

A COMPARATIVE STUDY, AS VIEWED BY THE
EMPLOYER AND THE EMPLOYEE, OF THE IN-SERVICE BUSINESS
TRAINING NEEDS OF OFFICE WORKERS IN WAYNESBORO, VIRGINIA

by

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CHAPTER I

THE PROBLEM

Background for the Study

Need for adult training programs. Automation in the office is an accepted fact today. This mechanization of office routine, together with increased job opportunities and revised standards of performance, makes it imperative that business educators recognize the adult training program as an integral part of the total public education program.

With automation fast becoming a major industrial trend, it becomes increasingly clear that adult educators are posed with a serious problem and a substantial responsibility.¹ The desire of the employee to keep pace with the technological changes in office routine and the desire of the employer for increased efficiency of his employees is reflected in the large enrollment in adult training classes. In a recent article, A. L. Walker, State Supervisor for Business Education in Virginia, stated that one of the goals of business education in the 60's was "Continued development of automation of processes in the office with a corresponding adjustment of curriculum for related instruction in

¹C. K. Yearly, Jr., "Automation and Public-Sponsored Adult Education," Adult Education, Vol. VII, No. 3. (Spring 1957) p. 170.

the application and operation of machines, electronic devices, and systems."¹ He also stated as another goal "A program of in-service training for office employees."² The continued development of automation in the offices of Waynesboro, Virginia, was recently pointed out in a talk given by L. T. Rader,³ General Manager of the Specialty Control Department of General Electric Company. One of the numerous examples he cited to outline the growth of automation was that less than 4 per cent of the energy needed in his company was exerted by manpower and more than 96 per cent by machines. He further stated that automation was necessary for economic growth and also to meet off-shore competition.

An information specialist for the United States Department of Labor states that, "The 1960's will see the largest growth in job opportunities in such occupations as professional, managerial, clerical, sales, and skilled workers."⁴ One businessman⁵ comments that the immediate concern is not so much one of numbers as it is of skills. Despite the intensive recruitment campaigns being conducted by many corporations, thousands of job openings will remain unfilled

¹A. L. Walker, "Business Education in the 60's," American Vocational Journal, Vol. XXXV, No. 5. (May 1960) pp. 21-22.

²Ibid.

³L. T. Rader, From an address given to the Waynesboro Junior Chamber of Commerce, November 5, 1959, Waynesboro, Virginia.

⁴Margaret Troxell, "Adequate Manpower in the 1960's," American Vocational Journal, Vol. XXXV, No. 4. (April 1960) p. 14.

⁵Wilbert E. Schoer, "A Businessman Comments on Today's Students--Tomorrow's Workers," American Business Education, Vol. 16, No. 2. (December 1959) pp. 117-120.

due to the lack of skilled workers available when job vacancies occur. He further states that "...in the case of stenographers and typists, the situation is reaching the point of desperation...."¹ This trend immediately emphasizes the great importance of education and training. Only the most thorough education in schools, apprenticeship training, and training on the job will make it possible to meet the growing number of workers which the job demands.

The following data on the job opportunities in Waynesboro, Virginia, are based on a recent survey of the manpower and training needs of Augusta County.² Approximately one-third of the labor force of the County is employed in Waynesboro, thus one-third of the figures below should accurately represent the job opportunities in Waynesboro according to this survey. The survey represented 647 firms employing 20,238 workers and was restricted to occupations requiring at least one year of special education or formal training, or the equivalent in apprenticeship or on-the-job training. The establishments sampled in this survey employed more than 80 per cent of the working universe in the County. Based on the data of the firms represented in this survey, an additional 1,277 workers will be required during the next year, and by April 1965 employment is expected to increase by 18 per cent. These figures were based on expansion in present firms and make no allowance for new industries locating in the area.

¹ Scheer, op. cit. pp. 117-120.

² Virginia State Employment Service, "Manpower and Training Needs Survey, Augusta County," April 1959, Richmond, Virginia, 1959.

TABLE 1

Anticipated Employment Increases in Augusta County

Job Opportunities	Accountants*	Stenographic**	Clerical***
Currently employed	769	734	1,030
Estimated requirements by April 1965	1,097	1,025	1,369
Per cent of increase	42.8	39.5	32.9
Hard to fill vacancies-- those remaining open 30 days or more	32	38	12

* Accountants included bookkeepers, bookkeeping machine operators, and auditors.

** Stenographic included stenographers and secretaries.

*** Clerical included typists, receptionists, general clerical, and front-office cashiers.

The standards of performance have to keep pace with the automation of the office, moving from the general to the specific. As A. L. Walker points out:

The advent of automated business processes and methods in data handling, records management, business communications, and executive control is rapidly changing the profile of training for business employment....As some of these office jobs disappear or change in character, other job titles, such as programmer and operator of new and different office machines will come into being. All these changes require adjustments in training programs--revision of established instructional patterns and construction of teaching guides for new jobs.¹

As these improvements in procedures and methods are accomplished, the employer is demanding a greater and more accurate output from his employees in the offices as well as in the factories. This is a

¹ Walker, op. cit. pp. 21-22.

definite challenge to business educators to adjust their training programs to better qualify the office workers who are entering the field today. It also places on them the direct responsibility to institute training programs to meet these changes in standards of performance.

Present status of adult training programs. A survey conducted in October 1957 by the Bureau of the Census in collaboration with the Office of Education indicates that over nine million adults in the United States attended a series of adult education classes or group meetings which met three or more times during the preceding year. This estimate included 183,000 persons from 20 to 34 years old who attended elementary and high school classes, and 710,000 part-time college or university students. Trade, business, and technical courses were highest with 2,611,000 enrolled.¹

The following figures, taken from a Federal report on adult education services in the 48 states and the District of Columbia,² indicate the rate of increase in enrollment in adult courses offered by public schools:

1946-1947 enrollment	2,682,786
1956-1957 enrollment	4,373,054

¹ U. S. Department of Health, Education, and Welfare, Participation in Adult Education, A Statistical Analysis of the Adult Education Data Obtained in the October 1957 Current Population Survey of the Bureau of Census. U. S. Government Printing Office, Washington. (1959) p. 3.

² U. S. Department of Health, Education, and Welfare, Adult Education Services of State Departments of Education, U. S. Government Printing Office, Washington. (1959) p. 26

The 1957-1958 annual report of the Superintendent of Public Instructions for Virginia¹ lists a total of 103,570 pupils enrolled in night and evening adult classes. Of this total, 8,018 were enrolled in business subjects. It is significant to note that the city of Waynesboro had only 71 pupils enrolled in business subjects.

John L. Rowe, a leading business educator, states that:

Adult courses for those interested in business training have shown a dramatic increase in enrollment. This continual rise in registration for business courses is apparent on all post-secondary levels. Many businesses offer in-service courses to up-grade their workers; in fact, it would be an exception today to find a large business concern not providing instruction ranging from beginning typewriting to the more advanced classes in office and sales management.²

In speaking of the increased enrollment in colleges, he further states that:

Also of significance is the continued rapid growth of enrollments in the evening college of commerce. In many of our urban universities this group of students constitute the largest single constituency in the total university registration.³

New trends in in-service business training programs. Our in-service business training programs, which are largely the out-growth of industrial expansion and mechanization, are extremely responsive to technological changes. These changes have pushed the

¹Virginia, State Board of Education, Annual Report of the Superintendent of Public Instructions, Vol. XLV, No. 4. Commonwealth of Virginia, Richmond. (1958) p. 260-263.

²John L. Rowe, "The Changing Scene in Education and Business," The American Business Education Yearbook. Somerville, New Jersey; The Somerset Press. (1953) p. 3.

³Ibid.

training programs forward at an accelerated pace.¹ The Business Education Research Associates, in a report, states that "currently, night school, as conceived and administered, is wholly out of step with progress in the field of education, and in that of business employment as well."² Some badly needed studies in adult learning and theory are underway. James Harrison, in his recommendations from a study to determine the course designs for adults, states that:

At first glance, the characteristics of adult learners may seem to imply that courses can most effectively be designed for them (adults) by shortening the length of the course, and forgetting about pre-requisites, and abandoning all tests and grades. This interpretation forgets that the primary purpose of a course is to help adults learn something substantial. A more constructive interpretation of the implications would be that the problem of the adult educator is not how to eliminate the difficulties set by the characteristics of adult learners, but rather how to adapt educational programs to these characteristics. His task is to design sound programs that fit adult time schedules, that make use of varied background experiences, and that provide responsible roles in which adult students can evaluate their own continuing education.³

The trend in in-service training programs today is that of offering short, intensive courses, designed to supplement previously acquired education. These programs are directed at the individual

¹ Yearly, op. cit. p. 169

² Frederick G. Nichols, "New Training Opportunities in Business Schools," BERA Report, Series II, New York: McGraw-Hill. (1952) p. 58

³ James Wilbur Harrison, "Designing Courses for Adults," Adult Education, Vol. VIII, No. 4 (Summer 1958) p. 230.

for the purpose of giving him training on the job, training for the job, or training for the next job.

Responsibility for in-service training programs. The prominent role of the public school in assuming the responsibility for in-service business training programs is emphasized in the summary report of the Office of Education, United States Department of Health, Education, and Welfare, to the Twenty-First International Conference on Public Education:

In 1957-1958 between 30 and 35 million adults participated in adult education programs sponsored by industry, labor unions, the Armed Services, farm organizations, and other groups. In carrying out these programs these groups had the cooperation of public libraries, public school systems, higher institutions, television systems and Government agencies.

Among the developments in adult education during the year, the following were particularly significant: (1) Adult education was included as an area of concern in the observance of American Education Week; (2) the collection of facts about adult education was begun by the Census Bureau in its population surveys; (3) the National Commission for Adult Literacy was established as an independent agency to promote programs for the eradication of adult illiteracy; and (4) the public at large showed an increased interest, particularly in adult education in civic and public affairs and the improvements of human relations.¹

John B. Holden, the Federal Specialist in General Adult Education, in his summary of adult education services of State Departments of Education, states that one of the most important aims or goals of adult education as seen by representatives from State Departments was to give understanding and better adjustment to changing economic and

¹U. S. Department of Health, Education, and Welfare, Progress of Public Education in the United States of America, 1957-1958. U. S. Government Printing Office, Washington. (1958) p. 14.

social conditions. He lists the two most important barriers as a lack of funds and lack of information concerning adult education needs of the community. He further states that:

The hope was expressed repeatedly by persons participating in this survey that all citizens would have opportunities to satisfy their vocational and avocational needs; that adults at all age levels, through boards of education-sponsored programs, be provided with opportunities to maintain and improve their relations with others--in the family, on the job, and in the social activities of the community; that opportunities be provided for the development of more productive citizens with pride in their contribution to the security of their families and to society.¹

The annual report of the Superintendent of Public Instruction for Virginia for 1957-1958 states that business education has as one of its major functions to train in-school and out-of-school youths and adults for vocational competence in office occupations and supervisory positions.²

Programs now available in Waynesboro, Virginia. The only adult program in business education in Waynesboro is carried on by the Waynesboro High School. The session ended May 1, 1960, had the following enrollments:

Typewriting I	14
Typewriting II	9
Shorthand I	8
Shorthand II	9
Business English	5
Bookkeeping I	11

¹U. S. Department of Health, Education, and Welfare, Adult Education Services of State Departments of Education. U. S. Government Printing Office, Washington. (1959) p. 36-37.

²Virginia, State Board of Education, Annual Report of the Superintendent of Public Instruction, Vol. XLI, No. 4. Commonwealth of Virginia, Richmond. (1958) p. 81

These classes met two times a week for a two-hour period with a total training time of 60 hours. The program was financed through a nominal tuition and reimbursement by the State Department of Education for Virginia.

The only business having a formal in-service training program was General Electric Company. At the recommendation of the personnel supervisor, a training course for secretaries was instituted and was taught by company personnel.

Statement of the Problem

The background for the study reveals that, due to automation, industrial expansion, and revised standards of performance, there should be a study to determine the needs of adults who are employed in offices. This study, therefore, was to determine in-service business training requirements of the employees in Waynesboro, Virginia.

Purposes of the Study

The first purpose of this study was to determine the specific business training needs of the employees. This investigator felt that this purpose could best be accomplished by:

- a. Having supervisors evaluate the job competencies of their office employees.
- b. Having the employees evaluate their own job competencies.
- c. A comparison of these evaluations.
- d. An analysis of the suggestions of the supervisors and the employees for improving job competencies.

The second purpose of the study was to develop recommendations for the institution of in-service training programs.

Scope and Limitations of the Study

The survey included that area within the city boundaries of Waynesboro, Virginia. This investigator felt that a representative sampling of offices in the area would reasonably depict the needs of the employees of the average offices.

The data were gathered direct from the employers directly responsible for the supervision of the employees, and from the employees in the same firm.

Explanation of Terms

In connection with this study, the terms are defined in the following manner:

In-service training needs--recognized needs of a business nature, that, if corrected, would contribute directly to the improvement of the work of the office employee.

Job competencies--the degree of ability to perform specific office tasks.

CHAPTER II

REVIEW OF LITERATURE

Review of Books, Articles, Reports, and Unpublished Material

In surveying the literature applicable to the nature of this study, it was necessary to review writings in the field of business education, adult business education, and business in-service training programs. In order to further clarify the background of this problem, the following section of this study offers further comments on the in-service training programs for business employees as viewed by the businessman and the recognized leaders in business education.

The need for additional research. The consensus of opinions of business education leaders and businessmen is that additional research is needed to determine the in-service training needs of employees. This need for additional research was recognized as early as 1937 when James Henry Green¹ stated that "...while it is assumed that some training is needed in every organization, large or small, it is nevertheless necessary to determine the actual needs by a survey before making plans." Henry J. Penitz, in his challenge to public school leadership in 1958 recognizes this need for further research when he states that:

¹James Henry Green, Organized Training in Business. New York: Harper & Bros. (1937) p. 30.

The public school should routinely appraise the education needs of its adult citizens and provide instruction in fundamental, vocational, and liberal subjects, and in such other areas as lie within its unique competency.¹

One of the recommendations given by Orin B. Graff and Funson Edwards in their summary of findings in the trends in public school adult education is "...to conduct additional research studies for assessing needs and interests of adults."² In a recent report, Frederick G. Nichols states that the first step in a general plan of attack to renovate the adult programs is an accurate appraisal of the present situation.³

Admittedly, educators and businessmen today see the need for extended classes for adult training. They have come to realize that education does not stop at the termination of formal schooling in the classroom, but goes on throughout life. Many new experiments are being undertaken in the programming of adults, and this phase of education is now in an invigorating state of flux.

In-service business training by the business firms. More and more businesses are introducing some form of on-the-job training program so that their present staff may increase in job competencies. This is in keeping with the philosophy of adult education as having one or both of

¹Henry J. Ponits, "A Challenge to Public School Leadership," Adult Education, Vol. VIII, No. 2. (Winter 1958) p. 111.

²Orin B. Graff and Funson Edwards, "Trends in Public School Adult Education," Adult Education, Vol. IX, No. 1. (Autumn 1958) p. 11.

³Nichols, op. cit., p. 51.

the characteristics of supplementing previously acquired education and/or being essential to the situation of an immediately felt need.¹

According to the thinking of our educational leaders, however, this is the responsibility of the educator. This assumption is emphasized by John L. Rowe when he states that:

It behooves us, nevertheless, to take inventory of our present offerings in the secondary schools and colleges to determine whether or not we are doing our utmost to meet the needs of our students and of business. It could be that other agencies might assume our assignment. If we do not provide the necessary offerings to meet minimum needs, others will do so--where the schools have failed, business has stepped in to do the job.²

From this review of current writings, it appears to this investigator that the trend of company-education is more and more one of calling in the education specialist to perform the task of training employees for increased job competencies. The office workers today perform fewer bookkeeping, stenographic, and other duties associated with the one-person office. Business organizations now employ scores of workers who perform a single business operation. These changes in the field of business toward more and more specialization calls for a further refinement of specific job competencies. Courses more specialized and flexible are called on to meet the variety of needs encountered. Management prefers to bring in the professional teacher to give these courses the detachment and expertness possible only from a classroom practitioner.

¹ Stephen J. Meyer, "What's Wrong with Adult Business Education," The Journal of Business Education, Vol. XXVII, No. 2. (Oct. 1951) p. 75

² Rowe, op. cit. p. 4.

Indicative of this type of training is the program of the Cleveland Electric Illuminating Company which permits any employee to study courses relating to the company's business at the school or college of his choice, or to take a recognized correspondence course and have fifty per cent of the tuition refunded by the company if he completes the work successfully. Courses within the plant are set up whenever a group of employees are interested in one subject, the knowledge of which would improve their value to the company.¹ Another example is that of a large New York bank. A training program was long overdue. A dozen supervisory employees in the bank were ready to serve as teachers, but management preferred to bring in a teacher because of the detachment and experience of the professional educator.²

The company should and does assume some of the responsibility of guidance of its employees in taking courses given by educational agencies and in making use of community educational agencies; and, in certain instances, aid financially in the operation of such courses.

In a recent survey of the Norfolk area of Virginia, Lobeck³ found that of 100 industries interviewed, 93 had some type of in-service training program, and 98 indicated they encouraged their employees to continue

¹"On-the-Job Training Program," Business Education World, Vol. XXXIII, No. 1. (September 1952) p. 25.

²Lawrence D. Brennan, "Free-Lance Company Training," Business Education World, Vol. XXXIII, No. 8. (April 1953) p. 371.

³William Earl Lobeck, "A Study of the Opportunities for Employment in Industry in the Norfolk Area of Virginia," (Unpublished Masters' Thesis, Virginia Polytechnic Institute, Blacksburg, Virginia, (1953) pp. 22-23.

training after employment. Even though this survey concerned industrial workers, it indicates the concern of the employer in recognizing the needs for additional training of his employees.

In another recent study, Eaves¹ states that 100 per cent of the employees reviewed indicated one or more in-service business training need, and 80 per cent of the employers indicated one or more in-service training need of its employees. This study further stated that 58 per cent of the employers and 63 per cent of the employees indicated that in-service training programs should be held during the employee's time, while 33 per cent of the employers and 25 per cent of the employees indicated that such a program should be held during the employer's time. The employer and the employee felt that the high school teacher should be the instructor during the course of an in-service training program, with the businessmen and businesswomen acting as consultants.

All of the literature reviewed indicated a need for additional studies of the in-service training needs of office employees. The business educators agreed that the programs today are not meeting the needs, and that unless the present programs of in-service training are re-appraised in the light of the changing role of the office employee, the public education system of our country is not doing a successful job in the education of its adults.

The review of literature also indicated that, before any type of in-service training program is instituted, a survey of the needs in the community should be taken.

¹John B. Eaves, "In-Service Business Training Needs of Office Employees of the Portsmouth Area of Virginia." (Unpublished Masters' Thesis, Virginia Polytechnic Institute, Blacksburg, Virginia, 1956) p. 59-60.

CHAPTER III

PROCEDURE FOR THE STUDY

The following procedure was used in making this study:

1. Construction of the survey form.
2. Assembling a list of all firms in Waynesboro, Virginia.
3. Selection of participating firms.
4. Collecting the data.
5. Editing and tabulating the data.

Construction of the Survey Form

The survey form facilitated the recording, organization, and presentation of the data collected. The final form used was the result of:

1. A first draft by the writer.
2. A second draft incorporating the recommendations of a jury of educators.
3. A final draft including the suggestions offered from pilot interviews with businessmen.

The first draft. The writer obtained and examined all available material on the construction of survey schedules and methods. In addition, all available information on local business conditions and practices was studied. The following local businessmen, educators, and organizations contributed to the initial planning:

Waynesboro Office, Virginia State Employment Service
Community Public Library, Waynesboro, Virginia
Chamber of Commerce, Waynesboro, Virginia
Gordon S. Stewart, Director of Instruction,
Augusta County, Virginia

The second draft. The recommendations of Dr. Harry Huffman, Professor, Business Education, Virginia Polytechnic Institute, and Arthur L. Walker, State Supervisor, Business Education Service, State Department of Education, Richmond, Virginia, formed the basis for the second draft of the form. Some of these recommendations were:

1. Use specific titles for evaluations.
2. Delete some subjects and add others.
3. Simplify the form in wording and length.
4. Arrange the form to secure definite responses.
5. Use terms and break-downs that will make the resulting statistics comparable.

The final draft. The second draft was subjected to further criticism through pilot interviews conducted with:

Mr. R. R. Anderson, Specialist, Employee and Community Relations
Specialty Control Department, General Electric Company
Waynesboro, Virginia

Mr. T. J. Elder, Business Manager
Klann Organ Company
Waynesboro, Virginia

Mr. Grayson E. Via, Personnel Manager
Crompton-Shenandoah Company
Waynesboro, Virginia

Some of the recommendations of these businessmen were that:

1. The form be shortened by eliminating some of the sub-headings.
2. The form be made specific regarding the classification of employees.

In addition to improving the survey form, the pilot interviews served as a basis for reorganizing the questions to follow a more logical sequence for presentation.

Assembling a List of All Firms

A list of all firms in Waynesboro employing office personnel was compiled. Some difficulty was encountered in making a comprehensive

list since such a classification had not been done in the city. However, available records indicated all the businesses in the area and by a method of elimination the list was compiled. The names, types of businesses, addresses, and business managers were secured from the City Directory of Waynesboro, 1959 edition, the Telephone Directory for the City of Waynesboro, June 1959 edition, and lists compiled by the Waynesboro Office of the State Employment Service. Names of new businesses in the area since the publication of the directories were secured through the Waynesboro Chamber of Commerce. The City had 325 firms operating within its boundaries that employed office personnel. Table 2 presents a classification of these firms.

TABLE 2

Classification of Business Firms in Waynesboro, Virginia

Types of Business	Number of Firms
Wholesalers and retailers	90
Professional services	55
Manufacturers	21
Personal services	21
Federal, State, and Municipal agencies	21
Insurance agencies	19
Transportation	17
Financial services	17
Contractors	15
Repair services	10
Plumbing and heating	7
News and printing	7
Utilities	5
Real estate	5
Construction	5
Schools (private)	4
Architects	2
Storage	2
Civic organizations	2

Selection of Participating Firms

The inclusion of all the businesses in the area would have incurred time and expenses beyond the means of this investigator. A representative sampling of the firms chosen to participate is as follows:

TABLE 3

Selection of Participating Firms

Type of Business	Number of Firms Contacted
Wholesalers and retailers	8
Manufacturers	8
Professional services	6
Personal services	4
Federal, State, and Municipal agencies	4
Insurance agencies	4
Financial services	4
Transportation	3
Contractors	2
News and printing	2
Utilities	2
Repair services	1
Plumbing and heating	1
Real estate	1

Collecting the Data

Initial contacts. A letter of introduction which stated the purpose of the survey was mailed to the business managers of the firms chosen to participate in the survey. A postal card was enclosed with each letter with space provided for the business manager to indicate whether he would participate in the survey, and, if so, to indicate the best time for a personal interview. If the interviewee so specified, telephone calls were made for definite appointments.

The letters and cards were mailed in small groups at intervals to allow the interviewer time to meet each appointment as soon as possible after the cards were returned.

The interview. The postal card returned by the business manager of the companies was presented to the receptionists of the company as a means of introduction into the offices. After meeting the business manager the purpose of the interview was again briefly stated and the forms to be used in collecting data from the employee and the supervisor were thoroughly discussed. In the smaller firms where the office personnel consisted of three or less employees, the business manager checked the supervisory forms for the employees. In the larger firms, the investigator was asked to return at a later date, thus giving the business manager an opportunity to set up appointments for the supervisors and the employees. Some of the firms were visited three or more times before a representative sampling of that firm could be obtained. In all cases the participants were encouraged to discuss the form as it was marked and to give any additional information desired.

The first few minutes of each interview were used to establish a good working relationship with the participant. The form was then introduced and checked by the participant with the assistance of the investigator. The interview was completed in approximately 12 to 30 minutes; and at the conclusion, the appreciation of the interviewer was expressed.

Editing and Tabulating the Data

At the conclusion of each interview the investigator again checked the form to see that all spaces were correctly marked and to add additional information that had been given orally. In a few instances, the forms were discarded due to improper markings or the refusal of the participant to give information.

No tabulations were undertaken until the investigator felt that a good representative sampling had been obtained. The percentage of return of the postal cards mailed to the 50 chosen firms for participation was as follows:

50 letters and cards mailed	100%
30 postal cards returned by firms willing to participate	60%
8 postal cards returned by firms stating reasons why they would not benefit by the survey	16%
12 postal cards not returned and letters not acknowledged	24%

Of the firms willing to participate, 83.3 per cent were contacted and are included in the tabulations. The tabulation includes the evaluations of 30 supervisors, 12 accountants, 18 secretaries, and 34 clerical employees.

CHAPTER IV

ANALYSIS OF THE DATA

The Procedure to be Followed

In analyzing the data, the following considerations were used as a guide: (1) The analysis should attempt to show whether or not there is a need for further development of in-service training programs in the Waynesboro, Virginia area. (2) The analysis should show clearly a comparison between the supervisors' and the employees' evaluation of the in-service training needs. (3) The data should be presented in a manner designed to aid the present adult education programs in the area.

With these considerations as guides, the analysis of data was divided into the following sections:

1. Analysis of background information, including the types of businesses, the number of office employees, and the number of in-service training programs within the businesses.
2. A comparison of the in-service business training needs expressed by the supervisor and the employee. This includes an analysis of the ways to meet those needs expressed by the supervisor and the employee.

Analysis of Background Information

The types of businesses interviewed. The intent of this study was to obtain a representative sampling of the businesses in Waynesboro. The firms chosen to participate, as indicated on page 20, Table 3, was in approximate ratio to the total number of businesses of that type. The following table illustrates the variety of businesses included in the study:

TABLE 4

Frequency Distribution of Types of Businesses Interviewed

Type of Business	Frequency
Manufacturing:	
Synthetics	2
Electronics	1
Pencils	1
Metalcrafters	1
Organs	1
Textiles	1
Professional Services:	
Physicians	2
Other Services:	
Printing	2
Insurance	2
Gas distribution	1
Newspapers	1
Real estate	1
Florist	1
Telephone	1
Finance:	
Banks	2
Savings and Loan Associations	2
Retailers:	
Automobile	1
Department stores	2

Number of office employees. The total number of office employees, classed below the managerial level, in the participating firms was 430. Those classed as accountants and bookkeepers numbered 80; those classed as secretaries and stenographers numbered 160; and those classed as clerical workers numbered 190. The following table illustrates the number of office personnel in the businesses interviewed:

TABLE 5

Number of Office Employees in Participating Firms

Office Employees	Frequency
1 - 3	6
4 - 10	10
10 - 30	6
30 - 50	1
Over 50	2

Number of in-service training programs within the participating firms. Only one of the companies participating in the survey had a formal in-service training program. This program consisted of a ten-weeks' course meeting two hours per week, for the further training of secretaries. It was taught by the manager of office procedures and services for the company. Only three of the companies had a printed office manual that was used regularly to help in the orientation of new workers. The majority of the companies stated that they had an informal on-the-job training program for all new workers.

**A Comparison of the In-Service Business Training Needs
As Expressed by the Supervisors and the Employees**

For the purpose of clarity, the comparisons of the in-service business training needs as expressed by the supervisors and the employees are divided into the following sections:

1. A comparison of the job competencies of secretaries as evaluated by the supervisors and the secretaries, including a summary of the evaluations and an analysis of the ways to meet the needs for in-service training as given by the supervisors and the secretaries.
2. A comparison of the job competencies of accountants as evaluated by the supervisors and the accountants, including a summary of the evaluations and an analysis of the ways to meet the needs for in-service training as given by the supervisors and the accountants.
2. A comparison of the job competencies of clerical workers as evaluated by the supervisors and the clerical workers, including a summary of the evaluations and an analysis of the ways to meet the needs for in-service training as given by the supervisors and the clerical workers.

Section 1

A Comparison of the Job Competencies of Secretaries As Evaluated by the Supervisors and the Secretaries

For comparison purposes eighteen secretaries and twelve supervisors were chosen to participate in the survey concerning the competencies of secretaries.

The payroll classification of the eighteen secretaries is given in the table below:

TABLE 6

Payroll Classification of Secretaries

Classification	Frequency
Secretaries	13
Stenographers	3
Steno-typists	2

The payroll classification of the twelve supervisors is given in the table below:

TABLE 7
Payroll Classification of Supervisors

Classification	Frequency
Business Manager	2
Office Manager	2
Superintendent	1
Manager, Personnel Accounting	1
Manager, Marketing Administrator	1
President	1
Head Physician	1
Head Cashier	1
Treasurer	1
Cashier	1

There is no direct comparison of the evaluations of a specific secretary and her supervisor. In most cases, the secretaries were employed by companies in which the supervisor did not participate, and the supervisors were employed by companies in which the secretaries did not participate.

In each instance, the interviewer took the forms into the offices and discussed them with the participants. In some cases, the interviewer marked the form during the conversation with the interviewee, but in the majority of cases the interviewees marked the forms. They were asked to respond to the competencies they considered pertinent to their present work or workers.

Competencies: Typewriting speed, accuracy, and techniques. Since this comparative study was concerned with employed secretaries, the interviewer assumed they could all use the typewriter enough to meet minimum business standards since this is probably the basic skill requirement for employment in the secretarial field. Table Number 8 indicates the responses of the supervisors and the secretaries to typewriting competency in speed, accuracy, and techniques.

TABLE 8

Per Cent of Twelve Supervisors (Evaluating Their Secretaries) and Eighteen Secretaries (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of Secretaries in Typewriting.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Typewriting Speed	S	33	50	17	0
	E	39	28	33	0
Typewriting Accuracy	S	17	58	25	0
	E	39	22	39	0
Typewriting Techniques	S	8	50	42	0
	E	50	16	34	0

S - Supervisor

E - Employee

The tabulation shows no responses by the supervisors or the secretaries to the need for additional training to hold present positions. Additional training for advancement on the job was checked by 17 per cent of the supervisors and 33 per cent of the secretaries in typewriting speed; by 25 per cent of the supervisors and 39 per cent of the secretaries in typewriting accuracy; and by 42 per cent of the supervisors and 34 per cent of the secretaries on typewriting techniques. This indicates that the supervisors feel that the secretaries need more improvement in typewriting techniques than in speed and accuracy. The figures indicate that the secretaries feel they need more training in typewriting accuracy than in speed or techniques.

During the conversations with the supervisors, several of them commented that they did not require typewriting speeds of over 45 words a minute, but they did require that the work be without errors in either technical arrangements or typography. The supervisor of one large stenographic pool, from which secretaries were chosen as vacancies occurred, stated that she had no difficulty in typewriting production in the stenographic pool.

Competencies: Shorthand speed, accuracy, techniques in taking dictation, and techniques in transcribing. Following the use of the typewriter, competency in shorthand is probably the second requirement for secretarial work. Table No. 9 reveals the responses of the supervisors and the secretaries in response to competency in shorthand.

TABLE 9

Per Cent of Twelve Supervisors (Evaluating Their Secretaries) and Eighteen Secretaries (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Secretaries in Shorthand.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Shorthand Speed	S	33	25	42	0
	E	22	17	61	0
Shorthand Accuracy	S	42	25	33	0
	E	44	17	55	0
Techniques in Taking Dictation	S	42	25	33	0
	E	28	17	55	0
Techniques in Transcribing	S	42	33	25	0
	E	39	17	44	0

S - Supervisor

E - Employee

The table shows there were no responses to the need for additional training to hold present jobs. The high percentage of supervisors (42 per cent) responding to the question of need for additional training for advancement indicates that they would like their secretaries to increase their speed. The table also indicates that the secretaries are aware of their slowness in shorthand speed by showing a response of 61 per cent.

The personnel director responsible for hiring secretaries for a large DuPont plant that employs approximately sixty secretaries in the area stated that he had found such a shortage of personnel trained in shorthand that the company had adopted a policy of hiring only college graduates or graduates of a two-year secretarial college program.

He further stated that their experience with business school graduates had not been satisfactory, yet he stated that the plant requirements were for shorthand speeds ranging from 100 to 120 words a minute. A similar comment was made by two supervisors from the General Electric plant, which hires approximately the same number of secretaries. The smaller companies who did not have placement tests were also concerned about shorthand skill.

Competencies: Business English, correspondence, and telephone techniques. Table No. 10 indicates the responses of the supervisors and the secretaries to the questions concerning business English, correspondence, and telephone techniques.

TABLE 10

Per Cent of Twelve Supervisors (Evaluating Their Secretaries) and Eighteen Secretaries (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Secretaries in Business English, Correspondence, and Telephone Techniques.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Business English	S	25	42	33	0
	E	22	17	61	0
Correspondence	S	25	50	25	0
	E	44	17	39	0
Telephone Techniques	S	16	42	42	0
	E	61	22	11	6

S - Supervisor

E - Employee

The high percentage of supervisors (75 per cent) and secretaries (78 per cent) who gave some response to the questions concerning business English indicates that both the supervisors and the secretaries are well aware of the importance of English (both oral and written) to secretaries. In comparing the responses of those marking the column on needing additional training for advancement, 33 per cent of the supervisors responded and 61 per cent of the secretaries responded. One supervisor commented that he would include under English the drastic need in his firm for a course in reading and following instructions. A large number of the supervisors commented that spelling was still the chief criticism they had to make of their secretaries.

The table indicates that one-half of the supervisors interviewed felt their secretaries did not need any more formal training in handling correspondence, yet it was a frequent comment of the supervisors that they had to dictate the answers to routine correspondence to their secretaries. Only 17 per cent of the secretaries, however, felt they did not need more formal training and 39 per cent of them indicated they needed more training for advancement on the job.

A frequent comment of the supervisors was that the telephone etiquette of their secretaries needed to be improved. The failure of 61 per cent of the secretaries to respond to this question indicates that they are not aware of the vital part that correct telephone usage plays in their positions. Of those who were aware of this, however, 6 per cent indicated they needed additional training to hold their present jobs.

Competencies: Transcription machine usage, handling the mail, and reception duties. Table No. 11 shows the responses of the supervisors and the secretaries to the questions concerning transcription machine usage, handling the mail, and reception duties.

TABLE 11

Per Cent of Twelve Supervisors (Evaluating Their Secretaries) and Eighteen Secretaries (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Secretaries in Transcription Machine Usage, Handling the Mail, and Reception Duties.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Transcription Machine Usage	S	67	25	8	0
	E	50	28	22	0
Handling the Mail	S	25	50	25	0
	E	77	17	6	0
Reception Duties	S	17	33	50	0
	E	55	17	22	6

S - Supervisor
E - Employee

One-fourth of the total number of supervisors interviewed indicated that their present secretaries needed additional instructions on the correct handling of the mail before they could advance on their jobs. Only 6 per cent of the secretaries indicated they needed additional training for advancement.

One-half of the supervisors indicated their secretaries needed additional training in their reception duties before they could advance on their present jobs, and only 22 per cent of the secretaries responded to this competency.

Competencies: Record-keeping, filing, and penmanship. Table No. 12 shows the responses of the supervisors and the secretaries to record-keeping, filing, and penmanship.

TABLE 12

Per Cent of Twelve Supervisors (Evaluating Their Secretaries) and Eighteen Secretaries (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Secretaries in Record-Keeping, Filing, and Penmanship.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Record-keeping	S	25	58	17	0
	E	61	17	22	0
Filing	S	33	59	8	0
	E	67	22	11	0
Penmanship	S	25	67	8	0
	E	61	22	17	0

S - Supervisor

E - Employee

The supervisors' response to record-keeping indicates that 75 per cent of their secretaries engage in some form of record-keeping while only 39 per cent of the secretaries responded that they considered record-keeping pertinent to their work. Seventeen per cent of the supervisors stated their secretaries needed additional training in record-keeping to advance on the job and 22 per cent of the secretaries stated they needed additional training to advance on the job.

Only 8 per cent of the supervisors and 11 per cent of the secretaries stated they needed additional training in filing for advancement.

The table indicates that the supervisors (25 per cent not responding) feel that penmanship is essential to good secretarial work, while the secretaries (61 per cent not responding) do not seem to feel good penmanship is essential.

Competencies: Personality development and grooming. Table No. 13 shows the responses of the supervisors and the secretaries to the questions concerning personality development and grooming.

TABLE 13

Per Cent of Twelve Supervisors (Evaluating Their Secretaries) and Eighteen Secretaries (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Secretaries in Personality Development and Grooming.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Personality Development	S	16	42	42	0
	E	56	11	33	0
Grooming	S	42	58	0	0
	E	67	17	16	0

S - Supervisor

E - Employee

The table shows that 56 per cent of the secretaries interviewed did not consider personality important enough to mark a response while only 16 per cent of the supervisors did not consider it important enough to mark a response. The table also shows that more supervisors (42 per cent) than secretaries (33 per cent) indicated the need for further personality development before advancement on their jobs.

The area of grooming is the only area covered in the survey in which there was no response from the supervisors for additional training for advancement on the job, and only 16 per cent of the secretaries indicated they needed additional training in grooming before they could be advanced on their present jobs.

The following tabulation shows the competencies that the supervisors listed under the heading of "Others--Please List," and checked under the heading of "Needs Additional Training for Advancement."

	Per cent
Ability to Take Criticism	8
Ability to Follow Instructions	8
Human Relations	8
Medical Terminology	8
Proofreading	8
Spelling	8

The following tabulation shows the competencies that the secretaries listed under the heading "Others--Please List," and checked under the heading of "Needs Additional Training for Advancement on the Job."

	Per cent
Business Arithmetic	6
Human Relations	6
Use of Calculating Machines	6

**Summary of the Job Competencies of the Secretaries
as Evaluated by the Supervisors and the Secretaries**

The following tabulation shows those competencies in which the secretaries responded to the question of needing additional training to hold their present jobs.

	Per cent
Reception Duties	6
Telephone Techniques	6

There were no responses in this column for needing additional training to hold their present jobs from the supervisors. This could indicate that the supervisors are unwilling to dismiss their secretaries because of incompetence, while the above 6 per cent of the secretaries are so aware of their deficiencies in these areas they feel they will be dismissed.

There were eighteen competencies to be evaluated in this part of the study. It was decided that the competencies that the supervisors and the secretaries agreed were the most lacking would be considered in this study.

The figure of 40 per cent was that selected as revealing competencies most needing development.

The following table shows those competencies in which 40 per cent or more of the responses were evaluated by either the supervisors or the secretaries as needing additional training for advancement on the job.

TABLE 14

Per Cent of Twelve Supervisors (Evaluating Their Secretaries) and Eighteen Secretaries (Evaluating Themselves) Whose Responses to "Needing Additional Training to Advance on the Job" was 40 per cent or over.

Competencies	Per Cent of Twelve Supervisors	Per Cent of Eighteen Secretaries
Typewriting Techniques	42	
Shorthand Speed	42	61
Techniques in Taking Dictation		55
Techniques in Transcribing		44
Business English		61
Personality Development	42	
Reception Duties	50	
Telephone Techniques	42	

This table indicates that less than 40 per cent of the supervisors and the secretaries recognized the need for improved typewriting speed and accuracy, but 42 per cent of the supervisors said that their secretaries needed to improve typewriting techniques for advancement. Shorthand speed was evaluated by both the supervisors and the secretaries as an area in which there was a great need for additional training, and the secretaries also expressed a need for improving their techniques in taking dictation and in transcription. The table also shows that more secretaries than supervisors recognized the requirement for improved business English. Over 40 per cent of the supervisors

wanted to improve the receptionist, telephone, and personality abilities of their secretaries. In none of these three categories did the secretaries recognize the requirements. The table indicates that the secretaries were more cognizant of skills in shorthand and business English, while the supervisors were more aware of telephone techniques, reception duties, and personality development in addition to the skills of the secretaries.

**Analysis of Ways to Meet the Needs for In-Service Training
As Given by the Supervisors and the Secretaries**

The following tabulation shows the responses of the twelve supervisors and the eighteen secretaries to the question: "Would you be interested in an in-service training program covering those areas in which you have indicated a need for additional training?"

Classification	"Yes" Responses		"No" Responses	
	Number	Percentage	Number	Percentage
Supervisors	6	50	6	50
Secretaries	14	78	4	22

The supervisors (50 per cent) who stated that they would not be interested in an in-service training program for their secretaries stated that their present staff was fully competent; and, until changes were made in personnel, they would not profit by attending classes. However, 25 per cent of the number who made this statement marked at least one of the competencies on the evaluation sheet as a need for additional training for advancement on the job. This reluctance on the part of the supervisors to endorse an in-service training program could be explained by the fact that several of the smaller businesses expressed their concern over the larger and better-paying companies taking their personnel after they became experienced workers.

The 22 per cent of the secretaries who were not interested in participating in an in-service training program gave no reason for their disinterest.

The following tabulation shows the supervisors' and the secretaries' responses to the reason for wanting additional training.

Reasons	Supervisors		Secretaries	
	No.	Percentage	No.	Percentage
To upgrade present skills	4	36	11	48
To learn an additional skill for their present job	4	36	5	22
In order to advance to another job	3	27	7	30

The following tabulation shows the responses of the supervisors and the secretaries as to the time they would be most interested in having the classes offered.

Time	Supervisors		Secretaries	
	No.	Percentage	No.	Percentage
Afternoons	1	17	5	36
Evenings	4	67	9	64
Saturdays	1	17	0	0

The response to the question of whether they would prefer that classes be held in the schools or in the businesses was as follows:

Location	Supervisors		Secretaries	
	No.	Percentage	No.	Percentage
Prefer that classes be held in the schools	3	50	6	43
Prefer that classes be held in the businesses	1	17	8	57
Stated no preference	2	33	0	0

A summary of the responses of the twelve supervisors and the eighteen secretaries indicates that 50 per cent of the supervisors and 78 per cent of the secretaries would be interested in an in-service training program covering those areas in which the secretaries evaluated themselves or the supervisors evaluated their secretaries as needing additional training. The responses indicate that the supervisors (67 per cent) and the secretaries (64 per cent) would prefer that classes be held in the evenings. The supervisors indicated that they would prefer that classes be conducted in the schools (50 per cent) while the secretaries indicated that they would prefer that classes be conducted in the businesses (57 per cent).

Section 2

**A Comparison of the Job Competencies of Accountants
As Evaluated by the Supervisors and the Accountants**

For comparison purposes twelve accountants and ten supervisors were chosen to participate in the survey concerning the competencies of the accountants.

The payroll classification of the twelve accountants is given in the table below:

TABLE 15

Payroll Classification of Accountants

Classification	Frequency
Accountants	3
Accounting Clerks	2
Bookkeepers	2
Assistant Cashier	1
IBM Operator	1
Assistant Accountant	1
Assistant Cost Accountant	1
Assistant Accounting Supervisor	1

The payroll classification of the ten supervisors is given in the table below:

TABLE 16

Payroll Classification of Supervisors

Classification	Frequency
Business Manager	3
Controller	2
Head Cashier	1
Mgr., Personnel Accounting	1
Mgr., General Tax Accounting	1
Accounting Superintendent	1
Treasurer	1

The interviewees were so chosen that the accountants who participated and the supervisors who participated were not necessarily employed by the same firm, thus there is no direct comparison of the evaluations of a specific accountant and his supervisor.

Competencies: Handling accounts receivable and payable, accruals and deferrals, capital stock and corporate records, and cash receipts and payments. Table No. 17 indicates the responses of the supervisors and the accountants to the questions on the competency of the accountants in handling the items listed above.

TABLE 17

Per Cent of Ten Supervisors (Evaluating Their Accountants) and Twelve Accountants (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Accountants in Handling Accounts Receivable and Payable, Accruals and Deferrals, Capital Stock and Corporate Records, and Cash Receipts and Payments.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Accounts Receivable and Payable	S	50	30	20	0
	E	58	25	17	0
Accruals and Deferrals	S	60	30	10	0
	E	58	0	42	0
Capital Stock and Corporate Records	S	60	30	10	0
	E	67	0	33	0
Cash Receipts and Payments	S	40	40	20	0
	E	58	25	17	0

S - Supervisor

E - Employee

The tabulation shows no responses by the supervisors or the accountants to the question of needing additional training to hold present jobs.

The response to needs additional training for advancement was 20 per cent of the supervisors and 17 per cent of the accountants in handling accounts receivable and accounts payable; 10 per cent of the supervisors and 42 per cent of the accountants in handling accruals and deferrals; 10 per cent of the supervisors and 33 per cent of the accountants in handling capital stock and corporate records; and 20 per cent of the supervisors and 17 per cent of the accountants in handling cash receipts and payments.

The largest divergence in answers to these four questions occurred in handling accruals and deferrals with 42 per cent of the accountants stating they needed additional training before they could advance in their jobs and only 10 per cent of the supervisors saying their accountants needed additional training before they could advance in their jobs.

The high percentage who did not respond to the question on handling capital stock and corporate records (60 per cent of the supervisors and 67 per cent of the accountants) could indicate that these records are not entrusted to the accountants, but are kept by the executives of the companies.

Competencies: Closing entries, depreciation and amortization, inventories, investments, and operational expenses. Table No. 18 shows the responses of the supervisors and the accountants to the

questions concerning the competency of the accountants in handling closing entries, depreciation and amortisation, inventories, investments, and operational expenses.

TABLE 18

Per Cent of Ten Supervisors (Evaluating Their Accountants) and Twelve Accountants (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Accountants in Handling Closing Entries, Depreciation and Amortisation, Inventories, Investments, and Operational Expenses.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Closing Entries	S	60	30	10	0
	E	67	0	33	0
Depreciation and Amortisation	S	60	20	10	10
	E	50	0	50	0
Inventories	S	60	30	10	0
	E	58	17	25	0
Investments	S	80	20	0	0
	E	75	8	17	0
Operational Expenses	S	60	30	10	0
	E	58	8	34	0

S - Supervisor

E - Employee

The only response to needs additional training to hold present job was marked by the supervisors (10 per cent responding) for handling depreciation and amortisation.

The response to needs additional training for advancement was 10 per cent of the supervisors and 33 per cent of the accountants for handling closing entries; 10 per cent of the supervisors and 50 per cent

of the accountants on handling depreciation and amortization; 10 per cent of the supervisors and 25 per cent of the accountants on handling inventories; 0 per cent of the supervisors and 17 per cent of the accountants on handling investments; and 10 per cent of the supervisors and 34 per cent of the accountants on handling operational expenses.

The largest divergence of opinion between the accountants and the supervisors occurring in this group of competencies was on the need for additional training in handling depreciation and amortization. One-half of the total number of accountants responded to this question as being pertinent to their work and all of them stated they needed additional training for advancement, while only 10 per cent of the total number of supervisors responding stated they felt their accountants needed additional training for advancement.

The high percentage who gave no responses to handling investments (80 per cent of the supervisors and 75 per cent of the accountants) could indicate that the handling of the investments of the companies is done by the executives rather than the supervisors and their accountants.

Competencies: Partnerships, payrolls, purchases and sales, reserves and surpluses, and taxation and social security. Table No. 19 shows the responses of the supervisors and the accountants to the questions concerning the competency of the accountants in handling the items listed above.

TABLE 19

Per Cent of Ten Supervisors (Evaluating Their Accountants) and Twelve Accountants (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Accountants in Handling Partnerships, Payrolls, Purchases & Sales, Reserves and Surplus, and Taxation and Social Security.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Partnerships	S	80	20	0	0
	E	75	8	17	0
Payrolls	S	70	20	10	0
	E	75	8	17	0
Purchases and Sales	S	70	20	10	0
	E	58	25	17	0
Reserves and Surplus	S	60	30	0	10
	E	58	8	34	0
Taxation and Social Security	S	60	20	10	10
	E	58	8	34	0

S - Supervisor

E - Employee

The table shows responses by the supervisors to needs additional training to hold present jobs in two of the competencies; namely, the handling of reserves and surpluses with 10 per cent responding, and handling taxation and social security with 10 per cent responding. There were no responses by the accountants to needing additional training to hold present jobs.

The response to needs additional training for advancement was none of the supervisors and 17 per cent of the accountants on handling partnerships; 10 per cent of the supervisors and 17 per cent of the accountants on handling payrolls; 10 per cent of the supervisors and

17 per cent of the accountants on handling purchases and sales; by 0 per cent of the supervisors and $3\frac{1}{4}$ per cent of the accountants on handling reserves and surpluses; and 10 per cent of the supervisors and $3\frac{1}{4}$ per cent of the accountants on handling taxation and social security.

The high percentage who did not respond to the competency of handling partnership records could reflect the fact that most of the interviewees were employed by companies that were incorporated or individually owned rather than by partnerships.

Competencies: Bank reconciliations, verifying own work, verifying work of others, principles of cost accounting, and procedures of cost accounting. Table No. 20 shows the responses of the supervisors and the accountants to the questions concerning the competency of the accountants in handling bank reconciliations, verifying own work, verifying work of others, principles of cost accounting, and procedures of cost accounting.

TABLE 20

Per Cent of Ten Supervisors (Evaluating Their Accountants) and Twelve Accountants (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Accountants in Handling Bank Reconciliations, Verifying Own Work and Work of Others, and Principles and Procedures of Cost Accounting.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Bank Reconciliations	S	50	40	10	0
	E	75	25	0	0
Verifying Own Work	S	40	40	20	0
	E	58	25	17	0
Verifying Work of Others	S	40	40	20	0
	E	50	17	33	0
Principles of Cost Accounting	S	70	20	10	0
	E	75	8	17	0
Procedures of Cost Accounting	S	70	20	10	0
	E	67	0	33	0

S - Supervisor

E - Employee

The table shows no responses by the supervisors or the accountants to needing additional training to hold present jobs.

The response to needs additional training for advancement was 10 per cent of the supervisors and 0 per cent of the accountants on handling bank reconciliations; 20 per cent of the supervisors and 17 per cent of the accountants on verifying own work; 20 per cent of the supervisors and 33 per cent of the accountants on verifying work of others; 10 per cent of the supervisors and 17 per cent of the accountants on understanding the principles of cost accounting; and 10 per cent of the supervisors and 33 per cent of the accountants on understanding the procedures of cost accounting.

Competencies: Preparation of financial statements, analysis of financial statements, using forms, and designing forms. Table No. 21 shows the responses of the supervisors and the accountants to the questions concerning the competency of the accountants in the preparation and analysis of financial statements, and in using and designing forms.

TABLE 21

Per Cent of Ten Supervisors (Evaluating Their Accountants) and Twelve Accountants (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Accountants in the Preparation of Financial Statements, Analysis of Financial Statements, Using Forms, and Designing Forms.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Preparation of Financial Statements	S	70	20	10	0
	E	58	8	34	0
Analysis of Financial Statements	S	70	20	10	0
	E	58	0	42	0
Using Forms	S	50	40	10	0
	E	50	50	0	0
Designing Forms	S	60	20	20	0
	E	50	33	17	0

S - Supervisor

E - Employee

The table shows there were no responses by the supervisors or the accountants to needing additional training to hold present jobs.

The responses to needing additional training for advancement was 10 per cent of the supervisors and 34 per cent of the accountants on preparation of financial statements; 10 per cent of the supervisors and 42 per cent of the accountants on analysis of financial statements; 10 per cent of the supervisors and 0 per cent of the accountants on using forms; and 20 per cent of the supervisors and 17 per cent of the accountants on designing forms.

Competencies: Using adding-listing machines, calculating machines, duplicating machines, and posting machines. Table No. 22 shows the responses of the supervisors and the accountants to the questions concerning the present competency of the accountants in using adding-listing machines, calculating machines, duplicating machines, and posting machines.

TABLE 22

Per Cent of Ten Supervisors (Evaluating Their Accountants) and Twelve Accountants (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Accountants in Using Adding-Listing Machines, Calculating Machines, Duplicating Machines, and Posting Machines.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Adding-Listing Machines	S	40	60	0	0
	E	50	42	8	0
Calculating Machines	S	60	30	10	0
	E	58	17	25	0
Duplicating Machines	S	80	20	0	0
	E	67	25	8	0
Posting Machines	S	40	50	10	0
	E	67	25	8	0

S - Supervisor

E - Employee

The tabulation shows there were no responses by the supervisors or the accountants to needing additional training to hold present jobs.

The response to needs additional training for advancement was 0 per cent of the supervisors and 8 per cent of the accountants in using adding-listing machines; 10 per cent of the supervisors and 25 per cent of the accountants in using calculating machines; 0 per cent of the supervisors and 8 per cent of the accountants in using duplicating machines; and 10 per cent of the supervisors and 8 per cent of the accountants in using posting machines.

The low percentage of responses to needing additional training for advancement in using the above-listed machines could indicate

that the accountants are proficient in their usage before employment or have learned the machines while on the job.

The following tabulation shows those competencies that the supervisors listed under the heading of "Others--Please List," and checked under the heading of "Needs Additional Training for Advancement."

	Per Cent
Comptometer Operation	10
Running Proof Tapes	10
Handling Insurance	10

There were no competencies listed by the accountants under the heading of "Others--Please List."

Summary of the Job Competencies of the Accountants
As Evaluated by the Supervisors and the Accountants

The following tabulation shows those competencies in which the supervisors responded to the question of their accountants' needing additional training to hold their present jobs:

	Per Cent Responding
Handling Depreciation and Amortization	10
Handling Reserves and Surpluses	10
Handling Taxation and Social Security	10

There were no responses by the accountants to needing additional training to hold their present jobs.

There were twenty-seven competencies to be evaluated in this part of the study. As in Section 1, the figure of 40 per cent was that selected as revealing those competencies most needing development.

The following table shows those competencies in which 40 per cent or more of the responses were evaluated by either the supervisor or the accountant as needing additional training for advancement on the job.

TABLE 23

Per Cent of Ten Supervisors (Evaluating Their Accountants) and Twelve Accountants (Evaluating Themselves) Whose Responses to "Needs Additional Training for Advancement" was 40 Per Cent or More

Competencies	Per Cent of Ten Supervisors	Per Cent of Twelve Accountants
Handling Accruals and Deferrals		42
Handling Depreciation and Amortization		50
Analysis of Financial Statements		42

The fact that less than 40 per cent of the supervisors gave responses to all the questions on the survey in the column on needing additional training for advancement reflects the thinking of the supervisors that the accountant, once he has mastered the basic fundamentals of accounting, has to have the remainder of his training as on-the-job training. Each of the ten supervisors interviewed expressed this idea in varying degrees.

**Analysis of Ways to Meet the Needs for In-Service Training
As Given by the Supervisors and the Accountants**

The following tabulation shows the responses of the ten supervisors and the twelve accountants to the question: "Would you be interested in an in-service training program covering those areas in which you have indicated a need for additional training?"

Classification	"Yes" Responses		"No" Responses	
	No.	Per Cent	No.	Per Cent
Supervisors	5	50	5	50
Accountants	9	75	3	25

The five supervisors who indicated that they would not be interested in having their accountants participate in an in-service training program at the present time gave the following reasons:

The present staff was fully competent, but they might be interested at a later date.

One company had an office manual issued by the home office listing the tasks required of the trainees. An examination at the end of a specified period was given before advancement to a better position.

One company felt that the adult education program offered by the local high school was adequate for additional training needed by their workers.

One company carried on their own in-service training program for accountants and bookkeepers.

One company felt that the present staff was competent. Due to the specialized duties of their employees, basic accounting was required before employment and all other training was on-the-job training.

The personnel manager of one of the larger companies stated that they hired accountants and bookkeepers who were familiar with the basic fundamentals of accounting, so nothing could be gained by participating in an in-service training program. The accounting superintendent of the local DuPont plant stated that they would not consider anyone other than college graduates for their accounting positions.

The three accountants who stated they would not be interested in participating in an in-service training program gave the following reasons for lack of interest:

The tasks were of such a routine clerical nature, that he would not profit by participating in such a program.

Two did not state their reasons for not wishing to participate.

The following tabulation shows the supervisors' and the accountants' responses to the reason for wanting additional trainings:

Reasons	Supervisors		Accountants	
	No.	Per Cent	No.	Per Cent
To Upgrade Present Skills	3	30	4	33
To Learn An Additional Skill For Their Present Job	4	40	5	42
In Order To Advance To Another Job	3	30	3	25

The following tabulation shows the responses of the supervisors and the accountants as to the time they would be most interested in having the classes offered:

Time	Supervisors		Accountants	
	No.	Per Cent	No.	Per Cent
Afternoons	0	0	2	22
Evenings	4	80	4	45
Saturdays	1	20	1	11
No Preference	0	0	2	22

The response to the question of whether they would prefer that classes be offered in the schools or in the businesses was as follows:

Location	Supervisors		Accountants	
	No.	Per Cent	No.	Per Cent
Prefer that classes be held in the schools	3	60	2	22
Prefer that classes be held in the business	0	0	3	33
Stated no preference	2	40	4	45

A summary of the responses of the ten supervisors and the twelve accountants indicates that 50 per cent of the supervisors and 75 per cent of the accountants would be interested in an in-service training program covering those areas in which the accountants evaluated themselves or the supervisors evaluated the accountants as needing additional training.

The responses indicate that the supervisors (80 per cent) would prefer that classes be held in the evenings, and the largest percentage response by the accountants (45 per cent) also indicates they would prefer evening classes.

The supervisors indicate that they would prefer classes be conducted in the schools (60 per cent) while the largest percentage (45 per cent) of the accountants did not state a preference.

Section 3

**A Comparison of the Job Competencies of Clerical Workers
As Evaluated by the Supervisors and the Clerical Workers**

For comparison purposes thirty-four clerical workers and twenty-one supervisors were chosen to participate in the survey concerning the competencies of clerical workers.

The payroll classification of the thirty-four clerical workers is given in the table below:

TABLE 24

Payroll Classification of Clerical Workers

Classification	Frequency
General Office Clerks	10
Clerk-typists	8
Receptionists	3
Order and Billing Clerks	3
Cashiers	2
Assistant Cashiers	2
Service Representative	1
Assistant Credit Manager	1
Clerk Teller	1
Order Clerk	1
Maintenance Clerk	1
Cost Clerk	1

The payroll classification of the twenty-one supervisors is given in the table on the following page.

TABLE 25

Payroll Classification of Supervisors

Classification	Frequency
Office Manager	8
Personnel Manager	3
Business Manager	2
Controller	1
Treasurer	1
Head Cashier	1
Head Doctor	1
President	1
Physician	1
Mgr., Procedures & Office Service	1
Mgr., General & Tax Accounting	1

Since the participants were chosen to represent different firms in different capacities, there is no direct relationship between any one supervisor and clerical worker.

The tabulations that follow are taken from the questionnaires, which were marked by the interviewee or the interviewer during the interview.

Competencies: Typewriting speed, accuracy, and techniques.

Since it is assumed that the basic skill of using the typewriter is a prerequisite to clerical employment, the interviewer assumed that all clerical personnel could typewrite.

Table No. 26 indicates the responses of the supervisors and the clerical workers to typewriting competency in speed, accuracy, and techniques.

TABLE 26

Per Cent of Twenty-One Supervisors (Evaluating Their Clerical Workers) and Thirty-Four Clerical Workers (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Clerical Workers in Typewriting

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Typewriting Speed	S	62	33	9	0
	E	32	20	35	12
Typewriting Accuracy	S	62	24	14	0
	E	44	26	18	12
Typewriting Techniques	S	62	24	14	0
	E	56	15	23	6

S - Supervisor

E - Employee

The column "Needs Additional Training to Hold Present Job" was checked by 0 per cent of the supervisors and 12 per cent of the clerical workers for typewriting speed; by 0 per cent of the supervisors and 12 per cent of the clerical workers for typewriting accuracy; and by 0 per cent of the supervisors and 6 per cent of the clerical workers for typewriting techniques.

The supervisors apparently are not considering replacing those employees who feel that they are not competent in using the typewriter; thus, it would seem that the employees are more concerned about their inability to use the typewriters proficiently than their supervisors are.

The column "Needs Additional Training for Advancement" was checked by 9 per cent of the supervisors and 35 per cent of the clerical workers for typewriting speed; by 14 per cent of the supervisors and 18 per cent of the clerical workers for typewriting accuracy; and by 14 per cent of the supervisors and 23 per cent of the clerical workers for typewriting techniques and short-cuts.

The response by the supervisors to the need for additional typewriting speed by the clerical workers reflects an apparent feeling that speed is not as important as accuracy. Yet only 14 per cent of the supervisors indicated the need for additional training in accuracy for advancement.

The figures also reflect that the clerical workers feel they need more improvement in speed development than in accuracy; this is in direct contradiction to the opinions stressed by the supervisors during the interviews.

Since all participants were asked to check the "No Response" column only if that competency was not pertinent to the employee who was being evaluated or the employee who was evaluating himself, the high percentages checked were surprising. Sixty-two per cent of the supervisors checked the "No Response" column on each of the three questions concerning typewriting, thus indicating that over half of the clerical force under their supervision did not use the typewriter often in their work.

Competencies: Alphabetic, numeric, geographic, and subject filing, and filing procedures. Table No. 27 shows the responses of the supervisors and the clerical workers to the questions concerning filing.

TABLE 27

Per Cent of Twenty-One Supervisors (Evaluating Their Clerical Workers) and Thirty-Four Clerical Workers (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Clerical Workers in Filing.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Alphabetic Filing	S	76	14	10	0
	E	62	32	6	0
Numeric Filing	S	76	14	10	0
	E	62	26	12	0
Geographic Filing	S	76	14	10	0
	E	62	26	12	0
Subject Filing	S	81	14	5	0
	E	62	26	12	0
Filing Procedures	S	71	19	10	0
	E	62	23	15	0

S - Supervisor

E - Employee

There were no responses to the column "Needs Additional Training to Hold Present Job" by either the supervisors or the clerical workers.

The column "Needs Additional Training for Advancement" was checked by 10 per cent of the supervisors and 6 per cent of the clerical workers on alphabetic filing; by 10 per cent of the supervisors and 12 per cent of the clerical workers on numeric filing; by 10 per cent of the supervisors and 12 per cent of the clerical workers on geographic

filings; by 5 per cent of the supervisors and 12 per cent of the clerical workers on subject filing. Filing procedures was checked by 10 per cent of the supervisors and 15 per cent of the clerical workers.

The low percentage of responses to these two columns indicates that neither the supervisors nor the clerical workers feel that there is a need for additional training in filing.

Competencies: Using adding-listing machines, calculating machines, and duplicating machines. Table No. 28 shows the responses of the supervisors and the clerical workers to the questions concerning the usage of small office machines by the clerical workers.

TABLE 28

Per Cent of Twenty-One Supervisors (Evaluating Their Clerical Workers) and Thirty-Four Clerical Workers (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Clerical Workers in Using Adding-Listing Machines, Calculating Machines, and Duplicating Machines.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Adding-Listing Machines	S	86	14	0	0
	E	59	29	12	0
Calculating Machines	S	86	9	5	0
	E	59	26	15	0
Duplicating Machines	S	86	14	0	0
	E	65	26	9	0

S - Supervisor

E - Employee

The tabulation shows no responses to the column "Needs Additional Training to Hold Present Job."

The column "Needs Additional Training for Advancement" was checked by 0 per cent of the supervisors and 12 per cent of the clerical workers on using adding-listing machines; by 5 per cent of the supervisors and 15 per cent of the clerical workers on using calculating machines; and by 0 per cent of the supervisors and 9 per cent of the clerical workers on using duplicating machines.

The high percentage by both the supervisors and the clerical workers in the "No Response" column is hard to understand, since at least ten of the clerical workers would be using machines (see payroll classification of clerical workers, page 59). The participants in the survey were told to mark this column only if this competency was not pertinent to the work being done by the clerical worker.

Competencies: Telephones techniques, reception duties, and handling the mail. Table No. 29 shows the responses of the supervisors and the clerical workers to the questions concerning the competency of the clerical workers in using the telephone, in reception duties, and in handling the mail.

TABLE 29

Per Cent of Twenty-One Supervisors (Evaluating Their Clerical Workers) and Thirty-Four Clerical Workers (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Clerical Workers in Telephone Usage, Reception Duties, and Handling the Mail.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Telephone Techniques	S	67	19	14	0
	E	50	29	15	6
Reception Duties	S	62	14	24	0
	E	47	29	21	3
Handling the Mail	S	71	19	10	0
	E	62	32	6	0

S - Supervisor

E - Employee

There were no responses by the supervisors to the column "Needs Additional Training to Hold Present Jobs." The clerical workers responded to this column with 6 per cent responding to telephone usage and 3 per cent responding to reception duties.

The column "Needs Additional Training for Advancement" was checked by 14 per cent of the supervisors and 15 per cent of the clerical workers on telephone usage; by 24 per cent of the supervisors and 21 per cent of the clerical workers on reception duties, and by 10 per cent of the supervisors and 6 per cent of the clerical workers on handling the mail.

The high percentage marking the column "No Response" to these competencies is difficult to understand.

Sixty-seven per cent of the supervisors and 50 per cent of the clerical workers marked the "No Response" column to telephone usage, indicating that using the telephone was not an integral part of their work; yet, in each instance, the interviewer noticed a telephone on the desks of the participants. This could indicate that the clerical workers are not attaching enough importance to their telephone techniques since only half of them responded to this competency.

Sixty-two per cent of the supervisors and 47 per cent of the clerical workers did not respond to the competency in reception duties. This could be explained for the clerical workers by noting the classification of the workers (page 59). This payroll classification indicates that only three of the participating clerical workers were classed as receptionists.

Seventy-one per cent of the supervisors and 62 per cent of the clerical workers did not respond to the competency in handling the mail. The interviewer learned during the conversations with the participants that in most of the small businesses the owner-manager liked to open his own mail and dispose of it if he did not have a private secretary. The larger companies employed full-time mail clerks who dealt with the distribution of the mail to the private secretaries.

Competencies: Business English, business arithmetic, and human relations. Table No. 30 shows the responses to the competency of the clerical workers in business English, business arithmetic, and human relations.

TABLE 30

Per Cent of Twenty-One Supervisors (Evaluating Their Clerical Workers) and Thirty-Four Clerical Workers (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Clerical Workers in Business English, Business Arithmetic, and Human Relations.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Business English	S	67	14	19	0
	E	50	3	44	3
Business Arithmetic	S	76	19	5	0
	E	50	14	32	0
Human Relations	S	62	10	28	0
	E	44	32	21	3

S - Supervisor
E - Employee

There were no responses by the supervisors to the column "Needs Additional Training to Hold Present Job." The clerical workers responded to this column with 3 per cent indicating a need in business English, 3 per cent indicating a need for business arithmetic, and 3 per cent indicating a need for a better understanding in human relations.

The column "Needs Additional Training for Advancement" was checked by 19 per cent of the supervisors and 44 per cent of the clerical workers in business English, by 5 per cent of the supervisors and 32 per cent of the clerical workers on business arithmetic; and by 28 per cent of the supervisors and 21 per cent of the clerical workers on human relations.

The large divergence in the percentages responding to the need for additional training for advancement in business English and business arithmetic indicates that the clerical workers would like additional training in these two areas and feel it is essential before they can advance on their jobs. Although the supervisors did not indicate on the questionnaire their concern in these fields, they did so orally to the interviewer.

One manufacturing concern had at the time of the interview a special consultant who was working on reorganization. The problem in this company was that, due to the technical content of the material, all letters were first written in longhand and given to the clerk-typists to type. The lack of a good English background had caused them to discard the transcribing machines.

A clerical worker from the General Electric Company wrote on the questionnaire "I am satisfy with the job I have, and would be unable to go school" as a reason for not wanting further training in business English.

The supervisor of forty-one clerical workers (mostly billing clerks) in the Crompton-Shenandoah Company stated that "the biggest

weakness of our employees is a lack of arithmetical background, especially in the use of decimals."

Competencies: Usage of forms, penmanship, personality development, and grooming. Table No. 31 indicates the responses of the supervisors and the clerical workers to the questions concerning the competency of the clerical workers in using forms, in penmanship and figure writing, and in personality and grooming.

TABLE 31

Per Cent of Twenty-One Supervisors (Evaluating Their Clerical Workers) and Thirty-Four Clerical Workers (Evaluating Themselves) Who Responded to Selected Questions Concerning the Present Competency of the Clerical Workers in Using Forms, Penmanship, and Personality Development and Grooming.

Competencies	S/E	No response	Needs no more formal training	Needs additional training for advancement	Needs additional training to hold present job
Usage of Forms	S	71	19	10	0
	E	56	32	9	3
Penmanship	S	76	19	5	0
	E	50	32	9	9
Personality Development	S	62	14	24	0
	E	47	29	21	3
Grooming	S	76	19	5	0
	E	50	44	3	3

S - Supervisor

E - Employee

There were no responses by the supervisors to the column "Needs Additional Training for Advancement on the Job." The clerical workers responded to this column with 3 per cent responding to usage of forms, 9 per cent responding to penmanship, 3 per cent responding to personality development, and 3 per cent responding to grooming.

The column "Needs Additional Training for Advancement" was checked by 10 per cent of the supervisors and 9 per cent of the clerical workers in using forms; by 5 per cent of the supervisors and 9 per cent of the clerical workers on penmanship; by 24 per cent of the supervisors and 21 per cent of the clerical workers on personality development; and by 5 per cent of the supervisors and 3 per cent of the clerical workers on grooming.

**Summary of the Job Competencies of the Clerical Workers
As Evaluated by the Supervisors and the Clerical Workers**

The following tabulation shows these competencies in which the clerical workers evaluated themselves as needing additional training to hold their present jobs:

<u>Competency</u>	<u>Per Cent Responding</u>
Typewriting Speed	12
Typewriting Accuracy	12
Pennmanship	9
Telephone Techniques	6
Typewriting Techniques	6
Business English	3
Business Arithmetic	3
Human Relations	3
Reception Duties	3
Usage of Forms	3
Personality Development	3
Grooming	3

There were no responses by the supervisors to the column "Needing Additional Training to Hold Their Present Jobs."

The only competency, out of the twenty-one listed on the survey, in which over 40 per cent of the clerical workers indicated a need for additional training was in the field of business English with a response of 44 per cent. There were no responses of over 40 per by the supervisors.

Analysis of Ways to Meet the Needs for In-Service Training As Given by the Supervisors and the Clerical Workers

The following tabulation shows the responses of the twenty-one supervisors and the thirty-four clerical workers to the question: "Would you be interested in an in-service training program covering those areas in which you have indicated a need for additional training?"

Classification	"Yes" Responses		"No" Responses	
	No.	Percentage	No.	Percentage
Supervisors	11	52	10	47
Clerical Workers	28	82	6	18

The ten supervisors who indicated that they would not be interested in having their clerical workers participate in an in-service training program at the present time gave the following reasons:

Three of them stated that the specialized routine of the work could only be learned on the job.

One had only been a supervisor for one month and did not feel qualified to make an evaluation.

One stated that only college graduates were hired for any office work. If the worker was not fully trained, he was dismissed.

Two stated that they were satisfied with their present clerical workers.

One stated that he felt the night program in business education as offered by the local high school could take care of the training needs for clerical workers.

One stated that all his employees were married and had families and they would not want to take time for extra training.

One stated that all clerical personnel was transferred from the plant if they could pass an aptitude test for clerical work; then they were trained on the job.

Many of the supervisors from the smaller firms stated that they would not care to have their clerical workers better trained, since they would then leave them for the larger-and better-paying firms.

The six clerical workers who stated that they would not be interested in participating in an in-service training program gave the following reasons:

One stated that he was interested in further training, but was not interested in taking classes at the present time.

One stated that he was satisfied with his present job and would be unable to take more training.

One was taking a course in retail merchandising and advertising through correspondence.

Three did not state any reasons.

Of these six clerical workers who were not interested in participating in the in-service training program for clerical workers, four expressed a desire for training in shorthand in order to advance to the stenographic department of their company, and one stated that he would like training in accounting in order to advance to the accounting department of his firm.

The following tabulation shows the supervisors' and the clerical workers' responses to the reason for wanting additional training:

Reasons	Supervisors		Clerical Workers	
	No.	Percentage	No.	Percentage
To upgrade present skills	7	64	18	64
To learn an additional skill for present job	5	45	9	32
In order to advance to another job	3	27	14	50

The following tabulation shows the response of the supervisors and the clerical workers as to the time they would be most interested in having the classes offered:

Time	Supervisors		Clerical Workers	
	No.	Percent	No.	Percent
Afternoons	0	0	4	14
Evenings	8	73	22	79
Saturdays	1	9	2	7
No Preference	2	18	0	0

The response as to whether they would prefer that classes be offered in the schools or in the businesses was as follows:

Location	Supervisors		Clerical Workers	
	No.	Percent	No.	Percent
Prefer that classes be held in the schools	7	63	17	61
Prefer that classes be held in the businesses	0	0	7	25
Stated no preference	4	37	4	14

A summary of the responses of the twenty-one supervisors and the thirty-four clerical workers indicates that 52 per cent of the supervisors and 82 per cent of the clerical workers would be interested in an in-service training program covering those areas in which

the clerical workers evaluated themselves or the supervisors evaluated the clerical workers as needing additional training.

The responses indicate that the supervisors (73 per cent responding) and the clerical workers (79 per cent) would prefer that classes be held in the evenings.

The supervisors and the clerical workers indicated that they would prefer that classes be held in the schools.

CHAPTER V

SUMMARY AND CONCLUSIONS

The summary of the data was presented in three divisions:

1. The summary of the background data including the classification of the firms in Waynesboro, the classification of participating firms, the number of employees in the participating firms, and the payroll classification of the participants.
2. The summary of the data and the conclusions of the supervisors and the employees in evaluating the competencies of the employees.
3. The summary of the data and the conclusions about the ways to meet the in-service training needs as indicated by the supervisors and the employees.

In summarizing the data and drawing the conclusions, the writer used the same considerations as in analysing the data, namely:

- (1) The summary should show clearly whether or not there is a need for further development of in-service training programs in the area;
- (2) The summary should show clearly a comparison between the supervisors' and the employees' evaluations of the in-service training needs; and
- (3) The data should be presented in a manner designed to aid the present adult education programs in the area.

Summary of Background Data

A brief summary was prepared of the total number of firms in Waynesboro, the classification of participating firms, the number of office employees in each firm, and the payroll classification of the supervisors and the employees in each of the three categories--secretarial, accounting, and clerical.

The total number of firms in Waynesboro. A comprehensive list of all the firms in Waynesboro employing office personnel was compiled. The list showed 325 firms employing office personnel within the boundaries of the city. The highest frequency distribution showed 90 firms engaged in wholesale and retail merchandising followed by 55 firms engaged in services. The lowest frequency occurred in architects, storage, and civic organizations with a frequency of 2.

Classification of participating firms. Eighteen of the 25 firms participating were engaged in a different kind of business enterprise. The frequency distribution of the participating firms showed 13 engaged in services, 7 engaged in manufacturing, 4 engaged in finance, and 3 engaged in retailing.

The number of office employees in each firm. The range in the number of office employees was from 1 to 67. The frequency distribution of office employees showed 6 firms employing from 1 to 3 office workers, 10 firms employing from 4 to 10 office workers, 6 firms employing from 10 to 30 office workers, 1 firm employing from 30 to 50 office workers, and 2 firms employing over 50 office workers.

Payroll classification of the participants. Fifteen of the 30 supervisors interviewed had a payroll classification of business manager; 3 had a payroll classification of personnel manager; 2 had a payroll classification of controller; and 2 had a payroll classification of head cashier. Others included in the survey, showing a payroll classification of one, were specialist, public relations; treasurer; accounting superintendent; and managers of communications, personnel accounting, marketing administration, general tax accounting, and production.

The payroll classification of the employees was broken down into the categories of secretarial, accounting, and clerical.

The secretarial category showed 13 classes as secretaries; 3 classed as stenographers; and 2 classed as steno-typists.

The payroll classification of the accountants included accountants, accounting clerks, bookkeepers, assistant cashiers, IBM operators, assistant accountants, cost accountants, and accounting supervisors.

The payroll classification for the clerical workers showed 10 classed as general office clerks and 8 classed as clerk-typists. Other classifications were receptionists, order and billing clerks, cashiers, service representatives, clerk tellers, order clerks, maintenance clerks, and cost clerks.

Summary of the Data and Conclusions on the Evaluations
of the Supervisors and the Secretaries to Selected Questions
Concerning the Present Competency of the Secretaries

The specific conclusions on the category for secretarial workers were based on the following criteria:

1. Any positive response by the supervisors or the secretaries to the question of needing additional training to hold present job was considered sufficient to indicate a need for additional training.
2. A response by 40 per cent or more of the supervisors or the secretaries to the question of needing additional training for advancement was considered sufficient to indicate a need for additional training.

Competencies: Typewriting speed, accuracy, and techniques. There were no responses by the supervisors or the secretaries as needing additional training in the typewriting skills to hold present jobs. Forty-two per cent of the supervisors evaluated their secretaries as needing additional training in typewriting techniques to advance in their work. The conclusions are as follows:

1. The supervisors indicate their secretaries need additional training in typewriting techniques.
2. The secretaries indicate no interest in further training in the typewriting skills.

Competencies: Shorthand speed, accuracy, techniques in taking dictation, and techniques in transcribing. There were no evaluations by the supervisors or the secretaries as needing additional training in the shorthand skills to hold their present jobs. Forty-two per cent of the supervisors and 61 per cent of the secretaries indicated

a need for additional training in shorthand speed for advancement; 55 per cent of the secretaries indicated a need for additional training in techniques in taking dictation, and 44 per cent of them indicated a need for additional training in techniques in transcribing. The conclusions are as follows:

1. The supervisors indicate their secretaries need additional training in shorthand speed development.
2. The secretaries indicate they need additional training in developing shorthand speed, in techniques in taking dictation, and in techniques in transcribing.

Competencies: Business English, correspondence, and telephone techniques. Six per cent of the secretaries indicated they needed additional training in telephone techniques to hold their present jobs.

Sixty-one per cent of the secretaries indicated they needed additional training in business English for advancement, and 42 per cent of the supervisors indicated their secretaries needed additional training in telephone techniques for advancement. The conclusions are as follows:

1. The supervisors indicate their secretaries need additional training in telephone techniques, but they are not interested in additional training in business English and handling correspondence.
2. The secretaries indicate they need additional training in telephone techniques and business English, but they are not interested in additional training in handling correspondence.

Competencies: Transcription machine usage, handling the mail, and reception duties. Six per cent of the secretaries indicated they needed additional training in reception duties to hold their present

jobs. Fifty per cent of the supervisors indicated their secretaries needed additional training in reception duties for advancement on the job. The conclusions are as follows:

1. The supervisors indicate their secretaries need additional training in reception duties, but they are not interested in additional training in transcription machine usage and handling the mail.
2. The secretaries indicate they need additional training in reception duties, but they are not interested in additional training in transcription machine usage and handling the mail.

Competencies: Record-keeping, filing, and penmanship. There were no responses by the supervisors or the secretaries to the need for additional training to hold present jobs. There were less than 40 per cent responses by the supervisors and the secretaries to the competencies in the column on needing additional training for advancement. The conclusions are:

1. The supervisors indicate they are not interested in having their secretaries take additional training in record-keeping, filing, and penmanship.
2. The secretaries indicate they are not interested in taking additional training in record-keeping, filing and penmanship.

Competencies: Personality development and grooming. There were no responses by the supervisors or the secretaries to the need for additional training to hold present job. Forty-two per cent of the supervisors indicated their secretaries needed additional training in personality development to advance on the job. The conclusions are:

1. The supervisors indicate their secretaries need additional training in personality development, but they are not interested in additional training in grooming.
2. The secretaries indicate they are not interested in additional training in personality development or grooming.

Summary of needs as evaluated by the supervisors and the secretaries. The supervisors and the secretaries agreed that there was a need for the following in-service business training:

Shorthand Speed Development
Telephone Techniques
Reception Duties

The supervisors recognized the following needs that were not accepted by the secretaries:

Typewriting Techniques
Personality Development

The secretaries indicated the following needs that were not admitted by the supervisors:

Techniques in Taking Dictation
Techniques in Transcribing
Business English

The supervisors and the secretaries did not recognize a need for the following in-service business training:

Typewriting Speed and Accuracy Development
Shorthand Accuracy
Handling Correspondence
Transcription Machine Usage
Handling the Mail
Record-keeping
Filing
Permanship
Grooming

A review of the summary of the evaluations by the supervisors and the secretaries points out that, of the eighteen competencies listed on the survey, there was agreement for additional training in three of the competencies and agreement that additional training was not needed in ten of the competencies. The supervisors indicated two needs that were not responded to by the secretaries, and the secretaries indicated three needs that were not responded to by the supervisors.

Summary of the Data and Conclusions on the Evaluations
of the Supervisors and the Accountants to Selected Questions
Concerning the Present Competency of the Accountants

The specific conclusions on the category for accountants were based on the same criteria as that for the secretaries, namely:

1. A positive response by the supervisors or the accountants to the question of needing additional training to hold present jobs was considered sufficient to indicate a need for additional training.
2. A response by 40 per cent or more of the supervisors or the accountants to the question of needing additional training for advancement on the job was sufficient to indicate a need for additional training.

Competencies: Handling accounts receivable and payable, accruals and deferrals, capital stock and corporate records, and cash receipts and payments. There were no responses by the supervisors or the accountants to the question of needing additional training to hold present jobs. Forty-two per cent of the accountants evaluated themselves as needing additional training for advancement in handling accruals and deferrals. The conclusions are:

1. The supervisors indicate their accountants do not need additional training in handling accounts receivable and payable, accruals and deferrals, capital stock and corporate records, and cash receipts and payments.
2. The accountants indicate they need additional training in handling accruals and deferrals, but they are not interested in further training in handling accounts receivable and payable, capital stock and corporate records, and cash receipts and payments.

Competencies: Handling closing entries, depreciation and amortization, inventories, investments, and operational expenses.

Ten per cent of the supervisors agreed that their accountants needed additional training in handling depreciation and amortization to hold their present jobs. Fifty per cent of the accountants stated they needed additional training in handling depreciation and amortization before they could advance on the job. The conclusions are:

1. The supervisors indicate their accountants need additional training in handling depreciation and amortization, but they are not interested in additional training in handling closing entries, inventories, investments, and operational expenses.
2. The accountants indicate they need additional training in handling depreciation and amortization, but they are not interested in further training in handling closing entries, inventories, investments, and operational expenses.

Competencies: Partnerships, payrolls, purchases and sales, reserves and surpluses, and taxation and social security. Ten per cent of the supervisors stated that their accountants needed additional training in handling reserves and surpluses and in handling taxation and social security to hold their present jobs. There were

no responses of over 40 per cent by the supervisors or the accountants to the other competencies listed in this grouping. The conclusions are:

1. The supervisors indicate their accountants need additional training in handling reserves and surplus, and in handling taxation and social security, but they are not interested in additional training in handling partnerships, payrolls, and purchases and sales.
2. The accountants indicate they are not interested in further training in partnerships, payrolls, purchases and sales, reserves and surplus, and taxation and social security.

Competencies: Bank reconciliations, verifying own work, verifying work of others, principles of cost accounting, and procedures of cost accounting. There were no responses by the supervisors or the accountants to needing additional training to hold present jobs. There were no responses of 40 per cent or over by either the supervisors or the accountants as needing additional training for advancement on the job. The conclusions are;

1. The supervisors indicate they are not interested in having their accountants take further training in handling bank reconciliations, verifying their own work, or the work of others, or the principles and procedures of cost accounting.
2. The accountants indicate they are not interested in further training in handling bank reconciliations, verifying their own work or the work of others, or the principles and procedures of cost accounting.

Competencies: Preparation and analysis of financial statements, and using and designing forms. There were no responses by the supervisors or the accountants to needing additional training to hold present jobs. Forty-two per cent of the accountants stated that they needed additional training in the analysis of financial statements

to advance on the job. The conclusions are:

1. The supervisors indicate they are not interested in having their accountants take further training in the preparation and analysis of financial statements, or in using and designing office forms.
2. The accountants indicate they need further training in analyzing financial statements, but they are not interested in further training in preparing financial statements or in using and designing forms.

Competencies: Using adding-listing machines, calculating machines, duplicating machines, and posting machines. There were no responses by the supervisors or the accountants as to needing additional training to hold present jobs. There was less than 40 per cent response by the supervisors and the accountants as to needing additional training for advancement on the job. The conclusions are:

1. The supervisors indicate their accountants do not need further training in using adding-listing machines, calculating machines, duplicating machines, and posting machines.
2. The accountants indicate they are not interested in additional training in using adding-listing machines, calculating machines, duplicating machines, and posting machines.

Summary of needs as evaluated by the supervisors and the accountants.

The supervisors and the accountants agreed that there was a need for in-service training in one competency only, namely; handling depreciation and amortization.

The supervisors admitted the following needs that were not responded to by the accountants:

Handling Reserves and Surpluses
Handling Taxation and Social Security

The accountants admitted the following needs that were not responded to by the supervisors:

Handling Accruals and Deferrals
Analysis of Financial Statements

The supervisors and the accountants did not indicate a need for the following in-service business training:

Accounts receivable and payable, capital stock and corporate records, cash receipts and payments, closing entries, inventories, investments, operational expenses, partnerships, payrolls, purchases and sales, bank reconciliations, verifying own work and work of others, principles and procedures of cost accounting, preparation of financial statements, using and designing forms, and using adding-listing, calculating, duplicating and posting machines.

A review of the summary of the evaluations by the supervisors and the accountants points out that, of the twenty-seven competencies listed on the survey, there was agreement for additional training in one competency only, namely, handling depreciation and amortization. There was also agreement by the supervisors and the accountants that no further training was indicated in twenty-two of the competencies listed. The supervisors indicated two competencies that were not responded to by the accountants, and the accountants indicated two competencies that were not responded to by the supervisors.

A review of the complete survey reveals that a higher percentage of responses to needing additional training for advancement was obtained from the accountants to twenty of the competencies and a higher percentage of responses to needing additional training for advancement was obtained from the supervisors to seven of the competencies.

Summary of the Data and Conclusions on the Evaluations
of the Supervisors and the Clerical Workers to Selected Questions
Concerning the Present Competency of the Clerical Workers

The specific conclusions on the category for clerical workers were based on the same criteria as that for the other two categories, namely:

1. A positive response from the supervisors or the clerical workers to the question of needing additional training to hold present jobs was considered sufficient to indicate a need for additional training.
2. A response by 40 per cent or more of the supervisors or the clerical workers to the question of needing additional training for advancement on the job was considered sufficient to indicate a need for additional training.

Competencies: Typewriting speed, accuracy, and techniques.

Twelve per cent of the clerical workers agreed that they needed additional training in typewriting speed; 12 per cent of them agreed that they needed additional training in typewriting accuracy; and 6 per cent of them agreed that they needed additional training in typewriting techniques. There were no responses by the supervisors or the clerical workers of over 40 per cent in evaluating competency in typewriting. The conclusions are:

1. The supervisors indicate their clerical workers do not need additional training in typewriting.
2. The clerical workers indicate they need additional training in typewriting.

Competencies: Alphabetic, numeric, geographic, and subject filing, and filing procedures. There were no responses by the supervisors or the clerical workers to the question of needing additional training

to hold present jobs. There was less than 40 per cent of responses by the supervisors and the clerical workers to needing additional training for advancement on the job. The conclusions are:

1. The supervisors indicate their clerical workers do not need additional training in filing.
2. The clerical workers indicate they do not need additional training in filing.

Competencies: Using adding-listing, calculating, and duplicating machines. There were no responses by the supervisors or the clerical workers to the question of needing additional training to hold present jobs. There was less than 40 per cent responses by the supervisors and the clerical workers as needing additional training for advancement.

The conclusions are:

1. The supervisors indicate their clerical workers do not need additional training in using adding-listing machines, calculating machines, and duplicating machines.
2. The clerical workers indicate they do not need additional training in adding-listing machines, calculating machines, and duplicating machines.

Competencies: Telephone techniques, reception duties, and handling the mail. Six per cent of the clerical workers evaluated themselves as needing additional training in telephone techniques in order to hold their present jobs, and 3 per cent of the clerical workers evaluated themselves as needing additional training in reception duties to hold their present jobs. There were less than 40 per cent responses by the supervisors and the clerical workers

to needing additional training in these competencies for advancement on the job. The conclusions are:

1. The supervisors indicate their clerical workers do not need additional training in telephone techniques, reception duties, and handling the mail.
2. The clerical workers indicate they would like additional training in telephone techniques and reception duties, but are not interested in additional training in handling the mail.

Competencies: Business English, business arithmetic, and human relations. Three per cent of the clerical workers recognized a need for additional training in business English and in human relations to hold their present jobs. Forty-four per cent of the clerical workers agreed that they needed additional training in business English before they could advance in their work. The conclusions are:

1. The supervisors indicate their clerical workers do not need additional training in business English, business arithmetic, and human relations.
2. The clerical workers indicate they would like additional training in business English and human relations, but they are not interested in additional training in business arithmetic.

Competencies: Using forms, penmanship, personality development, and grooming: There were no responses by the supervisors to the question of needing additional training in these competencies to hold present jobs, and there was less than 40 per cent response by the supervisors as to needing additional training for advancement on the job. There were responses by the clerical workers to each of these competencies as needing additional training to hold present jobs, with 3 per cent

responding to using forms; 9 per cent responding to penmanship; 3 per cent responding to personality development; and 3 per cent responding to grooming. The conclusions are:

1. The supervisors indicate their clerical workers do not need additional training in using forms, penmanship, personality development, and grooming.
2. The clerical workers indicate they need additional training in using forms, penmanship, personality development, and grooming.

Summary of needs as evaluated by the supervisors and the clerical workers. There was less than 40 per cent responses by the supervisors to all of the thirteen competencies listed on the survey. The clerical workers indicated the following needs for additional training:

Typewriting--speed, accuracy, and techniques
 Telephone Techniques
 Reception Duties
 Handling the Mail
 Business English
 Human Relations
 Usage of Forms
 Penmanship
 Personality Development
 Grooming

The clerical workers did not indicate a need for the following in-service business trainings:

Filing--alphabetic, numeric, geographic, subject, and procedures
 Machines--adding-listing, calculating, and duplicating
 Business Arithmetic

A review of the summary of the evaluations of the supervisors and the clerical workers points out that, of the thirteen competencies listed on the survey, there was no agreement by the supervisors and

the clerical workers for additional training. There were no responses by the supervisors to the question of needing additional training to hold present jobs and less than 40 per cent response to the questions of needing additional training for advancement.

The response by the clerical workers shows that the clerical workers recognized a need for additional training in ten of the competencies listed.

This summary indicates that the supervisors are not interested in having their clerical workers participate in any in-service training in the areas listed on the survey form, while the clerical workers indicate they are interested in participating in in-service training in ten of the thirteen areas indicated on the forms.

Summary of Data and Conclusions About Ways to Meet In-Service Business Training Needs

In summarizing and drawing conclusions from the data on ways to meet the training needs the writer has presented the three categories of secretarial, accounting, and clerical workers separately. Specific conclusions drawn from the data on each of the categories are as follows:

Summary of data and conclusions about ways to meet in-service business training needs as expressed by the supervisors and the secretaries. Fifty per cent of the supervisors interviewed and 78 per cent of the secretaries interviewed stated that they would be interested in participating or having their secretaries participate in an

in-service training program covering those areas in which they were evaluated or evaluated themselves as needing additional training.

Sixty-seven per cent of the supervisors and 64 per cent of the secretaries stated that they would prefer that in-service training classes be held in the evenings.

Fifty per cent of the supervisors and 43 per cent of the secretaries stated that they would prefer that classes be held in the schools, and 17 per cent of the supervisors and 57 per cent of the secretaries stated that they would prefer that classes be held in the businesses.

The conclusions are as follows:

1. One-half of the supervisors interviewed would like their secretaries to participate in an in-service training program covering those areas in which they were evaluated as needing additional training.
2. A majority of the secretaries interviewed would like to participate in an in-service training program covering those areas in which they evaluated themselves as needing additional training.
3. The supervisors would prefer that classes be held in the evenings.
4. The secretaries would prefer that classes be held in the evenings.
5. A majority of the supervisors would prefer that classes be held in the schools.
6. A majority of the secretaries would prefer that classes be held in the businesses.

Summary of data and conclusions about ways to meet in-service business training needs as expressed by the supervisors and the accountants. Fifty per cent of the supervisors interviewed and

75 per cent of the accountants interviewed stated that they would be interested in participating or having their accountants participate in an in-service training program covering those areas in which they were evaluated or evaluated themselves as needing additional training.

Eighty per cent of the supervisors and 45 per cent of the accountants stated that they would prefer that classes be held in the evenings.

Other times indicated were afternoons and Saturdays.

Fifty per cent of the supervisors and 22 per cent of the accountants stated that they would prefer that classes be held in the schools.

Thirty-three per cent of the accountants stated they would prefer that classes be held in the businesses, while 40 per cent of the supervisors and 45 per cent of the accountants indicated they had no preference.

The conclusions are:

1. One-half of the supervisors interviewed would like their accountants to participate in an in-service training program covering those areas in which they were evaluated as needing additional training.
2. A majority of the accountants interviewed would like to participate in an in-service training program covering those areas in which they evaluated themselves as needing additional training.
3. A majority of the supervisors would prefer that classes be held in the evenings.
4. The largest response by the accountants indicated they would prefer that classes be held in the evenings.
5. A majority of the supervisors would prefer that classes be held in the schools.

6. The largest response by the accountants indicated no preference as to where the classes should be held.

Summary of data and conclusions about ways to meet in-service business training needs as expressed by the supervisors and the clerical workers. Fifty-two per cent of the supervisors interviewed and 82 per cent of the clerical workers interviewed indicated they would be interested in participating or having their clerical workers participate in an in-service training program covering those areas in which they were evaluated or evaluated themselves as needing additional training.

Seventy-three per cent of the supervisors and 79 per cent of the clerical workers indicated they would prefer that in-service training classes be held in the evenings.

Sixty-three per cent of the supervisors and 61 per cent of the clerical workers stated that they would prefer that classes be held in the schools. The conclusions are:

1. A majority of the supervisors would like their clerical workers to participate in an in-service training program covering those areas in which they were evaluated as needing additional training.
2. A majority of the clerical workers would like to participate in an in-service training program covering those areas in which they evaluated themselves as needing additional training.
3. A majority of the supervisors would prefer that classes be held in the evenings.
4. A majority of the clerical workers would prefer that classes be held in the evenings.

5. A majority of the supervisors would prefer that classes be held in the schools.
6. A majority of the clerical workers would prefer that classes be held in the schools.

CHAPTER VI

RECOMMENDATIONS

The recommendations made in this study were based on: (1) the conclusions drawn from the study, (2) the comments and suggestions made by the supervisors and the workers during the interviews, (3) the experience of the writer in teaching business education on the high school and post-high school levels, (4) the experience of the writer in coordinating vocational office training programs on the post-high school level, and (5) the experience of the writer in teaching business education in adult night programs.

The following recommendations are made by the writer:

1. That in-service training programs be set up for secretaries covering the fields of shorthand, typewriting, reception duties, and business English.

2. That in-service training programs be set up for accountants covering the fields of depreciation and amortization, reserves and surpluses, taxation and social security, accruals and deferrals, and analysis of financial statements.

3. That in-service training programs be set up for clerical workers covering the fields of typewriting, telephone techniques, reception duties, handling the mail, business English, human

relations, usage of forms, permanship, personality development, and grooming.

4. That the length of the above courses be tailored to fit the needs of the participants.

5. That the sponsorship of the above-listed courses be assumed by the public school division in the Waynesboro area.

6. That the State Department of Education and the school division of the Waynesboro area should be encouraged to make funds and qualified personnel available for teaching the in-service training classes.

7. That the in-service training classes be held at a time and place most convenient for the participants.

8. That the program coordinator be responsible for advertising the classes in such a manner that all interested office employees will be aware of them.

RECEIVED
JAN 11 1954

APPENDIX

SUPERVISOR'S EVALUATION
of
JOB COMPETENCIES

Name of Company _____ Date _____

Address _____ Telephone _____

Name of Interviewee _____ Title _____

Type of Business _____

Total Number of Office Employees:

_____ Managerial Level
 _____ Accountants and Bookkeepers
 _____ Secretaries and Stenographers
 _____ Clerical (file clerks, typists, etc.)

Do you, at the present time, have in your company any type of training program to improve the job competencies of your employees? _____

If so, list:

Type of Course _____
 Instructor _____ Title _____
 Length of Course _____
 Class of employees to whom this course is offered _____

Type of Course _____
 Instructor _____ Title _____
 Length of Course _____
 Class of employees to whom this course is offered _____

Would you be interested in an in-service training program? _____

If so, are you interested in your employees participating in such a program to:

_____ Upgrade their present skills?
 _____ To learn an additional skill for their present job?
 _____ In order to advance to another job?

Do you feel that training programs should be offered:

_____ On Saturdays
 _____ Afternoons
 _____ Evenings
 _____ Other (list)

Would you prefer that such classes be held:

_____ In the schools
 _____ In the plant

Comments _____

EMPLOYEE'S SELF-EVALUATION

of

JOB COMPETENCIES

Employee's Name _____ Date _____

Employee's Job Title _____

Please evaluate your job competencies on the attached sheet.

Would you be interested in an in-service training program covering those areas in which you have indicated a need for additional training? _____

Are you interested in taking additional training to:

- a. Upgrade your present skills? _____
- b. To learn an additional skill for your present job? _____
- c. In order to advance to another job? _____
- d. Other reasons (list) _____

Would you be most interested in having these courses offered:

- _____ Afternoons
- _____ Evenings
- _____ Saturdays
- _____ Other (list)

How often would you prefer that classes be held? _____ per week.

Would you prefer that classes be held:

- _____ At the schools
- _____ In the plants

Comments: _____

CHECK SHEET FOR JOB COMPETENCIES

ACCOUNTANTS & BOOKKEEPERS

	Needs No More Formal Train- ing	Needs Ad- ditional Training for Ad- vancement on the job	Needs Addition- al Training to Hold Present Position
1. ACCOUNTING FOR:			
a. Accts. Rec. & Payable			
b. Accruals & Deferrals			
c. Capital Stock & Corporate Records			
d. Cash Receipts & Payments			
e. Closing Entries			
f. Depreciation & Amortization			
g. Inventories			
h. Investments			
i. Operational Expenses			
j. Partnerships			
k. Payroll			
l. Purchases & Sales			
m. Reserves & Surplus			
n. Taxation & Soc. Security			
2. AUDITING:			
a. Bank Reconciliations			
b. Verifying own work			
c. Verifying work of others			
3. COST ACCOUNTING:			
a. Principles			
b. Procedures			
4. FINANCIAL STATEMENTS:			
a. Preparation of			
b. Analysis of			
5. FORMS:			
a. Using Forms			
b. Designing Forms			
6. OFFICE MACHINES OPERATION			
a. Adding-listing			
b. Calculating			
c. Duplicating			
d. Posting			
e. Others (list)			
7. UNDERSTANDING BASIC PRINCIPLES			
8. OTHERS (list)			

CHECK SHEET FOR JOB COMPETENCIES

CLERICAL WORKERS

	Needs No More Formal Training	Needs Additional Training for Advancement on the Job	Needs Additional Training to Hold Present Position
1. TYPEWRITING:			
Typewriting Speed			
Typewriting Accuracy			
Techniques & Shortcuts			
2. FILING:			
Alphabetic			
Numeric			
Geographic			
Subject			
Filing Procedures			
3. OFFICE MACHINES:			
Adding-listing			
Calculating			
Duplicating			
Others (list)			
4. Telephone Techniques			
5. Reception Duties			
6. Handling the Mail			
7. Business English			
8. Business Arithmetic			
9. Human Relations			
10. Usage of Forms			
11. Penmanship & Figure-Writing			
12. Personality Development			
13. Grooming			
14. Others (List)			

Woodrow Wilson Vocational-Technical School

FISHERSVILLE, VIRGINIA

February 11, 1960

S A M P L E

Mrs. Kandall
People's Pharmacy, Inc.

Waynesboro, Virginia

Dear Mrs. Kandall:

The Business Department of the Woodrow Wilson Vocational-Technical School, in cooperation with the Business Education Service of the State Department of Education, is planning to start an "In-Service Adult Education" Program in the Staunton-Waynesboro area of Virginia.

With the cooperation of businesses such as yours we can offer courses to office workers who are already on the job but who need or desire additional training. Course offerings, the time, the place, and the costs will be determined after we have ascertained the needs in this area.

We are canvassing a comprehensive list of businesses to see just what they desire in such a program. With your permission, we should like to visit your offices and discuss training needs with you. Your participation will require only a few minutes of your time for a personal interview.

You will help us tremendously by returning the completed postal card as soon as possible, as we hope to get this program underway in the near future.

Sincerely yours,

W. T. Sinclair,
Supervising Principal

Mrs. Aileen K. Greer, Head
Business Department

akg

Enclosure

Mrs. Aileen K. Greer
Business Department
Woodrow Wilson Vocational-Technical School
Fishersville, Virginia

I shall _____ shall not _____ be available for
a personal interview. The time most convenient for
me to see you would be:

Monday, p.m.	_____	Thursday, p.m.	_____
Tuesday, p. m.	_____	Saturday, p.m.	_____
Wednesday, p.m.	_____	Saturday, a.m.	_____

I would prefer that you telephone _____
before coming for an interview.

Company _____

Office Manager _____

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ABSTRACT

A COMPARATIVE STUDY, AS VIEWED BY THE EMPLOYER AND THE EMPLOYEE, OF THE IN-SERVICE BUSINESS TRAINING NEEDS OF OFFICE WORKERS IN WAYNESBORO, VIRGINIA

This study was undertaken in order to determine the specific business training needs of the office employees in Waynesboro, Virginia, and to develop recommendations for the institution of in-service training programs. A survey of a representative group was made by having the employers and the employees evaluate job competencies in selected areas of their work.

The conclusions of this study were as follows:

1. The secretaries and their supervisors would like in-service training programs in the areas of shorthand, typewriting, reception duties, and business English.
2. The accountants and their supervisors would like in-service training programs in the areas of handling depreciation and amortization, reserves and surpluses, taxation and social security, accruals and deferrals, and analyzing financial statements.
3. The clerical workers and their supervisors would like in-service training programs in the areas of typewriting, telephone techniques, reception duties, handling the mail,

business English, human relations, usage of forms, penmanship, personality development, and grooming.

4. A majority of the participants of the survey would prefer that training programs covering the above areas be held in the schools in the evenings.