A STUDY OF THE OUTSTANDING SKILLS AND PERSONALITY

TRAITS DESIRABLE IN OFFICE WORKERS

APPROVED:

[Signatures]

Major Professor

Minor Professor

Dean of the School of Business Administration

Dean of the Graduate School
A STUDY OF THE OUTSTANDING SKILLS AND PERSONALITY
TRAITS DESIRABLE IN OFFICE WORKERS

THESIS

Presented to the Graduate Council of North
Texas State Teachers College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF ARTS

By

Clara Wolf, B. S.
Dallas, Texas
January, 1949
162551
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>iv</th>
</tr>
</thead>
</table>

## Chapter

### I. INTRODUCTION
- Purpose of the Study
- Source of Data
- Definition of Terms
- Method of Procedure

### II. QUALITIES EXPECTED IN BEGINNING OFFICE WORKERS AS SHOWN BY THE LITERATURE IN THE FIELD OF BUSINESS ADMINISTRATION

### III. PRESENTATION AND INTERPRETATIONS OF DATA ON SURVEY OF TWENTY-THREE SELECTED LARGE BUSINESS FIRMS REGARDING QUALIFICATIONS OF WORKERS
- Analysis of Data Secured in Personal Interviews with Dallas Business Men

### IV. A HANDBOOK FOR STUDENTS OF COMMERCIAL COURSES AT TECHNICAL HIGH SCHOOL, DALLAS, TEXAS
- Policies or Principles Underlying Employment Skill Performances
- Desirable Personality Traits
- How to Advance on the Job
- Job and Employment Techniques

### V. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS
- Findings
- Conclusions
- Recommendations

<table>
<thead>
<tr>
<th>APPENDIX</th>
<th>44</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIBLIOGRAPHY</td>
<td>45</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Business Concerns Contacted in Survey of Needs of Business Office Workers and Number of Employees</td>
<td>21</td>
</tr>
<tr>
<td>2.</td>
<td>Ratings Given Personality Traits by Twenty-Three Personnel Directors in Dallas Business Offices</td>
<td>22</td>
</tr>
<tr>
<td>3.</td>
<td>Rank Given to Various Skills Needed by Business Office Workers by Twenty-Three Personnel Directors</td>
<td>23</td>
</tr>
<tr>
<td>4.</td>
<td>Analysis of Answers to Various Questions Concerning Work in a Business Office</td>
<td>24</td>
</tr>
<tr>
<td>5.</td>
<td>Reasons Advanced by Personnel Directors for Discharging an Employee</td>
<td>26</td>
</tr>
<tr>
<td>6.</td>
<td>Suggestions Made by Personnel Directors for Beginning Workers</td>
<td>26</td>
</tr>
<tr>
<td>7.</td>
<td>Estimates of the Length of Time Required by Beginning Employees to Earn Their Salaries</td>
<td>27</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

Many business education problems have grown out of the great demand for office workers. At one time bookkeeping, shorthand, and typewriting were the only subjects taught for the purpose of training accountants and stenographers. The schools, however, have discovered that these courses do not necessarily produce the kind of students employers desire for employees. Students going into office work need something more than skills. Cressey states:

They need instruction in manners and etiquette. They need instruction in how to improve their speech. They must learn the techniques of good grooming, including everything that has to do with personal appearance, to give them that "smooth look". There is a certain technique to be used how to get along well with their associates. Students profit by a knowledge of psychology in which they learn to understand people. "How does he get that way?" is a question frequently asked by customers and clerks alike. No small amount of friction may be avoided if the clerk knows at least some of the answers. ¹

The criticisms voiced by business men for many years corroborate this added need of personality for business success. Business men and personnel departments have complained that commercial students do not have sufficient educational background and that they lack occupational

intelligence. Effective education cannot take place in a school which is isolated from business.

It is the responsibility of education, business, and the home to cooperate with each other in solving the many economic and social problems which confront those who must do the work of the world of tomorrow. Therefore, the school and business should be so integrated as to train students in adaptability in a rapidly changing world and to use well the skills and aptitudes that are required.

Educational institutions are recognizing that the personality of students must be developed. Business men emphasize and reemphasize the importance of personal qualities of office employees. There is a preference for employees with good appearance and outstanding personal qualities. A successful office worker must have self-control, dignity, and good humor to help him in the most trying circumstances so that he will be adjustable to many situations, and be able to get along with other people. The National Association of Manufacturers has this comment:

Perhaps you have known brilliant students who were failures in life. Maybe this will give a clue to the reason. Personal qualities of honesty, dependability, enthusiasm and cooperativeness are as important as education, experience or even brilliance. A recent survey of employers showed that they placed "personality" first on their list of considerations in hiring. A personnel manager recently stated that intelligence, initiative, ability, and good health were all needed, but that there was entirely too much
waste of these qualities because of indifference or an uncooperative attitude.²

Purpose of the Study

The purpose of this study is threefold: (1) to find out the qualities employers expect in beginning workers, (2) to investigate the importance attached to personality by some writers in the literature of the business education field, and (3) to compile information that will be of aid to students of Dallas Technical High School in developing the needed personal qualities and skills.

Sources of Data

The data in this study were secured from both primary and secondary sources. The qualities expected in an applicant for a business job were studied in the literature of the field of business education, and in an "on the job" survey of personnel departments of twenty-three large business establishments in Dallas, Texas. Books, magazines, pamphlets, newspapers, trade organs, and bulletins were utilized in the survey of desirable qualities needed by the employee in the literature. In order to get a more specific viewpoint of the practices used by personnel directors, a detailed questionnaire was sent to a number of selected department stores, banks, insurance companies, utility companies, wholesale companies,

oil companies, film industries, and juvenile courts. Twenty-three personal interviews were then made as a follow-up on these questionnaires to learn from business executives what they require in the way of personal qualifications for workers. The results of the theoretical qualities set up in literature and a comparison was made of the requirements as listed by both primary and secondary sources.

Definition of Terms

Large businesses:—"Large businesses" in this study designates firms that use a number of office employees needing the skills taught in the commercial courses at Technical High School.

Employer:—"Employer" designates a firm or person who employs business office workers.

Employee:—"Employees" as used in this study has reference to business office workers.

Method of Procedure

A study of the qualities stressed by the literature in the field of business education was made before the personal survey was undertaken. A summarized list of qualities, traits, and skills was made and questionnaires to business firms were formulated in the light of this material. The personal interviews were then based on the questionnaires. In assembling the material for the study, attention was given in the first chapter to the purpose of the study, source of data, definition of terms, and
method of procedure. A review of literature concerning desirable qualities, traits, and skills required of business office workers comprised Chapter II. Presentation and analysis of the material obtained on the "on the job" survey of business firms in Dallas, Texas, was made in Chapter III. "A Handbook for Beginning Workers" was compiled from the information gained from the literature in the field and from the data from the personal "on the job" survey and this was the subject matter of Chapter IV. The findings, conclusions, and recommendations made up the concluding chapter.
CHAPTER II

QUALITIES EXPECTED IN BEGINNING OFFICE WORKERS

AS SHOWN BY THE LITERATURE IN THE FIELD

OF BUSINESS EDUCATION

In the modern business world there is a wide demand for office workers. Each year thousands of young people complete commercial courses and begin the task of looking for a position as an office worker. A few years ago the one main requirement was skill in the operation of business machines of some type or in accounting. Development of this skill was the most emphasized point in the training. Modern complex industry has intensified the demand for skilled workers, but there have been important changes in the qualities demanded in these workers. Skill is still the basic requirement, but increasing attention is being paid to the development of personality traits that aid the skilled worker on the job. The purpose of this chapter is to present the opinions of some writers in the field of business education concerning the skills and personality traits needed by beginning workers.

The high schools of the country are considered an important source of supply for trained workers by the business world. In a survey conducted by Harold Wiggins of specific
training needed for occupational opportunities in Rhode Island, it was found that the high schools of that state supplied forty per cent of the business concerns with their clerical employees.\(^1\) A further finding was that high school training is a requisite for obtaining employment in the clerical occupations, and that a general business training preparing for routine clerical work and typing provides the best vocational foundation for the young office worker.\(^2\) The high school teaching commercial courses, then, has the responsibility of training an important percentage of the future clerical workers of the nation. In this respect, it is doubly important that it survey the needed qualities and seek means to incorporate these into its commercial curriculum.

A very comprehensive survey of needed qualities of young business workers was made by a class in the American Institute of Business in Des Moines.\(^3\) The purpose of the survey was to determine the traits of character and personality most important in obtaining and holding a position. The members of the class interviewed personally about eighty men and women. The findings of the survey were computed from fifty questionnaires filled out, at the time of the interviews. The people

---


\(^2\)Ibid.

\(^3\)Mathilda Mahler, "Business Personality Survey," *Balance Sheet*, XXII (February, 1940), 261.
interviewed were asked to designate ten qualities that they considered important when hiring a new stenographer.

In making the answers, the eighty men and women listed sixty different traits of character and personality, as well as technical requirements. Of the sixty different qualities mentioned, sixteen were repeated often enough to be selected as most important. These qualities are listed in order of rank:

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personality</td>
<td>Co-operation</td>
</tr>
<tr>
<td>Capability</td>
<td>Health</td>
</tr>
<tr>
<td>Initiative</td>
<td>Experience</td>
</tr>
<tr>
<td>Loyalty</td>
<td>Education</td>
</tr>
<tr>
<td>Typing accuracy</td>
<td>Neatness</td>
</tr>
<tr>
<td>Shorthand skill</td>
<td>Dependability</td>
</tr>
<tr>
<td>Honesty</td>
<td>Punctuality</td>
</tr>
</tbody>
</table>

[ Mechanical skills, it is indicated, ranked sixth and seventh in desirable qualities in this survey. Appearance was ranked first and personality second. Education was in thirteenth place which indicates that it was not considered a very important factor.

The men and women interviewed were also requested to list the twenty traits and work habits that were considered most undesirable. Thirty undesirable qualities were listed and the following twenty were listed most often in the order named below:

<table>
<thead>
<tr>
<th>Dishonesty</th>
<th>Lack of initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unreliability</td>
<td>Body odors</td>
</tr>
<tr>
<td>Dialoyalty</td>
<td>Poor health</td>
</tr>
<tr>
<td>Insincerity</td>
<td>Halitosis</td>
</tr>
</tbody>
</table>

\(^4\)Ibid. \(^5\)Ibid.
Inability to keep confidential matters secret  Disagreeableness  Habitual lateness  
Discourtesy  Poor English  'Bossiness'  
Laziness  Excessive make-up  Excessive gossiping  
Unwillingness to follow orders  
Carelessness  

Other undesirable characteristics that were listed were lack of pep, excess activities outside of office and home; doing mechanical work mechanically; and lack of common sense.

According to the survey the most common reasons for dismissal of stenographers in 1939 were: inefficiency, lack of interest, lack of initiative, carelessness of appearance, inaccuracy, laziness, and ill health. These reasons are significant from the standpoint of mechanical skill; the same persons listed appearance and personality as the most important factors in selecting an applicant for a stenographer, but the most important point for dismissal was inefficiency. Carelessness of appearance was fourth rating.

Eight technical skills were listed and rated as those being most worthy of emphasis in business training.  

Accuracy in typing  Skill in shorthand  
Grammar  Transcription  
Spelling  Speed in typing  
Knowledge of words  Use of the dictaphone  

The following quoted statements are additional suggestions made by the business men of Des Moines to help students in preparing themselves for the business world:

Personality voice on the telephone is very important to us.

---

6 Ibid.
In choosing a business career, a woman, as well as a man, must put her job above all other things. She must study her job, study herself, be eager to learn, never satisfied. She must be ready for another job rather than a job being ready for her.

Loyalty! Loyalty! Loyalty! If prospective employees could only realize that this word covers practically every quality needed for success and failure, both employer and employee would come near to Utopia. 7

A study sponsored by the National Personnel Service in 1923 was carried on under the direction of W. W. Charters, and was for the purpose of determining the qualities which were conspicuously absent in unsuccessful secretaries and conspicuously present in successful secretaries. 8 In the investigation 125 selected secretaries were personally interviewed and the duties performed by each were carefully listed. The following fifteen duties ranking highest are listed below. They are arranged in descending order of importance according to Charter's investigation:

1. Typewriting letters
2. Answering telephones
3. Dictation of letters
4. Transcriptions
5. Use of telephone (local)
6. Address envelopes, packages, etc.
7. Insert letters in envelope
8. Fold letters
9. Order supplies of various kinds in office
10. Place telephone memorandum where employer will see it.
11. Write letters not dictated

7 Ibid.

8 W. W. Charters, Analysis of Secretarial Duties and Traits.
12. Send telegrams
13. Send mail
14. Sign mail (dictated mail)
15. Clean and oil typewriter

A later study of the same type was sponsored by the American Institute for Secretaries in 1934 and was carried on under the direction of Frederick G. Nichols. His objective was to find out "What is the private secretary?" Fifty-three qualities were studied in the investigation and the fifteen rating highest were:

1. Take dictation
2. Transcribe notes
3. Handle callers
4. Write original letters
5. Answer letters
6. Read and sort mail
7. Read and release mail
8. Note information on letters
9. Make appointments
10. Organize filing systems
11. Organize office routine
12. Keep personal accounts
13. Consult reference books
14. Sift and organize facts
15. Write up minutes of meetings

The fundamental duties of a private secretary were listed as follows:

1. Correspondence
2. Telephone and telegram
3. Callers
4. Filing
5. Information
6. Personal account
7. Care of office

The occasional duties of the private secretary were listed as follows:

9 Ibid., pp. 45-48. 10 Ibid., p. 42. 11 Ibid., p. 91.
When these two separate studies made by Charters and Nichols respectively were combined it was found that accuracy was the highest ranking trait in both studies as the first requisite of a good stenographer. The second highest trait listed by Charters was "responsibleness" and the second highest listed by Nichols was intelligence. In considering the twelve highest traits in the list of each investigator, five traits were found to occur in both:

1. Accuracy
2. Intelligence
3. Judgment
4. Initiative
5. Personal pleasantness

The combined desirable personal traits listed by these investigators are as follows:

I. Qualities of Body
   a. Health
   b. Posture
   c. Cleanliness
   d. Grooming

II. Qualities of Mind
   a. Mental qualities: Intellectual
      1. Judgment
      2. Foresight
      3. Initiative
      4. Ambition
   b. Mental qualities: Emotional
      1. Consideration for others
      2. Enthusiasm and optimism
      3. Sense of humor
      4. Feeling of poise and ease

---

12 G. Nichols, *Analysis of Secretarial Duties and Traits*.

c. Mental qualities: Volitional
   1. Will power
   2. Speed and quickness
   3. Efficiency

III. Quality of Character
   a. Morality
   b. Courage
   c. Truthfulness
   d. Honesty
   e. Loyalty
   f. Discretion
   g. Dependability

In the opinion of these writers, it is apparent that the successful office worker possesses some traits other than those of skill. Their opinions are confirmed by many others in the field of commercial education. According to Gibb and Richardson, the traits that make the "perfect secretary" are as follows:

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Good breeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>Poise</td>
</tr>
<tr>
<td>Dependability</td>
<td>Self-confidence</td>
</tr>
<tr>
<td>Intelligence</td>
<td>Graciousness</td>
</tr>
<tr>
<td>Courtesy</td>
<td>Honesty</td>
</tr>
<tr>
<td>Initiative</td>
<td>Health</td>
</tr>
<tr>
<td>Judgment</td>
<td>Industriousness</td>
</tr>
<tr>
<td>Tact</td>
<td>Ambition</td>
</tr>
<tr>
<td>Personal pleasantness</td>
<td>Foresight</td>
</tr>
<tr>
<td>Appearance</td>
<td>Modesty</td>
</tr>
<tr>
<td>Interest in work</td>
<td>Originality</td>
</tr>
<tr>
<td>Speed</td>
<td>Patience</td>
</tr>
<tr>
<td>Reticence</td>
<td>Resourcefulness</td>
</tr>
<tr>
<td>Adaptability</td>
<td>Self control</td>
</tr>
<tr>
<td>Business acumen</td>
<td>Versatility</td>
</tr>
<tr>
<td>Neatness</td>
<td>Fairness</td>
</tr>
<tr>
<td>Memory</td>
<td>Self respect</td>
</tr>
</tbody>
</table>

A "Personality Chart" prepared by the Transcription Superscription Association in New York listed the following

\[\text{\textsuperscript{14}}\text{Ibid., pp. 44-45.}\]

\[\text{\textsuperscript{15}}\text{C. Louise Gill and Beatrice Richardson, "Traits That Make the Perfect Secretary," The Gregg Writer, XXVIII (January, 1936), 210.}\]
qualities as those needed to be studied by the beginning worker in a business office: (1) appearance, (2) personal grooming, (3) speech, (4) attitude, and (5) character. 16

In a study of a number of successful women Judith Davidson has compiled the advice given by these successful women on the job. 17 From interviews with these successful women, she has listed a number of things. Evelyn Decker told her:

A stenographer's job is the one place where everyone starts off equally. But the progress that is made depends entirely on the individual program if he or she is minded to do so. 18

Clair A. Wolf said: "Stick to your knitting." In other words, pay close attention to the job. The worker should be alert for all opportunities to increase her usefulness to the firm and to advance the interests of the firm. Mildred Haviland's advice to the beginning worker was to be "meticulously careful about details," and to put "imagination and interest" into the job. Isabelle Austin said following the "tried, true and time-tested stenographic route" was the thing that carried her to the top. Davidson's conclusion from these studies of successful women was expressed in these words: "Know your shorthand to climb the executive route." 19

---


18. Ibid.

19. Ibid.
In a survey conducted by Mary Louise Green of commercial employment opportunities in El Paso, Texas, with special reference to positions held by former students in the El Paso High School, it was found that clerks, typists, and stenographers were called upon to file, and to operate comptometer and mimeograph machines in addition to the general clerical duties. The recommendation was made, therefore, that mimeographing should be included in the course in typewriting and filing in the course in office practices. A very serious indictment charged against the high school commercial department was that their products knew very little about modern business practices. It was believed from the results found in the survey that students should be taught the practical rather than the theoretical side of business practices in commercial courses. The following suggestion was made:

It is recommended that the subject matter of the business course be less theoretical and more practical and that further research be carried on in order to determine those personal traits and qualities demanded by the business men in their commercial workers.20

In a survey of commercial employees in Gladewater, Texas, conducted by Bryant, the findings resulted in the conclusion that commercial students should be given some practical

---

experience while studying the commercial course. A more thorough course of business English, spelling, and rapid calculation was stressed. A definite need was found for more guidance placement as a part of the commercial program of the high school. It was further recommended that the high school commercial department keep in close touch with the business practices in the community in order to better fit the contents of the commercial course to the needs and practices of business firms.

Nichols, in a discussion of a sound philosophy of business education states that the vocational opportunities are changing to an extent that calls for entirely new programs of training and that there must be continued research and revision of offerings in this field if it is to "continue to serve a society in any worthwhile sense." He says to the teachers:

You must know what workers will be required to do, what they must know, and what occupational conditions they will meet. After skills have been mastered, we must face the need of clearer thinking about the objectives of business knowledge, occupational intelligence, and general background.

---


Nichols further states that the results of instruction must be measured more efficiently and convincingly through the use of tests and devices, careful placement of graduates, and follow-up work to determine the degree of success and to highlight shortcomings which are revealed in their work on the job.

James A. Butler in 1938 made a survey of the graduates of Technical High School in Dallas to determine the effectiveness of the training given by the school in helping the graduate choose an occupation and giving him skills and attitudes that will help him get a job and make a good worker. The specific outcomes sought in the survey were:

- Work status
- Satisfaction in work
- Most helpful school subject in work
- Additional subjects recommended for school
- Ways in which technical training have helped on the job
- The two most important necessities in the graduate's occupation
- Additional training of the graduate after leaving school
- Whether technical training assisted in getting a job

In the analysis of the data the graduates were divided into the following groups of workers: academic, industrial, clerical, homekeepers, and others. The findings of the survey indicated that the school's course of study met the expressed purpose of the school, teaching specific skills

---


24 Ibid., p. 1.
but that there was an underlying need for a broader base.
The recommendations were as follows: (1) the Technical High
School should give critical study to its curriculum and teach-
ing techniques to determine some means of better coordinating
and integrating the work that the school already offers; and
(2) the school should give more attention to the things
besides skills--personality traits and attitudes--that the
beginning worker will need most in the business world.

Ruth Evelyn Fetterman made a study of the large and
small business offices of Dallas in 1946 in regard to their
requirements for the beginning stenographer to determine the
extent to which the average graduate of the commercial courses
had the characteristics requisite for secretarial success.25
The findings indicated that shorthand, typewriting, and trans-
cription were the major skills required, and that an academic
background training was highly desirable.

It is evident from a study of these numerous surveys
of commercial opportunities and desirable qualities of the
beginning worker that skill is highly necessary but there are
a number of personality traits that significantly influence
the success or failure of even the most skilled worker on the
job. It has been further shown that almost fifty per cent

25 Ruth Evelyn Fetterman, "Comparative Study of Dallas
Employment Requisites for Stenographers and Secretarial
Qualifications of Students at Forest Avenue High School,"
Unpublished Master's Thesis, Department of Education, North
Texas State College, August, 1946.
of the beginning clerical workers come directly from the high school commercial courses into the business world. Therefore, the assumption is made that it is the duty of the secondary schools to find out what skills, traits, and attributes the business world expects of its workers and to revise its commercial courses to better meet these needs. A further finding from the readings in the literature is that the schools by some means should give the student some practical experience in on-the-job training wherever possible.
CHAPTER III

PRESENTATION AND INTERPRETATIONS OF DATA ON SURVEY OF TWENTY-THREE SELECTED LARGE BUSINESS FIRMS REGARDING QUALIFICATIONS OF WORKERS

In order to get a more specific viewpoint as to the qualities desired by employers in large business offices in Dallas, Texas, a personal survey was made of twenty-three large representative business firms operating in the city: department stores, banks, insurance companies, utilities, wholesalers, oil industries, a court, and a film industry. An effort was made to make the survey as representative as possible and one or more large concerns from each classification was visited and the data secured through personnel directors. In order to get a consistent report, a detailed questionnaire was used as a basis of the interview. Other comments or advice to beginning workers, however, were welcomed. The list of firms contacted in the survey is shown in Table 1.

Analysis of Data Secured in Personal Interviews with Dallas Business Men

A five-point ranking scale was used by the writer in the personal interviews to evaluate the skills and personality
<table>
<thead>
<tr>
<th>Type of Business</th>
<th>Number of Employees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Stores</strong></td>
<td></td>
</tr>
<tr>
<td>Neiman-Marcus Company</td>
<td>250</td>
</tr>
<tr>
<td>Harris, A. and Company</td>
<td>110</td>
</tr>
<tr>
<td>Volk Brothers Company</td>
<td>45</td>
</tr>
<tr>
<td>Wilson, James K. Company</td>
<td>26</td>
</tr>
<tr>
<td><strong>Speciality</strong></td>
<td></td>
</tr>
<tr>
<td>Zale Jewelry Company</td>
<td>25</td>
</tr>
<tr>
<td>Linz Jewelers</td>
<td>18</td>
</tr>
<tr>
<td><strong>Insurance</strong></td>
<td></td>
</tr>
<tr>
<td>Southwestern Life Insurance Company</td>
<td>435</td>
</tr>
<tr>
<td>Mutual Benefit Health and Accident Assn.</td>
<td>120</td>
</tr>
<tr>
<td>Fidelity Union</td>
<td>40</td>
</tr>
<tr>
<td>Metropolitan Life Insurance Company</td>
<td>22</td>
</tr>
<tr>
<td><strong>Banks</strong></td>
<td></td>
</tr>
<tr>
<td>Republic National Bank</td>
<td>450</td>
</tr>
<tr>
<td>Mercantile National Bank</td>
<td>435</td>
</tr>
<tr>
<td>Dallas National Bank</td>
<td>185</td>
</tr>
<tr>
<td><strong>Utility Companies</strong></td>
<td></td>
</tr>
<tr>
<td>Dallas Power and Light Company</td>
<td>500</td>
</tr>
<tr>
<td>Texas Power and Light Company</td>
<td>380</td>
</tr>
<tr>
<td><strong>Wholesale</strong></td>
<td></td>
</tr>
<tr>
<td>Butler Brothers</td>
<td>425</td>
</tr>
<tr>
<td>McCormack Food Products</td>
<td>150</td>
</tr>
<tr>
<td>Kroehler Manufacturing Company</td>
<td>30</td>
</tr>
<tr>
<td><strong>Oil Companies</strong></td>
<td></td>
</tr>
<tr>
<td>Magnolia Petroleum Company</td>
<td>800</td>
</tr>
<tr>
<td>The Texas Company</td>
<td>201</td>
</tr>
<tr>
<td>Humble Oil &amp; Refining Company</td>
<td>34</td>
</tr>
<tr>
<td><strong>Film Industry</strong></td>
<td></td>
</tr>
<tr>
<td>Metro Goldwyn Mayer Distributing Cor.</td>
<td>60</td>
</tr>
<tr>
<td><strong>Court</strong></td>
<td></td>
</tr>
<tr>
<td>Juvenile Court</td>
<td>23</td>
</tr>
</tbody>
</table>
traits which the employers considered important. Figures were used to indicate the judgment of the employer as follows: "1" indicated it is of highest importance, "2" indicated very important, "3" indicated average importance, "4" indicated some importance, and "5" indicated no importance. Table 2 shows the ratings given each of the traits listed in the questionnaire by the twenty-three personnel directors and the final total percentage given each trait.

**TABLE 2**

**RATINGS GIVEN PERSONALITY TRAITS BY TWENTY-THREE PERSONNEL DIRECTORS IN DALLAS BUSINESS OFFICES**

<table>
<thead>
<tr>
<th>Trait</th>
<th>Composite Ranking Given to Each Trait</th>
<th>Average Importance*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Integrity*</td>
<td>15 6 2 0 0</td>
<td>1.4</td>
</tr>
<tr>
<td>Industry*</td>
<td>11 10 2 0 0</td>
<td>1.7</td>
</tr>
<tr>
<td>Cooperation*</td>
<td>10 11 1 1 0</td>
<td>1.7</td>
</tr>
<tr>
<td>Loyalty*</td>
<td>10 8 4 1 0</td>
<td>1.8</td>
</tr>
<tr>
<td>Leadership*</td>
<td>7 11 3 1 1</td>
<td>2.0</td>
</tr>
<tr>
<td>Disposition*</td>
<td>5 12 6 0 0</td>
<td>2.0</td>
</tr>
<tr>
<td>Responsibility</td>
<td>10 12 0 1 0</td>
<td>2.1</td>
</tr>
<tr>
<td>Poise*</td>
<td>4 11 7 1 0</td>
<td>2.2</td>
</tr>
<tr>
<td>Appearance*</td>
<td>3 11 8 1 0</td>
<td>2.3</td>
</tr>
</tbody>
</table>

*Integrity was mentioned more times than any other as the most important. Fifteen of the twenty-three interviewed.

*To arrive at average importance, the ranking scale numbers (1 to 5) were multiplied by the number selecting the rank and the results were divided by the total number ranked.
rated it as of highest importance. Industry, loyalty, cooperation, and responsibility were other traits receiving a large number of ratings in this same category. On the total rankings, integrity, industry, and loyalty, respectively, had the highest number of ratings. Appearance, it should be noted, had the least total rank of any of the traits. Eight of the people interviewed gave a "3" or average importance ranking, eleven ranked it "2" and only three people ranked it as "1" or the most important.

The personnel directors also were asked to grade the needed skills on the basis of a five-point ranking scale. Table 3 presents these ratings as given by the twenty-three personnel directors.

### TABLE 3

**Rank Given to Various Skills Needed by Business Office Workers by Twenty-Three Personnel Directors**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Composite Ranking Given to Each Skill</th>
<th>Average Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Accuracy with facts</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>and figures..............</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Grammar and spelling......</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Typing,..................</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Telephone,...............</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Filing,.................</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Adding machine...........</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Shorthand..............</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Comptometer.............</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Transcribing machine.....</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Mimeograph...............</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
The ratings given by the personnel directors in Dallas, Texas, to the skills needed in a business office are interesting from more than one standpoint. Accuracy with facts and figures and grammar and spelling received fifteen and sixteen ratings, respectively, of highest importance. The next skill having the highest number of highest importance ratings was use of the telephone, and the total ranking for this skill was 1.9 per cent. Typing had a total ranking of 1.7 per cent. The basic emphasis, according to these personnel directors, is placed on typing, use of the telephone, and accuracy with facts, figures, grammar, and spelling.

The personnel directors were also asked to answer some questions concerning various phases of work in a business office. These questions along with their answers are shown in Table 4.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>Yes</th>
<th>No</th>
<th>Answer</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are personality traits more important than skills?....................</td>
<td></td>
<td>9</td>
<td>14</td>
<td></td>
<td>39.0</td>
<td>61.0</td>
</tr>
<tr>
<td>Do you have any taboos on dress or habits?...</td>
<td></td>
<td>13</td>
<td>10</td>
<td></td>
<td>57.0</td>
<td>43.0</td>
</tr>
<tr>
<td>Does the employee stand up well under constructive criticism?.......</td>
<td></td>
<td>22</td>
<td>1</td>
<td></td>
<td>96.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Is a beginner given instruction as to how to do the job well?.......</td>
<td></td>
<td>22</td>
<td>1</td>
<td></td>
<td>96.0</td>
<td>4.0</td>
</tr>
</tbody>
</table>
TABLE 4—Continued

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th></th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have a training program for employees?..</td>
<td>14</td>
<td>9</td>
<td>61.0</td>
</tr>
<tr>
<td>Does the employee realize the value of regular attendance?..............</td>
<td>22</td>
<td>1</td>
<td>61.0</td>
</tr>
<tr>
<td>Do you take a new employee on a tour to give him an overall picture of your business?...........</td>
<td>18</td>
<td>5</td>
<td>78.0</td>
</tr>
</tbody>
</table>

Skills, it is indicated in Table 3, are rated first by these personnel directors of business firms in Dallas. Thirteen of the personnel directors, or 57.0 per cent, indicated that they had "taboos on dress and habits." Ninety-six per cent reported that employees stood up well under constructive criticism. More than sixty per cent of the firms had training programs for new employees, and ninety-six per cent of the personnel directors stated that beginners were given instructions as to how to do the job well.

The question "For what reason would you discharge an employee?" was asked. Table 5 presents the answers to the question.

Dishonesty, it is indicated, was the most frequently named justifiable cause given for dismissal the most times
TABLE 5
REASONS ADVANCED BY PERSONNEL DIRECTORS
FOR DISCHARGING AN EMPLOYEE

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number of Directors Checking Each Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dishonesty</td>
<td>15</td>
</tr>
<tr>
<td>Inefficiency</td>
<td>12</td>
</tr>
<tr>
<td>Disloyalty</td>
<td>4</td>
</tr>
<tr>
<td>Lack of cooperation</td>
<td>4</td>
</tr>
<tr>
<td>Insubordination</td>
<td>3</td>
</tr>
<tr>
<td>Absence</td>
<td>5</td>
</tr>
<tr>
<td>Instability, unreliability</td>
<td>2</td>
</tr>
<tr>
<td>Lack of interest, initiative</td>
<td>2</td>
</tr>
<tr>
<td>Personality conflict</td>
<td>2</td>
</tr>
</tbody>
</table>

and inefficiency was a close second. Disloyalty and lack of cooperation were each mentioned four times by personnel directors. Personality conflicts was mentioned by only two of the personnel directors as a cause for dismissal.

Table 6 presents the number of times helpful advice was given to beginning workers by personnel directors.

TABLE 6
SUGGESTIONS MADE BY PERSONNEL DIRECTORS
FOR BEGINNING WORKERS

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Number of Times Mentioned by Personnel Directors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't be afraid of hard work.</td>
<td>12</td>
</tr>
<tr>
<td>Be thorough and accurate</td>
<td>4</td>
</tr>
<tr>
<td>Be on time</td>
<td>2</td>
</tr>
<tr>
<td>Don't watch the clock</td>
<td>2</td>
</tr>
<tr>
<td>Use your good judgment</td>
<td>2</td>
</tr>
<tr>
<td>Ask needed questions</td>
<td>3</td>
</tr>
<tr>
<td>Get along with people</td>
<td>4</td>
</tr>
<tr>
<td>Learn your job well</td>
<td>5</td>
</tr>
<tr>
<td>Be neat in appearance</td>
<td>2</td>
</tr>
<tr>
<td>Be enthusiastic</td>
<td>2</td>
</tr>
</tbody>
</table>
Great stress, it is seen, was placed on hard work, learning the job, getting along with people, and being thorough and accurate. Very little stress, it is evident, was placed on appearance.

Another question asked was: "How long before an employee earns her salary?" Table 7 gives the answers to this question listed by the personnel directors.

**TABLE 7**

**ESTIMATES OF THE LENGTH OF TIME REQUIRED BY BEGINNING EMPLOYEES TO EARN THEIR SALARIES**

<table>
<thead>
<tr>
<th>Period of time</th>
<th>Number of times named</th>
</tr>
</thead>
<tbody>
<tr>
<td>One week</td>
<td>2</td>
</tr>
<tr>
<td>Two weeks</td>
<td>2</td>
</tr>
<tr>
<td>One month</td>
<td>3</td>
</tr>
<tr>
<td>Three months</td>
<td>8</td>
</tr>
<tr>
<td>Six months</td>
<td>2</td>
</tr>
<tr>
<td>Depends on the job</td>
<td>5</td>
</tr>
<tr>
<td>No reply</td>
<td>1</td>
</tr>
</tbody>
</table>

The employee, in the opinion of the greatest number of personnel directors, does not earn her money until she has been with the firm for some time. Three months was the period most frequently mentioned. Five stated that it would depend on the job as to how long it would take the employee to begin to be an asset to the firm.

The personnel directors also were asked to list the number of ways in which they thought an employee might increase her value to a business firm. The various answers are listed as follows:
1. Learn the job as quickly as possible.
2. Learn all phases of the work and get additional information.
3. Do your work efficiently and rapidly, then do other work.
4. Do your work well and quickly, then do other work.
5. Learn more than what is required of you.
6. Learn to do as many jobs in the office as quickly as possible.
7. Be alert to learn every detail of the business.
8. By doing more than is expected and better than is expected.
9. Study, work hard at the job.
10. Carry out each assignment to the best of your ability.
11. Master your present job, study for the one ahead.
12. Be on the job and turn out your work correctly, help others.
13. Take advantage of all opportunities, obtain additional information.
14. Assume responsibility; be cooperative.
15. Be willing to assume responsibilities, get along with people.
16. Give your best efforts.
17. Take a sincere interest and ask questions.
18. Show interest and initiative on each job assigned be cooperative.
19. Have ambition, determination, ability and personality.
20. Apply yourself to your work, take special courses.
21. Good work, good attendance.

The thread running through all these opinions may be labeled as "work efficiently and quickly." In one way or another each of these comments stresses this idea. It is apparent that the personnel directors have an efficient worker in mind as the basic ingredient of success in business office work.
CHAPTER IV

A HANDBOOK FOR STUDENTS OF COMMERCIAL COURSES AT TECHNICAL HIGH SCHOOL, DALLAS, TEXAS

The commercial students of the Technical High School, Dallas, Texas, have excellent opportunities for employment in their respective fields of training. Dallas business firms employ thousands of typists, stenographers, bookkeepers, and other types of clerical workers. The placement bureau of the Technical High School has a waiting list of firms desiring trained workers as soon as the school completes its period of training. Dallas banks employ Technical High School bookkeeping students during their senior year on a part-time basis, and the demand for this type of worker cannot be met. The commercial students of Technical High School, then, have jobs awaiting them upon completion of their school work. Finding a job and making a success of it, however, are two different propositions. The aim of Technical High School commercial courses is not only to give the potential worker needed skills, but to aid him in learning and acquiring other traits and qualities which will help him in job progress and advancement. For this reason, this handbook for beginning office workers has been compiled from a survey of the policies of the twenty-three firms interviewed in this study.
Policies or Principles Underlying Employment

Employers expect other qualities in workers besides skills. They have definite policies upon which they base employment. The following examples taken from handbooks of different firms illustrate these policies:

Applicants are selected on the basis of their character, experience, training, intelligence, and skill. They must also pass a medical examination.¹

There are certain specified qualifications considered essential as a Butler employee. They are:

1. Performance: You will be rated on the efficiency with which you have filled the job.
2. Knowledge of job.
3. Initiative
4. Aptitude and ability to learn
5. Attention to duty
6. Dependability
7. Judgment
8. Cooperation
9. Personality
10. Leadership²

Selection is based exclusively upon comparative fitness for jobs as determined by such factors as character, apparent ability, experience and physical fitness.³

Potential workers, therefore, should take cognizance of these special qualities required by firms and endeavor to incorporate them into their skills offered the employer. The most often mentioned traits, it is seen, are training, ability, personality or character, and physical fitness.

²Your Company, Butler Brothers, pp. 22-25.
³This Is Magnolia, Magnolia Petroleum Company, p. 10.
Skill Performances

The most common skills required in business office workers are:

Typewriting
Shorthand
Bookkeeping
Filing
Machine Operations

Business English (Grammar and Spelling)

The suggestions offered by business firms regarding these skills may be summarized into the following points:

1. **Know the mechanics of your particular skill**:- Do not be content with merely learning the fundamentals of this skill; learn to do it well.

2. **Learn the correct use of English**:- Whether you are a typist, a stenographer, or a file clerk, you will have opportunities and demands for using English correctly. Learn how to spell, to punctuate, to separate words into syllables, and how to paragraph.

3. **Learn the fine points of letter writing**. These may be listed as:
   a. See that your letter is properly centered
   b. Make sure that the margins are as even as possible
   c. Learn to use the tabulator for statistical and other work
d. Check all work thoroughly before releasing it

e. Learn to use carbon paper

4. Learn how to care for the particular machine you operate:—Neat looking work depends upon the condition of the machines in the office. Learn the mechanism of the machine you operate, how to prevent its getting dirty, how to clean it, how to make minor repairs, and change typewriter ribbons.

5. Learn how to file and find correspondence in your office:—Even though filing may not be one of your duties, you should know its fundamentals. You are a better secretary if you can promptly produce the correspondence that your boss needs.

Desirable Personality Traits

Perfection of skill is an invaluable asset in securing and holding a job, but there are a number of desirable personality traits to be cultivated if the worker is to succeed in the job. These may be listed as follows:

1. Integrity:—Integrity means keeping your word, telling the truth, and being honest and straightforward in all dealings. Personnel directors in Dallas stressed this personality trait above all others.

2. Loyalty:—Loyalty embraces many qualities. The ones most commonly listed under this head are:
a. Working without supervision
b. Taking an interest in the work
c. Refraining from discussing the firm's business with outsiders
d. Willingness to assume added work or responsibility when occasion arises.

3. **Punctuality:** Every employee should realize the importance of being at work promptly every day he is expected to be on the job. A good attendance record is a sure measure of reliability and interest, whereas a poor one not only works against the individual but complicates the work of all the other members of the operating team. If, however, the employee is compelled to be late or absent due to an unforeseen event, he should notify his foreman or supervisor as soon as he can.

4. **Cooperation:** With hundreds of people working together, rules are necessary and must be followed. Ability to work with other people is highly necessary. The employee who is tactful, courteous, thoughtful of others, willing to share in necessary duties, and in keeping down friction among the workers has the necessary qualifications for success and advancement on the job.

5. **Industry:** Industry means willingness to work, to do other jobs than your own if the need arises, to find other work when the tempo of your job slows down. Learning the use of the files can fill many otherwise idle moments.
6. **Poise**: Noisy boisterous conduct is out of place in an office. Poise means being emotionally stable. The quarrelsome easily excited worker is a disturbing influence in the entire office.

7. **Leadership**: Leadership does not mean being "bossy" and ordering other employees around; it does mean being alert and interested in what you are doing and going ahead with duties without having to be told.

8. **Neat Appearance**: Neat appearance is one of the most important personal characteristics. The modern business world is well-groomed; it expects its workers to be likewise.

**How to Advance on the Job**

There are a number of ways indicated by employers whereby an employee can advance on the job and improve the efficiency of his work and his value to his employer. The need of skill and desirable personality traits have already been mentioned, but directions issued to employees by employers indicate other avenues of accomplishment. A few of these will be listed here.

**Know your firm**: Handbooks issued by companies for new employees stress the need for "knowing your firm."

The story of Kroehler is the story of free enterprise. You have every reason to take pride in its history, its growth, its plans for future expansion. Learn what we make, why it is better than other products, why it is sold all over the nation and shipped to foreign countries.⁴

---

It is your responsibility to be as completely informed as possible on all activities in the store and apply this knowledge to your own work. You should take advantage of every opportunity to learn more about the firm you work for.  

Know your company's past, its present and its future.  

Take advantage of training opportunities: Many large firms today maintain training schools for personnel. In many instances, this period of training is obligatory for the new worker but the attitude of the worker toward the training is important. The enthusiasm for needed details, the interest taken in the entire project, and the assimilation of necessary working details may mean the difference between failure and success. Many of the large plants and industries also maintain a library for the personnel. Keeping up with the work of the firm and learning more about its products and methods of distribution is worthwhile knowledge.

According to the handbooks of firms interviewed in the Dallas area, the worker is promoted on merit, by seniority, and by special training for a particular job. Merit promotions are based on the following:

1. Performance
2. Knowledge of job
3. Initiative

5 *This Is Magnolia*, Magnolia Petroleum Company, p. 10.
6 *Your Company*, Butler Brothers, pp. 22-25.
4. Attitude and ability to learn
5. Attention to duty
6. Dependability
7. Judgment
8. Cooperation
9. Personality
10. Leadership

There are a number of benefits offered the employees by the different firms. The most commonly mentioned benefits in the handbooks are:

1. Insurance and Incomes
   a. Group life insurance
   b. Retirement Plan
   c. Workmen's Compensation
   d. Hospitalization
   e. First Aid
   f. Vacations
   g. Holidays
   h. Leave of Absence (Paid)
   i. Bonus
   j. Discount of Purchase

2. Awards (For Suggestions and Service Emblems)

Job and Employment Techniques

Some large high schools, most private business schools, and most colleges and universities now have well-organized
placement services. Enrollment in such an agency is the most common way for the beginning worker to secure a job, but avenues of employment may be listed as:

1. Placement bureaus of schools
2. Employment agencies, private and public
3. Previous employers
4. Friendship with workers in a plant
5. Newspaper advertisements
6. Professional association employment agencies
7. Dealer employment agencies
8. Miscellaneous employment agencies

There are certain job techniques that are an important part of the business of securing a position. These are listed and outlined as follows:

1. **The application blank:**—The application blank should be filled out neatly and contain the information asked for by the employer which, as a general rule, may be classified as follows:
   a. Name and age
   b. Training
   c. Special qualifications for position, if any
   d. References

2. **The interview:**—The same qualities needed to hold a job are needed to secure one; the prospective employer will weigh your integrity, your dependability, your personal appearance, your special training against his particular
needs. You don't need to wait until you secure a job to
develop the qualities and attributes needed. Possession of
them will be of immeasurable help in obtaining a good posi-
tion.

3. Letter of application: Some employers prefer a let-
ter of application before granting an interview. This letter
is your representative; an employer can gauge the type of
work you are able to do: skill in expression, correct English
and spacing and word division, clean, legible type or distinct,
readable handwriting

Advice to Beginning Workers and Commercial Students

The information listed here for the aid of commercial
students and beginning workers merely lists the things that
you need to know and to do in preparing yourself for a posi-
tion and in securing one. The qualities are attributes needed
and the desired skills are all the products of time and effort.
They are not learned in a day nor are they learned from books;
they come from actual practice in the schoolroom and in
everyday life. The qualities that advance a worker on the
job are the self-same qualities that people need in living
together in any situation. Cooperation, loyalty, integrity,
dependability, and doing one's work well, regardless of its
nature, are qualities that all individuals need. Your suc-
cess in your job will depend to a great deal on your own
personality and how well you develop the abilities that you
have been given.
CHAPTER V

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Findings

The purpose of this research has been to make a study of desirable skills and traits of personality for business office workers as listed in the literature of the field and by firms employing business office workers. A study was made of the desirable skills and personality traits as found in the writings of various specialists and workers in business education. The findings from the readings and the personal survey may be listed as follows:

1. In the literature surveyed personality traits were stressed more than skills.

2. In the personal survey of desirable traits and qualifications desired by twenty-three large employers of business office workers skill, hard work, and application to the job were qualified and traits mentioned most frequently.

3. The most outstanding trait stressed in the literature was that of integrity.

4. The survey indicated that almost one-half of the clerical workers go directly into the business world from the high schools; therefore the school has the responsibility of ascertaining the needs of the business firms and of revising the curriculum to better meet these needs.
Many of the opinions studied favored giving the students some practical on-the-job training.

Conclusions

The following conclusions have been formulated through study of the literature and the analysis of the opinions of employers in Dallas, Texas:

1. Some differences were found in the opinions expressed concerning desirable qualifications and traits of business office workers in the literature and in those expressed by employers in the area studied. The literature stressed personal traits more than the employers in some degree, but both agreed on the fundamental importance of desirable personality traits.

2. Personal appearance was stressed much more in the literature than in the actual job requirements of business firms. Neat appearance was stressed in all the findings, but undue stress was not placed on it except in specialty stores where fashion was the keynote of the enterprise.

3. Integrity was listed as the outstanding personality trait in both the literature and the opinions of business executives.

4. The two most common causes of dismissal listed were for dishonesty and inefficiency.

5. The secondary school has the responsibility of training a large per cent of the clerical workers of the country.
6. The literature in the field is helpful but can be used only as a guide in determining the needs of business employers for business office workers in any area.

Recommendations

The recommendations offered in the light of this information developed in the study are given below. They may be directly applied to Technical High School of Dallas, Texas, or to other large high schools serving an area requiring a large number of business office employees:

1. The school should make a survey of the number and types of business office workers required in the area which it serves.

2. The commercial curriculum should be studied to see in what ways it can be improved so as to better meet the needs of the students and the school community. Some of the procedures recommended for this are:

   a. Make a survey of graduates of commercial courses to determine the adequacy of their training in high school.

   b. Check the skills they are required to use in business against the skills taught in high school.

   c. Check the listed needs of employers against the courses offered in the commercial department.

   d. The equipment of the school should be adequate and modern and consist of the business office
machines which the students will be expected to use in business offices. Enough equipment should be provided for all the students to find time to master the skill intended to be taught in the course.

3. "The Handbook for Beginning Office Workers" should be used as a basis for study of desirable traits and skills required for achieving success as a business office worker. It may be expanded or improved upon through its use in the different commercial courses in the school.

4. The teachers, working in cooperation with business firms and with the students in the school, should compile their own list of needs and the desirable qualifications and traits needed and desired for successful office work. Practice of these should then be instituted in the commercial courses of the schools at all levels. The ability to get along with other people, good grooming, tact, thoughtfulness, kindness, initiative, truthfulness, good work habits, honesty, are all qualities that may be stressed and developed in the everyday school activities.

5. On the job-training should be made a specific part of the training in commercial courses, particularly in the senior year.

6. Some students are more fitted for certain types of work than others; the guidance department of the school should make every effort to determine inherent abilities and to guide
the pupil in developing them. Students should be tested to see whether their abilities lie in the secretarial or the bookkeeping field; likewise senior students should be tested to determine whether they meet the standards set up by business firms and civil service requirements.

7. The needs of the commercial department in regard to needed equipment should be presented to the school administrator who in turn can present the matter to the Board of Education.
As a teacher in the Commercial Department of the Crozier Technical High School of Dallas, I am making a study of the outstanding skills and personality traits desirable in office workers of the business world.

Since you are a specialist in the personnel field, I am appealing to you for your help.

Express your judgment of the personality traits listed below by using the five-point ranking scale. Place the figures in parenthesis as follows: "1" if it is of highest importance; "2" if it is of very importance; "3" if it is of average importance; "4" if it is of some importance; and "5" if it is of no importance.

- Cooperation (ability to get along with people).
- Loyalty (to employer and employees).
- Leadership (takes the initiative and does not wait to be told).
- Appearance (neat, clean and appropriately dressed).
- Industry (not afraid to do more work than the job calls for).
- Disposition (is pleasing in manner and works agreeably).
- Integrity (honest in all dealings).
- Poise (emotionally stable).
- Responsibility (follows through in all details and is dependable).

Skills are graded on the five-point ranking scale.

- Typewriting
- Shorthand
- Filing
- Use of adding machine
- Use of comptometer
- Use of the mimeograph
- Use of transcribing machine
- Use of telephone
- Accuracy with figures and facts
- Spelling, grammar, punctuation

Answer by underscoring "Yes" or "No".

1. Yes No Are personality traits more important than skills?
2. Yes No Do you have any taboos on dress and habits?
3. Yes No Does the employee stand up well under constructive criticism?
4. Yes No Is a beginner given instructions as to how to do the job well?
5. Yes No Do you have a training program for employees?
6. Yes No Does the employee realise the value of regular attendance?
7. Yes No Do you take a new employee on a tour to give him an over-all picture of your business:

Answer by giving a short statement.

1. What can an employee do to increase her value to a business and to advance in a position?

2. How long after the training program is it before the employee is able to earn her initial salary? No. of days No. of months

3. For what reasons would you discharge an employee?

4. What specific advice would you give to beginners?
BIBLIOGRAPHY

Books


Articles

Boller, Gene D., "A Follow-Up of Recent Graduates," The Business Education World, XIV (May, 1934), 674.


Davidson, Judith, "Secretaries Who Made the Executive Grade," The Gregg Writer, XLIII (May, 1941), 427.


Mahler, Mathilda, "Business Personality Survey," Balance Sheet, XXII (February, 1940), 261.


Vail, Katherine, "Secretaries Attention," The Gregg Writer, XLV (February, 1943), 288.


Wilson, Elizabeth, "The Secretary and the Employee," The Business Education World, XXIV (February, 1944), 307.

**Phamplets and Bulletins**

How to be a Super-Secretary, New York, Remington Rand Co., 1945.


Over the Threshold, Neiman-Marcus Company, Dallas, Texas, n.d.

This Is Magnolia, Magnolia Petroleum Company, Dallas, Texas, n.d.

Working Together, Kroehler Manufacturing Company, Dallas, Texas, n.d.

Your Company, Butler Brothers, Dallas, Texas, n.d.

Unpublished Material


