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## A Survey of Employment Needs and Opportunities for Office Workers in Muskegon County

Kenneth L. Deal  
*Western Michigan University*

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A SURVEY OF EMPLOYMENT NEEDS AND OPPORTUNITIES  
FOR OFFICE WORKERS IN MUSKEGON COUNTY

by

Kenneth L. Deal

A Project Report Submitted to the  
Faculty of the School of Graduate  
Studies in partial fulfillment  
of the  
Specialist in Education Degree

Western Michigan University  
Kalamazoo, Michigan  
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Kenneth L. Deal

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## TABLE OF CONTENTS

CHAPTER		PAGE
I	THE PROBLEM AND ITS BACKGROUND.....	1
	Introductory Statement.....	1
	The Problem.....	3
	Purposes of the Study.....	3
	Need for the Study.....	4
	Definition of Terms.....	5
	The Muskegon County Area.....	7
	Muskegon County Community College.....	7
	Summary.....	9
II	REVIEW OF RELATED LITERATURE.....	10
	Background of the Two-year College.....	10
	Vocational Education in the Two-year College.....	15
	Business Education in the Two-year College.....	17
	Related Research Studies in Business Education.....	19
III	DESIGN OF THE STUDY.....	22
	Introductory Statement.....	22
	Instruments.....	22
	Preparation of Questionnaire I.....	23
	Selection of the Manufacturing Sample.....	23
	Selection of the Non-manufacturing Sample.....	24
	Procedure in Administering Questionnaire I....	25
	Preparation of Questionnaire II.....	25

CHAPTER		PAGE
	Selection of the Business Graduates.....	26
	Procedure in Administering Questionnaire II.....	26
	Limitations of the Study.....	27
IV	PRESENTATION AND ANALYSIS OF DATA FROM QUESTIONNAIRE I.....	28
	Background Information on the Organizations.....	28
	Hiring Techniques Used by Employing Officials.....	31
	The Status of Office Skills.....	43
	Salaries and Fringe Benefits.....	50
	The Present Supply and Future Demand for Office Workers.....	53
V	PRESENTATION AND ANALYSIS OF DATA FROM QUESTIONNAIRE II.....	55
	Current Status of the Graduates.....	55
	Responses from the Eight Employed Graduates.....	56
	The Business Department at Muskegon County Community College as Viewed by 17 Graduates from the Class of 1966.....	59
VI	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	63
	Summary.....	63
	Conclusions.....	67
	Recommendations.....	68
	BIBLIOGRAPHY.....	70
APPENDIX A	MANUFACTURING AND NON-MANUFACTURING QUESTIONNAIRE.....	73
APPENDIX B	BUSINESS GRADUATES QUESTIONNAIRE.....	85

# LIST OF TABLES

TABLE		PAGE
I	Number of employees working in the 103 organizations.....	30
II	Number of organizations that require previous office experience.....	33
III	Number of organizations that administer a typewriting test.....	38
IV	Length of the trial period as designated by the organizations.....	41
V	The five major over-all strengths of beginning office workers.....	42
VI	The importance of machine skills as viewed by the employing officials.....	44
VII	Important office skills needed by beginning office workers.....	45
VIII	Kinds of office machines used in the manufacturing and non-manufacturing organizations.....	47
IX	Percentage of organizations that do not use automated equipment.....	49
X	Salaries available to inexperienced office workers as reported by employing officials in the 103 organizations.....	51
XI	Fringe benefits available to the inexperienced office worker in the organizations.....	52
XII	The importance of office skills as viewed by the eight employed graduates from the class of 1966.....	57
XIII	Attitudes of the seventeen graduates from the class of 1966 in regard to areas of the business department.....	61
XIV	Opinions of the seventeen graduates regarding strengths and weaknesses in the business department at Muskegon County Community College.	62

## CHAPTER I

### THE PROBLEM AND ITS BACKGROUND

#### Introductory Statement

The role of the junior college has experienced many changes in structure during the past sixty years. As early as 1922, the American Association of Junior Colleges defined the junior college as "an institution offering two years of instruction of strictly collegiate grade." However, in 1925, the Association expanded this definition and thus redefined the role of the junior college to include a vocational education curriculum which would help meet the employment needs of the entire community.<sup>1</sup>

Certain trends of thought have led directly to the establishment of occupational courses in junior colleges. First, the majority of junior college graduates were not continuing their studies and, therefore, the semi-professional courses were needed just as much as transfer courses, and secondly, if a junior college is to become collegiate, it must have both cultural and utilitarian subjects.<sup>2</sup>

Several other influences have contributed to the expansion of vocational education in the junior colleges. Included among such influences are the following: 1) the creation of state agencies

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<sup>1</sup>Thornton, James W., Jr., The Community Junior College. New York: John Wiley and Sons, Inc., 1960. Pp. 50-1.

<sup>2</sup>loc. cit., p. 52.



for vocational education through federal legislation, 2) unemployment during the depression years, 3) increased mechanization of production, and 4) a close working relationship with the community has encouraged employers to request additional occupational courses.<sup>1</sup>

In view of evolving circumstances as seen today, the vocational education programs at the junior college level are assuming a major educational role in preparing individuals for employment and thus are offering: 1) a variety of programs, 2) more courses within each program, 3) better facilities and a more specialized staff, and 4) a professional atmosphere for adults who desire training and retraining.<sup>2</sup>

Smith<sup>3</sup> has stated:

"The logical institution to provide area post-secondary and adult education services in Michigan is the modern community college."

A growing concern for the educational needs and interests of individuals desiring post-high school education have led educators and the citizens of Muskegon, Michigan, to establish and support a community college.

Beginning in 1926, the educational program offered by Muskegon County Community College has been primarily for those students with intentions of completing at least four years of college. However, in June of 1951, the administration of the college was charged to broaden the scope of the educational program so as to serve a

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<sup>1</sup>loc. cit., p. 53.

<sup>2</sup>Smith, Harold T., Education and Training for the World of Work. Kalamazoo: The W. E. Upjohn Institute for Employment Research, July, 1963. Pp. 3-4.

<sup>3</sup>ibid.

larger number of students with a wider variety of interests and abilities. Business education, retailing, technical, and other semi-professional programs were added to the curriculum. This aspect of the college curriculum is known as the Vocational and Technical Program at Muskegon County Community College.

#### The Problem

The primary purpose of this study is to determine whether or not the Business Department of Muskegon County Community College is preparing office personnel with the employable skills and knowledge which Muskegon County manufacturing and non-manufacturing organizations require of employees.

#### Purposes of the Study

The following are the specific purposes of this study:

- 1) To determine the current status of office personnel needed by manufacturing and non-manufacturing organizations within Muskegon County.
- 2) To identify the specific skills needed by inexperienced office personnel for initial employment.
- 3) To determine how important employing officials regard the personal interview, previous office experience, educational background, employment tests, and individual personality traits in hiring office personnel.
- 4) To identify specific strengths and weaknesses of office personnel as viewed by employing officials.
- 5) To identify by name the kinds of office machines used in business organizations.
- 6) To learn the uses which twenty-four business graduates from the class of 1966 at Muskegon County Community College have made of their vocational training.

- 7) To obtain opinions and judgment of the twenty-four graduates with respect to the adequacy of the business department curriculum.
- 8) To accumulate information useful in counseling and job placement.
- 9) To identify specific strengths and weaknesses of the business department as viewed by the twenty-four business graduates from the class of 1966.
- 10) To implement the findings of this study in classroom teaching and in the revision of the business curriculum at Muskegon County Community College.

#### Need for the Study

One of the primary objectives of Muskegon County Community College is to provide practical and up-to-date vocational business education. At the time of admission to the college, an individual has the opportunity to pursue a vocational program which best fulfills his objectives. In order to prepare the individual with the competencies essential for employment, a survey of the local manufacturing and non-manufacturing organizations will help determine what aspects of the individual's education the college must undertake.

Borland<sup>1</sup> concurs as to the value of the community survey.

She writes:

"The community survey, in its effort to gain impressions of the many facets of the business life of the community, is practically a necessity for every business teacher. It is necessary to know the business situation in which the school operates, and to be aware of changes in that situation, in order to understand the educational needs of the students."

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<sup>1</sup>Borland, Helen B., "Office Practice." Informal Research by the Classroom Business Teacher. (Earl Dvorak, Ed.), New York: New York University Bookstore, 1961. P. 191.

Fries<sup>1</sup> has also written:

"The business community survey is an example of an activity concerned with the over-all business curriculum. The entire business education faculty should become involved to some degree in any survey of its business community. It is strongly recommended by authorities that the business education department should be vitally concerned with the business community it serves, and that it should definitely plan and carry out a total community survey over a period of years."

The role of vocational business education at Muskegon County Community College needs to be communicated to the local employing officials. By arriving at mutually acceptable objectives, the business department of the college and the organization employing the individual can contribute to his development with a minimum duplication of training.

#### Definition of Terms

For the purpose of clarification, a listing of terms used in this study and their definitions follow:

Office Personnel. This term applies to any individual who is employed to perform functions and duties within the organization's general office quarters. Office personnel are classified by job title and may be known by one or more of the following titles: clerk-typist, secretary, cashier, office machines operator, accountant, office ~~manager~~, and receptionist.

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<sup>1</sup>Fries, Albert C., "The Over-all Business Curriculum." Informal Research by the Classroom Business Teacher. (Earl Dvorak, Ed.), New York: New York University Bookstore, 1961. Pp. 46-8.

Manufacturing Organizations. This term applies to organizations that convert raw materials into finished or non-finished products. These organizations make products to be used by other manufacturers, retailers, wholesalers, governments, and individuals.

Non-manufacturing Organizations. This term applies to 1) those organizations known as retail or wholesale, 2) those agencies established through federal, state, and local legislation, and 3) those organizations that perform a service (commercial banks, insurance companies, real estate agencies, and public utilities).

Vocational Education. This term applies to that part of education which a worker needs for initial employment and progress in his chosen occupation.

Vocational Business Education. This term applies to one separate phase of vocational education, that is, the preparation of individuals for office occupations.

Junior College. This term is also used to refer to community college and community junior college.

## The Muskegon County Area

Muskegon County covers an area of 510 square miles and has a population of approximately 167,000 people. The western boundary lies along the shore of Lake Michigan. The metropolitan complex of Muskegon and Muskegon Heights serves as the industrial and business center for the entire county. Major industry and business accounts for approximately eighty per cent of the county employment.<sup>1</sup>

Through the years, Muskegon County has maintained a low percentage of unemployment. However, it has been estimated that seventy per cent of the future graduates from the county's secondary schools will be in need of training programs on either the secondary or community college levels, which will provide them with salable skills.<sup>2</sup>

## Muskegon County Community College

### History and Philosophy

The Muskegon Board of Education established the Muskegon Junior College in 1926. For those Muskegon youth who previously had been unable to pursue studies beyond high school, this new division of the public schools extended the opportunity for higher education.

The early intention of Muskegon Junior College was evident by the kind of program offered. Thus, the curriculum was primarily

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<sup>1</sup> \_\_\_\_\_, "Meeting Employment Needs." A mimeographed report of Vocational and Technical needs of youth and adults in Muskegon County conducted by the Muskegon Area Intermediate School District, 1965. P. 4.

<sup>2</sup>loc. cit., p. 46.

designed for those students with intentions of completing at least four years of college. However, in 1951, business education, retailing, vocational-technical and other semi-professional programs were added to the curriculum.<sup>1</sup>

In April of 1963, the voters of Muskegon County approved placing the college on a county wide basis. At this time, the tax base was enlarged and a Board of Trustees elected. The name of the college was then changed to the present Muskegon County Community College.

The objectives of the college are as follows:

- 1) "Programs planned to enable students to transfer to institutions of higher learning with advance standing.
- 2) Business education, retailing, vocational-technical, and other semi-professional programs leading directly to employment in specific fields, or to up-grade individuals in their present employment.
- 3) Guidance services sufficient in breadth and depth to be of maximum value in assisting individuals to make appropriate academic, vocational, and personal decisions.
- 4) Community services, cultural, recreational, and personal improvement types of activities which will meet individual needs, interests, and desires."<sup>2</sup>

#### The Business Department

Each student majoring in business may select a one-year or two-year curriculum. The business department offers thirty-five courses, the credits of which are transferable to the four-year college or university. Depending on his needs, interests, and abilities, a student may pursue any one of the following areas of

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<sup>1</sup>Muskegon County Community College General Catalog 1966-67.  
Muskegon, Michigan. Pp. 6-7.

<sup>2</sup>ibid.

business: stenographic, clerical, accounting, retail and small business management, and data processing.

After the successful completion of a two-year curriculum in business, the student may apply as a candidate for the Associate in Business degree. Each candidate must complete his prescribed program in business, and he must have successfully completed sixty semester hours of course work with a minimum overall average of 2.0 (C).<sup>1</sup>

#### Summary

The problem and its background has been presented in this chapter. The presentation of the problem, purposes, need, definition of terms, the Muskegon area and community college are discussed.

Chapter II contains a review of the literature which is pertinent to the problem. This review is primarily directed toward the origin and development of the two-year college; the area of vocational education, and the review of related research studies in business education.

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<sup>1</sup>loc. cit., p. 16.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Background of the Two-year College

##### Junior College Defined

There are many definitions of the two-year college. Chomitz<sup>1</sup> states the following:

"The term junior college has been subject to much dispute. The junior college is, in fact, junior to nothing. It can be an institution that provides education that is terminal in that the student does not plan to continue his education beyond the period of education provided by the institution, or the institution can be transfer, or university parallel, in that it provides the first year or two of a four-year baccalaureate program, after which the student may transfer to a four-year college to complete that program, or it can be both terminal and transfer in purpose. The more recent name for the junior college term is the community college. Many 'junior colleges' are now using this term; others use neither 'junior' nor 'community' in their official designations."

Goddard<sup>2</sup> defines it thus:

"Junior College refers to both public and private two-year post-secondary institutions which offer general and specialized education for immediate employment, upper-division study, or general cultural value."

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<sup>1</sup>Chomitz, David L., Business Education for Adults in the Junior College. Cincinnati: South-Western Publishing Company, 1957. Pp. 32-4.

<sup>2</sup>Goddard, M. Lee, "The Potential Role of the Junior College in Education for Business." Unpublished doctoral dissertation, Indiana University, Bloomington, Indiana, 1962. P. 17.

Thornton<sup>1</sup> defines "the community junior college" as follows:

"A free public two-year educational institution which attempts to meet the post-high school educational needs of its local community. In achieving this objective, its faculty studies these needs and works vigorously to develop appropriate kinds of instructional organization and techniques. The emphasis in the community junior college is on providing legitimate educational services, rather than on conforming to preconceived notions of what is or is not collegiate subject matter, or of who is or is not college material."

### Historical Development and Growth

The father of the junior college movement is conceded to be William Rainey Harper, President of the University of Chicago, 1891-1906. He had created two major divisions of the University in 1892 and had changed these names from "Academic College" and the "University College" to "Junior College" and "Senior College" in 1896. It has not been established, however, just when the term "junior college" was first used. Lewis Institute of Chicago, Bradley Institute, Monticello Seminary, the lower-division program of the University of Chicago and the University of California, and others have each been described as the first junior college.<sup>2</sup>

In the beginning of the junior college the major impetus was from the universities. This was evidenced by the growth of junior colleges in those states where the leadership in the universities was favorable. The University of Chicago, the University of California, Stanford University, and the University of Missouri influenced the growth of junior colleges in their states.

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<sup>1</sup>Thornton, op. cit., p. 275.

<sup>2</sup>Eells, Walter Crosby, The Junior College. Boston: Houghton Mifflin Company, 1931. P. 47.

The Normal schools were just beginning to achieve post-high school status and viewed the junior college movement as a way to gain recognition in higher education. It was their offering of courses to prepare for elementary teaching, considered transferable by other colleges, that gained them recognition as junior colleges.

Junior colleges founded between the years of 1900 and 1920 were largely private institutions. There has been, however, a decrease in the proportion of private junior colleges to public junior colleges; in 1948 the public junior colleges outnumbered the private junior colleges.<sup>1</sup>

According to the 1966 Junior College Directory, the public junior colleges now outnumber the independent and church-related junior colleges 503 to 268. Thus, between 1964 and 1966, the names of seventy-one junior colleges have been added to the Directory, fifty of them being new institutions.<sup>2</sup>

It has been predicted that by 1985 there are likely to be at least 1,000 public junior colleges with an enrollment of between four and five million students. Public colleges are likely to be much larger than they are now, with the largest

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<sup>1</sup>Gleazer, Edmund J., Jr., "Analysis of Junior College Growth." Junior College Directory. Washington D. C.: American Association of Junior Colleges, 1961. P. 41.

<sup>2</sup>Harper, William A., "Introduction." Junior College Directory. Washington D. C.: American Association of Junior Colleges, 1966. P. 5.

institutions enrolling up to 50,000 students, possibly in a network of branch locations. Extensive systems of public junior colleges, similar to those now found in California, are likely to be established in many states.<sup>1</sup>

### Philosophy of the Community College

The philosophy of the community college can probably best be expressed in terms of its functions, curriculum, and need. Out of these functions, curriculum, and need of the community college have developed many characteristics. A few are discussed by Gleazer<sup>2</sup> in the pamphlet, The Community College. He writes:

"A good community college is a community college, has an identity of its own, is part of total education, has a realistic program, is characterized by superior teaching, has an adequate financial base, is effectively organized, motivates, and has a plant that is accessible and recognizable."

<sup>3</sup>Fields discusses in The Community College Movement similar characteristics regarding the junior college. He states that the junior college is 1) comprehensive, 2) community centered and adaptable, 3) providing for individual differences, and 4) democratic.

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<sup>1</sup>Tickton, Sidney G., "What's Ahead for Public Junior Colleges." The Junior College Journal, XXXIV (November 1963), 9-11.

<sup>2</sup>Gleazer, Edmund J., Jr., The Community College. Washington D. C.: American Association of Junior Colleges, 1965. (unpaged)

<sup>3</sup>Fields, Ralph R., The Community College Movement. New York: McGraw-Hill Book Company, 1962. Pp. 63-73.

### Objectives and Purposes

The objectives of the community or junior college include many areas of preparation. The California Junior College Association<sup>1</sup> developed the following comprehensive objectives in 1954:

- 1) "The junior college is committed to the democratic way of life.
- 2) The junior college recognizes the individual man, under God, as the highest value of the world and universe.
- 3) The junior college is committed to the policy of granting to the individual man the maximum amount of freedom, personal initiative and adventure consistent with equal opportunities on the part of his fellows; granting liberty in accordance with the ability of the student to use such liberty for the common good of all.
- 4) The junior college is committed to the policy of providing for all the children of all the people, and for all the people, too, post-high school education which will meet their needs."

The Association also developed the following purposes of the junior or community college:

- 1) "Occupational education should be given to those students who will finish their period of formal education in the junior college.
- 2) General education should be given to the junior college student which will prepare him to function effectively as a member of his family, community, state, nation and world.
- 3) College education should be provided for those students who plan to transfer to a four-year college or university after completing two years of junior college work.
- 4) Every junior college should cooperate with other public educational institutions in providing instruction to meet the needs of all people living in the community. The program of training should include occupational and general education."

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<sup>1</sup>Palo Verde College Catalog 1964-65. Palo Verde, California. Pp. 8-10.

## Vocational Education in the Two-year College

### Philosophy and Objectives

According to Alger,<sup>1</sup> "the goal of programs of vocational education should be to contribute in a unique and specific manner to the development of individuals who will possess the necessary competence for chosen occupations." Vocational education programs may be organized to 1) prepare individuals for entry into employment, 2) upgrade, prepare for advancement, or retrain for another occupation those already engaged in an occupation, and 3) provide basic preparation for additional specialized vocational or professional education.<sup>2</sup>

### The Patterns of Vocational Education

Vocational education in the community colleges is included within the curriculum in several patterns. As pointed out in the Flint Community College Catalog,<sup>3</sup> some of the community colleges are separating the vocational-technical areas from the general education and the teacher preparation programs. In the colleges that follow this pattern, preparation in business education, business administration, and secretarial training are included in the general education department. Students who enroll for business training are given the opportunity to meet the requirements for graduation and to transfer their credits to a four-year college.

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<sup>1</sup>Alger, Leon J., "Vocational Education in Michigan." Education and Training for the World of Work. (Harold Smith, Ed.), Kalamazoo: The W. E. Upjohn Institute for Employment Research, July, 1963. P. 124.

<sup>2</sup>ibid.

<sup>3</sup>Flint Community College Catalog 1964-65. Flint, Michigan. Pp. 17-9.

In those colleges that follow the pattern of including vocational-technical areas within the community college proper, programs for business administration, business education, and secretarial training are listed in alphabetical order in the areas of study offered. In community colleges following this pattern, students majoring in business may elect to prepare for graduation and transfer their credits to a four-year college. Those students who do not plan to continue beyond a two-year program may receive an Associate in Arts degree in business. Many of their credits would not be transferable, and the college would be offering terminal education in an area of business training.

Another pattern is that of classifying training in the area of business as occupational education. The occupational branches of these community colleges include vocational and technical training in business administration, secretarial training, practical nursing, automobile mechanics, electronics, and other occupational areas. These colleges offer the students enrolled in these courses an opportunity to prepare for graduation and transfer of credit to a four-year college.

Community colleges that have changed their curriculum to include the vocational and occupational areas of terminal education are stressing regional planning for skilled and semi-skilled occupations. In the colleges that offer occupational and technical training, general education (history, government, mathematics) is also being stressed.<sup>1</sup>

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<sup>1</sup>ibid.

## Business Education in the Two-year College

### Philosophy and Objectives

<sup>1</sup>  
According to Lomax, the following two purposes of business education are usually included in all junior college business programs:

- 1) "To prepare students for and in business employment.
- 2) To prepare students for and in those business experiences in which all citizens should be proficient both in knowledge and performance."

<sup>2</sup>  
A similar statement of purposes is presented by Tonne, Popham, and Freeman. Business education should provide the following:

- 1) "Training in those phases of business that concern every member of organized society.
- 2) Specialized instruction for those who wish to become wage earners in specified occupations."

<sup>3</sup>  
A recent report from the Michigan State Board of Control for Vocational Education contained the following major objectives of education for office occupations:

- 1) "To provide prevocational orientation for those who have not made a tentative occupational choice other than a general desire for some type of business work or who have made an unrealistic selection without its accompanying self-appraisal.

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<sup>1</sup>Lomax, Paul S., "Changes in the Philosophy of Business Education." Recent and Projected Developments Affecting Business Education. (Theodore Woodward, Ed.), Washington D. C.: National Business Education Association, 1964. P. 3.

<sup>2</sup>Tonne, Herbert A., Estelle Popham, and M. Herbert Freeman, Methods of Teaching Business Subjects. New York: Gregg Publishing Company, McGraw-Hill Book Company, 1957. P. 3.

<sup>3</sup>\_\_\_\_\_, "Philosophy and Objectives of Vocational Education." A mimeographed report by Task Force No. 1 of the Michigan Vocational Education Evaluation Project. Sponsored by the State Board of Control for Vocational Education, June, 1962. P. 2.



- 2) To provide the general clerical occupational experiences that lead to attitudes, knowledges, and skills necessary for initial employment in non-technical office job classifications or for basic office task performance in the technical classification.
- 3) To provide, as indicated by the needs of students, employees, and employers, technical preparation in such fields as stenography and the newer office job classifications developing through electronic invention."

### The Business Curriculum

The curriculum in the community colleges vary from a minimum number of business courses in the small colleges to a comprehensive business curriculum in the larger colleges.

<sup>1</sup>  
Tonne lists these as the most commonly taught business subjects in junior colleges: typewriting, shorthand, bookkeeping and accounting, secretarial training, business law, business mathematics, salesmanship, office machines, business communications, introduction to business, marketing, and management organizations.

<sup>2</sup>  
Thornton makes the following comment in regard to a study of occupational courses offered in 590 public and private junior colleges during 1960. He writes:

"It is apparent that courses of study in business are those most frequently offered in junior colleges. Since the general category of 'business' accounts for more than one-fourth of all employment in the United States, even smaller junior colleges can enroll enough students to justify the offering of business training and find suitable employment for them when they complete the course. For this reason, business courses are the usual first occupational offering of junior colleges."

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<sup>1</sup>Tonne, Herbert A., Principles of Business Education. Chicago: Gregg Publishing Company, McGraw-Hill Book Company, 1961. Pp. 450-1.

<sup>2</sup>Thornton, op. cit., p. 182.

## Related Research Studies in Business Education

The following four research studies were undertaken to improve the existing relationships between public high school business departments and local employing officials. Even though the studies were completed at the high school level, the implications for business departments in the two-year college are clear.

In a study completed in 1956, Wilsing<sup>1</sup> interviewed approximately 150 representatives from top, middle, and line management in 97 business organizations throughout the state of Washington. The purposes of his study were to determine the reputation that the public school has for turning out capable workers; to uncover areas of strengths and weaknesses of employees, and to determine the needs and desires of businessmen insofar as training in business education in the public schools was concerned. The major findings of this study are as follows:

- 1) "Businessmen wanted the business departments of the public high schools to do an intelligent job of guiding and training youth so that they came out of high school equipped with specialized business skills and knowledges needed by the business community.
- 2) Businessmen wanted graduates who had the proper attitudes, the desired character traits, and who could get along well with people; who could write a legible hand, perform arithmetic calculations, understand the basic fundamentals of the English language, and who could express themselves both orally and in writing.
- 3) Businessmen prefer acquaintance-level training on the 'common' office machines. There was no unanimity of opinion on the matter of providing specialized office machines instruction in the public high schools.

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<sup>1</sup>Wilsing, Weston C., Is Business Education in the Public High Schools Meeting the Needs and Desires of Businessmen? Cincinnati: South-Western Publishing Company, 1960. Pp. 1-25.

- 4) Businessmen believed that graduates had been 'exposed' to shorthand but were really not good enough to handle a job.
- 5) Businessmen use a variety of standards in hiring for shorthand and typewriting positions. These standards are not always upheld."

A study of requirements and deficiencies of beginning office workers was conducted by Sister Magdalena Shelly.<sup>1</sup> Of the 100 office managers selected in the New York (Manhattan) area, 95 per cent responded to her questionnaire. The major findings of this study follow:

- 1) "Basic skills of English and mathematics are the outstanding skill weaknesses of office workers.
- 2) Maladjustments in personality are the primary causes of dismissal of office personnel. Skill deficiencies are listed as secondary causes."

<sup>2</sup>Sween surveyed 54 business firms in 22 cities in Minnesota. The purposes of her study were to determine office standards used by businesses in hiring office employees, and to obtain suggestions for an improved business education program to fit the needs of the employer. The major findings of her study follow:

- 1) "The greatest areas of weakness were tactful, courteous telephone manners, and English skills.

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<sup>1</sup>Sister Magdalena Shelly, S. N. D., "A Study of Requirements and Deficiencies of Beginning Office Workers in Selected Firms of the Manhattan Area, New York, New York." National Business Education Quarterly, XXII (October 1963), 47.

<sup>2</sup>Sween, Ruth G., "A Survey of Employers in Selected Business Firms in Minnesota To Determine the Competency of High School Business Students and Standards Used in Hiring Employees." National Business Education Quarterly, XXXIV (October 1965), 57-8.

- 2) Lack of assumption of responsibility were the primary causes for dismissal of office personnel.
- 3) Rates of 50 words a minute in typewriting and 80 words a minute in shorthand were most frequently used.
- 4) Only two businesses of the 50 respondents did not require typewriting skills."

A survey of 14<sup>1</sup> Madison area businesses was conducted by Lunley. The purposes of his survey were to examine the office standards used by businesses in hiring the beginning office employee, and to make suggestions for improved business education programs. The major findings of his study follow:

- 1) "Businesses were not consistent in naming specific standards for employment.
- 2) Rates of 40 to 50 words a minute in typewriting and 80 to 100 words a minute in shorthand were most frequently required.
- 3) Personality traits were considered important.
- 4) Typewriting, filing, and office machine skills are required for more than one-half of the beginning jobs.
- 5) Shorthand and bookkeeping skills were required in less than 25 per cent of the cases."

### Summary

The review of the literature was directed toward the origin, development, philosophy, and purposes of the two-year college; the philosophy, objectives, and patterns of vocational education in the two-year college, and a review of related research studies in business education.

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<sup>1</sup>Lunley, Theodore R., "A Survey of Madison, Wisconsin, Business To Determine the Office Employment Standards Used in Hiring the Beginning Office Employee." National Business Education Quarterly, XXXII (October 1963), 29.

## CHAPTER III

### DESIGN OF THE STUDY

#### Introductory Statement

The writer is currently employed as an instructor in the Business Department at Muskegon County Community College and, therefore, directly connected with preparing individuals for employment in the business occupations.

The opportunity to conduct a research project within Muskegon County will enable the members of the business department to better understand the needs and desires of the local employers. It is hoped that the findings of this study will benefit the individuals who prepare for business occupations at Muskegon County Community College and may be of value to the area high school business departments as well.

#### Instruments

As a result of consultations with the project advisor and the members of the project advisory committee at Western Michigan University, it was decided that two instruments were needed for securing the data for this study.

After careful analysis of the different means for obtaining the data, the advisory committee recommended that the checklist type of questionnaire would most likely elicit the best answers for this study. Questionnaire I (see Appendix A) was developed and administered to 120 selected manufacturing and non-manufacturing

organizations within Muskegon County.

The second instrument, Questionnaire II, (see Appendix B) was administered to 24 graduates who received the Associate in Business degree in 1966 from Muskegon County Community College.

#### Preparation of Questionnaire I

The instrument used for the collection of the data (Questionnaire I) was developed by the writer in cooperation with the project advisor. A tentative list of questions was prepared and submitted to the project advisor for his additions and criticisms. Following these additions and criticisms, a tentative questionnaire was prepared and submitted to the advisor for a second review. Following this revision, a tentative questionnaire was presented to the six members of the Business Department at Muskegon County Community College for their critical analyses.

After examination by the Business Department staff, a revised questionnaire was presented to the project advisor for his evaluation. The questionnaire was then pre-tested by selected manufacturing and non-manufacturing organizations in Muskegon County, thus assuring that the questions were clearly worded and meaningful in regard to the purposes of the study.

An analysis of the pre-test resulted in few changes being made. Following the pre-test, a final questionnaire was prepared and administered to the selected sample.

#### Selection of the Manufacturing Sample

The names of sixty manufacturing organizations were selected at

random from the Muskegon Area Industrial Directory 1966-67. Those organizations selected for the study employed twenty-five or more employees.

Each organization was categorized according to the total number of workers employed, therefore, thirty organizations were classified as small (25 to 100 employees), twenty were classified as medium in size (101 to 500 employees), and ten organizations were classified as large (over 500 employees).

After the initial selection of the sample, the employing official in each organization was contacted by telephone and asked for his cooperation in the study. This initial contact with the employing official made it possible to explain the nature of the study and to secure his cooperation.

#### Selection of the Non-manufacturing Sample

The names of sixty non-manufacturing organizations were selected at random from the classified section of the Muskegon County Telephone Directory. Each organization was categorized by size (small, 1 to 100 employees), (medium, 101 to 500 employees), (large, over 500 employees), which was determined by the total number of workers employed.

In an attempt to secure a satisfactory response to the questionnaire, the employing official, who was primarily responsible for hiring office personnel, was contacted by telephone and asked for his cooperation in the study.

### Procedure in Administering Questionnaire I

Approximately one month before mailing the questionnaire, a "reminder letter" was sent to each employing official. This letter was intended to remind each employing official of the previous telephone conversation and of his commitment to take part in the study.

A month later, each employing official was sent the following: 1) a personal thank you letter, 2) some general instructions, the list of questions, and the response sheets used for recording answers, and 3) a self-addressed, stamped envelope.

Each employing official was allowed a period of two weeks to complete and return the questionnaire. Approximately one week following the designated return date, the officials who had not responded to the first questionnaire were sent the following: 1) a follow-up letter, 2) a "personal" envelope containing the general instructions, questions and response sheets, and 3) a self-addressed, stamped envelope.

### Preparation of Questionnaire II

The instrument used for the collection of the data (Questionnaire II) was developed by the writer in cooperation with the project advisor. A tentative list of questions was prepared and submitted to the advisor for his additions and criticisms. Following these additions and criticisms, a tentative questionnaire was submitted to the six members of the Business Department at



Muskegon County Community College for their analyses. After examination by the Business Department staff, several second-year students, who were majoring in the business area at Muskegon County Community College, were asked for their critical analyses of the questionnaire. Many helpful suggestions were received.

Following the students' analyses, a final questionnaire was prepared and administered to all of the business graduates who had received an Associate in Business degree from Muskegon County Community College in 1966.

#### Selection of the Business Graduates

The Director of Admissions at Muskegon County Community College provided the names of all graduates who had received an Associate in Business degree in 1966. A questionnaire was administered to 24 graduates as a part of the study.

#### Procedure in Administering Questionnaire II

The procedure used in administering the questionnaire was as follows: Each business graduate was sent 1) a personal letter, 2) a copy of the questionnaire, and 3) a self-addressed, stamped envelope. The envelope addressed to each graduate included the notations "personal" and "please forward if necessary" in the lower left corner. A copy of the letter and the questionnaire is included in Appendix B.

On March 20, 1967, twenty-four questionnaires were sent to the graduates. Of the twenty-four graduates, one could not be located. Each graduate was allowed a period of two weeks to complete and return the questionnaire. Approximately one week following the designated return date, a follow-up personal letter, questionnaire, and self-addressed, stamped envelope were sent to those graduates who had not responded to the first questionnaire.

#### Limitations of the Study

This study was limited to sixty selected manufacturing organizations and sixty selected non-manufacturing organizations in Muskegon County. Each manufacturing organization selected for the study employed twenty-five or more workers.

This study was also limited to the twenty-four graduates who received the Associate in Business degree from Muskegon County Community College in 1966.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA FROM QUESTIONNAIRE I

A total of 120 questionnaires were sent to the selected sample. Sixty were sent to the employment official in selected manufacturing organizations; sixty were sent to the employing official in selected non-manufacturing organizations. A total of 103 questionnaires, or 85.8 per cent, were received. Fifty returns, or 83.3 per cent, were received from the manufacturing sample; fifty-three returns, or 88.3 per cent, were received from the non-manufacturing sample.

#### Background Information on the Organizations

The first four questions in the questionnaire were devised to obtain the following information about each organization: 1) the occupational title or position of the responding employing official, 2) the approximate total number of workers employed, 3) the number of full-time and part-time office workers, and 4) the number of office workers who have some schooling beyond high school.

An analysis of the data revealed that a variety of occupational titles were used by the employing officials. The official responsible for hiring office workers may be known by one or more titles. Following are the titles as arranged in order of frequency: office manager, personnel manager, personnel director, employment manager, general manager, employment supervisor, vice president,

president, superintendent, assistant superintendent, secretary, treasurer, personnel clerk, cost accountant, purchasing agent, city clerk, and personnel interviewer.

Table I on page 30 shows the approximate total number of workers employed in the organizations. Of the 50 manufacturing organizations, 24 are classified as small, 16 as medium, and 10 as large in size. Of the responding non-manufacturing organizations, 40 are classified as small, 10 as medium, and 3 as large in size. Although the 64 small organizations represent 62.1 per cent of the 103 organizations, they account for the smallest number of workers employed.

In response to the question "How many full-time employees are classified as office personnel?," 75 per cent of the small manufacturing organizations employ one to ten full-time office workers. Of the medium manufacturing organizations, 80 per cent employ six to fifty full-time office workers. None of the ten large manufacturing organizations employ less than twenty-one full-time office workers.

Twenty-three, or 57.5 per cent, of the small non-manufacturing organizations employ one to five full-time office workers. Seventy per cent of the medium organizations employ six to fifty full-time office workers. None of the three large non-manufacturing organizations employ less than fifty-one full-time office workers.

TABLE I

## NUMBER OF EMPLOYEES WORKING IN THE 103 ORGANIZATIONS

MANUFACTURING ORGANIZATIONS			NON-MANUFACTURING ORGANIZATIONS		
Response	Total Number	Percent of Total	Response	Total Number	Percent of Total
*25 - 50	10	20.0	*1 - 50	32	60.4
51 - 100	14	28.0	51 - 100	8	15.0
*101 - 250	9	18.0	*101 - 250	7	13.2
251 - 500	7	14.0	251 - 500	3	5.7
*501 - 1000	4	8.0	*501 - 1000	2	3.8
1001 - 2000	4	8.0	1001 - 2000	0	0.0
2001 - 4000	1	2.0	2001 - 4000	1	1.9
4001 & Over	1	2.0	4001 & Over	0	0.0
Totals	50	100.0	Totals	53	100.0

NOTE: This table should be read as follows: Ten of the 50 manufacturing organizations, or 20 per cent, employ 25 to 50 workers. Thirty-two of the 53 non-manufacturing organizations, or 60.4 per cent, employ 1 to 50 workers.

\*Small manufacturing organization is 25 to 100 employees

\*Small non-manufacturing organization is 1 to 100 employees

\*Medium size is 101 to 500 employees

\*Medium size is 101 to 500 employees

\*Over 500 employees is large organization

\*Over 500 employees is large organization

In response to the question "How many part-time employees are classified as office personnel?," 18 manufacturing organizations, or 36 per cent, do not employ any part-time office workers. Fifty-six per cent of the manufacturing organizations employ one to five part-time office workers. Nineteen non-manufacturing organizations, or 35.8 per cent, do not employ any part-time office workers. Twenty-six organizations, or 49 per cent, employ one to five part-time office workers.

In response to the question "How many of your office employees (full time and part time) have some schooling beyond high school?," only 4 per cent of the 50 manufacturing organizations and 22.6 per cent of the 53 non-manufacturing organizations reported that their office workers do not have some education beyond high school.

#### Hiring Techniques Used by Employing Officials

This section of the study is devoted to the techniques used by employing officials in hiring office workers.

#### Securing Office Workers

Seventy-two per cent of the manufacturing organizations reported that their office workers are hired from applications placed by persons who report to the company's personnel office. The organizations also indicated that they frequently use the services of the Michigan Employment Security Commission and the Muskegon Manufacturers Association. When the non-manufacturing organizations were asked what methods and agencies they use in securing beginning

office workers, 71.6 per cent reported that their office workers are selected from applications placed by persons who report to the company's personnel office. The non-manufacturing organizations indicated that they frequently use newspaper advertising and the services of the Michigan Employment Security Commission.

Of the 103 organizations, 93.1 per cent do not use radio advertising as a method for securing office workers.

#### Education Beyond High School

In response to the question "Do you actively seek office personnel with more than a high school education?," 54 per cent of the manufacturing organizations and 47.7 per cent of the non-manufacturing organizations indicated that they do seek office workers with education beyond high school.

Accounting and secretarial positions were frequently mentioned by the respondents as jobs which would require two years of college preparation.

#### Experienced and Inexperienced Applicants

The data in Table II on page 33 show that 29 organizations, or 58 per cent of the manufacturers, always or frequently require an applicant for an office position to have previous experience. Only two organizations, or 4 per cent, do not require previous experience. Twenty-one manufacturing organizations, or 42 per cent, require an accountant to have experience in his area; seventeen organizations, or 34 per cent, require secretarial workers to have

TABLE II

NUMBER OF ORGANIZATIONS THAT REQUIRE  
PREVIOUS OFFICE EXPERIENCE

MANUFACTURING ORGANIZATIONS			NON-MANUFACTURING ORGANIZATIONS	
Response	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total
Always	3	6.0	7	13.2
Frequently	26	52.0	14	26.4
Occasionally	19	38.0	25	47.2
Never	2	4.0	7	13.2
Totals	50	100.0	53	100.0

NOTE: This table should be read as follows: Three of the 50 manufacturing organizations, or 6 per cent, "always" require the beginning office worker to have previous office experience. Seven of the 53 non-manufacturing organizations, or 13.2 per cent, "always" require previous office experience.



experience, and eleven organizations, or 22 per cent, require bookkeepers to have some previous office experience. Of the non-manufacturing organizations, 39.6 per cent require office workers to have previous office experience. Sixteen organizations, or 30.1 per cent, require a bookkeeper to have experience in his area; thirteen organizations, or 24.5 per cent, require secretarial workers to have experience, and 13.2 per cent of the non-manufacturing organizations require accountants to have previous office experience.

### The Personal Interview

In response to the question "How important is the personal interview in determining your decision to employ an office worker?," 98 per cent of the manufacturing organizations and 94 per cent of the non-manufacturing organizations regard the personal interview as a very important aspect of the pre-employment routine. None of the 103 organizations reported that the personal interview was unimportant.

Approximately 66 per cent of the manufacturing organizations and 75 per cent of the non-manufacturing organizations reported that a poor personal appearance is the primary reason for rejecting an applicant after the personal interview. Employment officials are also influenced by an applicant's attitude, personality, work references, and health record.

### Personality Factors

In reply to the question "How important are personality factors (personal appearance, poise, voice, self-confidence, etc.) in determining your decision to employ a beginning office worker?," 90 per cent of the manufacturing organizations and 94.3 per cent of the non-manufacturing organizations consider personality factors as an important aspect of the decision to employ or reject an applicant. None of the 103 organizations indicated that personality factors are unimportant in making the decision to employ an applicant.

In interviewing an applicant for an office position, 23 of the manufacturing organizations, or 46 per cent, and 33, or 62.2 per cent, of the non-manufacturing organizations indicated that they particularly look at the applicant's personal appearance.

Attitude, self-confidence, poise, cheerfulness, ambition, and courtesy were other personality factors most frequently mentioned by the 103 organizations.

The following typical comments by the respondents indicate the importance of personality factors:

"A morale problem caused by one individual's lack of cooperation can seriously effect complete office efficiency. The ability to mix and work well with others is very important."

"We believe that the ability to get along well with others is especially necessary."

"We have rejected well qualified applicants who do not appear to be able to work well with others."

"First impressions on a future employer are very important. Unkept hair, sloppy dress, unshined shoes, dirty nails mean no application form to me."

### The Applicant's Academic Record

In reply to the question "Do you communicate with school officials to get information about the potential office worker's academic record?" 46 per cent of the manufacturing organizations and 45 per cent of the non-manufacturing organizations indicated that they communicate with school officials in regard to an applicant's academic record.

The applicant's academic record is considered important by 88 per cent of the manufacturing organizations and 92 per cent of the non-manufacturing organizations.

### The Applicant's References

Of the 50 manufacturing organizations that replied to the question "Do you communicate with the persons named as references by a candidate?" only one organization does not follow-up the references supplied by the applicant. Ninety-eight per cent of the manufacturing organizations consider references to be important. Ninety-eight per cent of the non-manufacturing organizations indicated that they communicate with people named as references. Only one of the 53 non-manufacturing organizations consider references to be unimportant in hiring beginning office workers.

In regard to references, the following typical comments were made:

"We try to find a reference who we think will give us an unbiased opinion."

"Some references are usually from good friends and can give a false impression. The references from professional people are usually very good."

"We check personal references only when other information is scarce. However, all previous employment references are checked."

### The Typewriting Test

In order to determine the extent of testing done by the 103 organizations, Table III on page 38 shows the responses to the question "Do you administer a typewriting test to the candidate seeking an office position?" Fifty per cent of the manufacturing organizations and 52.8 per cent of the non-manufacturing organizations indicated that they "always" or "frequently" administer a typewriting test.

### Typewriting Speed Requirements

In response to the question "What do you consider to be the minimum typewriting speed standard for hiring beginning office personnel for jobs involving typewriting?," 76 per cent of the manufacturing organizations and 73.6 per cent of the non-manufacturing organizations reported that applicants should be able to typewrite 41 to 60 words a minute.

Of the 38 manufacturing organizations that use a typewriting test, 18, or 47.2 per cent, frequently use a five-minute straight-copy examination. Thirteen organizations, or 34 per cent, frequently request an applicant to type sample business letters. Of the 43 non-manufacturing organizations that use a typewriting test, 21, or 48.8 per cent, frequently use a five-minute straight-copy examination. Twenty-one organizations, or 48.8 per cent, also use sample business letters as a measurement of typewriting skill.

TABLE III

NUMBER OF ORGANIZATIONS THAT ADMINISTER  
A TYPEWRITING TEST

MANUFACTURING ORGANIZATIONS			NON-MANUFACTURING ORGANIZATIONS	
Response	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total
Always	11	22.0	18	33.9
Frequently	14	28.0	10	18.9
Occasionally	13	26.0	15	28.3
Never	12	24.0	10	18.9
Totals	50	100.0	53	100.0

NOTE: This table should be read as follows: Twenty-two per cent of the 50 manufacturing organizations and 33.9 per cent of the 53 non-manufacturing organizations "always" administer a typewriting test to the candidate seeking an office position.

### Evaluation of the Typewriting Test Results

In response to the question "How do you evaluate the results of the typewriting test?," a limited number of replies were received. Of the 38 manufacturing organizations that administer typewriting tests, 13.1 per cent indicated that general appearance and form is the most common evaluation method. Of the 43 non-manufacturing organizations, 23.2 per cent use gross words and a sliding scale for errors. General appearance and form is an evaluation method used by 11.6 per cent of the non-manufacturing organizations.

### The Shorthand Test

When asked if a shorthand test was ever administered to applicants seeking a stenographic position, 28 manufacturing organizations, or 56 per cent, and 31 non-manufacturing organizations, or 58.5 per cent, reported that a shorthand test is never used as an evaluation device in hiring stenographic workers.

According to 78.2 per cent of the 22 manufacturing organizations that administer a shorthand test and 86.4 per cent of the 22 non-manufacturing organizations, a beginning stenographic worker should be able to write shorthand dictated at 61 to 100 words a minute.

### The Beginner and the Trial Period

In response to the question "Do you employ the beginning office worker on a trial basis?," 70 per cent of the manufacturing organizations and 85 per cent of the non-manufacturing organizations indicated that the beginning office worker is hired on a trial basis.

Table IV on page 41 shows the responses given as the length of time designated as the trial period. Twenty-one manufacturing organizations, or 51.2 per cent, and 25 non-manufacturing organizations, or 49 per cent, require a beginning office worker to serve a one month trial period prior to obtaining permanent employment.

#### Strengths of Office Workers

Table V on page 42 shows the five major over-all strengths of beginning office workers as perceived by the 103 employing officials. Eighty-two per cent of the manufacturing respondents and 75.4 per cent of the non-manufacturing respondents most frequently checked "accuracy" as one strength their beginning office workers possess.

#### Reasons for Dismissing Office Workers

Fifty-four per cent of the manufacturing organizations reported that absenteeism is the most frequent reason for dismissing an office worker. Other reasons reported in the order of frequency were: unsatisfactory work and an uncooperative attitude. Forty-one per cent of the non-manufacturing organizations reported unsatisfactory work as the primary reason for dismissing office workers. Other reasons reported in the order of frequency were: uncooperative team worker, absenteeism, and lack of initiative.

TABLE IV

LENGTH OF THE TRIAL PERIOD AS DESIGNATED  
BY THE ORGANIZATIONS

MANUFACTURING ORGANIZATIONS			NON-MANUFACTURING ORGANIZATIONS	
Response	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total
One Month	21	51.2	25	49.0
Three Months	6	14.7	11	21.6
Six Months	3	7.3	5	9.8
Miscellaneous *	11	26.8	10	19.6
Totals	41	100.0	51	100.0

NOTE: This table should be read as follows: Of the 41 manufacturing organizations that employ beginning office workers on a trial basis, 21, or 51.2 per cent, indicated the trial period to be one month. Of the 51 non-manufacturing organizations, 25, or 49 per cent, indicated a one month trial period.

\*Miscellaneous responses: one week, two weeks, two months, and varies.



TABLE V

THE FIVE MAJOR OVER-ALL STRENGTHS OF  
BEGINNING OFFICE WORKERS

MANUFACTURING ORGANIZATIONS			NON-MANUFACTURING ORGANIZATIONS	
Response	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total
Accuracy	41	82.0	40	75.4
Intelligence	36	72.0	25	47.1
Efficiency	31	62.0	32	60.3
Initiative	27	54.0	32	60.3
Adaptability	23	46.0	32	60.3

NOTE: This table should be read as follows: Forty-one of the 50 manufacturing organizations, or 82 per cent, and 40 of the 53 non-manufacturing organizations, or 75.4 per cent, indicated "accuracy" as one strength their office workers possess.

## The Status of Office Skills

As indicated in Chapter I, one of the purposes of the study is to identify specific skills needed by inexperienced office workers. This section of the study is devoted to the importance of skills as viewed by the employing officials, the kinds of office machines used in the organizations, and the office opportunities available to the beginner on automated equipment.

In order to determine the importance of skills, the employing officials were asked the following two questions:

How important is machine skill ability (typewriting, business machines, etc.) in determining your decision to employ a beginning office worker? Extremely Important, Very Important, Somewhat Important, or Not Important.

In regard to your office needs, what do you consider to be the most important skills which the Business Department at Muskegon County Community College could develop in beginning office workers?

The responses to the two questions are reported in Tables VI and VII. Table VI on page 44 shows that 74 per cent of the manufacturing organizations and 69.8 per cent of the non-manufacturing organizations consider office machine skills as an extremely important or very important determinant in hiring beginning office workers.

Table VII on page 45 shows that 58 per cent of the manufacturing organizations and 62.3 per cent of the non-manufacturing organizations consider typewriting as an important skill for their office workers.

TABLE VI

THE IMPORTANCE OF MACHINE SKILLS AS VIEWED  
BY THE EMPLOYING OFFICIALS

MANUFACTURING ORGANIZATIONS			NON-MANUFACTURING ORGANIZATIONS	
Response	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total
Extremely Important	10	20.0	10	18.9
Very Important	27	54.0	27	50.9
Somewhat Important	12	24.0	16	30.2
Not Important	0	0.0	0	0.0
No Response	1	2.0	0	0.0
Totals	50	100.0	53	100.0

NOTE: This table should be read as follows: Ten of the 50 manufacturing organizations, or 20 per cent, and 10 of the 53 non-manufacturing organizations, or 18.9 per cent, consider machine skill ability to be extremely important.

TABLE VII

IMPORTANT OFFICE SKILLS NEEDED BY  
BEGINNING OFFICE WORKERS

MANUFACTURING ORGANIZATIONS			NON-MANUFACTURING ORGANIZATIONS	
Response	Number of Respondents	Percent of Total	Number of Respondents	Percent of Total
Typewriting	29	58.0	33	62.3
Office Machines	18	36.0	25	47.2
Accounting	17	34.0	15	28.3
Oral Communication	15	30.0	27	50.9

NOTE: This table should be read as follows: Twenty-nine of the 50 manufacturing organizations, or 58 per cent, and 33 of the 53 non-manufacturing organizations, or 62.3 per cent, indicated "typewriting" to be a very important skill for their beginning office workers.

### The Importance of Office Skills

In response to the question "How important are the following skills for your beginning office workers?," typewriting, business English, written communication, and oral communication are considered "important" by over 75 per cent of the 50 manufacturing organizations. Of the 53 non-manufacturing organizations, over 64 per cent indicated that typewriting, oral communication, business English, and filing skills are considered important for the beginning office worker.

Seventeen small and medium organizations, or 34 per cent of the 50 manufacturing organizations, and 41 small and medium organizations, or 77.3 per cent of the 53 non-manufacturing organizations, consider shorthand dictation and transcription skills as unimportant for the beginning office worker.

### The Kinds of Office Machines Used in the Organizations

Table VIII on page 47 shows the kinds of office machines used by the small, medium, and large organizations. The data indicate that the majority of the large manufacturing and non-manufacturing organizations use a variety of office machines.

In response to the question "Does the inexperienced office worker need more than an introductory course in office machines (high school or college) before he can be placed in a position requiring the full-time use of your machines?," 44 per cent of the manufacturing organizations and 26.4 per cent of the non-manufacturing organizations indicated that the beginning office worker should have training beyond an introductory course.

TABLE VIII

KINDS OF OFFICE MACHINES USED IN THE  
MANUFACTURING AND NON-MANUFACTURING ORGANIZATIONS

Office Machine	Percentage of Respondents					
	Mfg.	Small Non-mfg.	Mfg.	Medium Non-mfg.	Mfg.	Large Non-mfg.
Electric Typewriter	83.3	55.0	100.0	90.0	100.0	100.0
Manual Typewriter	66.6	85.5	75.0	90.0	90.0	100.0
Ten-key Adding Machine	83.3	67.5	93.7	100.0	100.0	100.0
Full-key Adding Machine	70.8	60.0	81.2	90.0	60.0	100.0
Printing Calculator	45.8	17.5	68.7	40.0	60.0	66.6
Rotary Calculator	58.3	15.0	68.7	60.0	50.0	66.6
Comptometer Machine	25.0	15.0	62.5	20.0	100.0	66.6
Bookkeeping and Accounting Machine	37.5	27.5	68.7	80.0	90.0	100.0

NOTE: This table should be read as follows: The percentages are based on 24 small, 16 medium, and 10 large manufacturing organizations and 40 small, 10 medium, and 3 large non-manufacturing organizations. Of the 24 small manufacturing organizations, 83.3 per cent indicated that they use electric typewriters in their organizations. The remaining percentages should be interpreted in a similar manner.

In response to the question "Do you give any on-the-job machine training to the inexperienced office worker before he is permanently assigned to an office machine?," 76 per cent of the 50 manufacturing organizations and 77.4 per cent of the 53 non-manufacturing organizations indicated that they would give training on the following kinds of machines: dictaphone, rotary and printing calculator, accounting machine, bookkeeping machine, and comptometer. Two large manufacturing organizations indicated that on-the-job training is available on data processing and computer equipment.

#### The Use of Automated Equipment

Table IX on page 49 shows the percentage of the 103 responding organizations that do not use automated equipment (data processing and computer equipment). The data indicates that automated equipment is used primarily in large organizations. The organizations that use automated equipment indicated that an employee who is trained on data processing or computer equipment would be placed in the organization as an IBM machine operator, key-punch machine operator, or computer operator.

TABLE IX

## PERCENTAGE OF ORGANIZATIONS THAT DO NOT USE AUTOMATED EQUIPMENT

MANUFACTURING ORGANIZATIONS			NON-MANUFACTURING ORGANIZATIONS	
Size	Total Number	Total Percent	Total Number	Total Percent
Small	24	91.7	40	92.5
Medium	16	62.5	10	80.0
Large	10	30.0	3	66.6
Totals	50	----	53	----

NOTE: This table should be read as follows: Of the 24 small manufacturing organizations, 91.7 per cent indicated that they do not use automated equipment (data processing and computers) in their organizations. Of the 40 small non-manufacturing organizations, 92.5 per cent indicated they do not use automated equipment.



## Salaries and Fringe Benefits

This section of the study is devoted to the economic opportunities available to the inexperienced office worker.

Table X on page 51 shows the number of responses to the question "Approximately what gross weekly salary could the inexperienced office worker expect to receive for the 40-hour work week if employed in your organization?" It will be observed that the higher salaries paid to beginning office workers are available in the manufacturing organizations.

Table XI on page 52 shows the responses to the question "What employer-paid fringe benefits could the inexperienced office worker expect from your organization?" The majority of the 103 organizations reported that the following benefits are available to the inexperienced office worker: vacation, insurance, paid holidays, and paid sick days.

### Educational Reimbursement

In response to the question "Do you reimburse an office worker for expenses incurred in completing additional course work (college, correspondence, adult education, etc.) related to his office duties?," 28 per cent of the manufacturing organizations and 54.7 per cent of the non-manufacturing organizations indicated that an office worker would not be reimbursed for his educational expenses.

TABLE X

SALARIES AVAILABLE TO INEXPERIENCED OFFICE WORKERS  
AS REPORTED BY EMPLOYING OFFICIALS  
IN THE 103 ORGANIZATIONS

Office Position	Organ- ization	Up to \$50	Number of Respondents					Total Number
			51 65	66 80	81 95	96 120	Over 120	
Accountant	Mfg.	0	1	7	12	11	2	33
	Non-mfg.	1	12	5	5	2	0	25
Bookkeeper	Mfg.	0	7	17	9	2	1	36
	Non-mfg.	1	18	10	4	1	0	34
Clerk-typist	Mfg.	3	24	18	2	0	0	47
	Non-mfg.	7	36	5	0	0	0	48
Filing Clerk	Mfg.	4	21	11	1	0	0	37
	Non-mfg.	7	27	3	0	0	0	37
Stenographer	Mfg.	1	11	18	7	2	0	39
	Non-mfg.	2	19	9	1	0	0	31
Key-punch Op.	Mfg.	0	2	11	0	1	0	14
	Non-mfg.	0	4	0	0	0	0	4
Receptionist	Mfg.	2	13	17	4	1	0	37
	Non-mfg.	4	21	6	0	0	0	33
Secretary	Mfg.	1	6	19	11	4	1	42
	Non-mfg.	1	14	13	4	0	0	32

NOTE: This table should be read as follows: Thirty-three of the 50 manufacturing organizations and 25 of the 53 non-manufacturing organizations indicated that an accountant would receive one of the stated salaries.

TABLE XI

FRINGE BENEFITS AVAILABLE TO THE INEXPERIENCED  
OFFICE WORKER IN THE ORGANIZATIONS

MANUFACTURING ORGANIZATIONS			NON-MANUFACTURING ORGANIZATIONS	
Response	Total Number	Total Percent	Total Number	Total Percent
One Week Vacation	38	76.0	38	71.6
Two Weeks Vacation	6	12.0	8	15.0
Insurance Benefit	50	100.0	45	84.8
Paid Holidays	47	94.0	46	86.7
Paid Sick Days	41	82.0	43	81.1
Retirement Benefit	32	64.0	26	49.0

NOTE: This table should be read as follows: Thirty-eight of the 50 manufacturing organizations, or 76 per cent, and 38 of the 53 non-manufacturing organizations, or 71.6 per cent, indicated that the beginning office worker would receive a one week vacation.

### The Present Supply and Future Demand for Office Workers

This section of the study is intended to determine the kinds of office workers needed by employing officials, and the kinds of office workers that will be in greatest demand in the future.

The data revealed that the present supply of office workers in the majority of the 103 organizations is adequate. The majority of the manufacturing and non-manufacturing organizations indicated that accountants, bookkeepers, clerk-typists, and secretaries would most likely be in greatest demand in the future.

In regard to supply and demand for office workers, the following comments are typical:

"Muskegon seems to be over supplied at the present, and I don't expect to be needing anyone for at least a year."

"We have had very good luck holding our office workers because of good pay, benefits, and a group that works well together. However, our firm has grown tremendously over the past few years and naturally we have added office help as the need arose. We will be hiring additional help in the near future."

"Future demand will remain the same in some categories, but due to vacancies resulting from promotions, female employees getting married or transferring to another town due to husbands employment, we do have an annual demand for some replacements in each category."

"We have five full-time and two part-time office workers. At the present time we do not need additional help. We will need to add to our office staff within the next year or year and a half."

"The current supply of stenographic applicants is very limited, both experienced and inexperienced. Other than that group, there seems to be no particular shortage. Due to recent industrial layoffs, the current demand is low."

### General Comments

The following comments are typical in regard to how the employment officials view the office workers:

"Too often, especially in female personnel, there is a definite lack of general office and business procedures knowledge. On the average, inexperienced female employees do not have the knowledge of what takes place in another department of the office and cannot follow the flow of paper work. Also, female employees on the average have poor knowledge of basic mathematics."

"We consider attitude far and away the most important attribution even over skill. An office employee must be willing to go to some extent beyond the duties of the job; willing to put in some overtime if necessary; willing to get along well with others; show more interest in the job or company than in his own affairs during work hours, and present a good company image on and off the job."

"May I add how discouraging it is for applicants to misspell words on their applications--words that a sixth grade pupil should know. English is very important. The ability to use proper words in the course of a conversation. It is annoying to interview and have the applicant looking at the walls or floor instead of directly at you. To have an applicant come in dressed for a Saturday evening dance instead of office apparel, simple everyday wear. To have chewing gum snapped in your face during the interview is one of the worst habits. I find that personality, direct and confident speaking, being truthful about any previous experience and being able to spell and use the proper English in speaking is the easiest way to acquire office employment."

"I have interviewed many young people in the past several years for employment in my office. A great many, in reply to newspaper ads, have not really taken the time to acquaint themselves with the type of business we are in. They are not prepared for an interview. I find too many young people are more interested in what we have to offer in the area of fringe benefits than in telling me what they have to offer my company. I want to hire young people with a great desire to learn to do a job well, and to want to progress to a better job at the earliest possible time. My company wants and needs young people with a desire to be a success in their job and to want more responsibilities."

## CHAPTER V

### PRESENTATION AND ANALYSIS OF DATA FROM QUESTIONNAIRE II

Questionnaire II was administered to all the graduates who received the Associate in Business degree from Muskegon County Community College in 1966. Of the 24 business graduates, 13 males and 4 females, or 70.8 per cent, responded to the questionnaire.

#### Current Status of the Graduates

##### Business Graduates who Continued Their Education

The data revealed that 9 male respondents were enrolled in a college or university as full-time students. Four respondents were enrolled at Ferris State College; 3 at Western Michigan University; 1 at Grand Valley State College, and 1 at Northeastern University in Boston, Massachusetts. Eight of the respondents were majoring in Business Administration and one was majoring in Sociology.

##### Business Graduates who Accepted Employment

Four male respondents and four female respondents were employed. Of the eight respondents, seven were employed full time and one was employed on a part-time basis. Five respondents were employed in Muskegon; one in North Muskegon; one in Grand Haven, and one in West Palm Beach, Florida.

The eight employed graduates were known by one of the following occupational titles in their positions: assistant purchasing manager, cashier, salesman, senior cost accounting clerk, medical assistant, lead store clerk, assistant store manager, and accounts payable clerk. Four of the graduates were employed in manufacturing organizations and four were employed in non-manufacturing organizations.

#### Responses from the Eight Employed Graduates

##### Securing a Position in Business

In response to the question "What method did you use to secure your present position?" four respondents made direct application to an employer; one replied to a newspaper advertisement; one used the services of a private employment agency; one was employed through the influence of a friend, and one was recommended for employment by a former employer.

##### The Importance of Skills

Table XII on page 57 shows the responses to the question "How important do you consider the following skills to be in your present position?" Depending on the nature of their present positions, six of the eight respondents indicated that shorthand dictation and transcription skills are considered to be unimportant. Six of the eight respondents indicated that oral communication skill is considered extremely important.

TABLE XII  
THE IMPORTANCE OF OFFICE SKILLS AS VIEWED  
BY THE EIGHT EMPLOYED GRADUATES  
FROM THE CLASS OF 1966

Skills	Number of Respondents				Total
	Extremely Important	Very Important	Somewhat Important	Not Important	
Accounting	3	1	4	0	8
Business English	3	3	2	0	8
Filing	3	3	1	1	8
Office Machines	3	2	3	0	8
Oral Communication	6	2	0	0	8
Shorthand Dictation	1	1	0	6	8
Shorthand Transcription	1	1	0	6	8
Typewriting	3	0	3	2	8
Written Communication	4	2	2	0	8

NOTE: This table should be read as follows: Of the eight employed graduates, three indicated that accounting was "extremely important" in their present positions; one said "very important" and four graduates said "somewhat important."



### Test Requirements

Only one of the eight employed graduates was asked to take a typewriting or shorthand test as a condition for employment.

### On-the-job Training

Only three of the eight respondents indicated that they received on-the-job training for their positions (cashier trainee, lead store clerk, medical assistant). Five respondents reported that they did not receive additional training for their positions.

### Salaries

In response to the question "Approximately what is your weekly gross income earned?," two employed graduates reported that they were earning between \$51 and 65 a week; two graduates reported an income of \$96 to 120 and three graduates reported that they were earning over \$120 a week. One graduate, who was employed on a part-time basis, reported an income of \$66 to 80 a week.

### Satisfaction with Present Position

In response to the question "To what extent are you satisfied with your present position?," five respondents said they were "very satisfied" and three respondents said they were "satisfied" with their positions.

The Business Department at Muskegon County Community College  
as Viewed by 17 Graduates from the Class of 1966

One of the specific purposes of this study is to identify strengths and weaknesses of the business department as viewed by the 17 graduates. This section of the study is devoted to the attitudes expressed by the graduates and their views of the business department.

In response to the question "If you were starting your business degree program again, would you select Muskegon County Community College for your vocational preparation?," 16 respondents, or 94.1 per cent, indicated "yes" while one respondent was "uncertain."

Of the 17 respondents, 100 per cent reported that they would not have chosen a field other than business for their associate degree program.

Table XIII on page 61 shows the respondents' attitudes in regard to the job placement services in the business department, quantity of course offerings, guidance, and the adequacy of the business curriculum to prepare for employment opportunities. Only two of the 17 respondents were "dissatisfied" with the curriculum offerings and services in the business department.

Table XIV on page 62 shows the respondents' opinions in regard to strengths and weaknesses in the business department. The

majority of the 17 respondents indicated that the equipment, business course offerings, guidance, and quality of teaching was satisfactory.

The following are typical comments by the graduates in regard to strengths and weaknesses of the business department:

"For the amount of enrollment at Muskegon County Community College, I personally believe that the business department has done a fine job."

"The instructors were too willing to lower their standards to suit the majority of their students."

"The quality of teaching is good except that more teachers were needed so one teacher isn't teaching so many different subjects. Student-teacher relationship should be better."

"The size and obvious budget limitations of Muskegon County Community College would prohibit the business department from doing the job it is doing any better."

"Some of the business courses were scheduled at the same hour. The sequence of courses as required in the general college catalog had to be changed around."

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TABLE XIII

ATTITUDES OF THE SEVENTEEN GRADUATES FROM THE CLASS OF 1966  
IN REGARD TO AREAS OF THE BUSINESS DEPARTMENT

Area	Number of Respondents					Tot. No.
	Very Satis.	Satis.	Dissat.	Very Dissat.	No Resp.	
The job placement services in the Business Dept. (Coop.)	2	7	2	0	6	17
The quantity of course offerings you received in the Business Dept.	4	9	2	0	2	17
The guidance you received from the Business Department faculty members in pursuing your vocational objectives	4	9	2	0	2	17
The business curriculum you completed and its adequacy to prepare you for employment opportunities	3	10	2	0	2	17

NOTE: This table should be read as follows: Of the 17 business graduates, two were "very satisfied" with the job placement services in the business department. Seven graduates were satisfied and two were dissatisfied with the job placement services. Six graduates did not make a selection since they were not on a cooperative work experience program.

TABLE XIV

OPINIONS OF THE SEVENTEEN GRADUATES REGARDING STRENGTHS  
AND WEAKNESSES IN THE BUSINESS DEPARTMENT  
AT MUSKEGON COUNTY COMMUNITY COLLEGE

Area	Number of Respondents					Total No.
	Excel- lent	Good	Fair	Poor	No Resp.	
Equipment (office machines, desks, audio-visual aids, electronic shorthand laboratory, etc.)	4	8	4	0	1	17
Business course offerings (Accounting, Distributive Educ., and Secretarial)	5	10	1	0	1	17
Guidance and consul- tation (Teacher-student planning the degree program, occupational goals, etc.)	3	9	2	0	3	17
Quality of teaching in the Business Dept.	4	10	2	0	1	17

NOTE: This table should be read as follows: Of the 17 business graduates, four said the business department equipment was "excellent." Eight graduates said the equipment was "good" and four said "fair." One graduate did not select a response.

## CHAPTER VI

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The primary purpose of this study was to determine whether or not the Business Department of Muskegon County Community College is preparing office personnel with the employable skills and knowledge which Muskegon County manufacturing and non-manufacturing organizations require of employees.

In order to obtain the data for the study, two instruments were devised. Questionnaire I was administered to 60 selected manufacturing organizations (see Definition of Terms in Chapter I) and to 60 non-manufacturing organizations in Muskegon County. Fifty replies, or 83.3 per cent, were received from the manufacturing sample. Fifty-three replies, or 88.3 per cent, were received from the non-manufacturing sample.

Questionnaire II was administered to all the graduates who received the Associate in Business degree from Muskegon County Community College in 1966. Twenty-four questionnaires were sent to the graduates and 17, or 70.8 per cent, were received.

The following major findings emerged from an analysis of the data collected:

1. Of the 50 manufacturing organizations surveyed, 24 were classified as small (25 to 100 employees), 16 as medium (101 to 500 employees), and 10 as large in size (over 500 employees). Of the 53 non-manufacturing organizations surveyed, 40 were classified as small (1 to 100 employees), 10 as medium (101 to 500 employees), and 3 as large in size (over 500 employees).
2. Eighteen manufacturing organizations, or 36 per cent, and 19 non-manufacturing organizations, or 35.8 per cent, do not employ any part-time office workers.
3. Ninety-six per cent of the manufacturing organizations and 77.4 per cent of the non-manufacturing organizations reported that their office workers have some schooling beyond high school.
4. Seventy-two per cent of the manufacturing organizations and 71.6 per cent of the non-manufacturing organizations secure their office workers from applications filed by candidates.
5. Fifty-four per cent of the manufacturing organizations and 47.7 per cent of the non-manufacturing organizations indicated that they frequently seek office workers who have some education beyond high school.
6. Fifty-eight per cent of the manufacturing organizations and 39.6 per cent of the non-manufacturing organizations always or frequently require an applicant for an office position to have previous experience.
7. The personal interview is considered a very important aspect of the pre-employment routine by 98 per cent of the manufacturing organizations and 94 per cent of the non-manufacturing organizations.
8. Approximately 66 per cent of the manufacturing organizations and 75 per cent of the non-manufacturing organizations indicated that a poor personal appearance was the primary reason for rejecting an applicant after the personal interview.
9. Personality factors are considered important in hiring beginning office workers by 90 per cent of the manufacturing organizations and 94.3 per cent of the non-manufacturing organizations.

10. In regard to the applicant's academic record, 46 per cent of the manufacturing organizations and 45 per cent of the non-manufacturing organizations indicated some communication with school officials.
11. Of the 103 organizations surveyed, 99 per cent indicated that references are important in hiring beginning office workers.
12. Seventy-six per cent of the manufacturing organizations and 81.1 per cent of the non-manufacturing organizations indicated that they administer a typewriting test to applicants seeking office positions.
13. In regard to typewriting speed, 76 per cent of the manufacturing organizations and 73.6 per cent of the non-manufacturing organizations reported 41 to 60 words a minute as an acceptable speed for office workers.
14. Of the 81 organizations that administer a typewriting test, almost 50 per cent indicated that they use a five-minute straight-copy test.
15. General appearance and form was a method used by 13.1 per cent of the manufacturing organizations and 11.6 per cent of the non-manufacturing organizations in evaluating the results of a typewriting test.
16. Fifty-six per cent of the manufacturing organizations and 58.5 per cent of the non-manufacturing organizations indicated that they never use a shorthand test in hiring stenographic workers.
17. Office workers are hired on a trial basis for a period of one month in 70 per cent of the manufacturing organizations and in 85 per cent of the non-manufacturing organizations.
18. The majority of the 50 manufacturing organizations and the 53 non-manufacturing organizations indicated that their office workers possess the following strengths: accuracy, intelligence, efficiency, and initiative.
19. Fifty-four per cent of the 50 manufacturing organizations indicated that absenteeism was the most frequent reason for dismissing an office worker. Unsatisfactory work was the primary reason given by 41 per cent of the 53 non-manufacturing organizations.



20. Seventy-four per cent of the manufacturing organizations and 69.8 per cent of the non-manufacturing organizations regard office machine skills as an important determinant in hiring an applicant for office work.
21. Fifty-eight per cent of the manufacturing organizations and 62.3 per cent of the non-manufacturing organizations indicated that typewriting was a very important skill for the beginning office worker.
22. The majority of the 103 organizations surveyed indicated that business English and oral communication skills are important for the beginning office worker.
23. Shorthand dictation and transcription skills were considered important for the beginning office worker by 66 per cent of the manufacturing organizations and 22.7 per cent of the non-manufacturing organizations.
24. The majority of the 103 organizations surveyed use electric and manual typewriters, ten-key adding machines, full-keyboard adding machines, and bookkeeping and accounting machines.
25. On-the-job machine training was reported available in 76 per cent of the manufacturing organizations and in 77.4 per cent of the non-manufacturing organizations.
26. The use of automated equipment (data processing and computers) was restricted primarily to large manufacturing organizations.
27. The beginning office worker will most likely receive a higher salary in manufacturing organizations than in non-manufacturing organizations.
28. A one-week vacation, insurance, paid holidays, and paid sick days are fringe benefits which are available to the beginning office worker in the majority of the 103 organizations.
29. Of the 103 organizations surveyed, 72 per cent of the manufacturing organizations and 45.3 per cent of the non-manufacturing organizations indicated that they would reimburse an office worker for educational expenses.

30. The majority of the 103 organizations surveyed indicated that the supply of office workers in their organizations was adequate.
31. The majority of the 103 organizations indicated that the following office positions would most likely be in greatest demand in the future: accountants, bookkeepers, clerk-typists, and secretaries.
32. Of the 17 business graduates from the class of 1966, 94 per cent indicated that their vocational preparation at Muskegon County Community College was satisfactory.
33. The majority of the graduates indicated that the course offerings, equipment, guidance, and quality of teaching in the business department were satisfactory.

### Conclusions

The findings in this study seem to justify the following conclusions:

1. The employment chances of a candidate for an office position are enhanced if he possesses competency in typewriting, shorthand, office machines, English usage, and oral communication; if he has some schooling beyond high school; if he has had previous office experience; if he is prepared mentally and physically for the personal interview; if he can produce evidence of an acceptable academic record, and if he can provide references who can attest to desirable personal character and a successful work record.

2. A beginning office worker will have a better opportunity for employment in "manufacturing" organizations. Manufacturing organizations maintain a large number of office workers, and numerous shifts in office positions occur because of promotions, dismissals, and transfers.

3. A lack of uniform testing standards exist in the manufacturing and non-manufacturing organizations. The majority of the 103 organizations administer a typewriting test but a standard method for evaluating the results of the test does not exist.

#### Recommendations

Based on the findings in this study, the following recommendations are offered for the improvement of the Business Department at Muskegon County Community College:

1. A local business advisory committee should be established. The committee should meet at regular intervals to redefine the purposes of business education in the community college and to exchange viewpoints on such areas as curriculum, instructional equipment, and job requirements and opportunities.

2. An evaluation of each program in the Business Department (accounting, distributive education, data processing, secretarial science) should be made. The results of program evaluation should help to keep the business curriculum up to date and confirm that the subjects being taught correlate with the nature of job assignments and local business needs.

3. It is recommended that an annual follow-up study of business graduates be conducted. Data collected from a follow-up

study of graduates could be helpful in evaluating instruction, business curriculum, and in counseling students and in job placement.

4. It is recommended that extensive research beyond this study be undertaken to learn more about employment tests given by business organizations in selecting secretarial, stenographic, and clerical workers; standards of performance expected of community college graduates in initial office positions, and employment requirements and opportunities for community college graduates in the distributive education positions.

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## APPENDIX A

QUESTIONNAIRE I WAS ADMINISTERED TO 120  
MANUFACTURING AND NON-MANUFACTURING  
ORGANIZATIONS IN MUSKEGON COUNTYGeneral Information

To: Employing officials responsible for hiring office workers

From: Kenneth L. Deal, Instructor, Business Department,  
Muskegon County Community College

Subject: Survey questionnaire - 5 question sheets (31 questions)  
and 5 response sheets. Each response is numbered to  
correspond with each question (question 1 -- response 1)  
(question 2 -- response 2, etc.)

The purpose of the survey is to determine whether or  
not the Business Department of Muskegon County Community  
College is preparing office personnel with employable  
skills and knowledge which Muskegon County manufacturing  
and non-manufacturing organizations require of employees.

## QUESTIONS

DIRECTIONS: Please read each question carefully. Please  
indicate your response on the response sheet.

1. As the employing official responsible for hiring your office employees, what is your occupational title or position?
2. Approximately how many total employees are currently working in your organization?
3. (A) How many full-time employees are classified as office personnel?  
  
(B) How many part-time employees are classified as office personnel?
4. How many of your office employees (full-time and part-time) have some schooling beyond high school?



5. (A) Do you actively seek office personnel with more than a high school education?  
  
(B) If so, please name one or more common office positions in your organization which you seek to fill with people who have had at least two years of college preparation.
6. (A) Do you require a new office employee to have previous office experience before hiring him?  
  
(B) If you do require office workers to have previous experience, please name one or more common office positions in your organization which require experienced personnel.
7. How important is the personal interview in determining your decision to employ an office worker?
8. Other than the lack of skills, please name one or more reasons why a potential office worker is rejected after the personal interview.
9. How important are personality factors (personal appearance, poise, voice, self-confidence, etc.) in determining your decision to employ a beginning office worker?
10. Please name one or more personality factors you particularly look for in interviewing a potential office worker for your organization.
11. (A) In regard to grades received in high school or college, do you communicate with school officials to get information about the potential office worker's academic record?  
  
(B) If you do inquire about grades, how important do you consider them to be in determining your decision to employ the candidate?
12. (A) Do you communicate with the persons named as references by a candidate?  
  
(B) If you do inquire about references, how important do you consider them to be in determining your decision to employ the candidate?
13. (A) Do you employ the beginning office worker on a trial basis?  
  
(B) If so, approximately what length of time is designated as the trial period?

14. How important is machine skill ability (typewriting, business machines, etc.) in determining your decision to employ a beginning office worker?
15. In regard to your office needs, what do you consider to be the most important skills which the Business Department at Muskegon County Community College could develop in beginning office workers?
16. How important are the following skills for your beginning office workers?
17. Please place a check mark after each kind of office machine used in your organization.
18. (A) Does the inexperienced office worker need more than an introductory course in office machines (high school or college) before he can be placed in a position requiring the full-time use of your machines?  
  
(B) Do you give any on-the-job machine training to the inexperienced office worker before he is permanently assigned to an office machine?  
  
(C) If so, please name one or more office machines used for the training.
19. If you use AUTOMATED EQUIPMENT (data processing, computers, etc.) in your organization, would an inexperienced office worker with a one semester college course in data processing have a better opportunity for securing office employment over other candidates who have not had such training?
20. If you provide on-the-job training on AUTOMATED EQUIPMENT, please check or add the positions available to the inexperienced office worker.
21. Approximately what gross weekly salary could the inexperienced office worker expect to receive for the 40-hour work week if employed in your organization?
22. What employer-paid fringe benefits could the inexperienced office worker expect from your organization?
23. (A) Do you reimburse an office worker for expenses incurred in completing additional course work (college, adult education, correspondence, etc.) related to his office duties?  
  
(B) If so, what part of the office worker's expenses do you reimburse?

24. What do you consider to be the five major over-all strengths your beginning office workers possess?
25. Do you make use of the following methods or agencies when employing beginning office workers?
26. What do you consider to be the most frequent reasons for dismissing your office workers? Please name one or more reasons.
27. Do you administer a typewriting test to the candidate seeking an office position? (EXAMPLE: clerk-typist, stenographer, etc.)
28. What do you consider to be the minimum typewriting speed standard for hiring beginning office personnel for jobs involving typewriting?
29. (A) What kind of copy do you use in administering the typewriting test?  
  
(B) How do you evaluate the results of the typewriting test?
30. (A) Do you administer a shorthand test (dictation-transcription) to each candidate seeking a stenographic position in your organization?  
  
(B) If so, what do you consider to be the minimum acceptable shorthand standard for hiring inexperienced office personnel for jobs involving the use of shorthand ability?
31. What is your current supply of office workers, and what do you believe your demand for office workers will be in the future?

#### RESPONSE SHEETS

DIRECTIONS: Please indicate your response to each question by placing an "X" in the appropriate space. Please write in your response to the question if you are unable to select a given item. The word "comment" is indicated after certain questions. Please use this space to state your opinion.

1.	(A) Accountant	_____	(E) Personnel Director	_____
	(B) Asst. Office Manager	_____	(F) Personnel Assistant	_____
	(C) Comptroller	_____	(G) Purchasing Agent	_____
	(D) Office Manager	_____	(H) Vice President	_____
			(I) Other	_____
<hr/>				
2.	(A) 1 - 50	_____	(E) 501 - 1000	_____
	(B) 51 - 100	_____	(F) 1001 - 2000	_____
	(C) 101 - 250	_____	(G) 2001 - 4000	_____
	(D) 251 - 500	_____	(H) 4001 & over	_____
3.A	(A) 1 - 5	_____	(E) 51 - 75	_____
	(B) 6 - 10	_____	(F) 76 - 100	_____
	(C) 11 - 20	_____	(G) 101 - 150	_____
	(D) 21 - 50	_____	(H) 151 & over	_____
B	(A) None	_____	(F) 51 - 75	_____
	(B) 1 - 5	_____	(G) 76 - 100	_____
	(C) 6 - 10	_____	(H) 101 - 150	_____
	(D) 11 - 20	_____	(I) 151 & over	_____
	(E) 21 - 50	_____		
4.	(A) None	_____	(F) 51 - 75	_____
	(B) 1 - 5	_____	(G) 76 - 100	_____
	(C) 6 - 10	_____	(H) 101 - 150	_____
	(D) 11 - 20	_____	(I) 151 & over	_____
	(E) 21 - 50	_____		
5.A	ALWAYS	_____	FREQUENTLY	_____
			OCCASIONALLY	_____
			NEVER	_____
B	1.		3.	
	2.		4.	
6.A	ALWAYS	_____	FREQUENTLY	_____
			OCCASIONALLY	_____
			NEVER	_____
B	1.		2.	
	3.		4.	
7.	EXTREMELY IMPORTANT	_____	VERY IMPORTANT	_____
			SOMEWHAT IMPORTANT	_____
			NOT IMP.	_____
8.	1.		3.	
	2.		4.	
9.	EXTREMELY IMPORTANT	_____	VERY IMPORTANT	_____
			SOMEWHAT IMPORTANT	_____
			NOT IMP.	_____
10.	1.		3.	
	2.		4.	
COMMENT:				

11. A ALWAYS \_\_\_\_\_ FREQUENTLY \_\_\_\_\_ OCCASIONALLY \_\_\_\_\_ NEVER \_\_\_\_\_  
 B EXTREMELY VERY SOMEWHAT NOT  
 IMPORTANT IMPORTANT IMPORTANT IMP. \_\_\_\_\_

COMMENT:

12. A ALWAYS \_\_\_\_\_ FREQUENTLY \_\_\_\_\_ OCCASIONALLY \_\_\_\_\_ NEVER \_\_\_\_\_  
 B EXTREMELY VERY SOMEWHAT NOT  
 IMPORTANT IMPORTANT IMPORTANT IMP. \_\_\_\_\_

COMMENT:

13. A ALWAYS \_\_\_\_\_ FREQUENTLY \_\_\_\_\_ OCCASIONALLY \_\_\_\_\_ NEVER \_\_\_\_\_  
 B 1 week \_\_\_\_\_ 1 month \_\_\_\_\_ 6 months \_\_\_\_\_ Other \_\_\_\_\_

COMMENT:

14. EXTREMELY VERY SOMEWHAT NOT  
 IMPORTANT IMPORTANT IMPORTANT IMP. \_\_\_\_\_

15. (A) Accounting \_\_\_\_\_ (E) Shorthand Transc. \_\_\_\_\_  
 (B) Office Machines \_\_\_\_\_ (F) Typewriting \_\_\_\_\_  
 (C) Oral Communication \_\_\_\_\_ (G) Written Communication \_\_\_\_\_  
 (D) Shorthand Dictation \_\_\_\_\_ (H) Other \_\_\_\_\_

16.	Extremely Imp.	Very Imp.	Somewhat Important	Not Imp.
Accounting	_____	_____	_____	_____
Business English	_____	_____	_____	_____
Filing	_____	_____	_____	_____
Office Machines	_____	_____	_____	_____
Oral Communication	_____	_____	_____	_____
Shorthand Dictation	_____	_____	_____	_____
Shorthand Transc.	_____	_____	_____	_____
Typewriting	_____	_____	_____	_____
Written Communication	_____	_____	_____	_____

COMMENT:

17. Electric typewriter	_____	Stenorette dictating and	
Manual typewriter	_____	transcribing machine	_____
Ten-key Adding Mach.	_____	IBM dictating machine	_____
Full-key Adding Mach.	_____	Other dictating machines	_____
Printing calculator	_____	Dictaphone machine	_____
Rotary calculator	_____	Stenograph machine	_____
Key-driven calculator	_____	Bookkeeping/Accounting Mach.	_____
Comptometer	_____	Other _____	_____

18. A ALWAYS \_\_\_\_\_ FREQUENTLY \_\_\_\_\_ OCCASIONALLY \_\_\_\_\_ NEVER \_\_\_\_\_

B ALWAYS \_\_\_\_\_ FREQUENTLY \_\_\_\_\_ OCCASIONALLY \_\_\_\_\_ NEVER \_\_\_\_\_

C 1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

COMMENT:

19. ALWAYS \_\_\_\_\_ FREQUENTLY \_\_\_\_\_ OCCASIONALLY \_\_\_\_\_ NEVER \_\_\_\_\_

COMMENT:

20. (A) IBM Machine Operator \_\_\_\_\_ (E) Other (please specify) \_\_\_\_\_  
(B) (sorter, collator, etc.) \_\_\_\_\_

(C) Key-punch Mach. Oper. \_\_\_\_\_

(D) Computer Operator \_\_\_\_\_

(E) Computer Programmer \_\_\_\_\_

21. Up to \$50 51-65 66-80 81-95 96-120 Over 120

Accountant \_\_\_\_\_

Bookkeeper \_\_\_\_\_

Clerk-typist \_\_\_\_\_

Filing Clerk \_\_\_\_\_

Gen. Steno. \_\_\_\_\_

Key-punch Oper. \_\_\_\_\_

Receptionist \_\_\_\_\_

Secretary \_\_\_\_\_

COMMENT:

22. (A) One week paid vacation \_\_\_\_\_ (D) Paid sick days \_\_\_\_\_

(B) Group Insurance \_\_\_\_\_ (E) Retirement Benefits \_\_\_\_\_

(C) Paid holidays \_\_\_\_\_ (F) Other \_\_\_\_\_

23 A ALWAYS \_\_\_\_\_ FREQUENTLY \_\_\_\_\_ OCCASIONALLY \_\_\_\_\_ NEVER \_\_\_\_\_

B Full tuition \_\_\_\_\_ Textbooks \_\_\_\_\_

Part tuition \_\_\_\_\_ Transportation \_\_\_\_\_

Other \_\_\_\_\_

24. Accuracy \_\_\_\_\_ Efficiency \_\_\_\_\_ Memory \_\_\_\_\_

Adaptability \_\_\_\_\_ Initiative \_\_\_\_\_ Poise \_\_\_\_\_

Alertness \_\_\_\_\_ Intelligence \_\_\_\_\_ Resourcefulness \_\_\_\_\_

Courtesy \_\_\_\_\_ Judgment \_\_\_\_\_ Tact \_\_\_\_\_

Other \_\_\_\_\_

25.		Always	Frequently	Occasionally	Never
	Community College				
	Placement Office				
	Direct employee inquiry	—	—	—	—
	Newspaper advertising	—	—	—	—
	Private placement ag.	—	—	—	—
	Radio advertising	—	—	—	—
	State employment ag.	—	—	—	—
	(Mich. Emp. Sec. Comm.)	—	—	—	—
	Other (please specify)	—	—	—	—
	_____	—	—	—	—
	_____	—	—	—	—

26.	1.	3.
	2.	4.

COMMENT:

27.	ALWAYS	_____	FREQUENTLY	_____	OCCASIONALLY	_____	NEVER	_____
28.	(A) Up to 40 words a minute	—	(D) 61 - 70	—				
	(B) 41 - 50	—	(E) 71 - 80	—				
	(C) 51 - 60	—	(F) 81 and over	—				

29. A

	ALWAYS	FREQUENTLY	OCCASIONALLY	NEVER
Straight-copy manus. for five minutes	—	—	—	—
Straight-copy manus. for ten minutes or more	—	—	—	—
Mailable business letters	—	—	—	—
Tabulated reports	—	—	—	—
Other (please specify)	—	—	—	—
_____	—	—	—	—
_____	—	—	—	—

COMMENT:

29. B ALWAYS FREQUENTLY OCCASIONALLY NEVER

Use net words per minute and deduct ten words from the gross total for each error

\_\_\_\_\_

Use net words per minute and deduct five words from the gross total for each error

\_\_\_\_\_

Use gross words per minute and use a sliding scale for errors depending on the rate of speed

\_\_\_\_\_

Other (please specify)

\_\_\_\_\_

---

[illegible]

---

Year	1990	1991	1992	1993
1990	1990	1991	1992	1993

30. A ALWAYS FREQUENTLY OCCASIONALLY NEVER

B (A) Up to 60  
per minute  
(B) 61 - 80  
(C) 81 - 100

(D) 101 - 110  
(E) 111 - 120  
(F) 121 and over

(F) 121 and over

**COMMENT :**

## SUPPLY AND DEMAND OF OFFICE WORKERS

31.

**DIRECTIONS:** If the office position listed is found in your organization, please place an "X" in the "present supply" column indicating your supply of office workers for that particular position.

In the "future demand" column please indicate how you believe your needs for this position will be in the future.



Office Position	PRESENT SUPPLY		Urgent Need	FUTURE DEMAND		Remain Same
	Adequate	Inadeq.		Inc.	Dec.	
Accountant	—	—	—	—	—	—
Bookkeeper	—	—	—	—	—	—
Bookkeeping Mach. Oper.	—	—	—	—	—	—
Cashier	—	—	—	—	—	—
Clerk-typist	—	—	—	—	—	—
Comptometer Operator	—	—	—	—	—	—
Filing Clerk	—	—	—	—	—	—
Gen. Stenographer	—	—	—	—	—	—
Key-punch Operator	—	—	—	—	—	—
Office Manager	—	—	—	—	—	—
Payroll Clerk	—	—	—	—	—	—
Receptionist	—	—	—	—	—	—
Reservation Clerk	—	—	—	—	—	—
Secretary	—	—	—	—	—	—
Switchboard Operator	—	—	—	—	—	—
Tab. Machine Operator	—	—	—	—	—	—
Other (specify)	—	—	—	—	—	—
_____	—	—	—	—	—	—
_____	—	—	—	—	—	—
_____	—	—	—	—	—	—

IF YOU DESIRE TO EXPRESS YOUR  
OPINION REGARDING ANY QUESTION  
IN THIS SURVEY, PLEASE USE THE  
BACK SIDE OF THIS PAGE. YOUR  
COMMENTS WILL BE APPRECIATED.

SAMPLE "REMINDER LETTER" SENT TO 120 EMPLOYING OFFICIALS IN  
THE MANUFACTURING AND NON-MANUFACTURING ORGANIZATIONS IN  
MUSKEGON COUNTY

February 20, 1967

I am conducting research among our Muskegon County manufacturing and non-manufacturing organizations to determine a variety of answers to questions of concern that often arise in our Business Department.

In our telephone conversation of (specific date) you indicated a willingness to cooperate in a survey of employment needs and opportunities for office workers.

The questionnaire has almost been completed and will be mailed to you within the next thirty days.

I shall look forward to your assistance in this study.

Sincerely,

Kenneth L. Deal, Instructor  
Business Department

SAMPLE LETTER SENT WITH QUESTIONNAIRE I  
TO 120 EMPLOYING OFFICIALS

March 18, 1967

In regard to our telephone conversation of (specific date), you indicated a willingness to cooperate in a survey of employment needs and opportunities for office workers.

I am interested in obtaining your views about hiring office workers in your organization. Your views may help the Business Department instructors prepare competent office workers for your organization.

Will you please complete the enclosed questionnaire and return it in the self-addressed, stamped envelope before April 3.

Thank you for your cooperation in this survey.

Sincerely,

Kenneth L. Deal, Instructor  
Business Department

Enclosure

## APPENDIX B

QUESTIONNAIRE II WAS ADMINISTERED TO 24 GRADUATES  
WHO RECEIVED THE ASSOCIATE IN BUSINESS DEGREE  
FROM MUSKEGON COUNTY COMMUNITY COLLEGE IN 1966

1. Full Name \_\_\_\_\_  

Last
First
Maiden
2. Current Address \_\_\_\_\_
3. City and State \_\_\_\_\_
4. Are you currently a full-time or part-time student in a college or university? (Yes \_\_\_ Full-time) (Yes \_\_\_ Part-time) (No \_\_\_)
5. Please give the name and location of the college or university you are now attending. (Name \_\_\_\_\_)  
(Location \_\_\_\_\_)
6. Major field of study \_\_\_\_\_, Minor \_\_\_\_\_
7. Are you currently employed on a full-time or part-time basis? (Yes \_\_\_ Full-time) (Yes \_\_\_ Part-time) (No \_\_\_)
8. Please give the name and location of your employing firm. (Name \_\_\_\_\_) (Location \_\_\_\_\_)
9. Title of your position \_\_\_\_\_
10. Please describe some of your specific duties in your position:  
 \_\_\_\_\_  
 \_\_\_\_\_
11. How many different firms have you been employed in since graduation from Muskegon County Community College? (Full-time \_\_\_\_\_) (Part-time \_\_\_\_\_)

## CURRENT EMPLOYER BY GROUP (PLEASE CIRCLE ONE)

College or University  
 Construction  
 Elementary or Secondary  
 School System  
 Federal Government  
 Finance  
 Local Government  
 Manufacturing

State Government  
 Transportation and  
 Communication  
 Utilities  
 Wholesale Firm  
 Retail Firm  
 Real Estate  
 Other \_\_\_\_\_

12. How important do you consider the following skills to be in your present position? (Indicate by an "X")

	Extremely Important	Very Important	Somewhat Important	Not Important
Accounting	_____	_____	_____	_____
Business English	_____	_____	_____	_____
Filing	_____	_____	_____	_____
Office Machines	_____	_____	_____	_____
Oral Communication	_____	_____	_____	_____
Shorthand Dictation	_____	_____	_____	_____
Shorthand Transc.	_____	_____	_____	_____
Typewriting	_____	_____	_____	_____
Written Communication	_____	_____	_____	_____

13. If you are currently working in an office position, please name one or more common office machines you use most frequently. (printing calculator, dictaphone, etc.)

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

14. In regard to your present position of employment, did you receive specific training or instruction from your employer or company program? Yes \_\_\_\_\_ No \_\_\_\_\_

15. If you did receive specific training for your present position, what name has your company designated for the position?

COMMENT \_\_\_\_\_  
\_\_\_\_\_

16. Approximately what is your weekly gross income earned? (Please be assured that this information will be held in strict confidence and your name will not be used in reporting) Please "X" full time or part time (Full-time employee \_\_\_\_\_) (Part-time employee \_\_\_\_\_)

(A) Up to \$50 \_\_\_\_\_ (D) 81 - 95 \_\_\_\_\_  
(B) 51 - 65 \_\_\_\_\_ (E) 96 - 120 \_\_\_\_\_  
(C) 66 - 80 \_\_\_\_\_ (F) Over 120 \_\_\_\_\_

17. What method did you use to secure your present position?

(A) Community College Placement Office \_\_\_\_\_ (E) Relative \_\_\_\_\_  
(B) Direct inquiry to employer \_\_\_\_\_ (F) Friend \_\_\_\_\_  
(C) Newspaper Advertisement \_\_\_\_\_ (G) Radio Ad. \_\_\_\_\_  
(D) Private Placement Agency \_\_\_\_\_ (H) Other \_\_\_\_\_  
(E) Michigan Empl. Security Comm. \_\_\_\_\_

18. Did your present employer require you to take a typewriting test? Yes \_\_\_\_\_ No \_\_\_\_\_

19. If so, what is the minimum typewriting speed standard in your organization?

- (A) Up to 40 words \_\_\_\_\_
- (B) 41 - 50 \_\_\_\_\_
- (C) 51 - 60 \_\_\_\_\_
- (D) 61 - 70 \_\_\_\_\_
- (E) 71 - 80 \_\_\_\_\_
- (F) 81 and over \_\_\_\_\_

20. Did your present employer require you to take a shorthand test? Yes \_\_\_\_\_ No \_\_\_\_\_

21. If so, what is the minimum shorthand speed standard in your organization?

- (A) up to 60 words a minute \_\_\_\_\_
- (B) 61 - 80 \_\_\_\_\_
- (C) 81 - 100 \_\_\_\_\_
- (D) 101 - 110 \_\_\_\_\_
- (E) 111 - 120 \_\_\_\_\_
- (F) Over 120 \_\_\_\_\_

22. To what extent are you satisfied with your present position?

Very Satisfied	_____	Dissatisfied	_____
Satisfied	_____	Very Dissatisfied	_____

23. If you were starting your business degree program again, would you select Muskegon County Community College for your vocational preparation? Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

24. Do you wish you could have chosen a field other than business for your associate degree program? Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain \_\_\_\_\_

25. If you had had an opportunity while in community college to select additional course work which would remedy weaknesses you now recognize in your vocational preparation, which of the following areas would you have selected? (Please select one or more. If you would not have selected any of the areas, please omit this question)

Accounting	_____	Data Processing	_____
Distributive Educ.	_____	Secretarial	_____
(marketing,	_____	(typewriting,	_____
management, etc.)		shorthand, etc.)	

26. To what extent are you satisfied with:

	Very Satisfied	Satis.	Dissat.	Very Dissat.
The job placement services in the Business Dept. (Coop)	—	—	—	—
The quantity of course offerings you received in the Business Department	—	—	—	—
The guidance you received from the business dept. faculty members in pursuing your vocational objectives	—	—	—	—
The business curriculum you completed and its adequacy to prepare you for employ- ment opportunities	—	—	—	—

27. Please indicate what you consider to be the strengths and weaknesses of the Business Department at Muskegon County Community College.

	Excellent	Good	Fair	Poor
Equipment (office mach., desks, audio-visual aids, electronic, etc.)	—	—	—	—
Business course offerings (Accounting, Distributive Education, Secretarial)	—	—	—	—
Guidance and consultation (Teacher-student planning the degree program, occupational goals, etc.)	—	—	—	—
Quality of teaching in the Business Department	—	—	—	—

COMMENTS: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

28. What specific business courses (if any) do you think you need training or re-training which will help fulfill your vocational objectives? (Personnel Management, Advanced shorthand, cost accounting, etc.)

1.	3.	5.
2.	4.	6.

IF YOU DESIRE TO EXPRESS YOUR OPINION  
REGARDING ANY QUESTION IN THE QUESTIONNAIRE,  
PLEASE USE THE BACK SIDE OF THIS PAGE.  
YOUR COMMENTS WILL BE APPRECIATED.



SAMPLE OF THE LETTER SENT WITH THE QUESTIONNAIRE  
TO THE TWENTY-FOUR GRADUATES WHO RECEIVED THE  
ASSOCIATE IN BUSINESS DEGREE IN 1966

March 20, 1967

I am conducting a survey of the business graduates of 1966 to determine a variety of answers to questions of concern that often arise in our Business Department.

Will you please complete the enclosed questionnaire and return it in the self-addressed, stamped envelope before April 3.

Your assistance in this study will be extremely helpful to us, and we look forward to hearing from you.

Sincerely,

Kenneth L. Deal, Instructor  
Business Department

Enclosure