. Those schools who offer courses in Office Management will be asked to participate in another survey in the near future.

Dr. E. Warren Neel (Dean of the College of Business) and Dr. John J. Stallard (Departments of Office Administration and Business Education) have given their support to this research project.

The study is being done on a national scope for greater applicability--so your response is very IMPORTANT! Please use the enclosed, stamped envelope for returning the completed questionnaire by October 13.

Sincerely,

Betty Hester Smith
The University of Tennessee
Box 8114, U.T. Station
Knoxville, TN 37916

Enclosures

THE UNIVERSITY OF TENNESSEE
Knoxville 37916

College of Business Administration October 2, 1978

Will you please take a few minutes to complete the enclosed questionnaire regarding the availability of courses in Office Management at your school? Your institution has been selected to respond as a member of AACSB.

The questionnaire represents the initial step of a study being conducted through The University of Tennessee to assess instruction currently offered in collegiate Office Management courses. Those schools who offer courses in Office Management will be asked to participate in another survey in the near future.

Dr. C. Warren Neel (Dean of the College of Business) and Dr. John J. Stallard (Departments of Office Administration and Business Education) have given their support to this research project.

The study is being done on a national scope for greater applicability--so your response is very IMPORTANT! Please use the enclosed, stamped envelope for returning the completed questionnaire by October 13.

Sincerely,

Betty Hester Smith
The University of Tennessee
Box 8114, U.T. Station
Knoxville, TN 37916

Enclosures

THE UNIVERSITY OF TENNESSEE
Knoxville 37916

College of Business Administration November 22, 1978

Dear Business Educator:

Will you please take a few minutes to complete the enclosed questionnaire regarding the availability of courses in Office Management at your school?

Your participation is urgently needed! I have not yet received a response from your institution to a survey sent in October.

This questionnaire represents the initial step of a study being conducted through The University of Tennessee to assess instruction currently offered in collegiate Office Management courses. Dr. John J. Stallard (Departments of Office Administration and Business Education) has given his support to this research project.

The study is being done on a national scope--so your response is VERY IMPORTANT! Please use the enclosed, stamped envelope for returning the completed questionnaire by December 4.

Sincerely,

Betty Hester Smith
The University of Tennessee
Box 8114, U.T. Station
Knoxville, TN 37916

Enclosures

APPENDIX C

LISTS OF PILOT TEST INSTRUCTORS AND MANAGERS, SAMPLE PILOT TEST INSTRUMENTS, AND SAMPLE LETTERS TO PILOT TEST PARTICIPANTS

PILOT TEST GROUP

Managers (Administrative Management Society members)

Lynn Claiborne,
Professional Temporary Service, Knoxville, TN

R. J. Hybril,
TRW Company, Rogersville, TN

Carlton G. Little,
Knoxville Utilities Board, Knoxville, TN

Eugene B. Reed,
Bush Brothers & Co., Clinton, TN

Tom Smoot,
Knoxville News-Sentinel, Knoxville, TN

Collegiate Instructors

Dr. Margaret H. Bahniuk, Associate Professor,
Cleveland State University, Cleveland, OH

Dr. Emogene M. Hogg,
Eastern Kentucky University, Richmond, KY

Mrs. Helen Petree, Assistant Professor,
The University of Tennessee, Knoxville, TN

Dr. Jim Smiley,
Morehead State University, Morehead, KY

Dr. John J. Stallard, Associate Professor,
The University of Tennessee, Knoxville, TN

PILOT TEST

Please return this sheet with the completed questionnaire by November 3, 1979.

YOUR NAME: _____

Number of minutes it took you to complete this questionnaire: _____

1. General comments about ease or difficulty of responding to items on the questionnaire:

2. Are directions clear? Could you do what was asked?

3. Please list here any changes you recommend in specific items on the questionnaire. Are the items readable? Easy to understand?

   Item number ____:

   Item number ____:

   Item number ____:

   Item number ____:

4. Please give any general suggestions for improvement or changes before final mailing to Office Management Instructors.

(PLEASE USE OTHER SHEETS OF PAPER AS NEEDED FOR GIVING ANY SUGGESTIONS FOR IMPROVING THIS QUESTIONNAIRE.)

Return to Betty H. Smith, 2055 Eckles Drive, Maryville, TN 37801

PILOT TEST--SAMPLE LETTER TO MANAGERS

2055 Eckles Drive
Maryville, TN 37801
October 19, 1978

Dear

Will you please take a few minutes to complete the enclosed questionnaire? It should require only 15-20 minutes of your time, and it will be of invaluable aid to me as I begin a research study on office management.

The questionnaire is part of a research project which has been sanctioned by the Greater Knoxville Chapter of A.M.S., of which I am a new member. Dr. Jack Stallard, my major professor, is directing the study for a dissertation at The University of Tennessee, Knoxville.

Your participation in this pilot test will help me determine whether the items on the questionnaire are easy to read, understand, and answer. Please read the directions on the questionnaire and mark responses which reflect your duties in your job as an office supervisor/manager. I am interested in whether you find the directions easy to follow, whether the items are clear, whether you have other items to add, etc.

Your comments and suggestions will help me make any needed revisions before the questionnaire is sent to presidents of approximately 150 A.M.S. chapters throughout the United States.

I value your input. This study will eventually count toward CAP points for our chapter. Please return the completed questionnaire and suggestion sheet by November 3. A stamped envelope is enclosed for your convenience.

Sincerely,

Betty H. Smith

Enclosures

P.S. If you have any questions, feel free to call me collect at home in Maryville (615-983-7172). I am usually home by about 4:00 p.m. (except Monday). I can be reached at Alcoa High School (982-4631) from 1:00 to 2:00 p.m. Tuesday through Friday.

PILOT TEST--SAMPLE LETTER TO INSTRUCTORS

2055 Eckles Drive
Maryville, TN 37801
November 25, 1978

Dear

Will you please take a few minutes to complete the enclosed questionnaire? It should require only 15-20 minutes of your time, and it will be of invaluable aid to me as I begin a research study on Office Management.

The questionnaire is part of a research project being conducted through The University of Tennessee, Knoxville. Dr. Jack Stallard, my major professor, is directing the study.

Your participation in this pilot test will help me determine whether the items on the questionnaire are easy to read, understand, and answer. Please read the directions on the questionnaire and mark responses which reflect the degree of importance you give to the items listed in your instruction of Office Management courses.

I am interested in whether you find the directions easy to follow, whether the items are clear, whether you have other items to add, etc. Your comments and suggestions will help me make any needed revisions before the questionnaire is sent to other instructors of Office Management throughout the United States.

I value your input. Please return the completed questionnaire and suggestion sheet by December 5. A stamped envelope is enclosed for your convenience.

Sincerely,

Betty H. Smith

Enclosures

P.S. If you have any questions, feel free to call me collect at home in Maryville (615-983-7172). I am usually home by about 4:00 p.m. (except Monday). I can be reached at Alcoa High School (982-4631) from 1:00 to 2:00 p.m. Tuesday through Friday.

Administrative Management Society Chapter Presidents
Competencies of Supervisors/Managers of Offices

By circling the appropriate number to the right of each item, please indicate (on a scale from 0-5) the degree of importance of that skill or competency in performing your duties as supervisor or manager of an office or staff. "0" indicates "No Importance"; "5" indicates "Very High Importance."

Instructors of Office Management Courses
Competencies Included in Office Management Instruction

By circling the appropriate number to the right of each item, please indicate (on a scale from 0-5) the degree of importance of that skill or competency as part of your instruction in Office Management courses. "0" indicates "No Importance"; "5" indicates "Very High Importance."

EXAMPLES:	No Importance	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
0.	0	1	2	3	4	5

I. MANAGEMENT FUNCTIONS
PLANNING

1. Anticipating the Future
Planning for the future and being adaptive. Coordinating decisions which are directed toward chosen broad goals of the future. 0 1 2 3 4 5

2. Using Planning Process
Utilizing the planning process which includes: setting goals, searching for future opportunities, formulating plans, setting targets for implementation, and following up the results. 0 1 2 3 4 5

	No Importance	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
ORGANIZING						
3. Organization Structure Understanding organization in terms of structure of authority relationships such as line, staff, and functional organizations.	0	1	2	3	4	5
4. Organization Principles Employing basic principles as guides in the organizing function, i.e., unity of command, exception principles, span of control, chain of command, specialization, and decentralization.	0	1	2	3	4	5
5. Modern Organization Theory Understanding new theories of organization which focus on the interdisciplinary approach. Some of the modern theories include: acceptance theory of authority, identification theory, the nature of individuals, matrix organization, and fusion model of organization.	0	1	2	3	4	5
CONTROLLING						
6. Applying Control Elements Controlling through a system which compares chosen goals or criteria against current activities and makes any corrections to achieve desired results.	0	1	2	3	4	5

	No Importance	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
7. Principles of Control Applying principles of control which include allowance for: adjustments at critical points, feedback systems, flexibility, tailor-made systems, self-control systems, direct control systems, and consideration of human factors.	0	1	2	3	4	5
STAFFING						
8. Personnel Management Performing personnel functions such as recruitment, selection, placement, promotion, and firing of personnel.	0	1	2	3	4	5
9. Training and Development Conducting formal and/or informal training programs for employee development.	0	1	2	3	4	5
10. Human Factors/Motivation Applying knowledge of human relations in motivating individual employees toward cooperative goals through their interactions in the work environment.	0	1	2	3	4	5
11. Status and Role Understanding how the organizational status and role system can facilitate compatibility between organizational and individual objectives.	0	1	2	3	4	5

	No Importance	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
DIRECTING						
12. Initiating Action Influencing the actions of subordinates toward common goals by issuing clear and complete orders, by training subordinates on assignments, by motivating workers to meet organizational expectations, and by maintaining a reward and discipline system.	0	1	2	3	4	5
13. Recognizing Leadership Styles Recognizing and analyzing the basic types of leadership styles: dictatorial, benevolent-autocratic, democratic, laissez faire, McGregor's Theory X and Y, etc.	0	1	2	3	4	5
14. Developing Personal Leadership Style Developing his/her own style of leadership dependent on personal traits of the manager, skills and abilities of subordinates, and the nature of the situation.	0	1	2	3	4	5
15. Supervising Supervising employees where there is direct contact, interpreting company policies to workers, seeing that performance is accomplished in line with goals, and initiating corrective action where necessary.	0	1	2	3	4	5

	No Importance	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
COMMUNICATING						
16. Flow of Communications Understanding and using effectively the proper flow of communications: vertical, horizontal, and informal.	0	1	2	3	4	5
17. Oral Communication Articulating logical thought processes orally, including job instructions, interpretation of company policies/ procedures to others, and telephone communications.	0	1	2	3	4	5
18. Written Communication Writing business communications such as letters, form paragraphs, office manuals, reports, job instructions, etc.	0	1	2	3	4	5
19. Listening Skills Developing listening skills for both verbal and non-verbal communication.	0	1	2	3	4	5
20. Justification--Selling Skills Justifying new programs, equipment, and/or personnel to upper levels of management.	0	1	2	3	4	5

	No Importance	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
DECISION MAKING						
21. Choosing Action Plan Choosing a course of action through individual or team decision making for the purpose of achieving desired results.	0	1	2	3	4	5
22. Using Analytical Skills In decision making, understanding the situation, recognizing the right problem, searching for available alternatives, and selecting the solution.	0	1	2	3	4	5
23. Formulating Policy Formulating policy decisions which set precedents and provide guides for decision making in the future.	0	1	2	3	4	5
24. Managing Time Managing time effectively, setting priorities, and shifting priorities as necessary.	0	1	2	3	4	5
II. COST AND BUDGETARY CONTROLLING						
25. Financial Analysis Providing financial information to upper level management by which the future operations are planned, key variables are controlled, alternative choices are made, and past performance is analyzed.	0	1	2	3	4	5

	No Importance	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
26. Budgeting Planning business budgets either as an individual or as part of a team.	0	1	2	3	4	5
27. Understanding Cost Analysis Understanding and applying cost analysis in making recommendations for cost control and cost reduction programs.	0	1	2	3	4	5
III. WORK MEASUREMENT 28. Job Standards and Evaluation Selecting, developing, and maintaining quality and quantity standards for office tasks through job analysis methods.	0	1	2	3	4	5
29. Work Simplification Economizing effort of office employees through searching for the "best way" to complete tasks. Determining if some element of office work can be eliminated, combined, changed, or simplified.	0	1	2	3	4	5
IV. OFFICE FUNCTIONS 30. Office Environmental Factors Making decisions regarding environmental factors in the office such as space, furniture, lighting, ventilation, color, and sound in terms of physical and psychological effectiveness.	0	1	2	3	4	5

	No Importance	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
31. Office Equipment Selecting office equipment, purchasing or leasing of equipment, centralizing system of maintenance of equipment, and keeping control records of equipment.	0	1	2	3	4	5
32. Office Supplies Designing, purchasing, managing, and controlling office supplies.	0	1	2	3	4	5
33. Reprographics Selecting appropriate reproduction, collating, and binding services; controlling quality and quantity of copying.	0	1	2	3	4	5
34. Records Management Obtaining records management expertise in processes such as coding, storing, destroying, retaining, transferring, copying, and micrographics services.	0	1	2	3	4	5
35. Mail and Information Distribution Managing mail services--either incoming, outgoing, or both.	0	1	2	3	4	5
V. DATA PROCESSING/WORD PROCESSING 36. Computer Operations Understanding data processing and computers, interpreting computer output, and understanding the relationship of computerized applications to word processing.	0	1	2	3	4	5

	No Importance	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
VI. LEGISLATION AND UNION RESTRICTIONS						
37. Conforming with Laws and Regulations Understanding and conforming with labor laws, union restrictions, and safety laws.	0	1	2	3	4	5
VII. OTHER SKILLS						
38. (Please list and rate) _____	0	1	2	3	4	5
39. _____	0	1	2	3	4	5
40. _____	0	1	2	3	4	5

APPENDIX D

LIST OF PARTICIPATING A.M.S. PRESIDENTS, SAMPLE COVER LETTER, QUESTIONNAIRE, INFORMED CONSENT FORM, AND FOLLOW-UP LETTER AND CARD

LISTING OF ADMINISTRATIVE SOCIETY CHAPTERS

WHOSE PRESIDENTS PARTICIPATED

WITH STATES NOTED

Akron-Canton, Ohio
Albany, New York
Athens, Georgia
Bakersfield, California
Baltimore, Maryland
Battle Creek-Kalamazoo, Michigan
Birmingham, Alabama
Boise, Idaho
Boston, Massachusetts
Buffalo, New York
Butler County, Ohio
Calgary, Alberta, Canada
Charlotte, North Carolina
Chattanooga, Tennessee
Chicago, Illinois
Cincinnati, Ohio
Cleveland, Ohio
Colorado Springs, Colorado
Columbus, Ohio
Dallas, Texas
Dayton, Ohio
Delaware, Delaware
Delmarva, Maryland
Denver, Colorado
Des Moines, Iowa
Detroit Area, Michigan
Duluth, Minnesota
East Tennessee, Tennessee
Edmonton, Alberta, Canada
El Paso, Texas
Erie, Pennsylvania
Evansville, Indiana
Fargo-Moorhead, North Dakota
Finger Lakes, New York
Fort Dodge, Iowa
Fort Worth, Texas
Grand Valley, Ontario, Canada
Greater Knoxville, Tennessee
Greensboro, North Carolina
Greenville, South Carolina
Halifax-Dartmouth, Nova Scotia, Canada
Harrisburg, Pennsylvania

Hartford, Connecticut
High Point, North Carolina
Jacksonville, Florida
Jamaica, Kingston, West Indies
Kansas City, Kansas
Lancaster, Pennsylvania
Lansing, Michigan
Lexington, Kentucky
Lincoln, Nebraska
Little Rock, Arkansas
Long Island, New York
Los Angeles, California
Louisville, Kentucky
Madison, Wisconsin
Mid-Missouri, Missouri
Milwaukee, Wisconsin
Minneapolis-St. Paul, Minnesota
Montgomery County, Pennsylvania
Montreal, Province of Quebec, Canada
Nashville, Tennessee
New York, New York
Norfolk, Virginia
Oakland-Eastbay, California
Oklahoma City, Oklahoma
Omaha, Nebraska
Peoria, Illinois
Phoenix, Arizona
Portland, Oregon
Princeton-Trenton, New Jersey
Quad-Cities, Illinois
Reading, Pennsylvania
Regina, Saskatchewan, Canada
Reno, Nevada
Roanoke, Virginia
Rochester, New York
Rockford, Wisconsin
Sabine-Neches, Texas
Sacramento, California
Salt Lake City, Utah
San Francisco, California
San Jose, California
Seattle, Washington
Southern Connecticut, Connecticut
Southern New Jersey, New Jersey
Southern Tier, New York
Southwestern Connecticut, Connecticut
Spartanburg, South Carolina
Springfield, Illinois
Stockton, California
Syracuse, New York
Tacoma, Washington
Toledo Area, Ohio

Topeka, Kansas
Toronto, Ontario, Canada
Triple Cities, New York
Tulsa, Oklahoma
Vancouver, British Columbia, Canada
Washington, Washington, D. C.
Waterloo-Cedar Falls, Iowa
Westchester, New York
Western Massachusetts, Massachusetts
West Michigan, Michigan
Wichita, Kansas
Winnipeg, Manitoba, Canada
York, Pennsylvania

THE UNIVERSITY OF TENNESSEE
Knoxville 37916

College of Business Administration February 10, 1979

As President (or Vice-President) of your Administrative Management Society chapter, will you please complete the enclosed questionnaire, indicating the degree of importance of listed competencies and skills in performing your duties as supervisor/manager of an office or staff. This should take only 15-20 minutes of your time.

The Greater Knoxville Chapter of A.M.S., of which I am a member, has given its sanction to this research project. Dr. John J. Stallard, a faculty member of The University of Tennessee and a member of A.M.S., is directing this project.

Your participation will aid in the assessment and improvement of instruction in collegiate Office Management courses. In addition, by participating, you will receive a copy of the results of the study.

The specific purposes of the study involve the identification of competencies needed by supervisors/managers of offices as perceived by office managers and the degree of importance of those competencies as perceived by instructors of collegiate Office Management courses.

The information collected will be coded to maintain confidentiality. No personal identification of any sort will appear in written reports or summaries of the project; only group data will be reported.

Your response is very IMPORTANT--the study is being done on a national scope for greater applicability. Your participation will greatly enhance the value of this study. Please use the enclosed, stamped envelope for returning the completed questionnaire by February 24.

Sincerely,

Betty Hester Smith
The University of Tennessee

Enclosures

THE UNIVERSITY OF TENNESSEE
Knoxville 37916

College of Business Administration

March 6, 1979

Dear Supervisor/Manager:

As President (or Vice-President) of your Administrative Management Society chapter, will you please take about 15-20 minutes to complete the enclosed questionnaire?

Your participation is urgently needed! A response has not yet been received to the questionnaire sent you in February. This research project has been sanctioned by the Greater Knoxville Chapter of A.M.S. In order for the study to have national implications, we need responses from all sections of the country. Your response is very important!

In completing the questionnaire, you are to indicate the degree of importance given each listed competency and skill in performing your duties as supervisor/manager of an office or staff. The information collected will be coded to maintain confidentiality. Only group data will be reported.

Your response will be helpful in efforts made to provide relevant instruction in collegiate Office Management courses. By participating, you will also receive a copy of the results of the study.

Won't you complete the questionnaire and return it by March 16? A pre-paid envelope is enclosed for your convenience.

Sincerely,

Betty Hester Smith
The University of Tennessee

Enclosures

SURVEY FORM FOR ADMINISTRATIVE MANAGEMENT SOCIETY CHAPTER PRESIDENTS

(COMPETENCIES OF SUPERVISORS/MANAGERS OF OFFICES)

By circling the appropriate number to the right of each item, please indicate (on a scale from 1-5) the degree of importance of that skill or competency in performing your duties as supervisor or manager of an office or staff. "1" indicates "Very Low Importance"; "5" indicates "Very High Importance."

If you do NOT perform the skill listed in a particular item, simply check the column, "Not Included."

EXAMPLES:	Not Included	Included--Rating: Very Low Importance		Average Importance	High Importance	Very High Importance
0_1 Evaluation of Competition Evaluating strengths and weaknesses of competitors to strengthen the position of your own organization. (ASSUME YOU DO NOT PERFORM THIS TASK.)	✓	1	2	3	4	5
0_2 Motivation Motivating employees to be quality workers through use of communications, promotions, and other rewards. (ASSUME THIS TASK IS OF HIGH IMPORTANCE IN PERFORMING YOUR JOB.)		1	2	3	(4)	5

	Included--Rating					
	Not Included	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
I. MANAGEMENT FUNCTIONS PLANNING 1. Anticipating the Future Planning for the future and being adaptive. Coordinating decisions which are directed toward chosen broad goals of the future.		1	2	3	4	5
2. Using Planning Process Utilizing the planning process which includes: setting goals, searching for future opportunities, formulating plans, setting targets for implementation, and following up the results.		1	2	3	4	5
ORGANIZING 3. Organization Structure Understanding organization in terms of structure of authority relationships such as line, staff, and functional organizations.		1	2	3	4	5
4. Organization Principles Employing basic principles as guides in the organizing function, i.e., unity of command, exception principles, span of control, chain of command, specialization, and decentralization.		1	2	3	4	5

	Included--Rating					
	Not Included	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
5. Modern Organization Theory Understanding new theories of organization which focus on the inter-disciplinary approach. Some of the modern theories include: acceptance theory of authority, identification theory, the nature of individuals, matrix organization, and fusion model of organization.		1	2	3	4	5
CONTROLLING						
6. Applying Control Elements Controlling through a system which compares chosen goals or criteria against current activities and makes any corrections to achieve desired results.		1	2	3	4	5
7. Principles of Control Applying principles of control which include allowance for: adjustments at critical points, feedback systems, flexibility, tailor-made systems, self-control systems, direct control systems, and consideration of human factors.		1	2	3	4	5
STAFFING						
8. Personnel Management Performing personnel functions such as recruitment, selection, placement, promotion, and firing of personnel.		1	2	3	4	5
9. Training and Development Conducting formal and/or informal training programs for employee development.		1	2	3	4	5

	Included--Rating					
	Not Included	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
10. Human Factors/Motivation Applying knowledge of human relations in motivating individual employees toward cooperative goals through their interactions in the work environment.		1	2	3	4	5
11. Status and Role Understanding how the status and role system of an organization can facilitate achievement of both organizational and individual goals.		1	2	3	4	5
DIRECTING						
12. Initiating Action Influencing the actions of subordinates toward common goals. This could include issuing clear and complete orders, training subordinates, motivating workers, maintaining a reward and discipline system etc.		1	2	3	4	5
13. Recognizing Leadership Styles Recognizing and analyzing the basic types of leadership styles: dictatorial, benevolent-autocratic, democratic, laissez faire, Theory X and Y, etc.		1	2	3	4	5
14. Developing Personal Leadership Style Developing his/her own style of leadership dependent on personal traits of the manager, skills and abilities of subordinates, and the nature of the situation.		1	2	3	4	5
15. Supervising Supervising employees where there is direct contact, interpreting company policies to workers, seeing that performance is accomplished in line with goals, and initiating corrective action where necessary.		1	2	3	4	5

	Included--Rating					
	Not Included	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
COMMUNICATING						
16. Flow of Communications Understanding and using effectively the proper flow of communications: vertical, horizontal, and informal.		1	2	3	4	5
17. Oral Communication Articulating logical thought processes orally, i.e., including job instructions, interpretation of company policies/procedures to others, and telephone communications.		1	2	3	4	5
18. Written Communication Writing business communications such as letters, form paragraphs, office manuals, reports, job instructions, etc.		1	2	3	4	5
19. Listening Skills Developing listening skills for both verbal and non-verbal communication.		1	2	3	4	5
20. Justification--Selling Skills Justifying new programs, equipment, and/or personnel to upper levels of management.		1	2	3	4	5
DECISION MAKING						
21. Choosing Action Plan Choosing a course of action through individual or team decision making to achieve desired results.		1	2	3	4	5
22. Using Analytical Skills In decision making, understanding the situation, recognizing the right problem, searching for available alternatives, and selecting the solution.		1	2	3	4	5

	Included--Rating					
	Not Included	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
23. Formulating Policy Formulating policy decisions which set precedents and provide guides for decision making in the future.		1	2	3	4	5
24. Managing Time Managing time effectively, setting priorities, and shifting priorities as necessary.		1	2	3	4	5
II. COST AND BUDGETARY CONTROLLING						
25. Financial Analysis Providing financial information to upper level management by which the future operations are planned, key variables are controlled, alternative choices are made, and past performance is analyzed.		1	2	3	4	5
26. Budgeting Planning business budgets either as an individual or as part of a team.		1	2	3	4	5
27. Understanding Cost Analysis Understanding and applying cost analysis in making recommendations for cost control and cost reduction programs.		1	2	3	4	5
III. WORK MEASUREMENT						
28. Job Standards and Evaluation Selecting, developing, and maintaining quality and quantity standards for office tasks through job analysis methods.		1	2	3	4	5

	Included--Rating					
	Not Included	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
29. Work Simplification Economizing effort of office employees through searching for the "best way" to complete tasks. Determining if some element of office work can be eliminated, combined, changed, or simplified.		1	2	3	4	5
IV. OFFICE FUNCTIONS						
30. Office Environmental Factors Making decisions regarding environmental factors in the office such as space, furniture, lighting, ventilation, color, and sound in terms of physical and psychological effectiveness.		1	2	3	4	5
31. Office Equipment Selecting office equipment, purchasing or leasing of equipment, centralizing system of maintenance of equipment, and keeping control records of equipment.		1	2	3	4	5
32. Office Supplies Purchasing, managing, and controlling office supplies.		1	2	3	4	5
33. Design of Office Supplies Designing business forms for use in the office.		1	2	3	4	5
34. Reprographics Selecting appropriate reproduction, collating, and binding services; controlling quality and quantity of copying.		1	2	3	4	5
35. Records Management Obtaining records management expertise in processes such as coding, storing, destroying, retaining, transferring, copying, and micrographics services.		1	2	3	4	5

	Included--Rating					
	Not Included	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
36. Mail and Information Distribution Managing mail services--either incoming, outgoing, or both.		1	2	3	4	5
37. Data Processing Understanding data processing and computers, and interpreting computer output.		1	2	3	4	5
38. Word Processing Understanding the relationship of computerized applications to word processing.		1	2	3	4	5
V. LEGISLATION AND UNION RESTRICTIONS						
39. Conforming with Laws and Regulations Understanding and conforming with labor laws, union restrictions, and safety laws.		1	2	3	4	5
40. Legislation Regarding Small Businesses Obtaining knowledge of legislation and government contracts applicable to small businesses or those with minority ownership.		1	2	3	4	5
VI. OTHERS						
41. Career Path Information Providing employees information about entry-level skills, opportunities for advancement, and salary increments.		1	2	3	4	5
42. Changing Role of Office Manager Being flexible in making changes from technician to "systems" specialist.		1	2	3	4	5

	Included--Rating					
	Not Included	Very Low Importance	Low Importance	Average Importance	High Importance	Very High Importance
43. Changing Concept of the "Office" Recognizing that the office of the future may be any place where office functions are performed, not just in an office building.		1	2	3	4	5
44. Ethics in Modern Office Recognizing and practicing desirable ethical behavior in the office.		1	2	3	4	5

(More)

BACKGROUND INFORMATION
ADMINISTRATIVE MANAGEMENT SOCIETY PRESIDENTS

Directions: Please place a check in front of appropriate responses.

1. Sex:
   _____(1) female
   _____(2) male

2. Age:
   _____(1) less than 25
   _____(2) 26-35
   _____(3) 36-45
   _____(4) more than 45

3. Have you taken specific collegiate course(s) in Office Management?
   _____(1) yes
   _____(2) no
   If yes, please indicate the number of hours credit you earned in collegiate Office Management courses:
   _____Quarter Hours _____Semester Hours

4. Your highest level of formal education is:
   _____(1) high school
   _____(2) less than a bachelor's degree
   _____(3) bachelor's degree
   _____(4) master's degree
   _____(5) master's plus
   _____(6) doctoral degree

5. Number of years of management experience:
   _____(1) less than 5
   _____(2) 6-10
   _____(3) 11-15
   _____(4) 16 or more

6. Number of employees you supervise?
   _____(1) less than 10
   _____(2) 11-25
   _____(3) 26-50
   _____(4) 51-100
   _____(5) 101 or more

7. Salary Range: (Optional)
   _____(1) $ 9,999 or less
   _____(2) $10,000 to $14,999
   _____(3) $15,000 to $19,999
   _____(4) $20,000 to $24,999
   _____(5) $25,000 to $29,999
   _____(6) $30,000 or more

INFORMED CONSENT FORM

This certifies that the person signing this form has participated in the research study of his/her own free will and is free to withdraw his/her consent and to withdraw his/her participation in the study at any time without prejudice to the subject. There is no penalty for not participating.

Signed: _____

Date: _____

If you wish to receive a copy of the major results of the study when it is completed, please check here: _____

Return to: Betty H. Smith
Bureau of Educational Research and Service
The University of Tennessee
212 Claxton Education Building
Knoxville, TN 37916

FOLLOW-UP POST CARD

DON'T LEAVE YOURSELF OUT of the study on Office Management...

Your input will make the results of the study much more meaningful. Two questionnaires have been mailed to you previously.

PLEASE TAKE TIME TO FILL IN ONE OF THEM AND RETURN TO ME BY APRIL 5 OR AS SOON AS POSSIBLE. I urgently need your response. I will appreciate your cooperation.

Betty H. Smith, The University of Tennessee
Box 8114, U.T. Station, Knoxville, TN 37916

P.S. If you choose not to fill in the questionnaire, will you take a few minutes to write and let me know why you chose not to respond?_____

_____

_____

Thanks!

APPENDIX E

LIST OF PARTICIPATING A.O.M. COLLEGIATE INSTITUTIONS, SAMPLE COVER LETTER, QUESTIONNAIRE, INFORMED CONSENT FORM, AND FOLLOW-UP LETTER AND CARD

LISTING OF COLLEGES OFFERING ADMINISTRATIVE OFFICE MANAGEMENT COURSES WHO PARTICIPATED

Adams State College
Alamosa, CO 81102

Alabama State University
Montgomery, AL 36101

Albany State College
Albany, GA 31705

Alcorn A & M College
Lorman, MS 39096

Appalachian State University
Boone, NC 28608

Arizona State University
Tempe, AZ 85282

Arkansas State University
State University, AR 72467

Ashland College
Ashland, OH 44805

Auburn University
Auburn, AL 36830

Augustana College
Sioux Falls, SD 57102

Ball State University
Muncie, IN 47306

Black Hills State College
Spearfish, SD 57783

Bloomsburg State College
Bloomsburg, PA 17815

Boise State University
Boise, ID 83725

Bowling Green State University
Bowling Green, OH 43403

Brigham Young University
Provo, UT 84602

California State University
Chico, CA 95929

California State University
Fresno, CA 93740

California State University
Long Beach, CA 90840

California State College
Los Angeles, CA 90032

California State University
Sacramento, CA 95819

California State Polytechnic University
Pomona, CA 19768

Castleton State College
Castleton, VT 05735

Central Connecticut State College
New Britain, CT 06050

Central Michigan University
Mt. Pleasant, MI 48859

Central Missouri State University
Warrensburg, MO 64093

Central State University
Edmond, OK 73034

Central Washington University
Ellensburg, WA 98926

Chadron State College
Chadron, NE 69337

Colorado State University
Fort Collins, CO 80523

College of Saint Rose
Albany, NY 12203

Delta State University
Cleveland, MS 38733

East Carolina University
Greenville, NC 27834

East Central Oklahoma
State University
Ada, OK 74820

East Tennessee State
University
Johnson City, TN 37601

East Texas State University
Commerce, TX 75428

Eastern Illinois University
Charleston, IL 61920

Eastern Kentucky University
Richmond, KY 40475

Eastern Montana College
Billings, MT 59101

Eastern Washington University
Cheney, WA 99004

Emporia State University
Emporia, KS 66801

Fayetteville State University
Fayetteville, NC 28301

Fort Hays State University
Hays, KS 67601

Fort Lewis College
Durango, CO 81301

Fort Valley State College
Fort Valley, GA 31030

Georgia Southern College
Statesboro, GA 30458

Georgia State University
Atlanta, GA 30303

Governors State University
Park Forest South, IL 60466

Grambling State University
Grambling, LA 71245

Gustavus Adolphus College
St. Peter, MN 56082

Herbert H. Lehman College of
the City University of
New York
Bronx, NY 10468

Illinois State University
Normal, IL 61761

Indiana State University
Evansville, IN 47712

Indiana State University
Terre Haute, IN 47809

Indiana University of
Pennsylvania
Indiana, PA 15701

James Madison University
Harrisonburg, VA 22801

Jarvis Christian College
Hawkins, TX 75765

Kansas State University
Manhattan, KS 66506

Kearney State College
Kearney, NE 68847

Kent State University
Kent, OH 44266

Lamar University
Beaumont, TX 77710

Loma Linda University
Riverside, CA 92515

Mankato State University
Mankato, MN 56001

Marshall University
Huntington, WV 25701

Marygrove College
Detroit, MI 48221

Marywood College
Scranton, PA 18509

Mayville State College
Mayville, ND 58257

Memphis State University
Memphis, TN 38152

Metropolitan State College
Denver, CO 80204

Michigan State University
East Lansing, MI 48824

Middle Tennessee State University
Murfreesboro, TN 37132

Minot State College
Minot, ND 58701

Mississippi College
Clinton, MS 39058

Mississippi State University
Mississippi State, MS 39762

Mississippi University for Women
Columbus, MS 39701

Montana State University
Bozeman, MT 59517

Montclair State College
Upper Montclair, NJ 07043

Morehead State University
Morehead, KY 40351

Moorhead State College
Moorhead, MN 56560

Murray State University
Murray, KY 42071

New Hampshire College
Manchester, NH 03104

New Mexico Highlands University
Las Vegas, NM 87701

Norfolk State College
Norfolk, VA 23504

North Carolina Agricultural and Technical State University
Greensboro, NC 27411

North Carolina Central University
Durham, NC 27707

Northeast Louisiana University
Monroe, LA 71209

Northeast Missouri State University
Kirksville, MO 63501

Northern Arizona University
Flagstaff, AZ 86011

Northern Illinois University
DeKalb, IL 60115

Northern Michigan University
Marquette, MI 49855

Northern Montana College
Havre, MT 59501

Northwest Nazarene College
Nampa, ID 83651

Northwestern Oklahoma State University
Alva, OK 73717

Northwestern State University
Natchitoches, LA 71457

Ohio State University
Columbus, OH 43210

Oklahoma State University
Stillwater, OK 74074

Old Dominion University
Norfolk, VA 23508

Oral Roberts University
Tulsa, OK 74102

Oregon State University
Corvallis, OR 97331

Pan American University
Edinburg, TX 78539

Pittsburg State University
Pittsburg, KS 66762

Plymouth State College
Plymouth, NH 03264

Portland State University
Portland, OR 97207

Prairie View A & M
University
Prairie View, TX 77445

Radford College
Radford, VA 24142

Robert Morris College
Coraopolis, PA 15108

Rust College
Holly Springs, MS 38635

St. Cloud State College
St. Cloud, MN 56301

Saint Paul's College
Lawrenceville, VA 23868

Salem State College
Salem, Massachusetts 09170

San Jose State University
San Jose, CA 95192

Savannah State College
Savannah, GA 31404

South Carolina State College
Orangeburg, SC 29117

Southeast Missouri State
University
Cape Girardeau, MO 63701

Southeastern Louisiana
University
Hammond, LA 70401

Southeastern Oklahoma State
University
Durant, OK 74701

Southern Arkansas University
Magnolia, AR 71753

Southern Illinois University
Carbondale, IL 62901

Southern Illinois University
Edwardsville, IL 62026

Southwest Missouri State
University
Springfield, MO 65802

Southwest State University
Marshall, MN 56258

Southwestern Oklahoma State
University
Weatherford, OK 73096

Stephen F. Austin State
University
Nacogdoches, TX 75962

Tennessee Technological
University
Cookeville, TN 38501

Texas Woman's University
Denton, TX 76204

Trenton State College
Trenton, NJ 08625

University of Arizona
Tucson, AZ 85721

University of Arkansas
Little Rock, AR 72204

University of Colorado
Boulder, CO 80309

University of Central Arkansas
Conway, AR 72032

University of the District of Columbia
Washington, D. C. 20005

University of Georgia
Athens, GA 30602

University of Houston
Houston, TX 77004

University of Iowa
Iowa City, IA 52242

University of Kentucky
Lexington, KY 40502

University of Maryland Eastern Shore
Princess Anne, MD 21853

University of Mississippi
University, MS 38677

University of Minnesota
Minneapolis, MN 55455

University of Montana
Missoula, MT 59801

University of Nebraska
Lincoln, NE 68588

University of Nevada
Reno, NV 89557

University of North Alabama
Florence, AL 35630

University of North Carolina
Greensboro, NC 27412

University of North Dakota
Grand Forks, ND 58202

University of Northern Colorado
Greeley, CO 80639

University of Northern Iowa
Cedar Falls, IA 50613

University of Rhode Island
Kingston, RI 02881

University of South Carolina
Columbia, SC 29208

University of South Florida
Tampa, FL 33620

University of Southern Mississippi
Hattiesburg, MS 39401

University of Southwestern Louisiana
Lafayette, LA 70504

University of Tennessee at Chattanooga (The)
Chattanooga, TN 37401

University of Tennessee at Knoxville (The)
Knoxville, TN 37916

University of Texas (The)
Austin, TX 78712

University of Texas at El Paso (The)
El Paso, TX 79968

University of Toledo (The)
Toledo, OH 43606

University of Wisconsin
Eau Claire, WI 54701

University of Wisconsin
Madison, WI 53706

University of Wisconsin
Superior, WI 54880

University of Wisconsin
Whitewater, WI 53190

University of Wyoming
Laramie, WY 82071

Utah State University
Logan, UT 84322

Valdosta State College
Valdosta, GA 31601

Virginia Commonwealth
University
Richmond, VA 23284

Wartburg College
Waverly, IA 50677

Washington State University
Pullman, WA 99164

Wayne State College
Wayne, NE 68787

Wayne State University
Detroit, MI 48202

Weber State College
Ogden, UT 84408

West Texas State University
Canyon, TX 79016

Western Carolina University
Cullowhee, NC 28723

Western Illinois University
Macomb, IL 61455

Western Kentucky University
Bowling Green, KY 42101

Western Michigan University
Kalamazoo, MI 49008

Western New Mexico University
Silver City, NM 88061

Western State College
Gunnison, CO 81230

Winona State University
Winona, MN 55987

Youngstown State University
Youngstown, OH 44555

THE UNIVERSITY OF TENNESSEE
Knoxville 37916

College of Business Administration

February 10, 1979

As an instructor of Office Management courses, will you please take the time to complete the enclosed questionnaire, indicating the degree of importance given each of the stated competencies in Office Management instruction at your school. This should take only 15-20 minutes of your time.

Data from the questionnaire will be analyzed in a study being conducted through The University of Tennessee. Your participation will aid in the assessment and potential improvement of instruction in collegiate Office Management courses. By participating, you will also receive a copy of the results of the study.

Dr. John J. Stallard and Dr. E. Ray Smith of the Departments of Office Administration and Business Education have given their support to this research project. The specific purposes of the study involve the identification of competencies needed by supervisors/managers of offices as perceived by office managers and the degree of importance of those competencies as perceived by instructors of collegiate Office Management courses.

The information collected will be coded to maintain confidentiality. No personal identification of any sort will appear in written reports or summaries of the project; only group data will be reported.

Your response is very IMPORTANT--the study is being done on a national scope for greater applicability. Your participation will greatly enhance the value of this study. Please use the enclosed, stamped envelope for returning the completed questionnaire by February 24.

Sincerely,

Betty Hester Smith
The University of Tennessee

Enclosures

SURVEY FORM FOR INSTRUCTORS OF OFFICE MANAGEMENT COURSES

(COMPETENCIES INCLUDED IN OFFICE MANAGEMENT INSTRUCTION)

By circling the appropriate number to the right of each item, please indicate (on a scale from 1-5) the degree of importance of that skill or competency as part of your instruction in Office Management courses. "1" indicates "Very Low Importance"; "5" indicates "Very High Importance."

If you do NOT include the skill listed in your instruction, simply check the column, "Not Included."

For complete Survey Form, see Appendix D, page 175.

A. Instructions for the Examples Differed for the Instructors as Follows:

   0_1 (ASSUME YOU DO NOT INCLUDE THIS ITEM IN YOUR INSTRUCTION.)
   0_2 (ASSUME THIS ITEM IS GIVEN HIGH IMPORTANCE AS PART OF YOUR INSTRUCTION.)

B. The Informed Consent Form was identical to that for managers, as shown in Appendix D, page 185.

C. The Follow-Up Post Card as shown in Appendix D, page 186, was also mailed to instructors who did not respond to the first two mailings.

BACKGROUND INFORMATION
COLLEGIATE INSTRUCTORS OF OFFICE MANAGEMENT

Directions: Please place a check in front of appropriate responses.

1. Sex:
   _____(1) female
   _____(2) male

2. Age:
   _____(1) less than 25
   _____(2) 26-35
   _____(3) 36-45
   _____(4) more than 45

3. Have you taken specific collegiate course(s) in Office Management?
   _____(1) yes
   _____(2) no
   If yes, please indicate the number of hours credit you earned in collegiate Office Management courses:
   _____Quarter Hours _____Semester Hours

4. Education: (Please check your highest level of education.)
   _____(1) less than a bachelor's degree
   _____(2) bachelor's degree
   _____(3) master's degree
   _____(4) master's plus
   _____(5) doctoral degree

5. Number of years of teaching Office Management courses:
   _____(1) less than 5
   _____(2) 6-10
   _____(3) 11-15
   _____(4) 16 or more

6. Check three courses which you think best prepare an individual to teach Office Management at the collegiate level.
   _____Business Letter Writing
   _____Business Report Writing
   _____Data Processing
   _____Economics
   _____Office Management
   _____Organizational Behavior
   _____Personnel Management
   _____Psychology
   _____Management (General)
   _____Other (Please list):

   _____

   _____

THE UNIVERSITY OF TENNESSEE
Knoxville 37916

College of Business Administration

March 6, 1979

Dear Business Educator:

As an instructor of Office Management courses, will you please take about 15-20 minutes to complete the enclosed questionnaire?

Your participation is urgently needed! A response has not yet been received to the questionnaire sent you in February. It is important that we have your response so that our study will have implications on the national level for instruction in collegiate Office Management courses. By participating, you will also receive a copy of the major results of the study.

In completing the questionnaire, you are to indicate the degree of importance given each listed competency in Office Management instruction at your school. The information collected will be coded to maintain confidentiality. Only group data will be reported.

Your response will be very helpful in assessing instruction in Office Management. Won't you complete the questionnaire and return it by March 16? A pre-paid envelope is enclosed for your convenience.

Sincerely,

Betty Hester Smith
The University of Tennessee

Enclosures

APPENDIX F

TABULAR STATISTICAL DATA

TABLE I

COMPARISON OF COMPETENCIES PERFORMED BY MANAGERS AND COMPETENCIES INCLUDED BY INSTRUCTORS AND THEIR DEGREE OF IMPORTANCE--PLANNING

Planning	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
1. Anticipating the Future. Planning for the future and being adaptive. Coordinating decisions which are directed toward chosen broad goals of the future.	96.3 (107)	98.2 (169)	.382	3.953	3.805	-1.14
2. Using Planning Process. Utilizing the planning process which includes: setting goals, searching for future opportunities, formulating plans, setting targets for implementation, and following up the results.	99.1 (106)	99.4 (175)	.139	3.991	3.863	-1.15

TABLE II

COMPARISON OF COMPETENCIES PERFORMED BY MANAGERS AND COMPETENCIES INCLUDED BY INSTRUCTORS AND THEIR DEGREE OF IMPORTANCE--ORGANIZING

Organizing	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
3. Organization Structure. Understanding organization in terms of structure of authority relationships such as line, staff, and functional organizations.	97.2 (107)	100.0 (177)	2.692	3.720	3.746	.21
4. Organization Principles. Employing basic principles as guides in the organizing function, i.e., unity of command, exception principles, span of control, chain of command, specialization, and decentralization.	96.2 (106)	99.4 (176)	2.279	3.415	3.665	1.95
5. Modern Organization Theory. Understanding new theories of organization which focus on the interdisciplinary approach. Some of the modern theories include: acceptance theory of authority, identification theory, the nature of individuals, matrix organization, and fusion model of organization.	92.5 (107)	92.6 (176)	.042	2.776	2.739	- .24

TABLE III

COMPARISON OF COMPETENCIES PERFORMED BY MANAGERS AND COMPETENCIES INCLUDED BY INSTRUCTORS AND THEIR DEGREE OF IMPORTANCE--CONTROLLING

Controlling	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
6. Applying Control Elements. Controlling through a system which compares chosen goals or criteria against current activities and makes any corrections to achieve desired results.	94.4 (107)	93.8 (176)	.001	3.617	3.369	-1.66
7. Principles of Control. Applying principles of control which include allowance for: adjustments at critical points, feedback systems, flexibility, tailor-made systems, self-control systems, direct control systems, and consideration of human factors.	97.2 (107)	93.2 (177)	1.387	3.608	3.283	-2.24*

*Significant at .05 level.

TABLE IV

COMPARISON OF COMPETENCIES PERFORMED BY MANAGERS AND COMPETENCIES INCLUDED BY INSTRUCTORS AND THEIR DEGREE OF IMPORTANCE--STAFFING

Staffing	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
8. Personnel Management. Performing personnel functions such as recruitment, selection, placement, promotion, and firing of personnel.	86.0 (107)	98.9 (176)	17.344*	3.439	3.977	3.16*
9. Training and Development. Conducting formal and/or informal training programs for employee development.	93.5 (107)	97.7 (177)	2.235	3.589	3.701	.77
10. Human Factors/Motivation. Applying knowledge of human relations in motivating individual employees toward cooperative goals through their interactions in the work environment.	98.1 (107)	98.9 (177)	.000	4.084	4.237	1.42
11. Status and Role. Understanding how the status and role system of an organization can facilitate achievement of both organizational and individual goals.	97.2 (107)	94.3 (176)	.687	3.383	3.176	-1.51

*Significant at .05 level.

TABLE V

COMPARISON OF COMPETENCIES PERFORMED BY MANAGERS AND COMPETENCIES INCLUDED BY INSTRUCTORS AND THEIR DEGREE OF IMPORTANCE--DIRECTING

Directing	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
12. Initiating Action. Influencing the actions of subordinates toward common goals. This could include issuing clear and complete orders, training subordinates, motivating workers, maintaining a reward and discipline system, etc.	96.3 (107)	98.9 (177)	1.114	4.047	3.864	-1.50
13. Recognizing Leadership Styles. Recognizing and analyzing the basic types of leadership styles: dictatorial, benevolent-autocratic, democratic, laissez faire, Theory X and Y, etc.	96.3 (107)	98.3 (177)	.464	3.196	3.554	2.66*
14. Developing Personal Leadership Style. Developing his/her own style of leadership dependent on personal traits of the manager, skills and abilities of subordinates, and the nature of the situation.	97.2 (107)	94.9 (176)	.398	3.738	3.432	-2.24*

TABLE V (Continued)

Directing	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
15. Supervising. Supervising employees where there is direct contact, interpreting company policies to workers, seeing that performance is accomplished in line with goals, and initiating corrective action where necessary.	97.2 (107)	98.3 (177)	.042	4.028	3.684	-2.75*

*Significant at .05 level.

TABLE VI

COMPARISON OF COMPETENCIES PERFORMED BY MANAGERS AND COMPETENCIES INCLUDED BY INSTRUCTORS AND THEIR DEGREE OF IMPORTANCE--COMMUNICATING

Communicating	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
16. Flow of Communication. Understanding and using effectively the proper flow of communications: vertical, horizontal, and informal.	98.1 (107)	97.8 (178)	.044	3.907	3.983	.60
17. Oral Communication. Articulating logical thought processes orally, i.e., including job instructions, interpretation of company policies/procedures to others, and telephone communications.	98.1 (107)	96.6 (178)	.139	4.103	3.736	-2.87*
18. Written Communication. Writing business communications such as letters, form paragraphs, office manuals, reports, job instructions, etc.	97.2 (107)	90.4 (177)	3.730	3.925	3.362	-3.68*

TABLE VI (Continued)

Communicating	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
19. Listening Skills. Developing listening skills for both verbal and non-verbal communication.	99.1 (107)	89.9 (178)	7.632*	4.075	3.264	-5.39*
20. Justification--Selling Skills. Justifying new programs, equipment, and/or personnel to upper levels of management.	94.4 (107)	89.7 (174)	1.345	3.449	2.948	-3.13*

*Significant at .05 level.

TABLE VII

COMPARISON OF COMPETENCIES PERFORMED BY MANAGERS AND COMPETENCIES INCLUDED BY INSTRUCTORS AND THEIR DEGREE OF IMPORTANCE--DECISION MAKING

Decision Making	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
21. Choosing Action Plan. Choosing a course of action through individual or team decision making to achieve desired results.	99.1 (107)	94.9 (177)	2.270	3.879	3.548	-2.72*
22. Using Analytical Skills. In decision making, understanding the situation, recognizing the right problem, searching for available alternatives, and selecting the solution.	97.2 (107)	96.1 (178)	.029	4.103	3.719	-3.01*
23. Formulating Policy. Formulating policy decisions which set precedents and provide guides for decision making in the future.	92.5 (107)	89.9 (178)	.287	3.439	2.899	-3.26*
24. Managing Time. Managing time effectively, setting priorities, and shifting priorities as necessary.	99.1 (107)	96.1 (178)	1.240	4.271	3.758	-4.56*

*Significant at .05 level.

TABLE VIII

COMPARISON OF COMPETENCIES PERFORMED BY MANAGERS AND COMPETENCIES INCLUDED BY INSTRUCTORS AND THEIR DEGREE OF IMPORTANCE--COST AND BUDGETARY CONTROLLING

Cost and Budgetary Controlling	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
25. Financial Analysis. Providing financial information to upper level management by which the future operations are planned, key variables are controlled, alternative choices are made, and past performance is analyzed.	86.0 (107)	88.7 (177)	.239	3.262	2.768	-2.56*
26. Budgeting. Planning business budgets either as an individual or as part of a team.	90.7 (107)	91.5 (177)	.001	3.336	2.870	-2.79*
27. Understanding Cost Analysis. Understanding and applying cost analysis in making recommendations for cost control and cost reduction programs.	86.9 (107)	90.4 (177)	.511	3.028	2.808	-1.30

*Significant at .05 level.

TABLE IX

COMPARISON OF COMPETENCIES PERFORMED BY MANAGERS AND COMPETENCIES INCLUDED BY INSTRUCTORS AND THEIR DEGREE OF IMPORTANCE--WORK MEASUREMENT

Work Measurement	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
28. Job Standards and Evaluation. Selecting, developing, and maintaining quality and quantity standards for office tasks through job analysis methods.	88.8 (107)	98.9 (178)	12.489*	2.953	3.792	5.59*
29. Work Simplification. Economizing effort of office employees through searching for the "best way" to complete tasks. Determining if some element of office work can be eliminated, combined, changed, or simplified.	96.3 (107)	99.4 (177)	2.265	3.589	3.864	2.27*

*Significant at .05 level.

TABLE X

COMPARISON OF COMPETENCIES PERFORMED BY MANAGERS AND COMPETENCIES INCLUDED BY INSTRUCTORS AND THEIR DEGREE OF IMPORTANCE--OFFICE FUNCTIONS

Office Functions	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
30. Office Environmental Factors. Making decisions regarding environmental factors in the office such as space, furniture, lighting, ventilation, color, and sound in terms of physical and psychological effectiveness.	88.8 (107)	98.9 (178)	12.489*	2.804	4.034	7.96*
31. Office Equipment. Selecting office equipment, purchasing or leasing of equipment, centralizing system of maintenance of equipment, and keeping control records of equipment.	84.1 (107)	100.0 (178)	27.308*	2.851	3.961	6.68*
32. Office Supplies. Purchasing, managing, and controlling office supplies.	80.4 (107)	99.4 (178)	31.473*	2.411	3.517	6.41*

TABLE X (Continued)

Office Functions	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
33. Design of Office Supplies. Designing business forms for use in the office.	79.4 (107)	95.5 (176)	16.360*	2.355	3.227	4.93*
34. Reprographics. Selecting appropriate reproduction, collating, and binding services; controlling quality and quantity of copying.	72.9 (107)	95.5 (176)	27.841*	2.168	3.324	6.36*
35. Records Management. Obtaining records management expertise in processes such as coding, storing, destroying, retaining, transferring, copying, and micrographics services.	81.3 (107)	92.7 (177)	7.292*	2.617	3.458	4.66*
36. Mail and Information Distribution. Managing mail services--either incoming, outgoing, or both.	77.6 (107)	98.3 (177)	30.960*	2.318	3.102	4.49*

TABLE X (Continued)

Office Functions	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
37. Data Processing. Understanding data processing and computers, and interpreting computer output.	91.6 (107)	91.5 (177)	.041	3.252	3.000	-1.49
38. Word Processing. Understanding the relationship of computerized applications to word processing.	68.9 (106)	96.6 (177)	40.640*	2.255	3.650	7.24*

*Significant at .05 level.

TABLE XI

COMPARISON OF COMPETENCIES PERFORMED BY MANAGERS AND COMPETENCIES INCLUDED BY INSTRUCTORS AND THEIR DEGREE OF IMPORTANCE--LEGISLATION AND UNION RESTRICTIONS

Legislation and Union Restrictions	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
39. Conforming with Laws and Regulations. Understanding and conforming with labor laws, union restrictions, and safety laws.	90.7 (107)	94.9 (178)	1.347	3.112	3.067	- .27
40. Legislation Regarding Small Businesses. Obtaining knowledge of legislation and government contracts applicable to small businesses or those with minority ownership.	49.5 (107)	77.5 (178)	22.446*	1.449	2.023	2.93*

*Significant at .05 level.

TABLE XII

COMPARISON OF COMPETENCIES PERFORMED BY MANAGERS AND COMPETENCIES INCLUDED BY INSTRUCTORS AND THEIR DEGREE OF IMPORTANCE--OTHER CATEGORIES

Other Categories	Percent Managers Perform (N)	Percent Instructors Include (N)	Corrected Chi Square	Mean Mgrs.	Mean Instrs.	t Value
41. Career Path Information. Providing employees information about entry-level skills, opportunities for advancement, and salary increments.	86.9 (107)	91.5 (177)	1.084	3.028	2.898	-0.75
42. Changing Role of Office Manager. Being flexible in making changes from technician to "systems" specialist.	81.3 (107)	99.4 (178)	29.580*	2.869	3.742	5.10*
43. Changing Concept of the "Office." Recognizing that the office of the future may be any place where office functions are performed, not just in an office building.	86.0 (107)	98.9 (178)	17.579*	2.785	3.899	6.79*
44. Ethics in Modern Office. Recognizing and practicing desirable ethical behavior in the office.	96.2 (106)	97.8 (178)	.145	3.755	3.781	.20

*Significant at .05 level.

TABLE XIII

FREQUENCIES FOR EACH DEGREE OF IMPORTANCE RATING AS REPORTED BY MANAGERS AND INSTRUCTORS FOR ADMINISTRATIVE OFFICE MANAGEMENT COMPETENCIES

Competency		Frequencies for Degrees of Importance						
		Not Incl. 0	Very Low Imp. 1	Low Imp. 2	Avg. Imp. 3	High Imp. 4	Very High Imp. 5	(N) Totals
1. Anticipating the Future. Planning for the future and being adaptive. Coordinating decisions which are directed toward chosen broad goals of the future.	MANAGERS	4	0	3	13	57*	30	107
	INSTRUCTORS	3	3	9	37	74*	43	169
2. Using Planning Process. Utilizing the planning process which includes: setting goals, searching for future opportunities, formulating plans, setting targets for implementation, and following up the results.	MANAGERS	1	0	4	13	64*	24	106
	INSTRUCTORS	1	1	13	37	77*	46	175
3. Organization Structure. Understanding organization in terms of structure of authority relationships such as line, staff, and functional organizations.	MANAGERS	3	2	3	33	39*	27	107
	INSTRUCTORS	0	1	12	56	70*	38	177

TABLE XIII (Continued)

Competency		Frequencies for Degrees of Importance: Not Incl. 0	Very Low Imp. 1	Low Imp. 2	Avg. Imp. 3	High Imp. 4	Very High Imp. 5	(N) Totals
4. Organization Principles. Employing basic principles as guides in the organizing function, i.e., unity of command, exception principles, span of control, chain of command, specialization, and decentralization.								
	MANAGERS	4	4	2	48*	30	18	106
	INSTRUCTORS	1	2	13	61*	61*	38	176
5. Modern Organization Theory. Understanding new theories of organization which focus on the interdisciplinary approach. Some of the modern theories include: acceptance theory of authority, identification theory, the nature of individuals, matrix organization, and fusion model of organization.								
	MANAGERS	8	6	24	38*	26	5	107
	INSTRUCTORS	13	17	39	51*	46	10	176
6. Applying Control Elements. Controlling through a system which compares chosen goals or criteria against current activities and makes any corrections to achieve desired results.								
	MANAGERS	6	2	5	21	53*	20	107
	INSTRUCTORS	11	1	15	58	67*	24	176

TABLE XIII (Continued)

Competency		Frequencies for Degrees of Importance: Not Incl. 0	Very Low Imp. 1	Low Imp. 2	Avg. Imp. 3	High Imp. 4	Very High Imp. 5	(N) Totals
7. Principles of Control. Applying principles of control which include allowance for: adjustments at critical points, feedback systems, flexibility, tailor-made systems, self-control systems, direct control systems, and consideration of human factors.								
	MANAGERS	3	4	4	27	52*	17	107
	INSTRUCTORS	12	5	11	60	71*	18	177
8. Personnel Management. Performing personnel functions such as recruitment, selection, placement, promotion, and firing of personnel.								
	MANAGERS	15	0	4	22	36*	30	107
	INSTRUCTORS	2	1	5	35	81*	52	176
9. Training and Development. Conducting formal and/or informal training programs for employee development.								
	MANAGERS	7	0	5	32	37*	26	107
	INSTRUCTORS	4	4	4	54	74*	37	177
10. Human Factors/Motivation. Applying knowledge of human relations in motivating individual employees toward cooperative goals through their interactions in the work environment.								
	MANAGERS	2	0	1	14	57*	33	107
	INSTRUCTORS	2	1	1	24	70	79*	177

TABLE XIII (Continued)

Competency	Frequencies for Degrees of Importance						
	Not Incl. 0	Very Low Imp. 1	Low Imp. 2	Avg. Imp. 3	High Imp. 4	Very High Imp. 5	(N) Totals
11. Status and Role. Understanding how the status and role system of an organization can facilitate achievement of both organizational and individual goals.							
MANAGERS	3	2	8	43*	40	11	107
INSTRUCTORS	10	4	19	72*	54	17	176
12. Initiating Action. Influencing the actions of subordinates toward common goals. This could include issuing clear and complete orders, training subordinates, motivating workers, maintaining a reward and discipline system, etc.							
MANAGERS	4	0	4	9	52*	38	107
INSTRUCTORS	2	0	8	46	75*	46	177
13. Recognizing Leadership Styles. Recognizing and analyzing the basic types of leadership styles: dictatorial, benevolent-autocratic, democratic, laissez faire, Theory X and Y, etc.							
MANAGERS	4	5	15	37*	34	12	107
INSTRUCTORS	3	3	14	63*	61	33	177
14. Developing Personal Leadership Style. Developing his/her own style of leadership dependent on personal traits of the manager, skills and abilities of subordinates, and the nature of the situation.							
MANAGERS	3	2	2	27	52*	21	107
INSTRUCTORS	9	3	9	61	70*	24	176

TABLE XIII (Continued)

Competency		Frequencies for Degrees of Importance						
		Not Incl. 0	Very Low Imp. 1	Low Imp. 2	Avg. Imp. 3	High Imp. 4	Very High Imp. 5	(N) Totals
15. Supervising. Supervising employees where there is direct contact, interpreting company policies to workers, seeing that performance is accomplished in line with goals, and initiating corrective action where necessary.								
	MANAGERS	3	1	1	14	54*	34	107
	INSTRUCTORS	3	3	12	46	78*	35	177
16. Flow of Communication. Understanding and using effectively the proper flow of communications: vertical, horizontal, and informal.								
	MANAGERS	2	0	2	31	39*	33	107
	INSTRUCTORS	4	0	9	37	60	68*	178
17. Oral Communication. Articulating logical thought processes orally, i.e., including job instructions, interpretation of company policies/procedures to others, and telephone communications.								
	MANAGERS	2	1	1	16	47*	40	107
	INSTRUCTORS	6	4	7	44	70*	47	178
18. Written Communication. Writing business communications such as letters, form paragraphs, office manuals, reports, job instructions, etc.								
	MANAGERS	3	1	2	20	50*	31	107
	INSTRUCTORS	17	6	17	43	44	50*	177

TABLE XIII (Continued)

Competency		Frequencies for Degrees of Importance: Not Incl. 0	Very Low Imp. 1	Low Imp. 2	Avg. Imp. 3	High Imp. 4	Very High Imp. 5	(N) Totals
19. Listening Skills. Developing listening skills for both verbal and non-verbal communication.								
	MANAGERS	1	1	3	23	35	44*	107
	INSTRUCTORS	18	7	19	47*	40	47*	178
20. Justification--Selling Skills. Justifying new programs, equipment, and/or personnel to upper levels of management.								
	MANAGERS	6	0	11	31	41*	18	107
	INSTRUCTORS	18	6	21	66*	48	15	174
21. Choosing Action Plan. Choosing a course of action through individual or team decision making to achieve desired results.								
	MANAGERS	1	1	1	27	54*	23	107
	INSTRUCTORS	9	0	12	55	66*	35	177
22. Using Analytical Skills. In decision making, understanding the situation, recognizing the right problem, searching for available alternatives, and selecting the solution.								
	MANAGERS	3	0	0	12	57*	35	107
	INSTRUCTORS	7	2	12	39	71*	47	178

TABLE XIII (Continued)

Competency	Not Incl. 0	Very Low Imp. 1	Low Imp. 2	Avg. Imp. 3	High Imp. 4	Very High Imp. 5	(N) Totals
	Frequencies for Degrees of Importance						
23. Formulating Policy. Formulating policy decisions which set precedents and provide guides for decision making in the future.							
MANAGERS	8	3	5	30	40*	21	107
INSTRUCTORS	18	5	36	52*	52*	15	178
24. Managing Time. Managing time effectively, setting priorities, and shifting priorities as necessary.							
MANAGERS	1	0	0	11	51*	44	107
INSTRUCTORS	7	0	8	44	74*	45	178
25. Financial Analysis. Providing financial information to upper level management by which the future operations are planned, key variables are controlled, alternative choices are made, and past performance is analyzed.							
MANAGERS	15	4	7	21	32*	28	107
INSTRUCTORS	20	11	31	58*	42	15	177
26. Budgeting. Planning business budgets either as an individual or as part of a team.							
MANAGERS	10	6	6	19	48*	18	107
INSTRUCTORS	15	10	30	61*	50	11	177

TABLE XIII (Continued)

Competency		Frequencies for Degrees of Importance: Not Incl. 0	Very Low Imp. 1	Low Imp. 2	Avg. Imp. 3	High Imp. 4	Very High Imp. 5	(N) Totals
27. Understanding Cost Analysis. Understanding and applying cost analysis in making recommendations for cost control and cost reduction programs.								
	MANAGERS	14	5	9	29	36*	14	107
	INSTRUCTORS	17	7	34	65*	43	11	177
28. Job Standards and Evaluation. Selecting, developing, and maintaining quality and quantity standards for office tasks through job analysis methods.								
	MANAGERS	12	3	13	39*	30	10	107
	INSTRUCTORS	2	2	7	43	90*	34	178
29. Work Simplification. Economizing effort of office employees through searching for the "best way" to complete tasks. Determining if some element of office work can be eliminated, combined, changed, or simplified.								
	MANAGERS	4	0	5	35	46*	17	107
	INSTRUCTORS	1	1	6	48	78*	43	177
30. Office Environmental Factors. Making decisions regarding environmental factors in the office such as space, furniture, lighting, ventilation, color, and sound in terms of physical and psychological effectiveness.								
	MANAGERS	12	6	17	38*	24	10	107
	INSTRUCTORS	2	2	8	27	76*	63	178

TABLE XIII (Continued)

Competency		Frequencies for Degrees of Importance						
		Not Incl. 0	Very Low Imp. 1	Low Imp. 2	Avg. Imp. 3	High Imp. 4	Very High Imp. 5	(N) Totals
31. Office Equipment. Selecting office equipment, purchasing or leasing of equipment, centralizing system of maintenance of equipment, and keeping control records of equipment.								
	MANAGERS	17	4	14	28	31*	13	107
	INSTRUCTORS	0	1	9	39	76*	53	178
32. Office Supplies. Purchasing, managing, and controlling office supplies.								
	MANAGERS	21	11	15	35*	13	12	107
	INSTRUCTORS	1	3	23	58	62*	31	178
33. Design of Office Supplies. Designing business forms for use in the office.								
	MANAGERS	22	9	17	36*	14	9	107
	INSTRUCTORS	8	9	20	61*	54	24	176
34. Reprographics. Selecting appropriate reproduction, collating, and binding services; controlling quality and quantity of copying.								
	MANAGERS	29	9	16	26*	22	5	107
	INSTRUCTORS	8	6	15	66*	54	27	176

TABLE XIII (Continued)

Competency		Frequencies for Degrees of Importance: Not Incl. 0	Very Low Imp. 1	Low Imp. 2	Avg. Imp. 3	High Imp. 4	Very High Imp. 5	(N) Totals
35. Records Management. Obtaining records management expertise in processes such as coding, storing, destroying, retaining, transferring, copying and micrographics services.								
	MANAGERS	20	7	11	35*	24	10	107
	INSTRUCTORS	13	6	10	51	52*	45	177
36. Mail and Information Distribution. Managing mail services--either incoming, outgoing, or both.								
	MANAGERS	24	11	12	37*	13	10	107
	INSTRUCTORS	3	14	17	83*	48	12	177
37. Data Processing. Understanding data processing and computers, and interpreting computer output.								
	MANAGERS	9	4	9	35*	29	21	107
	INSTRUCTORS	15	10	24	59*	49	20	177
38. Word Processing. Understanding the relationship of computerized applications to word processing.								
	MANAGERS	33*	5	11	24	25	8	106
	INSTRUCTORS	6	5	6	55	61*	44	177

TABLE XIII (Continued)

Competency		Frequencies for Degrees of Importance: Not Incl. 0	Very Low Imp. 1	Low Imp. 2	Avg. Imp. 3	High Imp. 4	Very High Imp. 5	(N) Totals
39. Conforming with Laws and Regulations. Understanding and conforming with labor laws, union restrictions, and safety laws.								
	MANAGERS	10	7	8	38*	24	20	107
	INSTRUCTORS	9	6	26	74*	49	14	178
40. Legislation Regarding Small Businesses. Obtaining knowledge of legislation and government contracts applicable to small businesses or those with minority ownership.								
	MANAGERS	54*	11	6	17	14	5	107
	INSTRUCTORS	40	19	41	56*	19	3	178
41. Career Path Information. Providing employees information about entry-level skills, opportunities for advancement, and salary increments.								
	MANAGERS	14	2	10	31	41*	9	107
	INSTRUCTORS	15	18	18	64*	43	19	177
42. Changing Role of Office Manager. Being flexible in making changes from technician to "systems" specialist.								
	MANAGERS	20	1	8	32	36*	10	107
	INSTRUCTORS	1	4	14	44	73*	42	178

TABLE XIII (Continued)

Competency		Frequencies for Degrees of Importance: Not Incl. 0	Very Low Imp. 1	Low Imp. 2	Avg. Imp. 3	High Imp. 4	Very High Imp. 5	(N) Totals
43. Changing Concept of the "Office." Recognizing that the office of the future may be any place where office functions are performed, not just in an office building.								
	MANAGERS	15	6	13	34*	31	8	107
	INSTRUCTORS	2	4	10	40	60	62*	178
44. Ethics in Modern Office. Recognizing and practicing desirable ethical behavior in the office.								
	MANAGERS	4	1	3	27	45*	26	106
	INSTRUCTORS	4	2	5	55	64*	48	178

*Mode.

TABLE XIV

DIFFERENCES IN IMPORTANCE OF IDENTIFIED COMPETENCIES FOR AMS PRESIDENTS AND AOM INSTRUCTORS ACCORDING TO DEMOGRAPHIC DATA (F-RATIO VALUES)
N=107 MANAGERS AND 178 INSTRUCTORS

Competency	Educ.	Exper.	Age	Sex	Qtr. Hrs. in O. M.
PLANNING					
1. Anticipating the Future. Planning for the future and being adaptive. Coordinating decisions which are directed toward chosen broad goals of the future.	.248	.705	2.090	.219	1.875
2. Using Planning Process. Utilizing the planning process which includes: setting goals, searching for future opportunities, formulating plans, setting targets for implementation, and following up the results.	1.337	.976	.818	1.043	2.075
ORGANIZING					
3. Organization Structure. Understanding organization in terms of structure of authority relationships such as line, staff, and functional organizations.	.461	.105	.106	.161	1.074
4. Organization Principles. Employing basic principles as guides in the organizing function, i.e., unity of command, exception principles, span of control, chain of command, specialization, and decentralization.	1.374	.089	.071	.025	.996

TABLE XIV (Continued)

Competency	Educ.	Exper.	Age	Sex	Qtr. Hrs. in O. M.
5. Modern Organization Theory. Understanding new theories of organization which focus on the inter-disciplinary approach. Some of the modern theories include: acceptance theory of authority, identification theory, the nature of individuals, matrix organization, and fusion model of organization.	.163	1.580	.541	5.384*	4.719*
CONTROLLING					
6. Applying Control Elements. Controlling through a system which compares chosen goals or criteria against current activities and makes any corrections to achieve desired results.	.851	4.217*	.245	2.268	.272
7. Principles of Control. Applying principles of control which include allowance for: adjustments at critical points, feedback systems, flexibility, tailor-made systems, self-control systems, direct control systems, and consideration of human factors.	1.691	6.649*	.646	4.740*	1.141
STAFFING					
8. Personnel Management. Performing personnel functions such as recruitment, selection, placement, promotion, and firing of personnel.	3.408*	.308	.851	2.923	.230
9. Training and Development. Conducting formal and/or informal training programs for employee development.	.680	.663	.299	.001	.136

TABLE XIV (Continued)

Competency	Educ.	Exper.	Age	Sex	Qtr. Hrs. in O. M.
10. Human Factors/Motivation. Applying knowledge of human relations in motivating individual employees toward cooperative goals through their interactions in the work environment.	.484	.788	.542	.784	.649
11. Status and Role. Understanding how the status and role system of an organization can facilitate achievement of both organization and individual goals.	.596	1.164	.875	1.567	1.542
DIRECTING					
12. Initiating Action. Influencing the actions of subordinates toward common goals. This could include issuing clear and complete orders, training subordinates, motivating workers, maintaining a reward and discipline system, etc.	1.353	3.317*	.652	1.913	.955
13. Recognizing Leadership Styles. Recognizing and analyzing the basic types of leadership styles: dictatorial, benevolent-autocratic, democratic, laissez faire, Theory X and Y, etc.	2.378	1.561	.748	.342	.283
14. Developing Personal Leadership Style. Developing his/her own style of leadership dependent on personal traits of the manager, skills and abilities of subordinates, and the nature of the situation.	1.833	2.349	.227	.331	4.128*

TABLE XIV (Continued)

Competency	Educ.	Exper.	Age	Sex	Qtr. Hrs. in O. M.
15. Supervising. Supervising employees where there is direct contact, interpreting company policies to workers, seeing that performance is accomplished in line with goals, and initiating corrective action where necessary.	2.786*	2.756*	.269	1.170	.355
COMMUNICATING					
16. Flow of Communications. Understanding and using effectively the proper flow of communications: vertical, horizontal, and informal.	1.126	.286	.648	.014	.062
17. Oral Communication. Articulating logical thought processes orally, i.e., including job instructions, interpretation of company policies/procedures to others, and telephone communications.	3.471*	.963	1.029	.007	1.434
18. Written Communication. Writing business communications such as letters, form paragraphs, office manuals, reports, job instructions, etc.	4.375*	3.276*	1.094	4.465*	.793
19. Listening Skills. Developing listening skills for both verbal and non-verbal communication.	6.012*	3.849*	1.233	2.667	3.459*
20. Justification--Selling Skills. Justifying new programs, equipment, and/or personnel to upper levels of management.	2.495*	3.149*	.729	3.068	1.991

TABLE XIV (Continued)

Competency	Educ.	Exper.	Age	Sex	Qtr. Hrs. in O. M.
DECISION MAKING					
21. Choosing Action Plan. Choosing a course of action through individual or team decision making to achieve desired results.	1.340	.963	.201	.518	2.097
22. Using Analytical Skills. In decision making, understanding the situation, recognizing the right problem, searching for available alternatives, and selecting the solution.	2.414*	.820	.343	.288	3.268*
23. Formulating Policy. Formulating policy decisions which set precedents and provide guides for decision making in the future.	2.650*	3.811*	.259	.289	1.564
24. Managing Time. Managing time effectively, setting priorities, and shifting priorities as necessary.	3.894*	1.000	.379	.002	2.003
COST AND BUDGETARY CONTROLLING					
25. Financial Analysis. Providing financial information to upper level management by which the future operations are planned, key variables are controlled, alternative choices are made, and past performance is analyzed.	1.582	4.981*	3.125*	5.863*	1.143
26. Budgeting. Planning business budgets either as an individual or as part of a team.	2.065	3.920*	1.868	10.476*	1.908

TABLE XIV (Continued)

Competency	Educ.	Exper.	Age	Sex	Qtr. Hrs. in O. M.
27. Understanding Cost Analysis. Understanding and applying cost analysis in making recommendations for cost control and cost reduction programs.	.294	2.761*	.516	8.692*	.292
WORK MEASUREMENT					
28. Job Standards and Evaluation. Selecting, developing, and maintaining quality and quantity standards for office tasks through job analysis methods.	13.067*	.638	.848	11.263*	3.423*
29. Work Simplification. Economizing effort of office employees through searching for the "best way" to complete tasks. Determining if some element of office work can be eliminated, combined, changed, or simplified.	1.887	.466	.393	2.801	1.035
OFFICE FUNCTIONS					
30. Office Environmental Factors. Making decisions regarding environmental factors in the office such as space, furniture, lighting, ventilation, color, and sound in terms of physical and psychological effectiveness.	16.893*	5.237*	1.794	3.774	3.791*
31. Office Equipment. Selecting office equipment, purchasing or leasing of equipment, centralizing system of maintenance of equipment, and keeping control records of equipment.	13.002*	6.016*	2.024	6.358*	3.311*

TABLE XIV (Continued)

Competency	Educ.	Exper.	Age	Sex	Qtr. Hrs. in O. M.
32. Office Supplies. Purchasing, managing, and controlling office supplies.	11.539*	5.460*	.765	8.217*	3.918*
33. Design of Office Supplies. Designing business forms for use in the office.	4.743*	2.924*	.585	2.405	1.435
34. Reprographics. Selecting appropriate reproduction, collating, and binding services; controlling quality and quantity of copying.	9.979*	3.199*	1.662	.573	1.987
35. Records Management. Obtaining records management expertise in processes such as coding, storing, destroying, retaining, transferring, copying, and micrographics services.	4.996*	2.774*	.270	.085	.979
36. Mail and Information Distribution. Managing mail services--either incoming, outgoing, or both.	6.207*	.671	.816	7.661*	1.690
37. Data Processing. Understanding data processing and computers, and interpreting computer output.	.883	4.477*	1.671	5.463*	4.832*
38. Word Processing. Understanding the relationship of computerized applications to word processing.	13.789*	3.001*	.734	1.232	4.025*

TABLE XIV (Continued)

Competency	Educ.	Exper.	Age	Sex	Qtr. Hrs. in O. M.
LEGISLATION AND UNION RESTRICTIONS					
39. Conforming with Laws and Regulations. Understanding and conforming with labor laws, union restrictions, and safety laws.	.811	.357	2.414	.211	1.734
40. Legislation Regarding Small Businesses. Obtaining knowledge of legislation and government contracts applicable to small businesses or those with minority ownership.	2.681*	1.163	1.248	.055	1.056
OTHER CATEGORIES					
41. Career Path Information. Providing employees information about entry-level skills, opportunities for advancement, and salary increments.	.334	.944	.486	.944	.793
42. Changing Role of Office Manager. Being flexible in making changes from technician to "systems" specialist.	8.579*	.859	.797	.664	2.366
43. Changing Concept of the "Office." Recognizing that the office of the future may be any place where office functions are performed, not just in an office building.	14.087*	3.362*	1.082	1.978	3.084*
44. Ethics in Modern Office. Recognizing and practicing desirable ethical behavior in the office.	.687	.812	1.163	1.838	.796

*Significant at .05 level.

TABLE XV

DEMOGRAPHIC CHARACTERISTICS OF MANAGERS AND INSTRUCTORS

Demographic Characteristics	Mgr. (N)	Percent of Mgrs.	Inst. (N)	Percent of Inst.
EDUCATION				
Less than Bachelor's	43	40.2	0	.0
Bachelor's	53	49.5	2	1.1
Master's	10	9.3	10	5.6
Master's Plus	1	.9	29	16.3
Doctorate	0	.0	137	77.0
Totals	107	100.0	178	100.0
Chi Square 251.334*				
EXPERIENCE				
Less than 5 Years	5	4.7	55	30.9
6-10 Years	19	17.8	63	35.4
11-15 Years	42	39.3	25	14.0
16 or More Years	41	38.3	35	19.7
Totals	107	100.0	178	100.0
Chi Square 55.841*				
AGE				
Less than 25	0	.0	1	.6
26-35 Years	17	15.9	24	13.5
36-45 Years	33	30.8	68	38.2
46 or Older	57	53.3	85	47.8
Totals	107	100.0	178	100.0
Chi Square 2.300				
SEX				
Female	23	21.5	86	48.3
Male	84	78.5	92	51.7
Totals	107	100.0	178	100.0
Chi Square 19.232*				
QUARTER HOURS IN OFFICE MANAGEMENT				
None	42	48.8	38	22.1
1-10 Hours	16	18.6	95	55.2
11-20 Hours	17	19.8	28	16.3
21 or More Hours	11	12.8	11	6.4
Totals	86	100.0	172	100.0
Chi Square 34.253*				

*Significant at .00 level.

TABLE XVI

DIFFERENCES IN IMPORTANCE OF IDENTIFIED COMPETENCIES OF AMS PRESIDENTS ACCORDING TO DEMOGRAPHIC CATEGORIES OF NUMBER OF EMPLOYEES SUPERVISED AND SALARY RANGE (F-RATIO VALUES), N=107 MANAGERS

Competency	Number of Employees Supervised	Salary Range
PLANNING		
1. Anticipating the Future. Planning for the future and being adaptive. Coordinating decisions which are directed toward chosen broad goals of the future.	2.180	3.854*
2. Using Planning Process. Utilizing the planning process which includes: setting goals, searching for future opportunities, formulating plans, setting targets for implementation, and following up the results.	1.796	1.917
ORGANIZING		
3. Organization Structure. Understanding organization in terms of structure of authority relationships such as line, staff, and functional organizations.	1.769	.195
4. Organization Principles. Employing basic principles as guides in the organizing function, i.e., unity of command, exception principles, span of control, chain of command, specialization, and decentralization.	1.616	.289
5. Modern Organization Theory. Understanding new theories of organization which focus on the inter-disciplinary approach. Some of the modern theories include: acceptance theory of authority, identification theory, the nature of individuals, matrix organization, and fusion model of organization.	2.447	.368

TABLE XVI (Continued)

Competency	Number of Employees Supervised	Salary Range
CONTROLLING		
6. Applying Control Elements. Controlling through a system which compares chosen goals or criteria against current activities and makes any corrections to achieve desired results.	3.994*	1.107
7. Principles of Control. Applying principles of control which include allowance for: adjustments at critical points, feedback systems, flexibility, tailor-made systems, self-control systems, direct control systems, and consideration of human factors.	3.785*	1.666
STAFFING		
8. Personnel Management. Performing personnel functions such as recruitment, selection, placement, promotion, and firing of personnel.	2.731*	.320
9. Training and Development. Conducting formal and/or informal training programs for employee development.	.168	.418
10. Human Factors/Motivation. Applying knowledge of human relations in motivating individual employees toward cooperative goals through their interactions in the work environment.	.877	1.300
11. Status and Role. Understanding how the status and role system of an organization can facilitate achievement of both organizational and individual goals.	.888	.438

TABLE XVI (Continued)

Competency	Number of Employees Supervised	Salary Range
DIRECTING		
12. Initiating Action. Influencing the actions of subordinates toward common goals. This could include issuing clear and complete orders, training subordinates, motivating workers, maintaining a reward and discipline system, etc.	5.602*	.900
13. Recognizing Leadership Styles. Recognizing and analyzing the basic types of leadership styles: dictatorial, benevolent-autocratic, democratic, laissez faire, Theory X and Y, etc.	1.793	1.237
14. Developing Personal Leadership Style. Developing his/her own style of leadership dependent on personal traits of the manager, skills and abilities of subordinates, and the nature of the situation.	2.529*	.952
15. Supervising. Supervising employees where there is direct contact, interpreting company policies to workers, seeing that performance is accomplished in line with goals, and initiating corrective action where necessary.	2.702*	.019
COMMUNICATING		
16. Flow of Communications. Understanding and using effectively the proper flow of communications: vertical, horizontal, and informal.	.601	.921
17. Oral Communication. Articulating logical thought processes orally, i.e., including job instructions, interpretation of company policies/procedures to others, and telephone communications.	.338	1.331
18. Written Communication. Writing business communications such as letters, form paragraphs, office manuals, reports, job instructions, etc.	.334	.295

TABLE XVI (Continued)

Competency	Number of Employees Supervised	Salary Range
19. Listening Skills. Developing listening skills for both verbal and non-verbal communication.	.717	.926
20. Justification--Selling Skills. Justifying new programs, equipment, and/or personnel to upper levels of management.	1.410	1.404
DECISION MAKING		
21. Choosing Action Plan. Choosing a course of action through individual or team decision making to achieve desired results.	1.968	2.209
22. Using Analytical Skills. In decision making, understanding the situation, recognizing the right problem, searching for available alternatives, and selecting the solution.	1.182	.400
23. Formulating Policy. Formulating policy decisions which set precedents and provide guides for decision making in the future.	1.399	.616
24. Managing Time. Managing time effectively, setting priorities, and shifting priorities as necessary.	.288	.132
COST AND BUDGETARY CONTROLLING		
25. Financial Analysis. Providing financial information to upper level management by which the future operations are planned, key variables are controlled, alternative choices are made, and past performance is analyzed.	1.044	.282
26. Budgeting. Planning business budgets either as an individual or as part of a team.	1.460	1.021

TABLE XVI (Continued)

Competency	Number of Employees Supervised	Salary Range
27. Understanding Cost Analysis. Understanding and applying cost analysis in making recommendations for cost control and cost reduction programs.	.648	.547
WORK MEASUREMENT		
28. Job Standards and Evaluation. Selecting, developing, and maintaining quality and quantity standards for office tasks through job analysis methods.	.907	2.614
29. Work Simplification. Economizing effort of office employees through searching for the "best way" to complete tasks. Determining if some element of office work can be eliminated, combined, changed, or simplified.	2.192	1.509
OFFICE FUNCTIONS		
30. Office Environmental Factors. Making decisions regarding environmental factors in the office such as space, furniture, lighting, ventilation, color, and sound in terms of physical and psychological effectiveness.	1.022	4.415*
31. Office Equipment. Selecting office equipment, purchasing or leasing of equipment, centralizing system of maintenance of equipment, and keeping control records of equipment.	1.382	2.586
32. Office Supplies. Purchasing, managing, and controlling office supplies.	1.441	3.768*
33. Design of Office Supplies. Designing business forms for use in the office.	1.575	1.146
34. Reprographics. Selecting appropriate reproduction, collating, and binding services; controlling quality and quantity of copying.	1.385	1.228

TABLE XVI (Continued)

Competency	Number of Employees Supervised	Salary Range
35. Records Management. Obtaining records management expertise in processes such as coding, storing, destroying, retaining, transferring, copying, and micrographics services.	.202	1.839
36. Mail and Information Distribution. Managing mail services--either incoming, outgoing, or both.	1.322	2.075
37. Data Processing. Understanding data processing and computers, and interpreting computer output.	1.011	2.491
38. Word Processing. Understanding the relationship of computerized applications to word processing.	.699	2.070
LEGISLATION AND UNION RESTRICTIONS		
39. Conforming with Laws and Regulations. Understanding and conforming with labor laws, union restrictions, and safety laws.	1.221	1.533
40. Legislation Regarding Small Businesses. Obtaining knowledge of legislation and government contracts applicable to small businesses or those with minority ownership.	.227	.403
OTHER CATEGORIES		
41. Career Path Information. Providing employees information about entry-level skills, opportunities for advancement, and salary increments.	1.386	.917

TABLE XVI (Continued)

Competency	Number of Employees Supervised	Salary Range
42. Changing Role of Office Manager. Being flexible in making changes from technician to "systems" specialist.	1.573	.454
43. Changing Concept of the "Office." Recognizing that the office of the future may be any place where office functions are performed, not just in an office building.	.927	1.274
44. Ethics in Modern Office. Recognizing and practicing desirable ethical behavior in the office.	1.268	1.188

*Significant at .05 level.

TABLE XVII

NUMBER OF EMPLOYEES SUPERVISED AND SALARY RANGE OF MANAGERS

Characteristics		Number of Mgrs.	Percent of Mgrs.
Number of Employees Supervised			
Less than 10		35	33.0
11-25		26	24.5
26-50		20	18.9
51-100		11	10.4
101 or More		14	13.2
	Totals	106	100.0
Salary Range			
$10,000-$14,999		1	1.0
$15,000-$19,999		16	16.5
$20,000-$24,999		16	16.5
$25,000-$29,999		27	27.8
$30,000 or More		37	38.1
	Totals	97	100.0

TABLE XVIII

COURSES WHICH BEST PREPARE INDIVIDUALS TO TEACH COLLEGIATE OFFICE MANAGEMENT COURSES AS PERCEIVED BY AOM INSTRUCTORS

Recommendations	Frequency of Selection	Percent of Cases
Course Names		
Office Management	140	80.0
Management (General)	92	52.6
Personnel Management	89	50.9
Organizational Behavior	61	34.9
Data Processing	44	25.1
Psychology	23	13.1
Business Letter Writing	17	9.7
Business Report Writing	13	7.4
Economics	8	4.6
Records Management	5	2.9
Word Processing	3	1.7
Communication	3	1.7
Management Information Science	3	1.7
Office Secretarial Procedures	3	1.7
Sociology	1	.6
Other Activities Suggested		
Practical Work Experience	7	4.0
Join Professional Associations	1	.6
Personal Reading	1	.6
Reading Trade, Professional Journals	1	.6
TOTALS	520	297.1*

*N=178 instructors; each could choose three courses.

VITA

Betty E. Hester Smith was born in Fitzgerald, Georgia, on April 28, 1943. She was graduated from Fitzgerald High School in June 1961. She received the Associate of Science degree from South Georgia College in June 1963. As a secretary in Atlanta, she worked two years for the Georgia Institute of Technology and two years for the Georgia School Boards Association. During this time, she attended Georgia State College and was awarded the Bachelor of Business Administration degree in May 1966.

The author has been a Business and Vocational Office Education teacher at Alcoa High School, Alcoa, Tennessee, for a total of nine years. During her employment as a teacher, she entered Graduate School at The University of Tennessee, Knoxville, and was awarded the Master of Science degree with a major in Business Education in June 1972.

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She is the wife of Gerald Franklin Smith of Fitzgerald, Georgia, and the mother of Mark Thomas Smith and Selena Catherine Smith. The family currently resides in Maryville, Tennessee.