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## A Survey of Graduates of a One-Year Clerical Office Block Class —1976-1981— with Recommendations for Curriculum and Course Content Revision

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**A SURVEY OF GRADUATES OF A  
ONE-YEAR CLERICAL OFFICE BLOCK CLASS--1976-1981--  
WITH RECOMMENDATIONS FOR CURRICULUM  
AND COURSE CONTENT REVISION**

by

**Audrey Lee Watson**

**A Project Report  
Submitted to the  
Faculty of The Graduate College  
in partial fulfillment of the  
requirements for the  
Degree of Specialist in Arts  
Department of Business Education  
and Administrative Services**

**Western Michigan University  
Kalamazoo, Michigan  
December 1982**

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WITH RECOMMENDATIONS FOR CURRICULUM  
AND COURSE CONTENT REVISIONS

Audrey Lee Watson, Sp.A.

Western Michigan University, 1982

Data were collected by means of a questionnaire sent to 92 Maple Valley Office Block students who graduated in the years 1976-1981 to determine if students are adequately prepared to acquire entry-level clerical/secretarial positions and to adjust to positions in business. Sixty-five questionnaires were returned for a 70% return.

Over 70% of the respondents were employed at the time the survey was conducted. Over 90% indicated the use of keyboarding equipment on the job. Almost 60% of the respondents used shorthand or machine transcription on the job. Frequent job responsibilities included filing, business machine usage, telephone usage, receiving visitors, and daily mail responsibilities. Tasks reported less frequently included banking responsibilities and preparing travel itineraries.

Respondents emphasized the importance of developing nonskill and skill areas in finding, learning, and keeping a job. Personal development, human relations, and office procedures were evaluated as very important instructional units studied in office block.

Recommendations included gaining accessibility to computers and word processors. More typing time should be provided. Other recommendations included curriculum additions. Because of austere budgets in public schools, business teachers must critically evaluate course content and design methods and materials usable in existing classes to meet student and business needs.

#### ACKNOWLEDGEMENTS

The writer would like to sincerely thank Dr. Earl Halvas, committee chairman, for assistance in completing this project. His positive attitude was always inspirational and motivational. I would also like to thank Dr. Kimon Bournazos, Dr. Margaret Sanders, and Dr. Edward Heinig for their constructive criticism, evaluation, and review throughout the progress of the project.

Next, I would like to thank my former office block students who completed and returned the questionnaire. I appreciate their interest in the business program at Maple Valley High School.

My thanks and appreciation go to former office block students Lorraine McClelland and Diane Andrews for their invaluable assistance in performing many clerical tasks necessary in completing this survey. Also, thank you very much to Beth Evink for her assistance in finalizing and typing the project. Her cooperation, dependability, and inimitable thoroughness made it possible to meet deadlines.

A special thanks to my husband and children--Dan, Danielle, and Adam--for their cooperation, patience, and encouragement. Without their continued support, this goal could not have been attained.

Finally, a very special thank you to my Grandmother Hartman for her love, understanding, and sincere interest in the accomplishment of my educational goals.

Audrey Lee Watson

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1976-1981--WITH RECOMMENDATIONS FOR CURRICULUM AND COURSE CONTENT  
REVISION

WESTERN MICHIGAN UNIVERSITY

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## CHAPTER I

### INTRODUCTION

Maple Valley Junior-Senior High School is a small school of approximately 300 students in grades 7 and 8, and 600 students in grades 9 through 12. The school is a consolidation of students from the rural communities of Nashville and Vermontville, Michigan. Few students find employment in the immediate Nashville/Vermontville area. However, many Maple Valley graduates are employed in Hastings or Charlotte--15 miles east and west of Nashville/Vermontville villages. Some leave the community to attend college or to find employment in the major cities of Lansing, Battle Creek, or Grand Rapids--30 to 40 miles away. Because the job opportunities for Maple Valley graduates are in a wide geographic area, the students must be prepared to meet a number of skill competencies for entry-level employment.

#### Statement of Purpose

The purpose of this study is to provide sufficient data for determining whether the business curriculum and the office block class at Maple Valley High School are providing the training needed for students to acquire clerical/secretarial positions and to adjust to entry-level positions in business. The purpose is also to provide data from student evaluation for possible revision of the curriculum and course content.

The objectives of the study are to determine:

1. Where graduates who completed office block found employment
2. What tasks are performed by graduates in entry-level jobs
3. If business classes were taken since high school
4. How graduates would evaluate instructional units according to their value in finding, learning, and keeping a job
5. What opinions or suggestions are offered by graduates for improving office block course content
6. What opinions or suggestions are offered by graduates for improving the business curriculum at Maple Valley

The findings will be based on the survey of graduates of Maple Valley who completed the office block class in the years 1976-1981.

#### Need for the Study

The researcher believes there is a need to determine whether Maple Valley graduates who completed office block (a) are acquiring clerical/secretarial positions, (b) are prepared for entry-level positions in business, (c) have taken business classes since high school, (d) have suggestions for improving office block course content, and (e) have suggestions for improving the business curriculum at Maple Valley.

Every business teacher should continually be searching for and employing means of making the course content and business curriculum relevant to student's vocational needs. According to Thompson, the

follow-up study of former graduates is an important means of evaluating the effectiveness of the business education curriculum and thereby improving the program and planning for the future.<sup>1</sup>

Thompson also stated that to add credence to the belief in the importance of follow-up studies, the 1976 amended Vocational Education Act requires that schools receiving funds under the Act report each year information concerning numbers of students who have completed occupational programs and found employment in the field for which they were trained. It is necessary to examine experiences and perceptions of former students to determine whether educational goals have been achieved.<sup>2</sup>

Witherow mentioned that the secondary schools must be concerned about the curriculum needs of students being trained for the office of the future. Frequently students do not perform the kinds of activities on the job that are taught in the vocational classroom. Witherow encouraged the use of surveys, interviews, and published research projects to identify desired course content changes for relevance in business education.<sup>3</sup>

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<sup>1</sup>Robert J. Thompson, "Student Follow-up and Program Evaluation Systems," Evaluation and Accountability in Business Education, Sixteenth Yearbook (Reston, Virginia: National Business Education Association, 1978), p. 115.

<sup>2</sup>Ibid.

<sup>3</sup>Mary Witherow, "Utilizing Local Surveys, Interviews, and Published Research Projects to Identify Desired Content Changes," Updating Content in Secondary Business Education, Nineteenth Yearbook (Reston, Virginia: National Business Education Association, 1981), p. 90.

Dierks and Donnel mentioned that it is crucial that students develop employability skills and be capable of high productivity on the job.

Involved, interested business educators who are alert to research findings, who are flexible in designing course assessments, and who are willing to make changes in course content based on research findings, know what is and what should be and clearly identify the needed changes in course content for updating and revising current offerings.<sup>1</sup>

The primary objective of the office block instructor is to prepare the student for immediate clerical/secretarial employment upon high school graduation. Course content should coincide with the actual tasks that are performed by graduates in entry-level jobs. The data collected in this study should help to determine whether the Maple Valley business classes, and in particular the office block class, are providing the training needed for acquiring clerical/secretarial entry-level jobs, and adjusting to positions in business.

#### Statement of the Problem

The Clerical Office Block Class at Maple Valley High School was organized in 1972. The writer has been teaching the class since 1975. The decision was made by the writer to determine if graduates of the Maple Valley Block Class are adequately prepared to acquire entry-level clerical/secretarial positions and to adjust to positions in business.

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<sup>1</sup>Carol Dierks and Elsie Donnel, "Using Survey and Research Data to Reexamine Course Offerings and Update Content," Updating Content in Secondary Business Education, Nineteenth Yearbook (Reston, Virginia: National Business Education Association, 1981), p. 109

### Scope and Limitations of the Study

The participating 92 students who received the questionnaires were Maple Valley Office Block graduates from the six years 1976-1981. There were 103 office block graduates from the six-year period. The writer was unable to locate addresses for 11 of the former students.

The limitations of the study were primarily those of the questionnaire as an instrument designed to elicit the data. A questionnaire is subject to misunderstanding, biased answers, careless or incomplete answers, and failure to get an adequate return of responses. Other factors include the imperfection in the design of the instrument and biases of the questions.

There existed a lack of uniformity at the instructional level of time spent on the areas of course content, and in teaching methods and materials from year to year.

The graduates of the 1980 Office Block Class experienced a teacher other than the writer.

### Assumptions

This study is based on the following assumptions:

1. Office block programs make a contribution to the career choices of individuals entering the labor force.
2. Graduates of the office block program are capable of exercising necessary judgments to indicate those things that have had an impact on their career choices.
3. A significantly representative population is available to properly conduct the study.



4. All participants will respond honestly to the information requested, within the limits of their perceptions.

#### Definition of Terms

##### Vocational or Occupational Office Education

Vocational office education is that body of subject matter that provides practical experience organized into programs of instruction for pupils to prepare for and achieve career objectives in their selected office occupation.<sup>1</sup>

##### Office Block

This term refers to the scheduling of two or more related classes one after the other in a block of two or more hours.

##### Simulation

Simulation refers to the concept that identical elements in two situations will provide for links in action by the individual who experiences both situations.

##### Simulated Office Education Laboratory

The simulated office education laboratory is an office education classroom which is characterized by (1) office-style furniture, equipment, and layout; (2) instructional materials comprised of realistic forms and paper flow systems which implement forced student

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<sup>1</sup>"Guidelines for Office Education Programs in Michigan," Bulletin of Michigan Department of Education, Vocational Education and Career Development Service, (January 1972), p. 1.

interaction; and (3) student evaluation by office standards and techniques of work performance measurement. This type of classroom is referred to by names such as Model Office, Simulated Office, Integrated Office Laboratory, and Intensive Office Laboratory.

#### Traditional Office Procedures Course

The traditional office procedures course is an office education classroom which is characterized by (1) standard classroom furniture and layout; (2) instructional materials comprised primarily of textbooks, workbooks, and practice set types of material; and (3) no paper flow systems or forced student interaction.

#### **Description of Procedures**

This study was designed to survey the graduates of the Maple Valley Office Block Class from the six year period of 1976-1981 to determine if these students were adequately prepared to acquire entry-level clerical/secretarial jobs, and to adjust to positions in business.

The instrument used to secure the necessary information for this study was a questionnaire designed to be completed by the office block graduates. The questionnaire consisted of a cover letter and four parts.

- Page 1:           General Information
- Section I:       Clerical/Secretarial Duties
- Section II:      Evaluating Instructional Units
- Section III:     Suggesting Instructional Unit and Curriculum Changes

The population for this study consisted of Maple Valley Office Block students who graduated in the years 1976-1981. A letter was sent to 92 former students seeking their cooperation in completing the questionnaire. This letter briefly outlined the purpose of the study and the population who would be asked to participate. A phone call was made to some nonresponding participants two weeks after the original mailing.

The responses to this questionnaire were compiled, tabulated, and analyzed, serving as a basis for the finding, summary, and recommendations made.

#### Organization of the Study

The organization of the study is as follows:

- Chapter I: Introduction of the problem under study.
- Chapter II: A review of the literature concerning the problem under study.
- Chapter III: The development and use of the instrument employed in gathering the data, and the methodology employed in collecting and analyzing the data appear in this chapter.
- Chapter IV: The results of the questionnaire are reported.
- Chapter V: The summary of the findings, conclusions, and recommendations are in this chapter.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Introduction

The ultimate goal of the office occupations teacher is to prepare students to participate effectively in the business world. It is imperative that methods and materials utilized lead students smoothly from the classroom to the office.

Past instruction in office occupations has included a series of skill courses and knowledges rather than an integration of necessary abilities. The students who completed traditional high school office training courses were probably skilled in typing and shorthand, but not adequately prepared to step into an office "system" where they were introduced to actual work flow.

Nelson explained that during the past ten years there have been significant changes in the methods of providing realistic office experiences to future office employees.<sup>1</sup> The Vocational Education Act of 1963 and the Amendments of 1968 provided vocational funds for office occupations. State departments of education began placing funds in schools for new programs and equipment. Schools began allowing two to three periods of time for office occupations classes where much related learning was accomplished.<sup>2</sup>

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<sup>1</sup>Frank Nelson, "Simulation and the Total Office Worker," Business Education Forum 28 (March 1974):31.

<sup>2</sup>Garth Hanson, and Charles E. Parker, "Simulation," Changing Methods of Teaching Business Subjects, Tenth Yearbook (Washington, D.C.: National Business Education Association, 1972), p. 224.

Methods and materials utilized in block-time instruction have been implemented for the improvement of office education programs. These instructional tools have been implemented to provide instruction to build advanced skills, integrate skills and knowledges, and provide realistic practice through projects in a simulated office environment.<sup>1</sup>

At the 1978 Gregg Methods Conference held at Michigan State University, Brooks, Brower, and Sabin stressed that block-time instruction and simulation aid in the development of the "whole office worker" and attempt to bridge the gap between the classroom and the business office. Several studies and related literature concerned with "bridging the gap between the classroom and office" have been examined by the investigator.

#### Definition of Block-Time Instruction and Simulation

Office block, defined by Thomas in an article entitled "Block-time Instruction: A Laboratory Approach" which appeared in the 1974 NBEA Yearbook, refers to the practice of scheduling two or more related classes one after the other in a block of two or more hours. These two or more class periods may take the place of traditional courses such as advanced shorthand and transcription, advanced typewriting and secretarial office practice.<sup>2</sup>

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<sup>1</sup>Frank Nelson, "Simulation and the Total Office Worker," p. 32.

<sup>2</sup>Ellis Thomas, "Block-Time Instruction: A Laboratory Approach," Effective Secretarial Education, Twelfth Yearbook (Washington, D.C.: National Business Education Association, 1974) p. 144.

The concept of simulation is based on the psychological premise that identical elements in two situations will provide for links in action by the individual who experiences both situations. It is the office occupations teacher's desire to simulate the office in the classroom.

There are three types of simulations that are often used in office occupations classrooms. They are: (1) Task Simulation, (2) Position Simulation, and (3) Model Office Simulation.

Task simulation stresses different tasks performed in the office. This kind of simulation is often referred to as "integrated exercises" or "simulated projects."

Position simulation is used to make students aware of the number and variety of office positions available in the business world. Students have the opportunity to "work" independently as a particular employee in a simulated situation.

The model office concept, or the simulated office laboratory, utilizes actual work flow and a chain of command within a classroom. The business office of the real world is replicated in the classroom.

#### Specific Objectives of Simulation

Nicholas reported in a recent research project submitted to Halvas, Department of Business Education and Administrative Services, Western Michigan University, that specific objectives of simulation can be classified into three general categories: (1) general vocational, (2) attitudinal, and (3) subject content.

**General Vocational Objectives:**

1. Effectively use materials, time, and equipment.
2. Maximally improve human relations and interaction with supervisors.
3. Correctly follow directions.
4. Optimally develop originality and initiative of self.
5. Efficiently work with good work habits.

**Attitudinal Objectives:**

1. Handle personal items with discretion and integrity.
2. Take continual pride in grooming, poise, punctuality, and neatness.
3. Accept responsibility and use a minimum of instructions.
4. Have pride in work and strict accuracy.
5. Use a sense of responsibility and work business-like.
6. Develop attitudes that are important such as trustworthiness, patience, and dependability of character.

**Subject Content Objectives:**

1. Building a good business vocabulary complete with grammar.
2. Organizing time and materials.
3. Identifying tools to be used in work simplification.
4. Combining the skills of English, shorthand, and typing.
5. Working with information processing, control, and retention.
6. Having a working ability with office machines and equipment.
7. Continuing with speed and accuracy on the job.
8. Maintaining information systems with influences on saving time, money, and space.

9. Developing skills to fit the maximum requirements of the business community.<sup>1</sup>

The fundamental philosophy of block-time instruction, explained by Thomas, is a more effective approach than the one hour periods for obtaining maximum skill development in office education courses. The main objective of business educators is to prepare the student for immediate job entry upon graduation from high school. Through office block simulation, there is emphasis on skill development and an important emphasis on the development of appropriate attitudes that are necessary for success in the business office.<sup>2</sup>

#### Overview of Simulation

Sabin explained that all simulation serves as a training and motivating tool for job preparation. It is an integration of skills and competencies whereby students experience real world job situations such as handling the unexpected, learning "how to think," anticipating the bosses needs, and setting priorities.

Sabin continued to explain that a simulation should exhibit these characteristics:

1. It should simulate the way input comes in on the job. The input should come in a realistically unorganized fashion, as it would on the job.
2. It should simulate the conditions under which the student will be expected to perform on the job. The simulation

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<sup>1</sup>Michael Nicholas, "A Handbook on Preparation and Implementation of the Materials for a Beginning Vocational Office Block Teacher" (Research Project, Western Michigan University, 1979), pp.3-4.

<sup>2</sup>Ellis Thomas, "Block-Time Instruction: A Laboratory Approach," p. 145.



should replicate the work flow and the procedures the student would encounter on the job. It should make available to the student the kinds of records, reference materials, files, and other resources he'd have access to on the job. It should make available to him the kinds of equipment he'd be expected to use on the job.

3. It should simulate the standards of quality and quantity by which his work would be judged on the job.<sup>1</sup>

Madden stated in an article in the 1974 NBEA Yearbook that during simulation students are totally involved in their own learning. Each day they are faced with various tasks, and must plan their work and set priorities. Students learn to work under pressure to meet deadlines, and they learn to compensate during slow periods. Madden mentioned further that students learn to adjust schedules to handle interruptions, to cover for absenteeism or tardiness in a department, to reestablish priorities, to work overtime if necessary--in short, students learn to function as an office worker, to meet demands and deadlines.<sup>2</sup>

According to Fruehling, this job-oriented approach to training students for office occupations is of great importance. She has stated that the past subject-oriented approach to job training has proven less than sufficient for preparing students for job entry. Students were not gaining all the worker skills and traits necessary to fill real office jobs. This method does nothing to insure that

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<sup>1</sup>William Sabin, "Simulation in the Seventies: An Overview," Business Education World 52 (September-October 1971):6.

<sup>2</sup>Mary J. Madden, "Simulation in Office Education," Effective Secretarial Education, Twelfth Yearbook (Washington, D.C.: National Business Education Association, 1974), p. 154.

the students are capable of entering, adjusting, and advancing in a satisfactory business and office career.<sup>1</sup>

Business educators have been successful at developing entry-level skills but, according to Fruehling, emphasis must also be placed on developing occupational adjustment capabilities needed in succeeding on the job and also capabilities needed for career advancement.

Some of the occupational adjustment capabilities that the young office worker will require are:

1. Learning how to "learn" an office job.
2. Setting priorities on and off the job.
3. Developing work habits and attitudes for the office.
4. Making decisions regarding office employment, spending, saving, etc.
5. Managing work and leisure time.
6. Keeping informed of current developments in office occupations.
7. Participating in worker groups as a member and as a leader.<sup>2</sup>

Fruehling added that capabilities for career advancement are the following:

1. Self-understanding--assessing and analyzing needs, interests, abilities, and aspirations.

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<sup>1</sup>Rosemary Fruehling, "The Whole Worker: A Clerical Program Goal," (February 1972).

<sup>2</sup>Rosemary Fruehling, "Cooperative Office Education--Design for 'Whole Worker'," Effective Secretarial Education, Twelfth Yearbook (Washington, D.C.: National Business Education Association, 1974), pp. 139-140.

2. Understanding the opportunities and satisfaction inherent in a variety of office occupations.
3. Predicting the chances of being successful as well as satisfied in an office occupation.
4. Deciding which office occupation will best satisfy needs and aspirations.<sup>1</sup>

According to Fruehling, it is best that these capabilities be learned in the classroom before they are applied on the job. The student should be given the opportunity to experience many different situations in the classroom that are closely related to on-the-job realities so that specific job competencies, attitudes, and values are performed successfully on the job.

In a survey conducted by Brower, Texas businessmen stated that employees need improvement in the area of attitudes, personal characteristics, and values, interpersonal relations, and communications. Similar surveys in Washington and Connecticut mentioned that these same areas were apparent weaknesses in high school graduates.<sup>2</sup>

In another survey, Kimbrell and Vineyard stated that 80 percent of all fired employees lost their jobs because they could not get along with others not because they could not perform job requirements.<sup>3</sup> Because character traits are so critical to success in the office, business educators must integrate into their block-time

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<sup>1</sup>Ibid.

<sup>2</sup>Alan P. Wunsch, "Model Office Simulation Improves Interpersonal Relations," Business Education Forum 29 (January 1975):5.

<sup>3</sup>Grady Kimbrell, and Ben S. Vineyard, Succeeding in the World of Work (Bloomington, Illinois: McKnight Publishing Company, 1975), p. 50.

simulations the importance of punctuality, avoiding absenteeism, loyalty, initiative, orderliness, cooperation, dependability, and integrity.<sup>1</sup>

Wunsch, in response to the need for desirable interpersonal relations training, conducted a study to measure the behavioral change in interpersonal relations resulting from participation in an office simulation program. In his study, Wunsch found that although model office simulation did not prove significantly better than the traditional office practice class in developing desirable interpersonal relations, it did compare favorably. He stated that model office simulation is an innovative program that should be included in the high school business curriculum as a method of preparing students for entry-level business and office occupations. Model office simulation does present an affective learning situation that is representative of a true office setting that exposes students to situations that cannot be experienced in traditional office practice classes.<sup>2</sup>

Wunsch listed eight recommendations for the development and implementation of a model office simulation for high school business students:

1. The simulation should be realistic.
2. The simulation should meet the particular job needs of the students.

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<sup>1</sup>Katherine Dorr, "Character Education--Can It Be Taught?," The Balance Sheet 61 (September 1979):27.

<sup>2</sup>Alan P. Wunsch, "Model Office Simulation Improves Interpersonal Relations," p. 7.

3. The simulation activities should be interesting to the students.
4. The simulation should be developed to meet specific objectives.
5. Student manuals should be prepared for the simulation.
6. All students in the simulation should complete job applications and personal interviews with the instructor.
7. Evaluation of the simulation employees should be conducted regularly.
8. The simulation should be conducted for concentrated periods at a time.

Wunsch concluded by stating that model office simulation is not a panacea for all the problems of adequate job preparation. However, since businesses are demanding that employees not only have necessary job skills but have the ability to cooperate and interact effectively with others on the job, the advantages of model office simulation cannot be overlooked.<sup>1</sup>

The benefits of simulations for students pointed out by Brooks at the 1978 Gregg Conference include:

1. Simulation bridges the gap between school and work.
2. Simulation shows the total office concept.
3. Simulation integrates skills and knowledges.
4. Simulation encourages human relations.
5. Simulation rewards students for good work.
6. Simulation sharpens computational skills.
7. Simulation stresses accuracy.
8. Simulation teaches responsibility.

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<sup>1</sup>Ibid.

Warren, a business education teacher in Cleveland, Tennessee, reinforced these ideas when she remarked on the increased enthusiasm on the part of the students when an office simulation is introduced in the classroom. She mentioned that students want to come to school every day; they want to learn; and they remember what they learn by doing. Students learn how a business actually operates, the flow of paper in an office, why office procedures are necessary, the importance of accuracy, how to cope with problem situations, the importance of business-like attitudes and habits, and the importance of human relations. Warren stated that this is the method that bridges the gap from the classroom to the office.<sup>1</sup>

Also, in bridging this gap from classroom to office, it is important for students to be evaluated in an office simulation as though they were on the job. The teachers must implement the same criteria in grading the students as their employers will apply on a job evaluation. Funk recommended that teachers observe attendance, attitudes, productivity, accuracy, and ability to work well with co-workers.<sup>2</sup>

#### Advantages and Disadvantages

Simulation has been an accepted form of providing educational experience in the office education area. However, there has been

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<sup>1</sup>Ann Warren, "Office Simulation, What An Experience!," The Balance Sheet 63 (February 1977):201-202.

<sup>2</sup>Beverly Funk, "Simulation Plus Internship Equals Employability," Business Education Forum 31 (October 1976):31.

little evidence provided to indicate how effective simulation has been thus far in aiding the student in attaining employability in adjusting and advancing in the real-world setting.<sup>1</sup>

Thomas stated that the advantages of block-time instruction outweigh the disadvantages. Advantages cited most often are: more efficient use of class time, individualized instruction, comprehensive integration of skills and knowledges thus making instruction more relevant, and more realistic learning situations.<sup>2</sup> Other advantages of block-time instruction and simulation stated by Lightner are: offers immediate feedback, is not boring, is self-revealing, and helps meet the problems of transference of knowledges and skills.<sup>3</sup>

Disadvantages stated by Thomas include: teachers are not appropriately prepared, takes too much teacher-preparation time, and scheduling difficulties.<sup>4</sup> Another disadvantage is that all the variables and information cannot be included and, therefore, total realism cannot be captured.<sup>5</sup>

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<sup>1</sup>Frank Nelson, "Simulation and the Total Office Worker," p. 33.

<sup>2</sup>Ellis Thomas, "Block-Time Instruction: A Laboratory Approach," p. 148.

<sup>3</sup>Ardyce Lightner, "Proving Job-Oriented Instruction in Block-Time Programs," Journal of Business Education 47 (December 1971):98.

<sup>4</sup>Ellis Thomas, "Block-Time Instruction: A Laboratory Approach," p. 148.

<sup>5</sup>Ibid.

Business educators recognize the advantages and disadvantages of block-time simulation. According to many studies, simulation can be successful. The success of the program is relative to the involvement of the business education teachers. There must be a strong commitment to the simulation program and a continuous concentration on planning, preparing, and revising a simulated office operation.

#### Business Needs and Expectations

In planning, preparing, and revising the block-time simulation, business educators must look to the future and make certain that students are being trained to meet the challenges and opportunities of tomorrow's business office. At the 1978 Gregg Methods Conference, Brower mentioned several trends that business educators should recognize and point out to students. These trends include:

1. New terminology in business
2. Emerging careers in business
3. Emphasis on grammar, punctuation, spelling, proofreading in the business office (automated equipment)
4. Decision making/problem solving abilities in the business office
5. Concern for office costs
6. Human relations in the office
7. Ability to work under pressure in the office
8. Practical experience (simulation in the classroom)
9. Professional and personal characteristics
10. Responsibility and adaptability

In an article entitled "The Office of the Future and Its Implications for Secretarial Training," Tilton mentioned several of the



trends that Brower listed and has added even more implications for the future office. If students are able to function successfully in the office of the future, business educators need to include the following in their curriculum:

1. An appreciation of office costs and ways in which an employee can contribute to the reduction of these costs.
2. Training in an open landscape environment which will develop a communication network, teamwork, consideration of other workers, concentration, and listening skills.
3. Additional data processing courses with particular emphasis on media and their capabilities including hands-on experience on the computer.
4. Hands-on experience on word processing and related equipment.
5. Increased emphasis on English communication skills, both oral and written, including development of dictation skills.
6. Training for several or clusters of jobs within the office emphasizing systems and procedures and how each job is related to the other. Training should be given for all secretarial options—traditional, administrative secretary, word processing specialist, and the specialized secretary.
7. Opportunities for the development of logical thinking necessary for full use of word processing and other electronic equipment.<sup>1</sup>

Arbuckle, Chairman of the Board of Wells Fargo Bank, commented to the 1976 NBEA Convention that men and women in business and in education assist young people to qualify themselves for future career opportunities.<sup>2</sup> Realistic training for students must be instituted,

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<sup>1</sup>Rita Sloan Tilton, "The Office of the Future and Its Implications for Secretarial Training," Journal of Business Education 53 (May 1978):354.

<sup>2</sup>Ernest C. Arbuckle, "Today's Challenge to Business Education," Business Education Forum 31 (October 1976):18.

so that they don't enter the work force totally unprepared and untrained for the office of the future. Business must warn schools where their shortages of employees are and what the skill weaknesses of applicants are, so schools can "teach smarter." Schools can start teaching now what business will want its employees to know in the future.<sup>1</sup>

#### Office Occupational Outlook

Current statistics indicate that there are 4.5 million people employed in clerical/secretarial positions in the United States with average annual job openings through 1985 of approximately 385,000.<sup>2</sup> Furthermore, the National Secretaries Association predicts that by 1985 there will be 250,000 secretarial jobs that can't be filled.<sup>3</sup> And in Michigan, the Michigan Employment Security Commission has predicted that 41,000 secretarial-type jobs will open up annually through 1985.<sup>4</sup>

Employment of secretaries is expected to increase faster than the average for all occupations through the 1980's because business and government continue to create more paperwork. Demand for office

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<sup>1</sup>"Today's Secretary: An Overview of a Profession in Transition." Presented at the conference "Today's Secretary—The New Professional," February 1980, pp. 60-61.

<sup>2</sup>Cynthia Apptt, "The Secretarial Role in Transition, Part 1," The Balance Sheet 61 (November 1979):122.

<sup>3</sup>"Occupational Outlook—1980," The Balance Sheet 62 (September 1980):27.

<sup>4</sup>"Take Along Some Savvy on the Job Hunt," The Detroit Free Press, 7 September 1981.

employees will rise mainly as business organizations that require large office staffs expand their operations.

Although, in the past few years, many types of automated equipment have been introduced in offices, no adverse impact on secretarial employment is expected. However, persons who are familiar with a wide range of office machines and procedures are likely to have better prospects obtaining employment than other workers.<sup>1</sup>

Many qualified secretarial graduates are offered a number of jobs with starting salaries up to \$14,000. "The U.S. Labor Department reported that in 1980 secretaries nationwide earned an average of between \$11,296 and \$17,132 a year."<sup>2</sup> Secretarial pay is continually increasing at substantial rates.

Gonchar, Vice President of the Katherine Gibbs Secretarial Schools, recently stated that "Businesses are just beginning to realize that in order to attract thinking, capable, hard-working secretaries, they're going to have to offer better prospects and better money."<sup>3</sup>

According to Vanhuss, "The positions available to graduates of office education programs will range from traditional positions to positions involving some concepts of automated systems to positions in ultrasophisticated integrated office systems." She stated in the

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<sup>1</sup>"Occupational Outlook--1980," The Balance Sheet 62 (September 1980):27.

<sup>2</sup>"The Crisis in the Office: Good Help Hard to Find," Battle Creek Enquirer and News, 8 August 1981.

<sup>3</sup>Ibid.

1981 NBEA Yearbook that the curriculum must provide opportunities for students to develop the following:

1. High-level skill typewriting
2. Good communication skills
3. Good transcription skills from both shorthand and recorded dictation
4. An understanding of basic office procedures adaptable to both traditional offices and integrated office systems
5. Flexibility in adjusting to change
6. A positive attitude
7. Good interpersonal skills
8. The ability to make decisions

"The student who possesses these skills will be very employable in today's office as well as in the office of the future."<sup>1</sup>

#### Summary and Conclusion

According to the review of literature, if block-time simulation programs are to contribute to the development of the kind of office worker that is wanted by employers, then business education instructors must continually conduct employment surveys, make student follow-up studies, implement research finding, conduct experimentation in the classroom, and consult advisory committees. Block-time simulation can and will be successful with the total involvement of teachers, students, and the business community.

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<sup>1</sup>Susie H. Vanhuss, "Impact of Technology on Communications and Interpersonal Relationships," Updating Content in Secondary Business Education, Nineteenth Yearbook (Washington, D.C.: NBEA, 1981), p. 24.

## **CHAPTER III**

### **THE DESIGN OF THE STUDY**

#### **Description of the Study**

The information for this study was collected from Maple Valley Office Block students who completed the class in the years 1976-1981. Data were collected by means of a questionnaire sent to the office block graduates from these six years.

#### **Selection of Sample Population**

Since the purpose of this study was to provide sufficient data for determining whether the business curriculum and the office block class at Maple Valley High School are providing the training needed for students to acquire clerical/secretarial positions and to adjust to entry-level positions in business, the writer decided to survey the 103 office block students from the six year period, 1976-1981. There were eleven former students whose address or phone number the writer could not locate. Therefore, 92 cover letters and questionnaires were sent.

#### **The Instrument**

The instrument used to secure the information necessary for this study was a questionnaire designed to be completed by the former office block students. The questionnaire consisted of a cover letter, a background page, and three sections. (See appendix A, page 108)

Page 1. General Information. This page consisted of personal information requested for identification and background information from the interviewee, including questions concerning educational and employment history.

Section I. Clerical/Secretarial Duties. The first question in this section asked students if they use keyboarding equipment on their job and to specify if this equipment is electric, manual, electronic, word processing, or CRT/terminal.

The section continued with questions concerned with what tasks are typed on the job and what correction methods are used at the typewriter.

The next set of questions asked whether students use shorthand or machine transcription on their job, and what material is dictated to them. They were also asked if they are required to change or correct handwritten or dictated material, or if they must compose information.

This section continued with questions relating to retrieving or replacing filed material, machine operation, reference manuals used on the job, placing or receiving phone calls, banking responsibilities, and preparing travel itineraries.

The last question in Section I asked students to identify work problems encountered or observed on the job.

Section II. Evaluating Instructional Units. This section asked students to evaluate office block instructional units according to their value in finding, learning, and keeping a job. The units were rated as very important, important, and not important.

Section III. Suggested Instructional Unit and Curriculum Changes. The questions in this section asked students to offer suggestions and opinions for improving the office block course content and for improving the business curriculum at Maple Valley. The purpose of Section III was to determine how Office Block or other business classes helped students in their job, and if they would recommend taking office block and other business classes in high school.

#### Treatment and Analysis of Data

The data were collected by means of a questionnaire sent to 92 former Maple Valley office block students. A phone call was placed to some nonresponding students two weeks after the mailing of the questionnaire.

When 70% of the questionnaires were received within three weeks, the data were compiled and tabulated manually before being analyzed. The data were then totaled and analyzed in percentage terms for each of the six years. Totals and percentages for the entire six year period were then analyzed.

After an analysis was made of the data collected from the questionnaire, tables were designed to present the major findings in a form that could be easily read and interpreted.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

The data for this study were taken from a questionnaire sent to 92 clerical office block students from Maple Valley High School. Sixty-five of the questionnaires were returned for a 70 percent return. Data were then totalled manually and analyzed. The totals do not always equal 65 because of respondent failure to answer all questions.

#### Page 1. General Information

The number and percentage of respondents for each year may be found in Table I.

TABLE I

TOTAL STUDENTS, NUMBER AND PERCENTAGE OF RESPONDENTS  
FOR EACH YEAR, 1976-1981

<u>Year of Graduation</u>	<u>Total Questionnaires Sent</u>	<u>Number of Respondents</u>	<u>Percent of Respondents By Year</u>
1976	12	9	75%
1977	12	7	58%
1978	16	11	69%
1979	21	18	86%
1980	14	8	57%
1981	<u>17</u>	<u>12</u>	71%
Totals	92	65	



Over 70% of the 65 students who returned the questionnaires were currently employed. An additional 26% have worked previously, but terminated employment to marry, raise families, relocate, begin college, etc. Table II reports the number of employed students in each year's class.

TABLE II  
STUDENTS CURRENTLY EMPLOYED

<u>Year of Graduation</u>	<u>Number of Respondents</u>	<u>Number Employed</u>	<u>Percent of Employed Respondents</u>
1976	9	6	66.6%
1977	7	3	42.9
1978	11	11	100.0
1979	18	15	83.3
1980	8	3	37.5
1981	<u>12</u>	<u>9</u>	75.0
Total	65	47	

More than 75% of the respondents indicated that they had changed jobs or were promoted within their organization since high school graduation.

The questionnaire elicited information concerning where students are employed. No students reported employment in the Nashville/Vermontville villages. A total of 14 students are employed in either Hastings or Charlotte, cities closest to the Maple Valley School District. Fifteen students are employed in the Lansing area; six are employed in Battle Creek; four report employment in Grand Rapids; and

eight are employed in cities or states other than those listed on the questionnaire.

Table III tabulated answers to the question concerning business classes taken and degree or certificate obtained. Fifty-eight percent of the respondents had taken classes since high school graduation. Fourteen respondents had received associates degrees. One respondent had received a bachelor's degree, and three former students had earned one year certificates. Nine students were enrolled in degree granting programs.

TABLE III  
BUSINESS CLASSES SINCE HIGH SCHOOL GRADUATION  
DEGREE OR CERTIFICATE

<u>Year of Graduation</u>	<u>Number of Respondents</u>	<u>Taken Business Classes</u>	<u>Percent</u>	<u>Earned Degree</u>	<u>1 Year Certificate</u>
1976	9	5	55.6%	3	0
1977	7	3	42.9	3	0
1978	11	8	72.7	0	1
1979	18	12	66.7	6	2
1980	8	4	50.0	3	0
1981	<u>12</u>	6	50.0	<u>0</u>	<u>0</u>
Totals	65			15	3

### Section I. Clerical/Secretarial Duties

Of the students responding to the questionnaire, over 90% indicated the use of keyboarding equipment on the job. Only one person reported using a manual typewriter. All others used electric typewriters, with IBM being the most prevalent brand of machine in use. In addition to using electric typewriters, 34 of the respondents indicated that they used electronic machines, word processing equipment, or CRT/terminals.

#### Typing Tasks

Table IV, page 33, shows the total and percentage of yes responses by year on returned questionnaires. Table V, page 34, illustrates that letters and envelopes were typed by 80% of the total respondents. Memorandums were listed by 63%. Over 70% of the former students reported that they typed from handwriting, with 58.5% reporting the use of carbon copy and 40% typing multiple carbons. Over 30% of the respondents typed manuscripts, invoices, purchase orders, or financial statements, depending on their jobs. Typing from dictation was mentioned by 35% of the employees. Only 13.9% reported typing spirit masters and 9.2% typed stencils. Other typing tasks mentioned by respondents included legal documents, psychological reports and evaluations, checks, news articles, insurance policies, etc., depending on their particular job responsibilities and/or work environment.

All correction methods--eraser, liquid paper, correction tape, correcting typewriter, automatic or electronic correction--were being

TABLE IV  
ON-THE-JOB TYPING TASKS AND CORRECTION METHODS  
TOTAL AND PERCENTAGE OF YES RESPONSES BY YEAR ON RETURNED QUESTIONNAIRES

<u>Typing Tasks</u>	1976 (9*)		1977 (7*)		1978 (11*)		1979 (18*)		1980 (8*)		1981 (12*)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Letters	6	66.7%	7	100.0%	10	90.9%	13	72.2%	7	87.5%	9	75.0%
Envelopes	6	66.7	6	85.8	10	90.9	14	77.8	7	87.5	9	75.0
Manuscripts	2	22.2	3	42.9	3	27.3	8	44.4	2	25.0	3	25.0
Invoices	3	33.3	1	14.3	3	27.3	7	38.9	3	37.5	3	25.0
Purchase Orders	2	22.2	5	71.4	5	45.4	7	38.9	2	25.0	2	16.7
Financial Statements	2	22.2	1	14.3	2	18.2	9	50.0	3	37.5	2	16.7
Spirit Masters (Dittos)	1	11.1	2	28.6	2	18.2	3	16.7	1	12.5	0	0.0
Stencils	0	0.0	2	28.6	2	18.2	1	5.6	0	0.0	1	8.3
Memorandums	6	66.7	5	71.4	9	81.8	13	72.2	3	37.5	5	41.7
From Handwriting	6	66.7	6	85.7	10	90.9	15	83.3	4	50.0	5	41.7
From Dictation	4	44.4	3	42.9	5	45.4	7	38.9	2	25.0	2	16.7
Carbon Copy	5	55.6	6	85.7	6	54.5	11	61.1	4	50.0	6	50.0
Multiple Carbons	5	55.6	2	28.6	5	45.4	6	33.3	3	37.5	5	41.7
<u>Correction Methods</u>												
Eraser	2	22.2	5	71.4	3	27.3	10	55.6	6	75.0	7	58.3
Liquid Paper	5	55.6	4	57.1	7	63.6	13	72.2	6	75.0	5	41.7
Correction Tape	4	44.4	7	100.0	6	54.5	11	61.1	7	87.5	7	58.3
Correcting Typewriter	4	44.4	3	42.9	6	54.5	7	38.9	3	37.5	7	58.3
Automatic or Electronic Correction	2	22.2	2	28.6	4	36.4	13	72.2	0	0.0	2	16.7

\*Number of respondents

**TABLE V**  
**ON-THE-JOB TYPING TASKS AND CORRECTION METHODS**  
**TOTAL AND PERCENTAGE OF 65 RETURNED QUESTIONNAIRES**

<u>Typing Tasks</u>	<u>Total</u>	<u>Percentage</u>
Letters	52	80.0%
Envelopes	52	80.0
Manuscripts	21	32.3
Invoices	20	30.7
Purchase Orders	23	35.4
Financial Statements	19	29.2
Spirit Masters (Dittos)	9	13.9
Stencils	6	9.2
Memorandums	41	63.1
From Handwriting	46	70.1
From Dictation	23	35.4
Carbon Copy	38	58.5
Multiple Carbons	26	40.0
<u>Correction Methods</u>		
Eraser	33	50.8
Liquid Paper	40	61.5
Correction Tape	42	64.6
Correcting Typewriter	30	46.2
Automatic or Electronic Correction	23	35.4

used by the respondents. The most used methods were correction tape (64.6%) and liquid paper (61.5%). The least used correction method was automatic or electronic correction.

#### Shorthand, Transcription, and Composition Tasks

Table VI, page 36, shows the total and percentage of yes responses by year on returned questionnaires. Table VII, page 37, illustrates that only 18 of the 65 respondents or 27.7% reported using shorthand on the job, and 20 respondents or 30.8% used machine transcription. Table VII also lists the tasks that were transcribed from shorthand or machine transcription. Even though the percentage of students using either shorthand or machine transcription was low, the respondents to the questionnaire did not recommend dropping these subjects or units from the curriculum or course content.

In response to the question, "Are you required to change or correct handwritten or dictated material?" over 70% of the respondents replied yes. Over 73% of the respondents were responsible for composing information.

#### Filing Tasks

Table VIII, page 38, illustrates the total and percentage of yes responses by year on returned questionnaires. Filing responsibilities, either manually or by terminal, were reported by over 92% of the total respondents as seen in Table IX, page 39. The most frequent filing system reported in use was alphabetical, with 84.6% of the respondents using this system. Filing numerically and by subject was reported by over 50% of the respondents. The least used filing system was geographic.

**TABLE VI**  
**ON-THE-JOB SHORTHAND, TRANSCRIPTION, AND COMPOSITION TASKS**  
**TOTAL AND PERCENTAGE OF YES RESPONSES BY YEAR ON RETURNED QUESTIONNAIRES**

	1976 (9*)		1977 (7*)		1978 (11*)		1979 (18*)		1980 (8*)		1981 (12*)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Shorthand Tasks	4	44.4%	4	57.1%	2	18.2%	5	27.8%	1	12.5%	2	16.7%
Machine Transcription Tasks	4	44.4	3	42.9	4	36.4	5	27.8	2	25.0	2	16.7
Shorthand or Machine Transcription for:												
Letters	5	55.6	3	42.9	2	18.2	6	33.3	2	25.0	3	25.0
Manuscripts	0	0.0	0	0.0	2	18.2	3	16.7	0	0.0	1	8.3
Minutes of Meetings	2	22.2	1	14.3	3	27.3	5	27.8	1	12.5	1	8.3
Editing	7	77.8	7	100.0	8	72.7	14	77.8	4	50.0	6	50.0
Composition	8	88.9	6	85.7	9	81.8	14	77.8	6	75.0	5	41.7

\*Number of respondents

**TABLE VII**  
**ON-THE-JOB SHORTHAND, TRANSCRIPTION, AND COMPOSITION TASKS**  
**TOTAL AND PERCENTAGE OF 65 RETURNED QUESTIONNAIRES**

	<u>Total</u>	<u>Percentage</u>
Shorthand Tasks	18	27.7%
Machine Transcription Tasks	20	30.8
Shorthand or Machine Transcription for:		
Letters	21	32.3
Manuscripts	6	9.2
Minutes of Meetings	13	20.0
Telephone Messages	19	29.2
Editing	46	70.8
Composition	48	73.9



TABLE VIII

## FILING SYSTEMS AND METHOD

## TOTAL AND PERCENTAGE OF YES RESPONSES BY YEAR ON RETURNED QUESTIONNAIRES

<u>Types of System/Method</u>	<u>1976 (9*)</u>		<u>1977 (7*)</u>		<u>1978 (11*)</u>		<u>1979 (18*)</u>		<u>1980 (8*)</u>		<u>1981 (12*)</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Alphabetically	8	88.9%	5	71.4%	11	100.0%	15	83.3%	6	75.0%	10	83.3%
Numerically	5	55.6	4	57.1	8	72.7	9	50.0	4	50.0	7	58.3
Geographically	0	0.0	0	0.0	3	27.3	3	16.7	1	12.5	3	25.0
Subject	5	55.6	5	71.4	7	63.6	7	38.9	5	62.5	5	41.7
Chronologically	3	33.3	2	28.6	4	36.4	6	33.3	2	25.0	5	41.7
Manually or by Terminal	8	88.9	6	85.7	11	100.0	16	88.9	8	100.0	11	91.7

\*Number of Respondents

**TABLE IX**  
**FILING SYSTEMS AND METHOD**  
**TOTAL AND PERCENTAGE OF 65 RETURNED QUESTIONNAIRES**

<u>Type of System/Method</u>	<u>Total</u>	<u>Percentage</u>
Alphabetically	55	84.6%
Numerically	37	56.9
Geographically	10	15.4
Subject	34	52.3
Chronologically	22	33.9
Manually or by Terminal	60	92.3

### Business Machines Used

Table X, page 41, shows the total and percentage of yes responses by year on returned questionnaires. Table XI, page 42, indicates the copy machine was being used by 86.2% of the total respondents. The spirit duplicator and mimeograph were used by less than 16% of the former students. The business machine used most frequently was the electronic printing calculator with memory. The least used machine listed on the questionnaire was the full key adding machine.

### Reference Manuals Used on the Job

Table XII, page 43, illustrates the total and percentage of yes responses by year on returned questionnaires. According to Table XIII, page 44, total respondents listed the dictionary and the zip code directory as the most frequently used reference manuals. The word division book was used by 50.8% of the respondents, and 46.1% used the company office procedures manual. The postal manual was used by 35.4% of the employees, and 21.5% of the employees used the secretarial handbook.

### Miscellaneous Office Responsibilities

Table XIV, page 45, indicates the total and percentage of yes responses by year on returned questionnaires. Of the miscellaneous office responsibilities listed in Table XV, page 46, using the telephone was the most frequent task reported. Over 92% of the respondents reported that they answered the phone; 86.2% placed local calls; 83.1% placed long distance calls; and 40% arranged conference

TABLE X  
BUSINESS MACHINES USED  
TOTAL AND PERCENTAGE OF YES RESPONSES BY YEAR ON RETURNED QUESTIONNAIRES

Machine Type	1976 (9*)		1977 (7*)		1978 (11*)		1979 (18*)		1980 (8*)		1981 (12*)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Spirit Duplicator (Ditto Machine)	1	11.1%	2	28.6%	3	27.3%	2	11.1%	1	12.5%	1	8.3%
Mimeograph	0	0.0	3	42.9	2	18.2	2	11.1	0	0.0	2	16.7
Copy Machine	7	77.8	6	85.7	10	90.9	18	100.0	6	75.0	9	75.0
Ten Key Adding Machine	5	55.6	3	42.9	7	63.3	8	44.4	5	62.5	4	33.3
Full Key Adding Machine	3	33.3	1	14.3	2	18.2	2	11.1	2	25.0	3	25.0
Electronic Calculator	8	88.9	5	71.4	9	81.8	9	50.0	4	50.0	10	83.3
Without Memory	2	22.2	2	28.6	2	18.2	2	11.1	1	12.5	3	25.0
With Memory	8	88.9	3	42.9	8	72.7	9	50.0	4	50.0	8	66.7
Printing	7	77.8	4	57.1	7	63.3	8	44.4	3	37.5	10	83.3
Display	6	66.7	3	42.9	7	63.3	7	38.9	4	50.0	8	66.7

\*Number of Respondents

TABLE XI  
BUSINESS MACHINES USED  
TOTAL AND PERCENTAGE OF 65 RETURNED QUESTIONNAIRES

<u>Machine Type</u>	<u>Total</u>	<u>Percentage</u>
Spirit Duplicator (Ditto Machine)	10	15.4%
Mimeograph	9	13.9
Copy Machine	56	86.2
Ten Key Adding Machine	32	49.2
Full Key Adding Machine	13	20.0
Electronic Calculator	45	69.2
Without Memory	12	18.5
With Memory	40	61.5
Printing	39	60.0
Display	35	53.9

TABLE XII

## REFERENCE MANUALS USED ON THE JOB

## TOTAL AND PERCENTAGE OF YES RESPONSES BY YEAR ON RETURNED QUESTIONNAIRES

Reference Manual Type	1976 (9*)		1977 (7*)		1978 (11*)		1979 (18*)		1980 (8*)		1981 (12*)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Dictionary	6	66.7%	6	85.7%	10	90.9%	15	83.3%	6	75.0%	7	58.3%
Word Division Book	3	33.3	6	85.7	7	63.6	10	55.6	2	25.0	5	41.7
Secretarial Handbook	4	44.4	3	42.9	3	27.3	3	16.7	1	12.5	0	0.0
Company Office Procedures Manual	6	66.7	3	42.9	5	45.5	9	50.0	1	12.5	6	50.0
Zip Code Directory	6	66.7	6	85.7	9	81.8	13	72.2	7	87.5	9	75.0
Postal Manual	4	44.4	3	42.9	2	18.2	4	22.2	6	75.0	4	33.3

\*Number of Respondents

**TABLE XIII**  
**REFERENCE MANUALS USED ON THE JOB**  
**TOTAL AND PERCENTAGE OF 65 RETURNED QUESTIONNAIRES**

<u>Reference Manual Type</u>	<u>Total</u>	<u>Percentage</u>
Dictionary	50	76.9%
Word Division Book	33	50.8
Secretarial Handbook	14	21.5
Company Office Procedures Manual	30	46.1
Zip Code Directory	50	76.9
Postal Manual	23	35.4

TABLE XIV

## MISCELLANEOUS OFFICE RESPONSIBILITIES

## TOTAL AND PERCENTAGE OF YES RESPONSES BY YEAR ON RETURNED QUESTIONNAIRES

<u>Responsibilities</u>	1976 (9*)		1977 (7*)		1978 (11*)		1979 (18*)		1980 (8*)		1981 (12*)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Answer the phone	8	88.9%	6	85.7%	11	100.0%	17	94.4%	7	87.5%	11	91.7%
Place local calls	8	88.9	6	85.7	11	100.0	15	83.3	6	75.0	10	83.3
Place long distance calls	8	88.9	5	71.4	10	90.9	14	77.8	7	87.5	10	83.3
Arrange conference calls	4	44.4	3	42.9	5	45.5	8	44.4	4	50.0	2	16.7
Receive visitors	9	100.0	3	42.9	8	72.7	15	83.3	6	75.0	7	58.3
Open mail	5	55.6	2	28.6	10	90.9	12	66.7	6	75.0	7	58.3
Prepare outgoing daily mail	7	77.8	6	85.7	10	90.9	13	72.2	7	87.5	10	83.3
Write checks	1	12.5	0	0.0	3	27.3	5	27.8	5	62.5	7	58.3
Prepare bank deposit	0	0.0	0	0.0	1	9.1	6	33.3	6	75.0	2	16.7
Prepare bank reconciliations	0	0.0	0	0.0	2	18.2	4	22.2	4	50.0	2	16.7
Prepare travel itineraries	2	22.2	1	14.3	4	36.4	6	33.3	0	0.0	2	16.7

\*Number of Respondents



TABLE XV  
MISCELLANEOUS OFFICE RESPONSIBILITIES  
TOTAL AND PERCENTAGE OF 65 RETURNED QUESTIONNAIRES

<u>Responsibilities</u>	<u>Table</u>	<u>Percentage</u>
Answer the phone	60	92.3%
Place local calls	56	86.2
Place long distance calls	54	83.1
Arrange conference calls	26	40.0
Receive visitors	48	73.9
Open mail	42	64.6
Prepare outgoing daily mail	53	81.5
Write checks	21	32.3
Prepare bank deposits	15	23.1
Prepare bank reconciliations	12	18.5
Prepare travel itineraries	15	23.1

calls. According to this information, it is imperative the office block teachers spend a considerable amount of time developing a unit on correct telephone usage, procedures, and etiquette.

Receiving visitors was a task performed by 73.9% of the former students.

Opening mail was performed by 64.6% of the respondents and preparing outgoing daily mail was reported as a task of 81.5% of the respondents.

Banking responsibilities was a responsibility for less than one fourth of the respondents, and preparing travel itineraries was a task of 23.1% of those who responded to the questionnaire.

The researcher believes that the above analysis of Clerical/Secretarial duties should have a significant influence on the development of course content in business subjects and on curriculum development in the business department if there is to be a transfer of knowledge from high school subject assignments and activities to job duties and responsibilities.

#### Work Problems

The respondents were then asked to answer the following question. "What work problems have you encountered or observed on your job?" The most prevalent answer to this question was of a human relations nature—attitude, cooperation, personality conflicts, supervisor/employee conflicts, communication problems, proof of self (being young and being a woman), low employee morale and apathy toward the job, office gossip, handling customers, lack of praise

when deserved, being responsible for more than one person's work.

Other work problems mentioned included setting priorities, typing from handwriting, spelling, and answering the phone.

## Section II. Evaluation of Instructional Units

The purpose of Section II was to determine how former students evaluate general instructional units covered in office block according to their value in finding, learning, and keeping a job. The Summary Table XVI, pages 50-52, is a tabulated list of the responses from the 65 former students. Tables XVII through XXII, pages 53-70, list the responses of the graduates from each year surveyed. The students were asked to evaluate the instructional units as 1--very important, 2--important, and 3--not important.

### Finding a Job

Sixty of the sixty-five respondents evaluated personal development--speech, grooming, wardrobe, and human relations--job efficiency, listening, leadership, as very important in finding a job. Office procedures--functions of office duties/responsibilities of office workers, office trends--was rated by 56.9% of the respondents as being very important in finding a job. Thirty-five percent of the respondents rated office procedures as important. Only nine former students rated any of the listed instructional units as not important to them in finding a job.

### Learning a Job

The former students were then asked to evaluate these same instructional units according to their value in learning a job. Over 95% of the respondents evaluated human relations as very important to them in learning a job. Units on office procedures rated by 64 students or 98.8% as being very important or important in learning a

TABLE XVI

SUMMARY

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN FINDING A JOB

Sixty-five Returned Questionnaires from  
Ninety-two Office Block Graduates--1976-1981

<u>Instructional Units</u>			<u>Finding</u>			
	No.	% of 65	No.	% of 65	No.	% of 65
	<u>Very</u>	<u>Important</u>	<u>Important</u>		<u>Not</u>	<u>Important</u>
Exploration of Clerical/Secretarial Careers	32	49.2	28	43.1	4	6.2
Personal Development (speech, grooming, wardrobe)	60	92.3	5	7.7	0	0
Human Relations (attitude, job efficiency, listening, leadership)	60	92.3	5	7.7	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	55	84.6	9	13.9	1	1.5
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	37	56.9	23	35.4	4	6.2

TABLE XVI CONTINUED

## SUMMARY

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN LEARNING A JOB

Sixty-five Returned Questionnaires from  
Ninety-two Office Block Graduates--1976-1981

<u>Instructional Units</u>			<u>Learning</u>			
	No.	% of 65	No.	% of 65	No.	% of 65
	<u>Very</u>	<u>Important</u>	<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	25	38.5	27	41.5	12	18.5
Personal Development (speech, grooming, wardrobe)	35	53.8	26	40.0	4	6.2
Human Relations (attitude, job efficiency, listening, leadership)	62	95.4	3	4.6	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	15	23.1	27	41.5	23	35.4
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	57	87.7	7	10.8	0	0

# TABLE XVI CONTINUED

## SUMMARY

### RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS ACCORDING TO THEIR VALUE IN KEEPING A JOB

Sixty-five Returned Questionnaires from  
Ninety-two Office Block Graduates--1976-1981

<u>Instructional Units</u>			<u>Keeping</u>			
	No.	% of 65	No.	% of 65	No.	% of 65
	<u>Very</u>	<u>Important</u>	<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	21	32.3	27	41.5	13	20.0
Personal Development (speech, grooming, wardrobe)	56	86.2	8	12.3	1	1.5
Human Relations (attitude, job efficiency, listening, leadership)	65	100.0	0	0	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	13	20.0	18	27.7	34	52.3
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	61	93.8	4	6.2	0	0

TABLE XVII

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN FINDING A JOB

Nine Returned Questionnaires  
From Twelve 1976 Graduates

<u>Instructional Units</u>			<u>Finding</u>			
	No.	% of 9	No.	% of 9	No.	% of 9
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	4	44.4	4	44.4	0	0
Personal Development (speech, grooming, wardrobe)	8	88.9	1	11.1	0	0
Human Relations (attitude, job efficiency, listening, leadership)	8	88.9	1	11.1	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	7	77.8	2	22.2	0	0
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	6	66.7	1	11.1	2	22.2



TABLE XVII CONTINUED

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN LEARNING A JOB

Nine Returned Questionnaires  
From Twelve 1976 Graduates

<u>Instructional Units</u>			<u>Learning</u>			
	<u>No.</u>	<u>% of 9</u>	<u>No.</u>	<u>% of 9</u>	<u>No.</u>	<u>% of 9</u>
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	5	55.6	3	33.3	1	11.1
Personal Development (speech, grooming, wardrobe)	3	33.3	5	55.6	1	11.1
Human Relations (attitude, job efficiency, listening, leadership)	8	88.9	1	11.1	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	3	33.3	3	33.3	3	33.3
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	8	88.9	1	11.1	0	0

TABLE XVII CONTINUED

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN KEEPING A JOB

Nine Returned Questionnaires  
From Twelve 1976 Graduates

<u>Instructional Units</u>			<u>Keeping</u>			
	No.	% of 9	No.	% of 9	No.	% of 9
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	2	22.2	3	33.3	4	44.4
Personal Development (speech, grooming, wardrobe)	6	66.7	3	33.3	0	0
Human Relations (attitude, job efficiency, listening, leadership)	9	100.0	0	0	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	2	22.2	3	33.3	4	44.4
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	9	100.0	0	0	0	0

TABLE XVIII  
RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN FINDING A JOB

Seven Returned Questionnaires  
From Twelve 1977 Graduates

<u>Instructional Units</u>			<u>Finding</u>			
	No.	% of 7	No.	% of 7	No.	% of 7
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	5	71.4	2	28.6	0	0
Personal Development (speech, grooming, wardrobe)	7	100.0	0	0	0	0
Human Relations (attitude, job efficiency, listening, leadership)	7	100.0	0	0	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	7	100.0	0	0	0	0
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	5	71.4	2	28.6	0	0

TABLE XVIII CONTINUED

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN LEARNING A JOB

Seven Returned Questionnaires  
From Twelve 1977 Graduates

<u>Instructional Units</u>			<u>Learning</u>			
	No.	% of 7	No.	% of 7	No.	% of 7
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	2	28.6	1	14.3	4	57.1
Personal Development (speech, grooming, wardrobe)	4	57.1	3	42.9	0	0
Human Relations (attitude, job efficiency, listening, leadership)	7	100.0	0	0	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	0	0	5	71.4	2	28.6
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	7	100.0	0	0	0	0

TABLE XVIII CONTINUED  
RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN KEEPING A JOB

Seven Returned Questionnaires  
From Twelve 1977 Graduates

<u>Instructional Units</u>			<u>Keeping</u>			
	No.	% of 7	No.	% of 7	No.	% of 7
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	2	28.6	2	28.6	3	42.9
Personal Development (speech, grooming, wardrobe)	7	100.0	0	0	0	0
Human Relations (attitude, job efficiency, listening, leadership)	7	100.0	0	0	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	0	0	4	57.1	3	42.9
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	7	100.0	0	0	0	0

TABLE XIX

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN FINDING A JOB

Eleven Returned Questionnaires  
From Sixteen 1978 Graduates

<u>Instructional Units</u>			<u>Finding</u>			
	No.	% of 11	No.	% of 11	No.	% of 11
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	8	72.7	3	27.3	0	0
Personal Development (speech, grooming, wardrobe)	8	72.7	3	27.3	0	0
Human Relations (attitude, job efficiency, listening, leadership)	10	90.9	1	9.1	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	11	100.0	0	0	0	0
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	5	45.5	4	36.4	1	9.1

TABLE XIX CONTINUED

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN LEARNING A JOB

Eleven Returned Questionnaires  
From Sixteen 1978 Graduates

<u>Instructional Units</u>			<u>Learning</u>			
	No.	% of 11	No.	% of 11	No.	% of 11
	<u>Very</u>	<u>Important</u>	<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	2	18.2	6	54.5	2	18.2
Personal Development (speech, grooming, wardrobe)	6	54.5	3	27.3	2	18.2
Human Relations (attitude, job efficiency, listening, leadership)	11	100.0	0	0	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	2	18.2	4	36.4	5	45.5
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	10	90.9	0	0	0	0

TABLE XIX CONTINUED

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN KEEPING A JOB

Eleven Returned Questionnaires  
From Sixteen 1978 Graduates

<u>Instructional Units</u>			<u>Keeping</u>			
	No.	% of 11	No.	% of 11	No.	% of 11
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	3	27.3	4	36.4	3	27.3
Personal Development (speech, grooming, wardrobe)	8	72.7	3	27.3	0	0
Human Relations (attitude, job efficiency, listening, leadership)	11	100.0	0	0	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	1	9.1	3	27.3	7	63.3
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	10	90.9	1	9.1	0	0



TABLE XX

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN FINDING A JOB

Eighteen Returned Questionnaires  
From Twenty-one 1979 Graduates

<u>Instructional Units</u>			<u>Finding</u>			
	No.	% of 18	No.	% of 18	No.	% of 18
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	9	50.0	8	44.4	1	5.6
Personal Development (speech, grooming, wardrobe)	18	100.0	0	0	0	0
Human Relations (attitude, job efficiency, listening, leadership)	17	94.4	1	5.6	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	16	88.9	2	11.1	0	0
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	10	55.6	8	44.4	0	0

TABLE XX CONTINUED

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN LEARNING A JOB

Eighteen Returned Questionnaires  
From Twenty-one 1979 Graduates

<u>Instructional Units</u>			<u>Learning</u>			
	No.	% of 18	No.	% of 18	No.	% of 18
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	8	44.4	7	38.9	3	16.7
Personal Development (speech, grooming, wardrobe)	10	55.6	8	44.4	0	0
Human Relations (attitude, job efficiency, listening, leadership)	18	100.0	0	0	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	2	11.1	7	38.9	9	50.0
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	14	22.2	4	22.7	0	0

TABLE XX CONTINUED

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN KEEPING A JOB

Eighteen Returned Questionnaires  
From Twenty-one 1979 Graduates

<u>Instructional Units</u>			<u>Keeping</u>			
	No.	% of 18	No.	% of 18	No.	% of 18
	<u>Very</u>	<u>Important</u>	<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	5	27.8	10	55.6	0	0
Personal Development (speech, grooming, wardrobe)	16	88.9	2	11.1	0	0
Human Relations (attitude, job efficiency, listening, leadership)	18	100.0	0	0	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	2	11.1	2	11.1	14	77.8
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	16	88.9	2	11.1	0	0

**TABLE XXI**  
**RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS**  
**ACCORDING TO THEIR VALUE IN FINDING A JOB**

Eight Returned Questionnaires  
From Fourteen 1980 Graduates

<u>Instructional Units</u>			<u>Finding</u>			
	No.	% of 8	No.	% of 8	No.	% of 8
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	0	0	5	62.5	3	37.5
Personal Development (speech, grooming, wardrobe)	7	87.5	1	12.5	0	0
Human Relations (attitude, job efficiency, listening, leadership)	6	62.5	2	25.0	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	4	50.0	3	37.5	1	12.5
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	1	12.5	6	75.0	1	12.5

TABLE XXI CONTINUED

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN LEARNING A JOB

Eight Returned Questionnaires  
From Fourteen 1980 Graduates

<u>Instructional Units</u>			<u>Learning</u>			
	No.	% of 8	No.	% of 8	No.	% of 8
	<u>Very</u>	<u>Important</u>	<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	2	25.0	5	50.0	2	25.0
Personal Development (speech, grooming, wardrobe)	3	37.5	4	50.0	1	12.5
Human Relations (attitude, job efficiency, listening, leadership)	6	75.0	2	25.0	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	1	12.5	4	50.0	3	37.5
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	6	75.0	2	25.0	0	0

TABLE XXI CONTINUED

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN KEEPING A JOB

Eight Returned Questionnaires  
From Fourteen 1980 Graduates

<u>Instructional Units</u>			<u>Keeping</u>			
	No.	% of 8	No.	% of 8	No.	% of 8
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	3	37.5	3	37.5	2	25.0
Personal Development (speech, grooming, wardrobe)	8	100.0	0	0	0	0
Human Relations (attitude, job efficiency, listening, leadership)	8	100.0	0	0	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	1	12.5	4	50.0	3	37.5
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	7	87.5	1	12.5	0	0

TABLE XXII

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN FINDING A JOB

Twelve Returned Questionnaires  
From Seventeen 1981 Graduates

<u>Instructional Units</u>			<u>Finding</u>			
	No.	% of 12	No.	% of 12	No.	% of 12
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	6	50.0	6	50.0	0	0
Personal Development (speech, grooming, wardrobe)	12	100.0	0	0	0	0
Human Relations (attitude, job efficiency, listening, leadership)	12	100.0	0	0	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	10	83.3	2	16.7	0	0
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	10	83.3	2	16.7	0	0

TABLE XXII CONTINUED

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN LEARNING A JOB

Twelve Returned Questionnaires  
From Seventeen 1981 Graduates

<u>Instructional Units</u>			<u>Learning</u>			
	No.	% of 12	No.	% of 12	No.	% of 12
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	6	50.0	6	50.0	0	0
Personal Development (speech, grooming, wardrobe)	9	75.0	3	25.0	0	0
Human Relations (attitude, job efficiency, listening, leadership)	12	100.0	0	0	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	7	58.3	4	33.3	1	8.3
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	12	100.0	0	0	0	0



TABLE XXII CONTINUED

RESPONDENT EVALUATION OF GENERAL INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN KEEPING A JOB

Twelve Returned Questionnaires  
From Seventeen 1981 Graduates

<u>Instructional Units</u>			<u>Keeping</u>			
	<u>No.</u>	<u>% of 12</u>	<u>No.</u>	<u>% of 12</u>	<u>No.</u>	<u>% of 12</u>
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Exploration of Clerical/Secretarial Careers	6	50.0	5	41.7	1	8.3
Personal Development (speech, grooming, wardrobe)	11	91.7	0	0	1	8.3
Human Relations (attitude, job efficiency, listening, leadership)	12	100.0	0	0	0	0
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)	7	58.3	2	16.7	3	25.0
Office Procedures (functions of office duties/responsibilities of office workers, office trends)	12	100.0	0	0	0	0

job. Personal development was evaluated by 93.8% of the respondents as either very important or important. Exploration of office careers was evaluated as very important or important by 80% of the respondents. Over 35% stated that the unit on job application was not important in learning a job.

#### Keeping a Job

Human relations activities in office block appear to be valued extremely high in all categories--finding, learning, and keeping a job. All sixty-five of the respondents rated the unit as very important to them in keeping a job. Also rating very high are units on office procedures with all 65 respondents evaluating these units as very important or important for keeping a job. Only one person rated personal development as not important to her in keeping a job.

In reference to Table XVI, pages 50-52, the summary of respondent evaluations of general instructional units, it is apparent to the researcher that the general units surveyed on the questionnaire are believed to be valuable to the students in finding, learning, and keeping a job. Previously, much emphasis has been placed on units covering exploration of office careers, office procedures, and job application. The student responses to the questionnaire are in agreement with the authorities previously quoted in the related literature chapter who emphasized the importance of personal development and human relations. Therefore, office block instructors must spend a considerable amount of time developing units on these less concrete subjects--personal development and human relations.

Section II continued by asking the former students to evaluate specific units studied in office block according to their value in finding, learning, and keeping a job. The Summary Table XXIII, pages 73-75, reviews totals and percentages based on the 65 questionnaires returned. Tables XXIV through XXIX, pages 76-93, list comparison responses from each year. Again the rating scale was: 1--very important, 2--important, and 3--not important.

#### Finding a Job

Over 65% of the responding students rated telephone usage, office machine experience, vocabulary and spelling, and typing as the units most important to them in finding a job. Typing skills were evaluated by 95% of the students as the skill most important or important in finding a clerical/secretarial position.

Duplicating methods, travel arrangements, mail services, filing, and banking were the units believed by the most respondents as not important to them in finding a job.

#### Learning a Job

Table XXIII illustrates that over 70% of the respondents believe that all of the units in office block were either very important or important to them in learning a job. Typing skill was evaluated by 87% of the students as being very important in learning a job. Former students indicated that business English and communications and vocabulary and spelling were also very important to them in learning a job.

Preparing travel arrangements and banking skills were rated by 26% and 15% respectively as not important in learning a job.

TABLE XXIII

## SUMMARY

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN FINDING A JOB

Sixty-five Returned Questionnaires from  
Ninety-two Office Block Graduates--1976-1981

<u>Instructional Units</u>			<u>Finding</u>			
	<u>No.</u>	<u>% of 65</u>	<u>No.</u>	<u>% of 65</u>	<u>No.</u>	<u>% of 65</u>
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	48	73.9	16	24.6	1	1.5
Business English and Communications	52	80.0	11	16.9	2	3.1
Filing	25	38.5	30	42.2	10	15.4
Duplicating Methods	16	24.6	32	49.2	16	24.6
Travel Arrangements	10	15.4	31	47.7	23	35.4
Telephone Usage	42	64.6	22	33.8	1	1.5
Mail Services	18	27.7	37	56.9	10	15.4
Word Processing	22	33.8	34	52.3	9	13.8
Banking	19	29.2	32	49.2	12	18.5
Typing	55	84.6	7	10.8	1	1.5
Machine Transcription	31	47.7	26	40.0	7	10.8
Office Machines	43	66.2	18	27.7	3	4.6

TABLE XXIII CONTINUED

## SUMMARY

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN LEARNING A JOB

Sixty-five Returned Questionnaires from  
Ninety-two Office Block Graduates--1976-1981

<u>Instructional Units</u>			<u>Learning</u>			
	<u>No.</u>	<u>% of 65</u>	<u>No.</u>	<u>% of 65</u>	<u>No.</u>	<u>% of 65</u>
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	53	81.5	12	18.5	0	0
Business English and Communications	56	86.2	8	12.3	1	1.5
Filing	46	70.8	17	26.2	2	3.1
Duplicating Methods	29	44.6	27	41.5	9	13.8
Travel Arrangements	16	24.6	31	47.7	17	26.2
Telephone Usage	45	69.2	13	20.0	3	4.6
Mail Services	25	38.5	33	50.8	7	10.8
Word Processing	30	46.2	26	40.0	9	13.8
Banking	23	35.4	30	46.2	10	15.4
Typing	57	87.7	4	6.2	4	6.2
Machine Transcription	36	55.4	25	38.5	4	6.2
Office Machines	47	72.3	18	27.7	0	0

TABLE XXIII CONTINUED

## SUMMARY

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN KEEPING A JOB

Sixty-five Returned Questionnaires from  
Ninety-two Office Block Graduates--1976-1981

<u>Instructional Units</u>			<u>Keeping</u>			
	<u>No.</u>	<u>% of 65</u>	<u>No.</u>	<u>% of 65</u>	<u>No.</u>	<u>% of 65</u>
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	58	89.2	6	9.2	0	0
Business English and Communications	60	92.3	4	6.2	0	0
Filing	51	78.5	12	18.5	2	3.1
Duplicating Methods	25	38.5	30	46.2	9	13.8
Travel Arrangements	20	30.8	29	44.6	14	21.5
Telephone Usage	61	93.8	3	4.6	0	0
Mail Services	38	58.5	22	33.8	5	7.7
Word Processing	37	56.9	21	32.3	6	9.2
Banking	29	44.6	28	43.1	7	7.7
Typing	61	93.8	3	4.6	1	1.5
Machine Transcription	38	58.5	21	32.3	6	9.2
Office Machines	51	78.5	14	21.5	0	0

TABLE XXIV  
RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN FINDING A JOB

Nine Returned Questionnaires  
From Twelve 1976 Graduates

<u>Instructional Units</u>			<u>Finding</u>			
	No.	% of 9	No.	% of 9	No.	% of 9
	<u>Very</u>	<u>Important</u>	<u>Important</u>		<u>Not</u>	<u>Important</u>
Vocabulary and Spelling	6	66.7	3	33.3	0	0
Business English and Communication	9	100.0	0	0	0	0
Filing	5	55.6	2	22.2	2	22.2
Duplicating Methods	3	33.3	2	22.2	4	44.4
Travel Arrangements	0	0	4	44.4	5	55.6
Telephone Usage	5	55.6	4	44.4	0	0
Mail Services	1	11.1	6	66.7	2	22.2
Word Processing	3	33.3	4	44.4	2	22.2
Banking	2	22.2	4	44.4	2	22.2
Typing	8	88.9	1	11.1	0	0
Machine Transcription	5	55.6	3	33.3	1	11.1
Office Machines	7	77.8	2	22.2	0	0

TABLE XXIV CONTINUED

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN LEARNING A JOB

Nine Returned Questionnaires  
From Twelve 1976 Graduates

<u>Instructional Units</u>			<u>Learning</u>			
	<u>No.</u>	<u>% of 9</u>	<u>No.</u>	<u>% of 9</u>	<u>No.</u>	<u>% of 9</u>
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	8	88.9	1	11.1	0	0
Business English and Communication	8	88.9	0	0	1	11.1
Filing	6	66.7	3	33.3	0	0
Duplicating Methods	3	33.3	5	55.6	1	11.1
Travel Arrangements	1	11.1	5	55.6	3	33.3
Telephone Usage	6	66.7	3	33.3	0	0
Mail Services	3	33.3	4	44.4	2	22.2
Word Processing	6	66.7	1	11.1	2	22.2
Banking	3	33.3	5	55.6	1	11.1
Typing	8	88.9	1	11.1	0	0
Machine Transcription	4	44.4	4	44.4	1	11.1
Office Machines	6	66.7	3	33.3	0	0



TABLE XXIV CONTINUED

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN KEEPING A JOB

Nine Returned Questionnaires  
From Twelve 1976 Graduates

<u>Instructional Units</u>			<u>Keeping</u>			
	<u>No.</u>	<u>% of 9</u>	<u>No.</u>	<u>% of 9</u>	<u>No.</u>	<u>% of 9</u>
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	8	88.9	1	11.1	0	0
Business English and Communication	8	88.9	1	11.1	0	0
Filing	6	66.7	3	33.3	0	0
Duplicating Methods	4	44.4	4	44.4	1	11.1
Travel Arrangements	3	33.3	5	55.6	1	11.1
Telephone Usage	9	100.0	0	0	0	0
Mail Services	5	55.6	4	44.4	0	0
Word Processing	6	66.7	2	22.2	1	11.1
Banking	3	33.3	4	44.4	2	22.2
Typing	9	100.0	0	0	0	0
Machine Transcription	4	44.4	4	44.4	1	11.1
Office Machines	7	77.8	2	22.2	0	0

TABLE XXV

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN FINDING A JOB

Seven Returned Questionnaires  
From Twelve 1977 Graduates

<u>Instructional Units</u>			<u>Finding</u>			
	<u>No.</u>	<u>% of 7</u>	<u>No.</u>	<u>% of 7</u>	<u>No.</u>	<u>% of 7</u>
	<u>Very</u>	<u>Important</u>	<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	6	85.7	1	14.3	0	0
Business English and Communication	7	100.0	0	0	0	0
Filing	5	71.4	2	28.6	0	0
Duplicating Methods	4	57.1	3	42.9	0	0
Travel Arrangements	2	28.6	5	71.4	0	0
Telephone Usage	6	85.7	1	14.3	0	0
Mail Services	4	57.1	3	42.9	0	0
Word Processing	3	42.9	3	42.9	1	14.3
Banking	3	42.9	3	42.9	1	14.3
Typing	6	85.7	1	14.3	0	0
Machine Transcription	4	57.1	2	28.6	1	14.3
Office Machines	5	71.4	1	14.3	0	0

TABLE XXV CONTINUED

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN LEARNING A JOB

Seven Returned Questionnaires  
From Twelve 1977 Graduates

<u>Instructional Units</u>			<u>Learning</u>			
	No.	% of 7	No.	% of 7	No.	% of 7
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	7	100.0	0	0	0	0
Business English and Communication	7	100.0	0	0	0	0
Filing	7	100.0	0	0	0	0
Duplicating Methods	7	100.0	0	0	0	0
Travel Arrangements	2	28.6	4	57.1	1	14.3
Telephone Usage	6	85.7	1	14.3	0	0
Mail Services	4	57.1	3	42.9	0	0
Word Processing	3	42.9	3	42.9	1	14.3
Banking	2	28.6	4	57.1	1	14.3
Typing	7	100.0	0	0	0	0
Machine Transcription	4	57.1	3	42.9	0	0
Office Machines	5	71.4	2	28.6	0	0

TABLE XXV CONTINUED

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN KEEPING A JOB

Seven Returned Questionnaires  
From Twelve 1977 Graduates

<u>Instructional Units</u>			<u>Keeping</u>			
	No.	% of 7	No.	% of 7	No.	% of 7
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	7	100.0	0	0	0	0
Business English and Communication	7	100.0	0	0	0	0
Filing	6	85.7	1	14.3	0	0
Duplicating Methods	5	71.4	2	28.6	0	0
Travel Arrangements	4	57.1	3	42.9	0	0
Telephone Usage	6	85.7	1	14.3	0	0
Mail Services	3	42.9	4	57.1	0	0
Word Processing	5	71.4	1	14.3	1	14.3
Banking	4	57.1	2	28.6	1	14.3
Typing	6	85.7	1	14.3	0	0
Machine Transcription	4	57.1	2	28.6	1	14.3
Office Machines	5	71.4	2	28.6	0	0

TABLE XXVI  
RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN FINDING A JOB  
  
Eleven Returned Questionnaires  
From Sixteen 1978 Graduates

<u>Instructional Units</u>			<u>Finding</u>			
	No.	% of 11	No.	% of 11	No.	% of 11
	Very	Important	Very	Important	Not	Important
Vocabulary and Spelling	8	72.7	3	27.3	0	0
Business English and Communication	6	54.5	4	36.4	1	9.1
Filing	3	27.3	6	54.5	2	18.2
Duplicating Methods	1	9.1	5	45.5	5	45.5
Travel Arrangements	1	9.1	5	45.5	5	45.5
Telephone Usage	6	54.5	5	45.5	0	0
Mail Services	1	9.1	9	81.8	1	9.1
Word Processing	6	54.5	4	36.4	1	9.1
Banking	3	27.3	4	36.4	4	36.4
Typing	9	81.8	2	18.2	0	0
Machine Transcription	5	45.5	4	36.4	2	18.2
Office Machines	6	54.5	4	36.4	1	9.1

TABLE XXVI CONTINUED  
RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN LEARNING A JOB

Eleven Returned Questionnaires  
From Sixteen 1978 Graduates

<u>Instructional Units</u>			<u>Learning</u>			
	<u>No.</u>	<u>% of 11</u>	<u>No.</u>	<u>% of 11</u>	<u>No.</u>	<u>% of 11</u>
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	8	72.7	3	27.3	0	0
Business English and Communication	8	72.7	3	27.3	0	0
Filing	6	54.5	5	45.5	0	0
Duplicating Methods	2	18.2	7	63.6	2	18.2
Travel Arrangements	1	9.1	8	72.7	2	18.2
Telephone Usage	6	54.5	3	27.3	1	9.1
Mail Services	3	27.3	7	63.6	1	9.1
Word Processing	5	45.5	5	45.5	1	9.1
Banking	3	27.3	4	36.4	3	27.3
Typing	10	90.9	1	9.1	0	0
Machine Transcription	7	63.6	4	36.4	0	0
Office Machines	7	63.6	4	36.4	0	0

TABLE XXVI CONTINUED

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN KEEPING A JOB

Eleven Returned Questionnaires  
From Sixteen 1978 Graduates

<u>Instructional Units</u>			<u>Keeping</u>			
	<u>No.</u>	<u>% of 11</u>	<u>No.</u>	<u>% of 11</u>	<u>No.</u>	<u>% of 11</u>
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	10	90.9	1	9.1	0	0
Business English and Communication	9	81.8	2	18.2	0	0
Filing	9	81.8	2	18.2	0	0
Duplicating Methods	3	27.3	5	45.5	3	27.3
Travel Arrangements	1	9.1	7	63.6	3	27.3
Telephone Usage	11	100.0	0	0	0	0
Mail Services	6	54.5	5	45.5	0	0
Word Processing	6	54.5	5	45.5	0	0
Banking	4	36.4	6	54.5	1	9.1
Typing	11	100.0	0	0	0	0
Machine Transcription	7	63.6	4	36.4	0	0
Office Machines	9	81.8	2	18.2	0	0

TABLE XXVII

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN FINDING A JOB

Eighteen Returned Questionnaires  
From Twenty-one 1979 Graduates

<u>Instructional Units</u>			<u>Finding</u>			
	No.	% of 18 Very Important	No.	% of 18 Important	No.	% of 18 Not Important
Vocabulary and Spelling	12	66.7	6	33.3	0	0
Business English and Communication	16	88.9	2	11.1	0	0
Filing	5	27.8	12	66.7	1	5.6
Duplicating Methods	4	22.2	11	61.1	2	11.1
Travel Arrangements	5	27.8	8	44.4	5	27.8
Telephone Usage	12	66.7	5	27.8	1	5.6
Mail Services	5	27.8	10	55.6	3	16.7
Word Processing	7	38.9	9	50.0	2	11.1
Banking	4	22.2	11	61.1	3	16.7
Typing	17	94.4	1	5.6	0	0
Machine Transcription	10	55.6	8	44.4	0	0
Office Machines	11	61.1	7	38.9	1	5.6



TABLE XXVII CONTINUED  
RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN LEARNING A JOB

Eighteen Returned Questionnaires  
From Twenty-one 1979 Graduates

<u>Instructional Units</u>			<u>Learning</u>			
	<u>No.</u>	<u>% of 18</u>	<u>No.</u>	<u>% of 18</u>	<u>No.</u>	<u>% of 18</u>
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	16	88.9	1	11.1	0	0
Business English and Communication	17	94.4	1	5.6	0	0
Filing	11	61.1	6	33.3	1	5.6
Duplicating Methods	7	38.9	8	44.4	3	16.7
Travel Arrangements	6	33.3	10	55.6	2	11.1
Telephone Usage	11	61.1	4	22.2	2	11.1
Mail Services	6	33.3	11	61.1	1	5.6
Word Processing	7	38.9	10	55.6	1	5.6
Banking	6	33.3	8	44.4	4	22.2
Typing	18	100.0	0	0	0	0
Machine Transcription	11	61.1	7	38.9	0	0
Office Machines	12	66.7	6	33.3	0	0

TABLE XXVII CONTINUED

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN KEEPING A JOB

Eighteen Returned Questionnaires  
From Twenty-one 1979 Graduates

<u>Instructional Units</u>			<u>Keeping</u>			
	No.	% of 18	No.	% of 18	No.	% of 18
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	17	94.4	1	5.6	0	0
Business English and Communication	18	100.0	0	0	0	0
Filing	14	77.8	4	22.2	1	5.6
Duplicating Methods	3	16.7	14	77.8	1	5.6
Travel Arrangements	8	44.4	7	38.9	3	16.7
Telephone Usage	16	88.9	2	11.1	0	0
Mail Services	12	66.7	3	16.7	3	16.7
Word Processing	12	66.7	5	27.8	1	5.6
Banking	8	44.4	8	44.4	2	11.1
Typing	18	100.0	0	0	0	0
Machine Transcription	12	66.7	5	27.8	1	5.6
Office Machines	13	72.2	5	27.8	0	0

**TABLE XXVIII**  
**RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS**  
**ACCORDING TO THEIR VALUE IN FINDING A JOB**

Eight Returned Questionnaires  
From Fourteen 1980 Graduates

<u>Instructional Units</u>			<u>Finding</u>			
	<u>No.</u>	<u>% of 8</u>	<u>No.</u>	<u>% of 8</u>	<u>No.</u>	<u>% of 8</u>
	<u>Very</u>	<u>Important</u>	<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	6	75.0	1	12.5	1	12.5
Business English and Communication	4	50.0	3	37.5	1	12.5
Filing	2	25.0	3	37.5	3	37.5
Duplicating Methods	1	12.5	5	62.6	2	25.0
Travel Arrangements	0	0	3	37.5	4	50.0
Telephone Usage	4	50.0	4	50.0	0	0
Mail Services	2	25.0	3	37.5	3	37.5
Word Processing	2	25.0	3	37.5	3	37.5
Banking	3	37.5	3	37.5	2	25.0
Typing	6	75.0	1	12.5	1	12.5
Machine Transcription	3	37.5	2	25.0	3	37.5
Office Machines	5	62.5	2	25.0	1	12.5

TABLE XXVIII CONTINUED

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN LEARNING A JOB

Eight Returned Questionnaires  
From Fourteen 1980 Graduates

<u>Instructional Units</u>			<u>Learning</u>			
	No.	% of 8	No.	% of 8	No.	% of 8
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	5	62.5	3	37.5	0	0
Business English and Communication	5	62.5	3	37.5	0	0
Filing	5	62.5	2	25.0	1	12.5
Duplicating Methods	4	50.0	2	25.0	2	25.0
Travel Arrangements	2	25.0	1	12.5	4	50.0
Telephone Usage	6	75.0	1	12.5	0	0
Mail Services	3	37.5	3	37.5	2	25.0
Word Processing	3	37.5	2	25.0	3	37.5
Banking	3	37.5	5	62.5	0	0
Typing	6	75.0	1	12.5	1	12.5
Machine Transcription	4	50.0	2	25.0	2	25.0
Office Machines	6	75.0	2	25.0	0	0

TABLE XXVIII CONTINUED

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN KEEPING A JOB

Eight Returned Questionnaires  
From Fourteen 1980 Graduates

<u>Instructional Units</u>			<u>Keeping</u>			
	<u>No.</u>	<u>% of 8</u>	<u>No.</u>	<u>% of 8</u>	<u>No.</u>	<u>% of 8</u>
	<u>Very</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	8	100.0	0	0	0	0
Business English and Communication	7	87.5	1	12.5	0	0
Filing	6	75.0	1	12.5	1	12.5
Duplicating Methods	4	50.0	1	12.5	3	37.5
Travel Arrangements	2	25.0	1	12.5	4	50.0
Telephone Usage	8	100.0	0	0	0	0
Mail Services	4	50.0	2	25.0	2	25.0
Word Processing	3	37.5	3	37.5	2	25.0
Banking	5	62.5	3	37.5	0	0
Typing	6	75.0	1	12.5	1	12.5
Machine Transcription	4	50.0	2	25.0	2	25.0
Office Machines	5	62.5	3	37.5	0	0

TABLE XXIX

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN FINDING A JOB

Twelve Returned Questionnaires  
From Seventeen 1981 Graduates

<u>Instructional Units</u>			<u>Finding</u>			
	<u>No.</u>	<u>% of 12</u>	<u>No.</u>	<u>% of 12</u>	<u>No.</u>	<u>% of 12</u>
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	10	83.3	2	16.7	0	0
Business English and Communication	10	83.3	2	16.7	0	0
Filing	5	41.7	5	41.7	2	16.7
Duplicating Methods	3	25.0	6	50.0	3	25.0
Travel Arrangements	2	16.7	6	50.0	4	33.3
Telephone Usage	9	75.0	3	25.0	0	0
Mail Services	5	41.7	6	50.0	1	8.3
Word Processing	1	8.3	1	91.7	0	0
Banking	4	33.3	7	58.3	0	0
Typing	9	75.0	1	8.3	0	0
Machine Transcription	4	33.3	7	58.3	0	0
Office Machines	9	75.0	2	16.7	0	0

TABLE XXIX CONTINUED

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN LEARNING A JOB

Twelve Returned Questionnaires  
From Seventeen 1981 Graduates

<u>Instructional Units</u>			<u>Learning</u>			
	No.	% of 12	No.	% of 12	No.	% of 12
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	9	75.0	3	25.0	0	0
Business English and Communication	11	91.7	1	8.3	0	0
Filing	11	91.7	1	8.3	0	0
Duplicating Methods	6	50.0	5	41.7	1	8.3
Travel Arrangements	4	33.3	3	25.0	5	41.7
Telephone Usage	10	83.3	1	8.3	0	0
Mail Services	6	50.0	5	41.7	1	8.3
Word Processing	6	50.0	5	41.7	1	8.3
Banking	6	50.0	4	33.3	1	8.3
Typing	11	91.7	1	8.3	0	0
Machine Transcription	6	50.0	5	41.7	1	8.3
Office Machines	11	91.7	1	8.3	0	0

TABLE XXIX CONTINUED

RESPONDENT EVALUATION OF SPECIFIC INSTRUCTIONAL UNITS  
ACCORDING TO THEIR VALUE IN KEEPING A JOB

Twelve Returned Questionnaires  
From Seventeen 1981 Graduates

<u>Instructional Units</u>			<u>Keeping</u>			
	<u>No.</u>	<u>% of 12</u>	<u>No.</u>	<u>% of 12</u>	<u>No.</u>	<u>% of 12</u>
	<u>Very Important</u>		<u>Important</u>		<u>Not Important</u>	
Vocabulary and Spelling	8	66.7	3	25.0	0	0
Business English and Communication	11	91.7	0	0	0	0
Filing	10	83.3	1	8.3	0	0
Duplicating Methods	6	50.0	4	33.3	1	8.3
Travel Arrangements	2	16.7	6	50.0	3	25.0
Telephone Usage	11	91.7	0	0	0	0
Mail Services	8	66.7	4	33.3	0	0
Word Processing	5	41.7	5	41.7	1	8.3
Banking	5	41.7	5	41.7	1	8.3
Typing	11	91.7	1	8.3	0	0
Machine Transcription	7	58.3	4	33.3	1	8.3
Office Machines	12	100.0	0	0	0	0



### Keeping a Job

Over 45% of the respondents evaluated all of the units listed, except duplicating methods and preparing travel arrangements, as very important to them in keeping a job. Again typing skill, business English and communications, and vocabulary and spelling were evaluated as the most important units covered in office block. In addition to the list as an important skill for keeping a job was telephone usage. Over 98% of the respondents believe telephone usage to be very important or important.

### Summary

The writer believes that by reviewing the tabulated responses on Summary Tables XVI and XXIII, a course outline can be developed to meet the needs of office block students and the expectations of the business world. It is apparent from the analysis of the summary tables that students believe that it is a combination of personal development, cooperation, ability to speak and write, as well as office skills that lead to success in finding, learning, and keeping a job.

### Section III: Suggesting Instructional Unit and Curriculum Changes

The purpose of Section III was to elicit suggestions from former office block students concerning the improvement of office block course content and curriculum changes in the Maple Valley Business Department.

In this section, students were also asked to specify how office block and other business classes may have helped them in their job, and if they would recommend taking office block and other business classes in high school.

#### Improving Office Block Course Content

Graduates were asked to answer the question: "What instructional units are necessary for improving office block course content?" Fourteen of the former students did not answer the question. Of those who did respond, the following list of suggestions was comprised in order of importance.

1. More telephone usage (recommended by 24 people)
2. More work on personal development/human relations/public relations (recommended by 22 people)
3. More vocabulary/spelling/proofreading (recommended by 18 people)
4. More emphasis on fast/accurate/typing/forms typing (recommended by 18 people)
5. More business English (recommended by 17 people)
6. Introduction to computers/word processing (recommended by 15 people)
7. More machine transcription (recommended by 13 people)
8. More office machine experience (recommended by 11 people)
9. More filing (recommended by 10 people)
10. More letter composition (recommended by 8 people)

The writer believes that this list of suggestions for improving course content in office block corresponds to previous evaluation of instructional units. Those general and specific units--personal development, human relations, business English, and typing--believed to be most important in finding, learning, and keeping a job are most frequently mentioned as necessary for improving course content. Former students saw the need for more time to be spent in both skill and nonskill areas. These suggestions from former students--now employees--should be examined by office block teachers for possible restructuring and updating course content.

#### Suggested Business Department Curriculum Changes

Question 2 in Section III asked former office block students to list the curriculum changes that they would like to see in the Maple Valley Business Department. Following is a list of most frequently mentioned changes in order of importance:

1. Addition of Typing II (suggested by 48 people)
2. Addition of Business English (suggested by 38 people)
3. Addition of Business Math (suggested by 18 people)
4. Keep Shorthand I and II (suggested by 13 people)
5. Addition of a professional/personal development course (suggested by 9 people)
6. Addition of a data/word processing course (suggested by 8 people)
7. Addition of Accounting II (suggested by 8 people)
8. Addition of speedwriting (suggested by 5 people)

Two people mentioned adding economics to the business curriculum. The subject is presently offered in the social studies department at Maple Valley High School.

Three people mentioned adding a business law class. This class was added to the curriculum in 1980. Also in 1980, a consumer math class was added to the curriculum.

Seven people suggested the deletion of shorthand. However, most students thought it should not be dropped even though they were not presently using the skill on the job. They believed their shorthand skill was a deciding factor in getting them a job even though it was not actually a job requirement. These students mentioned that shorthand II was necessary for developing shorthand speed and transcription skills.

#### Office Block Recommended

All of the students who returned the questionnaire recommended taking office block and other business classes and believed that these classes aided them in the job, whether it be clerical/secretarial, master barber, or housewife. Former students, working and nonworking, mentioned that office block helped them to deal with people in a professional manner, to use a calculator, to type a business letter, and to use the telephone.

Students believe that office block prepared them to enter the office without further training--without office block, one student mentioned that she would not have known enough about office procedures to apply for the job she now has. Another student mentioned that office block helped her develop a positive attitude towards any job that she might hold. She mentioned that she gained general skills that were beneficial in performing various jobs. Similarly, another student stated that she was able to understand and

solve many questions and problems through the knowledge obtained in office block.

Many students who went to business college mentioned that because of their previous experience in office block and other business classes their college courses were often duplications but helped to improve skills. They believed that without previous high school training, college would have been much more difficult.

#### Summary

A 1977 graduate summed up office block training. She mentioned that office block helped her in every way in her job. Office block help her find her job by preparing her for the job application process. As far as learning the job, she mentioned that office block made that much easier because she had the necessary business skills; and most important she was aware of nonskill areas—good grooming, speech, setting priorities, etc. She concluded by stating how well a person learned what office block offered, and if he/she put that knowledge to use, increased his/her chance of success on the job. However, keeping a job, she stated, is the responsibility of each individual.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The purpose of this study was to provide sufficient data for determining whether the business curriculum and the office block class at Maple Valley High School are providing the training needed for students to acquire clerical/secretarial positions and to adjust to entry-level positions in business. The purpose was also to provide data from student evaluation for possible revision of the curriculum and course content.

The major objectives of the study were to determine:

1. Where graduates who completed office block found employment
2. What tasks are performed by graduates in entry-level jobs
3. If business classes were taken since high school
4. How graduates would evaluate instructional units according to their value in finding, learning, and keeping a job
5. What opinions or suggestions are offered by graduates for improving office block course content
6. What opinions or suggestions are offered by graduates for improving the business curriculum at Maple Valley

The population for this study consisted of Maple Valley Office Block students who graduated in the years 1976-1981. A letter was sent to 92 former students seeking their cooperation in completing the questionnaire. The questionnaire consisted of four parts concerned with background information, including questions concerning

educational and employment history; clerical/secretarial duties; evaluating instructional units; and suggesting instructional unit and curriculum changes. Sixty-five graduates responded to the questionnaire for a 70% return.

After the responses to the questionnaire were compiled, the researcher tabulated and analyzed the data and prepared tables to present the major findings in an easily read and interpreted form.

The results of the survey indicated that over 70% of the 65 respondents are presently employed. None of these people are employed in the Nashville/Vermontville villages. Because the job opportunities for Maple Valley graduates are in a wide geographic area, the students must be prepared to meet a number of skill competencies for entry-level employment.

After analysis of the responses to the questionnaire, the writer has learned what tasks are performed on the job, and determined what instructional units are necessary to aid students in finding, learning, and keeping a job.

Over 90% of the respondents reported the use of keyboarding equipment on the job. Therefore, it is imperative that typing skills be developed to their highest potential. Almost 50% of the respondents indicated that they use electronic machines, word processing equipment, or CRT/terminals on the job.

Almost 60% of the respondents used shorthand or machine transcription on the job. It was not recommended that these subjects be eliminated from the curriculum. In fact, it was recommended that more emphasis and time be placed on machine transcription and composition skills.

Other frequent job responsibilities including filing, business machine usage, telephone usage, receiving visitors, and daily mail responsibilities. Tasks reported less frequently included banking responsibilities and preparing travel itineraries.

Students emphasized the importance of developing nonskill as well as skill areas in finding, learning, and keeping a job. Personal development and human relations, along with office procedures, were evaluated as very important instructional units studied in office block.

### Conclusions

Based on the findings of this study, the following conclusions have been reached.

1. Over 70% of the 65 respondents are presently employed, and an additional 26% have previously worked but terminated employment to marry, raise families, relocate, etc. No students reported employment in the Nashville/Vermontville villages. A total of fourteen students are employed in either Hastings or Charlotte, cities closest to the Maple Valley School District. Fifteen students are employed in the Lansing area; six are employed in Battle Creek; four report employment in Grand Rapids; and eight are employed in cities or states other than those listed on the questionnaire.

2. Fifty-eight percent of the respondents have taken classes since high school graduation. Fourteen respondents have received associates degrees. One respondent has received a bachelor's degree. And three former students have earned one year certificates. Nine students are currently enrolled in degree granting programs.



3. Over 90% of the former students use keyboarding equipment with a variety of typing tasks reported, depending on the job responsibilities and/or work environment. All forms of correction methods are used, with correction tape the most prevalent reported. Almost 60% of the respondents use shorthand or machine transcription on the job. Over 70% are required to change or correct handwritten or dictated material, or are required to compose information. Over 92% of the respondents retrieve or replace filed material either manually or by terminal. Alphabetic filing is the most frequently used system, while geographic is the least used. The copy machine and the electronic calculator with memory are the most used office machines. The dictionary and the zip code directory are the most frequently used reference manuals. Frequent miscellaneous office responsibilities include telephone usage, receiving visitors, and daily mail responsibilities.

4. The former students evaluated nonskill areas such as personal development and human relations as very important or important in finding, learning, and keeping a job. Skill subjects such as typing, business English and communications, vocabulary and spelling, telephone usage, and office machine usage also were rated very important or important in finding, learning, and keeping a job.

5. The graduates offered the following list of suggestions for improving office block course content.

1. Introduction to computers/word processing
2. More machine transcription
3. More telephone usage

4. More business English
5. More letter composition
6. More proofreading/spelling
7. More filing
8. More emphasis on fast/accurate typing
9. More typing on forms
10. More work under pressure/dealing with stress
11. More work requiring prioritizing
12. More work on personal development/human relations/public relations

6. Graduates offered the following suggestions for improving the business curriculum at Maple Valley.

1. Addition of Typing II
2. Addition of Business English
3. Addition of Business Math
4. Addition of data/word processing course
5. Addition of speedwriting
6. Addition of a professional/personal development course
7. Addition of Accounting II
8. Keeping Shorthand I and II

#### Recommendations

On the basis of the data obtained from this study, the following recommendations are made:

1. Because of the wide use of computers and word processors in the business world, it is recommended that Maple Valley High School purchase, lease, or gain accessibility to this kind of equipment for student use.

2. Typing II (second year typing) should be added to the curriculum, (or more typing time should be provided in Office Block), where more emphasis would be placed on fast/accurate typing.

3. Business English should be added to the curriculum, where an emphasis would be placed on proofreading/spelling/vocabulary/ and composition. If it is not added to curriculum, proofreading/spelling/vocabulary/ and composition should be stressed in other business classes.

4. It is recommended that Business Math be added to the curriculum. Business Math skills must be emphasized in other business classes, if the class is not added to the curriculum.

5. It is recommended that Accounting II (second year accounting) be added to the curriculum.

6. It is recommended that Speedwriting be added to the curriculum.

7. It is recommended that Shorthand I and II be kept in the curriculum.

8. More time should be spent on machine transcription, telephone usage, forms typing, and filing in office block.

9. Office block students should be given more work to prioritize under pressure, and taught how to deal with stress on the job.

10. Office block students need more work on personal development, human relations activities, and dealing with the public.

The study provides data for possible curriculum and course content revision. The writer realizes that the above recommendations involve making many additions to the curriculum. In the suffering

economy of the 1980's and the austere budgets with which public schools are trying to exist, it is unlikely that additions will be made to the curriculum. Rather it will take an ambitious, creative business educator to critically evaluate course content and to design methods and materials usable in existing classes so that class time is used most optimally.

Teachers will want to involve businesses in this development of methods and materials. Many businesses welcome field trips, provide speakers or free or inexpensive educational materials. Also evening or summer enrichment programs—often taught by business people—provide courses unavailable to day-school students. Teachers should make these programs known to students. Business teachers must be willing to explore these alternatives to education to meet the needs of students and the business world.

## **APPENDICES**

## **APPENDIX A**

**Cover Letter**

**Survey Form**

April 10, 1982

Dear Office Block Graduate:

This is the questionnaire that I promised would be coming to you! It is being sent to Maple Valley Office Block graduates from the years 1976-1981. This is the first time such an extensive questionnaire has been sent to Maple Valley graduates. Its purpose is to find out if you have obtained work since high school graduation. The questionnaire also gives you an opportunity to offer suggestions for improving office block or the business curriculum at Maple Valley.

As you can guess, your response to this questionnaire is very important to me and other Maple Valley teachers; but it is especially important to future business students. Since you have been out of school, you've had a chance to wish you had learned "this or that" in office block or other business classes; or you believe "this or that" was a waste of time; or perhaps some units have been really beneficial to you. I'd like to know what you've been thinking so that I can update course content and suggest ideas for revamping curriculum offerings at Maple Valley. Your responses will be anonymous. Your name will not be used in any way.

The questionnaire looks long, but I've designed it to take only 20 - 30 minutes to complete. Please fill it out as soon as possible and return it to me in the stamped, addressed envelope before April 26, 1982. Thank you very much for your help.

Sincerely,

Audrey L. Watson  
Office Block Teacher

## QUESTIONNAIRE

Name \_\_\_\_\_ Telephone No. \_\_\_\_\_  
                     Maiden name                      First                      Married

Address \_\_\_\_\_  
                     Street No.                      City                      State                      Zip

Year of high school graduation \_\_\_\_\_ Are you presently employed?    Yes    No

Where employed? \_\_\_\_\_  
   Company Name

                    \_\_\_\_\_   
                                     Street No.                      City                      State

Job title \_\_\_\_\_ How long in this position \_\_\_\_\_

Briefly describe your duties and responsibilities. (Job description)

Please list any other positions you have held since graduation from high school.  
 (List most recent position first.)

Employer	Job title	How long	Reason for change

(Please use back of paper if necessary)

Have you taken any business classes in a school or college since high school?    Yes    No

Name of school/college \_\_\_\_\_

Business classes taken \_\_\_\_\_

Degree or certificate obtained \_\_\_\_\_

If you are currently employed, please answer the following questions. If you are not employed, please answer the following questions for one of the jobs listed above, and circle the job for which you are responding.

continued



## Section I

Do you use keyboarding equipment on your job? Yes No Not Applicable

Brand name \_\_\_\_\_ electric manual electronic  
word processor CRT/terminal

	Yes	No	NA*
Do you type:			
letters _____			
envelopes _____			
manuscripts _____			
invoices _____			
purchase orders _____			
financial statements _____			
spirit masters (dittos) _____			
stencils _____			
memorandums _____			
from handwriting _____			
from dictation _____			
carbon copy _____			
multiple carbons _____			
other (please specify) _____			
What correction methods do you use?			
eraser _____			
liquid paper _____			
correction tape _____			
correcting typewriter _____			
automatic or electronic correction _____			
Do you use shorthand on your job? _____			
Do you use machine transcription on your job? _____			
Do you use shorthand or machine transcription for dictated material such as:			
letters _____			
manuscripts _____			
minutes of meetings _____			
telephone messages _____			
other (please specify) _____			
Are you required to change or correct handwritten or dictated material? _____			
Do you compose information? _____			

\*Not Applicable

over

	Yes	No	NA
Do you retrieve or replace filed material			
alphabetically			
numerically			
geographically			
subject			
chronologically			
manually or by terminal			
other (please specify)			
Do you operate a			
spirit duplicator (ditto machine)			
mimeograph			
copy machine			
ten key adding machine			
full key adding machine			
electronic calculator			
without memory			
with memory			
printing			
display			
other (please specify)			
What reference manuals do you use on the job?			
dictionary			
word division book			
secretarial handbook			
company office procedures manual			
zip code directory			
postal manual			
other (please specify)			
Do you			
answer the phone			
place local calls			
place long distance calls			
arrange conference calls			
receive visitors			
open mail			
prepare outgoing daily mail			
write checks			
prepare bank deposits			
prepare bank reconciliations			
prepare travel itineraries			

What work problems have you encountered or observed on your job?

continued

## Section II

Please evaluate the following instructional units according to their value in finding a job. 1--Very Important 2--Important 3--Not Important

Instructional Units	1	2	3
Exploration of Clerical/Secretarial Careers			
Personal Development (speech, grooming, wardrobe)			
Human Relations (attitude, job efficiency, listening, leadership)			
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)			
Office Procedures (functions of office duties/responsibilities of office workers, office trends)			

Please evaluate the following instructional units according to their value in learning a job. 1--Very Important 2--Important 3--Not Important

Instructional Units	1	2	3
Exploration of Clerical/Secretarial Careers			
Personal Development (speech, grooming, wardrobe)			
Human Relations (attitude, job efficiency, listening, leadership)			
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)			
Office Procedures (functions of office duties/responsibilities of office workers, office trends)			

Please evaluate the following instructional units according to their value in keeping a job. 1--Very Important 2--Important 3--Not Important

Instructional Units	1	2	3
Exploration of Clerical/Secretarial Careers			
Personal Development (speech, grooming, wardrobe)			
Human Relations (attitude, job efficiency, listening, leadership)			
Job Application (prepare resume, application letter, application blank, thank you letter, interview preparation)			
Office Procedures (functions of office duties/responsibilities of office workers, office trends)			

over

Please evaluate the following instructional units according to their value in finding a job. 1--Very Important 2--Important 3--Not Important

Instructional Units	1	2	3
Vocabulary and Spelling			
Business English and Communications (written communications, proofreading)			
Filing			
Duplicating Methods (fluid duplicator, dry copy, mimeograph)			
Travel Arrangements			
Telephone Usage			
Mail Services			
Word Processing			
Banking			
Typing			
Machine Transcription			
Office Machines			

Please evaluate the following instructional units according to their value in learning a job. 1--Very Important 2--Important 3--Not Important

Instructional Units	1	2	3
Vocabulary and Spelling			
Business English and Communications (written communications, proofreading)			
Filing			
Duplicating Methods (fluid duplicator, dry copy, mimeograph)			
Travel Arrangements			
Telephone Usage			
Mail Services			
Word Processing			
Banking			
Typing			
Machine Transcription			
Office Machines			

continued

Please evaluate the following instructional units according to their value in keeping  
a job. 1--Very Important 2--Important 3--Not Important

Instructional Units	1	2	3
Vocabulary and Spelling			
Business English and Communications (written communications, proofreading)			
Filing			
Duplicating Methods (fluid duplicator, dry copy, mimeograph)			
Travel Arrangements			
Telephone Usage			
Mail Services			
Word Processing			
Banking			
Typing			
Machine Transcription			
Office Machines			

### Section III

What instructional units are necessary for improving Office Block course content?  
List the units in order of importance.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

What curriculum changes should be made in the Maple Valley Business Department?  
(For example: addition of Typing II, addition of Business Math or Business English,  
deletion of Shorthand II.) List the changes in order of importance.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

over

How did Office Block or other business classes help you in your job?

Would you recommend taking Office Block and other business classes in high school? Why?

Additional comments:

THANK YOU!

## **APPENDIX B**

### **Letter of Appreciation Sent to Respondents**

November 1, 1982

Dear Office Block Graduate:

Thank you for completing the questionnaire that I sent to you in the spring. Your responses have already been very valuable.

We are using the information I gathered from the questionnaire for updating course content and revamping curriculum offerings in the business department at Maple Valley. In fact, we are proposing the addition of advanced typing and advanced accounting for the 1983-1984 school year.

Thanks for your interest in our business program.

Sincerely,

Audrey L. Watson  
Office Block Teacher



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