THE NEED FOR AND USE OF IN-HOUSE SECRETARIAL TRAINING PROGRAMS IN MANUFACTURING COMPANIES IN SELECTED LOUISIANA CITIES

DISSERTATION

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By

Marie Benoit Weaver, B.S., M.S.

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ABSTRACT

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The problem of this study is to determine the need for and use of in-house secretarial training in manufacturing companies in five selected Louisiana cities.

Data for this study were collected by the use of a questionnaire which was devised, validated, and pilot tested. Questionnaires were mailed to 197 personnel/training directors of manufacturing companies in the five largest cities of Louisiana. One hundred thirteen usable responses were received, which represented a 57.4 per cent return. Additional information was obtained through interviews with the personnel/training directors in those companies with in-house secretarial training programs.

An analysis of the data produced the following major findings. Eight, or 7.1 per cent, of the 113 responding companies presently have in-house secretarial training programs. Of the 105 responding companies without in-house secretarial training programs, 65, or 61.9 per cent, feel a need for such a program. In existing programs, the following courses are most frequently offered: telephone etiquette, letter writing, records management, management and supervisory
techniques, human relations, grammar and punctuation, report writing. In addition to these courses, typewriting and shorthand are offered to those persons training to become secretaries. Of those sixty-five companies that admit a need for in-house secretarial training, the following courses were indicated most often as being needed: telephone etiquette, grammar and punctuation, letter writing, shorthand, proofreading, records management, report writing, word processing, and human relations. The main reasons for establishing programs include requests made by secretaries, requests made by supervisors of secretaries, the need to improve the skills of present secretaries. The main reasons why some companies have not established programs include number of secretaries is too few, program not needed now, cost would not provide adequate return, priority for program too low.
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CHAPTER I

INTRODUCTION

Today the Department of Labor reports that more jobs are opening up in the secretarial field than in any of the other 299 work classifications. New secretarial positions are being created at a rate of 440,000 a year; but at present 20 per cent of these new jobs are going unfilled. By 1985, according to the Department of Labor, there will be a shortage of 250,000 secretaries. (12, p. 482)

Why are we experiencing this shortage of secretaries? While many factors may have contributed to the situation, young people over the past few years have cited three major reasons for not choosing secretarial careers:

1. "Once a secretary, always a secretary"--Many students felt that there was no chance for advancement from the secretarial ranks into managerial areas.

2. With equal employment opportunities on the new and increase, new and stimulating avenues finally began to open up to women in business—and these avenues were considered more attractive than such traditionally "female" positions as secretary or teacher.

3. Relative to other areas of business, office work was viewed as being at the low end of the pay scale. Many young people asked themselves why they should spend time preparing for a financially unrewarding career; consequently, persons who formally would have entered the secretarial field began to study accounting, marketing, management, and finance. (2, p. 3)
"Managers everywhere are beginning to realize that some kind of action is necessary to reverse the trend if organizations are to maintain the necessary level of productivity and effectiveness." (9, p. 37) Some believe the solution is to hire men to fill secretarial positions. Fran Riley, public relations counselor for the National Secretaries Association, reports that some predict the number of male secretaries to increase by as much as 15 per cent in the 1980's. (12, p. 482)

In order to attract men to the secretarial profession, however, companies will have to provide higher pay, higher status, and opportunities for advancement—the same things they must provide in order to once again attract women. (12, pp. 482-483) Certainly all of these things, in time, will help to relieve the secretarial shortage; but something must be done in the meantime.

"In-house training is the single most effective response a company can have to the secretarial shortage," says Vera Hilliard, a consultant whose clients include many Fortune 500 corporations. (12, p. 483) In-house secretarial training offers the company "freedom from the fluctuating labor market, control over the quality of skills, and the opportunity to teach company-specified policies and procedures to employees and expose them to the business correspondence styles and personnel or financial forms the company uses." (7, p. 59) "Even where there are people available for positions,
executives everywhere complain about the lack of skills—in typing, use of language, time management, judgment, etc." (12, p. 483)

In-house secretarial training can be directed to the company's specific needs. Whether that need be to retrain secretarial graduates, to train people who have no secretarial backgrounds, or to keep secretaries abreast of changing technology, in-house secretarial training seems to be the logical answer.

According to Dr. Donald Carroll, dean of the Wharton School at the University of Pennsylvania, in-house training is "an integral part of the growing field of executive education courses usually given by colleges on the premises of a particular company that has contracted for the instruction, at an outside facility (hotel or the like), or on the school's own campus." Dr. Carroll cites five distinct types of in-house seminars:

1. The pure in-house seminar where the company's own staff does the teaching of its own executives;
2. A faculty is hired from outside the company to develop a program to the company's specifications;
3. An academic institution or training institute is retained by the company as program manager, but with the faculty drawn from several different institutions and perhaps from the company itself;
4. An academic institution or training organization with its own faculty offers a program for executives of a single company;
5. A program offered to the general public is attended by executives from several companies, preparatory to their giving in-house seminars of their own. (6, p. 27)
Interest in continuing education, and especially in in-house training, is rapidly increasing. Many believe that in-house seminars are not only "in," but that they are clearly here to stay. (6, p. 28) The following specific factors account for growth in continuing education:

1. Organizations now recognize the importance of in-house training in all areas, especially technology and management;
2. Because most professionals now recognize that they must participate in continuing education programs to keep up with new developments in their fields, continuing education has become a way of life for many;
3. Many professional societies have become vigorous supporters of continuing education programs. Their efforts have spurred the rapid development of training programs;
4. The increasing importance of employee training as a discipline is reflected in the increased stature of training departments, now often called departments of human resources or offices of management development. (5, pp. 3-4)

From the above discussion, the implication is that in-house training programs have traditionally been directed towards employees in predominantly "male" positions. "Male" positions in the business world as opposed to "female" positions in the business world are usually thought of as "professional" and usually claim higher pay, higher status, and more opportunities for advancement. Perhaps these are some of the reasons why in-house training for secretaries, a traditionally "female" position, has been slower to catch on than in-house training in other business areas.

According to Marilyn Hanchey, Education and Training Specialist for Polaroid Corporation, a successful secretary
in-house training program must progress through three different stages: 1) preparing the corporation for the program, 2) designing and implementing the program, and 3) evaluating the program. (7, p. 59) The most difficult of the three stages seems to be the first—preparing the corporation for the program. Many personnel/training directors have simply never thought about the possibility of in-house training in secretarial areas; therefore, the personnel/training director must first be made aware of the fact that in-house training programs for secretaries do already exist in some companies.

Georgetown University in Washington, D.C., for example, began to expand its Continuing Management Education program in the early seventies on the principle that managers and executives need to continually improve their professional expertise. Today, the program includes approximately ten in-house seminars a month, including courses on secretarial topics. (6, p. 28) Employers as varied as Metropolitan Life Insurance Company in New York and the Nuclear Energy Division of General Electric Company in San Jose, California, have begun in-house secretarial programs as a result of the secretarial shortage and many others are expected to follow their example. (13, p. 85)

The corporation's personnel/training director must then be made to realize that in-house secretarial training can be directed to fit his company's specific needs, one of which
might be to upgrade the skills and abilities of the present staff. Employers are complaining that the standard of competence among those who have had formal secretarial school training is declining. "Executives everywhere stress the lack of skills—in shorthand, typing, and just plain use of the language—ranks with the lack of available bodies in creating the secretarial shortage." (13, p. 84) According to the International Labour Office,

The lack of both national and international standards governing access to the various clerical and secretarial occupations explains this deterioration. The proliferation of private profit-making secretarial colleges, the lowering of educational standards in general and the fragmentation of tasks are all factors which in one way or another have contributed to this state of affairs. (11, p. 120)

Whatever the reason for the decline in secretarial competence, something must be done about it. In-house secretarial training programs can be aimed at alleviating the problem by upgrading the skills and abilities of the present staff.

Many, however, would like to have us believe that there is no need to upgrade the skills and abilities of our present secretaries because sophisticated office machines are rapidly replacing these secretaries who possess "traditional" skills. Studies compiled by the office machine industry and sales pitches made by their representatives indicate that "the one boss—one secretary" relationship is rapidly giving way to the centralized typing pool. However, studies done by those in
business indicate the opposite. A 1975 survey revealed that of the U.S. middle-level and senior management personnel interviewed, 90 per cent indicated that their typing and correspondence were handled by a secretary (sometimes shared with another executive), while only 8 per cent used a typing pool. Of the 76 per cent who dictated their letters, 58 per cent did so to a secretary and the remainder used a dictaphone or other recording device. (8, p. 13) Another study in 1980 regarding the use of shorthand by secretaries in large businesses in the Dallas-Fort Worth area revealed that 70 per cent of the secretaries surveyed use shorthand. (3, p. 194)

Although new occupations are created by automation in the office—particularly word processing and editing machines—these occupations increase rather than diminish the need for the "traditional" communication skills since they require the secretary to do more proofreading than ever before. Yet, according to a survey reported in U.S. News and World Report, some 65 per cent of U.S. businessmen and women are unable to express themselves clearly in writing. (1, p. 24) This indicates all the more reason for secretaries to be trained in such traditional areas as grammar, punctuation, letter writing, and report writing, as well as in the modern areas of office technology.

In addition to using in-house secretarial training for upgrading skills and abilities of the present staff and for keeping employees abreast of changing office technology and
skills, many companies have used this type of training to "grow" their own secretaries. These companies hire people who want to become secretaries and train them to be secretaries. In such programs, in-house training is used to teach company-specified policies and procedures, as well as to teach the traditional areas of secretarial instruction. (7, p. 59)

The need and uses for in-house secretarial training will, of course, vary from location to location. A survey of businesses in a particular geographic area to determine their specific needs for secretarial training would be one step in the direction of alleviating the secretarial shortage. Such a survey would determine those areas of instruction which need reemphasis in the secretarial administration programs of local universities, those areas of instruction for which business professors can provide companies with instructional plans and expertise for use in in-house training programs, the nature of those in-house training programs that are in existence, and those reasons why some companies have in-house secretarial training programs while others do not. This type of information is necessary if business educators are to play a part in helping to resolve the present shortage of secretaries possessing adequate skills and abilities.

Few studies of this nature have been done in recent years. One study, conducted by L. W. Denton, pertained to in-house training of written communications. Some of the basic objectives of the study included 1) to establish the
percentage of organizations offering in-house training in written communications and 2) to determine what specific types of courses are offered. Findings of the study indicated that only 29 per cent of organizations surveyed with fewer than 5,000 employees have writing programs; 51 per cent of organizations surveyed with 5,001-50,000 employees offer at least one in-house writing program. Regarding the types of writing courses offered, 31 per cent were general courses in writing skills, 20 per cent were courses in technical report writing, 19 per cent were courses in business letter writing, 6 per cent were courses in proposal writing, and 5 per cent were courses in specifications and manual writing. (5, pp. 5-6)

Denton recommended that "research must continue on the structure of in-house writing courses—how they are organized, what content they contain, how they are presented, what kinds of assignments are best, etc. We can anticipate the appearance of doctoral theses and other studies on in-house writing programs relatively soon." (5, p. 14)

Statement of the Problem

The problem addressed in this study is to determine the need for and use of in-house secretarial training programs by selected manufacturing companies in Louisiana.

Purposes

The purposes of this study are
1. To determine whether there is a need for in-house secretarial training in manufacturing companies in selected cities in Louisiana;

2. To determine in what specific instructional areas there is a need for in-house training;

3. To determine for what specific level of secretaries there is a need for in-house training;

4. To determine whether needs for in-house training differ depending on the size of the company in terms of number of employees;

5. To determine whether needs for in-house training differ depending on the age of the company;

6. To determine the reasons for implementing in-house secretarial training programs in those companies where programs exist;

7. To determine reasons why in-house secretarial training programs do not exist in some companies;

8. To determine the nature of those in-house secretarial training programs in existence;

9. To predict the current and future trend of in-house secretarial training programs in Louisiana.

Research Questions

In order to pursue the purposes of this study, the following questions were addressed.

1. How many companies presently have in-house secretarial training programs?
2. Of those companies that do not have in-house secretarial training programs, how many feel a need for such a program?

3. What specific courses are being offered in those programs that exist?

4. What specific courses are needed but not being offered in those programs that exist?

5. What specific courses are needed in those companies that have no program but admit a need for one?

6. In those programs that exist, are courses directed to all secretaries or to particular levels of secretaries?

7. Do companies who have no program but express a need for one feel that training is needed for all secretaries or for particular levels of secretaries?

8. Does the need for in-house secretarial training differ depending on the size of the company in terms of number of employees?

9. Does the need for in-house secretarial training differ depending on the age of the company?

10. Why have some companies established in-house secretarial training programs?

11. Why have some companies not established in-house secretarial training programs?

12. In existing programs,
   a) are training classes held regularly?
   b) must secretaries pay to attend classes?
c) are training programs offered on company time?

d) is attendance mandatory?

e) who instructs the courses?

13. Do companies that do not presently have programs anticipate providing them in the future?

Delimitations of the Study

Only those manufacturing companies with one hundred or more employees and located in one of the five largest cities of Louisiana were included in this study. The five largest cities of Louisiana are: New Orleans, Baton Rouge, Shreveport, Lake Charles, and Monroe.

Limitations of the Study

The possibility exists that all manufacturing companies in the five selected cities may not have been listed in the source documents used to identify the companies included in this study. Source documents consisted of publications by Chamber of Commerce offices in the five largest cities in Louisiana.

Definition of Terms

The following terms will have restricted meaning and are thus defined for this study.

1. Certified Professional Secretary (CPS) is a person who has successfully completed an examination developed and administered by the Institute for Certifying Secretaries and who has met the educational and secretarial experience requirements.
2. **In-house training** refers to training that a company provides for its employees. Only that company's employees are in attendance at these training sessions.

3. **Institute for Certifying Secretaries (ICS)** is a department of the Professional Secretaries International (formerly known as the National Secretaries Association, International) composed of businessmen, educators, and CPS's who develop and administer the CPS examination.

4. **Manufacturing company** is a company that is in the business of producing a tangible product. Manufacturing companies used in this study are those listed as such by the Chamber of Commerce office in each selected city.

5. **National Secretaries Association (International) (NSA)** is the former name of the world's leading organization for secretaries whose major objective is to elevate secretarial standards and offer opportunities for professional and personal growth and development.

6. **Professional Secretaries International (PSI)** is the new name of the world's leading organization for secretaries (formerly known as the National Secretaries Association, International) whose major objective is to elevate secretarial standards and offer opportunities for professional and personal growth and development.

7. **Secretary** refers to anyone whose official title is secretary, executive secretary, or administrative assistant. It does not include clerks, typists, or stenographers.
a. Secretary A works for an executive in top management.

b. Secretary B works for a supervisor in middle or lower management.

c. Employee X works for the company in some capacity other than secretary but is training to become a secretary.

8. Top management refers to those executives responsible for establishing top-level policies in an organization. This level of management includes the president, vice-president, chairman of the board, and other such top management officials.

9. Other management refers to middle and/or lower management, or all personnel with the exception of top management.

Procedures

Publications by the Chamber of Commerce offices in the five largest cities in Louisiana were used as source documents to identify the businesses used in this survey. These include Major Employers of the Greater Lake Charles Area compiled by the Greater Lake Charles Chamber of Commerce, Manufacturers' Directory--The Greater Baton Rouge Area compiled by the Baton Rouge Area Chamber of Commerce, Employers in the New Orleans SMSA Employing 200 Persons or More compiled by the Economic Development Council of the Chamber/New Orleans and the River Region, Ouachita Parish Manufacturing and Processing Plants compiled by the Monroe Chamber of Commerce, and Shreveport-Bossier Directory of
Manufacturers, 1980 compiled by the Shreveport Chamber of Commerce. The 1980/81 Directory of Louisiana Manufacturers, compiled by the Louisiana Department of Commerce, was also used.

Businesses used in the survey were manufacturing companies, designated as such by the above publications, employing at least one hundred employees. Approximately two hundred businesses in the five largest cities in Louisiana came under this classification—sixteen from the Lake Charles area, sixty-three from the Baton Rouge area, fifteen from the Monroe area, thirty-four from the Shreveport area, and ninety-five from the New Orleans area. The total population was surveyed.

In order to obtain the names of the personnel/training directors in each of the manufacturing companies surveyed, Mr. William J. Scott, Jr., President of the Louisiana Chapter of the American Society for Training and Development (ASTD), was contacted by telephone and requested to send a membership roster of that organization. A further attempt to determine the names of those training directors who did not appear on the ASTD membership roster was made by telephoning the companies (if local to Lake Charles) or sending postcards to request this information.

Content validity of the survey questionnaire was established by an appraisal of items by a panel of experts. In
Educational Research: An Introduction, Borg and Gall wrote,

One type of content validity is face validity, which refers to the evaluator's appraisal of what the content of the test measures. Unlike the other types of validity, the degree of content validity is not expressed in numerical terms as a correlation coefficient. Instead, content validity is appraised usually by a subjective comparison of the test items with the content and skills that they purport to teach. (4, pp. 136-137)

The panel of experts included five university professors in the area of Business Education. Revisions of the survey instrument were made based upon suggestions of this panel.

A pilot study of the questionnaire was conducted with a sample of five personnel/training directors of manufacturing companies in Louisiana. In Planning and Conducting Surveys, McCallon wrote,

The pilot study should resemble the planned survey as closely as possible, in order to check the survey procedures to be employed. The pilot study group should be a subset or be closely akin to the population to be considered in the overall survey and the procedures followed should be as close as possible to the actual procedures planned for the survey itself. In this way, the pilot study becomes a miniature survey, checking the questionnaire and procedures. (10)

McCallon further stated, "A well-designed and properly administered questionnaire has many built-in validity checks by virtue of the good questionnaire methodology that has been utilized." The survey instrument was revised, where necessary, based on results of the pilot study.
The questionnaire was then sent to the personnel/training director of each manufacturing company. The cover letter, typed on McNeese State University letterhead, sent along with the questionnaire explained the reasons for conducting the study and encouraged the personnel/training directors to complete and return the questionnaire as soon as possible. After a period of ten days, a follow-up postcard was sent. When necessary, follow-up telephone calls were made after an additional seven days.

Analysis of the Data

To answer the proposed research questions, information obtained from items on the questionnaire were reported in terms of frequency and percentage. These data were placed in table format for information purposes. Based upon the analysis of data, appropriate conclusions and recommendations were made.

Organization of the Study

Chapter I introduces the study, states the problem, gives the purposes of the study, indicates the delimitations and limitations, defines terms used in this study, and gives a brief overview of the procedures.

Chapter II presents a review of related research. Chapter III describes in detail the methods and procedures followed to organize the research study and collect the data, and it also indicates the manner by which the data were processed.
Chapter IV contains the findings, and Chapter V presents a summary of the study, conclusions drawn, and recommendations based upon the findings of the research.
CHAPTER BIBLIOGRAPHY


CHAPTER II

RELATED RESEARCH FINDINGS

Research and related literature pertaining to the history of training as well as to in-house training in the 1980's are presented in Chapter II. Also, research and related literature concerning the need for in-house training for secretaries and the present use of in-house training are presented in this chapter.

History of Training in America

Apprenticeships, which were the common method of training in medieval Europe, were the first types of training for work in early America. In order to become a journeyman or professional practitioner, an apprentice was indentured to a master craftsman for a period of time to learn the trade or profession. (12, p. 3) "Indeed, apprenticeship was the method of learning before aspects of subject matter to be learned, were identified, isolated, and packaged as related instruction to be taught in group situations in a classroom." (28)

The rapid growth in business and industry demanded more master craftsmen than could be produced through the individualized apprenticeship process; thus, just prior to the turn of the century, factory schools came into being. In the factory school, group instruction, printed subject matter, and course
content were used to supplement on-the-job training (12, p. 3) "Such companies as Western Electric, Ford and National Cash Register were in the forefront of this educational activity." (41)

The early 1900's was a period of minimal job training by business and industry. Much federal legislation for vocational education and the beginning of industrial training associations occurred during these years. Correspondence schools also emerged and were supported as an additional means for training employees. (12, p. 4)

During the Great Depression years, too, training was neglected by business and industry. This was a time when the supply of trained manpower exceeded the needs. Governmental groups such as the Civilian Conservation Corps and the National Youth Administration were established during this era. These groups offered meaningful work and job training for young workers and students. (12, p. 4)

The emergence of World War II created much training activity in the factories and shipyards. "J" programs were developed during this period. The Job Instructor Training (JIT) program taught line supervisors how to train workers. This three-day course was given to almost two million line supervisors who, in turn, trained some ten million workers. Job Relations Training (JRT), Job Methods Training (JMT), and Job Safety Training (JST) were other programs in the "J" series. Another, Program Development Training (PDT), was
designed for executives who were unfamiliar with training techniques. The position of "training director" became a common position in the management hierarchy of the corporation during these years of extensive training. (12, p. 4)

In 1945 the professional organization for training personnel was founded. Originally known as the American Society of Training Directors (ASTD), the group is now known as the American Society for Training and Development. Publishing the Training and Development Journal is one of a multitude of services the Society provides for its 10,000+ membership. (12, pp. 4-5)

The early 1950's was a time of intensive supervisory training. The Hawthorne Studies of thirty years earlier became of prime importance, and the supervisor was seen as a key element in the work relationship. During these years, it was thought that every supervisor needed human relations training. Demand continued to increase so much that supervisory training became a popular offering in public evening school. (25)

The decade of the 1960's marked the true beginning of training and development. It was a time of rapid technological, social, and economic change. Because of these rapid changes, business, industrial, military, and governmental organizations were forced to spend money and other resources on training. (43)

Tracey found that in 1971, 85 per cent of the major industries were involved in training and development. The
total pool of potential trainees in private, nonagricultural, nongovernment establishments totaled 57,836,00 employees. The percentage of these employees who were privileged to receive training, regardless of the type or the amount, is not known; however, the range of several estimates of the total expenditure for training and development for the year was twenty to twenty-five billion dollars. (12, pp. 5-6) "In that we are in a new era socially and economically, the time appears near when industry may be spending as much money to educate its employees as the country spends to educate its youth." (5)

"Historically, in the United States the type and amount of job training in industry has been dependent upon changes in political, economic, and societal forces." (46) "In the past fifty years, the industrial education function in America has evolved from an initial concentration upon the development of apprentices through the establishment of foreman training and later into executive development." (28)

In-House Training in the 1980's

The definition and purpose of training in business and industry are closely related. Blake writes that "training professionals can help to create the conditions under which negative and apathetic attitudes toward productivity can be converted into positive attitudes toward productive work." (3) Wenig and Wolansky defined job training in industry "as those training techniques which are worker oriented, not management or supervision oriented, and done during the
regular working hours of occupation, and for which a minimum or beginning wage is paid." (46) Patten views industrial training as the "efforts that are made to facilitate the process we call learning and which results in on-the-job behavior required of a member or members of an individual organization." (28) Nadler says simply that "training has as its function the improvement on the job." (25) Smith states that "a worker's job experiences shape his behavior. The purpose of training is to guide the shaping so that the worker becomes more interested in his work, more loyal to the organization, and more productive." (39)

While training is the most popular term used in referring to instruction in business and industry, other terms—education, personnel development, human resources development—are found in the literature. "Originally, training meant job-related learning experiences for the skilled worker; today it is often used generically to refer to any industrial instruction." (12, p. 12) The term "education" generally refers to related learning experiences such as classroom instruction, field trips, and other cognitive dimensions. It is used in corporate education centers and in executive training programs moreso than in industrial training literature. "Personnel development and human resource development seem to imply the upgrading of the whole person including the affective domain. It is usually reserved as a term applied to managerial and executive upgrading." (12, p. 12)
During the last decade, organizations seem to have rediscovered training and development. Unlike previous years, however, today's training offices are being established outside the usual personnel organization, frequently under a separate title such as Human Resources Development. Additionally, in order to secure a separate identity, training is making a major effort to professionalize itself. This process begins with training staff who are being urged to move through a professional development process. The American Society for Training and Development (ASTD) has issued a recent statement on what this will entail. ASTD's activity categories include

1. Analyzing needs and evaluating results
2. Designing and developing training programs and materials
3. Delivering training and development programs/services
4. Advising and counseling
5. Managing training activities
6. Maintaining organization relationships
7. Doing research to advance the training field
8. Developing professional skills and expertise
9. Developing basic skills and knowledge

Certainly the above objectives take training far beyond the traditional job of presenting orientation programs, explaining affirmative action policies, and providing forty hours of supervisory management training for new supervisors. In essence, the modern role of trainers comes down to three critical functions:

To plan what people need to know—both new and in the future to facilitate dynamic change
To stress the ability to communicate and apply—to ensure that what needs to be known is actually learned and used.

To be seriously involved with the whole process of Human Development in helping people learn more about themselves. (21, pp. 344-348)

One reason for the rediscovery of training and development seems to be the present state of the economy. According to labor experts, "recession has a way of highlighting the need for retraining because it focuses attention on the vulnerability of cyclical markets and businesses as well as regional dependence on particular industries." (31, p. 4)

There are two basic kinds of retraining. The first is structural, for those who find themselves in slow, dying, or obsolete functions or industries. The second, cyclical retraining, is essentially counter-recessionary in nature. (31, p. 4)

Paul Barton, vice-president of the National Institute for Work and Learning, is especially interested in cyclical retraining, which he says is "the next step in managing recessions. During economic slowdowns, we should develop private and public training programs. Federal funds can be used to assist employers with training programs before they lay off workers or jointly sponsored retraining efforts can provide an alternative to lay-offs." (31, p. 4)

Members of the private sector, too, are concerned with training programs, but, for reasons other than countering
slumps in the business cycle. Slow and uncertain economic growth, rapid technological change, intensified competition from overseas, an aging and shrinking workforce, soaring energy costs—all are likely to continue to cause major structural changes and job dislocations during the 1980's. (31, p. 4)

For these reasons, there is significant pressure from individual employees for programs that will help them both maintain current work skills and develop new ones. Some pressure also comes from supervisors and managers who see an increasing gap between what jobs require and what individuals are actually doing. Because work responsibilities are changing more rapidly in the current dynamic social-technological environment, supervisors are more supportive of training programs and expect to receive a fair share of training opportunities to develop and reward their employees. Employees, too, want their "share" and expect to have both formal training during work time and informal training on the job. (21, p. 345) "Most workers have an innate desire to grow . . . . Apparently being able to satisfy the desire to grow and to learn on the job enhances worker self-esteem, satisfaction, loyalty, motivation, and occasionally, productivity." (27, p. 159)

The increasing commitment to training and development programs by private and public sector organizations, the establishment of larger and more sophisticated training
programs, the greater numbers of staff being hired as training specialists—all are proof that this trend of training is on the upswing. Also, the increasing number of major books, symposiums, journals, technical reports, and newsletters that cover material in the area of training and development clearly indicates that in-house training is here to stay. (21, p. 344)

Need for In-House Secretarial Training

The general consensus of the literature is that the secretarial profession has long been the backbone of business in the United States. Because of increasing productivity and changing technology in the world of business, today's secretarial position is one of even more importance and responsibility than ever before. This increase in responsibility is expected to continue as more and more specialized, technical equipment is developed. As responsibility increases, the need for competent, well-qualified secretaries also increases. Unfortunately, the number of competent, well-qualified secretaries has been continually decreasing.

According to the U.S. Department of Labor, about 60,000, or 20 per cent, of the 295,000 secretarial jobs opening annually remain unfilled because of lack of qualified candidates. Updated figures from the Bureau of Labor Statistics project that the number of secretarial positions will increase from the 3.6 million estimated in 1978 to 5.25 million in 1990,
with annual average openings over the 12-year period rising from 295,000 to 302,000 a year. (8, p. 18)

One reason for this shortage of competent secretaries is the end of the post-World War II baby boom, which has resulted in a decreased number of young people entering the labor market. According to Seymour Wofbein, Ph.D, professor at Temple University's School of Business Administration, "the number of new people entering the labor force will decline about 5 per cent in the next five years, about 10 per cent between 1985 and 1990." (8, p. 18)

To add to this problem is the fact that many of those students graduating from secretarial curriculums and applying for jobs are actually incapable of performing secretarial and clerical work. "Many young secretaries . . . . have difficulties with spelling and grammar," says Connie McCauley, past president of The National Secretaries Association (International) (NSA), "a direct result of the overall decline in the nation's education standards." "People in schools today are victims of the trend to steer away from grammar and instead focus on literature," says Barbara Lyon, director of public relations for the Katharine Gibbs School. "Students wanting to become secretaries today are not as well versed in basic skills, which is the fault of the educational system and the lack of structure," adds Betsy McInnis, vice president of Katharine Gibbs School. (8, p. 18)
As more and more offices install some type of word processing equipment, the lack of competent grammar and punctuation skills in secretaries becomes increasingly critical. "Although many employers believe that installing the machines will increase productivity and be a cost- and time-saver, unless the problem of inadequate secretarial skills is dealt with first, chances for boosting productivity could be slim." (8, p. 29)

In desperation, some firms have adopted a procedure whereby all or a great many of the documents produced by word processors are typed originally as rough drafts. These drafts are then reviewed by the originators who must identify and mark every error--punctuation and spelling included. The stored documents are then edited by those word processors who can be counted on to correct the marked errors. Although the final copy is finally produced at an astoundingly high rate of speed, the accumulated inefficiencies far outweigh the end result. (18, pp. 18-19)

Hilliard relates more reasons for this secretarial shortage that we are experiencing. About ten to fifteen years ago, most major industries were in a relatively stable position taking for granted the ideas of an ever-expanding economy and continued growth. There was not a great need during those years to monitor payrolls or other personnel expenses carefully. Practically everyone had a personal secretary, with little need to be concerned about maximum
efficiency. "With so many secretaries available, a poor or inefficient worker could easily be accommodated without upsetting the plans of anyone." (20, p. 410)

As the business climate slowly changed, three major trends appeared which significantly altered the position of a secretary in the corporation: a) the economy began to decline; b) women became more aware of their individual needs and rights; c) governmental influence in corporate affairs increased. (20, p. 410)

Prior to this time, a woman choosing a business career had few choices. Those bright young women who ordinarily would have gone to college to pursue professional business careers were discouraged from doing so because there were no such jobs available for women. Consequently, many who accepted secretarial positions were greatly overqualified. In today's society, however, women do have a choice, and many are entering professions that claim higher salaries, greater prestige, and better opportunities than do secretarial positions. Many of the secretarial positions, therefore, are being left to those who either cannot, or choose not to, aspire to "professional" careers. Corporations are thus left with fewer secretaries in number and often in quality as well. (20, p. 411)

Government intervention, though, intensified the need for qualified secretaries. Companies that needed to conduct business with the government were forced to comply with the
Equal Employment Act. Also, as governmental agencies became more active in every phase of business, company executives found themselves buried with paperwork. This made it even more critical than ever before that secretaries be capable of handling far more responsibilities than had previously been required to help their principals with administrative overloads. (20, p. 411)

During these leaner economic times, it has become important for companies to secure the greatest effort from each employee. For this reason, many companies have begun to consider ways to help improve the performance of the remaining secretarial staff. "Industry is faced with two alternatives, either accept lower working standards and adjust the expectations of executives accordingly, or find ways to improve the skills of those who are hired." (20, pp. 411-412)

Many executives give no more than casual thought to any but the most obvious aspects of clerical errors. They do not realize that the steady incidence of clerical errors of all kinds continuously reduces profit margins. The following list, however, should convince these executives not to accept lower working standards from their secretaries.

Clerical errors are responsible directly for costs or losses in at least five ways:

1. Unrecoverable losses (including loss of business) that result directly from error;
2. Cost of extra clerical time required by personnel directly responsible, to find the error and correct it;
3. Extra cost of overtime that generally results from the delays and other consequences of error;
4. Extra cost of the more valuable time of more experienced or more capable (and higher salaried) personnel often required to find and correct and alleviate the consequences;
5. Value of the time of supervisors, managers, etc., wasted as a result of errors and then the need to correct them. This is particularly costly when the error enters into information used by upper levels of management or by other departments of the organization. (15, p. 37)

Errors are responsible indirectly for costs or losses in at least seven ways:

1. Delays—often with serious consequences—that are due to error;
2. Dispersion of the attention of higher priced personnel, supervisors, managers, etc., from their basic responsibilities;
3. Distracting, disturbing effects, emotional upsets, strain, etc., often caused by discovery of error, allocation of blame, fixing responsibility, attempting to prevent repetition, etc.;
4. Demoralizing local, internal effects of the loss of confidence in the quality of work and the reliability of figures, data, records and other clerical work;
5. Cost of extra, precautionary, preventive, quality control and other special procedures and practices necessitated or required because of the incidence and effects of errors;
6. Loss of goodwill and the deterioration of company image when errors affect customers, other departments, top management or any others outside the unit where the error is made;
7. The undeterminable loss of business that results when errors annoy customers sufficiently to make them prefer to do business elsewhere. (15, p. 37)

"There is no promise that things will not get worse.
If things improve, it is up to management." (15, p. 37)

Friedheim has composed a list of ten things each company could do, no matter how large or small, to help combat the...
shortage of qualified secretaries. One of his suggestions is to conduct in-house secretarial training.

1. Companies should review current job descriptions and actual tasks to ensure that the individuals are performing the duties of a secretary as described by Professional Secretaries International (PSI). This organization which represents more than 30,000 secretaries nationwide had developed a prototype description which should be used in comparing the work tasks within the firm to determine if the secretary is being asked to perform appropriate duties.

2. After reviewing job descriptions, companies should review salary scales to ensure that those persons serving as secretaries are being appropriately compensated.

3. For the key secretarial positions, each company should attempt to secure a Certified Professional Secretary (CPS). Although there are a limited number of individuals who are available for employment with this certification, each company's interest in attaching such significance to their "key" positions will help stimulate participation in the program and at the same time improve the secretarial image.

4. Companies should provide membership in the Professional Secretaries International as a fringe benefit for their secretarial staff.

5. Companies should ensure that managerial and supervisory personnel are utilizing secretaries to their fullest capacity.

6. In-service training programs should be scheduled for both secretarial staff and managerial personnel to further their effective performance.

7. Companies should encourage their secretarial staff to participate in continuing education programs to stimulate the growth and development of their skills and competencies.

8. Companies should volunteer to make appearances at high school career day programs extolling the opportunities and benefits of a secretarial career.

9. Companies should promote from within whenever possible so that growth within a company can become a feature of career development.

10. Companies should encourage participation in the Certified Professional Secretary Program by agreeing to underwrite the cost of the examinations for any secretary willing to sit for the exam. (17, pp. 20-21)
To examine current practices involving training, development, and productivity, Hershey and Houser conducted a study of five major firms in the Midwest. The firms represented such diverse industry groups as manufacturing, banking, insurance, and utilities. Ranging from medium to large in terms of financial worth, number of employees, and relative industry position, each is fairly typical of other medium-to-large companies in its industry growth. Interviews were held with more than 180 employees in the 5 firms to determine current practices concerning office costs and employee training. Individual interviews were conducted with 23 top managers, 25 first-level managers, and 134 office employees. (19, pp. 29-30)

A series of questions regarding the potential value of in-house training and development programs for office workers were asked of the first-level managers and office employees. Only 4 of the 25 first-level managers stated that they believed office employees were interested in additional training and development opportunities. However, 18 of them believed it was important to provide in-house training and development programs for office workers. Of the 134 office employees, 85 (63 per cent) stated that they would definitely be interested in additional training and development programs that might permit them to advance. (19, pp. 33)

Another study on in-house secretarial training was conducted by the Dow Chemical Company. The purpose of the
The study was first to determine if there was a need for secretarial training and second to determine what that need was. Questionnaires were administered to 374 women in Dow's Midland, Michigan, location. This represented 50 per cent of the women working for one or more bosses. Seventy-seven per cent of the secretaries returned their questionnaires. The results indicate the percentage of secretaries who would find each program either "helpful," "very helpful," or "extremely helpful."

| Human relations and understanding others | 77.2% |
| English grammar and punctuation | 64.9% |
| Business letter writing | 59.1% |
| Office practices and procedures | 57.3% |
| Shorthand | 51.5% |
| Functional interrelationships of departments and company organization | 51.1% |
| Spelling | 48.1% |
| Company objectives | 47.9% |
| Company products | 47.1% |
| Telephone techniques | 43.8% |
| Chemical terminology | 39.1% |
| Filing methods | 37.0% |

(1, p. 24)

The data from these two studies certainly "do seem to refute the traditional characterization of office employees as unmotivated, short-term help." (19, p. 33)

Present Use of In-House Secretarial Training

Industry has targeted training at the male sector of the work force for many years. Proponents of such training believe that training programs will increase productivity and efficiency, improve job satisfaction, encourage feelings of self-worth, qualify people for promotion, and increase
receptivity to change. The following companies believe all of these benefits of training apply to women as well as to men.

**Becton Dickinson Labware**

A new clerical development program has been introduced at Becton Dickinson Labware, a manufacturing facility in Oxnard, California. The purpose was to create an in-house training program capable of preparing employees for clerical positions. The program consists of the following phases:

- **Phase 1** - Orienting the production employee to a clerical career;
- **Phase 2** - Refreshing and improving verbal and written skills;
- **Phase 3** - Skill development such as shorthand, office machines, etc.;
- **Phase 4** - Clerical responsibilities such as filing, office procedures, etc.

Classes for the clerical program are held at the plant facility twice a week and vary from ten to fifteen weeks in duration. Since both morning and evening classes are offered, employees on all shifts may take advantage of the training during their off hours. Thus far, class attendance has varied between twenty and fifty employees per class. Currently, the courses are taught by contracted instructors from the local colleges. (22)

The philosophy of the company has been to promote from within whenever possible. Last year, Becton was able to
comply with this philosophy by filling the majority of clerical vacancies with employees from within the plant. While the program has proved to be very beneficial in the eyes of management, the employees view it as an added benefit and challenge as well. (22)

Cities Service

Cities Service secretaries in Tulsa have the opportunity to prepare for the Certified Professional Secretary examination during Cities Service in-house review course. The course is taught three hours a week from October through April. (9)

Although CPS review courses are available at some junior colleges and universities, participating in the in-house Cities Service course offers several advantages. Since classes are held on weekdays, participants do not have to give up evenings or weekends. The course itself is free of charge, so books are the only cost to the participants. An added incentive for striving to attain the CPS title is the fact that registration and application fees for the examination are covered under the Cities Service Educational Assistance Program. Perhaps these are some of the reasons why enrollment increased from ten secretaries the first year classes were offered to fifty-six secretaries the second year. (9)
**Exxon**

Exxon has a well-equipped training center in its downtown Houston office building in which these courses are taught: new employee orientation, correspondence and basic procedures, intermediate typewriting, business psychology, business English, time management, effective writing, effective reading, and telephone training. (11)

**Federal Deposit Insurance Corporation (FDIC)**

The Federal Deposit Insurance Corporation's Office of Education uses the in-basket exercise in its in-house training programs for secretaries. FDIC says that experienced secretaries have been saturated with skills training—typing, shorthand, dictation, filing, etc.—in in-house training programs for too long. Secretaries need—and want—to learn instead about supervision, office management, decision-making, human relations, and how to develop better working relationships with their bosses. These are the types of subject areas that can readily be built into an in-basket exercise. (7, p. 26)

"The in-basket exercise has become standard fare for all types of management training courses, but many training directors have never tried it in secretarial training." Many of the problems and situations that challenge managers are equally intriguing to secretaries, and just as applicable, even if they are seen from different perspectives. Generally,
in in-basket exercises, the manager is asked to suggest actual solutions to organizational problems. The secretary, on the other hand, is asked to assign priority to the problems, to decide where to refer her boss for solutions, or to research a particular situation and provide background information that might help the boss find a solution. (7, p. 26)

City of Indianapolis

In July 1976, researchers began initial negotiations with the training officer for Indianapolis for the development of a training program called "Managing Your Job." This program had two purposes: 1) to collect information from clerical workers concerning problems they encounter in serving the public, and 2) to train unit supervisors to assess these performance discrepancies accurately and to employ an appropriate solution. This program was developed on the basis of two assumptions. First, it was assumed that clerical employees, if selected randomly and voluntarily, would be able to provide information and insight into problems they faced in dealing with the public. Second, it was assumed that unit supervisors were the most appropriate focus of training in the assessment and resolution of performance discrepancies, because they were most directly affected by performance discrepancies in their work units. (10, p. 81)
A two-hour training session for forty such clerical employees was held in February 1977. During the first two-hour session, attention focused on three components of the film "Communicating With the Public," which presented three problem situations. After each problem was presented, the film was stopped and clerical employees were asked to comment on the situation; to find parallels, if any, with situations they encountered on the job; and to propose solutions to the problems posed by the film situations and by their own jobs. As they spoke, the researchers recorded their comments on flip-chart sheets, which they then transcribed for later presentation to supervisors. In addition to the three principal categories of problems—handling phone inquiries, handling written inquiries, and handling visitors—another category "You and Your Boss" was introduced. (10, p. 82)

The second stage of the training program was held several weeks later. Seventeen randomly selected unit supervisors from various departments of the city participated in eight hours of training, with three objectives:

1. To acquaint them with the results of the pilot training program;
2. To share feedback from the clerical workers regarding perceived problems in the three areas of job management listed above—walk-in contact, telephone contact, and written communications;
3. To train unit supervisors to assess performance discrepancies in their own work units, to develop appropriate solutions, and to implement and evaluate those solutions. (10, p. 82)
Internal Revenue Service

During the early 1970's the Internal Revenue Service (IRS) began holding English courses to improve the communication skills of its clerical employees. Over twenty employees were contacted in the national office of IRS in Washington, D.C., for the first course. Fifteen agreed to attend and eight appeared on the first day of class. The course schedule was an hour a day four days a week, for ten weeks. The course involved writing, reading, speaking, and inherently, listening. The results were: 1) students who, at first unable even to write complete sentences, were now working their way up the grammatical ladder to a point where they became conscious of and began working on improving their writing and, to a lesser extent, speaking style; and 2) students who felt no sense of failure, only motivation to improve themselves. The success of this first program inspired the IRS to continue offering courses such as this one. (4, pp. 42, 44)

New York Extension Service

In the early seventies New York Extension Service agents from 47 counties sent 180 secretaries to the Cornell campus for a 2-day training program. Among topics for the group was a session on "Improving Your Direct Mail," which dealt with the broad principles of where and when to use it, developing the right message, and ideas on layout and art.
A presentation on "Using the Penalty Privilege" served as a refresher and also brought out many questions on interpretation of rules and regulations. In the "Extension Fringe Benefits" presentation, conducted by representatives from the Finance and Business Office and University Personnel Services, the participants were brought up to date on their retirement plans and their health and life insurance programs. "Your Telephone Personality," presented by a service adviser from the New York Telephone Company, included a film which served as an excellent basis for questions and discussion on proper use of the phone. Humor, empathy, and common sense were effectively combined in the session on "Improving Your Letters," presented by an instructor in the School of Hotel Administration. One of the highlights of the two days was "Your Public Image," conducted by a private consultant with years of experience, including that of operating her own finishing school. Discussion and demonstrations of diets, exercise, posture, wardrobe, and personal habits were effectively used to develop the theme of "letting your personality show through." The session on "Office Management," conducted by a staff member from University Personnel Services, explored new techniques in office procedures. "Effective Listening" looked at the importance of good listening as part of the communication process, examined some of our bad listening habits, and provided an opportunity for each secretary to evaluate her own listening capabilities. From the beginning,
these two days were looked upon as an opportunity for secretaries from all parts of the state to share ideas with one another. Many brought examples of internal communication forms and direct mail pieces, which were prominently displayed. Other ideas were shared during "Eyeopener" sessions where participants were able to tell about a short cut, a trick of the trade, or other helpful techniques that might save other offices in both time and money. Because of the success of this initial program, plans were undertaken to make this type of training an integral part of the Extension's staff development program. (24)

PPG Industries

In 1968, PPG Industries conducted an eight-week pre-employment training program for a group of young black women on an experimental basis. The main objective was to prepare this group of women for eventual stenographic or clerical employment. Though these girls did not meet the organization's normal hiring standards, each of them did show through interviews and tests that they had the desire and the potential to benefit from an accelerated eight-week program. Major skills objectives were 1) to increase trainee's typing speed by an average of 25 per cent and to subsequently reduce the number of typing errors by 50 per cent; 2) to increase trainee's speed at taking shorthand by an average of 25 per cent. General knowledge objectives were 1) to improve
trainee's abilities at working with fractions, per cents, addition, subtraction, and multiplication by an average of 50 per cent as measured by normal classroom tests; 2) to improve trainee's abilities to spell, use proper grammar, use proper letter form, etc., by an average of 50 per cent. More difficult to measure, but no less important, were the following personal and interpersonal (attitudinal) changes that the program was designed to improve: 1) the confidence level of the trainee in herself, her white associates, and the business world in general; 2) the autonomy independence and spontaneity of each trainee; 3) the ability of each trainee to commit herself to a goal or purpose in life; 4) the group's optimism in the belief that high aspirations can be obtained through hard work and effort. (40, p. 38)

A curriculum was devised to facilitate achievement of these objectives. Students were ability-grouped whenever possible, both to more fully utilize facilities and to afford the student more individualized instruction. In addition to the regular clerical-related subject matter, some of the activities that were key elements in the curriculum were tours of the office building and orientation, contact and talks with executives and secretaries, sessions with local and national black leaders, individual and group counseling sessions, role-playing sessions, lectures by cosmetic and fashion consultants. (40, pp. 39-40)
At the end of the program, the trainees were given PPG's normal employment tests. They achieved the following results:

- 100% qualified in math;
- 70% qualified in English;
- 94% qualified in verbal skills;
- 86% qualified in spelling.

Also, trainees improved their typing speeds by approximately 60 per cent and reduced their errors by 30 per cent. Although objectives were not met regarding shorthand, the staff concluded that eight weeks is not sufficient time to bring about a major improvement in this particular skill. Confidence, poise, openness of expression, zest and appreciation characterized the group by the end of the program. Overall, the program was definitely a success and has since been the pattern for subsequent clerical programs. (40, pp. 40-41)

**Pennzoil**

Pennzoil's Houston office has vendors come in to conduct in-house training in the area of word processing. (11)

**Polaroid**

Human Resource Development (HRD), part of the Personnel Division of Polaroid Corporation, provides employees with creative courses, seminars, and programs focusing on job performance, career development, and Personnel Policy. HRD is composed of five departments:
1. Education & Career Planning: Offers courses and programs in business education, foreign languages, overseas preparation, and career planning. Also helps employees develop fundamental and advanced skills in reading, language, and math;

2. Corporate Skills Training: Helps employees increase their skills and knowledge about their current jobs through on-line training, courses, and programs;

3. Management Development: Offers supervisory development programs, the Polaroid Seminar Series, technical development seminars and programs, executive development programs, and problem-solving and decision-making seminars;

4. Organization Development: Supports division and corporate efforts to achieve goals through problem analysis, team building, and planning;

5. Education Assistance: Provides educational counseling and tuition assistance for employees studying at area schools and colleges. (29, p. 1)

The courses offered in the area of business education help employees gain knowledge and skills in business-related areas such as finance, computer science, written and oral communications, systems, personnel, and office work. Some of these courses are: Intensive Technical and Business Writing, Technical Writing Workshop, Technical Writing Workshop II, Business Writing Workshop, Review of Grammar and Punctuation, An Overview of Word Processing, Word Processing Training, Personnel Forms, Time Management, Personnel Policy Seminar for Secretaries, Improve Your Dictating Skills, ABC Stenograph, Typing I, Typing II, Professional Growth for the Secretary. (29, pp. 2-3)
Shell Oil Company

Shell Oil's Houston office conducts typewriting, shorthand, and business English courses in the company's center. These courses are taught by a community college teacher for college credit. Also, courses in dictation are currently being conducted for management personnel. (11)

Department of State

A Communications and Clerical Skills Program, under the chairmanship of Dr. Jessie M. Colson, was initiated in December of 1966 for the purpose of training, or retraining, the Department's clerical employees. Under this original program, applicants were offered a variety of courses which included, in addition to the required basic orientation and skills courses, an advanced secretarial practices and procedures workshop, basic communications, effective writing, and technical training in the use of specific equipment such as the magnetic tape/card typewriter. Also, while the Department's telegraphic system was computerized, the Communications and Clerical Skills Program managed, within nine months and in addition to its regular schedule of courses, to train 500 secretaries in the use of the Optical Character Recognition (OCR) which is basic to the computer operation. (36, p. 26)

In addition to the original courses, the expanded Departmental clerical program now includes lectures on record management, "rights and responsibilities" of State Department
employees, and security. Also, a human relations course including such topics as supervisor-secretary team relations, performance, personality, communication, tact, delegation of work and supervision, self-confidence, and career planning and management has been added. (14)

Other courses planned for the immediate future include: a conference training course for secretaries assigned to work in conferences both at the United Nations and abroad, a machine dictation course for officers, a machine transcription course for stenographers and secretaries, and a word processing management course. To facilitate this word processing management course, the communications and clerical skills program office has requested space and funds to equip a word processing center. (13)

**Tenneco Oil Company**

Tenneco's Houston office has vendors come in to conduct in-house training during two one-half day sessions at the processor's station. (11)

**Texaco Oil Company**

In-house training programs for word processors at Texaco's Houston office include the Excel program (an American Management program), a business English course which meets eight weeks for a total of thirty hours, and equipment training classes. Also, for supervisors, management training and leadership skills courses are offered. (11)
Summary

The literature indicates the secretarial shortage is and will continue to be a serious problem facing business executives. The demand for skilled, competent secretaries far exceeds the supply; therefore, management must do something to alleviate this shortage.

In-house secretarial programs may be the answer. Such programs can be designed to train employees for promotions; to upgrade the skills used by employees in present positions; to update secretaries as to new skills, technology, equipment, etc; to inform secretaries of new policies or procedural changes; and/or to train persons who are not secretaries to become secretaries. Certainly instruction in these areas will help to increase the skills of secretaries as well as the number of secretaries.

Moreover, as training departments add secretarial training to their programs, the status of the secretarial profession is elevated and the opportunities for secretarial advancement are increased. These improvements, coupled with rising secretarial salaries due to the current shortage, will certainly help to once again attract bright men and women to secretarial careers.
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CHAPTER III

METHODS AND PROCEDURES

Introduction

The purpose of this chapter is to present the methods and procedures used to obtain and analyze the data in this research study. The survey method of research was used to determine the need for and use of in-house secretarial training programs in manufacturing companies in selected Louisiana cities.

Source of Manufacturing Companies

Publications by Chamber of Commerce offices in the five largest cities in Louisiana were used as source documents to identify the businesses used in this survey. Those include Major Employers of the Greater Lake Charles Area compiled by the Greater Lake Charles Chamber of Commerce, Manufacturers' Directory--The Greater Baton Rouge Area compiled by the Baton Rouge Area Chamber of Commerce, Employers in the New Orleans SMSA Employing 200 Persons or More compiled by the Economic Development Council of The Chamber/New Orleans and the River Region, Ouachita Parish Manufacturing and Processing Plants compiled by the Monroe Chamber of Commerce, and Shreveport-Bossier Directory of Manufacturers, 1980 compiled by the
Shreveport Chamber of Commerce. The 1980/81 Directory of Louisiana Manufacturers, compiled by the Louisiana Department of Commerce, was also used.

All the publications provided the following information about each of the listed businesses: 1) type of company; 2) name of company; 3) physical location, mailing address, and telephone number of company; 4) name and title of principal officer; and 5) number of employees during normal period of operation.

Businesses used in the survey were manufacturing companies, designated as such by each city's Chamber of Commerce publication, employing at least one hundred employees. Two hundred twenty-three businesses in the five largest cities in Louisiana came under this classification—sixteen from the Lake Charles area, sixty-three from the Baton Rouge area, fifteen from the Monroe area, thirty-four from the Shreveport area, and ninety-five from the New Orleans area.

Sources and Names of Personnel/Training Directors

In order to obtain the names of the personnel/training directors in each of the two hundred twenty-three manufacturing companies to be surveyed, Mr. William J. Scott, Jr., past-president of the Louisiana Chapter of the American Society for Training and Development (ASTD) was contacted by telephone and requested to send a membership roster of that organization. Further attempts to determine the names of
personnel/training directors that did not appear on the roster were made by sending postcards to the companies to request this information (see Appendix A) and later by telephoning those companies that had not responded to the postcards.

Following this initial procedure, it was found that nine companies were no longer in existence, six company listings were duplicates, one company listed as such was not actually a manufacturing company, and ten companies were unwilling to participate. Therefore, a total of 197 out of the initial 223 companies were actually used in this survey. Of those 197 companies, responses were received from 119, or 60 per cent.

Construction of the Questionnaire

The questionnaire (see Appendix E) was developed after studying professional journals, theses, and doctoral dissertations. Questionnaires included in other studies were reviewed and discussions with three training directors in the Dallas area were held in order to determine the types of questions that would be most pertinent for this study and would produce the data desired.

The first draft of the questionnaire was submitted to the researcher's major and minor professors for comments. The questionnaire was then revised and submitted to the entire doctoral committee. The instrument was again revised, incorporating several suggestions received.
Content validity of the survey questionnaire was established by an appraisal of the items by a panel of experts. The panel of experts included the following five university professors: Dr. Doris Bentley, Head, Department of Office Administration and Business Education, University of Southwestern Louisiana; Dr. Randy E. Cone, Chairman, Department of Office Administration, University of New Orleans; Dr. Dorothy Crunk, Head, Department of Business Education and Office Education, Northeast Louisiana University; Dr. Steven Golen, Chairman, Department of Office Administration, Louisiana State University; and Dr. Reba K. Neel, Head, Department of Office Administration, Louisiana Tech University.

Some wording and phraseology revisions were made according to suggestions made by the panel in order to assure clear, concise, and understandable questions. No other changes were made.

Pilot Study of the Questionnaire

The questionnaire was pilot tested by being submitted to five personnel/training directors comparable to the population being studied. Comments and suggestions were requested to determine if weaknesses in the construction of the questionnaire had gone unnoticed by the panel of experts (see Appendix C). The pilot study participants provided information regarding clarity of the questions. From this
information, wording and phraseology revisions were made before the questionnaire was printed and mailed to the company personnel/training directors.

Actual Survey

The questionnaire along with a cover letter explaining the purpose of the study (see Appendix D) was then mailed to the 197 personnel/training directors. After a period of approximately ten days, a follow-up postcard (see Appendix F) was sent to those personnel/training directors who had not yet returned the questionnaire. Follow-up telephone calls were made after waiting an additional seven days for a response.

Those companies that have well-established, in-house secretarial training programs, as indicated on the returned questionnaires, were then contacted. Personal interviews were held with the personnel/training directors from each of these eight companies in an attempt to obtain more information about their programs than was indicated on the questionnaire. The locations of these eight companies include: three from the New Orleans area, one from the Baton Rouge area, one from the Monroe area, one from the Shreveport area, and two from the Lake Charles area.

Questions such as the following were asked. 1) Do employees receive any type of credit for courses taken? 2) Are certain courses required for promotion purposes?
3) Are classes held at your facility?  4) Does the employee pay for any books and supplies needed for classes?  A complete list of interview questions is found in Appendix G.

Processing the Data

Percentages and frequencies were selected in treating the data in order to provide the most appropriate responses for the research questions. These treatments allowed the researcher to summarize large groups of responses into a more manageable form. A more complete view of the need and incidence of training programs resulted from this type of treatment of the data.

Tables, based on percentage and frequency counts, are presented in Chapter IV. Following the presentation of data for each question of the questionnaire, recommendations for business and office education programs and for in-house secretarial training programs are made.

Summary

The survey method of research was used to determine the need for and use of in-house secretarial training programs in selected manufacturing companies located in the five largest cities of Louisiana. To identify businesses used in the survey, publications by Chamber of Commerce offices in the five cities were used. After developing, validating, and pilot testing the survey questionnaire, it was mailed to the
personnel/training director in each of the selected manufacturing companies.

Follow up contacts were made in order to obtain the greatest return possible. A sixty per cent return was achieved. Upon receipt of the completed questionnaire, interviews were conducted with the personnel/training directors from those companies with in-house secretarial training programs. Percentages and frequency counts were used to treat the information obtained from the questionnaires.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

ANALYSIS OF THE DATA

Introduction

This chapter contains the data collected as responses to the research questions. These responses are presented in tabular form showing frequencies and percentages.

The format of this analysis of the data follows the sequence of the research questions as they appear in Chapter I. Also included in this section is a discussion of information obtained through interviews with personnel/training directors from those companies with in-house secretarial training programs.

The Survey

A questionnaire (see Appendix E) was developed to determine the number of companies that presently have in-house secretarial training programs, the need for such programs in those companies that do not, the specific courses presently being offered as well as those courses needed, the reasons why some companies have programs and others do not, the nature of those programs in existence, and the future of in-house secretarial training programs in manufacturing companies in Louisiana. The survey method was used because it was the most efficient means of contacting all members of the population.
This method also made it possible to obtain accurate responses to several pages of questions in a convenient manner.

The questionnaires were mailed to 197 personnel/training directors in manufacturing companies in the 5 largest cities of Louisiana. Of the 119 responses, 6 came from manufacturing companies consisting of fewer than 100 employees and were not included in the study. Therefore, 113 questionnaires, or 57.4 per cent, were used to provide the data for this study. The total responses vary in the tables because some respondents chose not to answer all questions, and some respondents chose more than one response.

Research question one asked how many companies presently have in-house secretarial training programs. Of the 113 usable responses to the questionnaire, 74 companies, or 65.5 per cent, indicated that they provide no in-house training for any of their employees. The remaining 39 companies, or 34.5 per cent, indicated that they do provide in-house training programs. Of these, however, only 8, or 7.1 per cent, of the 113 responding companies, do so for secretaries. This information was revealed from question five of the questionnaire—Does your company provide in-house training for any of its employees?—and also from the particular section of the questionnaire to which the company chose to respond. After completing Part A, the first five questions of the questionnaire, companies that provide in-house training programs for secretaries were asked to respond to Part B of the questionnaire. Companies that
provide no in-house secretarial training programs for secretaries were asked to respond to Part C of the questionnaire.

Research question two asked how many companies that do not have in-house secretarial training programs feel a need for such programs. The responses to this question are contained in Table I.

**TABLE I**

RESPONSES OF COMPANIES WITHOUT IN-HOUSE SECRETARIAL TRAINING PROGRAMS REGARDING NEED FOR SUCH PROGRAMS

<table>
<thead>
<tr>
<th>Responses</th>
<th>Companies With Some Training</th>
<th>Companies Without Training</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program:</td>
<td>*F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Needed</td>
<td>23</td>
<td>74.19</td>
<td>42</td>
</tr>
<tr>
<td>Not Needed</td>
<td>8</td>
<td>25.81</td>
<td>32</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.00</td>
<td>74</td>
</tr>
</tbody>
</table>

*F - Frequency of responses

Of the 105 companies that do not have in-house secretarial training programs, 31 of these provide some type training for other employees. Of these 31 companies, 23, or of 74.19 percent, feel a need for providing in-house secretarial training, while 8, or 25.81 percent, do not feel such a need. Of the 74 companies that have no training programs for any of their
employees, 42, or 56.76 per cent, feel a need for providing in-house secretarial training, while 32, or 43.24 per cent, do not feel such a need. A total, thus, of 65, or 61.90 per cent, of the 105 companies that have no in-house secretarial training programs feel a need for such training, while 40, or 38.10 per cent, do not.

Research question three asked what specific courses are being offered in those programs that exist. Responses to this question are found in Table II.

TABLE II

COURSES OFFERED IN EXISTING IN-HOUSE SECRETARIAL TRAINING PROGRAMS

(N=8)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Secretary A</th>
<th>Secretary B</th>
<th>Employee X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typewriting</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Shorthand</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
</tr>
<tr>
<td>Basic Machines</td>
<td>--</td>
<td>--</td>
<td>1</td>
</tr>
<tr>
<td>Proofreading</td>
<td>--</td>
<td>--</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>2</td>
<td>25.0</td>
<td>2</td>
</tr>
<tr>
<td>Oral Reporting</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Letter Writing</td>
<td>3</td>
<td>37.5</td>
<td>5</td>
</tr>
<tr>
<td>Report Writing</td>
<td>2</td>
<td>25.0</td>
<td>2</td>
</tr>
<tr>
<td>Dictating</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>--</td>
<td>1</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>--</td>
<td>--</td>
<td>1</td>
</tr>
<tr>
<td>Written Communications</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
</tr>
<tr>
<td>Interpersonal Communications</td>
<td>1</td>
<td>12.5</td>
<td>1</td>
</tr>
</tbody>
</table>
As indicated in Table II, in existing in-house secretarial training programs, the following courses are offered for Secretary A: telephone etiquette, offered in four of the programs; letter writing, records management, management and supervisory techniques, and human relations, each offered in three of the programs; grammar and punctuation and report writing, each offered in two of the programs; shorthand, written communications, interpersonal communications, word processing, and self-development, each offered in one of the programs. The following courses are offered for Secretary B: letter writing and telephone etiquette, each offered in five of the programs; management and supervisory techniques and human relations, each offered in four of the programs; records
management, offered in three of the programs; grammar and punctuation and report writing, each offered in two of the programs; shorthand, basic machines, proofreading, assertiveness, written communications, interpersonal communications, word processing, and self-development, each offered in one of the programs. The following courses are offered for Employee X: telephone etiquette, offered in four of the programs; shorthand, grammar and punctuation, letter writing, and human relations, each offered in three of the programs; typewriting, report writing, and management and supervisory techniques, each offered in two of the programs; basic machines, assertiveness, word processing, and self-development, each offered in one of the programs.

It appears then that except for typewriting and shorthand, offered to persons in Employee X positions, many of the most frequently offered courses are the same for Secretary A, Secretary B, and Employee X. These courses include: telephone etiquette, letter writing, human relations, management and supervisory techniques, grammar and punctuation, and report writing.

Research question four asked what specific courses are needed but not being offered in programs that exist. Responses from personnel/training directors in existing programs include: proofreading and accounting for Secretaries A and B; management by objectives, career goals, new techniques, and getting organized for Secretaries A and B as well
as Employee X. One company that has just begun its in-house secretarial training program indicated that all of the courses listed in question fourteen of the questionnaire are needed by its secretarial employees.

Research question five asked what specific courses are needed in those companies that have no program but admit a need for one. Responses to question five are contained in Table III.

As presented in Table III, the sixty-five companies that have no in-house secretarial training programs indicated the following courses are those most needed by Secretary A: telephone etiquette, by nineteen of the companies; grammar and punctuation, by seventeen of the companies; letter writing, by sixteen of the companies; shorthand, by fifteen of the companies; and proofreading, records management, and management and supervisory techniques, by fourteen of the companies. Those courses indicated as being most needed by Secretary B include: grammar and punctuation and letter writing, each by thirty-two of the companies; shorthand, by twenty-seven of the companies; telephone etiquette, by twenty-five of the companies; proofreading, by eighteen of the companies; and report writing, word processing, and human relations, each by seventeen of the companies.

It appears then that except for shorthand and proofreading, those courses most frequently offered in existing programs for Secretary A are the same courses that companies
TABLE III
COURSES NEEDED IN COMPANIES THAT HAVE NO IN-HOUSE SECRETARIAL PROGRAMS BUT EXPRESS A NEED FOR THEM (N=65)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Secretary A</th>
<th></th>
<th>Secretary B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*F</td>
<td>%</td>
<td>*F</td>
<td>%</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Typewriting</td>
<td>4</td>
<td>6.15</td>
<td>14</td>
<td>21.54</td>
</tr>
<tr>
<td>Shorthand</td>
<td>15</td>
<td>23.08</td>
<td>27</td>
<td>41.54</td>
</tr>
<tr>
<td>Basic Machines</td>
<td>10</td>
<td>15.38</td>
<td>13</td>
<td>20.00</td>
</tr>
<tr>
<td>Proofreading</td>
<td>14</td>
<td>21.54</td>
<td>18</td>
<td>27.69</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>17</td>
<td>26.15</td>
<td>32</td>
<td>49.23</td>
</tr>
<tr>
<td>Oral Reporting</td>
<td>6</td>
<td>9.23</td>
<td>6</td>
<td>9.23</td>
</tr>
<tr>
<td>Letter Writing</td>
<td>16</td>
<td>24.62</td>
<td>32</td>
<td>49.23</td>
</tr>
<tr>
<td>Report Writing</td>
<td>13</td>
<td>20.00</td>
<td>17</td>
<td>26.15</td>
</tr>
<tr>
<td>Dictating</td>
<td>8</td>
<td>12.31</td>
<td>6</td>
<td>9.23</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.54</td>
<td>1</td>
<td>1.54</td>
</tr>
<tr>
<td>Interpersonal Relations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office Functions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Processing</td>
<td>13</td>
<td>20.00</td>
<td>17</td>
<td>26.15</td>
</tr>
<tr>
<td>Reprographics</td>
<td>5</td>
<td>7.69</td>
<td>3</td>
<td>4.62</td>
</tr>
<tr>
<td>Records Management</td>
<td>14</td>
<td>21.54</td>
<td>16</td>
<td>24.62</td>
</tr>
<tr>
<td>Telephone Etiquette</td>
<td>19</td>
<td>29.23</td>
<td>25</td>
<td>38.46</td>
</tr>
<tr>
<td>Management and Supervisory Techniques</td>
<td>14</td>
<td>21.54</td>
<td>13</td>
<td>20.00</td>
</tr>
<tr>
<td>Human Relations</td>
<td>13</td>
<td>20.00</td>
<td>17</td>
<td>26.15</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Management</td>
<td>3</td>
<td>4.62</td>
<td>3</td>
<td>4.62</td>
</tr>
<tr>
<td>Work Organization</td>
<td>1</td>
<td>1.54</td>
<td>1</td>
<td>1.54</td>
</tr>
<tr>
<td>CPS Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting</td>
<td>10</td>
<td>15.38</td>
<td>6</td>
<td>9.23</td>
</tr>
<tr>
<td>Business Law</td>
<td>10</td>
<td>15.38</td>
<td>7</td>
<td>10.77</td>
</tr>
<tr>
<td>Economics</td>
<td>7</td>
<td>10.77</td>
<td>5</td>
<td>7.69</td>
</tr>
<tr>
<td>Management</td>
<td>11</td>
<td>16.92</td>
<td>7</td>
<td>10.77</td>
</tr>
<tr>
<td>Psychology</td>
<td>9</td>
<td>13.85</td>
<td>7</td>
<td>10.77</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

*F - Frequency of responses
without programs express a need for. Except for shorthand, word processing, and proofreading, the same is true for Secretary B.

It is also interesting to note that shorthand is indicated as a needed area of instruction for both Secretary A and Secretary B and is actually offered in existing programs for Employee X. During a time when business educators are trying to determine whether shorthand should continue to be taught in business curriculums, this information, which definitely indicates a need for the skill in businesses, is certainly of value.

Research question six asked whether courses in existing in-house secretarial training programs are directed to all secretaries or to particular levels of secretaries. All eight companies having in-house secretarial training programs indicated that courses were directed to both secretaries recently employed by the company and secretaries experienced with the company. Table II, previously discussed, indicates that companies with programs offer courses for all secretaries. Some courses within the program, however, as revealed in the table, are offered more frequently for certain levels of secretaries than others.

Research question seven asked whether companies that have no program but express a need for one feel that training is needed for all secretaries or for particular levels of secretaries. The information contained in Table III,
previously discussed, indicates companies without programs that express a need for such programs feel training is needed for all secretaries. Some courses, however, as revealed in the table, are more appropriate for certain levels of secretaries than others.

Research question eight asked whether the need for in-house secretarial training differs depending on the size of the company in terms of number of employees. Responses to this question are found in Table IV.

Of the 113 responding companies, 4 have over 2,500 employees, 2 have 2,000-2,499 employees, 5 have 1,000-1,499 employees, 20 have 500-999 employees, and 82 have 100-499 employees. Of the 113 responding companies, the 65 companies that indicated a need for secretarial training come from the following size categories: 1 from over 2,500 employees; 1 from 2,000-2,499 employees; 3 from 1,000-1,499 employees; 10 from 500-999 employees; 50 from 100-499 employees. Of the 113 responding companies, the 8 companies that have secretarial training come from the following size categories: 2 from over 2,500 employees; 1 from 2,000-2,499 employees; 1 from 1,000-1,499 employees; 3 from 500-999 employees; and 1 from 100-499 employees. Of the 113 responding companies, a total thus of 73 companies need or have in-house secretarial training. These 73 companies come from the following size categories: 3 from over 2,500 employees; 2 from 2,000-2,499 employees; 4 from 1,000-1,499 employees; 13 from 500-999 employees; and 51 from 100-499 employees.
### Table IV

**Need for In-House Secretarial Training Compared with Size of Company in Terms of Number of Employees**

<table>
<thead>
<tr>
<th>Size of Company in Terms of Number of Employees</th>
<th><em>N</em></th>
<th>Companies Expressing Need for Secretarial Training</th>
<th>Companies Possessing Secretarial Training</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>F</strong></td>
<td><strong>%</strong></td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>Over 2,500</td>
<td>4</td>
<td>1</td>
<td>25.0</td>
<td>2</td>
</tr>
<tr>
<td>2,000-2,499</td>
<td>2</td>
<td>1</td>
<td>50.0</td>
<td>1</td>
</tr>
<tr>
<td>1,500-1,999</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>1,000-1,499</td>
<td>5</td>
<td>3</td>
<td>60.0</td>
<td>1</td>
</tr>
<tr>
<td>500-999</td>
<td>20</td>
<td>10</td>
<td>50.0</td>
<td>3</td>
</tr>
<tr>
<td>100-499</td>
<td>82</td>
<td>50</td>
<td>60.98</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>113</td>
<td>65</td>
<td>57.52</td>
<td>8</td>
</tr>
</tbody>
</table>

* *N* - Number of companies responding in each size category

**F** - Frequency of responses
Research question nine asked whether the need for in-house secretarial training differs depending on the age of the company. Responses to this question are found in Table V.

Of the 107 companies that indicated the age of their company facility, none were less than 1 year old, 1 was 1-5 years old, 7 were 6-10 years old, 20 were 11-15 years old, 11 were 16-20 years old, and 68 were 21+ years old. Of these 107 companies, 64 companies indicated a need for in-house secretarial training. These 64 companies come from the following age categories: 1 from 1-5 years old; 3 from 6-10 years old; 12 from 11-15 years old; 6 from 16-20 years old; and 42 from 21+ years old. Of these 107 companies, 7 have in-house secretarial training programs. These 7 companies come from the following age categories: 2 from 6-10 years old; 2 from 11-15 years old; 3 from 21+ years old. Of these 107 companies, a total thus of 71 companies need or have in-house secretarial training. These companies come from the following age categories: 1 from 1-5 years old; 5 from 6-10 years old; 14 from 11-15 years old; 6 from 16-20 years old; and 45 from 21+ years old.

Research question ten asked why companies with in-house secretarial training programs established such programs. Responses to this question are contained in Table VI.

As indicated in Table VI, respondents chose more than one response to this question. The most frequent response, selected by five of the eight companies, was "requests made
TABLE V

NEED FOR IN-HOUSE SECRETARIAL TRAINING COMPARED WITH
AGE OF COMPANY FACILITY

<table>
<thead>
<tr>
<th>Age of Facility</th>
<th>*N</th>
<th>Companies Expressing Need for Secretarial Training</th>
<th>Companies Possessing Secretarial Training</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>F</strong></td>
<td>%</td>
<td><strong>F</strong></td>
</tr>
<tr>
<td>Less than 1 year</td>
<td></td>
<td>1</td>
<td>100.00</td>
<td>1</td>
</tr>
<tr>
<td>1-5 years</td>
<td>7</td>
<td>3</td>
<td>42.86</td>
<td>2</td>
</tr>
<tr>
<td>6-10 years</td>
<td>20</td>
<td>12</td>
<td>60.00</td>
<td>2</td>
</tr>
<tr>
<td>11-15 years</td>
<td>11</td>
<td>6</td>
<td>54.55</td>
<td></td>
</tr>
<tr>
<td>21+ years</td>
<td>68</td>
<td>42</td>
<td>61.76</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>107</td>
<td>64</td>
<td>59.81</td>
<td>7</td>
</tr>
</tbody>
</table>

*N - Number of companies responding in each size category
**F - Frequency of responses
by secretaries." Unlike much of what is heard about the unmotivated office employee, this certainly seems to imply that many secretaries are interested in increasing their knowledges and skills and in seeking new opportunities.

**TABLE VI**

**REASONS FOR ESTABLISHING EXISTING IN-HOUSE SECRETARIAL TRAINING PROGRAMS**

(N=8)

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requests made by secretaries</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>Requests made by supervisors of secretaries</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Difficulty in finding competent secretaries</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>The need to improve the skills of present secretaries</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>The new EEO regulations concerning training and promotions</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>25.0</td>
</tr>
</tbody>
</table>

"Requests made by supervisors of secretaries" and "the need to improve the skills of present secretaries" were both chosen as reasons for establishing in-house secretarial training programs by three of the eight companies. The two responses in the "Other" category included: "the need to train persons who are not secretaries to become secretaries" and "the need to update all training in general."
Research question eleven asked why companies without in-house secretarial training programs have not established such programs. Responses to this question are found in Table VII.

Multiple responses were given by some of the companies for not having in-house secretarial training programs. Of the 31 companies that have some type of training for some of their employees, the most frequent response selected was "number of secretaries is too few." This was also the most frequent response given by those companies without training programs. It seems then that the absence of in-house secretarial training programs is due to too few secretaries within companies rather than to the lack of interest in such programs.

Other frequent responses to this research question from those thirty-one companies with some type of training was "program not needed at present" and "staff development office would like to offer such a program but at present priority is too low." Both of these responses were selected by 6, or 19.35 per cent, of the 31 companies. "Program not needed at present" was also a frequent response from those 74 companies without any type of training programs. This response was chosen by 26, or 35.14 per cent, of the 74 companies. The five responses in the "Other" category included: "training is not a major concern of management at present," "only recently recognized need for such training," "secretaries go to seminars for training," (two responses), and "we hire only experienced secretaries."
### TABLE VII

**REASONS WHY IN-HOUSE SECRETARIAL TRAINING PROGRAMS DO NOT EXIST IN SOME COMPANIES**

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Companies With Some Training (N=31)</th>
<th>Companies Without Training (N=74)</th>
<th>Total (N=105)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*F</td>
<td>%</td>
<td>*F</td>
</tr>
<tr>
<td>Space is insufficient</td>
<td>1</td>
<td>3.23</td>
<td>5</td>
</tr>
<tr>
<td>Cost would not provide adequate return</td>
<td>2</td>
<td>6.45</td>
<td>6</td>
</tr>
<tr>
<td>Number of secretaries is too few</td>
<td>17</td>
<td>54.84</td>
<td>52</td>
</tr>
<tr>
<td>Priority for program is too low</td>
<td>6</td>
<td>19.35</td>
<td>2</td>
</tr>
<tr>
<td>Availability of such program not recognized before now</td>
<td>2</td>
<td>6.45</td>
<td>2</td>
</tr>
<tr>
<td>Program not needed now</td>
<td>6</td>
<td>19.35</td>
<td>26</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>12.9</td>
<td>1</td>
</tr>
</tbody>
</table>

*F - Frequency of responses*
Research question twelve consists of five parts. The first part asked whether training classes are held regularly in existing in-house secretarial training programs. Two of the eight companies with programs hold classes on a regular basis, five of the eight companies with programs hold classes only when a specific need arises, and the remaining one of the eight companies with programs holds classes both on a regular basis and when a specific need arises. Most of the existing programs then are operated on a sporadic basis.

The second part of research question twelve asked whether secretaries must pay to attend classes in existing in-house secretarial training programs. One of the eight companies with programs requires secretaries to pay a fee for some of the courses taken, while the remaining seven companies require no fees from secretaries for courses taken. Apparently most companies feel that the benefits they reap from expanding and improving the knowledges of their employees are well worth expending the monies necessary for this training.

The third part of research question twelve asked whether training programs are offered on company time in existing in-house secretarial training programs. Table VIII contains the responses to this question.

Of the eight companies that have in-house secretarial training programs, six of the companies offer courses on company time and one of the companies offers courses on
TABLE VIII
TIME COURSES ARE OFFERED IN EXISTING IN-HOUSE SECRETARIAL TRAINING PROGRAMS

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>On company time</td>
<td>6</td>
<td>75.0</td>
</tr>
<tr>
<td>On employee time</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>On both company and employee time</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

employee time. The remaining one company offers courses on both company and employee time. It seems apparent then that either companies are so convinced of the value of in-house secretarial training that it warrants spending company time for courses, or that companies feel it necessary to offer classes on company time in order to assure that employees will attend.

The fourth part of research question twelve asked whether attendance is mandatory in existing in-house secretarial training programs. Table IX contains the responses to this question.

Responses to this question come from the seven companies that offer in-house secretarial training on company time. Of these seven companies, two said attendance is mandatory (except in the case of an emergency); four said attendance is
TABLE IX

ATTENDANCE POLICIES IN EXISTING IN-HOUSE SECRETARIAL TRAINING PROGRAMS

<table>
<thead>
<tr>
<th>Attendance Policies</th>
<th>Frequency</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is mandatory (except in the case of an emergency)</td>
<td>2</td>
<td>28.57</td>
</tr>
<tr>
<td>Is frequently required of employees</td>
<td>4</td>
<td>57.14</td>
</tr>
<tr>
<td>Is occasionally required of employees</td>
<td>1</td>
<td>14.29</td>
</tr>
<tr>
<td>Is rarely required of employees</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Is never required of employees</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

frequently required of employees; and one said attendance is occasionally required of employees.

The fifth part of question twelve asked who instructs the courses in existing in-house secretarial training programs. Responses to this question are found in Table X.

Multiple responses were received from companies on this question. Of the eight companies that have in-house secretarial training programs, four said that the company training director instructs courses in the program; five said that a company employee instructs courses in the program; two said that a professor from an educational institute instructs courses in the program; two said that a free-lance instructor/consultant instructs courses in the program; and two said
that a consultant from a training institute instructs courses in the program. It seems that companies prefer to have someone from within the company conduct training rather than to hire an outside professional.

Research question thirteen asked whether companies that do not presently have in-house secretarial training programs anticipate providing them in the future. Responses to this question are found in Table XI.

Of the 105 companies without in-house secretarial training programs, 31 companies provide some type of training for some of their employees. Of these 31 companies, 12, or 38.71 per cent, anticipate providing in-house secretarial training programs in the future, while 19, or 61.29 per cent, do not.
TABLE XI
RESPONSES OF COMPANIES WITHOUT IN-HOUSE SECRETARIAL
TRAINING PROGRAMS REGARDING PLANS FOR PROVIDING
SUCH PROGRAMS IN THE NEAR FUTURE

<table>
<thead>
<tr>
<th>Responses</th>
<th>Companies With Some Training</th>
<th>Companies Without Training</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*F</td>
<td>%</td>
<td>*F</td>
</tr>
<tr>
<td>Plan to provide program</td>
<td>12</td>
<td>38.71</td>
<td>7</td>
</tr>
<tr>
<td>Do not plan to provide program</td>
<td>19</td>
<td>61.29</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>100.00</td>
<td>74</td>
</tr>
</tbody>
</table>

*F - Frequency of responses

Of the 105 companies without in-house secretarial training programs, 74 companies provide no type of training for any of their employees. Of these 74 companies, 7, or 9.46 per cent, anticipate providing in-house secretarial training in the future, while 67, or 90.54 per cent, do not. A total then of 19, or 18.10 per cent, of those companies without in-house secretarial training programs anticipate providing them in the future, while 86, or 81.90 per cent, do not. The data from this table seem to indicate that companies already having some type of training programs for other employees are
more likely to offer in-house secretarial courses than those companies that do not.

Additional information regarding educational backgrounds of secretaries in manufacturing companies was obtained from the questionnaire. Table XII contains the responses of personnel/training directors in companies that need or have in-house secretarial training programs as to the educational backgrounds of company secretaries.

Many personnel/training directors chose more than one educational background as representative of a majority of company secretaries. Personnel/training directors in those 65 companies expressing a need for secretarial training responded as follows for persons in Secretary A positions: 25, or 38.46 per cent, of the companies have secretaries with high school backgrounds; 11, or 16.92 per cent, of the companies have secretaries with vocational-technical school backgrounds; 27, or 41.54 per cent, of the companies have secretaries with private business school backgrounds; and 18, or 27.69 per cent, of the companies have secretaries with college/university backgrounds. In the same 65 companies, personnel/training directors responded as follows for persons in Secretary B positions: 38, or 58.46 per cent, of the companies have secretaries with high school backgrounds; 11, or 16.92 per cent, of the companies have secretaries with vocational-technical school backgrounds; 18, or 27.69 per cent, of the companies have secretaries with private business backgrounds.
### Table XII

**Educational Backgrounds of Secretaries in Companies that Need and Have In-House Secretarial Training Programs**

<table>
<thead>
<tr>
<th>Educational Background</th>
<th>Companies Expressing Need for Secretarial Training (N=65)</th>
<th>Companies Possessing Secretarial Training (N=8)</th>
<th>Total (N=73)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*F</td>
<td>%</td>
<td>*F</td>
</tr>
<tr>
<td><strong>Secretary A:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>25</td>
<td>38.46</td>
<td>2</td>
</tr>
<tr>
<td>Vo-Tech School</td>
<td>11</td>
<td>16.92</td>
<td>3</td>
</tr>
<tr>
<td>Private Business School</td>
<td>27</td>
<td>41.54</td>
<td>2</td>
</tr>
<tr>
<td>College/University</td>
<td>18</td>
<td>27.69</td>
<td>4</td>
</tr>
<tr>
<td><strong>Secretary B:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>38</td>
<td>58.46</td>
<td>4</td>
</tr>
<tr>
<td>Vo-Tech School</td>
<td>11</td>
<td>16.92</td>
<td>1</td>
</tr>
<tr>
<td>Private Business School</td>
<td>18</td>
<td>27.69</td>
<td>2</td>
</tr>
<tr>
<td>College/University</td>
<td>5</td>
<td>7.69</td>
<td>2</td>
</tr>
</tbody>
</table>

*F - Frequency of responses
school backgrounds; and 5, or 7.69 per cent, of the companies have secretaries with college/university backgrounds.

Personnel/training directors in those eight companies that have in-house secretarial training programs responded as follows regarding educational backgrounds of persons in Secretary A positions: two of the companies have secretaries with high school backgrounds; three of the companies have secretaries with private business school backgrounds; and four of the companies have secretaries with college/university backgrounds. In the same eight companies, personnel/training directors responded as follows for persons in Secretary B positions: four of the companies have secretaries with high school backgrounds; one of the companies has secretaries with vocational-technical school backgrounds; two of the companies have secretaries with private business school backgrounds; and two of the companies have secretaries with college/university backgrounds.

This data seem to indicate that there are more companies that have secretaries with high school backgrounds than any other type educational background. It also indicates that secretaries with college/university and private business school backgrounds are more likely to have Secretary A positions than Secretary B positions.
The Interviews

In an attempt to obtain more information than was indicated on the questionnaire, interviews (see Appendix G) were held with the personnel/training directors from those eight companies that have in-house secretarial training programs. It should be noted that when talking with the personnel/training directors over the telephone about setting up personal interviews, many of them seemed reluctant to discuss their programs in any detail. After meeting and talking with them, it seems the apparent reason for this reluctance is the lack of structure, probably due to the relatively short period of time since the programs have been introduced, in their in-house secretarial training programs.

Interview question one asked whether the company training department is independent of or part of the personnel department. Of the eight personnel/training directors interviewed, three reported that training is a part of the personnel department, four reported that training is a part of the employee relations department, and one reported that training is separate from personnel or employee relations.

Interview question two asked the personnel/training directors why the decision was made to begin their in-house secretarial training programs. Responses were as follows: 1) it began as a necessity because of the difficulty in finding competent secretaries; 2) the idea for the program
came from the parent corporation; 3) it began because of requests made by secretaries and supervisors of secretaries (four responses); 4) it began because something was needed to build morale and decrease turnover among secretaries; 5) it began because secretaries were the only company employees not involved with training.

Interview question three asked how long the companies' in-house secretarial training programs have been in existence. Two programs have begun within the past year, two have been in existence for three years, one has been in existence for four years, one has been in existence for five years, and one has been in existence for ten years. In-house secretarial training programs then are relatively new in manufacturing companies in Louisiana.

Interview question four asked what types of courses are offered in in-house secretarial training programs and how long do these courses run. The eight responses were as follows. 1) Courses are generally offered in the skills, communications, and office functions areas and range from 14-102 hours in length. 2) In the beginning one to two hour courses specifically for secretaries were held; however, more recently because of a lack of funds, courses offered are in the personal development area and are offered for all employees. 3) Courses are offered for secretaries in the personal development, human resources, and communications areas and range from two to eight hours in length. 4) Courses are
offered in the communications and office functions areas and are eight hours in length. 5) Courses are offered in the skills, communications, and office functions areas and are one day in length. 6) Courses are offered in the communications and office functions areas and vary in length from one to three days. 7) Courses are presently offered in the office functions area and last from one to five hours; however, plans are to begin offering classes in personal development as well. 8) Thus far only a semester-length beginning shorthand course is being offered; however, plans for the fall include a semester-length intermediate shorthand course as well as six-hour seminars in the office functions and communications areas. It seems that most of the existing programs consist of courses designed for improving the tasks of the secretary rather than courses designed for improving personal relations on the job.

Interview question five asked who pays for necessary books and supplies for in-house training courses. All eight company personnel/training directors reported that the company pays for all books and supplies.

Interview question six asked personnel/training directors where classes in their in-house secretarial training programs are held. Six of the eight training directors replied that classes are held at the company facility. One company conducts classes at a local conference facility. Another company conducts classes at a local educational institution.
Interview question seven asked personnel/training directors if participants in the in-house secretarial training programs receive any type of credit for courses taken. Seven of the directors reported that no type of credit is received. One of the seven, however, said plans are to begin work through a nearby university so that some type of credit might be received. The eighth director reported that participants receive Continuing Education Units (CEUs) for courses taken since her company is working through a nearby university and courses are being taught by a university professor.

Interview question eight asked whether certain courses are required of secretaries for promotion purposes. All directors replied that none of the courses are actually required for promotion purposes, although the knowledge acquired from the courses often prepares secretaries for promotions.

Interview question nine asked personnel/training directors if the in-house secretarial training program is hard to justify to administrators. Two north Louisiana company personnel/training directors felt that their administrations consider training a fringe benefit. Both of their programs have been cut drastically during the past eighteen months because of the state of the economy and necessary company cutbacks. Both reported that when funds became scarce, training was the first area to be reduced. The six personnel/training directors from companies in south Louisiana, however,
do not feel this way. Some of the comments they made follow:
1) administration considers training a necessity; 2) admin-
istration considers training a tremendous savings to the com-
pany; 3) no problems with administration as long as suffi-
cient requests have been received for a particular class;
4) no problems, the idea of training secretaries came from
administration to begin with.

Interview question ten asked the personnel/training
directors what they feel is in store for them in the future
regarding in-house secretarial training. The two directors
from north Louisiana said that the future of in-house secre-
tarial training as well as training for other employees will
depend to a large extent on the economy. When the economy
begins to brighten, they feel training will also. The six
directors from south Louisiana feel very optimistic about the
future of in-house secretarial training. Some of the com-
ments made follow. 1) Training is the area to be in; it is
here to stay. 2) Training is here to stay as employees are
"crying" for more and more courses, and administration con-
siders the program a great savings to the company. 3) In-
house secretarial training has a great future; as secretaries
seem to be becoming more important to the company, training,
too, seems to be becoming more important in the secretarial
area. 4) Company training is here to stay for all types of
occupations. 5) In-house secretarial training has a great
future here; after all, it was administration's idea to begin
the program.
At the conclusion of the interviews, the researcher felt that the possibility for improvement of existing in-house secretarial training programs appears to be associated with the development of appropriate guidelines that might assist training directors in setting up such programs. The development of such guidelines might also stimulate the creation of in-house secretarial training programs in those companies that indicated a need for this type of training.

Summary

An analysis of the data produced the following major findings.

1. Eight, or 7.1 per cent, of the 113 responding companies presently have in-house secretarial training programs. It is important to note, however, that of the 197 questionnaires mailed, only 113 were returned. Chances are quite possible that in-house secretarial training programs do not exist in those 84 nonresponding companies. If this is so, the per cent of manufacturing companies in Louisiana with in-house secretarial training drops considerably.

2. Of the 105 responding companies without in-house secretarial training programs, 65, or 61.9 per cent, feel a need for such a program.

3. In the eight existing in-house secretarial training programs in manufacturing companies in Louisiana, the following courses are most frequently offered for persons in
Secretary A positions: telephone etiquette, offered in four of the programs; letter writing, records management, management and supervisory techniques, and human relations, offered in three of the programs; grammar and punctuation and report writing, offered in two of the programs.

In existing in-house secretarial training programs, the following courses are most frequently offered for persons in Secretary B positions: letter writing and telephone etiquette, offered in five of the programs; management and supervisory techniques and human relations, offered in four of the programs; records management, offered in three of the programs; grammar and punctuation and report writing, offered in two of the programs.

In existing in-house secretarial training programs, the following courses are most frequently offered for persons in Employee X positions: telephones etiquette, offered in four of the programs; shorthand, grammar and punctuation, letter writing, and human relations, offered in three of the programs; typewriting, report writing, and management and supervisory techniques, offered in two of the programs.

4. Of those 65 companies that admit a need for in-house secretarial training, the following courses were indicated most often as being needed by persons in Secretary A positions: telephone etiquette, indicated by 19, or 29.23 per cent, of the companies; grammar and punctuation, indicated by 17, or 26.15 per cent, of the companies; letter writing, indicated by 16,
or 24.62 per cent, of the companies; shorthand, indicated by 15, or 23.08 per cent, of the companies; proofreading and records management, indicated by 14, or 21.54 per cent, of the companies.

In these same companies, the following courses were indicated most often as being needed by persons in Secretary B positions: grammar and punctuation and letter writing, indicated by 32, or 49.23 per cent, of the companies; shorthand, indicated by 27, or 41.54 per cent, of the companies; telephone etiquette, indicated by 25, or 38.46 per cent, of the companies; proofreading, indicated by 18, or 27.69, per cent of the companies; report writing, word processing, and human relations, indicated by 17, or 26.15 per cent, of the companies.

5. In those in-house secretarial training programs that exist, courses are directed to all levels of secretaries.

6. Those companies that have no programs but express a need for one feel that training is needed for all levels of secretaries.

7. The need for in-house secretarial training is present in companies of all size classifications used in the study--in 75 per cent of those companies consisting of over 2,500 employees; in 100 per cent of those companies consisting of 2,000-2,499 employees; in 80 per cent of those companies consisting of 1,000-1,499 employees; in 65 per cent of those companies consisting of 500-999 employees; in 62.2 per cent of those companies consisting of 100-499 employees.
8. The need for in-house secretarial training is present in companies of all age classifications used in the study—in 100 per cent of those companies 1-5 years old; in 71.43 per cent of those companies 6-10 years old; in 70 per cent of those companies 11-15 years old; in 54.55 per cent of those companies 16-20 years old; and in 66.18 percent of those companies 21+ years old.

9. The main reasons for establishing in-house secretarial programs include: a) requests made by secretaries, indicated by five of the eight companies with programs; b) requests made by supervisors of secretaries, indicated by three of the eight companies with programs; c) the need to improve the skills of present secretaries, indicated by three of the eight companies with programs.

10. The main reasons why some companies have not established in-house secretarial training programs include: a) number of secretaries is too few, indicated by 65.71 per cent of the companies without programs; b) program not needed now, indicated by 30.48 per cent of the companies without programs; c) cost would not provide adequate return, indicated by 7.62 per cent of the companies without programs; d) priority for program is too low, indicated by 7.62 per cent of the companies without programs.

11. In the eight existing programs, training classes are held regularly in two of the eight programs. One company
holds classes both regularly and when a specific need arises, while the remaining five companies hold classes only when a specific need arises.

12. Of the eight existing programs, only one of the eight companies requires employees to pay a fee to attend some of the training classes.

13. Of the eight existing programs, six of the eight companies offer classes on company time, one of the eight offers classes on employee time, and one of the eight offers classes on both company and employee time.

14. In those programs held on company time, attendance is mandatory in two companies, is frequently required in four companies, and is occasionally required in one company.

15. Instructors of courses in the eight existing programs include: company employee, indicated by five of the eight companies with programs; company training director, indicated by four of the eight companies with programs; professor from educational institution, indicated by two of the eight companies with programs; free-lance instructor/consultant indicated by two of the eight companies with programs; and consultant from training institute, indicated by two of the eight companies with programs.

16. Of those 105 companies that presently have no in-house secretarial training programs, 19, or 18.10 per cent, anticipate providing such programs in the future. Of these 19, 12 are companies that presently have some type of training
program for other employees and 7 are companies that have no type of in-house training programs.

17. Educational backgrounds of persons in Secretary A positions in the 65 companies that admit a need for in-house secretarial training are as follows: private business school, reported by 27, or 41.54 per cent, of the companies; high school, reported by 25, or 38.46 per cent, of the companies; college/university, reported by 18, or 27.69 per cent, of the companies; and vocational-technical school, reported by 11, or 16.92 per cent, of the companies.

Educational backgrounds of persons in Secretary B positions in the same 65 companies are as follows: high school, reported by 38, or 58.46 per cent, of the companies; private business school, reported by 18, or 27.69 per cent, of the companies; vocational-technical school, reported by 11, or 16.92 per cent, of the companies; and college/university, reported by 5, or 7.69 per cent, of the companies.

18. Educational backgrounds of persons in Secretary A positions in the eight companies that have in-house secretarial training programs are as follows: college/university, reported by four of the companies; vocational-technical school, reported by three of the companies; high school and private business school, each reported by two of the companies.

Educational backgrounds of persons in Secretary B positions in companies that have in-house secretarial training programs are as follows: high school, reported by four of
the companies; college/university and private business school, each reported by two of the companies; and vocational-technical school, reported by one of the companies.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter summarizes the problem, purposes, methods and procedures, analysis of the data, and findings of the study. Conclusions and recommendations based upon the findings are also presented.

Summary

Problem

The problem of this study was to determine the need for and use of in-house secretarial training in manufacturing companies in five selected Louisiana cities.

Purposes

The purposes of this study were 1) to determine whether there is a need for in-house secretarial training in manufacturing companies in selected cities in Louisiana; 2) to determine in what specific instructional areas there is a need for in-house training; 3) to determine for what specific level of secretaries there is a need for in-house training; 4) to determine whether needs for in-house training differ depending on the size of the company in terms of number of employees; 5) to determine whether needs for in-house training
training differ depending on the age of the company; 6) to
determine the reasons for implementing in-house secretarial
training programs in those companies where programs exist;
7) to determine reasons why in-house secretarial training
programs do not exist in some companies; 8) to determine the
nature of those in-house secretarial training programs in
existence; 9) to predict the current and future trend of in-
house secretarial training programs in Louisiana.

Methods and Procedures

Data for this study were collected by the use of a
questionnaire which was devised, validated, and pilot tested.
Questionnaires were mailed to 197 personnel/training direc-
tors of manufacturing companies in the five largest cities of
Louisiana—New Orleans, Baton Rouge, Shreveport, Lake Charles,
and Monroe. One hundred nineteen responses were received
from the personnel/training directors to whom the question-
naires were mailed. Of those 119 responses, 113 were usable,
which represented a 57.4 per cent return. Additional informa-
tion was obtained through interviews with the personnel/
training directors in those companies with in-house secretarial
training programs.

Analysis of the Data

In order to provide the most appropriate responses
for the research questions, percentages and frequencies were
selected in treating the data. These treatments allowed the
researcher to summarize the large groups of responses into a more manageable form. Responses were presented in tabular form showing frequencies and percentages.

**Major Findings**

1. Eight, or 7.1 per cent, of the 113 responding companies presently have in-house secretarial training programs. It is important to note, however, that of the 197 questionnaires mailed, only 113 were returned. Chances are quite possible that in-house secretarial training programs do not exist in those 84 nonresponding companies. If this is so, the per cent of manufacturing companies in Louisiana with in-house secretarial training drops considerably.

2. Of the 105 responding companies without in-house secretarial training programs, 65, or 61.9 per cent, feel a need for such a program.

3. In the eight existing in-house secretarial training programs in manufacturing companies in Louisiana, the following courses are most frequently offered for persons in Secretary A positions: telephone etiquette, offered in four of the programs; letter writing, records management, management and supervisory techniques, and human relations, offered in three of the programs; grammar and punctuation and report writing, offered in two of the programs.

In existing in-house secretarial training programs, the following courses are most frequently offered for persons in
Secretary B positions: letter writing and telephone etiquette, offered in five of the programs; management and supervisory techniques and human relations, offered in four of the programs; records management, offered in three of the programs; grammar and punctuation and report writing, offered in two of the programs.

In existing in-house secretarial training programs, the following courses are most frequently offered for persons in Employee X positions: telephone etiquette, offered in four of the programs; shorthand, grammar and punctuation, letter writing, and human relations, offered in three of the programs; typewriting, report writing, and management and supervisory techniques, offered in two of the programs.

4. Of those 65 companies that admit a need for in-house secretarial training, the following courses were indicated most often as being needed by persons in Secretary A positions: telephone etiquette, indicated by 19, or 29.23 per cent, of the companies; grammar and punctuation, indicated by 17, or 26.15 per cent, of the companies; letter writing, indicated by 16, or 24.62 per cent, of the companies; shorthand, indicated by 15, or 23.08 per cent, of the companies; proofreading and records management, indicated by 14, or 21.54 per cent, of the companies.

In these same companies, the following courses were indicated most often as being needed by persons in Secretary B positions: grammar and punctuation and letter writing,
indicated by 32, or 49.23 per cent, of the companies; shorthand, indicated by 27, or 41.54 per cent, of the companies; telephone etiquette, indicated by 25, or 38.46 per cent, of the companies; proofreading, indicated by 18, or 27.69 per cent, of the companies; report writing, word processing, and human relations, indicated by 17, or 26.15 per cent, of the companies.

5. In those in-house secretarial training programs that exist, courses are directed to all levels of secretaries.

6. Those companies that have no programs but express a need for one feel that training is needed for all levels of secretaries.

7. The need for in-house secretarial training is present in companies of all size classifications used in the study—in 75 per cent of those companies consisting of over 2,500 employees; in 100 per cent of those companies consisting of 2,000-2,499 employees; in 80 per cent of those companies consisting of 1,000-1,499 employees; in 65 per cent of those companies consisting of 500-999 employees; in 62.2 per cent of those companies consisting of 100-499 employees.

8. The need for in-house secretarial training is present in companies of all age classifications used in the study—in 100 per cent of those companies 1-5 years old; in 71.43 per cent of those companies 6-10 years old; in 70 per cent of those companies 11-15 years old; in 54.55 per cent of those companies 16-20 years old; and in 66.18 percent of those companies 21+ years old.
9. The main reasons for establishing in-house secretarial programs include: a) requests made by secretaries, indicated by five of the eight companies with programs; b) requests made by supervisors of secretaries, indicated by three of the eight companies with programs; c) the need to improve the skills of present secretaries, indicated by three of the eight companies with programs.

10. The main reasons why some companies have not established in-house secretarial training programs include: a) number of secretaries is too few, indicated by 65.71 per cent of the companies without programs; b) program not needed now, indicated by 30.48 per cent of the companies without programs; c) cost would not provide adequate return, indicated by 7.62 per cent of the companies without programs; d) priority for program is too low, indicated by 7.62 per cent of the companies without programs.

11. In the eight existing programs, training classes are held regularly in two of the eight programs. One company holds classes both regularly and when a specific need arises, while the remaining five companies hold classes only when a specific need arises.

12. Of the eight existing programs, only one of the eight companies requires employees to pay a fee to attend some of the training classes.

13. Of the eight existing programs, six of the eight companies offer classes on company time, one of the eight
offers classes on employee time, and one of the eight offers classes on both company and employee time.

14. In those programs held on company time, attendance is mandatory in two companies, is frequently required in four companies, and is occasionally required in one company.

15. Instructors of courses in the eight existing programs include: company employee, indicated by five of the eight companies with programs; company training director, indicated by four of the eight companies with programs; professor from educational institution, indicated by two of the eight companies with programs; free-lance instructor/consultant, indicated by two of the eight companies with programs; and consultant from training institute, indicated by two of the eight companies with programs.

16. Of those 105 companies that presently have no in-house secretarial training programs, 19, or 18.10 per cent, anticipate providing such programs in the future. Of these 19, 12 are companies that presently have some type of training program for other employees and 7 are companies that have no type of in-house training programs.

17. Educational backgrounds of persons in Secretary A positions in the 65 companies that admit a need for in-house secretarial training are as follows: private business school, reported by 27, or 41.54 per cent, of the companies; high school reported by 25, or 38.46 per cent, of the companies; college/ university, reported by 18, or 27.69 per cent, of the
companies; and vocational-technical school, reported by 11, or 16.92 per cent, of the companies.

Educational backgrounds of persons in Secretary B positions in the same 65 companies are as follows: high school, reported by 38, or 58.46 per cent, of the companies; private business school, reported by 18, or 27.69 per cent, of the companies; vocational-technical school, reported by 11, or 16.92 per cent, of the companies; and college/university, reported by 5, or 7.69 per cent, of the companies.

18. Educational backgrounds of persons in Secretary A positions in the eight companies that have in-house secretarial training programs are as follows: college/university, reported by four of the companies; vocational-technical school, reported by three of the companies; high school and private business school, each reported by two of the companies.

Educational backgrounds of persons in Secretary B positions in companies that have in-house secretarial training programs are as follows: high school, reported by four of the companies; college/university and private business school, each reported by two of the companies; and vocational-technical school, reported by one of the companies.

Conclusions

1. There is a need for in-house secretarial training for all levels of secretaries in manufacturing companies in the five largest cities of Louisiana as little is presently being done in this area.
2. The areas of instruction most needed for secretaries in Louisiana manufacturing companies include telephone etiquette, letter writing, records management, management and supervisory techniques, human relations, grammar and punctuation, proofreading, and report writing.

3. The size of the company and the age of the company are not indications as to whether the company will express a need for training.

4. Of those companies without in-house secretarial training programs, those with some type of training programs for other employees are more likely to offer in-house secretarial training programs in the future than those without some type of training program, however, not at a pace fast enough to meet the need for such programs.

5. Manufacturing companies in Louisiana recognize the value of in-house secretarial training programs.

Recommendations

On the basis of this investigation, the following recommendations are made.

1. Business educators should place more emphasis in the following areas of secretarial instruction: telephone etiquette, letter writing, records management, management and supervisory techniques, human relations, grammar and punctuation, proofreading, and report writing.
2. Business educators should emphasize to their students the need for secretaries with shorthand skills. In those businesses indicating a need for training, 14.29 percent indicated the need for in-house secretarial shorthand courses for persons in Secretary A positions and 25.71 percent indicated the need for in-house shorthand courses for persons in Secretary B positions. In existing in-house secretarial training programs, shorthand is offered to persons in Secretary A and B positions by one of the eight companies and to persons in Employee X positions by three of the eight companies.

3. Business educators should work closely with business and industry and prepare and present courses, workshops, and seminars in the needed areas of secretarial instruction to company secretaries.

4. Training departments in business and industry should investigate the need for specific courses of secretaries within their companies and add these to their offerings.

5. The business departments of post-secondary schools should consider offering evening refresher courses for area secretaries.

6. Training departments in business and industry should provide secretarial employees with information concerning classes offered by area post-secondary institutions.
APPENDIX
Please fill in the blank on the attached postcard with the name and title of the official from your company in charge of training programs for office personnel.

This information is necessary in order for your company to participate in an upcoming, state-wide survey of training personnel directors in manufacturing companies in Louisiana. As soon as this postcard is returned, information concerning this survey will be sent to the designated official.

Your assistance is appreciated.

Marie B. Weaver, CPS
Assistant Professor
As a department head of business and office education in a Louisiana university, you have been selected to review the attached material.

Please read the letter and questionnaire and make any changes and/or comments you feel would improve them. Revisions will be made based upon these suggestions. The revised letter and questionnaire will then be sent to training/personnel directors in selected manufacturing companies in Louisiana.

Your time is certainly appreciated. If you would like a copy of the results of this study, just fill in your name and address in the space provided on the questionnaire.

Sincerely,

Marie B. Weaver, CPS
Assistant Professor

Attachments
Date

As a personnel/training director in a Louisiana manufacturing company, you have been selected to review the attached material.

Please read the letter and questionnaire and make any changes and/or comments you feel would improve them. Revisions will be made based upon these suggestions. The revised letter and questionnaire will then be sent to training/personnel directors in selected manufacturing companies in Louisiana.

Your time is certainly appreciated. If you would like a copy of the results of this study, just fill in your name and address in the space provided on the questionnaire.

Sincerely,

Marie B. Weaver, CPS
Assistant Professor

Attachments
Date

Dear [Name]:

Has the secretarial shortage reached Louisiana? Some employers feel that it is becoming increasingly difficult to find secretaries possessing skills and abilities necessary to maintain an adequate level of office productivity and effectiveness.

In-house secretarial training is one way to help combat the current national secretarial shortage. The survey I am conducting is designed to determine whether there is a need for in-house secretarial training programs in the manufacturing companies of Louisiana. The information obtained from this survey will better enable business educators to prepare the kinds of programs that today's secretaries need in order to meet the demands of modern companies.

I would appreciate your taking a few minutes of your time to answer the enclosed questionnaire and return it to me by 8A11. All returns will be reported anonymously.

If you would like a copy of the results of this study, just write or type your name and address in the space provided on the questionnaire.

Sincerely,

Marie B. Weaver, CPS
Assistant Professor

Enclosure

AN EQUAL OPPORTUNITY UNIVERSITY
In this study "secretary" refers to anyone whose title is secretary, executive secretary, or administrative assistant. It does not include clerks, typists, or stenographers. A further distinction follows:

Secretary A - Works for an executive in top management (President, Vice-President, Chairman of the Board, or other top management officials).

Secretary B - Works for a supervisor in middle or lower management.

Employee X - Works for the company in some capacity other than secretary but is training to become a secretary.

Please check the correct answer(s) that applies to each question.

Part A

1. Total number of full-time employees at your location?
   - Over 2,500
   - 2,000-2,499
   - 1,500-1,999
   - 1,000-1,499
   - 500-999
   - 100-499

2. How long has your facility been in existence?
   - Less than 1 year
   - 1-5 years
   - 6-10 years
   - 11-15 years
   - 16-20 years
   - 21+ years

3. In your company, the majority of those persons hired for or promoted to Secretary A positions received their training in:
   - high school
   - vocational-technical school
   - private business school
   - college/university
   - other - please specify

4. In your company, the majority of those persons hired for or promoted to Secretary B positions received their training in:
   - high school
   - vocational-technical school
   - private business school
   - college/university
   - other - please specify

5. Does your company provide in-house training for any of its employees?
   - Yes
   - No

If your company provides in-house training programs for secretaries, please answer Part B, questions 6-16, pages 2-4.

If your company does not provide in-house training programs for secretaries, please answer Part C, questions 17-20, pages 4-5.
Part B - To be answered by companies with programs

6. How long has your company's in-house secretarial training program been in existence?
   - Less than one year
   - 1-3 years
   - 4-6 years
   - 7-9 years
   - More than 9 years

7. In-house secretarial training classes are
   - Held on a regular basis
   - Held only when a specific need arises
   - Held both on a regular basis and when a need arises for a particular course

8. In-house secretarial training courses are designed to:
   - Train for promotions
   - Upgrade skills used in present positions
   - Update secretaries as to new skills, technology, equipment, etc.
   - Inform secretaries of new policies or procedural changes
   - Train persons who are not secretaries to become secretaries
   - Other - please specify ____________________________

9. Your company's in-house secretarial training program was established because of
   - Requests made by secretaries
   - Requests made by supervisors of secretaries
   - Difficulty in finding competent secretaries
   - The need to improve the skills of present secretaries
   - The new EEO regulations concerning training and promotions
   - Other - please specify ____________________________

10. Secretaries who enroll in your company's in-house training program
    - Must pay a fee for all courses taken
    - Must pay a fee for some of the courses taken
    - Pay no fees for courses taken

11. These training programs are directed to:
    - Secretaries recently employed by the company
    - Secretaries experienced with the company
    - Both of the above
    - Other - please specify ____________________________

12. Training programs are offered
    - On company time
    - On employee time
    - On both company and employee time

13. If offered on company time, attendance of training programs
    - Is mandatory (except in the case of an emergency)
    - Is frequently required of employees
    - Is occasionally required of employees
    - Is rarely required of employees
    - Is never required of employees
14. Indicate specific courses that have been provided in your training program by filling in the total number of clock hours of the course. Also, check which level(s) of employee the course was provided for.

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<tr>
<th>Courses</th>
<th>Hours</th>
<th>Sec. A</th>
<th>Sec. B</th>
<th>Employee X</th>
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<td>Skills</td>
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15. Please list any courses that you have not yet provided in your training program, but for which there is a need, and check the blank of the employee(s) who needs the course.

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<thead>
<tr>
<th>Courses</th>
<th>Sec. A</th>
<th>Sec. B</th>
<th>Employee X</th>
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16. Who instructs the courses in your training program?

- Company Training Director
- Company Employee
- Professor for Educational Institution
- Free-lance Instructor/Consultant
- Consultant from Training Institute
- Other - please specify

Thank you for completing this questionnaire. If you would like the results of this study sent to you, just write or type your name and address below.

Part C - To be answered by companies without programs

17. Please check the reason(s) why your company does not have an in-house secretarial training program.

- Amount of space for classes is insufficient.
- Cost of program would not provide an adequate return in improved secretarial effectiveness.
- Number of secretaries is too few for the company to get involved in in-house training.
- Staff development office would like to provide this type of training for secretaries but at present priority is too low.
- The availability of this type of program was not recognized until now.
- Program not needed at present.
- Other - please specify

18. Do you foresee a need for providing an in-house secretarial training program in the future?

- Yes
- No

19. If yes, would your company be interested in an in-house secretarial training program because of

- requests made by secretaries?
- requests made by supervisors of secretaries?
- difficulty in finding competent secretaries?
- the need to improve the skills of present secretaries?
- the new EEO regulations concerning training and promotion?
- Other - please specify
20. Please indicate those areas in which your secretaries need further training by placing a check in the blank of the level(s) of secretary who needs the particular course.

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<tr>
<th>Skills</th>
<th>Secretary A</th>
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Thank you for completing this questionnaire. If you would like the results of this study sent to you, just write or type your name and address below.
Date

Recently I mailed you a questionnaire pertaining to in-house secretarial training. The greater the return of this questionnaire, the more accurate the results of this study will be.

Won't you please take a moment to participate in this survey. Upon completion of the study, the results will be mailed to you if you so indicate on the questionnaire.

Your assistance is appreciated.

Marie B. Weaver, CPS
Assistant Professor
APPENDIX G

INTERVIEW QUESTIONS

1. Is your company training department independent of or part of the personnel department?

2. Why was the decision made to begin your in-house secretarial training program?

3. How long has your in-house secretarial training program been in existence?

4. What types of courses are offered in your in-house secretarial training program, and how long do the courses run?

5. Who pays for necessary books and supplies for in-house secretarial training courses?

6. Where are classes for your in-house secretarial training program held?

7. Do secretaries receive any type of credit for courses taken?

8. Are any of the courses in your in-house secretarial training program required for promotion purposes?

9. Is the in-house secretarial training program any more difficult to justify to administration than other programs?

10. What, in your opinion, does the future hold for in-house secretarial training in your company?
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