To the Graduate Council:

I am submitting herewith a thesis written by Amos Ndubuisi Okafor entitled "Analyses of Affective and Psychomotor Competencies Required for the Employment of Secretaries in the Knoxville, Tennessee, Area Business Offices." 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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ANALYSES OF AFFECTIVE AND PSYCHOMOTOR COMPETENCIES REQUIRED FOR THE EMPLOYMENT OF SECRETARIES IN THE KNOXVILLE, TENNESSEE, AREA BUSINESS OFFICES

A Thesis

Presented for the

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Degree

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Amos Ndubuisi Okafor

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ABSTRACT

The problem of this study was to determine the competencies in the affective and psychomotor domains required of secretaries for entry to employment as perceived by employers and secretaries. To delineate this problem, answers to questions concerning competencies identified in research studies and textbooks and the perceptions of personnel directors and secretaries regarding those competencies were solicited.

The design of this study was basically a descriptive empirical type of survey. Questionnaires were distributed to a selective sample of 63 personnel directors from business firms located in the Knoxville, Tennessee, area and 68 secretaries who belonged to the Knoxville Chapter of the National Secretaries Association.

Fifty-four competencies were identified by the investigator and included in the survey instrument. The results of the study showed that 50, or 92.6 percent, of the competencies were perceived to be important by a majority of the personnel directors and the secretaries. Thirty-one competencies were affective, 14 competencies were psychomotor, and 5 competencies were education, shorthand, and typing requirements. Of the 54 affective and psychomotor competencies, 4, or 7.4 percent, were significantly different at the .05 level in responses by the personnel directors and the secretaries. The significant differences occurred as a result of the competencies receiving higher ratings from the secretaries as relating more to the actual practice in the office.

Major conclusions reached on the basis of the study were:

1. Personnel directors and secretaries have similar perceptions concerning affective and psychomotor competencies required for the employment of secretaries in the Knoxville, Tennessee, area business offices.

2. Of the 54 competencies, 4, or 7.4 percent, were significantly different in the responses obtained from the personnel directors and the secretaries. The significant differences occurred because the competencies received higher ratings from the secretaries as relating more to the actual practice in the office.

3. High school diploma is the minimum level of formal education for entry-level secretaries. Typing tests are required for the employment of secretaries; shorthand tests may be required. Terminal speeds of 80-100 words per minute in shorthand and 50-60 words per minute in typewriting are adequate for secretaries seeking entry-level employment.

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CHAPTER I

INTRODUCTION

Business offices are becoming more sophisticated and more oriented to new technological advances. Various kinds of office equipment are being updated, and business practices are also being modified to meet the new technological challenges. A review, from time to time, of the extent to which schools and colleges are preparing students to meet the demands of the employment community is important. A review of those employment standards or criteria in terms of knowledges, skills, and attitudes demanded by the employment community is also pertinent. To what extent do the business education programs reflect these business expectations? In this regard, Stewart has stated that:

> A careful look at our own curriculums reveals a curious lack of relevance when compared with actual business practice and employment patterns. A great deal of progress has been made, but much more remains to be done as the rate of change accelerates.[1]

Business educators must, therefore, concern themselves with the trends or changes that are taking place in the business community and find ways and means of reflecting these in the business education curriculums.

Hall relates the following four questions to which teachers have a responsibility to answer for their students:

1. What standards does the beginning office worker have to meet before he is considered for employment?

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[1]Jeffrey R. Stewart, Jr., "Business Education in the 1980's and Beyond," *American Vocational Journal* (October, 1977), p. 48.

2. What measurements are used to determine if he satisfies the requirements?
3. What is he expected to do once he gets the job?
4. What will he have to do in order to advance in his work?[2]

Stewart provides one answer by concluding that:

> The most reasonable way to determine standards for vocational business programs is to examine employment practices and job requirements.[3]

Since business educators are increasingly recognizing the need to train students to function successfully in their secretarial career, an investigation of the employment practices and job expectations has become more crucial than ever before. The present study surveyed the employment requirements of secretaries in the Knoxville, Tennessee, area. By establishing these employment criteria, this study purports to give credence to the new development that is taking place in today's business. This development is vital for training future secretaries.

I. STATEMENT OF THE PROBLEM

The problem of this study was to determine the competencies in the affective and psychomotor domains required of secretaries for entry to employment as perceived by employers and secretaries in the Knoxville, Tennessee, area, business offices. The specific purpose of this study was to determine the roles of secretaries in the offices so that business educators may integrate these roles into the business education programs to meet the present-day business practices.

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[2]J. Curtis Hall, "A Realistic Look at Standards for Beginning Office Workers," *Business Education Forum*, XVII (May, 1963), p. 5.

[3]Stewart, op. cit., p. 50.

II. ANALYSIS OF THE PROBLEM

To determine the affective and psychomotor competencies as perceived by employers and secretaries for the employment of secretaries, answers to the following questions were solicited:

1. What types of affective and psychomotor competencies do employers expect of secretaries for initial employment?

2. What types of affective and psychomotor competencies do secretaries perceive are required for efficient performance of their duties?

3. What levels of education and skill are needed from secretaries seeking entry-level employment?

4. Do secretaries agree with the personnel directors as to the importance of the above requirements relating to the actual practice in the office?

III. IMPORTANCE OF THE STUDY

The business environment of today is not the same as the business environment of a decade ago. Stewart summarized this view when he stated that:

> Electronics technology has accelerated during the past five years to the point that office machines as it was taught until 1973 is now obsolete. Data processing as it was taught until 1973 or 1974 (and even now in many cases) is obsolete. Bookkeeping and accounting curriculums have been serious offenders in this regard.[4]

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[4]Ibid., p. 48.

Parents are desirous of the ability of their children to find work after a course of training. This training involves the acquisition and development of marketable skills that are related to the ever changing business-oriented society. Business educators are, therefore, duty bound to help the students acquire and develop these needed skills and attitudes for employment by aligning curriculums with practice. Dickinson and Musselman expressed this view when they stated that "It is extremely important to keep curriculums current. There must be constant upgrading and change."[5] Brower was in agreement with this view and expressed that:

> In order that all business education students may possess vocationally acceptable office competencies, and, thus, have equal access to office employment, there must be constant evaluative efforts on the part of business educators to analyze existing business education programs and to determine if these programs are responsive to the needs of office employees.[6]

Business educators can also establish contacts with the business community and acquaint students with the present-day employment requirements.

Office equipment is rapidly undergoing some modification, and new ones are already in the market to meet the demands of office operations. For determination of optimum performance in office operations,

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[5]J. Alvin Dickinson and Vernon A. Musselman, "The Secretarial Curriculum in the Community College," *National Business Education Quarterly* (December, 1967), p. 43.

[6]Edward B. Brower, "Office Employment Expectations of Business Students" (unpublished Doctoral Dissertation, Temple University, Philadelphia, 1970), abstracted in *Delta Pi Epsilon Journal*, (November, 1971), p. 1.

secretaries seeking entry-level employment should, among other things, have knowledge of the operation of these equipment. The ultimate responsibility for acquainting the students with these modern equipment rests with the business teacher through curriculum revision to accommodate these changes. Weinerman expressed her view on this matter when she stated:

> Through revised courses and new media, the teacher should acquaint the student with the vocabulary involved in the new techniques and equipment used in today's office.[7]

Unless the office worker realizes that ability and desirable personal qualities are the criteria for a successful career, she may neglect one for the other and consequently be of no value to her employer. It is, therefore, highly desirable that the secretary be aware of those qualities that are expected of her, as they must be developed and mastered before she is selected to fill a position of secretary. Giving reasons for discharging office and clerical workers, William Merritt indicated that:

> Work failure in the majority of instance does not so much seem to be due to the lack of ability—that is, as far as measurable aptitude for the performance of the task are concerned—as to the presence of other factors of a more dynamic nature that influence the total personality and the general health of the worker, that handicap or interfere with the use of such abilities as he actually possesses.
>
> The broader personality issues, of interest in the job, motivation of work, the degree of effort, application, work

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[7]Anne Weinerman, "Secretarial Studies Should Be Realistic," *The Balance Sheet* (December, 1968), p. 161.

habits, attitude, purposive use of energy, initiative, health, etc., are the significant and basic questions to be considered.[8]

Business education programs, to be beneficial, must closely parallel actual working situations and, concurrently, prepare the student to adjust to every changing job demands. Crews emphasized that the business teacher must develop an adequate perception of the kind of persons needed in business and how these persons can be educated for business by harmonizing the businessman's need for adequately prepared personnel and the business teacher's desire to assist businessmen.[9]

The business curriculum is appropriate only if it meets the needs of the students to perform successfully in the office. To find out if the objectives of a program of study are relevant, they must be compared with the competencies that are actually needed on the job. This comparison may result in eliminating some irrelevant attitudes, knowledges, and skills and implementing those that are relevant. The school and college curriculums should operate on the basis of what is relevant to the business firms. Therefore, identification of the employment requirements of secretaries by employers will go a long way in modifying the secretarial curriculums in high schools and colleges. Those modifications may be integrated into the business teacher education programs.

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[8]William L. Merritt, Jr., "A Study of Personality Requirements Among Office Workers" (unpublished Thesis, The University of Tennessee, Knoxville, 1947), p. 4.

[9]James Crews, "Standards and Qualifications for Office Employees," *Business Education Forum* (May, 1961), p. 11.

IV. LIMITATIONS OF THE STUDY

The limitations of the study were as follows:

1. The study was limited to the analysis of the affective and psychomotor competency requirements of secretaries for entry-level employment. The cognitive competencies were, therefore, not investigated.

2. The geographical setting of the study was limited to the area of Knoxville, Tennessee. The businesses used in the study were randomly selected from a list of the 75 largest businesses in Knoxville as measured by sales. The list was compiled from the Dun and Bradstreet Million-Dollar Middle Market, and Area Manufacturers Directories for Knoxville. The Standard Industrial Classification (SIC), which divides all types of businesses into ten major groups, was used in the classification and random selection of the businesses included in the study. Eight of ten classifications were used in the study.

3. The study was limited to secretarial positions. Stenographic and other clerical positions were excluded.

V. ASSUMPTIONS OF THE STUDY

The following assumptions were made for the study:

1. The respondents consisted of personnel directors from the business firms included in the study. Personnel directors were responsible for hiring entry-level secretaries; therefore, they had knowledge of the job analysis for secretarial positions. Similarly, they were regarded as the only central executive qualified to answer questions relating to secretarial requirements.

2. The secretaries used in the study were already on the job. It was, therefore, assumed that the secretaries' perceptions of the competencies as they relate to their actual job situations would compare with those of the personnel directors.

VI. DEFINITION OF TERMS

The following are definitions of important terms used in this study:

1. *Secretary* refers to an executive assistant who possesses a mastery of office skills, who demonstrates the ability to assume responsibility without direct supervision, who exercises initiative and judgment, and who makes decisions within the scope of assigned authority.[10]

2. *Competencies* refer to knowledges, skills, and/or abilities required for satisfactory performance of a specified task.

3. *Affective competencies* refer to those characteristics dealing with emotional development as related to interests, attitudes, values, and goals.[11]

4. *Psychomotor competencies* refer to those characteristics dealing with motor activities and skills.[12]

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[10]Bertha J. Stronach, "The National Secretaries Association (International)," *Effective Secretarial Education*; Twelfth Yearbook (Reston, Virginia: National Business Education Association, 1974, Chapter 28), p. 243.

[11]Sally R. Campbell, *Consumer Education in an Age of Adaptation* (Chicago, Illinois: Consumer Information Services of Sears, Roebuck and Company, 1971), p. 10.

[12]Ibid.

5. *Personnel Directors* refer to those who are responsible for hiring and firing secretarial personnel.

6. *NSA* is an acronym for National Secretaries Association.

7. *SIC* is an acronym for Standard Industrial Classification designed by the Federal Government for the purpose of dividing all types of businesses into major groups.

VII. ORGANIZATION OF THE STUDY

This study is presented in the following sequence:

In Chapter I, the introduction, statement of the problem, analysis of the problem, importance of the study, limitations of the study, assumptions of the study, and the definition of terms are presented.

In Chapter II, pertinent research related to this study is reviewed.

In Chapter III, methods and procedures are explained.

In Chapter IV, analyses of the data are presented.

In Chapter V, the findings, conclusions, and recommendations are presented.

Appendix A contains sources used for identifying the competencies included in the questionnaire and a listing of the businesses and secretaries included in the pilot study; Appendix B contains copies of the survey instrument; Appendix C contains a listing of the businesses and secretaries included in the study; and Appendix D contains a copy of the cover letter and the follow-up letters.

CHAPTER II

REVIEW OF RELATED STUDIES

The purpose of this section was to review related theses and dissertations pertaining to the present investigation. A comprehensive search was made of the literature published during the past fifteen years to determine if studies were available which analyzed the affective and psychomotor competencies as perceived by employers for the employment of secretaries. The investigator reviewed ten studies to become acquainted with research that had been done in the development of competencies and employment requirements of secretaries, to examine the survey techniques and procedures employed in these studies, and to provide implications and direction for the present study. While all of the studies reviewed were somewhat related to the present investigation, studies by Porreca and Stallard, Roberts, Herbert, and Weber were more closely related in terms of development of competencies, methods, procedures, and treatment of data.

Some of the studies revealed different standards and expectations required of secretaries for employment. However, no study was located which determined the affective and psychomotor competencies for the employment of secretaries in the Knoxville, Tennessee, area to which the present study is committed.

I. PORRECA AND STALLARD STUDY

Porreca and Stallard[1] conducted a study to determine common affective domain competencies of students among vocational areas. Their chief concern was to verify and validate common domain competencies of students among vocational areas.

To identify the competencies, the authors reviewed and selected common affective domain competencies from publications representing agriculture, business and office, distributive, home economics, and industrial education. The elicited common affective domain competencies were verified by submitting the identified competencies to groups of employees, employers, and agriculture, business and office, distributive education, home economics, and industrial education teachers.

The affective domain competencies were validated by state-level directors of vocational education to determine the degree of commonality. Validation was completed through the Delphi technique using two probes. Probe One was distributed to 56 directors of vocational education, and Probe Two was distributed to 49 directors of vocational education. For validation of competencies, the primary source used for statistical procedures was the Statistical Package for the Social Sciences. The package was used to determine: (1) the Probe One and Probe Two modal responses to each competency statement, and (2) the nonparametric

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[1]Anthony G. Porreca and John J. Stallard, "Common Affective Domain Competencies of Students Among Vocational Areas" (The University of Tennessee Mini-Grant Research Project, Research Series No. 47), June, 1975.

rank-order correlation coefficients between each Probe One competency statement to each corresponding Probe Two competency statement which also included a test of statistical significance.

The investigators used sampling to verify each statement of the constructed domain competencies. Employees were asked whether each competency was or was not important in relation to their work situation, and employers were asked whether each competency was or was not important for their workers to possess. Vocational teachers of the five service areas were asked whether or not each competency should be taught to their vocational students. The investigators found that when the 40 employees were asked whether each competency was important in relation to their work situation, 73 of the 111 statements received a rating of 90 percent or above; when the 51 employers were asked whether each competency was important for their workers to possess, 61 of the 111 statements received a rating of 90 percent or above. The investigators concluded that employees, employers, and secondary and area school vocational agriculture, business and office, distributive, home economics, and industrial teachers appear to have similar perceptions as to what constitutes affective domain competencies for employment career success.

The Porreca and Stallard study is related to the present study in the area of affective domain competencies, but the present study's focus is on the employers' perception of the affective and psychomotor competencies. Another similarity of the Porreca and Stallard study to the present study is the use of a Likert-style questionnaire. The procedures used in collecting data are also somewhat related. While

the Porreca and Stallard study was conducted at the state level, the present study was conducted in the limited geographic locality of the Knoxville, Tennessee, area.

II. ROBERTS STUDY

Roberts[2] conducted a study to determine the relationship of cognitive domain typewriting classroom tasks to cognitive domain typewriting office tasks. To delineate this relationship, Roberts developed specific questions to determine cognitive domain typewriting tasks and the emphases placed on such tasks in post-secondary level typewriting instruction and business offices.

The design of the study was a descriptive empirical type of survey, using questionnaires distributed to 40 National Association of Business Teacher Education colleges and 60 Certified Professional Secretaries in Georgia, Kentucky, Tennessee, and Virginia. She used Chi-square as a statistical technique to determine whether a significant difference at the .05 level existed between the responses of the NABTE colleges and the Certified Professional Secretaries on the levels of the cognitive domain.

Identified in the study were 120 typewriting tasks/competencies. The results of the study showed that 48 were knowledge tasks/competencies, 11 were comprehension tasks/competencies, 29 were application tasks/competencies, 10 were analysis tasks/competencies, 15 were synthesis

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[2]Cynthia Laine Roberts, "Cognitive Domain Emphases in Typewriting" (unpublished Master's Thesis, The University of Tennessee, March, 1977).

tasks/competencies, and 7 were evaluation tasks/competencies. She found that of the 120 typewriting tasks/competencies, 20 percent were significantly different at the .05 level in responses by NABTE and CPS respondents; 25 percent of the typewriting tasks/competencies were given an approximate 90 percent or better agreement rating by both NABTE and CPS respondents.

In view of the findings, Roberts concluded that (1) NABTE and CPS respondents basically agreed in their responses to the importance or emphasis which should be placed on the 120 typewriting tasks/competencies; (2) there was a substantial amount of disagreement in perceptions between the groups in the nine knowledge typewriting tasks/competencies in which the NABTE and CPS respondents differed significantly; (3) the ten application typewriting tasks/competencies in which the NABTE and CPS respondents differed significantly were concerned with the performance of basic typewriting tasks/competencies; (4) there was a substantial amount of disagreement in perceptions between the two groups in the three synthesis typewriting tasks/competencies in which the NABTE and CPS respondents differed significantly in their responses; (5) NABTE and CPS respondents' perceptions of the six levels of the cognitive domain in typewriting tasks/competencies were highly congruent; and (6) there was a reversal in the positions of the NABTE and CPS respondents concerning the typewriting tasks/competencies in which the two groups significantly differed in perceptions as the typewriting tasks/competencies moved from the lowest level to the higher levels of the cognitive domain.

As in the present study, Roberts developed the competencies from the knowledge gained in research studies and publications. Data were gathered by Roberts using a Likert-style questionnaire, as did this researcher. Roberts' study and the present study are also related in that both investigators used Chi-square as a statistical technique to determine the perceptions that were different between the two groups at the .05 level of significance.

III. HEBERT STUDY

Hebert[3] conducted a study which sought to answer the question, What are the perceptions and differences in perceptions of business education authorities and practicing teachers relative to the importance of specified competencies to be demonstrated by the teacher of beginning typewriting?

Reactionaires were given to both groups for their ratings of the competency statements. These competency statements were categorized in three-fold basis: the practitioner's basis, a philosophical basis, and an instructional basis.

Hebert used the Delphi technique in gathering data from the authorities and the classroom teachers. The instrument included three reactionaires sent to the two groups for their ranking of the competencies. The Chi-square was used as a statistical technique to determine whether

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[3]Margaret Hebert, "An Analysis of Competencies Needed by the Beginning Typewriting Teacher as Perceived by Business Teachers and by Authorities in Business Education" (unpublished Doctoral Dissertation, University of Houston, 1973).

there were differences between the two groups at the .05 level of significance. The analysis resulted in a set of competencies which may be used in initiating a program in Competency-Based Teacher Education in business education for the teacher of beginning typewriting.

Hebert's study is related to the present study in that she compared the perceptions of two sampled populations to determine valid competencies for enhancing instructional methods. Hebert also used a Likert-style questionnaire for the collection of data, as did this researcher. Chi-square analysis was performed to determine whether there were significant differences between the two groups.

IV. KEEBLE STUDY

Keeble[4] surveyed the testing procedures used for office employment in the Knoxville area. She attempted to find out what types of tests were given and the standards required for employment and also what other factors were considered in selecting a person for employment in an office.

Keeble used both the questionnaire and interview methods. She used the postal card to determine which organizations employing office workers used tests and were willing to cooperate in the survey. She also obtained ideas and suggestions for interview questions from a number of readings in business and management. She obtained a list of office

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[4]Mary Kate Keeble, "A Survey of Employment Tests Used for Initial Office Employment in Selected Business Organizations in the Knoxville, Tennessee, Area" (unpublished Master's Thesis, The University of Tennessee, Knoxville, 1965).

positions from the American Management Association Research Report Number 27 and also a list of nine classifications of businesses from the Standard Industrial Classification (SIC) Manual. Then she obtained an IBM list of the names of Knoxville businesses with their SIC classification and the number of employees from The University of Tennessee Bureau of Business Research. The list was arbitrarily divided into seven size groups by number of employees. Keeble selected the names and addresses of government offices from the classified section of the Knoxville telephone director and made several telephone contacts.

By surveying 125 organizations in the Knoxville area and by interviewing those 25 organizations that administered employment tests, Keeble found that 41, or 34.2 percent, of the selected organizations required tests; that performance tests were required for 141, or 72.3 percent of the 195 positions in the 25 organizations; that aptitude tests were required for 112, or 57.4 percent; achievement tests and personality tests were each required for 42, or 21.5 percent of the positions; that 21, or 85.0 percent of the 25 organizations required tests of all applicants, making no exceptions because of experience, training, age, or position; and that appearance and interview were considered by all of the organizations in employee selection.

Based on the findings, Keeble concluded that tests were not used to a great extent in selecting office employees in the Knoxville area, and that applicants for office positions might expect no exceptions to be made because of experience, age, or position. She also concluded that after test results were used for employee selection, the test

records were used generally for promotional purposes, and that major weaknesses in applicants for office work are spelling, grammar, vocabulary, and mathematics.

This study is related to the present study in procedures and methods of collecting data. It is also related in terms of geographic locality. Although the present study is not entirely directed toward testing procedures, testing is part of the employment requirements surveyed.

V. WARD STUDY

Ward's[5] study was an attempt to determine the general professional and personal requirements for selected clerical and secretarial office workers in 25 Grand Forks, North Dakota, business firms. He gathered the opinions of employers as to the amount and kind of training needed for effective secretarial and clerical performance through the questionnaire and interview method of data collection. The personal interview with each of the employers of the 25 firms was conducted, and the investigator used the questionnaire as a guide in asking questions and recording replies.

Ward found that the employee weaknesses, as reported by employers, were the inability to spell, lack of interest in the job, failure to accept responsibility, and tardiness. He also found that 20 of the 25 employers required their workers to be high school graduates, and seven

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[5]Raymond Ward, "A Survey of Employers in Selected Business Firms in Grand Forks, North Dakota, to Determine the Office Requirements for Clerical and Secretarial Workers" (unpublished Master's Thesis, University of North Dakota, Grand Forks, 1962).

employers preferred the employee to have at least some post secondary business training. Although Ward did not make any conclusions from his findings, he recommended that curriculum in the school should have a focus in the preparation of students in business skills, attitudes, and understandings that will serve the need of the employers; that teachers should become acquainted with local business executives and office managers so as to become more familiar with office standards; and that modern equipment should be available to the schools so that students become familiar with the actual equipment found in business offices.

Ward's study is related to the present study in terms of determining the employment requirements for secretarial positions, although it is more limited in scope than the present one. The present study is equally committed to determining what kinds of attitudes and skills are required in keeping with modern business practices.

VI. ERICKSON STUDY

Erickson's[6] study was primarily conducted to identify and analyze those job components which could be considered basic to most beginning and intermediate levels of office work. The study was based on an interview research method which required verbal descriptions of what was happening on the job. The data from the 300 office worker and supervisor interviews were collected in the Los Angeles-Long Beach area. These data

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[6]Lawrence Erickson, "Basic Components of Office Work—An Analysis of 300 Office Jobs," *Monograph 123* (Cincinnati, Ohio: South-Western Publishing Company, May, 1971).

provided the descriptions used to identify and analyze the basic components of beginning and intermediate levels of office jobs. The workers' descriptions of their basic job tasks, the workers' and supervisors' estimates of time spent in those tasks, and the evaluation of the collected data, formed the basis for establishment of the components of beginning to intermediate levels of office work.

With regard to data collection procedure, Erickson used five secondary and four college teachers to collect the data using a structured interview technique. Each interviewer had business experience in addition to teaching experience and trained by the University of California, Los Angeles staff before sent on the interviews. They interviewed 300 workers and their supervisors at their work stations. The Nobels Standardized Interview Form provided for the workers' own statement of the basic task comprising his job and his estimate of the percent of total job time spent on each of the tasks.

In analyzing the data, 978 job tasks were described. The conditions, sequential steps, equipment, skills and knowledges, and criteria included in each job task description were analyzed to determine the components basic to the performance of the job.

Erickson found that the 978 job tasks led to the identification of 10 basic components of office work. These basic components, comprising 5.0 percent or more of total time, are presented in descending order of frequency of occurrence:

Basic Components of Office Work	Percent Which Component Occurred
1. Communicating with Others	90
2. Sorting, Filing, and Retrieving	71
3. Typewriting	49
4. Checking, Computing, and Verifying	47
5. Collecting and Distributing	21
6. Operating Business Machines	18
7. Operating Automatic Data Processing Equipment	14
8. Taking Dictation	10
9. Supervising, Planning, and Training	3
10. Analyzing Procedures and Flow Charting	3

In view of the findings, Erickson concluded that (1) preparation for the demands of the modern office will require that business education students master the skills, knowledges, and procedures of basic components of beginning to intermediate levels office work; (2) evaluation of student achievement should be relevant to the criteria given for the components; (3) greatest emphasis should be given to those basic components which comprise the highest percentage of office work; (4) certain basic courses as offered in the business education curriculum such as typewriting, bookkeeping, general business, and shorthand should continue to be offered. The content of these courses might need to be modified to include materials relevant to the needs of beginning and intermediate level of office workers; (5) students will always need an understanding of the business enterprise and the function it plays in our economy; and (6) because sorting, filing, and retrieving component was so essential in office work, a course in filing should be offered.

Erickson's study is useful to the present study because some of the office work identified from some of the psychomotor and affective

competencies were used in this study. It is also related in that the 978 job tasks comprising 300 office jobs analyzed were the basic expectations of employers when hiring office workers. Nevertheless, while Erickson's study dealt with a variety of office jobs, the present study pertains to those competencies required of secretaries for employment.

VII. ROBERTSON STUDY

An independent study[7] was conducted by a group of high school teachers to assess employers' needs, expectations, and opinions about necessary office skills in the Portland Standard Metropolitan area. This study was initiated by the teachers who were concerned by the conflicting statements in the literature about the value of teaching shorthand. The study finally evolved into a more comprehensive analysis of businesses' needs and expectations regarding qualifications of beginning secretarial and clerical employees.

The investigators used a random sample of firms stratified by number of employees drawn from Contacts Influential. Questionnaires were sent to 500 firms in the Portland Standard Metropolitan Area. The questionnaires pertained to skill in spelling, typewriting, automatic typewriting, calculating machines, transcription machines, shorthand, and word processing, as well as to attributes of job attendance, cooperation,

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[7]Leonard Robertson, et al., "Office Requirements in the Portland Standard Metropolitan Area," An Independent Study, *The Delta Pi Epsilon Journal* Vol. 16, No. 1 (November, 1973), pp. 14-18.

courtesy, telephone personality, and appearance. Usable returns were received from 204 firms, which represented a 41.0 percent return. The investigators did not employ follow-up procedures. Employers were asked to rate a selected list of clerical skills and attributes. Each skill and attribute was given values based on a five-point scale ranging from Most Important to No Importance. The data were tabulated and converted to percentage responses based on 204 respondents.

When the two top ratings of Most Important and Very Important were combined, the skills and attributes which were assessed ranked as follows:

Skills

Spelling	95%
Typewriting	92%
Automatic Typewriting	42%
Calculating Machines	29%
Transcription Machines	29%
Shorthand	24%

Attributes

Job Attendance	99%
Cooperation	96%
Courtest	96%
Telephone Personality	85%
Appearance	70%

The investigators also found that 44.0 percent required shorthand for employment as a secretary, 42.0 percent indicated that it had promotional value, while 10.0 percent expressed a need for shorthand speeds in excess of 100 words per minute.

On the basis of the findings, the investigators concluded that there seemed to be definite values to a beginning worker in knowing shorthand, and it might be a highly useful tool for a particular individual. They

also concluded that the beginning secretarial and clerical employees with shorthand skills earn higher salaries; secretaries with shorthand skills find more opportunity for advancement; employees need transcription skills—spelling most of all, grammar, and punctuation; and typewriting skill continued to be extremely important. On calculating machines, the researchers concluded that there was a need for calculating machine operators, while a slight increase in the use of transcription machine operators seemed to be occurring. On automatic typewriter the researchers concluded that Word Processing Centers seemed to be a relatively new trend in the business world, but a slow growth in their use seemed to be indicated. The fewer skills an employee has, the less money he can expect to earn, and most employers assess an employee's skills through interview rather than through testing.

Robertson's study is related to the present study in terms of employment requirements of secretaries, sources, methods, and procedures of collecting data. However, the present study does not include the clerical workers.

VIII. JOHNSON STUDY

Johnson[8] conducted a study to determine the entry-level skills required in shorthand by selected businesses in Charlotte, North Carolina. To identify the entry-level skills, Johnson used a random selection of

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[8]Faye Cannon Johnson, "A Study to Determine the Entry-Level Skills in Shorthand for Selected Businesses in Charlotte, North Carolina" (unpublished Master's Thesis, Winthrop College, 1973).

75 companies from the Dun and Bradstreet Million-Dollar Directory of 1971. A questionnaire was mailed to these 75 businesses with a usable return of 60, or 80.0 percent.

After an analysis of the data, Johnson found that most of the businesses surveyed (96.6 percent) hired high school graduates, and that 58.0 percent required their secretaries to know shorthand. Johnson also found that the shorthand speed required for the employment of secretaries ranged from 50 words per minute to 120 words per minute, with 80 words per minute occurring most frequently. Furthermore, transcription rates ranged from 25 words per minute to 55 words per minute; 57.0 percent of those requiring shorthand preferred accuracy to speed in transcription; and that preemployment tests were not used frequently to predict employment success of applicants.

Johnson concluded that: (1) high schools should incorporate as many business courses as possible; (2) a two-year program of shorthand should be strongly emphasized to the office minded student; (3) a minimum speed of 80 words per minute should be the terminal objective of shorthand students; (4) the business teacher should place strong emphasis on accuracy in transcription; and (5) when briefing students on job interviews, the teacher should encourage them to be prepared for preemployment tests.

Johnson's study is related to the present study in terms of techniques of collecting data, especially the methods of selecting sample population and the use of questionnaire. As in the present study, Johnson was concerned with the employment requirements of secretaries.

While the present investigation focuses on the affective and psychomotor competencies, Johnson's study was limited to skills demonstrated in the shorthand area.

IX. SCAMMON STUDY

In an attempt to determine the need for and the use of shorthand by secretaries, Scammon[9] surveyed 117 large businesses stratified by six classifications, using the Standard Industrial Classifications devised by the federal government. Seventy-two secretaries and their managers, and 40 personnel directors who represented the businesses from which the secretaries were selected were questionned by personal interviews. After an analysis of the data, Scammon found that shorthand was used by 76.0 percent of the secretaries; shorthand speeds of 60 to 80 words a minute were perceived by secretaries to be needed on the job; shorthand speeds of 80 to 100 words a minute were equal to dictation rates which secretaries encountered in the actual office conditions. Scammon further found that a required speed of 80 to 100 words a minute was perceived to be necessary for secretaries by the personnel directors; and a significant relationship existed between minimum speeds required of secretaries at the time they were hired and maximum shorthand speeds which the secretaries perceived to be essential for the secretarial positions.

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[9]Samuel Maurice Scammon, "An Analysis of the Need for and Use of Shorthand by Secretaries in Large Businesses as Indicated by Secretaries, Managers, and Personnel Directors" (unpublished Doctoral Dissertation, Michigan State University, East Lansing, 1973).

Scammon's study is related to the present study in terms of the perceptions of personnel directors as compared with the perceptions of secretaries in relation to the requirements for the employment of secretaries. Nevertheless, Scammon's study was limited to the shorthand skill, whereas the present study deals with more than shorthand as a requirement.

X. WEBER STUDY

Weber's[10] study was to determine the relative importance of secretarial success of 60 secretarial skills, knowledges, and personal traits. Weber gathered the opinions of secretaries, executives, and secretarial education teachers in the Phoenix, Arizona, metropolitan area. The 60 secretarial skills were sorted by groups according to their opinion as to the relative importance of each item. The opinions of the three groups were then analyzed to indicate a significant relationship in their overall ranking of the 60 items in a number of comparisions. Weber concluded that the three groups considered personal qualities or traits to be more important for secretarial success.

Weber's study is related to the present investigation in that he identified secretarial competencies in the skills and personal traits areas and compared the executives' perceptions of these competencies with the perceptions of secretaries, as did the present researcher.

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[10]W. C. Weber, "A Q-Sort of Curriculum Priorities in Secretarial Education" (unpublished Doctoral Dissertation, Arizona State University, 1969).

The present study used two groups for comparison, while Weber used three groups.

XI. SUMMARY

A review of the research revealed several studies relating to the development of competencies and employment requirements for secretaries. While all of the studies reviewed were somewhat related to the present investigation, studies by Porreca and Stallard, Roberts, Herbert, and Weber were more closely related in terms of development of competencies, methods, procedures, and treatment of data. The studies revealed some variance as to what standards and specific skills were required for the employment of secretaries.

Some of the studies were national in scope, but most focused on local geographic areas. No research was available which identified the affective and psychomotor competencies required for the employment of secretaries in the Knoxville, Tennessee, area. Therefore, the present study is committed to determining what these competencies are and to what extent they are emphasized as requirements for the employment of secretaries in the Knoxville area.

CHAPTER III

METHODS AND PROCEDURES

The problem of this study was to determine the competencies in the affective and psychomotor domains required of secretaries for entry to employment as perceived by employers and secretaries in the Knoxville, Tennessee, area business offices. The specific purpose of this study was to determine the roles of secretaries in the offices so that business educators may integrate these roles into the business education programs to meet the present-day business practices.

The design of this study was basically a descriptive empirical type of survey. Data for the survey were secured through the use of a questionnaire. The purposes of this chapter are to describe the sources and procedures used in this study which include: (1) the background information; (2) the construction of the instrument; (3) the selection of the population and the sample; (4) the administration of the instrument; and (5) the statistical methods used in the analysis of the data.

I. BACKGROUND INFORMATION

A review of professional literature provided valuable information for eliciting competencies in the affective and psychomotor domains. Ideas and suggestions for the development of the questionnaire were obtained from a number of readings in educational research, business education, management, and studies in which the procedures and questionnaires were similar to those used in the present study. Related

studies, journals, and periodicals were also read to become more familiar with the needs of business firms. A review of related studies is presented in Chapter II.

II. CONSTRUCTION OF THE INSTRUMENT

The questionnaire method was the ideal research instrument in securing the data for this survey. Therefore, after pertinent information concerning the study had been gathered from related studies, journals, and periodicals, a questionnaire consisting of competency statements was developed by the investigator. These competencies were synthesized in a manageable format. The questionnaire consisted of competencies categorized into affective and psychomotor statements. The chairman of the researcher's committee reviewed the format, after which the instrument was given to the committee members for suggestions and critical analyses. After the committee's suggestions were made for improvement, the investigator revised the instrument. The committee then approved the questionnaire.

A pilot test of the questionnaire in which five arbitrarily selected personnel directors from five business firms and five secretaries not included in this study was conducted. The purpose of the pilot study was to enable the researcher to become aware of the statements which needed to be revised or discarded. The personnel directors and secretaries involved in the pilot study were contacted by telephone, and they agreed to participate. (The participants are listed in Appendix A.) Interviews were arranged with the personnel directors and the secretaries.

If the respondents had comments and suggestions for the questionnaire, the investigator made notes of those points. Based on their perceptions, the instrument was refined. A total of 54 competency statements were included in the finalized instrument. (See Appendix B.)

III. SELECTION OF THE POPULATION AND THE SAMPLE

The Knoxville, Tennessee, area (counties of Anderson, Blount, and Knox, and cities of Alcoa, Oak Ridge, Maryville, and Knoxville) was selected for this survey because it was the nearest area that would offer a sufficient population for this type of study. For the selection of the population, a list of the 75 largest businesses as measured by sales was compiled from the Dun and Bradstreet Million-Dollar, Middle Market, and Area Manufacturers Directories for Knoxville. The Standard Industrial Classification (SIC), devised for the federal government so that all information relating to commerce could be reported in a uniform manner, divides all types of businesses into ten major groups. The SIC was used in the classification of the businesses included in the study. The list of the population comprising 75 largest businesses according to the SIC is shown in Table I.

A random sample of 63 businesses included in the study was drawn from the compiled list of the 75 largest businesses, using a table of random numbers.[1] The 63 businesses and their SIC classification are shown in Table II.

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[1]Robert V. Krejcie and Daryle W. Morgan, "Determining Sample Size for Research Activities," *Educational and Psychological Measurement*, Vol. 30 (1970), p. 608.

TABLE I

LISTING OF THE POPULATION COMPRISING 75 LARGEST BUSINESSES IN THE KNOXVILLE AREA ACCORDING TO THE STANDARD INDUSTRIAL CLASSIFICATION

SIC Classification	No. of Business Firms	Percentage of Total
1. Mining	3	4.0
2. Contract Construction	6	8.0
3. Manufacturers	14	18.7
4. Transportation, Communication and Utilities	2	2.6
5. Wholesale	22	29.3
6. Retail	11	14.7
7. Finance, Insurance and Real Estate	13	17.3
8. Services	4	5.3
Total	75	100.0

TABLE II

LISTING OF 63 BUSINESSES INCLUDED IN THE STUDY AND THEIR SIC CLASSIFICATION

SIC Classification	No. of Business Firms	Percentage of Total
1. Mining	2	3.2
2. Contract Construction	5	7.9
3. Manufacturers	12	19.0
4. Transportation, Communication and Utilities	2	3.2
5. Wholesale	19	30.2
6. Retail	8	12.7
7. Finance, Insurance and Real Estate	12	19.0
8. Services	3	4.8
Total	63	100.0

A random sample of 68 secretaries included in the study was drawn from the list of 80 secretaries who belonged to the Knoxville Chapter of the National Secretaries Association, using a table of random numbers.[2] See Appendix C for the listing of businesses included in the study. The secretaries were not asked to identify the types of businesses they were employed.

IV. ADMINISTRATION OF THE INSTRUMENT

On June 15, 1978, the 131 questionnaires were mailed to the 63 personnel directors and 68 secretaries with a cover letter. Each personnel director was asked to circle on the scale how important he or she perceived each of the competencies to be for a secretary seeking entry-level employment. The scale ranged from 1 to 5 (that is, from not important to extremely important). Each secretary was asked to circle on the scale how important she perceived each competency as it related to her actual job situation.

By the first deadline, 27 of the 63 questionnaires that were mailed to the 63 personnel directors, or 43.0 percent, were returned. After the follow-up letter was mailed to the personnel directors who did not respond (see Appendix D), seven more questionnaires were returned, making a total of 34, or 54.0 percent. A second follow-up letter was mailed, and two more questionnaires were returned, thereby increasing the total number to 36, or 57.0 percent.

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[2]Ibid.

By the first deadline, 35 of the 68 questionnaires that were mailed to the 68 secretaries, or 51.0 percent, were returned. After the first reminder to the secretaries who did not respond (see Appendix D), 10 more questionnaires were returned, making a total of 45, or 66.0 percent. A second reminder was sent, and 7 more questionnaires were returned, thereby increasing the total number to 52, or 82.5 percent. Thus, of 131 questionnaires mailed to the personnel directors and the secretaries, 88, or 67.0 percent were returned. The listings of personnel directors and secretaries who participated in the study are shown in Appendix C. The distribution and return of the questionnaires by the personnel directors and the secretaries are shown in Table III.

V. METHOD OF ANALYZING DATA

After the completed questionnaires were returned, they were classified and coded according to the type (personnel directors or secretaries), and the response (1, 2, 3, 4, and 5) to each of the competency statements by the researcher and transferred to computer cards. The data were analyzed by the Statistical Package for the Social Sciences (SPSS) computer analysis program by the University of Tennessee Computer Center. Classifications of the competency statements for the use of the Chi-Square test were type (personnel directors or secretaries) and statement response (1, 2, 3, 4, 5). Computations were based on the expected frequency of each of the five responses (Not Important, Of Minor Importance, Important, Very Important, and Extremely Important) occurring in the personnel directors group and the secretaries group.

TABLE III

DISTRIBUTION AND RETURN OF QUESTIONNAIRES TO PERSONNEL DIRECTORS AND SECRETARIES

Personnel Directors by SIC	Questionnaires		
	Distributed	Returned	Percentage of Total Distributed
1. Mining	2	0	0.0
2. Contract Construction	5	4	3.0
3. Manufacturers	12	8	6.1
4. Transportation, Communication and Utilities	2	1	0.8
5. Wholesale	19	11	8.4
6. Retail	8	5	3.8
7. Finance, Insurance and Real Estate	12	6	4.6
8. Services	3	1	0.8
Secretaries	68	52	39.7
Total	131	88	67.0

The first and second categories labeled "Not Important," and "Of Minor Importance," were logically combined/collapsed. When the expected frequency of a 4 (Very Important) or 5 (Extremely Important) response was less than 5, the cells were combined. This combining/collapsing of cells resulted in Chi-Square being computed for the competencies with two or three degrees of freedom.

The five categories were divided into two groups. The categories "Not Important" and "Of Minor Importance" consist of one group while the categories "Extremely Important," "Very Important," and "Important" consist of another group. A standard of 60.0 percent, of the personnel directors and secretaries was arbitrarily required for any competency to be considered satisfactory for the group "Extremely Important," "Very Important," and "Important." If the percentage of the personnel directors and secretaries responding to any competency in the second group is less than 60.0, that competency is considered "Not Important," or "Of Minor Importance." The standard of 60.0 percent does not apply to the analysis of Section III—Education, Shorthand, and Typing Requirements. This section is treated with descending order of importance.

Chi-Square analysis of the two groups participating in the study was computed to determine if a significant difference existed between the perceptions of the personnel directors and the perceptions of the secretaries at the .05 level of significance. Other data regarding the important competencies emphasized by both groups were computed and analyzed.

CHAPTER IV

ANALYSES OF THE DATA

The data were based on the responses to questionnaires collected from personnel directors and secretaries located in the Knoxville, Tennessee, area business offices. In order to indicate the importance which should be placed on each competency listed on the questionnaires, the respondents were provided five choice value levels: (1) Not Important, (2) Of Minor Importance, (3) Important, (4) Very Important, and (5) Extremely Important. A total of 36 personnel directors and 52 secretaries returned questionnaires to the investigator, representing a 67.0 percent return.

This chapter will be presented in three sections. The first section includes the analysis related to affective competencies of secretaries required for employment. Section II presents the analysis related to psychomotor competencies. The final section describes those responses pertaining to educational levels, shorthand, and typing test requirements for secretarial employment.

The tables show data collected from 36 personnel directors and 52 secretaries. The Chi-Square test was used to determine whether a significant difference at the .05 level of significance existed between the responses of the two groups in the three areas of secretarial competencies being examined.

I. AFFECTIVE COMPETENCIES

Table IV includes affective competencies required of secretaries for employment. Responses of the 36 personnel directors and 52 secretaries are reported in percentages in the table as well as Chi-Square calculations. Table IV contains 31 competency variables. Analyses related to those 31 variables are presented in this section.

1. *Accepts need for understanding organization's structure and functions.* The data reveal that 82 personnel directors and secretaries, or 93.2 percent, perceived the competency as "extremely important," "very important," or "important," while 6 personnel directors and secretaries, or 6.8 percent, perceived the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 1.

2. *Works independently without direct supervision.* The data reveal that 88 personnel directors and secretaries, or 100.0 percent, perceived the competency as "extremely important," "very important," or "important," whereas no secretary or personnel director rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 2.

3. *Demonstrates initiative and judgment in work being performed.* The data reveal that 88 personnel directors and secretaries, or 100.0

TABLE IV

AFFECTIVE COMPETENCIES REQUIRED OF SECRETARIES FOR EMPLOYMENT AS PERCEIVED BY PERSONNEL DIRECTORS AND SECRETARIES

Competency Variable	Respondents N = 88[a]	Response in Percentages: Not Important	Of Minor Importance	Important	Very Important	Extremely Important	Chi-Square
1. Accepts need for understanding organization's structure and functions.	Personnel Dirs.	0.0	11.1	30.6	22.2	36.1	
	Secretaries	0.0	3.8	19.2	34.6	42.3	4.1012
2. Works independently without direct supervision.	Personnel Dirs.	0.0	0.0	8.3	58.3	33.3	
	Secretaries	0.0	0.0	5.8	42.3	51.9	2.9820
3. Demonstrates initiative and judgment in work being performed.	Personnel Dirs.	0.0	0.0	8.3	50.0	41.7	
	Secretaries	0.0	0.0	9.6	42.3	48.1	0.5077
4. Accepts need to make decisions within the scope of assigned authority.	Personnel Dirs.	0.0	0.0	25.0	44.4	30.6	
	Secretaries	0.0	0.0	13.5	51.9	34.6	1.9076
5. Follows directions.	Personnel Dirs.	0.0	0.0	5.6	8.3	86.1	
	Secretaries	0.0	0.0	15.4	17.3	67.3	4.0678
6. Displays promptness in work.	Personnel Dirs.	0.0	0.0	13.9	36.1	50.0	
	Secretaries	0.0	0.0	13.5	32.7	53.8	0.1360
7. Practices good health habits.	Personnel Dirs.	0.0	0.0	30.6	30.6	38.9	
	Secretaries	0.0	0.0	34.6	34.6	30.8	0.6242
8. Practices care for good personal appearance, grooming, character traits, and attitudes.	Personnel Dirs.	0.0	2.8	13.9	30.6	52.8	
	Secretaries	0.0	0.0	25.0	42.3	32.7	5.6096

TABLE IV (continued)

Competency Variable	Respondents N = 88[a]	Response in Percentages: Not Important	Of Minor Importance	Important	Very Important	Extremely Important	Chi-Square
9. Assumes responsibility for career development.	Personnel Dirs.	0.0	11.1	38.9	36.1	13.9	
	Secretaries	0.0	5.8	42.3	26.9	25.0	2.6932
10. Develops the ability to plan own work.	Personnel Dirs.	0.0	2.8	16.7	50.0	30.6	
	Secretaries	0.0	5.8	15.4	38.5	40.4	1.6618
11. Volunteers extra work effort to complete rush jobs.	Personnel Dirs.	0.0	0.0	30.6	36.1	33.3	
	Secretaries	0.0	3.8	26.9	36.5	32.7	1.4871
12. Derives personal satisfaction in quality of work accomplished.	Personnel Dirs.	0.0	2.8	22.2	47.2	27.8	
	Secretaries	0.0	0.0	15.4	36.5	48.1	4.7889
13. Displays personal desire to get along with others.	Personnel Dirs.	0.0	0.0	22.2	27.8	50.0	
	Secretaries	0.0	0.0	13.5	36.5	50.0	1.4533
14. Derives satisfaction when working with others as a cooperative member of group.	Personnel Dirs.	0.0	8.3	25.0	41.7	25.0	
	Secretaries	0.0	1.9	30.8	48.1	19.2	2.6926
15. Accepts need to verify work accurately	Personnel Dirs.	0.0	0.0	22.2	19.4	58.3	
	Secretaries	0.0	0.0	15.4	23.1	61.5	0.7133
16. Demonstrates positive attitudes about work.	Personnel Dirs.	2.8	5.6	25.0	44.4	22.2	
	Secretaries	0.0	1.9	19.2	38.5	40.4	4.5665

TABLE IV (continued)

	Competency Variable	Respondents N = 88[a]	Response in Percentages: Not Important	Of Minor Importance	Important	Very Important	Extremely Important	Chi-Square
17.	Accepts and practices loyalty, honesty, and trustworthiness.	Personnel Dirs.	0.0	0.0	5.6	25.0	69.4	
		Secretaries	0.0	1.9	5.8	30.8	61.5	1.1485
18.	Faces personal and social problems objectively.	Personnel Dirs.	0.0	13.9	36.1	36.1	13.9	
		Secretaries	0.0	5.8	36.5	44.2	13.5	1.8894
19.	Demonstrates even temperament on the job.	Personnel Dirs.	2.8	2.8	30.6	33.3	30.6	
		Secretaries	2.0	2.0	27.5	43.1	25.5	0.9087
20.	Develops the mental stability to work "under pressure."	Personnel Dirs.	0.0	5.6	27.8	38.9	27.8	
		Secretaries	1.9	0.0	9.6	48.1	40.4	6.3956*
21.	Demonstrates perseverance in completing a job.	Personnel Dirs.	0.0	0.0	16.7	47.2	36.1	
		Secretaries	0.0	1.9	17.3	46.2	34.6	0.7162
22.	Accepts the need for appropriate dress.	Personnel Dirs.	0.0	11.1	33.3	36.1	19.4	
		Secretaries	0.0	5.8	34.6	40.4	19.2	0.8744
23.	Assumes responsibility for acquiring work supplies needed for own work.	Personnel Dirs	2.8	13.9	38.9	36.1	8.3	
		Secretaries	0.0	9.6	36.5	38.5	15.4	1.7549
24.	Asks pertinent questions related to work to be performed.	Personnel Dirs.	0.0	2.8	30.6	41.7	25.0	
		Secretaries	1.9	3.8	23.1	38.5	32.7	1.3550

TABLE IV (continued)

Competency Variable	Respondents N = 88[a]	Response in Percentages: Not Important	Of Minor Importance	Important	Very Important	Extremely Important	Chi-Square
25. Discriminates between confidential and nonconfidential information and refrains from releasing that evaluated as confidential.	Personnel Dirs.	0.0	2.8	2.8	19.4	75.0	
	Secretaries	1.9	0.0	5.8	13.5	78.8	1.0065
26. Displays desire to help others.	Personnel Dirs.	0.0	5.6	38.9	36.6	19.4	
	Secretaries	3.8	1.9	36.5	42.3	15.4	0.4441
27. Accepts constructive criticism graciously.	Personnel Dirs.	2.8	0.0	30.6	41.7	25.0	
	Secretaries	0.0	1.9	38.5	48.1	11.5	2.8996
28. Answers the telephone pleasantly.	Personnel Dirs.	0.0	0.0	19.4	38.9	41.7	
	Secretaries	1.9	1.9	23.1	40.4	32.7	1.9977
29. Reveals initiative by requesting new assignments when work is completed.	Personnel Dirs.	5.6	2.8	41.7	38.9	11.1	
	Secretaries	5.8	3.8	36.5	44.2	9.6	0.3741
30. Keeps work organized while coping with interruptions.	Personnel Dirs.	0.0	11.1	33.3	30.6	25.0	
	Secretaries	3.8	0.0	23.1	34.6	38.5	3.7433
31. Demonstrates flexibility by trying new procedures as they are suggested by superior.	Personnel Dirs.	0.0	16.7	27.8	36.1	19.4	
	Secretaries	3.8	0.0	32.7	34.6	28.8	4.7792

*Significant at the .05 level with two degrees of freedom. (Chi-Square = 5.991)

[a]36 respondents were personnel directors; 52 respondents were secretaries.

percent, rated the competency "extremely important," "very important," or "important," while no personnel director or secretary rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 3.

4. *Accepts need to make decisions within the scope of assigned authority.* Eighty-eight personnel directors and secretaries, or 100.0 percent, perceived the competency to be "extremely important," "very important," or "important," while no personnel director or secretary rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 4.

5. *Follows directions.* Eighty-eight personnel directors and secretaries, or 100.0 percent, rated the competency as "extremely important," "very important," or "important," whereas no personnel director or secretary rated the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 5.

6. *Displays promptness in work.* Eighty-eight personnel directors and secretaries, or 100.0 percent, perceived the competency as "extremely important," "very important," or "important," whereas no personnel

director or secretary perceived the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 6.

7. *Practices good health habits.* Eighty-eight personnel directors and secretaries, or 100.0 percent, rated the competency as "extremely important," "very important," or "important," whereas no personnel director or secretary rated the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 7.

8. *Practices care for good personal appearance, grooming, character traits, and attitudes.* Eighty-seven personnel directors and secretaries, or 98.9 percent, perceived the competency as "extremely important," "very important, " or "important," while one personnel director or secretary, or 1.1 percent, rated the competency as "not important," or "of minor importance."

The Chi-Square showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 8.

9. *Assumes responsibility for career development.* Eighty-one personnel directors and secretaries, or 92.1 percent, perceived the competency to be "extremely important," "very important," or "important,"

while seven personnel directors and secretaries, or 7.9 percent, perceived the competency to be "not important," or "of minor importance."

The Chi-Square showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 9.

10. *Develops the ability to plan own work.* Eighty-four personnel directors and secretaries, or 95.5 percent, perceived the competency to be "extremely important," "very important," or "important," while four personnel directors and secretaries, or 4.5 percent, rated the competency as "not important," or "of minor importance."

The Chi-Square showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency number 10.

11. *Volunteers extra work effort to complete rush jobs.* Eighty-six personnel directors and secretaries, or 97.8 percent, perceived the competency as "extremely important," "very important," or "important," while two personnel directors and secretaries, or 2.2 percent, perceived the competency to be "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 11.

12. *Derives personal satisfaction in quality of work accomplished.* Eighty-seven personnel directors and secretaries, or 98.9 percent, perceived the competency as "extremely important," "very important," or "important," while one personnel director or secretary, or 1.1 percent, rated the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 12.

13. *Displays personal desire to get along with others.* Eighty-eight personnel directors and secretaries, or 100.0 percent, perceived the competency to be "extremely important," "very important," or "important," whereas no personnel director or secretary rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 13.

14. *Derives satisfaction when working with others as a cooperative member of group.* Eighty-four personnel directors and secretaries, or 95.5 percent, perceived the competency to be "extremely important," "very important," or "important," while four personnel directors and secretaries, or 4.5 percent, rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 14.

15. *Accepts need to verify work accurately.* Eighty-eight personnel directors and secretaries, or 100.0 percent, perceived the competency as "extremely important," "very important," or "important," whereas no personnel director or secretary rated the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 15.

16. *Demonstrates positive attitudes about work.* Eighty-four personnel directors and secretaries, or 95.5 percent, perceived the competency as "extremely important," "very important," or "important," while four personnel directors and secretaries, or 4.5 percent, rated the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 16.

17. *Accepts and practices loyalty, honesty, and trustworthiness.* Eighty-seven personnel directors and secretaries, or 98.9 percent, perceived the competency to be "extremely important," "very important," or "important," while one secretary or personnel director rated the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 17.

18. *Faces personal and social problems objectively.* Eighty personnel directors and secretaries, or 90.9 percent, perceived the competency as "extremely important," "very important," or "important," while eight personnel directors and secretaries, or 9.1 percent, rated the competency as "not important," or "of minor importance,"

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 18.

19. *Demonstrates even temperament on the job.* Eighty-three personnel directors and secretaries, or 94.3 percent, perceived the competency to be "extremely important," "very important," or "important," while five personnel directors and secretaries, or 5.7 percent, rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 19.

20. *Develops the mental stability to work "under pressure."* Ten personnel directors, or 27.8 percent, rated the competency as "extremely important," and fourteen personnel directors, or 38.9 percent, considered the competency to be "very important." Ten personnel directors, or 27.8 percent, rated the competency as "important," while two personnel directors, or 5.6 percent, considered the competency to be "of minor importance."

Twenty-one secretaries, or 40.4 percent, perceived the competency to be "extremely important," and 25 secretaries, or 48.1 percent, considered the competency to be "very important." Five secretaries, or 9.6 percent, perceived the competency to be "important," while one secretary, or 1.1 percent, rated the competency as "not important," or "of minor importance."

Eighty-five personnel directors and secretaries, or 96.6 percent, perceived the competency to be "extremely important," "very important,"

or "important," while three personnel directors and secretaries, or 3.4 percent, rated the competency as "not important," or "of minor importance."

The Chi-Square test showed significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 20. The possible reasons for the disagreement in the perceptions of the personnel directors and the secretaries are explained by the higher percentage of the secretaries, or 40.4 percent, perceiving the competency to be "extremely important," compared to 27.8 percent, of the personnel directors responding to this variable as "extremely important." Similarly, 48.1 percent, of the secretaries perceived the competency variable to be "very important," compared to 38.9 percent, of the personnel directors, resulting in significant difference in agreement. The analysis, therefore, showed that the secretaries perceived the competency to relate more to actual job situation than the personnel directors would admit.

21. *Demonstrates perseverance in completing a job.* Eighty-seven personnel directors and secretaries, or 98.9 percent, perceived the competency as "extremely important," "very important," or "important," while one secretary or personnel director, or 1.1 percent, rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 21.

22. *Accepts the need for appropriate dress.* Eighty-one personnel directors and secretaries, or 92.0 percent, perceived the competency to

be "extremely important," "very important," or "important," while seven personnel directors and secretaries, or 8.0 percent, perceived the competency to be "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 22.

23. *Assumes responsibility for acquiring work supplies needed for own work.* Seventy-seven personnel directors and secretaries, or 87.5 percent, perceived the competency as "extremely important," "very important," or "important," while 11 personnel directors and secretaries, or 12.5 percent, rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 23.

24. *Asks pertinent questions related to work to be performed.* Eighty-four personnel directors and secretaries, or 95.5 percent, perceived the competency to be "extremely important," "very important," or "important," while four personnel directors and secretaries, or 4.5 percent, rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 24.

25. *Discriminates between confidential and nonconfidential information and refrains from releasing that evaluated as confidential.*

Eighty-six personnel directors and secretaries, or 97.7 percent, perceived the competency as "extremely important," "very important," or "important," while two personnel directors and secretaries, or 2.3 percent, considered the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 25.

26. *Displays desire to help others.* Eighty-three personnel directors and secretaries, or 94.3 percent, rated the competency "extremely important," "very important," or "important," while five personnel directors and secretaries, or 5.7 percent, rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 26.

27. *Accepts constructive criticism graciously.* Eighty-six personnel directors and secretaries, or 97.7 percent, perceived the competency as "extremely important," "very important," or "important," while two personnel directors and secretaries, or 2.3 percent, rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 27.

28. *Answers the telephone pleasantly.* Eighty-six personnel directors and secretaries, or 97.7 percent, perceived the competency

to be "extremely important," "very important," or "important," while two personnel directors and secretaries, or 2.3 percent, rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 28.

29. *Reveals initiative by requesting new assignments when work is completed.* Eighty personnel directors and secretaries, or 90.9 percent, perceived the competency as "extremely important," "very important," or "important," while eight personnel directors and secretaries, or 9.1 percent, rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 29.

30. *Keeps work organized while coping with interruptions.* Eighty-two personnel directors and secretaries, or 93.2 percent, considered the competency to be "extremely important," "very important," or "important," while six personnel directors and secretaries, or 6.8 percent, rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 30.

31. *Demonstrates flexibility by trying new procedures as they are suggested by superior.* Eighty personnel directors and secretaries, or 90.9 percent, perceived the competency as "extremely important," "very

important," or "important," while eight personnel directors and secretaries, or 9.1 percent, rated the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 31.

II. PSYCHOMOTOR COMPETENCIES

Table V includes psychomotor competencies required of secretaries for employment. Responses of the 36 personnel directors and 52 secretaries are reported in percentages in the table as well as Chi-Square calculations. Table V contains 18 competency variables. Analyses related to those 18 variables are presented in this section.

32. *Writes shorthand to record oral dictation and/or other information.* The data reveal that one personnel director, or 2.8 percent, perceived the competency to be "extremely important," and eight personnel directors, or 22.2 percent, considered the competency to be "very important." Eleven personnel directors, or 30.6 percent, perceived the competency to be "important," while 16 personnel directors, or 44.4 percent, rated the competency "not important," or "of minor importance."

Four secretaries, or 7.7 percent, perceived the competency to be "extremely important," and six secretaries, or 11.5 percent, rated the competency "very important." Thirty secretaries, or 57.7 percent, rated the competency "important," while 12 secretaries, or 23.1 percent, rated the competency "not important," or "of minor importance."

TABLE V

PSYCHOMOTOR COMPETENCIES REQUIRED OF SECRETARIES FOR EMPLOYMENT AS PERCEIVED BY PERSONNEL DIRECTORS AND SECRETARIES

Competency Variable	Respondents N = 88[a]	Response in Percentages: Not Important	Of Minor Importance	Important	Very Important	Extremely Important	Chi-Square
32. Writes shorthand to record oral dictation and/or other information.	Personnel Dirs.	8.3	36.1	30.6	22.2	2.8	10.3246*
	Secretaries	9.6	13.5	57.7	11.5	7.5	
33. Records dictation and/or other information accurately.	Personnel Dirs.	8.3	5.6	22.2	25.0	38.9	0.9838
	Secretaries	3.8	3.8	25.0	28.8	38.5	
34. Records instruction in shorthand.	Personnel Dirs.	11.1	30.6	27.8	27.8	2.8	1.6175
	Secretaries	17.3	34.6	28.8	9.6	9.6	
35. Typewrites from oral dictation accurately.	Personnel	8.3	19.4	11.1	30.6	30.6	2.3073
	Secretaries	1.9	19.2	23.1	30.8	25.0	
36. Composes letters or other communications directly at the typewriter.	Personnel Dirs.	2.8	19.4	38.9	33.3	5.6	0.7115
	Secretaries	1.9	13.5	44.2	36.5	3.8	
37. Transcribes from shorthand notes, using correct English, spelling, and format at a rate commensurate with office standards.	Personnel Dirs.	5.6	11.1	19.4	22.2	41.7	5.3525
	Secretaries	1.9	1.9	21.2	36.5	38.5	

TABLE V (continued)

Competency Variable	Respondents N = 88[a]	Response in Percentages: Not Important	Of Minor Importance	Important	Very Important	Extremely Important	Chi-Square
38. Types general correspondence, including technical reports, business forms and reports, statistical reports, manuscripts, and rough drafts into mailable form and within a given time period.	Personnel Dirs. Secretaries	0.0 0.0	0.0 1.9	38.9 15.4	36.1 46.2	25.0 36.5	5.2051
39. Operates electric typewriters with ease and accuracy.	Personnel Dirs. Secretaries	2.8 0.0	2.8 0.0	27.8 25.0	25.0 28.8	41.7 46.2	3.1637
40. Operates various transcription machines with ease and accuracy.	Personnel Dirs. Secretaries	11.1 7.7	2.8 9.6	27.8 46.2	30.6 21.2	27.8 15.4	4.3649
41. Manipulates various transcription machines to produce mailable transcripts.	Personnel Dirs. Secretaries	16.7 7.7	13.9 25.0	30.6 36.5	16.7 19.2	22.2 11.5	1.8570
42. Manipulates automatic typewriters, such as Memory Typewriters and CPT Cassetype to produce mailable materials.	Personnel Dirs. Secretaries	19.4 15.4	19.4 23.1	36.1 36.5	8.3 17.3	16.7 7.7	2.7661
43. Types machine recorded dictation and/or other information at a rate commensurate with office standards.	Personnel Dirs. Secretaries	8.3 7.7	11.1 9.6	22.2 38.5	33.3 21.2	25.0 23.1	3.0569

TABLE V (continued)

Competency Variable	Respondents N = 88[a]	Response in Percentages: Not Important	Of Minor Importance	Important	Very Important	Extremely Important	Chi-Square
44. Manipulates various calculating machines with ease and accuracy, such as electronic display calculators.	Personnel Dirs.	8.3	5.6	55.6	22.2	8.3	
	Secretaries	3.8	11.5	51.9	23.1	9.6	0.1301
45. Manipulates data processing equipment (such as Punched Card and Electronic equipment with ease.	Personnel Dirs.	38.9	16.7	25.0	13.9	5.6	
	Secretaries	30.8	32.7	25.0	7.7	3.8	1.1562
46. Takes office-style dictation for not more than 3 minutes duration.	Personnel Dirs.	19.4	33.3	19.4	27.8	0.0	
	Secretaries	15.4	26.9	38.5	11.5	7.7	8.8627**
47. Takes office-style dictation for not more than 5 minutes duration.	Personnel Dirs.	22.2	27.8	27.8	16.7	5.6	
	Secretaries	19.2	25.0	34.6	15.4	5.8	0.4882
48. Takes office-style dictation for more than 5 minutes.	Personnel Dirs.	19.4	22.2	27.8	19.4	11.1	
	Secretaries	9.6	17.3	34.6	19.2	19.2	2.0633
49. Transcribes machine recorded dictation accurately at a rate of at least 25 words per minute.	Personnel Dirs.	22.3	13.9	25.0	25.0	13.9	
	Secretaries	13.4	15.4	40.4	23.1	7.7	2.2597

*Significant at the .05 level with two degrees of freedom. (Chi-Square = 5.991)

**Significant at the .05 level with three degrees of freedom. (Chi-Square - 7.815)

[a]36 respondents were personnel directors; 52 respondents were secretaries.

Sixty personnel directors and secretaries, or 68.2 percent, therefore, perceived the competency to be "extremely important," "very important," or "important," while 28 personnel directors and secretaries, or 31.8 percent, considered the competency to be "not important," or "of minor importance."

The Chi-Square test showed significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 32.

The possible reason for the disagreement in the perceptions of the personnel directors and the secretaries is explained by the higher percentage of the secretaries, or 57.7, perceiving the competency to be "important," compared to 30.6 percent of the personnel directors responding to this variable as "important." The analysis showed that the secretaries considered the competency to relate more to actual job situation than the personnel directors would admit.

33. *Records dictation and/or other information accurately.* Seventy-nine personnel directors and secretaries, or 89.8 percent, perceived the competency to be "extremely important," "very important," or "important," while nine personnel directors and secretaries, or 10.2 percent, rated the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 33.

34. *Records instructions in shorthand.* Forty-six personnel directors and secretaries, or 52.3 percent, perceived the competency to

be "extremely important," "very important," or "important," while 42 personnel directors and secretaries, or 47.7 percent, considered the competency to be "not important," or "of minor importance." The competency variable *does not* satisfy the standard of 60.0 percent set to be considered "extremely important," "very important," or "important."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 34.

35. *Typewrites from oral dictation accurately.* Sixty-seven personnel directors and secretaries, or 76.1 percent, perceived the competency as "extremely important," "very important," or "important," while 21 personnel directors and secretaries, or 23.9 percent, rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 35.

36. *Composes letters or other communications directly at the typewriter.* Seventy-two personnel directors and secretaries, or 81.8 percent, perceived the competency to be "extremely important," "very important," or "important," while 16 personnel directors and secretaries, or 18.2 percent, rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 36.

37. *Transcribes from shorthand notes, using correct English, spelling, and format at a rate commensurate with office standards.* The data reveal that 80 personnel managers and secretaries, or 90.9 percent, perceived the competency to be "extremely important," "very important," or "important," while 8 personnel directors and secretaries, or 9.1 percent, rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 37.

38. *Types general correspondence, including technical reports, business forms and reports, statistical reports, manuscripts, and rough drafts into mailable form and within a given time period.* Eighty-seven personnel directors and secretaries, or 98.9 percent, perceived the competency as "extremely important," "very important," or "important," while one secretary or personnel director, or 1.1 percent, rated the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 38.

39. *Operates electric typewriters with ease and accuracy.* Eighty-six personnel directors and secretaries, or 97.7 percent, perceived the competency as "extremely important," "very important," or "important," while two personnel directors and secretaries, or 2.3 percent, rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 39.

40. *Operates various transcription machines with ease and accuracy.* Seventy-four personnel directors and secretaries, or 84.1 percent, perceived the competency as "extremely important," "very important," or "important," while 14 personnel directors and secretaries, or 15.9 percent, considered the competency to be "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 40.

41. *Manipulates various transcription machines to produce mailable transcripts.* Sixty personnel directors and secretaries, or 68.2 percent, perceived the competency as "extremely important," "very important," or "important," while 28 personnel directors and secretaries, or 31.8 percent, considered the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 41.

42. *Manipulates automatic typewriters, such as Memory Typewriters and CPT Cassetype to produce mailable materials.* Fifty-four personnel directors and secretaries, or 61.4 percent, perceived the comptetncy as "extremely important," "very important," or "important," while 34

personnel directors and secretaries, or 38.6 percent, rated the competency "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 42.

43. *Types machine recorded dictation and/or other information at a rate commensurate with office standards.* Seventy-two personnel directors and secretaries, or 81.8 percent, perceived the competency as "extremely important," "very important," or "important," while 16 personnel directors and secretaries, or 18.2 percent, rated the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 43.

44. *Manipulates various calculating machines with ease and accuracy, such as electronic display calculators.* The data reveal that 75 personnel directors and secretaries, or 85.2 percent, considered the competency as "extremely important," "very important," or "important," while 13 personnel directors and secretaries, or 14.8 percent, considered the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 44.

45. *Manipulates data processing equipment (such as Punched Card and Electronic equipment) with ease.* The data reveal that 35 personnel

directors and secretaries, or 39.8 percent, perceived the competency as "extremely important," "very important," or "important," while 53 personnel directors and secretaries, or 60.2 percent, rated the competency as "not important," or "of minor importance." The competency *does not* satisfy the standard of 60.0 percent, required to be considered as "extremely important," "very important," or "important."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 45.

46. *Takes office-style dictation for not more than 3 minutes duration.* The data reveal that 10 personnel directors, or 27.8 percent, perceived the competency to be "very important," 7 personnel directors, or 19.4 percent, considered the competency to be "important," and 19 personnel directors, or 52.8 percent, indicated that the competency is "not important," or "of minor importance."

Four secretaries, or 7.7 percent, perceived the competency to be "extremely important," and six secretaries, or 11.5 percent, considered that the competency is "very important." Twenty secretaries, or 38.5 percent, indicated the competency to be "important," while 22 secretaries, or 42.3 percent, rated the competency "not important," or "of minor importance."

Forty-seven personnel directors and secretaries, or 53.4 percent, therefore, perceived the competency as "extremely important," "very important," or "important," while 41 personnel directors and secretaries, or 46.6 percent, rated the competency "not important," or "of minor

importance." The competency *does not* satisfy the standard of 60.0 percent required to be considered "extremely important," "very important," or "important."

The Chi-Square test showed significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 46.

The reason for the disagreement between the two groups may be explained by the higher percentage of the secretaries, 38.5, rating the competency as "important," compared to 19.4 percent of the personnel directors rating the competency as "important."

47. *Takes office-style dictation for not more than 5 minutes duration.* The data reveal that 47 personnel directors and secretaries, or 53.4 percent, perceived the competency as "extremely important," "very important," or "important," while 41 personnel directors and secretaries, or 46.6 percent, rated the competency as "not important," or "of minor importance." The competency *does not* satisfy the standard of 60.0 percent required to be considered as "extremely important," "very important," or "important."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 47.

48. *Takes office-style dictation for more than 5 minutes duration.* The data reveal that 59 personnel directors and secretaries, or 67.0 percent, perceived the competency as "extremely important," "very important," or "important," while 29 personnel directors and secretaries,

or 33.0 percent, considered the competency as "nor important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 48.

49. *Transcribes machine recorded dictation accurately at a rate of at least 25 words per minute.* The data reveal that 60 personnel directors and secretaries, or 68.2 percent, perceived the competency as "extremely important," "very important," or "important," while 28 personnel directors and secretaries, or 31.8 percent, rated the competency as "not important," or "of minor importance."

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 49.

III. EDUCATION, SHORTHAND, AND TYPING REQUIREMENTS

Table VI includes educational requirements for the employment of secretaries. Responses of the 36 personnel directors and 52 secretaries are reported in percentages in the table as well as Chi-Square calculation. Table VI contains one competency variable. An analysis of the competency variable is presented in this section.

50. *The minimum level of formal education required for entry-level employment of a secretary in your company is.* The data reveal that 66 personnel directors and secretaries, or 75.0 percent, indicated that high school is the minimum educational level required for the employment of secretaries.

TABLE VI

EDUCATIONAL REQUIREMENTS FOR THE EMPLOYMENT OF SECRETARIES AS PERCEIVED BY PERSONNEL DIRECTORS AND SECRETARIES

Competency Variable	Respondents N = 88[a]	Response in Percentages: High School	One Year College	Two Year College	Three Yr. College	Bachelor's Degree	Master's Degree	Chi-Square[b]
50. The minimum level of formal education required for entry-level employment of a secretary in your company is.	Personnel Dirs.	66.7	27.8	5.6	0.0	0.0	0.0	
	Secretaries	80.8	11.5	5.8	1.9	0.0	0.0	4.3436

[a]36 respondents were personnel directors; 52 respondents were secretaries.

[b]Chi-Square required at the .05 level with five degrees of freedom = 11.070.

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 50.

Table VII includes shorthand test requirements for the employment of secretaries. Responses of the 36 personnel directors and 52 secretaries are reported in percentages in the table as well as Chi-Square calculation. Table VII contains one competency variable.

51. *Your company administers shorthand tests for secretaries seeking employment?* The data reveal that 9 personnel directors, or 25.0 percent, indicated shorthand test requirement for the employment of entry-level secretaries, while 25 secretaries, or 48.1 percent, indicated shorthand test requirement. Twenty-seven personnel directors, or 75.0 percent, indicated no shorthand test requirement, while 27 secretaries, or 51.9 percent, indicated no shorthand test requirement for the employment of entry-level secretaries.

Fifty-four personnel directors and secretaries, or 61.4 percent, indicated that shorthand tests were *not* required for secretaries seeking employment, while 34 personnel directors and secretaries, or 38.6 percent, indicated that shorthand tests were required for secretaries seeking employment.

The Chi-Square test showed significant difference in the responses of the personnel directors and the secretaries regarding competency variable number 51. The possible reason for the disagreement in the responses of the two groups is that the personnel directors and the secretaries represent companies with different employment practices regarding entry-level shorthand test requirement for secretaries.

TABLE VII

SHORTHAND TEST REQUIREMENTS FOR THE EMPLOYMENT OF SECRETARIES AS PERCEIVED BY PERSONNEL DIRECTORS AND SECRETARIES

	Competency Variable	Respondents N = 88[a]	Response in Percentages Yes	No	Chi-Square
51.	Your company administers shorthand tests for secretaries seeking employment.	Personnel Dirs.	25.0	75.0	
		Secretaries	48.1	51.9	3.8545*

[a]36 respondents were personnel directors; 52 respondents were secretaries.

*Significant at the .05 level with one degree of freedom. (Chi-Square = 3.841)

Table VIII includes typing test requirements for the employment of secretaries. Responses of the 36 personnel directors and 52 secretaries are reported in percentages in the table as well as Chi-Square calculation. Table VIII contains one competency variable.

52. *Your company administers typing tests for secretaries seeking employment?* The data reveal that 54 personnel directors and secretaries, or 61.4 percent, indicated that typing tests were administered for secretaries seeking employment, while 34 personnel directors and secretaries, or 38.6 percent, indicated that typing tests were not administered.

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 52.

Table IX includes shorthand speed requirements for the employment of secretaries. Responses of the 36 personnel directors and 52 secretaries are reported in percentages in the table as well as Chi-Square calculation. Table IX contains one competency variable.

53. *The shorthand speed required for initial employment of a secretary is.* The data reveal that 42 personnel directors and secretaries, or 47.7 percent, indicated that there is *no* shorthand speed requirement for the employment of secretaries; 13 personnel directors and secretaries, or 14.8 percent, indicated that 100 words per minute is required for initial employment of secretaries, while 11 personnel directors and secretaries, or 12.5 percent, indicated that 80 words per minute is required.

TABLE VIII

TYPING TEST REQUIREMENTS FOR THE EMPLOYMENT OF SECRETARIES AS PERCEIVED BY PERSONNEL DIRECTORS AND SECRETARIES

	Competency Variable	Respondents N = 88[a]	Response in Percentages Yes	No	Chi-Square[b]
52.	Your company administers typing tests for secretaries seeking employment.	Personnel Dirs. Secretaries	55.6 65.4	44.4 34.6	0.6708

[a]36 respondents were personnel directors; 52 respondents were secretaries.

[b]Chi-Square required at the .05 level with one degree of freedom = 3.841.

TABLE IX

SHORTHAND SPEED REQUIREMENTS FOR THE EMPLOYMENT OF SECRETARIES AS PERCEIVED BY PERSONNEL DIRECTORS AND SECRETARIES

Competency Variable	Respondents N = 88[a]	Response in Percentages							Chi-Square[b]
		60 w.p.m.	80 w.p.m.	90 w.p.m.	100 w.p.m.	120 w.p.m.	Other w.p.m.	No Speed Requirement	
53. The shorthand speed required for initial employment of a secretary is.	Personnel Dirs.	11.1	8.3	11.1	8.3	0.0	5.6	55.6	
	Secretaries	3.8	15.4	9.6	19.2	1.9	7.7	42.3	5.8665

[a]36 respondents were personnel directors; 52 respondents were secretaries.

[b]Chi-Square required at the .05 level with six degrees of freedom = 12.592.

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 53.

Table X includes typing speed requirements for the employment of secretaries. Responses of the 36 personnel directors and 52 secretaries. Responses of the 36 personnel directors and 52 secretaries are reported in percentages in the table as well as Chi-Square calculation. Table X contains one competency variable.

54. *The typing speed required for initial employment of a secretary in your company is.* The data reveal that 30 personnel directors and secretaries, or 31.1 percent, indicated that 60 words per minute is the typing speed required for initial employment of secretaries. Twenty-two personnel directors and secretaries, or 25.0 percent, indicated that 50 words per minute is the typing speed required for initial employment of secretaries, while 18 personnel directors and secretaries, or 20.5 percent, indicated no typing speed requirement.

The Chi-Square test showed *no* significant difference in the perceptions of the personnel directors and the secretaries regarding competency variable number 54.

TABLE X

TYPING SPEED REQUIREMENTS FOR THE EMPLOYMENT OF SECRETARIES AS PERCEIVED BY PERSONNEL DIRECTORS AND SECRETARIES

Competency Variable	Respondents N = 88[a]	Response in Percentages							Chi-Square[b]
		30 w.p.m.	40 w.p.m.	50 w.p.m.	60 w.p.m.	70 w.p.m.	Other w.p.m.	No Speed Requirement	
54. The typing speed required for initial employment of a secretary in your company is.	Personnel Dirs.	5.6	8.3	27.8	41.7	0.0	0.0	16.7	
	Secretaries	1.9	11.5	23.1	28.8	3.8	7.7	23.1	6.8319

[a]36 respondents were personnel directors; 52 respondents were secretaries.

[b]Chi-Square required at the .05 level with six degrees of freedom = 12.592.

CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present the findings, conclusions, and recommendations resulting from the survey of personnel directors and secretaries concerning their perceptions of affective and psychomotor competencies required for the employment of secretaries in the Knoxville, Tennessee, area business offices.

The problem of this study was to determine the competencies in the affective and psychomotor domains required of secretaries for entry to employment as perceived by employers and secretaries in the Knoxville, Tennessee, area business offices. The specific purpose of this study was to determine the roles of secretaries in the offices so that business educators may integrate these roles into the business education programs to meet the present-day business practices. In order to delineate the competencies, it was necessary to answer the following questions.

1. What types of affective and psychomotor competencies do employers expect of secretaries for initial employment?

2. What types of affective and psychomotor competencies do secretaries perceive are required for efficient performance of their duties?

3. What levels of education and skill are needed from secretaries seeking entry-level employment?

4. Do secretaries agree with the personnel directors as to the importance of the above requirements relating to the actual practice in the office?

Questionnaires were distributed to 63 personnel directors and 68 secretaries located in the Knoxville, Tennessee, area. A follow-up letter was sent to 69 personnel directors/secretaries who had not returned the questionnaire after the first deadline. Another follow-up letter was sent to 52 personnel directors/secretaries who had not returned the questionnaire after the second deadline. Thirty-six personnel directors and 52 secretaries returned the questionnaire. The Chi-Square test at the .05 level of confidence was used to determine whether a significant difference existing between the perceptions of the personnel directors and the secretaries.

I. FINDINGS

The first section of this chapter reflects the opinions of 36 personnel directors and 52 secretaries about the importance of "affective" competencies required for the employment of secretaries; the second section describes their perceptions of the importance of "psychomotor" competencies required for the employment of secretaries; and the third section reflects the findings on education, shorthand, and typing requirements.

Affective Competencies

The competencies that received the rating of 60.0 percent or above of the personnel directors and secretaries and were considered

"extremely important," "very important," or "important" were as follows:

1. Accepts need for understanding organization's structure and functions;
2. Works independently without direct supervision;
3. Demonstrates initiative and judgment in work being performed;
4. Accepts need to make decisions within the scope of assigned authority;
5. Follows direction;
6. Displays promptness in work;
7. Practices good health habits;
8. Practices care for good personal appearance, grooming, character traits, and attitudes;
9. Assumes responsibility for career development;
10. Develops the ability to plan own work;
11. Volunteers extra work effort to complete rush jobs;
12. Derives personal satisfaction in quality of work accomplished;
13. Displays personal desire to get along with others;
14. Derives satisfaction when working with others as a cooperative member of group;
15. Accepts need to verify work accurately;
16. Demonstrates positive attitudes about work;
17. Accepts and practices loyalty, honesty, and trustworthiness;
18. Faces personal and social problems objectively;
19. Demonstrates even temperament on the job;

20. Develops the mental stability to work "under pressure;"
21. Demonstrates perseverance in completing a job;
22. Accepts the need for appropriate dress;
23. Assumes responsibility for acquiring work supplies needed for own work;
24. Asks pertinent questions related to work to be performed;
25. Discriminates between confidential and nonconfidential information and refrains from releasing that evaluated as confidential;
26. Displays desire to help others;
27. Accepts constructive criticism graciously;
28. Answers the telephone pleasantly;
29. Reveals initiative by requesting new assignments when work is completed;
30. Deeps work organized while coping with interruptions; and
31. Demonstrates flexibility by trying new procedures as they are suggested by superior.

Thirty-one, or 100.0 percent, of the affective competencies were considered "extremely important," "very important," or "important" by a majority of the personnel directors and secretaries. Only one of the 31 affective competencies, or 3.2 percent, was significantly different in the responses obtained from the personnel directors and the secretaries. The significant difference occurred because of the higher percentage of the secretaries, or 40.4 percent, perceiving the competency to be "extremely important," compared to 27.8 percent, of the personnel

directors responding to this variable as "extremely important." Similarly, 48.1 percent, of the secretaries perceived the competency variable to be "very important," compared to 38.9 percent, of the personnel directors, resulting in significant difference in agreement. The competency statement is as follows:

Develops the mental stability to work "under pressure." However, the significant difference occurred within the "extremely important," "very important," or "important" group.

Psychomotor Competencies

The competencies that received the rating of 60.0 percent or above of the personnel directors and secretaries and were considered "extremely important," "very important," or "important" were as follows:

1. Writes shorthand to record oral dictation and/or other information;
2. Records dictation and/or other information accurately;
3. Typewrites from oral dictation accurately;
4. Composes letters or other communications directly at the typewriter;
5. Transcribes from shorthand notes, using correct English, spelling, and format at a rate commensurate with office standards;
6. Types general correspondence, including technical reports, business forms and reports, statistical reports, manuscripts, and rough drafts into mailable form and within a given time period.

7. Operates electric typewriters with ease and accuracy;
8. Operates various transcription machines with ease and accuracy;
9. Manipulates various transcription machines to produce mailable transcripts;
10. Manipulates automatic typewriters, such as Memory Typewriters and CPT Cassetype to produce mailable materials;
11. Types machine recorded dictation and/or other information at a rate commensurate with office standards;
12. Manipulates various calculating machines with ease and accuracy, such as electronic display calculators;
13. Takes office-style dictation for more than 5 minutes duration;
14. Transcribes machine recorded dictation accurately at a rate of at least 25 words per minute.

Fourteen of the 18 psychomotor competencies, or 77.8 percent, were considered "extremely important," "very important," or "important" by a majority of the personnel directors and secretaries. Four of the 18 psychomotor competencies, or 22.2 percent, were considered "not important," or "of minor importance." The competency statements are as follows:

A. Records instructions in shorthand;
B. Manipulates data processing equipment (such as Punched Card and Electronic equipment) with ease;
C. Takes office-style dictation for not more than 3 minutes duration; and
D. Takes office-style dictation for not more than 5 minutes duration.

Two of the 18 psychomotor competencies, or 11.1 percent, were significantly different in the responses obtained from the personnel directors and the secretaries. The competency statements are as follows:

A. Writes shorthand to record oral dictation and/or other information; and

B. Takes office-style dictation for not more than 3 minutes duration.

The significant difference occurred because of the higher percentage of the secretaries, or 57.7, perceiving competency (A) to be "important," compared to 30.6 percent, of the personnel directors responding to this variable as "important." In competency (B), 38.5 percent, of the secretaries rated the competency as "important," compared to 19.4 percent of the personnel directors who rated the competency as "important." However, the significant difference in competency statement (A) occurred within the "extremely important," "very important," or "important" group. Although the significant difference in competency statement (B) also occurred within the "extremely important," "very important," or "important" group, this competency *did not* receive the rating of 60.0 percent of the personnel directors and secretaries required to be considered "extremely important," "very important," or "important."

Education, Shorthand, and Typing Requirements

A majority of the personnel directors and secretaries, or 75.0 percent, rated *high school* as the minimum level of formal education required for entry-level employment of a secretary.

A majority of the personnel directors and secretaries, or 61.4 percent, indicated that shorthand tests were *not* required for secretaries seeking employment. There was significant difference in the responses of the personnel directors and the secretaries. The possible reason for the disagreement in the responses of the two groups is that the personnel directors and the secretaries represent companies with different employment practices regarding entry-level shorthand test requirement for secretaries.

A majority of the personnel directors and secretaries, or 61.4 percent, required typing tests for secretaries seeking employment.

Forty-seven percent, of the personnel directors and secretaries indicated *no* shorthand speed requirement for the employment of secretaries; 14.8 percent, of the personnel directors and secretaries indicated a shorthand speed of 100 words per minute, while 12.5 percent, of the personnel directors and secretaries indicated a shorthand speed of 80 words per minute to be the requirement for the employment of entry-level secretaries.

Thirty-four percent, of the personnel directors and secretaries required 60 words per minute as the typing speed for the employment of secretaries; 25 percent, of the personnel directors and secretaries required 50 words per minute, while 20.5 percent, of the personnel directors and secretaries indicated *no* speed requirement.

II. CONCLUSIONS

The following conclusions were reached on the basis of the surveying of 36 personnel directors and 52 secretaries in the Knoxville, Tennessee, area business offices:

1. Personnel directors and secretaries have similar perceptions concerning affective and psychomotor competencies required for the employment of secretaries in the Knoxville, Tennessee, area business offices.

2. Of the 54 competencies, 4, or 7.4 percent, were significantly different in the responses obtained from the personnel directors and the secretaries. The significant differences occurred because the competencies received higher ratings from the secretaries as relating more to the actual practice in the office.

The competency statements are as follows:

A. Develops the mental stability to work "under pressure;"

B. Writes shorthand to record oral dictation and/or other information;

C. Takes office-style dictation for not more than 3 minutes duration; and

D. Your company administers shorthand tests for secretaries seeking employment?

3. High school diploma is the minimum level of formal education for entry-level secretaries. Typing tests are required for the employment of secretaries; shorthand tests may be required. Terminal speeds of

80-100 words per minute in shorthand and 50-60 words per minute in typewriting are adequate for secretaries seeking entry-level employment.

III. RECOMMENDATIONS

Based on the results of this research, it is recommended that:

1. Secretarial curricula in high schools and colleges should be reviewed to include those competencies identified to be relevant to the business firms.

2. Business teacher education programs should be reviewed to include those competencies identified to be relevant to the business firms.

3. In-service training programs in businesses for secretaries should give consideration to these competencies.

4. Similar studies should be conducted in other states and local areas to compare the results of this study.

5. Follow-up studies of business education and secretarial graduates should be conducted to determine whether business curricula have supplied the students with relevant knowledges, skills, and attitudes to perform successfully in the office.

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APPENDICES

APPENDIX A

COMPETENCY SOURCES, LISTING OF BUSINESSES/SECRETARIES INCLUDED IN THE PILOT STUDY

COMPETENCY SOURCES

Hanna, Marshall J., Popham, Estelle, L., and Tilton, Tita Sloan. *Secretarial Administration and Procedures* (Cincinnati, Ohio: South-Western Publishing Company, 1973).

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Taxonomy of Office Activities for Business and Office Education (Columbus, Ohio: The Ohio State University, 1968).

PILOT STUDY PARTICIPANTS (BUSINESS)

1. Associated Elc. Construction, TN Inc.
   408-410 W. Jackson Avenue
   Knoxville, Tennessee 37901

2. Athletic House
   522 S. Gay Street
   Knoxville, Tennessee 37901

3. Blue Diamond Coal Co., Inc.
   6304 Kingston Pike
   Knoxville, Tennessee 37919

4. Southern Industrial Banking Corporation
   8419 Kingston Pike
   Knoxville, Tennessee 37919

5. Colonial Refrigerated Transportation
   9041 Executive Pk. Dr.
   Knoxville, Tennessee 37917

PILOR STUDY PARTICIPANTS (SECRETARIES)

1. Kathy Snodgrass
   Business Education and Office Administration Dept.
   The University of Tennessee
   Knoxville, Tennessee 37916

2. Debbie Crowder
   Office Administration Department
   The University of Tennessee
   Knoxville, Tennessee 37916

3. Martha J. Theobald
   Management Science Department
   The University of Tennessee
   Knoxville, Tennessee 37916

4. Fran Moss
   8205 Point Oaks Dr.
   Knoxville, Tennessee 37919

5. Diana Williams
   Management Science Program
   The University of Tennessee
   Knoxville, Tennessee 37916

APPENDIX B

COPIES OF THE SURVEY INSTRUMENT

No. _____

COMPETENCIES OF ENTRY-LEVEL SECRETARIES

Would you please circle on the scale how important you perceive each of the following competencies to be for a secretary seeking entry-level employment. A rating of "5" would mean that the competency is extremely important, and a rating of "1" would mean that the competency is not important. A secretary is defined as:

> An executive assistant who possesses a mastery of office skills, who demonstrates the ability to assume responsibility without direct supervision, who exercises initiative and judgment, and who makes decisions within the scope of assigned authority.

	Not Important	Of Minor Importance	Important	Very Important	Extremely Important
I. AFFECTIVE COMPETENCIES					
1. Accepts need for understanding organization's structure and functions	1	2	3	4	5
2. Works independently without direct supervision	1	2	3	4	5
3. Demonstrates initiative and judgment in work being performed	1	2	3	4	5
4. Accepts need to make decisions within the scope of assigned authority	1	2	3	4	5
5. Follows directions	1	2	3	4	5
6. Displays promptness in work	1	2	3	4	5
7. Practices good health habits	1	2	3	4	5
8. Practices care for good personal appearance, grooming, character traits, and attitudes	1	2	3	4	5
9. Assumes responsibility for career development	1	2	3	4	5
10. Develops the ability to plan own work . .	1	2	3	4	5
11. Volunteers extra work effort to complete rush jobs	1	2	3	4	5

	Not Important	Of Minor Importance	Important	Very Important	Extremely Important
AFFECTIVE COMPETENCIES (continued)					
12. Derives personal satisfaction in quality of work accomplished	1	2	3	4	5
13. Displays personal desire to get along with others	1	2	3	4	5
14. Derives satisfaction when working with others as a cooperative member of a group	1	2	3	4	5
15. Accepts need to verify work accurately	1	2	3	4	5

No. _____

COMPETENCIES OF SECRETARIES

Would you please circle on the scale how important you perceive each of the following competencies as it relates to your actual job situation as a secretary. A rating of "5" would mean that the competency is extremely important, and a rating of "1" would mean that the competency is not important. A secretary is defined as:

> An executive assistant who possesses a mastery of office skills, who demonstrates the ability to assume responsibility without direct supervision, who exercises initiative and judgment, and who makes decisions within the scope of assigned authority.

I. AFFECTIVE COMPETENCIES	Not Important	Of Minor Importance	Important	Very Important	Extremely Important
1. Accepts need for understanding organization's structure and functions	1	2	3	4	5
2. Works independently without direct supervision	1	2	3	4	5
3. Demonstrates initiative and judgment in work being performed	1	2	3	4	5
4. Accepts need to make decisions within the scope of assigned authority	1	2	3	4	5
5. Follows directions	1	2	3	4	5
6. Displays promptness in work	1	2	3	4	5
7. Practices good health habits	1	2	3	4	5
8. Practices care for good personal appearance, grooming, character traits, and attitudes	1	2	3	4	5
9. Assumes responsibility for career development	1	2	3	4	5
10. Develops the ability to plan own work . .	1	2	3	4	5
11. Volunteers extra work effort to complete rush jobs	1	2	3	4	5

AFFECTIVE COMPETENCIES (continued)

		Not Important	Of Minor Importance	Important	Very Important	Extremely Important
12.	Derives personal satisfaction in quality of work accomplished	1	2	3	4	5
13.	Displays personal desire to get along with others	1	2	3	4	5
14.	Derives satisfaction when working with others as a cooperative member of a group	1	2	3	4	5
15.	Accepts need to verify work accurately	1	2	3	4	5
16.	Demonstrates positive attitudes about work	1	2	3	4	5
17.	Accepts and practices loyalty, honesty, and trustworthiness	1	2	3	4	5
18.	Faces personal and social problems objectively	1	2	3	4	5
19.	Demonstrates even temperament on the job	1	2	3	4	5
20.	Develops the mental stability to work "under pressure"	1	2	3	4	5
21.	Demonstrates perseverance in completing a job	1	2	3	4	5
22.	Accepts the need for appropriate dress	1	2	3	4	5
23.	Assumes responsibility for acquiring work supplies needed for own work	1	2	3	4	5
24.	Asks pertinent questions related to work to be performed	1	2	3	4	5
25.	Discriminates between confidential and nonconfidential information and refrains from releasing that evaluated as confidential	1	2	3	4	5
26.	Displays desire to help others	1	2	3	4	5
27.	Accepts constructive criticism graciously	1	2	3	4	5
28.	Answers the telephone pleasantly	1	2	3	4	5
29.	Reveals initiative by requesting new assignments when work is completed . . .	1	2	3	4	5

AFFECTIVE COMPETENCIES (continued)	Not Important	Of Minor Importance	Important	Very Important	Extremely Important
30. Keeps work organized while coping with interruptions	1	2	3	4	5
31. Demonstrates flexibility by trying new procedures as they are suggested by superior	1	2	3	4	5
II. PSYCHOMOTOR COMPETENCIES					
32. Writes shorthand to record oral dictation and/or other information	1	2	3	4	5
33. Records dictation and/or other information accurately	1	2	3	4	5
34. Records instructions in shorthand	1	2	3	4	5
35. Typewrites from oral dictation accurately	1	2	3	4	5
36. Composes letters or other communications directly at the typewriter	1	2	3	4	5
37. Transcribes from shorthand notes, using correct English, spelling, and format at a rate commensurate with office standards	1	2	3	4	5
38. Types general correspondence, including technical reports, business forms and reports, statistical reports, manuscripts, and rough drafts into mailable form and within a given time period	1	2	3	4	5
39. Operates electric typewriters with ease and accuracy	1	2	3	4	5
40. Operates various transcription machines with ease and accuracy	1	2	3	4	5
41. Manipulates various transcription machines to produce mailable transcripts	1	2	3	4	5
42. Manipulates automatic typewriters, such as Memory Typewriters and CPT Cassetype to produce mailable materials	1	2	3	4	5
43. Types machine recorded dictation and/or other information at a rate commensurate with office standards	1	2	3	4	5

PSYCHOMOTOR COMPETENCIES (continued)

	Not Important	Of Minor Importance	Important	Very Important	Extremely Important
44. Manipulates various calculating machines with ease and accuracy, such as electronic display calculators	1	2	3	4	5
45. Manipulates data processing equipment (such as Punched Card and Electronic equipment) with ease	1	2	3	4	5
46. Takes office-style dictation for not more than 3 minutes duration	1	2	3	4	5
47. Takes office-style dication for not more than 5 minutes duration	1	2	3	4	5
48. Takes office-style dictation for more than 5 minutes	1	2	3	4	5
49. Transcribes machine recorded dictation accurately at a rate of at least 25 words per minute	1	2	3	4	5

III. Please place a check (✓) in front of the response(s) which best completes the statement.

50. The minimum level of formal education required for entry-level employment of a secretary in your company is:

_____ 1. high school
_____ 2. one year college
_____ 3. two years college
_____ 4. three years college
_____ 5. bachelor's degree
_____ 6. master's degree

51. Your company administers shorthand tests for secretaries seeking employment

_____ 1. yes
_____ 2. no

52. Your company administers typing tests for secretaries seeking employment

_____ 1. yes
_____ 2. no

53. The shorthand speed required for initial employment of a secretary in your company is

_____ 1. 60 words per minute
_____ 2. 80 " " "
_____ 3. 90 " " "
_____ 4. 100 " " "
_____ 5. 120 " " "
_____ 6. Other words per minute
_____ 7. No speed requirement

54. The typing speed required for initial employment of a secretary in your company is

_____ 1. 30 words per minute
_____ 2. 40 " " "
_____ 3. 50 " " "
_____ 4. 60 " " "
_____ 5. 70 " " "
_____ 6. Other words per minute
_____ 7. No speed requirement

APPENDIX C

LIST OF PERSONNEL DIRECTORS AND SECRETARIES INCLUDED IN THE STUDY

PERSONNEL DIRECTORS INCLUDED IN THE RANDOM SAMPLE

1. Mr. Ferdy Willis
   Albers Drug Company
   2309 Kingston Pike
   Knoxville, Tennessee 37901

2. Mr. James C. Palley*
   Appalachian National Corporation
   810 Market Street
   Knoxville, Tennessee 37901

3. Mr. Roy Jackson
   Associated Elc. Construction
   408-410 W. Jackson Avenue
   Knoxville, Tennessee 37901

4. Mr. John Cook
   522 S. Gay Street
   Knoxville, Tennessee 37901

5. Mr. Lanny Payne
   Bank of Knoxville
   626 Market Street
   Knoxville, Tennessee 37901

6. Mr. Allen Blevins
   Blue Diamond Coal Co., Inc.
   6304 Kingston Pike
   Knoxville, Tennessee 37919

7. Mr. Bince Grande*
   Power Equipment Company
   Alcoa Highway
   Knoxville, Tennessee 37901

8. Ms. Lois Cameron*
   Rentenbach Engineering Co., Inc.
   2400 Sutherland Avenue
   Knoxville, Tennessee 37919

9. Mr. J. P. Roddy III
   Roddy Manufacturing Company
   2200 Leslie Street
   Knoxville, Tennessee 37901

10. The Personnel Director
Roden Electrical Supply, Inc.
1215 Wray At Oklahoma
Knoxville, Tennessee 37917

11. The Personnel Director
Scottish Inns of America, Inc.
140 Bridgewater Road
Knoxville, Tennessee 37919

12. Mr. Cecil Jackson*
Southern Athletic, Inc.
Red Dog Drive
Knoxville, Tennessee 37901

13. Mr. Ross Tratter*
Southern Cast Stone Company
2000-2100 Sutherland Avenue
Knoxville, Tennessee 37901

14. The Personnel Management
Southern Industrial Banking Corp.
8419 Kingston Pike
Knoxville, Tennessee 37919

15. Mr. H. Faft*
Valley Rental
5604 Kingston Pike
Knoxville, Tennessee 37919

16. Mr. Joe Speegle*
Standard Knitting Mills, Inc.
Washington Avenue & Mitchell
Knoxville, Tennessee 37901

17. Mr. Howard Rabin*
Star Sales Company of Knoxville, Inc.
1803 N. Central
Knoxville, Tennessee 37901

18. The Personnel Director
Stearns Mining Company
6305 Kingston Pike
Knoxville, Tennessee 37919

19. Mr. Jim Montgomery*
Sterchi Bros. Stores, Inc.
114-118 S. Gay Street
Knoxville, Tennessee 37901

20. Mr. Ben Dotson*
Stowers Machinery Corporation
6301 Rutledge Pike
Knoxville, Tennessee 37914

21. Mr. J. Garrett Burbette
Tennesco, Inc.
1111 Northshore Dr.
Knoxville, Tennessee 37919

22. Mr. James Lynbsey
Tobacco Sales Company, Inc.
309 Anderson Avenue, N.E.
Knoxville, Tennessee 37917

23. Mr. J. Saunders*
United American Bank
531 S. Gay Street
Knoxville, Tennessee 37901

24. The Personnel Director*
Valley Fidelity Bank & Trust Company
601 Market Street
Knoxville, Tennessee 37901

25. Mr. Larry Mailhos*
Vinylex Corporation
2636 Byington-Solway Road
Knoxville, Tennessee 37921

26. The Personnel Director*
Tennessee Valley Advertising
111 Fourth St.
Box 9690
Knoxville, Tennessee 37920

27. Mr. Miles
Watson IRA A. Company
3550 Pleasant Ridge Road
Knoxville, Tennessee 37921

28. Mr. R. L. Weiss*
Weiss R. L. & Son
104 Knox Avenue
Knoxville, Tennessee 37918

29. Mr. Talmabge Kirkham*
Woodruffs, Inc.
424-26 S. Gay Street
Knoxville, Tennessee 37901

30. Mr. Rommie Malone
Brown & Greer Co., Inc.
2110 Chapman Highway
Knoxville, Tennessee 37910

31. Mr. Carl R. Bailes*
Chapman Drug Co.
3700 Pleasant Ridge Road
Knoxville, Tennessee 37921

32. Miss Biane Turpin
City & County Bank Knox County
1 Regency Square
Knoxville, Tennessee 37901

33. Mrs. Freta Holt
Colonial Refrigerated Transportation
9041 Executive Pk. Dr.
Knoxville, Tennessee 37917

34. The Personnel Director*
Dealers Warehouse Corporation
1530 N. Sixth Avenue
Knoxville, Tennessee 37917

35. Mr. Harold Rosser*
East Tennessee Natural Gas Company
8200 Kingston Pike
Knoxville, Tennessee 37919

36. The Personnel Director*
East Tennessee Packing Company
1808 Jones Street
Knoxville, Tennessee 37901

37. Mr. J. R. Ailor
Emery Stores Company
2210 Sycamore Drive
Knoxville, Tennessee 37921

38. The Personnel Manager*
Engineers-Constructors, Inc.
2400 Sutherland Ave.
Knoxville, Tennessee 37919

39. Mr. Beera Chropa*
Family Inns of America, Inc.
1111 Northshore Ctr.
Knoxville, Tennessee 37919

40. Mrs. Nancy Conner
Fidelity Fed. Savings & Loan Association
8517 Kingston Pike
Knoxville, Tennessee 37919

41. Mrs. Krisan Ralls
First American Bank
521 Market Street
Knoxville, Tennessee 37901

42. Mrs. Frances Price*
Home Fed. Savings & Loan Association
515 Market Street
Knoxville, Tennessee 37902

43. Mr. Frank Reese
House-Hasson Hardware Company
759 Western Ave.
Knoxville, Tennessee 37901

44. Mrs. Martha Miller*
Institutional Jobbers Company
Singleton Road
Knoxville, Tennessee 37901

45. The Personnel Director
Jellico Grocery Company
306 Fidelity Building
Knoxville, Tennessee 37901

46. Mr. W. K. Johnson, Jr.*
Johnson & Galyon, Inc.
1130 Atlantic Avenue
Knoxville, Tennessee 37901

47. Mr. Charles Elder*
KMC Company, Inc.
2245 Stevenson Dr., S.W.
Knoxville, Tennessee 37901

48. Mr. E. H. Veco*
Kirkpatrick Supply Company
1473 Amherst Road
Knoxville, Tennessee 37919

49. Mr. Tanker Sley*
Lay Packing Company
400-402 E. Jackson
Knoxville, Tennessee 37901

50. Mr. Charles Pape*
Millers, Inc.
600 Henley Street
Knoxville, Tennessee 37901

51. Ms. Aubrey Jennings*
Park National Bank
505 Gay St., S.W.
Knoxville, Tennessee 37902

52. Mrs. Barbara Randels
Pay Cash Grocery Company, Inc.
2121 Stephenson Dr.
Knoxville, Tennessee 37901

53. Mr. R. Fox*
Pilot Oil Corporation
7401 Kingston Pike
Knoxville, Tennessee 37919

54. Mr. Richard BanHuss
Avondale Farms Creamery, Inc.
Emory Road
Knoxville, Tennessee 37901

55. Mr. Jack West*
Beaty Chevrolet Company
437 N. Broadway
Knoxville, Tennessee 37917

56. The Personnel Director*
Benco Industries, Inc.
5112 N. National Drive
Knoxville, Tennessee 37914

57. Mr. R. J. Bondurant*
Bondurant Bros. Company
906 Sevier Ave.
Knoxville. Tennessee 37901

58. Mr. Charles Suson*
Brinks, Inc.
306 Fidelity Building
Knoxville, Tennessee 37901

59. Mr. Ed Lewis*
Peterson Machinery of Knox, Inc.
3115 N. Central Ave.
Knoxville, Tennessee 37912

60. Mr. R. Fisher
Paramount Sales Company, Inc.
424-428 Scott Ave.
Knoxville, Tennessee 37901

61. Mrs. Bobbie Underwood
Ready-Mix Concrete Co., Knox, Inc.
1104 Spring Hill Road
Knoxville, Tennessee 37914

62. The Personnel Director
Shalite Corporation
Love Creek Road
Knoxville, Tennessee 37914

63. Miss Joyce McElybn
Lavidge Associates, Inc.
Bearden Pk. Circle
Knoxville, Tennessee 37919

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*Returned the questionnaire for input in this study.

SECRETARIES WHO BELONGED TO THE KNOXVILLE CHAPTER
OF THE NATIONAL SECRETARIES ASSOCIATION
INCLUDED IN THE RANDOM SAMPLE

1. Mrs. Carole A. Amburn*
   Route 9 Deadrick Road
   Knoxville, Tennessee 37920

2. Miss Virginia M. Bolinger*
   Royal Typewriter Company of Knoxville
   P. O. Box 3270
   Knoxville, Tennessee 37917

3. Miss Barbara Bolton*
   406D Rhodora Road
   Knoxville, Tennessee 37919

4. Miss Johnnie M. Bailey*
   P. O. Box 1522
   Knoxville, Tennessee 37901

5. Mrs. Anna A. Bright*
   Aluminum Company of America
   P. O. Box 9158
   Alcoa, Tennessee 37701

6. Mrs. Dolores H. Buckner, CPS*
   Aluminum Company of America
   P. O. Box 9158
   Alcoa, Tennessee 37701

7. Ms. Lois Cameron, CPS*
   Route 1, Clear Springs Road
   Mascot, Tennessee 37806

8. Mrs. Jane Ellen Chance*
   414 Burns Road
   Knoxville, Tennessee 37914

9. Mrs. Mildred G. Clotfelter*
   P. O. Box 5161
   Knoxville, Tennessee 37918

10. Miss Norma L. Clower, CPS*
    Route 1, Box 118
    Louisville, Tennessee 37777

11. Ms. Jane Cooke
Sterchi Brothers Furniture
P. O. Box 40
Knoxville, Tennessee 37901

12. Ms. Deborah Correll
1543B Coleman Road
Knoxville, Tennessee 37919

13. Mrs. Janet Cressler*
424 Russfield Drive
Concord, Tennessee 37720

14. Mrs. Myrna Davis*
1604 Ramsay St.
Alcoa, Tennessee 37701

15. Ms. Marcia L. Deford*
Route 3, Rodgers Road
Corryton, Tennessee 37721

16. Mrs. Ann C. Dickenson, CPS*
9301 Gulf Park Drive
Knoxville, Tennessee 37919

17. Mrs. Kathy B. Eaves
Bartlett Hill
Maryville, Tennessee 37801

18. Miss Mary Eidson*
Route 3, 208 Mayview Dr.
Powell, Tennessee 37849

19. Mrs. Joan Greene*
6004 Pamela Lane
Knoxville, Tennessee 37920

20. Mrs. Marion R. Griffitts*
Aluminum Company of America
Box 9158
Alcoa, Tennessee 37701

21. Mrs. Wylene Guinn, CPS*
The University of Tennessee
401 Physics Building
Knoxville, Tennessee 37916

22. Ms. Joyce A. Hardwick*
The University of Tennessee Purchasing Department
2200 Andy Holt Avenue
Knoxville, Tennessee 37916

23. Mrs. Alma W. Hicks*
The University of Tennessee
716 William B. Stokely Center for Management Studies
Knoxville, Tennessee 37916

24. Mrs. Drucilla Hodges
4320 San Juan Drive
Knoxville, Tennessee 37914

25. Mrs. Delphia L. Jeffers
3120 Lafayette Road
Knoxville, Tennessee 37921

26. Mrs. Jane Johnston*
2114 Keith Avenue
Knoxville, Tennessee 37921

27. Ms. Mary C. Jones*
Route 3, Box 239
Strawberry Plains, Tennessee 37871

28. Ms. Betty V. Lett*
Irwin Road, Route 4
Powell, Tennessee 37849

29. Mrs. Anna G. Lowery*
1417 Mt. Vista Dr.
Knoxville, Tennessee 37920

30. Mrs. Eleanor Lyke*
Route 6, Perry Road
Knoxville, Tennessee 37914

31. Miss Jenny L. McCall, CPS*
620 Jackson St., Apt. B2
Maryville, Tennessee 37801

32. Miss Mary Jane McCall, CPS*
620 Jackson St., Apt. A2
Maryville, Tennessee 37801

33. Mrs. Laquita F. McInturff*
1119 Greenfield Dr.
Maryville, Tennessee 37801

34. Miss Nancy McNeilly*
998 N. Linden Drive
Alcoa, Tennessee 37701

35. Ms. Evelyn Page**
7505 Glastonbury Road
Knoxville, Tennessee 37921

36. Mrs. Annette Norris*
3716 Timber Circle
Knoxville, Tennessee 37920

37. Mrs. Clara Norton
Route 9, Nichols Lane
Knoxville, Tennessee 37920

38. Mrs. Helen H. Parton, CPS*
East Tennessee Baptist Hospital
P. O. Box 1788
Knoxville, Tennessee 37901

39. Mrs. Virgie P. Peake*
Power Equipment Company
P. O. Box 2311
Knoxville, Tennessee 37901

40. Mrs. Vicki T. Pitts, CPS*
10705 Sallings Road
Concord, Tennessee 37720

41. Ms. Marka M. Presley*
Kendle Woods Apt. #24
5218 Inskip Road
Tennessee 37918

42. Mrs. Agness Price, CPS
Route 5, Millertown Pike
Knoxville, Tennessee 37914

43. Mrs. Mary H. Sloan*
7008 Westland Dr.
Knoxville, Tennessee 37919

44. Mrs. Anne Fender Smith*
6014 Centerwood Dr.
Knoxville, Tennessee 37920

45. Miss Charlsie Spencer, CPS*
Aluminum Company of America
Box 9158
Alcoa, Tennessee 37701

46. Mrs. Edith M. Szathmary, CPS*
225 Druid Dr.
Knoxville, Tennessee 37920

47. Ms. Deidrie L. Taylor*
Tennessee Valley Authority
400 Commerce Avenue
W11B33
Knoxville, Tennessee 37902

48. Ms. Mary Jane Thompson
Carlton Towers Apt. #115
414 Forest Park Blvd.
Knoxville, Tennessee 37919

49. Mrs. H. Jewell Tindell*
7507 Grander Drive
Knoxville, Tennessee 37921

50. Mrs. Sandra Underwood*
8400 Middlebrook Pk., L34
Knoxville, Tennessee 37919

51. Mrs. Sherry L. Van Meter*
P. O. Box 223
Pickwick Dam, Tennessee 38365

52. Mrs. Sue O. Walker, CPS*
6609 Dick Ford Lane
Knoxville, Tennessee 37920

53. Mrs. Virginia Walker, CPS*
1407 Branner Avenue
Knoxville, Tennessee 37917

54. Mrs. Joyce Wallace, CPS*
The University of Tennessee
327 South Stadium
Knoxville, Tennessee 37916

55. Mrs. Marie B. Ward, CPS*
The White Stores, Inc.
Box 320
Knoxville, Tennessee 37901

56. Mrs. Alene D. Reed*
305 Mapleloop Road
Knoxville, Tennessee 37920

57. Mrs. Myrna Roach, CPS*
7629 Cranley Road
Powell, Tennessee 37849

58. Mrs. Wanda D. Rule, CPS*
3516 Demarcus Lane
Knoxville, Tennessee 37920

59. Mrs. Modine Satterly
224 Kasson Road
Knoxville, Tennessee 37920

60. Mrs. Jennifer Dagley*
6315 Kingston Pike, Apt. 513
Knoxville, Tennessee 37919

61. Miss Cue J. Williams
1504 Spring Hill Road
P. O. Box 6039
Knoxville, Tennessee 37919

62. Mrs. Francis Willis
Harkness Corporation
P. O. Box 10046
Knoxville, Tennessee 37919

63. Mrs. Elva B. Wilson
3108 Maloney Road
Knoxville, Tennessee 37920

64. Mrs. Dorothy S. Wright, CPS*
5004 Spring Creek Road
Knoxville, Tennessee 37920

65. Mrs. Faye Wright*
2500 Cedar Lane
Knoxville, Tennessee 37916

66. Mrs. Deola V. Wyatt
Chapman Drug Company
3700 Pleasant Ridge Road
P. O. Box 4087
Knoxville, Tennessee 37921

67. Ms. Melanie Collins
2521 Kingston Pike
Knoxville, Tennessee 37919

68. Mrs. Shirley Greene
228 Norfolk Dr.
Knoxville, Tennessee 37922

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*Returned the questionnaire for input in this study.

**The questionnaire was returned and marked, "non-deliverable."

APPENDIX D

COVER LETTER AND FOLLOW-UP LETTERS

The University of Tennessee
COLLEGE OF EDUCATION
Knoxville 37916

Department of Vocational-Technical Education
Agricultural, Business, Distributive,
Home Economics and Industrial Education

June 15, 1978

Dear

I am a graduate student at The University of Tennessee at Knoxville in the Vocational-Technical Education Department. My study entitled "Analyses of Affective and Psychomotor Competencies Required for the Employment of Secretaries in the Knoxville, Tennessee, Area, Business Offices," will be in partial fulfillment of the requirements for the degree of Master of Science at The University of Tennessee. The enclosed instrument is composed of competencies required of secretaries for employment as identified by a review of literature.

This instrument is being submitted to a selected sample of personnel directors of business firms located in the Knoxville area and a selected sample of secretaries who belong to the National Secretaries Association Chapter in Knoxville. The responses of both groups will be analyzed. The personnel directors' perceptions of the competencies (that is, what they expect when they are hiring secretaries) will be compared with those of the secretaries as they relate to actual office situation.

Your professional opinions, as reflected by the responses on the enclosed instrument, are vital to the completion of this study. The results of this study may be used to modify the secretarial curriculums in high schools and colleges in Tennessee and elsewhere. Those modifications may also be integrated into the business teacher education programs.

To complete the enclosed questionnaire, just indicate the importance which you feel should be placed on each competency in order to better prepare students for secretarial employment. There is no right or wrong answer. I am interested in your perceptions.

You are please required to return the enclosed "Informed Consent Form" with the completed questionnaire. As indicated, all data collected will be kept confidential, and reports of findings will assure that participants remain completely anonymous.

Your cooperation in this research endeavor will be very much appreciated. If you will return the completed data in the enclosed addressed-stamped envelope by June 29, a copy of the results of the study can be made available to you within the near future.

Yours sincerely,

Amos N. Okafor
Graduate Teaching Assistant
Office Administration

Enclosures

The University of Tennessee
COLLEGE OF EDUCATION
Knoxville 37916

Department of Vocational-Technical Education
Agricultural, Business, Distributive,
Home Economics and Industrial Education

July 17, 1978

Dear

REMINDER

On June 15, 1978, I wrote to you enclosing a questionnaire composed of competencies required of secretaries for employment in the Knoxville area. The questionnaire will be used as the basis for a graduate research project in the Vocational-Technical Education Department at The University of Tennessee. The study is entitled "Analyses of Affective and Psychomotor Competencies Required for the Employment of Secretaries in the Knoxville, Tennessee, Area, Business Offices."

I realize that there are numerous demands on your time. However, I enclose another copy of the instrument in case you misplaced or did not receive the first one. To complete the instrument, just indicate the importance which you feel should be placed on each competency in order to better prepare students for secretarial employment.

Your professional opinions, as reflected by the responses on the enclosed instrument, are vital to the completion of this study. The results of this study may be used to modify the secretarial curriculums in high schools and colleges in Tennessee and elsewhere. Those modifications may also be integrated into the business teacher education programs.

I will appreciate your taking a few minutes to complete and return the instrument together with the Informed Consent Form on or before July 24, 1978, in the enclosed stamped, self-addressed envelope.

Thank you for your cooperation.

Yours sincerely,

Amos N. Okafor
Graduate Teaching Assistant
Office Administration

Enclosures

The University of Tennessee
COLLEGE OF EDUCATION
Knoxville 37916

Department of Vocational-Technical Education
Agricultural, Business, Distributive,
Home Economics and Industrial Education

September 29, 1978

Dear

SECOND REMINDER

On June 15, 1978, I wrote to you followed up with a reminder on July 17, 1978, enclosing a questionnaire composed of competencies required of secretaries for employment in the Knoxville area. The questionnaire will be used as the basis for a graduate research project in the Vocational-Technical Education Department at The University of Tennessee. The study is entitled "Analyses of Affective and Psychomotor Competencies Required for the Employment of Secretaries in the Knoxville, Tennessee, Area, Business Offices."

I realize that there are numerous demands on your time. Also, I realize that you might have been on vacation at the time the instrument reached your office. However, I enclose another copy of the instrument in case you misplaced or did not receive either the first or the subsequent one. To complete the instrument, just indicate the importance which you feel should be placed on each competency in order to better prepare students for secretarial employment.

Your professional opinions, as reflected by the responses on the enclosed instrument, are vital to the completion of this study. The results of this study may be used to modify the secretarial curriculums in high schools and colleges in Tennessee and elsewhere. Those modifications may also be integrated into the business teacher education programs.

I will appreciate your taking a few minutes to complete and return the instrument together with the Informed Consent Form on or before October 6, 1978, in the enclosed stamped, self-addressed envelope.

Thank you for your cooperation.

Yours sincerely,

Amos N. Okafor
Graduate Teaching Assistant
Office Administration

Enclosures

VITA

Amos Ndubuisi Okafor was born at Nkwessi town in Oguta Division of Imo State of Nigeria. He attended St. Bartholomew's School, Enugu; ILO College, Lagos; University of Nigeria, Nsukka; Garnett College, London, and University of Wisconsin, Whitewater. His higher education achievements include Diploma in Secretaryship from the University of Nigeria, Nsukka Certificate in Education from the University of London, England, and Bachelor of Science degree in Education from the University of Wisconsin, Whitewater, Wisconsin.

In the fall of 1977, he accepted a graduate teaching assistantship at The University of Tennessee and began study toward his Master of Science degree with a major in business education and a minor in office administration. He received this degree in March, 1979.

He worked with the BP Nigeria Limited, Lagos, and he was a Technical Instructor at the Government Trade Center, Abakaliki, Nigeria.

He is a Fellow of the Society of Commercial Teachers of England and Wales, a member of the National Business Education Association of America, and Delta Pi Epsilon.