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I am submitting herewith a thesis written by Vicki M. Johnson entitled "A Survey of Tasks Performed by Administrative Support Secretaries, Word Processing Supervisors, and Word Processing Operators." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Business Education.

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A SURVEY OF TASKS PERFORMED BY ADMINISTRATIVE SUPPORT SECRETARIES, WORD PROCESSING SUPERVISORS, AND WORD PROCESSING OPERATORS

A Thesis

Presented for the

Master of Science

Degree

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Vicki M. Johnson

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DEDICATION

This thesis is dedicated to my parents, Hattie Williamson Johnson and the late William Blount Johnson, who supported, encouraged, and taught me how to live.

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ABSTRACT

The problem of this study was to determine the roles of administrative support secretaries, Word Processing supervisors, and Word Processing operators in small and large business offices.

The data were based on the responses to 105 questionnaires collected from administrative support secretaries, Word Processing supervisors, and Word Processing operators in 22 firms in Chattanooga and Nashville, Tennessee. Frequencies, rankings, and medians were used to analyze the tasks.

The tasks performed by the administrative support secretaries are consistent with those described in the professional literature.

The tasks performed by the Word Processing supervisors are consistent with those described in the professional literature.

The tasks performed by the Word Processing operators are not consistent with those described in the professional literature.

The job titles of the Word Processing personnel and administrative support secretaries are not consistent with those described in the professional literature.

The size of the company is related to the types and frequencies of tasks performed.

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CHAPTER I

INTRODUCTION

When one compares the business office of today with its large amount of paper work, elaborate equipment, and sophisticated procedures with that of the business office in the past, one finds a strong contrast.

In the early history of the office, businessmen searched for ways to increase profits by reducing costs of handwritten communications. As a result, the typewriter had the greatest impact in the molding of the modern office. A few years later, with the invention of the dictating machine, the office could realize increased production and improvement in the quality of work.

The office continued to progress, and word processing was introduced. In his briefing, Kleinschrod wrote: "Word processing is a system. It involves typing, it uses the newest generations of typing equipment, and it goes to the very heart of traditional office operations" (Kleinschrod, 1974, p. 1). According to Matthews:

> The word processing concept involves several levels under the communication systems umbrella . . . . The concept deals not only with automated processing of words, but also with the total office operations picture. (Matthews, 1978, p. 203)

Business educators must train competent students to perform office operations; therefore, the business educator must survey his/her community to ascertain what office tasks are performed. The business curriculum should then reflect the needs of the local business community.

A. STATEMENT OF THE PROBLEM

The problem of this study was to determine the roles of Word Processing operators, Word Processing supervisors, and administrative support secretaries in small and large business offices.

B. ANALYSIS OF THE PROBLEM

In order to delineate the problem, it was necessary to seek answers to the following specific questions:

1. What tasks are performed by Word Processing operators, Word Processing supervisors, and administrative support secretaries?

2. To what extent are the tasks performed by the administrative support secretaries, Word Processing supervisors, and Word Processing operators?

3. Are the job titles of the word processing personnel and administrative support secretaries consistent with those described in the professional literature?

4. Is the size of the company related to the types and frequencies of tasks performed?

C. RATIONALE FOR THE STUDY

The age of change in the office began in the early 1940's with the introduction of the "automatic calculating machine," which is commonly referred to as the "computer" (Cecil, 1976, p. 5). As a result of this innovation, more technological breakthroughs were made in office

equipment. The new equipment brought about new ways of performing office tasks.

Because of the large volume of paper work and inflating costs in the business offices, a second revolution is taking place. The second revolution—word processing—requires that workers produce higher quality documents in less time, thereby reducing costly wastes in supplies, effort, and space. Cecil wrote:

> The new word processing systems, consisting of continual advancements in office technology, equipment, and procedures and new attitudes, result in the demand to locate, hire, and utilize personnel who can work effectively within these systems. (Cecil, 1976, p. 6)

McCabe and Popham broadly define word processing as follows:

> The automatic production of typed documents or the automation of secretarial work. The systems approach deals with office procedures, personnel, and equipment as an organized whole, rather than with each part separately. The routine tasks of dictating, typing, correcting, revising, copying, and duplicating correspondence and reports are being reorganized into a unified system of controlled, automated office procedures. (McCabe and Popham, 1977, p. 2)

The use of word processing equipment promises to bring under control the increasing paper work load and rising costs (McCabe and Popham, 1977, p. 2). The processing of ideas into the written work is mainly a clerical function, and clerical work involves labor. Labor costs comprise a major part of the total cost of running an office. Word processing equipment will cut labor costs because of the amount of output created per word processing operator.

Regarding labor costs, the two authors made the following statements:

> Capital investment in labor-saving equipment for each office worker now runs about $2,000 annually, in comparison

> with $25,000 spent for each manufacturing employee. By 1985, the amount spent annually for each office worker is expected to increase to $10,000 or more. The amount of word processing typewriters in use is expected to double before 1980. (McCabe and Popham, 1977, p. 8)

Secretaries must be able to perform tasks more efficiently to lower the costs.

The office is in a state of transition, and business educators need to assess whether changes need to be made to include word processing in their programs. Because word processing is a form of automation, word processing will probably have an impact on the content of what business educators teach (Denick, 1979, p. 156).

Dolecheck presented the following question regarding student preparation:

> Will the men and women who are entering the business world have the skills and knowledges necessary to understand and work with a word processing system with little company training? First, business educators must realize that word processing involves much more than working with hardware. Word processors need many other skills that cannot be taught in a few days, and business educators should be teaching these skills. (Dolecheck, 1973, p. 14)

This study will help to assess the subject areas that need to be stressed in the classroom.

D. DEFINITION OF TERMS

The following are definitions of important terms used within the study:

The <u>administrative support secretary</u> is the one who handles little or no typing tasks. Her/his duties involve telephone work, filing,

travel arrangements, duplicating and copying, appointments, meetings, and special assignments for the principals/word originators.

Correspondence center/word processing center is a centralized office area set aside for production of typed documents by word processing secretaries operating automatic word processing equipment.

Daily/Constantly is a frequency used in reporting task performance hereafter referred to as D/C.

Logging is a method of recording incoming and outgoing work to assist in monitoring work flow.

Magnetic media is belts, cards, disks or tapes coated with magnetic material, for use on word processing equipment on which dictation or keystrokes are recorded and stored.

The principal/word originator is the individual within the company that originates paper work and requires secretarial support.

The text-editing typewriter is a typing machine with an electronic retention that can repeat the mechanical movements; the movements are stored on cassette, cartridge, card or diskette.

The traditional secretary is one that is employed as a general-purpose secretary to an executive to handle his or her correspondence, phone calls, errands and other random tasks.

Word processing is the transformation of information into a form of communication through the organization of people, procedures, and equipment; the automation of production.

The word processing operator/correspondence secretary is the individual who specializes in producing typewritten materials from

either longhand, shorthand, or machine dictation using automatic or text-editing typewriters, hereafter referred to as word processing operator.

The Word processing supervisor organizes, supervises, directs, and evaluates the work of the word processing operators and may design the systems and procedures used in their work.

Word processing system is the combination of procedures, methods, equipment, and people designed to accomplish a written, verbal, or recorded word to its eventual use.

E. LIMITATIONS

The limitations of the study were as follows:

1. Two recently published textbooks were the primary source for identification of tasks performed by word processing personnel and administrative support secretaries.

2. Questionnaires rather than personal interviews left some items open to different interpretations.

F. ORGANIZATION OF THE STUDY

The study is presented in the following sequence:

Chapter I includes the statement of the problem, rationale for the study, definition of terms, limitations of the study, and the organization of the study.

Chapter II includes a review of related literature.

Chapter III describes the procedures used for the study.

Chapter IV includes the analysis of the data.

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

The appendix contains a copy of the cover letter, the questionnaires, and a listing of the businesses used in the study.

CHAPTER II

REVIEW OF LITERATURE

The first section of this chapter deals with the effect of word processing on the office, the second section relates to how the business education curriculum has changed as a result of word processing, and the final section includes a review of related research.

A. THE EFFECT OF WORD PROCESSING ON THE OFFICE

The systems approach called for a change in the traditional office. The one-to-one boss-secretary relationship was to be replaced by a more efficient office structure. Secretaries were to work for more than one person. Because the secretary's work would be coming from different individuals, a supervisor was needed to distribute the work evenly, to be responsible for getting the work done, and to provide reports to management on how well the system was working. This new position would provide the secretary with a career path that beforehand had been nonexistent. The reorganization would bring about other changes:

1. The secretary was no longer a nonexistent entity on the office organization chart.
2. The secretary would no longer have only a vague idea of what responsibilities or tasks the job entailed.
3. The secretary was to have a definite function with defined duties, as well as a clearly defined career path to follow in the company.
4. No longer would the secretary be working for one boss. The secretary's loyalty would be to the company instead of to the boss.

5. The physical appearance of the office changed as the secretary was, in most cases, no longer stationed outside the boss's door. (Bergerud and Gonzalez, 1978, p. 14)

Word processing brought new responsibilities to the office. The executives began to analyze the document. They came to the realization that the cost of the document did not end with its creation and production, but continued for the life of the document. Word processing caused companies to look at the entire processing cycle of the document as a way of reducing paper work costs. Since looking at the overall document cycle places new responsibilities on the people who are involved in it, companies began to consider using word processing equipment in the creation/reproduction parts of the document cycle (Bergerud and Gonzalez, 1978, p. 30).

Word processing has brought about new office job titles, and newspaper advertisements reflect this change. Advertisements list positions as administrative assistant/secretary, word processing secretary, dictaphone typist, and mag card secretary; and firms are demanding that specialists hold the positions in their companies. Titles illustrate the specialization of the various positions (McCabe and Popham, 1977, p. 2).

Word processing has also affected the length of time needed for a dictator to receive the final copy of his correspondence. The traditional secretary was often interrupted by visitors, phone calls, and other individuals during dictation and transcription activities. In one article, Irving Trusts' Company officials reported how their turnaround time had been cut from 48 hours to 24 hours because of word

processing. The effectiveness of the transcription has increased 39 percent. Word originators, seeing the system working efficiently, are inputting 55 percent more work. Dictation, in some cases, is processed within two or three hours (Dictation Turnaround Time, 1974, p. 68).

According to Rick Minicucci, salaries have moved forward because of word processing; and, as a result, employee turnover has dropped. Minicucci points out that word processing staffed organizations offer salaries up to $50 more per month than their traditional counterparts. As stated in Minicucci's article, according to Charles Shantz, president of Word Processing Innovators, supervisors earn up to $100 a month more on the average in a word processing program (Minicucci, 1974, p. 34).

Finally, the concept of word processing brought about a change of equipment. The creation of word processing equipment and automatic typewriters began back in the early 1960's with the IBM Selectric, which was originally developed as a computer printout terminal. Regarding the introductory word processing equipment, McCabe and Popham stated: "On a Selectric, the speed of a good typist can increase up to 50 percent" (McCabe and Popham, 1977, p. 11). This new typewriter would aid the typist in rough draft typing speed.

In 1964, IBM began adding features to the Selectric. A magnetic tape-editing device was added and, in the process, provided the machine with a memory capacity. The Magnetic Tape Selectric Typewriter (MT/ST) stored information and typed out at speeds of 180 words a minute, or three times the speed of the human typist (McCabe and Popham, 1977, p.12).

IBM continued to expand their line of word processing equipment by adding the Magnetic Card Selectric Typewriter (MC/ST), followed by the Mag Card II and the Mag Card/A. IBM controlled the automatic typewriter market until the late 1960's. In the early 1970's, Wang, Redactron Corporation, Savin Business Machines, CPT Corporation, Sperry Remington, Trendata, Ty-Data, and Quindata joined the market (McCabe and Popham, 1977, p. 15).

Dictation equipment was also affected by word processing. The first dictation unit was invented by Thomas Edison in 1888, and the early dictation equipment had advantages over longhand and shorthand methods of origination.

Cecil explained the advantages as follows:

> First, machine dictation speed is six times faster than longhand and twice as fast as shorthand. Second, there is a lower cost in origination time. Third, the total throughout is faster with dictating machines; since both dictation and transcription are faster from a machine, the total origination and production time consumed is reduced. (Cecil, 1976, p. 52)

These advantages still apply to today's equipment.

The impact of dictation equipment on the office began in the early 1960's, and dictation equipment began to be utilized more by the word originators. Vendors of dictation equipment continuously improved their dictation equipment by adding new features and improving existing features.

Presently, the three different categories of dictation equipment are: desk-top units, single-unit media, and endless loop units. The desk-top units are self-contained devices designed to be used by one

dictator only. Desk-top units, originally designed either to record or transcribe dictation, now perform both activities.

The second type of dictation equipment is the single-unit media. This type of system uses standard cassettes, mini cassettes, belts, or discs and allows for one or more word originators to dictate at one time.

The final type of dictation unit is the endless loop system. This type of system eliminates the handling of recording media. Cecil defined the endless loop as follows:

> The endless loop is a continuous long tape—an exaggerated tape—permanently encased in a tall, narrow, rectangular tank. As the tape is recorded on, it drops into a transcribing channel from which the typist transcribes the dictation; it then cycles back to the dictation channel, making a continuous flow of dictation. (Cecil, 1976, p. 54-59)

Equipment has changed since the entrance of word processing in the office. Today the machines are fitted to the work rather than vice versa; therefore, the strictly stand-alone equipment has expanded into machines that can stand alone and can also share certain of the peripherals. Manufacturers will continue to improve and produce more advanced sophisticated equipment. The changes will be never ending.

B. THE EFFECT OF WORD PROCESSING ON THE BUSINESS EDUCATION CURRICULUM

The effect word processing has had on the output of correspondence is shown by the following statements:

> For Every Dollar Spent on word processing the First Pennsylvania Bank in Philadelphia saves six dollars. With its 50 text-editing machines in five word processing centers

> providing typing services for 2,000 principals, bank administrators have been able to eliminate approximately 150 clerical positions [sic]. (Clerical Requirements Reduced, 1979, p. 13)

Because of the increased efficiency and output of word processing, companies such as the First Pennsylvania Bank in Philadelphia are eliminating clerical positions. Word processing places a greater responsibility on the business educator as curriculums must be examined to determine if business educators are preparing students for jobs that no longer exist or are decreasing in number and importance.

Should word processing be incorporated into the business education programs? Is word processing a concept that will have a short life span? Two authors quoted an earlier challenge issued by the late President John F. Kennedy: "'We must educate people today for a future in which the choices to be faced cannot be anticipated by the wisest among us'" (Moody and Matthews, 1978, p. 233).

George Pake of Xerox Corporation stated that word processing will change the office "like the jet plane has revolutionized travel and the way TV has altered family life." James Miller, president of Royal Typewriter Company, in the same article stated: "There's some speculation that word processing will be bigger than data processing in ten years" (Moody & Matthews, 1978, p. 206). Executives feel that word processing is here to stay. Equipment and procedures will improve, but the basic concept of word processing is lasting.

In The Office (February 1974), Charles Shantz, president of Word Processing Innovators, Inc., stated: "When management, supervisors,

and operators are properly trained, word processing is the most productive force ever brought to bear on the handling of written communication in business." Since word processing is here to stay, the challenge of training the word processing and administrative support personnel should be shouldered by business educators.

How has word processing affected the business education curriculum? Is word processing being implemented in the curriculum? If so, to what degree?

Implementing any new subject or area into a curriculum is a slow process. First, an employment needs survey must demonstrate a need for word processing training. Second, word processing competencies must be identified. The task of identifying word processing competencies has already been undertaken by researchers and several organizations. The Illinois Office of Education recently funded the development of the Word Processing Curriculum Guide. According to Asplud, the project identified seven major competency areas for administrative and correspondence secretaries. Once the competencies are identified, plans can be made for curriculum revision. The actual implementation of the word processing program may require career advisory committee approval, school curriculum approval, state approval, and then funding approval. This process could take a few years (Asplud, 1978, p. 3).

Kidwell presents five questions that need to be answered before the business education curriculum is totally revised. They are as follows:

1. How much of word processing is concerned with managerial readjustment of office functions, without materially changing the working skills we now produce?

2. Do we have a strong basis for believing that word processing through the use of machine transcription is, indeed, an efficient way of cutting office costs?
3. Do we know that written communication skills are as important as we assume they are? Rising postage and production costs may point toward equal or greater emphasis on oral communication skills.
4. Do we know the extent of computer-assisted communication projected for future business word processing centers; what training should we be providing for our students in basic computer usage and applications?
5. Does the word processing concept in practice provide for progression to jobs of greater responsibility and pay, or are these jobs considered by business to be dead-end in nature? (Kidwell, 1977, p. 123)

Daytona Beach Community College has implemented word processing into their business education curriculum. Learning word processing there is like working in an office. Students enrolled in the program punch time clocks, file, take dictation, and perform text-editing tasks under deadline pressure.

Waterhouse described the learning environment as follows:

> The students are trained in the college's word processing center under conditions that approximate real working situations, on equipment as up-to-date as any found in industry. The center has mag card and memory typewriters, dictation and transcribing equipment, copiers, a complete telephone system with a paging feature, and Muzak playing in the background. (College Program Teaches, 1979, p. 12)

Shirley Waterhouse, coordinator/word processing instructor, surveyed the Daytona Beach area and found that 98 percent of the businesses favored instruction incorporating real work experience into student training. A proposal, therefore, was drafted for $93,000 to equip the nation's first individualized center for teaching word processing. The program is built around simulated and real word processing situations, and the curriculum is divided into four phases.

The first phase is a study of the basic skills that are essential in any office. Students must pass a competency test with 80 percent accuracy to move to the next competency. Students then apply for jobs and must fill out applications, submit resumes, and take employment tests. The student is then interviewed for a position in the center.

After passing the interview, students begin the second phase of training, which is the correspondence skills course. The second phase deals with word processing history, theory, and implementation in offices and is followed by work assignments in either the correspondence or the administrative center.

The word processing program at Daytona Beach Community College, according to the instructors, has prepared the students well for the future in the job world. The students are in demand, and businesses call the school for applicants. As a result of this particular program, students are getting a true feel for the real job world right in the classroom (College Program Teaches, 1979, p. 12-13).

What impact has word processing had directly on the secretarial curriculum? How will it affect the future secretarial programs? Business educators, in examining their business education curriculums, feel the greatest need for change in the secretarial programs to keep up with the changes in the office of today.

Powell wrote about the impact of word processing on the traditional secretarial curriculum in Denver, Colorado. Powell suggested that a common core of subject matter for all secretarial students be offered because both traditional and word processing secretaries should be

familiar with the concepts and terminology of word processing and the changes that have occurred in the traditional secretarial position. Furthermore, Powell states that business educators should reinforce an understanding of English grammar, punctuation, and spelling. Students should be aided in improving basic work habits and attitudes. Students should be provided guidance in choosing a career path in the secretarial profession (Powell, 1976, p. 24).

Powell further stated that selected subject matters included in the secretarial curriculum were deemed as "very important" or "important." He stated that certain subject areas should receive first and second priorities as based on the secretarial curriculum in Denver, Colorado. Those areas given first priority for the administrative secretary are as follows:

1. Telephone techniques and oral communication
2. Ability to proofread
3. Knowledge of grammar
4. Ability to log information accurately and completely
5. Set priorities on work to be performed
6. Complete work on time
7. Work under pressure
8. Work with matters of a confidential nature
9. Accept criticism
10. Work with interruptions

Second priority areas were as follows:

1. Typewriting skills (accuracy, speed, and correction)

2. Ability to research information
3. Ability to schedule work

Subject areas for the correspondence secretarial curriculum were also included. Those areas of first priority were as follows:

1. Oral communication
2. Ability to proofread accurately
3. Good grammar skills
4. Typewriting skills (accuracy, increased speed, and numerical typing)
5. Ability to operate magnetic-media typewriters
6. Complete work on time
7. Work under pressure
8. Work with interruptions

Second priority areas were as follows:

1. Knowledge of how to log information
2. Setting priorities for work to be done
3. Management of time
4. Work station management
5. Machine transcription
6. Knowledge of systems analysis
7. Knowledge of work flow
8. Scheduling of work
9. Research techniques
10. Office management

11. Business organization and management (Powell, 1976, p. 23-25)

The present study will assist business educators in emphasizing the subject areas that have first priority based on ranking as found in the population.

C. RELATED STUDIES

The purpose of this section is to review related theses and dissertations pertaining to the present investigation.

The Saliba Study (1978)

The purpose of the Saliba study was to determine the types of word processing equipment being used in Dothan, Alabama, and to determine the types of job tasks being performed by word processing equipment operators. A secondary purpose was to determine the competencies needed by word processing employees.

The data in the study were collected from questionnaires submitted to 141 business firms in Dothan, Alabama. Firms utilizing word processing and firms not utilizing word processing were included. Personnel managers were asked to describe the type of word processing equipment utilized, the training that was required for entry into word processing jobs, and the future of word processing for their companies. The major conclusions of the study were as follows:

1. The basic type of dictating/transcribing equipment used in Dothan, Alabama, businesses is discrete media.
2. In-house training is the most effective means for training personnel to use word processing equipment.
3. The major job tasks of business correspondence are basically processed through the use of magnetic card, automatic repetitive and communicating typewriters.

4. Prospective word processing employees should develop their competencies in the following areas: telephone techniques, composition, ability to proofread, knowledge of grammar, accuracy, speed, correcting neatly, numerical typing, setting priorities on work, management of time, research techniques, and working under pressure.
5. People-oriented activities and the psychology of dealing with people are essential attributes of word processing personnel.

The present study and the Saliba study are related in that each researcher identified the tasks performed by word processing operators. Both researchers also conducted surveys in order to provide criteria for improved curricular design. Although there were similarities, a difference existed in that the investigator of the present study had word processing operators complete the questionnaires rather than personnel managers.

The Murranka Study (1978)

The Murranka study was conducted to identify the specific tasks performed by correspondence secretaries, administrative secretaries, and supervisors in word processing installations. A second objective was to compare the positions of correspondence secretaries, administrative secretaries, and supervisors in word processing installations to test the following null hypotheses:

H_o^1: There will be no significant difference between correspondence secretaries and administrative secretaries on the grouped tasks.

H_o^2: There will be no significant difference between correspondence secretaries and administrative secretaries on the grouped tasks.

H_o^3: There will be no significant difference between administrative secretaries and word processing supervisors on the grouped tasks.

A third objective was to identify the specific job elements utilized by correspondence secretaries, administrative secretaries, and supervisors in word processing installations.

The participants, selected from the mailing list of the Arizona Word Processing Association, completed two questionnaires: the Task Inventory for Word Processing and the Position Analysis Questionnaire (PAQ). Murranka administered the Task Inventory for Word Processing to 19 participating organizations. From each organization, one correspondence secretary, one administrative secretary, and one supervisor of word processing completed the task inventory. Fifteen of the 19 organizations participated by completing both the task inventory and the PAQ.

The null hypotheses were tested by computing one-way analyses of variance on each of the grouped tasks. The .05 level of significance was used. For those task groups that did show significant differences, the Scheffe test was performed, also at the .05 level of significance, to determine where the differences were.

Hypothesis one was rejected. Administrative secretaries spend significantly greater time than correspondence secretaries on nine task groups: (1) organizing and planning, (2) supervising and implementing, (3) coordinating and performing personal tasks for the employer, (4) inspecting and evaluating, (5) performing stenographic activities, (6) performing bookkeeping and accounting activities, (7) performing receptionist activities, (8) maintaining files and library, and (9) performing mailroom activities.

Hypothesis two was rejected. Supervisors spend significantly greater time than correspondence secretaries on the following task groups: (1) organizing and planning, (2) supervising and implementing, (3) inspecting and evaluating, (4) training, and (5) performing bookkeeping and accounting activities.

Hypothesis three was rejected. Administrative secretaries spend significantly greater time than supervisors on six of the task groups: (1) coordinating and performing personal tasks for the employer, (2) performing stenographic activities, (3) performing receptionist activities, (4) performing clerical activities, (5) maintaining files and library, and (6) performing mailroom activities.

Murranka cited several conclusions as a result of her research. Eight of the 11 conclusions are as follows:

1. Typewriting activities make up an important component aspect of the positions studied. These typewriting activities are the primary basis for the correspondence secretary's job. Thus, training for the correspondence secretary must have a foundation of typewriting skill, as well as related skills such as proofreading, typing from rough copy, and editing. The administrative secretaries in this study used typewriting in their jobs. Consequently, the aforementioned skills, as well as composing at the typewriter, are essential for persons aspiring to the administrative secretary position. Finally, the job of supervisor requires some typewriting skill, in addition to proofreading, editing, and revising.
2. The use of the copy machine and the virtual non-reporting of typing stencils, spirit masters, and offset masters, as well as the operation of the duplication equipment, should be considered when developing curricula in word processing.
3. Shorthand is being used by a majority of administrative secretaries and appears to be needed by some administrative secretaries.
4. Written communication skills, particularly writing letters, composing reports, and compiling reports are

necessary for the positions of administrative secretary and supervisor in word processing.
5. Decision-making skills, interpersonal communication skills, and responsibility are evident for administrative secretaries and supervisors in word processing.
6. Both correspondence secretaries and supervisors work in high-pressure situations.
7. Machine transcription skills are used by all three job incumbents.
8. Job incumbents in all three positions are involved with scheduling their individual work assignments.

The investigator of the present study administered only one questionnaire per position, while Murranka administered two questionnaires per position. The present study analyzed the data by medians and percentages. Murranka analyzed her data by several statistical formulas. Although these differences exist, the present study and the Murranka study are similar in that both researchers determined the tasks performed by the word processing operator, the administrative support secretary, and the word processing supervisor.

The Spring Study (1977)

The Spring study was conducted to determine the status of word processing centers within the Urban Corridor of Virginia.

Spring had several questions to be answered, and the two questions that related directly to the present study are as follows:

1. What typing and nontyping tasks were performed by supervisors, correspondence secretaries, and administrative secretaries in the word processing centers?
2. Did a difference exist among the typing and nontyping tasks performed by supervisors, correspondence secretaries, and administrative secretaries in the word processing centers?

Spring collected her data through interviews with the supervisor of the word processing center, one correspondence secretary, and one

administrative secretary of 19 organizations. The data were analyzed by the Word Processing Interview Guide developed by Spring. According to Spring, the Word Processing Interview Guide was divided into three main sections: (1) general information, (2) supervisor, correspondence secretaries, or administrative secretary data, and (3) job tasks. Section I was designed to obtain background information about each word processing center, to identify the factors in the word processing conversion process, and to determine the kinds of typing and clerical tests administered to applicants of word processing secretarial positions in each organization. Section II was designed to obtain descriptive data on each supervisor, correspondence secretary, and administrative secretary who would be interviewed in order to determine what employee characteristics and what qualifications word processing employees possess. Section III consisted of two groups of questions pertaining to typing and nontyping tasks performed by word processing supervisors and secretaries. The Chi-square statistic was used in the analysis of the data.

Spring cited several conclusions as a result of her research. Four conclusions were relevant to the present study. They are as follows:

1. Some method of measuring correspondence secretaries' typing tasks was used by most of the organizations. The most frequently used method of measurement was the number of lines produced.
2. There appeared to be some overlap in the nontyping job tasks performed by supervisors and correspondence secretaries. Although supervisors were responsible for most nontyping activities, correspondence secretaries also performed some nontyping tasks.
3. There appeared to be some overlap in the typing job tasks performed by supervisors and correspondence secretaries.

Although correspondence secretaries principally performed typing tasks, supervisors also engaged in some typing activities.

4. The majority of word processing centers had not adopted the administrative support function in their organizational structure.

Spring ascertained the word processing center characteristics, hiring requirements, equipment used in the centers, the problems in converting to word processing, and word processing employee and job characteristics, while the investigator of the present study dealt with the role of the three types of positions and job titles. Although these differences exist in the present study and Spring's study, the studies are similar in that both researchers determined the tasks performed by word processing supervisors, word processing operators, and administrative support secretaries.

The Schmitt Study (1977)

The Schmitt study was conducted to describe the use of dictating-transcribing equipment. A secondary purpose for the study was to determine the types of job tasks performed by transcription workers on dictating-transcribing equipment.

Schmitt interviewed administrators, dictators, and transcription workers from 30 businesses in Knoxville and Chattanooga, Tennessee.

Schmitt asked the administrators, dictators, and transcription workers the following questions:

1. What types of firms utilize dictating-transcribing equipment, and how many office workers use this equipment?
2. What are the titles of office workers using dictating-transcribing equipment?

3. What features available on dictating-transcribing equipment are used by dictators and transcription workers?
4. What types of tests are given for the employment of transcription workers, and what standards are required for employment?
5. What types of dictating-transcribing machines are used, to what extent are they used, and what kinds of recording media are used with this equipment?
6. What degree of training do transcription workers and dictators have for operating the dictating-transcribing equipment, and where was the training obtained?
7. What are the reasons for the use, non-use, or underutilization of dictating-transcribing equipment?
8. What is the age of the equipment in use, and to what extent do companies plan to expand, reduce, or update their equipment?
9. What areas, in addition to machine transcription, need more emphasis in training office workers who are to transcribe at the typewriter from dictating-transcribing equipment?
10. What responsibilities does a transcription worker have in addition to the process of transcribing?
11. To what extent are form paragraphs used to supplement the dictated materials?
12. What kind of job tasks are performed with dictating-transcribing equipment and what percentage of time is spent completing these individual tasks?

The major conclusions of the study were as follows:

1. A variety of titles for both dictators and transcription workers was found in the Knoxville and Chattanooga businesses indicating the broad use of dictating-transcribing equipment in a typical office.
2. The use of dictating-transcribing equipment requires a variety of skills.
3. Some office workers indicated skill areas lacking and a need for improved use of the equipment, which might be met by additional training and/or education.
4. Letters were primarily the type of business correspondence dictated and transcribed with dictating-transcribing equipment.
5. Office workers—both dictators and transcription workers—recognized the advantages of using dictating-transcribing equipment in the office to record and transcribe business office dictation. However, they also cited some of the drawbacks they encounter in the

use of this type of recording media when recording and transcribing business communications; and

6. Overall, workers in offices recognize the value of dictating-transcribing equipment and plan to utilize it to an even greater extent in the future.

Both the Schmitt study and the present study propose to determine the types of job tasks performed by personnel on dictation-transcribing equipment. The present study also proposes to determine all other tasks performed by the word processing operator, word processing supervisor, and the administrative support secretary.

The Bragg Study (1976)

The general purpose of the Bragg study was to compare the reported major tasks performed by word processing personnel (administrative and/or correspondence secretaries) and the reported major tasks performed by the secretaries in a traditional office. A further purpose of the study was to assess the implications of these findings for business education/office administration curricula.

The instrument used to collect data was based on the instrument used for data collection in the New Office and Business Education Learning Systems (NOBELS) study to identify the basic components of office work. Bragg also conducted personal interviews. The participants were administrative and correspondence secretaries of word processing units and traditional secretaries who were National Secretaries Association (NSA) members.

The findings relevant only to tasks performed are cited in the present study. The Chi-square contingency test was used to test

differences between the secretary of the traditional office and the word processing personnel in certain tasks performed (the most time-consuming, the most difficult, the most responsible, and the use of the supervision function). Rejections were made at the .10 level of significance.

Findings relevant to this study are as follows: a significant difference between the word processing operator and the traditional secretary in relation to their most difficult tasks was determined. The greatest difference was in Typewriting in favor of the word processing personnel; the word processing personnel also reported Special Projects as being most difficult to a significant degree. Significant differences favoring the traditional secretaries were reported in three categories of reported tasks considered most difficult by participants. The categories indicated as most difficult were as follows: Analyzing, Scheduling, Setting Priorities; Budget, Financial, Payroll; and Telephone and Meeting Public.

Under the tasks referred to as most responsible, the traditional secretaries reported Budget, Financial, and Payroll tasks, and Telephone and Meeting Public tasks as most responsible; the word processing personnel reported the Typewriting category as most responsible.

In regard to the supervisory function, the traditional office sample revealed a significant difference in two categories: Budget, Financial, and Payroll; Sorting, Filing, and Retrieving. In the word processing sample, Typewriting was the area in which tasks involving supervising others occurred significantly.

The present study and the Bragg study are related in that each researcher investigated the tasks of word processing personnel and administrative support personnel. Bragg also surveyed the training programs for the word processing positions; the highest amount of education of the respondents; and the number of secretarial respondents having a job description. The present study surveyed only tasks performed and also included the supervisory personnel.

CHAPTER III

METHODS AND PROCEDURES

The design of this study was basically a descriptive empirical type of survey, and data for the survey were secured through the use of a questionnaire. The sources and procedures used in collecting and treating the data are described in the following sections. The chapter is organized in the following manner: developing the instrument; selecting the population and the sample; distribution of the instrument; and analyzing the data.

A. DEVELOPING THE INSTRUMENT

A review of literature was made to determine the tasks performed by Word Processing Operators, Word Processing Supervisors, and Administrative Support Secretaries. The questionnaires were developed from lists of tasks included in two texts, Word Processing in the Modern Office by Paula Cecil and Word Processing: Concepts and Careers by Marly Bergerud and Jean Gonzalez.

The format of the questionnaire was designed by reviewing questionnaires from other studies and suggestions from the investigator's thesis committee. The investigator delivered the questionnaire to two Knoxville businesses, United American Bank and Tennessee Valley Authority, to conduct a pilot study. These organizations were suggested by members of the investigator's graduate committee. After receiving

the completed questionnaires, the investigator made changes in the directions for completing the questionnaires.

B. SELECTING THE POPULATION AND THE SAMPLE

Listings of the Chattanooga and Nashville businesses utilizing word processing were obtained by contacting word processing vendors, business educators, and Administrative Management Society members.

Twenty-seven firms were chosen for use in the study. The businesses were classified as follows: 4 financial, insurance, and real estate firms, 1 public utility, 3 manufacturing firms, 4 governmental firms, and 15 service firms (Appendix).

C. DISTRIBUTION OF THE INSTRUMENT

In the initial mailing, a cover letter, a copy of the questionnaires, and a postcard were submitted to the contact person in the firm. The contact person was to indicate on the postcard whether the company would participate in the study, the name of the supervisor of the word processing activities, and the company name.

On June 13-14, 1979, questionnaires were delivered by the investigator to the 13 organizations in Chattanooga that had given prior consent to completing the questionnaires. From the original distribution of the survey instruments, the researcher received responses from ten firms.

On June 15 and 18, 1979, questionnaires were delivered by the investigator to 14 organizations in Nashville that had given prior consent to completing the questionnaires. From the original distribution

of the survey instruments, the researcher received responses from ten firms. On June 28, 1979, follow-up was conducted by telephoning the seven companies from which no reply had been received. From the follow-up, two companies responded. The follow-up brought the total response from Nashville to 12 firms. The total response for the entire study was 22 business firms. In all, 105 of the 134 questionnaires, 78 percent distributed to participants were returned.

D. ANALYSIS OF THE DATA

The three questionnaires were designated for the positions as follows: Form A for the Administrative Support Secretary, Form B for the Word Processing Operator, and Form C for the Word Processing Supervisor (see Appendix).

The completed questionnaires were classified according to company sizes based on the number of participants in each category. The data were coded and compiled manually by the investigator.

The investigator and the thesis committee chairman, after reviewing the data received from the participants, determined the frequency brackets. Because some of the participants answered the questionnaires with "daily" or "constantly" rather than numerals, the column "D/C" was used in the frequency tables. The company sizes were classified according to size by the number of word processing and administrative support secretaries working under the word processing supervisor.

The total number of participants who performed the tasks was distributed according to the various frequency brackets. The median for

each task was used to determine the rankings of the tasks, and medians were determined for the performers of the task and then the rankings for that category. The medians were then determined for the nonperformers and performers combined, resulting in the total participants or "all" category.

CHAPTER IV

ANALYSES OF THE DATA

The analyses of the data presented in this chapter reflect the findings obtained for this study. The questionnaires were distributed to 27 business firms, and the data were based on the responses to 105 questionnaires collected from word processing operators, word processing supervisors, and administrative support secretaries in 22 firms in Chattanooga and Nashville, Tennessee. The number of responses received for each category is reflected in the data presented in Table I.

TABLE I

QUESTIONNAIRE RETURNS

Classification	Number Sent	Number Returned	Percentage of Returns
Administrative Support Secretary	28	22	79
Word Processing Supervisor	27	22	81
Word Processing Operator	79	61	77
Total	134	105	78

The first section of this chapter reflects the analyses related to the administrative support secretaries. The second and third sections,

respectively, reflect the analyses related to the word processing supervisors and word processing operators.

The tables show data collected from the administrative support secretaries, word processing supervisors, and word processing operators. The median was used to determine the rankings of tasks. In case of ties, the highest rank was used for each task. Because of the nature of some of the tasks performed by word processing supervisors, those particular tasks were reported as being performed periodically and, therefore, not ranked.

A. ADMINISTRATIVE SUPPORT SECRETARIES

The eight Administrative Support Secretaries representing small companies utilized the following job titles:

1. Administrative Assistant
2. Executive Secretary
3. Runner/Clerk (2)
4. Sales Office Coordinator
5. Secretary (2)
6. Secretary-Administrative Assistant

Only one title, Administrative Assistant, or 11 percent of the 13 titles in the basic reference of this study, was found in the eight small companies.

The following job titles were utilized in the large companies for the 14 Administrative Support Secretaries:

1. Administrative Secretary II-S

2. Division Secretary
3. Secretary (7)
4. Secretary I
5. Secretary II-S (2)
6. Secretary-Typist
7. Typist-Administrative Secretary

The large companies did not utilize any of the titles in the basic reference of this study.

Task Frequencies

Table II includes the tasks performed by administrative support secretaries. Responses of the 22 administrative support secretaries are reported in frequencies, rankings, and the medians for the tasks. Some characteristics of the distribution for small and large companies are indicated.

Answer telephone. The task that ranked first among the 16 tasks in frequency, among all the tasks performed by secretaries was "answering the telephone." The median frequency of performance was 155 during the two-week period, or more than 15 times per day for each secretary. No secretary reported performance at less than 11 times for the two-week period.

Operate office equipment. The task that ranked second among the 16 tasks in frequency with all performers was "operating office equipment such as photocopier, calculators, and adding machines." The median

TABLE II

FREQUENCIES OF TASKS PERFORMED BY ADMINISTRATIVE SUPPORT SECRETARIES

Tasks Performed	Comp. Size	Frequencies in Two-Week Period										Rankings		Median	
		0	1-3	4-6	7-10	11-15	16-25	26-50	51-100	101 +	D/C	Performers	All	Performers	All
Greet visitors	S	1	1	2	–	–	3	1	–	–	–	5	4	10	10
	L	1	2	2	5	–	–	4	–	–	–				
Answer telephone	S	–	–	–	–	1	1	–	–	3	3	1	1	155	155
	L	–	–	–	–	1	–	2	3	8	–				
Make appointments	S	2	3	1	–	–	1	–	1	–	–	10	7	3.5	2.5
	L	4	5	2	1	–	2	–	–	–	–				
Arrange travel reservations	S	4	1	2	–	1	–	–	–	–	–	11	9	3	1
	L	4	6	1	2	1	–	–	–	–	–				
Assemble information for superiors	S	–	3	2	–	–	–	1	–	–	1	9	6	4	4
	L	–	5	4	3	1	1	–	–	–	–				
Operate office equipment such as photocopier, calculators, and adding machines	S	–	–	–	2	–	2	2	1	–	1	2	2	20	20
	L	–	–	4	3	1	–	4	1	1	–				
Filed materials of work completed within your department	S	1	2	–	1	2	–	1	1	–	–	6	5	10	5
	L	1	5	2	3	–	1	2	–	–	–				
Prepare materials for presentations	S	6	1	–	1	–	–	–	–	–	–	15	13	2	–
	L	7	5	2	–	–	–	–	–	–	–				
Compose and edit rough drafts for word originators	S	4	2	1	–	–	–	–	–	–	1	8	8	5	2
	L	6	3	1	1	1	1	1	–	–	–				
Transmit or dictate material to the correspondence center	S	6	–	–	1	1	–	–	–	–	–	3	13	15	–
	L	10	–	–	1	1	1	1	–	–	–				
Schedule and make arrangements for conference meetings	S	5	1	1	–	–	–	1	–	–	–	12	13	3	–
	L	8	4	1	1	–	–	–	–	–	–				
Post to journals and ledgers; financial records	S	7	–	–	–	–	–	–	–	–	1	7	13	7	–
	L	9	–	2	3	–	–	–	–	–	–				
Screen mail for a principal or group of principals	S	–	2	–	1	1	1	–	–	1	2	4	3	14	12
	L	1	1	1	4	–	3	3	–	1	–				
Draft replies to incoming mail	S	3	2	1	1	–	–	–	–	–	–	16	9	2	1
	L	7	4	1	1	1	–	–	–	–	–				
Log information to a calendar of reports due	S	5	1	–	1	–	–	–	–	–	–	13	9	3	1
	L	5	5	3	1	–	–	–	–	–	–				
Compile from files, reports, or other sources, pertinent facts to assist principals in analysis	S	4	2	1	–	1	–	–	–	–	–	14	9	3	1
	L	6	5	2	1	–	–	–	–	–	–				

Small companies had eight participants

Large companies had fourteen participants

D/C is daily/constantly

frequency was 20 during the two-week period, and all secretaries reported some performance of this task. Large companies had a somewhat wider span of frequency than smaller companies with a range of 4 to over 100 times in the two-week period.

Screen mail for a principal. The task that ranked third among the 16 tasks in frequency among all secretaries was "screen mail for a principal or group of principals." Based on the 21 who actually performed the task, the ranking was fourth. The median frequency was 12 for all performers during the two-week period, but was 14 for those actually performing the task.

Greet visitors. The task that ranked fourth among the 16 tasks in frequency among all secretaries was "greeting visitors." Based on the 20 who actually performed the task, the ranking was fifth. The median frequency was ten for all performers and for those who actually performed the task during the two-week period. The span of frequency was similar for small and large companies, ranging from one to 50 times in the two-week period.

Filed materials of work completed within your department. The task that ranked fifth among the 16 tasks in frequency among all secretaries was "filed materials of work completed within your department." Based on the 20 who actually performed the task, the ranking was sixth. The median frequency was five for all performers during the two-week period, but ten for those actually performing the task. Small companies had

a wider span of frequency than large companies with a range of one to 100 times during the two-week period.

Assemble information for superiors. The task that ranked sixth among the 16 tasks in frequency among all secretaries was "assembling information for superiors." The median frequency of performance was four during the two-week period for the actual performers of the task and all secretaries. The large companies had a spread of frequencies through all ranges from zero to 25, but the small companies had only one reporting above six frequencies.

Make appointments. The task that ranked seventh among the 16 tasks in frequency with all performers was "making appointments." Based on the 16 who actually performed the task, the ranking was tenth. The median frequency was 2.5 for all performers during the two week period, but 3.5 for those actually performing the task.

Compose and edit rough drafts for word originators. The task that ranked eighth among the 16 tasks in frequency with all secretaries was "compose and edit rough drafts for word originators." The median frequency was two for all secretaries. Large companies had a wider span of frequency than smaller companies with a range of one to fifty times compared with a maximum of six times for the smaller companies in the two-week period.

Arrange travel reservations. One of the tasks that tied for ninth in ranking among the 16 tasks in frequency by all secretaries was

"arrange travel reservations." Based on the 14 who actually performed the task, the ranking was eleventh. The median frequency was one for all performers during the two week period, but three for those actually performing. No secretary performed the task more than 15 times in the two-week period.

Draft replies to incoming mail. Another task that tied for ninth in ranking among the 16 tasks in frequency by all secretaries was "draft replies to incoming mail." Based on the 11 who actually performed the task, the ranking was sixteenth. The median frequency was one for all performers during the two-week period, but two for those actually performing. No secretary performed the task more than 15 times in the two-week period.

Log information to a calendar of reports due. Another task that tied for ninth in ranking among the 16 tasks in frequency by all secretaries was "log information to a calendar of reports due." Based on the 11 who actually performed the task, the ranking was thirteenth. The median frequency was one for all performers during the two-week period, but three for those actually performing. No secretary performed the task more than ten times in the two-week period.

Compile from files, etc. Another task that tied for ninth in ranking among the 16 tasks in frequency by all secretaries was "compile from files, reports, or other sources, pertinent facts to assist principals in analysis." Based on the 12 who actually performed the

task, the ranking was fourteenth. The median frequency was one for all performers during the two-week period, but three for those actually performing. No secretary performed the task more than 15 times in the two-week period.

Prepare materials for presentations. One of the tasks that tied for thirteenth in ranking among the 16 tasks in frequency by secretaries was "prepare materials for presentations." Based on the nine who actually performed the task, the ranking was fifteenth. The median frequency was zero for all performers during the two-week period, but two for those who actually performed. No secretary performed the task more than ten times in the two-week period.

Transmit or dictate material to the correspondence center. Another task that tied for thirteenth in ranking among the 16 tasks in frequency by all secretaries was "transmit or dictate material to the correspondence center." Based on the six who actually performed the task, the ranking was third. The median frequency was zero for all performers during the two-week period, but fifteenth for those who actually performed the task. The span of frequency was greater for large companies than small companies, frequency of performances ranging from seven to fifty times in the two-week period.

Schedule and make arrangements for conference meetings. Another task that tied for thirteenth in ranking among the 16 tasks in frequency by all secretaries was "schedule and make arrangements for conference

meetings." Based on the nine who actually performed the task, the ranking was twelfth. The median frequency was zero for all performers during the two-week period, but three for those who actually performed the task. The small companies had a wider span of frequency than large companies with a range of one to fifty times in the two-week period.

Post to journals and ledgers; financial records. Another task that tied for thirteenth in ranking among the 16 tasks in frequency by secretaries was "post journals and ledgers; financial records." Based on the six who actually performed the task, the ranking was seventh. The median frequency was zero for all performers during the two-week period, but seven for those who actually performed.

Other Tasks

Participants added some tasks not included in the questionnaire. The following are the other tasks performed by the administrative support secretaries employed by the small companies:

1. Make bank deposits
2. Maintain records of work production
3. Obtain information by telephone
4. Function as notary public
5. Maintain employee records

The following are the other tasks performed by administrative support secretaries employed by large companies:

1. Maintain employee records
2. Maintain expense reports
3. Copy tapes for others

4. Maintain records of job applicants
5. Proofread word processing correspondence
6. Make phone calls
7. Update mailing lists
8. Update manuals and directories
9. Set up filing system
10. Take dictation
11. Transcribe minutes from conferences

Summary

Only one title, Administrative Assistant, or 11 percent of the 13 titles in the basic reference of this study, was found in both the small and large companies.

The following 12 tasks were performed by the majority of the administrative support secretaries:

1. Greet visitors
2. Answer telephone
3. Make appointments
4. Arrange travel reservations
5. Assemble information for superiors
6. Operate office equipment
7. File materials of work completed within your department
8. Compose and edit rough drafts for word originators
9. Screen mail for a principal
10. Draft replies to incoming mail
11. Log information to a calendar of reports due

12. Compile from files, etc.

The following 14 tasks were other tasks added to the questionnaire by the administrative support secretaries:

1. Make bank deposits
2. Maintain records of work production
3. Obtain information by telephone
4. Function as notary public
5. Maintain employee records
6. Maintain expense reports
7. Copy tapes for others
8. Maintain records of job applicants
9. Proofread word processing correspondence
10. Update mailing lists
11. Update manuals and directories
12. Set up filing system
13. Take dictation
14. Transcribe minutes

Nine of the 16 tasks, or 56 percent, were similar in frequency of performance between small and large companies. The large companies indicated a wider span of frequency for four of the 16 tasks, or 25 percent. The smaller companies indicated a wider span of frequency for two of the 16 tasks, or 13 percent.

B. WORD PROCESSING SUPERVISORS

The 14 Word Processing Supervisors representing small companies utilized the following job titles:

1. Administrative Assistant
2. Director of Customer Service
3. Management Coordinator
4. Office Manager (2)
5. Supervisor (7)
6. Supervisor/Stenographer
7. Working Supervisor

Only two titles, Office Manager and Supervisor, or 15 percent of the 13 titles in the basic reference of this study, were found in the 14 small companies.

The following job titles were utilized in the large companies for the eight Word Processing Supervisors:

1. Administrative Assistant
2. Coordinator
3. Manager
4. Secretary
5. Supervisor (3)
6. None given

Only three titles, Coordinator, Manager, and Supervisor, or 23 percent of the 13 titles in the basic reference of this study, were found in the eight large companies.

Table III includes the tasks performed by Word Processing Supervisors. Responses of the 22 Word Processing Supervisors are reported in frequencies, rankings, and the medians for the tasks. Some characteristics of the distribution for small and large companies are indicated.

Task Frequencies

Assist in receiving incoming work. One of the tasks that tied for first in ranking among the 23 tasks in frequency of performance by all supervisors was "assist in receiving incoming work." The median frequency of performance was ten during the two-week period. Omitting the nonperformers made no difference in the ranking or median based only on performers. The supervisor of one office in a small company performed this task from 16 to 20 times during the two-week period, but all others in small and large companies performed the task ten or less times.

Assist in distributing incoming work. Another task that tied for first in ranking among the 23 tasks in frequency by all supervisors was "assist in distributing incoming work." The median frequency of performance was ten during the two-week period. Omitting the nonperformers made no difference in the ranking or median based only on performers. The supervisors of two offices in large companies performed this task from 11 to 20 times during the two-week period, but all others in small and large companies performed the task ten or less times.

TABLE III

FREQUENCIES OF TASKS PERFORMED BY WORD PROCESSING SUPERVISORS

Tasks Performed	Comp. Size	Frequencies 0	1-5	6-10	11-15	16-20	21-30	51 +	D/C	Rankings Performers	Rankings All	Median Performers	Median All
Coordinate and schedule work of correspondence center	S	1	2	3	1	1	–	–	4	1	3	10	–
	L	4	–	1	–	1	–	–	2				
Conduct training programs for word originators	S	4	2	–	–	–	–	–	–	17	10	1.5	–
	L	4	1	1	–	–	–	–	1				
Prepare production reports	S	4	5	–	–	–	–	–	–	18	7	1	1
	L	3	4	1	–	–	–	–	–				
Prepare budgets	S	6	1	–	–	–	–	–	–	18	10	1	–
	L	2	–	–	–	–	–	–	–				
Upgrade equipment	S	4	2	–	–	–	–	–	–	18	10	1	–
	L	1	1	–	–	–	–	–	–				
Hire correspondence center personnel	S	6	1	–	–	–	–	–	–	13	10	4	–
	L	5	1	–	–	–	–	–	–				
Provide training in equipment handling	S	6	3	–	–	–	–	–	10	15	9	2	.5
	L	3	3	–	–	–	–	–	–				
Train correspondence secretaries	S	7	2	–	–	–	–	–	1	15	10	2	–
	L	3	1	–	–	–	–	–	–				
Coordinate liaison and training of users	S	2	5	–	–	1	–	–	1	13	10	4	–
	L	4	1	–	–	–	–	–	–				
Assist in proofreading and editing	S	6	2	1	–	–	1	–	3	1	4	10	2.5
	L	2	–	1	1	–	–	1	2				
Make final edit of work leaving center	S	6	5	–	–	–	–	1	1	10	6	7.5	1.5
	L	2	–	1	–	–	1	1	3				
Assist in receiving incoming word	S	3	1	4	–	1	–	–	4	1	1	10	10
	L	1	–	3	–	–	–	–	4				
Assist in logging incoming work	S	7	–	4	–	–	–	–	3	1	10	10	–
	L	5	1	–	–	–	–	–	2				
Assist in distributing incoming work	S	2	3	5	–	–	–	–	3	1	1	10	10
	L	1	–	1	1	1	–	–	4				
Revise and update documents	S	5	–	3	–	–	–	–	2	1	10	10	–
	L	4	2	–	–	–	1	–	1				
Assist correspondence secretaries with work load	S	3	2	4	1	–	–	–	2	1	5	10	2
	L	3	–	–	–	1	–	–	2				
Establish grammar standards as necessary	S	5	3	2	–	–	–	–	–	12	10	5	–
	L	3	1	–	–	–	–	–	1				
Establish format standards as necessary	S	5	2	3	–	–	–	–	1	1	7	10	1
	L	1	1	–	–	–	–	–	1				
Record information of typing production and accuracy on each correspondence secretary	S	5	3	2	–	–	–	–	–	11	9	6	.5
	L	3	1	1	–	–	–	–	2				
Evaluate, design, and implement future word processing systems	S	5	3	–	–	–	–	–	–	18	10	1	–
	L	4	–	–	–	–	–	–	–				
Coordinate correspondence center services with administrative support	S	3	1	1	–	–	–	–	4	1	10	10	–
	L	4	–	–	–	–	–	–	1				
Set up work measurement objectives for center	S	6	1	–	–	–	–	–	–	18	10	1	–
	L	4	–	–	–	–	–	–	–				
Establish a system for logging stored prerecorded items	S	5	–	–	–	–	–	–	–	18	10	1	–
	L	4	1	–	–	–	–	–	–				

Small companies had fourteen participants

Large companies had eight participants

D/C is daily/constantly

Coordinate and schedule work of correspondence center. The task that ranked third among the 23 tasks in frequency of performance among the supervisors was "coordinate and schedule work of correspondence center." Based on the 15 who actually performed the task, the ranking was first. The median frequency was seven for all performers during the two-week period, but ten for those actually performing the task.

Assist in proofreading and editing. The task that ranked fourth among the 23 tasks in frequency of performance among the supervisors was "assist in proofreading and editing." Based on the 12 who actually performed this task, the ranking was first. The median frequency was 2.5 for all performers during the two-week period, but ten for those actually performing.

Assist correspondence secretaries with work load. The task that ranked fifth among the 23 tasks in frequency of performance among the supervisors was "assist correspondence secretaries with work load." Based on the 12 who actually performed the task, the ranking was first. The median frequency was two for all performers during the two-week period, but ten for those actually performing. One supervisor for a large company performed the task from 16 to 20 times in the two-week time period. The small company supervisors reported a wider span of frequency, from one to 15 times in the two-week time period.

Make final edit of work leaving center. The task that ranked sixth among the 23 tasks in performance among the supervisors was "make

final edit of work leaving center." Based on the 13 who actually performed the task, the ranking was tenth. The median frequency was 1.5 for all performers during the two-week period, but 7.5 for those actually performing. Large companies had a wider span of frequency than small companies with a range of six to more than 51 times in the two-week period.

Prepare production reports. One of the tasks that tied for seventh in ranking among the 23 tasks in frequency by all supervisors was "prepare production reports." For the ten supervisors who actually performed the task, the ranking was eighteenth. The median frequency was one for all performers and for those actually performing during the two-week period. No supervisor performed the task more than ten times in the two-week period.

Establish format standards as necessary. Another task that tied for seventh in ranking among the 23 tasks in frequency by all supervisors was "establish format standards as necessary." For the eight supervisors who actually performed the task, the ranking was first. The median frequency was one for all performers during the two-week period, but ten for those actually performing.

Provide training in equipment handling. One of the tasks that tied for ninth among the 23 tasks in frequency by all supervisors was "provide training in equipment handling." Six supervisors reported

performing the task five or fewer times in the two-week period. Ten supervisors from small companies performed the task daily in the two-week period.

Record information of typing production and accuracy on each correspondence secretary. Another task that tied for ninth in ranking among the 23 tasks in frequency by all the supervisors was "record information of typing production and accuracy on each correspondence secretary." For the nine supervisors who actually performed the task, the ranking was eleventh. The median frequency was .5 for all performers, but six for those actually performing the task.

Conduct training programs for word originators. One of the tasks that tied for tenth in ranking among the 23 tasks in frequency by all supervisors was "conduct training programs for word originators." For the five supervisors who actually performed the task, the ranking was seventeenth. The median frequency was zero for all performers during the two-week period, but 1.5 for those actually performing.

Prepare budgets. Another task that tied for tenth in ranking among the 23 tasks in frequency by all supervisors was "prepare budgets." For the one supervisor who actually performed the task, the ranking was eighteenth. The median frequency was zero for all performers during the two-week period, but one for those actually performing.

Upgrade equipment. Another task that tied for tenth in ranking among the 23 tasks in frequency by all supervisors was "upgrade

equipment." For the three supervisors who actually performed the task, the ranking was eighteenth. The median frequency was zero for all performers during the two-week period, but one for those actually performing. No supervisor performed the task more than five times in the two-week period.

Hire correspondence center personnel. Another task that tied for tenth in ranking among the 23 tasks in frequency by all supervisors was "hire correspondence center personnel." For the two supervisors who actually performed the task, the ranking was thirteenth. The median frequency was zero for all performers during the two-week period, but four for those actually performing. No supervisor performed the task more than five times in the two-week period.

Train correspondence secretaries. Another task that tied for tenth in ranking among the 23 tasks in frequency by all supervisors was "train correspondence secretaries." For the four supervisors who actually performed the task, the ranking was fifteenth. The median frequency was zero for all performers during the two-week period, but two for those actually performing. One supervisor of a small company performed the task at least ten times in the two-week period.

Coordinates liaison and training of users. Another task that tied for tenth in ranking among the 23 tasks in frequency by all supervisors was "coordinates liaison and training of users." For the eight supervisors who actually performed the task, the ranking was thirteenth.

The median frequency was zero for all performers during the two-week period, but four for those actually performing. Small companies had a somewhat wider span of frequency than larger companies with a range of one to twenty times in the two-week period.

Assist in logging incoming work. Another task that tied for tenth in ranking among the 23 tasks in frequency by all supervisors was "assist in logging incoming work." For the ten supervisors who actually performed the task, the ranking was first. The median frequency was zero for all performers during the two-week period, but ten for those actually performing the task.

Revise and update documents. Another task that tied for tenth in ranking among the 23 tasks in frequency by all supervisors was "revise and update documents." For the nine supervisors who actually performed the task, the ranking was first. The median frequency was zero for all performers during the two-week period, but ten for those actually performing the task. Large companies had a somewhat wider span of frequency than smaller companies with a range of one to 50 times in the two-week period.

Establish grammar standards as necessary. Another task that tied for tenth in ranking among the 23 tasks in frequency by all supervisors was "establish grammar standards as necessary." For the seven supervisors who actually performed the task, the ranking was twelfth. The median frequency was zero for all performers during the two-week period, but five for those actually performing the task.

Evaluate, design and implement future word processing systems. Another task that tied for tenth in ranking among the 23 tasks in frequency by all supervisors was "evaluate, design, and implement future word processing systems." For the three supervisors who actually performed this task, the ranking was eighteenth. The median frequency was zero for all performers during the two-week period, but one for those actually performing the task. Three supervisors represented the small companies, performing the task no more than five times in the two-week period.

Coordinate correspondence center services with administrative support. Another task that tied for tenth in ranking among the 23 tasks in frequency by all supervisors was "coordinate correspondence center services with administrative support." For the seven supervisors who actually performed the task, the ranking was first. The median frequency was zero for all performers during the two-week period, but ten for those actually performing the task.

Set up work measurement objectives for center. Another task that tied for tenth in ranking among the 23 tasks in frequency by all supervisors was "set up work measurement objectives for center." For the one supervisor who actually performed the task, the ranking was eighteenth. The median frequency was zero for all performers during the two-week period, but one for the supervisor actually performing the task.

Establish a system for logging stored prerecorded items. Another task that tied for tenth in ranking among the 23 tasks in frequency by all supervisors was "establish a system for logging stored prerecorded items." For the one supervisor who actually performed the task, the ranking was eighteenth. The median frequency was zero for all performers during the two-week period, but one for those actually performing the task.

Other Tasks

Participants added some tasks not included in the questionnaire. The following are other tasks performed by the supervisors of small companies:

1. Plan for back up personnel
2. Make repairs
3. Visit other plants to check services
4. Answer telephone
5. Greet visitors
6. Requisition supplies
7. Design forms needed for routing work to the center
8. Review jobs for work simplification
9. Monitor access files to determine if work is performed on a first-in first-out basis

The following are other tasks performed by the supervisors employed by large companies:

1. Take dictation

2. Billing
3. Interviewing prospective employees
4. Administer typing tests for the Personnel Department

Summary

Only four titles, Office Manager, Supervisor, Coordinator, and Manager, or 31 percent of the 13 titles in the basic reference of this study, were found in both small and large companies.

All of the tasks except "assist in logging incoming work" were performed by the majority of the Word Processing supervisors.

The following tasks were other tasks added to the questionnaire by the Word Processing supervisors:

1. Plan for back-up personnel
2. Make repairs
3. Visit other plants to check services
4. Answer telephone
5. Greet visitors
6. Requisition supplies
7. Design forms needed for routing work to the center
8. Review jobs for work simplification
9. Monitor access files to determine if work is performed on a first-in first-out basis
10. Take dictation
11. Billing
12. Interviewing prospective employees
13. Administer typing tests for the Personnel Department

Fifteen of the 23 tasks, or 65 percent, were similar in frequency of performance between small and large companies. The large companies indicated a wider span of frequency for four of the 23 tasks, or 17 percent. The smaller companies indicated a wider span of frequency for four of the 23 tasks, or 17 percent.

C. WORD PROCESSING OPERATORS

The 26 Word Processing Operators representing small companies utilized the following job titles:

1. Coordinator
2. Copy Typist
3. Correspondence Secretary (2)
4. Corresponding Secretary
5. CPT Operator
6. Lanier Operator
7. Medical Transcriber (2)
8. Section Leader
9. Senior Clerk
10. Specialist I
11. Word Processing Clerk
12. Word Processing Secretary (3)
13. Word Processing Specialist
14. Word Processing Technician (2)
15. None given (7)

Only four titles, Coordinator, Correspondence Secretary, Word Processing Secretary, and Word Processing Specialist, or 27 percent of the 15 titles in the basic reference of this study, were found in the eight small companies.

The following job titles were utilized in the large companies for the 35 Word Processing Operators:

1. Clerk Dictating Machine Operator (2)
2. Clerk Dictating Machine Transcriber (4)
3. Clerk Dictating Transcriber
4. Dictaphone Machine Transcriber
5. Dictaphone Operator (2)
6. Electronic Selectric Composer
7. Executive Secretary
8. IBM System 6 Operator
9. Lead-Clerk Dictating Machine Transcriber
10. Mag Card II Typist
11. Memory Typist (3)
12. Personal Secretary
13. Receptionist-Secretary
14. Secretary (6)
15. Secretary Typist
16. Senior Correspondence Specialist (3)
17. Senior Treasury Clerk
18. System 6 Operator
19. None given (3)

Only one title, Mag Card II Typist, or 7 percent of the 15 titles in the basic reference of this study, was found in the 14 large companies.

Task Frequencies

Table IV includes the 26 tasks performed by word processing operators. Responses of the 61 word processing operators are reported in frequencies, rankings, and the medians for the tasks. Some characteristics of the distribution for small and large companies are indicated.

Transcribe from handwritten copy. One of the tasks that tied for first in ranking among the 26 tasks in frequency of performance by all operators was "transcribe from handwritten copy." The median frequency was ten during the two-week period for all the performers. Small companies had a wider span of frequency than large companies with a range of one to more than 100 times in the two-week period.

Record amount of work typed. Another task that tied for first in ranking among the 26 tasks in frequency by all the operators was "record amount of work typed." For the 45 operators who actually performed the task, the ranking was fifth. The median frequency was ten for all performers as well as for those who actually performed the task. Large companies had a wider span of frequency than small companies with a range of one to more than 100 times in the two-week period.

Transcribe from printed copy. One of the tasks that tied for third in ranking among the 26 tasks in frequency of performance by all

TABLE IV

FREQUENCIES OF TASKS PERFORMED BY WORD PROCESSING OPERATORS

Tasks Performed	Comp. Size	Frequencies										Rankings		Median	
		0	1-3	4-6	7-10	11-15	16-25	26-50	51-100	101 +	D/C	Performers	All	Performers	All
Transcribe from handwritten copy	S	7	1	2	4	1	3	2	1	1	4	3	1	15	10
	L	4	3	5	4	3	1	6	4	–	5				
Transcribe from machine dictation	S	10	–	–	3	1	2	–	5	2	4	2	8	62	.5
	L	14	1	1	2	–	–	2	3	3	8				
Transcribe from printed copy	S	7	1	3	3	1	1	1	3	1	6	5	3	10	5
	L	6	8	3	5	1	2	1	1	–	7				
Type and code material for machine operation	S	4	2	4	3	2	–	–	–	2	8	5	7	10	1
	L	19	2	2	2	–	1	1	3	–	4				
Type statistical documents	S	9	6	4	4	–	2	–	–	–	–	16	5	5	2
	L	15	9	5	2	–	–	1	–	–	4				
Type prerecorded form letters	S	6	6	2	3	1	2	2	1	2	1	5	5	10	2
	L	17	2	1	2	1	2	1	1	2	6				
Type prerecorded manuscripts	S	15	2	1	–	1	–	2	2	–	3	21	9	3.5	–
	L	26	5	–	1	–	1	–	–	–	2				
Proofread other's work	S	19	4	–	–	–	1	–	–	1	1	14	9	6	–
	L	22	3	1	2	–	1	2	1	1	2				
Coordinate proofreading and error correction for employees in correspondence center	S	22	1	1	1	–	1	–	–	–	–	4	9	14	–
	L	32	–	–	–	–	–	2	–	–	1				
Collate materials typed	S	20	–	1	1	–	–	–	–	–	6	12	9	7.5	–
	L	15	5	2	1	1	2	–	1	2					
Record amount of work typed	S	5	–	2	6	2	1	1	–	1	8	5	1	10	10
	L	11	2	–	6	–	2	3	1	1	9				
File materials of work completed	S	19	3	–	1	1	–	–	–	1	1	16	9	5	–
	L	20	4	3	1	–	1	2	–	–	4				
Receive input to the correspondence center	S	11	1	3	6	–	1	–	1	–	3	5	9	10	–
	L	28	1	–	–	2	–	1	–	1	2				
Log input to the correspondence center	S	15	–	1	5	–	2	–	–	–	3	5	9	10	–
	L	28	1	–	1	2	–	1	1	–	1				
Distribute input to the correspondence center	S	17	–	2	4	–	–	–	–	–	3	5	9	10	–
	L	25	1	2	2	1	–	2	–	1	1				
Assist in equipment demonstrations	S	22	4	–	–	–	–	–	–	–	–	26	9	1	–
	L	30	3	1	1	–	–	–	–	–	–				
Give equipment demonstrations	S	20	6	–	–	–	–	–	–	–	–	24	9	2	–
	L	27	5	–	3	–	–	–	–	–	–				
Revise and update documents	S	5	3	5	2	2	2	2	2	–	4	14	3	6	5
	L	11	3	3	4	1	3	2	3	–	4				
Assist other correspondence secretaries	S	13	1	4	4	–	–	–	–	–	4	16	9	5	–
	L	14	3	5	3	–	1	–	–	–	9				
Direct the work flow	S	16	1	3	3	–	–	–	–	–	3	12	9	7.5	–
	L	31	–	1	–	1	–	1	–	–	1				
Act as correspondence center supervisor when necessary	S	22	–	1	2	–	–	–	–	–	1	16	9	5	–
	L	30	2	1	–	–	1	–	–	–	1				
Prepare magnetic media for repetitive letters	S	8	8	4	2	–	–	–	–	1	3	22	9	3	–
	L	24	6	1	2	–	–	1	–	–	1				
Design new formats, program the equipment for the new formats, and develop procedures for center use	S	20	4	1	–	1	–	–	–	–	–	24	9	2	–
	L	30	2	1	1	–	–	–	–	–	1				
Train on equipment	S	21	4	–	1	–	–	–	–	–	–	22	9	3	–
	L	20	8	3	2	–	1	–	–	–	1				
Use text-editing equipment	S	15	–	–	1	–	–	1	–	2	7	1	9	80	–
	L	24	–	–	1	–	1	–	2	3	4				
Handle confidential work in the center	S	17	–	4	1	–	1	–	–	–	3	16	9	5	–
	L	25	4	1	–	–	–	–	–	–	5				

Small companies had 26 participants

Large companies had 35 participants

D/C is daily/constantly

operators was "transcribe from printed copy." For the 48 operators who actually performed the task, the ranking was fifth. The median frequency was five for all performers during the two-week period, but ten for those actually performing the task. The smaller companies had a wider span of frequency than the large companies with a range of one to more than 100 times in the two-week period.

Revise and update documents. Another task that tied for third in ranking among the 26 tasks in frequency of performance by all operators was "revise and update documents." For the 45 operators who actually performed the task, the ranking was fourteenth. The median frequency was five for all performers during the two-week period, but six for those actually performing the task.

Type statistical documents. One of the tasks that tied for fifth in ranking among the 26 tasks in frequency of performance among the operators was "type statistical documents." The median frequency was two for all performers during the two-week period, but five for those actually performing the task. Large companies had a wider span of frequency than smaller companies with a range of one to 50 times in the two-week period.

Type prerecorded form letters. Another task that tied for fifth in ranking among the 26 tasks in frequency by all operators was "type prerecorded form letters." For the 38 operators who actually performed the task, the ranking was fifth. The median frequency was two for all

performers during the two-week period, but ten for those actually performing the task.

Type and code material for machine operation. The task that ranked seventh among the 26 tasks in frequency of performance by all operators was "type and code material for machine operation." Based on the 38 who actually performed the task, the ranking was fifth. The median frequency was one for all performers during the two-week period, but ten for those actually performing the task. Small companies had a wider span of frequency than large companies with a range of one to more than 100 times in the two-week period.

Transcribe from machine dictation. The task that ranked eighth among the 26 tasks in frequency among the operators was "transcribe from machine dictation." Based on the 37 who actually performed the task, the ranking was second. The median frequency was .5 for all performers during the two-week period, but 62 for those actually performing the task.

Type prerecorded manuscripts. One of the tasks that tied for ninth in ranking among the 26 tasks in frequency by all operators was "type prerecorded manuscripts." For the 20 operators who actually performed the task, the ranking was twenty-first. The median frequency was zero for all performers during the two-week period, but 3.5 for those actually performing the task. Small companies had a wider span of frequency than large companies with a range of one to 100 times in the two-week period.

Proofread other's work. Another task that tied for ninth in ranking among the 26 tasks in frequency of performance by all operators was "proofread other's work." For the 20 operators who actually performed the task, the ranking was fourteenth. The median frequency was zero for all performers during the two-week period, but six for those actually performing the task.

Coordinate proofreading and error correction for employees in correspondence center. Another task tied for ninth in ranking among the 26 tasks in frequency by all operators was "coordinate proofreading and error correction for employees in correspondence center." For the seven operators who actually performed the task, the ranking was fourth. The median frequency was zero for all performers during the two-week period, but 14 for those actually performing the task. Only three operators performed the task for the large companies with a range from ten to 50 times in the two-week period.

Collate materials typed. Another task that tied for ninth in ranking among the 26 tasks in frequency by all operators was "collate materials typed." For the 22 operators who actually performed the task, the ranking was twelfth. The median frequency was zero for all performers during the two-week period, but 7.5 for those actually performing the task. Large companies had a wider span of frequency than small companies with a range of one to more than 100 times in the two-week period.

File materials of work completed. Another task that tied for ninth in ranking among the 26 tasks in frequency by all operators was "file materials of work completed." For the 22 operators who actually performed the task, the ranking was sixteenth. The median frequency was zero for all performers during the two-week period, but five for those actually performing the task. Small companies had a wider span of frequency than large companies with a range of one to more than 100 times in the two-week period.

Receive input to the correspondence center. Another task that tied for ninth in ranking among the 26 tasks in frequency by all operators was "receive input to the correspondence center." For the 22 operators who actually performed the task, the ranking was fifth. The median frequency was zero for all performers during the two-week period, but ten for those actually performing the task. Large companies had a wider span of frequency than small companies with a range of one to more than 100 times in the two-week period.

Log input to the correspondence center. Another task that tied for ninth in ranking among the 26 tasks in frequency by all operators was "log input to the correspondence center." For the 18 operators who actually performed the task, the ranking was fifth. The median frequency was zero for all performers during the two-week period, but ten for those actually performing the task. Large companies had a wider span of frequency than small companies with a range of one to 100 times in the two-week period.

Distribute input to the correspondence center. Another task that tied for ninth in ranking among the 26 tasks in frequency by all operators was "distribute input to the correspondence center." For the 19 operators who actually performed the task, the ranking was fifth. The median frequency was zero for all performers of the task, but ten for those actually performing the task. Large companies had a wider span of frequency with a range of one to more than 100 times.

Assist in equipment demonstrations. Another task that tied for ninth in ranking among the 26 tasks in frequency by all operators was "assist in equipment demonstrations." For the nine operators who performed the task, the ranking was twenty-sixth. The median frequency was zero for all performers of the task, but one for those actually performing the task. Large companies had a wider span of frequency than small companies with a range of one to ten times in the two-week period.

Give equipment demonstrations. Another task that tied for ninth in ranking among the 26 tasks in frequency by all operators was "give equipment demonstrations." For the 14 operators who actually performed the task, the ranking was twenty-fourth. The median frequency was zero for all performers of the task, but two for those actually performing the task. Three operators from large companies performed the task no more than ten times for the widest span of frequency.

Assist other correspondence secretaries. Another task that tied for ninth in ranking among the 26 tasks in frequency by all operators

was "assist other correspondence secretaries." For the 34 operators who actually performed the task, the ranking was sixteenth. The median frequency was zero for all performers, but five for those actually performing the task. Large companies had a wider span than small companies with a range of one to 25 times in the two-week period.

Direct the work flow. Another task that tied for ninth in ranking among the 26 tasks in frequency by all operators was "direct the work flow." For the 14 operators who actually performed the task, the ranking was twelfth. The median frequency was zero for all performers of the task, but 7.5 for those actually performing the task. Large companies had a wider span of frequency than small companies with a range of four to 50 times in the two-week period.

Act as correspondence center supervisor when necessary. Another task that tied for ninth in ranking among the operators was "act as correspondence center supervisor when necessary." For the nine operators who actually performed the task, the ranking was sixteenth. The median frequency was zero for all performers of the task, but five for those actually performing the task. Large companies had a wider span of frequency than small companies with a range of one to 25 times in the two-week period.

Prepare magnetic media for repetitive letters. Another task that tied for ninth in ranking among the operators was "prepare magnetic media for repetitive letters." For the 29 operators who actually

performed the task, the ranking was twenty-second. The median frequency was zero for all performers of the task, but three for those actually performing the task. Small companies had a wider span of frequency than large companies with a range of one to more than 100 times in the two-week period.

Design new formats, program the equipment for the new formats, and develop procedures for center use. Another task that tied for ninth in ranking among the 26 tasks in frequency by all operators was "design new formats, program the equipment for the new formats, and develop procedures for center use." For the 11 operators who actually performed the task, the ranking was twenty-fourth. The median frequency was zero for all the performers of the task, but two for those who actually performed the task.

Train on equipment. Another task that tied for ninth in ranking among the 26 tasks in frequency among the operators was "train on equipment." For the 20 operators who actually performed the task, the ranking was twenty-two. The median frequency was zero for all the performers of the task, but three for those who actually performed the task. The large companies had a wider span of frequency than the small companies with a range of one to 25 times in the two-week period.

Use text-editing equipment. Another task that tied for ninth in ranking the 26 tasks in frequency by all operators was "use text-editing equipment." For the 22 operators who actually performed the

task, the ranking was first. The median frequency for those actually performing the task was 80. No operators performed the task less than seven times in the two-week period.

Handle confidential work in the center. Another task that tied for ninth in ranking among the 26 tasks in frequency by all operators was "handle confidential work in the center." For the 19 operators who actually performed the task, the ranking was sixteenth. The median frequency for all the performers of the task was zero, but five for those actually performing the task.

Other Tasks

Participants added some tasks not included in the questionnaire. The following is a list of other tasks performed by the word processing operators employed by the small companies:

1. Make xerox copies
2. Answer the telephone
3. Place calls for machine repairs
4. Requisition supplies
5. Clean and care of equipment
6. Improve operating skills by reviewing manuals
7. Copy letters
8. Record a book
9. Distribute reports to designated areas three times per day
10. Separate copies of reports for various files

The following are other tasks performed by the word processing operators employed by the large companies:

1. Order and distribute supplies
2. Relieve switchboard operator
3. Telephone airline reservations for entire firm
4. Take dictation—shorthand
5. Research paralegal style frequently
6. Answer telephone
7. Greet clients
8. File
9. Billing
10. Sort mail
11. Coordinate bills
12. Review time slips
13. Set up center appointments
14. Audit programs
15. Audit reports
16. Audit schedules

Summary

Only five titles, Coordinator, Correspondence Secretary, Word Processing Secretary, Word Processing Specialist, and Mag Card II Typist, or 33 percent of the 15 titles in the basic reference of this study, were found in both small and large companies.

The following 9 tasks were performed by the majority of the Word Processing operators:

1. Transcribe from handwritten copy
2. Transcribe from machine dictation
3. Transcribe from printed copy
4. Type and code material for machine operation
5. Type statistical documents
6. Type prerecorded form letters
7. Record amount of work typed
8. Revise and update documents
9. Assist other correspondence secretaries

The Word Processing operators added 25 other tasks to the questionnaire.

Eight of the 26 tasks, or 31 percent, were similar in frequency of performance between small and large companies. The large companies indicated a wider span of frequency for 12 of the 26 tasks, or 46 percent. The smaller companies indicated a wider span of frequency for six of the 26 tasks, or 23 percent.

CHAPTER V

FINDINGS AND CONCLUSIONS

The purpose of this chapter is to present the findings and conclusions resulting from the survey of administrative support secretaries, Word Processing supervisors, and Word Processing operators in Chattanooga and Nashville, Tennessee.

The problem of this study was to determine the roles of administrative support secretaries, Word Processing supervisors, and Word Processing operators in small and large business offices.

A. FINDINGS

1. What tasks are performed by administrative support secretaries, Word Processing supervisors, and Word Processing operators?

The following 12 tasks were performed by the majority of the administrative support secretaries:

1. Greet visitors
2. Answer telephone
3. Make appointments
4. Arrange travel reservations
5. Assemble information for superiors
6. Operate office equipment
7. File materials of work completed within your department
8. Compose and edit rough drafts for word originators
9. Screen mail for a principal

10. Draft replies to incoming mail
11. Log information to a calendar of reports due
12. Compile from files, etc

All of the tasks except "assist in logging incoming work" were performed by the majority of the Word Processing supervisors.

The following nine tasks were performed by the majority of the Word Processing operators:

1. Transcribe from handwritten copy
2. Transcribe from machine dictation
3. Transcribe from printed copy
4. Type and code material for machine operation
5. Type statistical documents
6. Type prerecorded form letters
7. Record amount of work typed
8. Revise and update documents
9. Assist other correspondence secretaries

2. To what extent are the tasks performed by the administrative support secretaries, Word Processing supervisors, and Word Processing operators?

Twelve tasks, or 75 percent of the 16 tasks, were performed by the majority of the administrative support secretaries.

Twenty-two tasks, or 96 percent of the 23 tasks, were performed by the majority of the Word Processing supervisors.

Nine tasks, or 35 percent of the 26 tasks, were performed by the majority of the Word Processing operators.

3. Are the job titles of the word processing personnel and administrative support secretaries consistent with those described in the professional literature?

Only one title, Administrative Assistant, or 11 percent of the 13 titles in the basic reference of this study, was found in the companies.

Only four titles, Office Manager, Supervisor, Coordinator, and Manager, or 31 percent of the 13 titles in the basic reference of this study, were found in the companies.

Only five titles, Coordinator, Correspondence Secretary, Word Processing Secretary, Word Processing Specialist, and Mag Card II Typist, or 33 percent of the 15 titles in the basic reference of this study, were found in the companies.

4. Is size of company related to the types and frequencies of tasks performed?

For the administrative support secretaries, nine of the 16 tasks, or 56 percent, were similar in frequency of performance between small and large companies. The large companies indicated a wider span of frequency for four of the 16 tasks, or 25 percent. The smaller companies indicated a wider span of frequency for two of the 16 tasks, or 13 percent.

For the Word Processing supervisors, 15 of the 23 tasks, or 65 percent, were similar in frequency of performance between small and large companies. The large companies indicated a wider span of frequency for four of the 23 tasks, or 17 percent. The smaller

companies indicated a wider span of frequency for four of the 23 tasks, or 17 percent.

For the Word Processing operators, eight of the 26 tasks, or 31 percent, were similar in frequency of performance between small and large companies. The large companies indicated a wider span of frequency for 12 of the 26 tasks, or 46 percent. The smaller companies indicated a wider span of frequency for six of the 26 tasks, or 23 percent.

B. CONCLUSIONS

The following conclusions were made from the findings of this study:

1. The tasks performed by the administrative support secretaries are consistent with those described in the professional literature.

2. The tasks performed by Word Processing supervisors are consistent with those described in the professional literature.

3. The tasks performed by Word Processing operators are not consistent with those described in the professional literature.

4. The job titles of the word processing personnel and administrative support secretaries are not consistent with those described in the professional literature

5. The size of the company is related to the types and frequencies of tasks performed.

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APPENDIX

COVER LETTER

May 30, 1979

Dear

To determine the tasks performed by word processing employees and administrative support personnel (secretaries who perform nontyping duties), a study is being conducted in word processing at The University of Tennessee. I would appreciate very much your input into the study. The survey data collected will be guaranteed complete anonymity. The data from all companies will be collectively reported.

The data will be collected during the first part of the summer. Enclosed is a copy of the questionnaires that will be used. The word processing supervisor, who will complete Form C, will distribute similar forms to the word processing operators and secretaries, respectively. There will only be a few participants in each position. A questionnaire should take a maximum of 15 minutes to complete. The participating companies will receive a summary of the findings of the study.

I would appreciate your indicating on the enclosed postcard whether or not your firm can participate and the name of the supervisor of your word processing activities, whom I may contact later.

Sincerely,

Vicki M. Johnson, Graduate Student
Department of Office Administration

Enclosures

Form A

How many times in the PAST TWO WEEKS have you performed each of the following activities? If you did not perform the task in the PAST TWO WEEKS, place a "0" in the column provided. Add any other tasks you performed in the PAST TWO WEEKS that are not included in the list and indicate the number of times performed.

NUMBER OF TIMES IN PAST TWO WKS.	TASKS PERFORMED
_____	Greet visitors
_____	Answer telephone
_____	Make Appointments
_____	Arrange travel reservations
_____	Assemble information for superiors
_____	Operate office equipment such as photocopier, calculators, and adding machines
_____	Filed materials of work completed within your department
_____	Prepare materials for presentations
_____	Compose and edit rough drafts for word originators
_____	Transmit or dictate material to the correspondence center
_____	Schedule and make arrangements for conference meetings
_____	Post to journals and ledgers; financial records
_____	Screen mail for a principal or group of principals
_____	Draft replies to incoming mail
_____	Log information to a calendar of reports due
_____	Compile from files, reports, or other sources, pertinent facts to assist principals in analysis

OTHER TASKS:

NUMBER OF TIMES IN PAST TWO WKS.	TASKS PERFORMED
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

YOUR TITLE _____

LENGTH OF EMPLOYMENT IN PRESENT POSITION _____

FORM B

How many times in the PAST TWO WEEKS have you performed each of the following activities? If you did not perform the tasks in the PAST TWO WEEKS, place a "0" in the column provided. Add any other tasks you performed in the PAST TWO WEEKS that are not included in the list and indicate the number of times performed.

NUMBER OF TIMES IN PAST TWO WKS.	TASKS PERFORMED
_____	Transcribe from handwritten copy
_____	Transcribe from machine dictation
_____	Transcribe from printed copy
_____	Type and code material for machine operation
_____	Type statistical documents
_____	Type prerecorded form letters
_____	Type prerecorded manuscripts
_____	Proofread other's work
_____	Coordinate proofreading and error correction for employees in correspondence center
_____	Collate materials typed
_____	Record amount of work typed
_____	File materials of work completed
_____	Receive input to the correspondence center
_____	Log input to the correspondence center
_____	Distribute input to the correspondence center
_____	Assist in equipment demonstrations
_____	Give equipment demonstrations
_____	Revise and update documents

NUMBER OF TIMES IN PAST TWO WKS.	TASKS PERFORMED
_____	Assist other correspondence secretaries
_____	Direct the work flow
_____	Act as correspondence center supervisor when necessary
_____	Prepare magnetic media for repetitive letters
_____	Design new formats, programs the equipment for the new formats, and develop procedures for center use
_____	Train on equipment
_____	Use text-editing equipment
_____	Handle confidential work in the center

OTHER TASKS:

NUMBER OF TIMES IN PAST TWO WKS.	TASKS PERFORMED
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

YOUR TITLE _____

LENGTH OF EMPLOYMENT IN PRESENT POSITION _____

FORM C

How many times in the PAST TWO WEEKS have you performed each of the following activities? If you did not perform the tasks in the PAST TWO WEEKS, indicate frequency by checking monthly, quarterly, or annually. If you do not perform the tasks, place a "0" in the column provided. Add any other tasks you performed in the PAST TWO WEEKS that are not included in the list and indicate the number of times performed.

TWO WKS.	MO.	QTR.	ANNUALLY	TASKS PERFORMED
_____	___	___	_____	Coordinate and schedule work of correspondence center
_____	___	___	_____	Conduct training programs for word originators
_____	___	___	_____	Prepare production reports
_____	___	___	_____	Prepare budgets
_____	___	___	_____	Upgrade equipment
_____	___	___	_____	Hire correspondence center personnel
_____	___	___	_____	Provide training in equipment handling
_____	___	___	_____	Train correspondence secretaries
_____	___	___	_____	Coordinates liaison and training of users
_____	___	___	_____	Assist in proofreading and editing
_____	___	___	_____	Make final edit of work leaving center
_____	___	___	_____	Assist in receiving incoming work
_____	___	___	_____	Assist in logging incoming work
_____	___	___	_____	Assist in distributing incoming work
_____	___	___	_____	Revise and update documents

TWO WKS.	MO.	QTR.	ANNUALLY	TASKS PERFORMED
_____	___	___	_____	Assist correspondence secretaries with work load
_____	___	___	_____	Establish grammar standards as necessary
_____	___	___	_____	Establish format standards as necessary
_____	___	___	_____	Record information of typing production and accuracy on each correspondence secretary
_____	___	___	_____	Evaluate, design, and implement future word processing systems
_____	___	___	_____	Coordinate correspondence center services with administrative support
_____	___	___	_____	Set up work measurement objectives for center
_____	___	___	_____	Establish a system for logging stored prerecorded items

OTHER TASKS:

TWO WKS.	MO.	QTR.	ANNUALLY	TASKS PERFORMED
_____	___	___	_____	_____
_____	___	___	_____	_____
_____	___	___	_____	_____
_____	___	___	_____	_____
_____	___	___	_____	_____

YOUR TITLS _____

LENGTH OF EMPLOYMENT
IN PRESENT POSITION _____

BUSINESS FIRMS CONTACTED FOR THE STUDY

Chattanooga Firms

*Blue Cross/Blue Shield of Tennessee
*Hamilton County Board of Education
*McKee Baking Company
*Olan Mills Inc.
*Provident Life & Accident Insurance Company
*Stophel, Caldwell & Heggie
*Strang, Fletcher, Carriger, et al.
*Hensley & Schmidt Engineers
*Chattem Drug & Chemical
*Interstate Life Insurance Company
Spears, Moore, Rebman, & Williams
James Franklin, Architects

Nashville Firms

*Third National Bank
*Northern Telecom International
*Hospital Corporation of America
*United Southeastern Tribe
*Baptist Sunday School Board
Tennessee Department of Public Health
*Nashville Gas Company
*St. Thomas Hospital
*Alladin Synergetics, Inc.
Touche Ross & Company
*Joe Rogers & Associates
Methodist Board of Discipleship
*Yearwood & Johnson
*Veterans Administration Regional Office
*U.S. Army Corp of Engineers

*Firms that participated in the study

VITA

Vicki Marie Johnson was born in Nashville, Tennessee, on July 3, 1954. She was graduated from David Lipscomb High School in June, 1972; and in May, 1976, she received a Bachelor of Science degree in Business Education from Freed-Hardeman College.

The writer taught at West Birmingham Christian School in Birmingham, Alabama for two years.

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