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A STUDY OF THE QUALIFICATIONS OF THE ADMINISTRATIVE SECRETARY, WITH IMPLICATIONS FOR THE COLLEGIATE CURRICULUM

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HARRY PIERSON GRAHAM

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A STUDY OF THE QUALIFICATIONS OF THE ADMINISTRATIVE SECRETARY, WITH IMPLICATIONS FOR THE COLLEGIATE CURRICULUM

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DISSERTATION COMMITTEE

DEDICATION

This dissertation is dedicated to my aunt, Mrs. Inez C. Harewood, to whom I shall be eternally grateful. Without her assistance, sacrifices, encouragement, and faith, the pursuit of the doctoral degree would not have been possible.

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A STUDY OF THE QUALIFICATIONS OF THE ADMINISTRATIVE SECRETARY, WITH IMPLICATIONS FOR THE COLLEGIATE CURRICULUM

CHAPTER I

THE PROBLEM

Introduction

Competent secretaries are a vital and integral part of modern business operations. The history of the secretary has been marked by changes. Technical inventions from the typewriter to the computer have affected secretarial duties and responsibilities. Gibson[1] says that the secretary, as a result of automation, will increasingly be classified as an administrative assistant.

As data processing equipment takes over the performance of many routine tasks in business enterprises, the work of secretaries is being upgraded. They now have time to assume higher-level duties and responsibilities. This change in the business office is increasing the demand for secretaries with a high degree of intelligence and competence. Even

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[1] Dana Gibson, "Office Automation: How It Will Affect Business Education in the Future," The Balance Sheet, XXXIX (November, 1957), 101.

though there will continue to be a need for the general-purpose stenographer, the fact that many secretaries are now performing semi-administrative and even administrative duties and responsibilities should be recognized.

As the secretary's role changes, her job title also changes. The title of "secretary" has long been reserved for the top of the clerk-typist-stenographer classifications. The position's aura of importance and prestige has led to the present-day broad use of the title. Fuller and Batchelder depicted this broad use of the title of "secretary" when they stated:

> In many instances women's titles do not correctly describe their functions. They frequently are called "secretary," although their duties may be in large part the same as their bosses.[1]

Place concurs with Fuller and Batchelder about the secretary's title and reports:

> The term "secretary" describes a number of positions as well as a range of occupations from the neophyte stenographer-secretary to the executive secretary. The duties performed vary a great deal depending upon the type and size of the business, the size of the community, the personality, status, and ability of the "manager," and the ability of the secretary.[2]

Such statements clearly show that there is much confusion over the meaning and use of the term "secretary." So, today,

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[1]Frances M. Fuller and Mary B. Batchelder, "Opportunities for Women at the Administrative Level," Harvard Business Review, XXXI (January-February, 1953), 114.

[2]Irene Place, "Secretarial Work in 1959," Business Education Forum, XIII (February, 1959), 11-12.

the term "secretary" may indicate either a top position, or a low one, or one somewhere in between.

To alleviate the prevailing confusion over the title of "secretary," descriptive terms have been emerging to denote the secretarial positions that require more than average responsibility and to indicate the increased scope of high-level secretarial positions and the higher status accruing to the jobs. Two of the more common terms are "executive secretary" and "administrative secretary."

According to Noyes, the executive secretary is " . . . a secretary to an officer of a company or other top management of an organization."[1] In this role the executive secretary assumes certain vital functions that are traditionally associated with management.

Kessel describes the responsibilities of the administrative secretary as follows:

> In short, the modern secretary must be thought of as an administrative assistant, with responsibilities for systems and procedures, supervision and teaching of other office personnel, office budget, work simplification, physical facilities, and other problems typically considered to be office management problems.[2]

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[1]Honora M. Noyes, "The Role of the Executive Secretary as a Member of Management" (unpublished Ed. D. dissertation, College of Education, University of Maryland, 1960), p. 9.

[2]Robert M. Kessel, "Secretaries Programs in Colleges and Universities," Business Education Forum, XVI (October, 1961), 19.

From the two job titles and corresponding job descriptions, there is an indication that these secretarial positions are now high among office job classifications. The positions may actually be administrative in function and level.

There has been an increase in the number of women going into the secretarial field; yet, paradoxically, secretarial workers have become scarce. There is a critical shortage of intelligent, responsible, soundly prepared secretaries who have the potentialities for moving upward toward functioning efficiently in high-level secretarial positions.

Formal preparation for secretarial positions may be obtained in various types of educational institutions and at various levels. Such institutions are the high schools, the private business schools, the junior colleges, the area vocational-technical schools, and the four-year colleges and universities that have one- and two-year terminal programs and four-year programs.

Eyster makes the following statement concerning the level at which education for an occupation is given:

> The nature and level of subject matter comprising education for a given occupation determines the level at which education for that occupation shall be given. Thus education for some occupations appropriately should be given at the secondary school level, for some at the post-secondary level, and for others at the higher education level.[1]

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[1]Elvin S. Eyster, "Organizational Structure for a System of Occupational Education for the State of Indiana," (unpublished bulletin, Graduate School of Business, Indiana University, February, 1967), p. 1.

Eyster emphasizes that occupational education may appropriately fall at more than one educational level, depending upon the occupation.

Eyster further identifies three occupational categories of preparation for careers at the higher educational levels: (1) erudite/scientific careers, (2) advanced, professional technological careers, and (3) operational technological careers. Of relevance to this study are levels (2) and (3). The level of educational preparation for the operational technologist is post-secondary of one- and two-year programs. In this category, Eyster classifies the general-purpose "secretary."[1] More importantly for this study, Eyster classifies the "administrative secretary" as the advanced, professional technologist requiring a level of educational preparation of higher education at the baccalaureate level.[2] This position is the one with which this study is most concerned.

Eyster's statements indicate that occupational levels are definitely related to educational levels. Consequently, business educators should direct their attention to the coordination of education and secretarial work requirements.

As business educators look toward the future, their thinking must be geared to a broader view of the secretaryship as having several occupational levels with corresponding

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[1] Ibid., p. 14. [2] Ibid., p. 13.

educational levels of preparation. Business educators must begin to recognize the total job of preparing prospective administrative secretaries at the college level. They must also recognize that many mature individuals, without having completed college eventually become administrative secretaries after gaining considerable experience. However, if an executive were suddenly faced with the situation of having to hire a replacement for such an individual, he probably would not have time to wait for another secretary to acquire equal competence through experience. Instead, he would need to hire a college secretarial graduate who is better prepared to immediately take over as an administrative secretary. The demand for this type of person is steadily increasing.

Anderson makes the following comments about the demand for the college-prepared secretary:

> . . . the demand for college-prepared secretaries has never been greater. Recruiters visiting college campuses bemoan the fact that they are unable to obtain anywhere near the number of college-prepared secretaries that are needed in their companies. They point out that high school graduates have neither the skills nor the maturity to hold responsible, high-level secretarial positions and they do not have enough well-qualified persons within their organizations to promote to these desirable positions. . . .
>
> The demand for college-prepared secretaries indicates clearly that businessmen expect a great deal more than the level of skill ordinarily developed in high school. The college-prepared secretary is expected to possess greater maturity, higher secretarial skills, and a broader background in both the business and

> general education areas than a high school youngster could possibly attain.[1]

Condon confirms Anderson's statement by saying:

> A recent study of office personnel . . . disclosed a demand for college-educated secretaries and administrative assistants. High schools and other schools can provide instruction for the lower-level positions; but for the top positions, only high-level skills, together with broad general and business administration courses provided by a university can do the job properly.[2]

From the expressions of these two business educators, it seems that only high-quality preparation for secretarial work will be adequate to meet the demands of our complex business world. Collegiate business educators must begin to develop people for the kinds of administrative assistant positions that they will be required to fill.

Need for the Study

Of concern to collegiate business educators is the educational preparation of secretaries and administrative assistants for the challenging years ahead. Secretarial programs on the collegiate level came under attack and were severely criticized in the studies for the Ford Foundation[3] and

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[1]Ruth Anderson, "The Subject Content of Secretarial Science Courses Is Worthy of Collegiate Undergraduate Academic Acceptance," National Business Education Quarterly, XXXII (December, 1961), 55-56.

[2]Arnold C. Condon, "The University Business Education Curriculum," National Business Education Quarterly, XXXII (May, 1964), 30.

[3]Robert A. Gordon and James E. Howell, Higher Education for Business (New York: Columbia University Press, 1959).

the Carnegie Corporation[1] published in 1959. In questioning the appropriateness of secretarial programs in our collegiate structure, the Ford Foundation report argued that:

> It is time for schools which have not done so to divest themselves of their secretarial programs and to stop giving degree credit for typing, shorthand, office filing, and similar courses. It is not the function of a college to turn out stenographers, and to speak of secretarial training as a part of professional business education is to engage in a semantic exercise that deceives no one. Virtually without exception, secretarial majors tend to weaken the business school. The secretarial courses are not of college level; the students in them have no great interest in or facility for the more substantial business courses. . . .[2]

What effects have the foregoing criticisms had upon the college secretarial programs? There is no accurate information available with which to respond to the question. A few colleges have dropped their secretarial programs; some programs were trimmed in the number of course offerings; and a few more faced an uncertain future. However, most of them remained unimpaired. More importantly, some new programs have been developed.

In response to the Gordon-Howell criticisms and criticisms of a similar nature from others, Kessel has remarked:

> In the long run it will be the quality of our performance rather than the aptness of our rebuttals to antagonists that will determine the success and

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[1] Frank C. Pierson, et al., The Education of American Businessmen (New York: McGraw-Hill Book Company, Inc., 1959)

[2] Gordon and Howell, op. cit., p. 218.

> continuation of secretarial programs in colleges and universities.[1]

Kessel indicates that there is a need to improve the quality of secretarial education programs on the collegiate level so that they will more fully meet the needs and the demands of business at the present time and the predictable needs of the future.

In 1964, the U. S. Department of Labor reported that more than 200 colleges and universities were conferring bachelor's degrees in secretarial programs, and a few confer master's degrees in this area.[2] This is a strong indication that secretarial programs still have a hold in colleges and universities and that they are continuing to provide women with a good avenue for entrance into the world of business.

Watson poses an important question concerning women's entrance into business:

> Any businessman who knows his organization can name dozens of key women in his force. These are women he would not attempt to replace with individuals who were not of college-level intelligence. . . . If business literally runs on the efforts of intelligent women, and if the need for them equals the need for intelligent men in business, then how is it proposed that society shall supply this need? . . . if college educated women are as important for business as college educated men, and they are, then how is it proposed that they shall

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[1] Kessel, loc. cit.

[2] United States Department of Labor, Women's Bureau, Clerical Occupations for Women, Today and Tomorrow, Bulletin No. 289 (Washington, D. C.: U. S. Government Printing Office, 1964), p. 20.

> acquire the special first-level skills on which their entrance into business usually depends?[1]

Watson argued further the need for secretarial programs to be offered on the college level to prepare women for entrance into business or to upgrade them for high-level positions in business and industry.

Recent trends in education have stimulated growth of the misconception that secretarial education is comprised primarily of the development of skills. This study is not intended to be a rationale for justifying and perpetuating the status quo of the skills offerings at the collegiate level, even though the skills are tools necessary in the performance of some of the high-level administrative business assignments. This study has a more forward look intended to show that the administrative secretary's assignments require the acquisition and the mastery of an aggregate of knowledges, abilities, and traits in addition to the skill tools. As collegiate business educators begin to look hard at the preparation of administrative secretaries, they have to keep in mind that objectives at the college level are different from those in the secondary schools.

Eyster has this to say about the general objectives of the collegiate preparation of secretaries and what the foci of objectives should be:

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[1]Frank Watson, An Analysis of the Business Curriculum, Monograph C-14 (Cincinnati: South-Western Publishing Company, 1966), p. 60.

> The general objective of collegiate secretarial and office education is the preparation of a student for high-level administrative service in business and professional assignments by building upon a broad foundation of general education the complex of business and economic knowledges, understandings, and skills requisite for such professional assignments. Such business and professional assignments require qualifications that can be met only by a college graduate. . . . The foci of objectives and consequently of emphasis in instruction are on the communication of facts, ideas, and concepts; precise and accurate expression; creativity involving origination of policy statements, administrative points of view, and positions on significant matters; and organization, classification, and handling of information, both quantitative and qualitative, to meet operational, legal, and managerial requirements.[1]

From Eyster's statement, there appears to be a need for a curriculum that builds toward not only the mastery of technical skills but also more intangible objectives such as critical thinking, analysis and interpretation of information, and decision making.

Veon has expressed ideas about these same aspects of the collegiate secretarial curriculum:

> Careers in secretarial education for business require not only a preparation in business skills but also an acquisition of general background information and administrative capacity. Business skills refer to particular techniques which have to be mastered in order to achieve competence in basic secretarial work. The second--general background--refers to knowledge acquired from work in the liberal arts program as well as those in the general business area. Administrative capacity points to ability to grasp relationships among the office operations, activities, and human relations in the business environment. The latter also involves the problem-solving techniques to be used by

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[1] Elvin S. Eyster, "The Case for Secretarial Education in Colleges," Journal of Business Education, XXXIX (November, 1963), 48.

> the secretary. The problems might require precision and imagination, envision immediate and future possibilities arising in office situations, and use general principles of management in achieving workable solutions to complex cases. These are important aspects of secretarial education for which the employer has a right to expect competence.[1]

Veon indicates that the development of a secretarial curriculum on the collegiate level should be guided by the desire to offer preparation to students through general education, the business core, and the area of concentration.

As business requires people to shoulder greater responsibilities on every level, high-calibre people must be prepared to fill the positions. College-prepared people are more likely to have the capacity to assume the expanded duties that the administrative secretaries are expected to perform. There will continue to be a need for people prepared with less than a college education to fill the lower-level secretarial positions.

Because the administrative secretary needs a college education, there is a need to identify, assemble, and assess the qualifications that are needed and that can be acquired through collegiate preparation. The intent of this study was to reveal clearly those qualifications that are essential for administrative secretaries to possess and that may be acquired through college education. Thus, the study may aid collegiate

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[1]Dorothy H. Veon, "Secretarial Education with a Future," Secretarial Education with a Future, The American Business Education Yearbook, Volume 19 (Somerville, New Jersey: Somerset Press, 1962), pp. 17-18.

business educators in developing a sound curriculum for the educational preparation of administrative secretaries. The study may be of help to college women who must recognize and begin acquiring the qualifications that are necessary to make progress toward becoming administrative secretaries. The study may be helpful to those who are responsible for the preparation of job descriptions and job evaluations of high-level secretarial positions.

Statement of the Problem

The problem of this study was to analyze and synthesize source materials relating to the preparation and the employment of administrative secretaries, and to formulate specific recommendations for the improvement of the collegiate administrative secretarial curriculum. The major elements of the problem were (1) identifying the knowledges, abilities, and traits needed by administrative secretaries, (2) defining the fundamental educational elements in the preparation of administrative secretaries, and (3) formulating recommendations for the improvement of the collegiate administrative secretarial curriculum.

Basic Assumptions

Three assumptions were basic to this problem. First were the elements connected with secretarial employment that distinguish the performance of college graduates from those employees whose preparation consisted only of business courses

in high school. In some instances, high school graduates, through considerable experience, may acquire the qualifications required to function in top-level secretarial positions. However, the assumption in this study was that the businessman prefers a college graduate who is prepared to begin functioning immediately as an administrative secretary, rather than to wait for a high school graduate to reach a given level of competency through experience. To prepare herself for this type of position, the prospective administrative secretary can more quickly and more fully acquire the necessary qualifications through a college education. Second, there are duties and responsibilities performed by high-level secretaries that require a maturity that may result from a college education. Third, a carefully organized research study in which major ideas and considered judgments are isolated, defined, and synthesized may result in the identification of significant secretarial qualifications that are clearly distinctive of collegiate preparation. The identification of these qualifications should enable business educators to improve the preparation of secretaries through a college education that provides competence in the specific knowledges, abilities, and traits needed by administrative secretaries.

Limitations

When a person writes, he tries to reveal depth in his thinking; he tries to be explicit and accurate; he tries to

exercise proper logic and sound reasoning; and he tries to use language that best reveals his understandings and concepts. Therefore, instead of using either the questionnaire or the interview technique to gather the needed information for this study, an analysis and synthesis of published source materials and unpublished research studies were used to identify the knowledges, the abilities, and the traits needed by administrative secretaries.

The critical analysis and synthesis of the published source materials and unpublished research studies was formed according to the "frame of reference" of the researcher. The "frame of reference" of the researcher inevitably imposed a limitation on the study, because the outcomes necessarily reflected to some extent the "point of view" of the researcher.

Delimitations

The data for the analysis and the synthesis from published professional literature and unpublished research studies were obtained from source materials dated from 1960-1968. Earlier literature was referred to if that literature appeared to make a valuable contribution to the problem. This time delimitation was made because during 1959 the Ford Foundation and Carnegie Corporation reports initiated concern about the role of the collegiate schools of business in providing education for women via the secretarial and office administration curricula. Their concern, in turn, directed business

educators' attention to consideration of what should be included in the preparation of women for high-level office employment and the educational level at which such preparation should be given.

At about this same time, the rapid and forceful advent of automation began to be felt more in the occupational patterns of office workers. The employment trends indicated that, in general, automation would alter manpower requirements in several occupations, thus requiring more educational preparation. The secretarial field was one of those occupations extensively affected by automation.

The impact of automation and the Ford Foundation and Carnegie Corporation reports motivated a new look at the preparation and the employment of women in administrative secretarial positions at the beginning of the 1960's. For this reason, the analysis and the synthesis were limited to source materials dated from 1960-1968.

Definition of Terms

The term "administrative secretary" refers to a person who performs duties and fulfills responsibilities for an administrative officer to relieve him of detailed clerical and administrative work. The administrative secretary functions in three different roles--as an administrative assistant, as a general-purpose secretary, and as a supervisor. As an administrative assistant, she assists the employer with his

widespread responsibilities and relieves him of designated administrative details. In addition, she represents and makes decisions for him either when he is not present or when asked to do so. The administrative duties that she performs depend upon the level of management at which her employer functions and the type of organization for which she works.

As a secretary, she performs the usual secretarial duties and responsibilities. Such duties and responsibilities include taking dictation and transcribing, making appointments for her employer, answering the telephone, and handling office callers. In these routine, flow-of-work duties, the secretary exercises her own judgment in performing tasks as time permits and as deadlines require.

As a supervisor, she has one or more assistants under her supervision who are generally either clerical or stenographic workers helping to handle routine work. She must be able to issue instructions that are understandable and comprehensive, to criticize constructively without antagonizing, to stimulate and inspire without driving, and to train and develop her subordinates in the most effective ways of work performance.

Inasmuch as women tend to dominate the secretarial profession, feminine pronouns are used throughout this dissertation in referring to the administrative secretary. The fact should be noted, however, that there are also men

administrative secretaries. In some fields they are preferred over women administrative secretaries.

The term "knowledges" is used in reference to the bodies of facts that either are or may be known. One's knowledge has reference to his cognizance of the relationships existing among facts.

The term "abilities" refers to the competencies possessed by an individual in applying skills and knowledges in varied situations.

The term "traits" refers to the distinguishing marks and sharply defined characteristics of individuals.

The term "analysis" refers to the general process of attaining clarity of thought by breaking down a complex whole into as many carefully distinguished parts as possible.[1]

The term "synthesis" refers to the putting together, after comparison and evaluation, of several sets of findings or points of view to evolve a general point of view embracing what appears to be the sound elements of the several sets.[2]

"The fundamental educational elements of the collegiate administrative secretarial curriculum" refer to the areas of instruction in general education, the business core, and the area of concentration. In addition, the occupational

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[1] Carter V. Good, Dictionary of Education (New York: McGraw-Hill Book Company, Inc., 1959), p. 27.

[2] Ibid., p. 545.

experience program and the extracurricular activities and student organizations are considered as fundamental educational elements.

Sources of Data

The published source materials for this study were books, newspapers, magazines, monographs, journals, bulletins, yearbooks, and other reference materials that constituted the literature applicable to the study. The unpublished source materials consisted only of research studies. From the source materials, the written views were obtained of the following four categories of individuals regarding the preparation and employment of administrative secretaries: (1) high-level secretarial workers, such as executive secretaries, administrative secretaries, and private secretaries, (2) businessmen, including executives, personnel managers, and office managers, (3) educators, such as teachers, administrators, and counselors, and (4) any individuals not previously classified above whose writings appeared to make a valuable contribution to the problem.

Procedure

The first step in this study, for orientation and background purposes, was to engage in general reading related to the problem of the study.

The second step was to analyze published source materials and unpublished research studies dating from 1960-1968

relating to the preparation and the employment of administrative secretaries, and to categorize from the analyzed source materials the knowledges, abilities, and traits needed by administrative secretaries.

The third step was to synthesize the source materials that defined the fundamental educational elements in the preparation of administrative secretaries.

The fourth step, through logical analysis and interpretation, was to correlate the qualifications that are needed by administrative secretaries with the fundamental educational elements required in the preparation of administrative secretaries.

The fifth step involved the formulation of specific recommendations for the improvement of the collegiate administrative secretarial curriculum.

The sixth step consisted of the formal preparation of this research report.

CHAPTER II

QUALIFICATIONS OF THE ADMINISTRATIVE SECRETARY

During the last decade, the purposes of collegiate educational preparation of secretaries have been examined. At the same time, the outcomes of such preparation have been evaluated. The importance of the secretary in the business world is generally acknowledged. Yet, some critics of collegiate secretarial programs will not concede that the college-prepared secretary is a professional person who possesses special competencies and qualities.

The goal of collegiate preparation in this occupational area should be to promote the acquisition of those qualities and attributes required of an administrative secretary. The process of preparing an administrative secretary, then, becomes one of aiding her in achieving those qualifications. The qualifications basic to administrative secretarial effectiveness have not been either clearly identified or generally accepted. Consequently, a precise identification of the qualifications of effective administrative secretaries is necessary to provide direction for structuring administrative secretarial programs at the collegiate level. This identification should enable collegiate business educators to

ascertain the amount and the type of education needed. Collegiate secretarial education is effective only to (a) the extent that the administrative secretary's qualifications are clearly delineated and (b) the degree to which programs are adequately designed to achieve them. Certain standard qualities of the administrative secretary should be identifiable with administrative secretaries as a group--qualities that would be recognized and valued nationally. These qualities are in a large measure isolated and defined in this study.

This researcher has identified the qualifications of the administrative secretary by an analysis and a synthesis of source materials published from 1960-68. The periodicals were chosen because they constituted nationally recognized professional literature vitally concerned with and especially applicable to the preparation and the employment of secretaries. Similarly, information was gathered from various textbooks, newspapers, and unpublished theses and dissertations.

The literature published between 1960-68 regarding the preparation and the employment of secretaries produced numerous major ideas. The sources from which these major ideas emanated were authoritative. Presumably, because of their experience, the administrative secretaries themselves are qualified to speak on matters pertaining to their work. The professional preparation and the occupational experience of business educators render their opinions invaluable. The employers of secretaries, the businessmen themselves,

comprised another group whose views and experiences had considerable relevance in this effort to appraise the preparation and the employment of secretaries. Certainly, the validity of their opinions regarding qualities necessary for secretarial success in their own organizations should not be questioned even though the businessmen may not be qualified to decide the best educational methods for developing these qualities.

A comprehensive study, an analysis, and an interpretation were made of the major ideas expressed in the literature relative to qualifications needed by administrative secretaries. From the analyzed source materials, the qualifications common to and needed by all administrative secretaries were categorized. The categorization of the qualifications does not imply precise and clear-cut lines of demarcation. In fact, interrelation and integration of the various qualifications are indisputable. The various qualifications probably affect one another in varying degrees; thus, some overlapping is both unavoidable and desirable. Moreover, this combination of qualities probably determines the all-round effectiveness of the administrative secretary.

This chapter constitutes a synthesis of the major ideas of the administrative secretaries, business educators, and businessmen, relative to the qualifications of the administrative secretary. The qualifications are categorized and

presented as follows: (1) knowledges, (2) abilities, and (3) traits.

Knowledges

The expanded use of sophisticated office equipment has eliminated for the secretary much detailed and routine work. The secretary is freed for more administrative work and becomes a genuine assistant to the executive. With the changing circumstances of secretarial work, the nature and the scope of the knowledges needed by tomorrow's administrative secretaries are a matter of vital concern.

The United States Department of Labor indicates that with automation there is stress on (1) ability to do more problem solving, (2) ability to do more decision-making, and (3) responsibility for more creative work.[1] Therefore, secretarial qualifications should not be expressed simply in terms of shorthand and typewriting skills. Automation is creating a demand for varied knowledges along with competence in secretarial skills. Consequently, this situation means that the secretary of tomorrow must seek an education that will provide knowledges that will qualify her for work in a complex and dramatically changing business world. The following discussion of knowledges represents a synthesis of major ideas

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[1]U. S. Department of Labor, Bureau of Labor Statistics, Adjustments to the Introduction of Office Automation, Bulletin No. 1276 (Washington, D. C.: U. S. Government Printing Office, May, 1960), p. 46.

expressed by administrative secretaries, businessmen, and business educators regarding knowledges needed by administrative secretaries for success in business. The synthesis includes: (1) the humanities and the sciences, (2) communication, (3) business knowledges, (4) secretarial knowledges, and (5) knowledge of human relations.

The Humanities and the Sciences

The humanities and the sciences comprise the kinds of knowledges that are commonly referred to as the subject offerings in general education. The humanities include languages and literature, philosophy, and appreciation of the fine arts. The sciences include mathematics, natural science, and social science.

One group of authorities indicates that the humanities and the sciences should provide every student in college with:

> . . . the understanding of society and social institutions, the knowledge of the physical world in which they live and the grasp of the methods employed in the natural sciences, the competence to understand and appreciate literature and the arts, and the ability to express themselves clearly and effectively which all members of our democratic society, regardless of occupation or profession, ought to acquire.[1]

This statement emphasizes that the humanities and the sciences are designed to help students understand themselves and the

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[1] Present and Former Members of the Faculty of the College of the University of Chicago, The Idea and Practice of General Education (Chicago: The University of Chicago Press, 1950), pp. 11-12.

world in which they live so that they may participate more effectively. This statement also indicates that a knowledge of the humanities and the sciences is important to the general welfare of society, and all educated people regardless of occupation and profession are expected to possess this knowledge.

McGrath and others corroborate this point of view by denoting the nature of general education as follows:

> General education . . . includes the fund of knowledge . . . which characterizes . . . and prepares the student for a full and satisfying life as a member of a family, as a worker, as a citizen--an integrated and purposeful human being.
>
> To this end general education affords youth opportunity to know the origins and meaning of the customs and political traditions which govern the life of their time. By cultivating habits of effective writing and speaking, it fosters respect for the mother tongue. By developing the faculty of critical thinking, it strengthens the capacity for intellectual workmanship. By introducing the students to the moral problems which have perplexed men through the ages and acquainted them with the solutions men have devised, it offers the hope that this generation may meet its own problems with a sense of the just and the proper. General education seeks to instill attitudes and understandings which form the essence of good citizenship. Moreover, with its interest in a sound mind in a sound body, necessary for responsible living, it supplies the factual basis of mental and physical health and encourages the proper practices of eating, sleeping, thinking, and playing. Through the sharpening of aesthetic awareness it enables students to find beauty in its multiform expressions and to create it in their own lives.[1]

This statement indicates that general knowledge does not prepare individuals to deal with special problems parceled out

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[1]Earl J. McGrath, et al., Toward General Education (New York: The Macmillan Company, 1948), pp. 8-10.

in our society to the members of various occupations and professions, but rather to deal with those problems that confront all members of the society. There is evidence that the humanities and the sciences as delineated by the faculty of the University of Chicago and general education as described by McGrath and others are synonymous.

Doutt comments as follows on the value of general education for college-prepared secretaries:

> The first reason why general education is stressed in secretarial training is that college life is not just preparation for earning a living; it is preparation for life. It is, or should be, preparation for a life which has sense values rather than cents values; for a life which can appreciate the beauties of a sunset as well as those of a movie, which can thrill to a symphony as well as to a dance orchestra, which can enjoy Shakespeare as well as a current magazine.
>
> The second reason is that the so-called academic subjects have vocational values, and no one knows when they may prove useful or even indispensable. The same subject may be a matter of general education to one person, a tool subject to another, and vocational training to still another. . . .
>
> A third reason is that every social order tends, through its educational institutions and otherwise, to perpetuate itself. If the American social order is to continue and is to make needed changes by evolution rather than by revolution, the people must be imbued with their common heritage. They must have a common core of knowledge which can serve as a basis for mutual understanding.[1]

The three reasons given by Doutt for stressing general education in secretarial programs on the college level do not differ from the reasons that might be presented for either a lawyer, a physician, or a teacher. "General education is . . . the

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[1] Howard M. Doutt, Secretarial Science (Chicago: Richard D. Irwin, Inc., 1946), pp. 74-75.

common possession of educated persons as individuals and as citizens in a free society."[1] On this premise, the humanities and the sciences, the two major subject offerings in general education, are vital to the effectiveness of the administrative secretary, because this professional needs to possess those knowledges that are characteristic of the educated person.

The knowledges of the humanities and the sciences will enable the administrative secretary to develop basic competencies necessary for her to analyze, evaluate, and form judgments about problems, issues, and trends of today. She will be able to develop basic principles, understandings, and appreciations that will contribute to the formation of high standards of behavior and thought that are so necessary for her effectiveness as an administrative secretary.

Communication

Probably no other single element is considered more important by businessmen, business educators, and the administrative secretaries themselves than the knowledge of the language and the ability to communicate ideas. The administrative secretary cannot really be effective unless she is proficient in communication. Businessmen are increasingly putting more stress on the need for personnel who are more

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[1] American Association of Colleges for Teacher Education, Sixth Yearbook (Oneonta, New York: The Association, 1953), p. 84.

proficient in English than in other areas. A bank official is quoted as saying:

> We will continue to require the traditional clerical skills. . . . However, the advent of EDP places a renewed emphasis on the academic side. . . . The discipline of the academic subjects such as . . . English, to the extent that they foster the ability to think, analyze, reason, and express logically is of greater importance than familiarity with a particular piece of hardware.[1]

Businessmen are beginning to realize that without proficiency in English, even though the secretary may possess all of the other secretarial qualifications, she cannot perform effectively.

The field of communication is much broader than is commonly assumed. Written and oral communication are generally considered to be the two areas of this field. However, communication includes listening, as well as speaking; reading, as well as writing. Huffman, Mulkerne, and Russon emphasize the importance of these areas of communication in the business office by saying:

> Speaking, listening, writing, and reading consume nearly all the office worker's day. In fact, most of an office worker's time is spent in communication with others. He must speak and write with clarity and listen and read with understanding. Failure to achieve these goals means a breakdown of the communications network of the business, and communications are literally the nerve system of the business firm.[2]

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[1] "The Secretarial Future as Seen by Businessmen, Educators, Secretaries," Today's Secretary, LXVI (October, 1963), 27.

[2] Harry Huffman, Donald J. D. Mulkerne, and Allien Russon, Office Procedures and Administration (New York: McGraw-Hill Book Company, 1965), p. 8.

Thus, effective communication is one of today's greatest needs in the business office. When misunderstanding occurs, faulty communication of ideas is usually one of the principal causes.

If the administrative secretary is to meet the needs of business, she should possess certain communication knowledges that will enable her to express herself clearly, correctly, effectively, and pleasingly in writing and speaking. In addition, she must be able to listen and read with understanding. McGrath names the following communication knowledges and abilities as important:

1. A knowledge of basic terminology. . . .
2. Reasonable competence in handling expository discourse, either oral or written. This involves a recognition of what exposition is in terms of its purpose, material, and audience. It also involves a sense of form: a definite beginning, middle, and end. . . .
3. An abiding respect for the standard English prose sentence in both written and oral discourse. It seems reasonable to . . . know what standard usage is, what occasions make it appropriate if not indispensable, and what characteristics make it more flexible and precise than colloquial or vulgate usage.
4. Ability to write without impeding communication by gross malpractice in mechanics: punctuation, capitalization, spelling.
5. Ability to present a brief informal oral explanation without too much hesitancy and with the words articulated well enough to be understood without strain.
6. Ability to read with adequate comprehension and at a reasonably efficient rate. . . .
7. Ability to listen with sufficient concentration to pick out the unifying theme and the main divisions of an expository discourse.[1]

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[1] McGrath, op. cit., pp. 61-63.

Although McGrath probably did not have the administrative secretary specifically in mind, his list of communication abilities are certainly those in which the administrative secretary should be proficient so that she may handle her duties effectively.

Becker mentions several secretarial duties that involve communication abilities similar to those listed by McGrath; they are:

> WRITING--composing letters, reports, taking notes and typing.
> READING--scanning the incoming mail, gathering statistics, digesting reports, checking back materials others have prepared.
> SPEAKING--over the phone and with your boss and his associates, passing along requests, instructing others, relaying messages.
> LISTENING--both to and for the boss; receiving requests for information, hearing complaints, attending conferences, reporting on lectures or meetings, going to hearings.[1]

A look at each one of these areas of communication is in order as they affect the administrative secretary.

Writing.--The business executive spends much of his time in communicating by means of letters, memorandums, and reports. These are some of his most valuable emissaries for cultivating goodwill for the company. His success in sending out communications that best represent his company is directly dependent upon the extent to which his secretary has mastered the knowledge of communication. The administrative secretary

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[1]Esther R. Becker, How to Be an Effective Executive Secretary (New York: Harper & Row Publishers, 1962), pp. 116-17.

should be able to communicate clearly and precisely, without loss of either friendliness or graciousness of tone. She is expected not only to transcribe dictated material but also to compose acceptable letters for her employer's signature. Concerning the secretary's ability to write, the following statement appears in the Handbook of Advanced Secretarial Techniques:

> Every secretary should at least be capable of handling routine correspondence for her boss and avoiding mistakes in English and in spelling. It is preferable, of course, if she has a real ability to write--to do reports and summaries and take good minutes of involved meetings. Well-educated women often have considerable talent in this direction, and whatever talent there is should be used to the fullest.[1]

To perform this kind of work, a thorough knowledge of the English language--including grammar, punctuation, spelling, and sentence structure--is needed.

Speaking.--Effective oral communication is as vital as written communication. Huffman, Mulkerne, and Russon point out vividly the importance of oral communication by stating:

> If an office worker stopped to count the number of times he is required to communicate orally in the course of a day, he probably would be astounded. . . . Every office worker spends a large portion of his time talking with co-workers, with supervisors, with customers, and with the general public.
>
> Oral communications consume almost one third of the typical office worker's time; that is, the worker

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[1]Editorial Staff, Handbook of Advanced Secretarial Techniques (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1962), p. 37.

> spends about twenty minutes out of every day talking. This figure alone shows why management is vitally interested in an employee's oral communication ability. Effective oral communication comes about when a communicator knows what he wants to say and says it so that the message is understood readily and the desired result is produced. Through effective oral communication, meaningful direction can be given to an employee who is about to begin a new assignment, effective persuasion can convince a prospective customer to buy, and clear reasoning can calm an irate customer.[1]

This statement indicates that the administrative secretary needs proficiency in oral communication to perform her job effectively. A lack of competence in this area can create many problems for her employer.

Reading.--The administrative secretary should be able to read, analyze, interpret, and assess information. Every administrative secretary should know how to grasp ideas as she reads. She should be able to interpret and assess meanings and also to express those meanings orally and in writing. Only then can she effectively apply analytical reasoning in selecting and assessing worthwhile information from the quantities of materials that she must read. Wood comments in the following statement about the need for the secretary to be able to make judgments in selecting and assessing material in the office.

> The morning mail is often filled with literature that can be scanned quickly, then thrust aside. But the report that must be carefully typed must be just as carefully read to make certain every detail is accurate. To coin a sentence based on Bacon's famous quotation about books: "The professional secretary

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[1] Huffman, Mulkerne, and Russon, op. cit., p. 136.

> must know when to taste materials, when to swallow them, and when to chew and digest them." She needs facility in adjusting her reading rate to the type of materials she handles.[1]

With the ability to read, interpret, and assess ideas, an administrative secretary can be invaluable to an executive toward helping him in his business functions.

Listening.--The effective administrative secretary listens as carefully as she writes, reads, and speaks. The role of listening in the business world is more important than many people realize. Every administrative secretary should know how to listen well to grasp ideas as she hears them and to be able to interpret and assess their meaning. The development of critical thinking and discrimination is closely associated with good listening.

Wood expresses this same viewpoint as it affects the professional secretary:

> The professional secretary must have the ability to make decisions, follow directions without wasting time in repetitions, take notes competently and differentiate fact from fiction and propaganda from education. To do these things, she needs a mental agility that permits her to decode word symbols at a rate of speed set by the speaker. This requires a most difficult kind of concentration. In the professional secretary's day, concentration and skilled listening have no rivals.[2]

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[1] Marion Wood, "Help Your Students Develop Their Reading Skills," Business Education World, XLIII (May, 1963), 34.

[2] Marion Wood, "Do You Help Build the Professional Secretary's Listening Quotient?" Business Education World, XLIII (January, 1963), 28.

This statement implies that only through skilled listening and careful concentration can the administrative secretary effectively apply analytical reasoning in selecting and assessing worthwhile information from the endless quantities of materials and ideas surrounding her. With the ability to listen well, grasp, interpret, and assess ideas, the administrative secretary can work well with others in the office.

Business Knowledges

> Secretarial education in tomorrow's complex technology necessitates the fullest expansion of a student's knowledge . . . in business related disciplines; otherwise this form of education will become merely training in the technical areas.[1]

According to one publication, a limited understanding of business is " . . . a serious deficiency in the basic education of youth today. A thorough knowledge and understanding of our business system are essential . . . to the improvement of the American enterprise system."[2] These statements emphasize that to an increasing extent, administrative secretarial students will need to gain knowledge that will develop their abilities to analyze and understand business operations and the American economic system.

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[1] Veon, op. cit., p. 3.

[2] Let's Educate Youth for Effective Business Life, Monograph 98 (Cincinnati: South-Western Publishing Company, n.d.), p. 1.

Moore[1] concluded in her study that the secretary needs to understand the basic functions of the company she works for and that she has definite responsibilities related to economics and business administration. This conclusion implies that the secretary needs some knowledge of financial operations, production, distribution, and marketing. If a secretary is to understand the administration of the business in which she is employed, she must understand the organization and the operation of the economic system. The administrative secretary should have an adequate understanding of the American system of free enterprise and should be aware of the role that her company plays in the nation's economic system. She should understand the interrelationships of her company's responsibilities to the economic system, to the public, to employees, to stockholders, to customers, and to communities where the company does business. A knowledge is also necessary of such fundamental ideas as resources, pricing, income, economic fluctuations, modern banking, and private and public policies affecting the economy. Dorst quotes a prominent Eastern executive:

> . . . I expect her /secretary/ to know some general business concepts--for instance, when I say year, I mean fiscal year, and I expect her to know that without my telling her. I'd like her to understand what we mean by profit squeeze, supply and demand, cost

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[1] Mary Virginia Moore, "The Secretary's Responsibilities and Understandings Related to the Areas of Economics and Business Administration" (unpublished Ph. D. dissertation, Ohio State University, 1953).

> schedules, depreciation--general business terms anyone should learn in a first-year course.[1]

The executive needs to be able to speak with his secretary on his own level of competence, without wasting time for explanations that would be unnecessary if the administrative secretary had gained a knowledge of business through the business administration core courses in her own collegiate preparation.

The basic or core courses of the business administration curricula most commonly offered include accounting, business communcation, business law, business mathematics, business statistics, economics, finance, management, and marketing. Knowledge gained in these business administration courses should help the administrative secretary to carry out her duties more intelligently.

Accounting.--Accounting has been termed "the language of business." The secretary will find that accounting, perhaps more than any other function in the firm, permeates all offices. Accounting records provide the basis for managerial decisions in all aspects of the enterprise. Because the secretary has personal contact with executives and the working force of many, or all, departments and divisions of a business, she needs a good knowledge of the language and the tools of the whole business.

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[1]Sally Dorst, "The Secretarial Challenge--Can She Adapt to the Age of Automation?" Today's Secretary, LXVI (October, 1963), 76.

Some secretaries use accounting continually as part of their daily work. In a small firm in which the computer has not taken over, the secretary may be responsible for keeping a small but complete set of financial records for all operations of the business. She may be asked to calculate percentages of stock turnover, the ratio of expenses to volume of sales and income, and discounts on invoices. Providing such information and evaluating the significance of this type of data can be performed well only if the secretary has a basic knowledge of accounting.

In larger offices, even though the firm may have an organized accounting department and use computers, the administrative secretary may still keep some financial records. The secretary to the president of Ling-Temco-Vought, Inc. says, "I take care of his personal business matters. I've had quite a bit of experience keeping accounts, paying bills, and reconciling bank statements."[1] In addition to keeping financial records of a confidential nature, the administrative secretary in a large firm must have a good, broad knowledge of accounting as a basis for understanding and interpreting reports, analyses, and inquiries concerning accounting that passes over her desk.

In summary, the administrative secretary's position requires that she be able to (1) interpret accounting data

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[1] "The Money Game," Today's Secretary, LXIX (March, 1967), 28.

from statements and analyses, (2) understand and use accounting terminology, (3) understand the functioning of the accounting system (such as the flow of financial data, various accounting records, division of accounting responsibility, and internal control in the system), (4) understand basic Federal income tax provisions so as to be able to handle intelligently communications and records concerning taxes, and (5) even keep a relatively complete set of financial records. The importance of the administrative secretary's knowledge of accounting and being able to perform these functions can hardly be overestimated.

Business Law.--The very complexity of our organizational life and size and the fluctuations of business make business life more and more legalistic. A vice president of a large company in Colorado comments on this point as follows:

> . . . more and more of our letters will require the talents of our lawyers; the legal overtones of all business transactions can only grow. This means that a secretary with a solid knowledge of business law will be much in demand. . . .[1]

For this reason, there is an essential need for the administrative secretary to understand both the complexity of the legal structure and the legal implications of business activity. The administrative secretary need not have the legal skill and the sophisticated knowledge of an attorney;

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[1] W. L. Whitson, "Secretaries and the Spage Age," The Secretary, XXI (November, 1961), 26.

nevertheless, she must have a knowledgeable understanding of the implications of the law in her work.

Most secretaries at some time work with negotiable instruments, contracts, and other papers that have a legal significance. An administrative secretary should not attempt to replace an attorney, but an intelligent secretary can sometimes save her employer a great deal through an understanding of basic legal principles. For a person preparing for a position as secretary to a firm of attorneys, the need for a knowledge of this subject is more vital.

Secretarial Knowledges

The office and its services have undergone tremendous growth in recent years. The reasons for this growth are many and complex. One main reason has been the growth in size and complexity of business organizations themselves. The office has become the nerve center for American business. Decisions depend increasingly upon information gleaned from the operation of business and made useful through summarization and reporting by the office. In the midst of all of this activity is the administrative secretary who is continually performing a vast number of secretarial duties to keep the office functioning at an optimum level of performance. Competency in secretarial knowledges will help the administrative secretary perform her function with satisfaction and understanding.

Secretarial work encompasses many knowledges that will enable the secretary to cope with many different problems she may experience in the office. The following areas, presented in collegiate textbooks,[1] require knowledges needed by the administrative secretary:

1. Methods of processing mail
2. Records management
3. Travel and transportation services and itineraries
4. Selection and procurement of supplies and equipment
5. Duplicating processes
6. Sources of information
7. Business papers and office forms
8. Office machines and automated equipment
9. Preparing for meetings, conferences, and other important events

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[1]Esther Kihn Beamer, J. Marshall Hanna, and Estelle L. Popham, Effective Secretarial Practices (4th ed.; Cincinnati: South-Western Publishing Company, 1962); John Robert Gregg, et al., Applied Secretarial Practice (5th ed.; New York: McGraw-Hill Book Company, 1962); John Robert Gregg, et al., Applied Secretarial Practice (6th ed.; New York: McGraw-Hill Book Company, 1968); Harry Huffman, Donald J. D. Mulkerne, and Allien Russon, Office Procedures and Administration (New York: McGraw-Hill Book Company, 1965); John J. W. Neuner and B. Lewis Keeling, Administrative Office Management (Cincinnati: South-Western Publishing Company, 1966); Irene Place and Charles B. Hicks, College Secretarial Procedures (New York: McGraw-Hill Book Company, 1964); J. Marshall Hanna, Estelle L. Popham, and Esther Kihn Beamer, Secretarial Procedures and Administration (5th ed.; Cincinnati: South-Western Publishing Company, 1968).

10. Preparing material for the printer
11. Preparing business reports
12. Systems and procedures
13. Job analysis and work simplification

All of these are major areas in which the administrative secretary may be required to exercise her knowledge during the course of her work day. The competent administrative secretary who wants to succeed in her work must develop her knowledge about these secretarial areas in an ever-widening scope.

Knowledge of Human Relations

One of the most important elements essential to an administrative secretary is a knowledge of human relations. Because the human being is the variable factor in any organization, the administrative secretary must deal with human relations from many points of view. The administrative secretary should be cognizant of the many unpredictable human forces that may destroy a well-organized firm. People are more complex than any machine and any system with which the administrative secretary may have to deal.

McCracken, speaking on the human relations aspect of the secretary's role, states:

> Sooner or later she /secretary/ meets everyone who stops into her boss' office; she also makes and receives countless telephone calls every day. Thus she acts as a buffer for her employer, gets him out

> of ticklish situations, often must say "no" for him--as gracefully as possible.[1]

Every time the secretary greets either a visitor or a fellow employee, answers a question, types a letter, and answers the telephone, she is involved in human relations. Whether the company is highly respected or often criticized depends in a large measure on the secretary's knowledge of human relations.

A secretary must be able to meet all kinds of people in the office at all levels--executives and supervisors, secretaries on her own level, and those in subordinate positions. She must keep her executive happy, keep subordinates happy, and above all, keep the customers happy. Davis says that human relations is ". . . the integration of people into a work situation in a way that motivates them to work together productively, cooperatively, and with economic, psychological, and social satisfactions."[2] From this definition, one can see that human relations is much more than simply the art of getting along with others. People are more complex than any machine and any system with which the administrative secretary may have to deal. Therefore, a knowledge of the psychology of human behavior is a requirement.

With regard to the psychology of human behavior, Elmer L. Winter, President, Manpower, Inc., Milwaukee,

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[1]Lucy McCracken, "Girl Friday--Executive Style," Today's Secretary, LXVII (June, 1965), 30.

[2]Keith Davis, Human Relations at Work (New York: McGraw-Hill Book Company, Inc., 1962), p. 531.

Wisconsin, gives a businessman's point of view on what he expects from his secretary in the area of human relationships:

> I expect my secretary to be an amateur psychologist. There are times when I am deeply engrossed with problem-solving and want her to shield me from the unimportant. All executives have their high points and their disappointments. I want my secretary to sense the frustrations with which I am struggling and to help me work my way through to a successful result. I may be in low spirits, but I want my secretary to help me get back on an even keel. Just a kind word, a suggestion to call off an appointment or the offer of a cup of coffee will help me over the hump.[1]

Becker states that the secretary should (1) understand how people differ, (2) analyze motivations, (3) observe behavior, and (4) take a positive attitude toward others.[2] To perform these activities desired by Winter and Becker, the secretary has to have empathy; in other words, she must be able to put herself in her employer's position. She has to be warm, friendly, and genuine; and she has to sense problems and use her knowledge of human relations.

Abilities

Personnel directors, office managers, and supervisors are often asked to prepare job descriptions and job analyses for the secretary. Until recently, these items consisted mainly of the basic secretarial skills and procedures, and entirely ignored the administrative responsibilities that the

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[1] Elmer L. Winter, "From the Businessman's Point of View: What Should a Secretary Really Be Like?" Business Education World, XLIV (April, 1964), 18.

[2] Becker, op. cit., p. 35.

professional secretary can and does assume whenever she is given an opportunity. During the past decade, there has been a radical change in the scope of the secretary's responsibilities and, hence, her needed abilities.

Computers are opening the door to increased responsibility for secretaries. They will be utilized not only to speed up clerical work but also to produce new and complex data for decision-making and forecasting. Executives will be forced to relinquish many of their present administrative duties because their own functions will be altered. Merele Law, president of the National Secretaries Association in 1966, predicted:

> The 1981 secretary will be a college graduate and will be unquestionably a member of the management team. The scope of her authority will be expanded to conform with management's revamped function resulting from technological advances in all aspects of business, industry, education, government, and services.[1]

The secretary, with a knowledge of management techniques, will be in a position to assume many of the administrative duties her boss formerly handled. The administrative secretary must still possess to a high degree the usual "secretarial skills." In addition, however, she must possess the ability to perform those functions that were characteristically thought of as being exclusively executive function.

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[1]Merle M. Law, "What's Ahead for the Secretary?" Personnel Journal, XLV (June, 1966), 372.

A review of the literature reveals that to perform some of the executive functions, the administrative secretary needs to possess the ability to: (1) delegate and supervise, (2) make decisions, (3) manage time, and (4) think creatively. In addition to these abilities that may be classified as helpful in performing executive functions, the administrative secretary needs to possess the ability to: (1) do research and (2) perform secretarial skills. The remainder of this section constitutes a synthesis of major ideas of administrative secretaries, businessmen, and business educators regarding these needed abilities.

Delegate and Supervise

The type of functions that an administrative secretary may delegate varies with the attitude of the secretary toward such responsibility and the willingness of the executive to "let things out of his hands." When one delegates, he transfers to someone else a portion of his authority and responsibility, still retaining the accountability for seeing that the assignment is carried out. The administrative secretary looks upon herself as the middle link in the delegation chain. The executive delegates to the administrative secretary either specific duties and functions or the authority to make decisions in respect to those duties and functions.

Kosy[1] refers to the private secretary, as she functions in this capacity, as an "expediter." The employer delegates responsibility to the secretary so that he can devote more of his attention to other major functions. In turn, the secretary often delegates some responsibility to secretaries who are working under her supervision.

Becker explains the matter of delegated authority in terms of carrying out instructions. She states:

> The executive secretary not only carries out her boss's instructions to the letter; she adds a further dimension to her job and also gives instructions.
>
> If she does not use good instruction techniques, she becomes embroiled in perplexing personnel problems. . . . if she knows how to give instructions, she gets results from the people who work for her and frees herself for taking over more of her boss's functions.[2]

Even though the secretary may have the authority to delegate responsibility and issue instructions, as revealed in the statement above, her success will depend upon her skill in handling this function.

The administrative secretary is constantly putting delegated authority to work. The use of delegated authority ranges from gathering staff members for a meeting to assigning tasks to individuals who she feels are most capable of handling them. The extent of this authority is summed up by

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[1]Eugene Kosy, "The Critical Requirements for Private Secretaries Based upon an Analysis of Critical Incidents," (unpublished Ph. D. dissertation, University of Wisconsin, 1958).

[2]Becker, op. cit., p. 104.

an employee at Mellon National Bank & Trust Company. John A. Meyer is the president of the bank and Barbara Beckert is his secretary. The employee says, "A call from Barbara is like a call from the president himself."[1] Kosy[2] interestingly describes the private secretary who acts with this kind of authority as an "agent" and a "harmonizer." She acts as an "agent" so that he can perform his work effectively; and as a "harmonizer," she serves as an intermediary between top management and those in lower-level positions.

Make Decisions

An administrative secretary must have the skill of making hundreds of decisions for her employer, and she must also know what decisions not to make. Administrative secretaries probably make more decisions than most individuals, including the executives, realize.

Every secretary automatically makes a considerable number of little and routine decisions during the day. The administrative secretary likewise makes little and routine decisions; but in addition, she is called upon to make big decisions. She must function at one of the levels that Becker delineates:

> HIGHEST LEVEL: Full authority is given the secretary to take necessary action in completing certain

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[1] "Executive's Long Right Arm," Business Week, August 8, 1964, p. 44.

[2] Kosy, loc. cit.

> tasks. She is not required to consult or check with the boss, and she is fully accountable for the consequences.
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> . . . . . .
>
> MIDDLE LEVEL: Full authority is granted to take necessary action, but because the matter is of sufficient importance, the boss is to be informed of the action taken.
>
> . . . . . .
>
> LOWEST LEVEL: Authority is limited. The secretary is expected to present all the facts in a situation, together with her recommendations, but may not take action without approval of her boss.[1]
>
> . . . . . .

The administrative secretary must know within which one of these levels she is functioning for each particular situation that she encounters. She must be discriminating at each level. Functioning in this manner is difficult to do. Barker describes the situation in this way:

> . . . the most difficult quality of all to define is the most rare: it is a capacity for immediate response to the need of a situation. On one occasion this will mean to withdraw, on another to take over the reins.[2]

A good secretary knows just where to draw the line between officiousness and efficiency, and she never crosses that line. Functioning in this manner implies that she is an extension of her employer, not the employer himself. The distinctive attribute of the administrative secretary is an eagerness to share the responsibilities of her employer.

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[1] Esther Becker, "Responsibility," Today's Secretary, LXVIII (October, 1965), 31.

[2] Joyce Barker, "Secretaries in the Making: Constant Role in a Changing World," The Times Educational Supplement, November 3, 1967, p. 1007.

Manage Time

Today's executives are faced with the need for split-second timing. Their workdays have become shorter as a result of community activities, travel, and participation in service organizations. The regular work time in the office is shortened by conferences, visitors, and increasing pile-ups of paperwork. As a result, the executive becomes more and more dependent on his secretary to see him through his busy day.

The administrative secretary should possess ability in the "art of time management." As she helps her executive keep in proper focus the most important projects at hand, she will have to shift appointments and must sense what is most important to him. If she can help her executive keep his major objectives in mind at all times, he will not become bogged down with minor details, half-thought-out proposals, and time-consuming meetings. In short, she must think "in parallel" with him; he, in turn, must confide more and more in her as they work together in the office.

To manage her employer's time, the secretary must first manage her own time efficiently. Wood describes such a situation:

> The girl who seems overburdened with a variety of different tasks, the one who is constantly working overtime and who gets snarled up in the regular routine when something pressing comes along, has not learned to program her day. She must become more time-conscious. There are deadlines to meet and a calendar to keep; and if she gets those important

> reports ready on time, that's a virtue for which she receives top rating.[1]

Administrative secretaries must acquire the ability to handle a multitude of duties with a minimum of frustration and tension. Self-control is required and a system for managing time.

Think Creatively

Creative thinking is the uninhibited use of methods, habits, or techniques which have not been used before in quite the same way. Creative thinking is the ability that executives are increasingly seeking in administrative secretaries. Webster depicts this ability as follows:

> Being creative means nothing more nor less than thinking effectively to solve problems. Much of the difficulty of solving problems comes from relying on other people's advice unquestioningly. By visualizing all the circumstances that might arise in any course of action and methods of dealing with them, the secretary can try to imagine a course of action that would lead to the most satisfactory results. She can never escape from using her own judgment, even if it is her judgment to use somebody else's judgment.[2]

This type of creative thinking is a much sought after, but not a common, quality. A distinguishing mark of an administrative secretary is that she is not content with doing her job the same old way year in and year out; she uses creativity in her work.

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[1]Marion Wood, "Help the Professional Secretary Program Her Time," Business Education World, XLIII (April, 1963), 17.

[2]Eric Webster, "Joint Venture: The Boss and His Secretary as a Business Team," Management Review, LIV (February, 1965), 42.

Do Research

As the volume of paper work and reading material mounts, the executive should depend on the administrative secretary to do some of his research work. She can help him select background material that he needs, facts that he should know, and the reports that he should see. The following statement appeared as a suggestion for utilizing the secretary's research ability:

> . . . secretaries can do a great deal of the preliminary research on reports, in addition to actually writing first drafts. The administrator could then edit them, and the work would move along at a much faster pace.[1]

Another suggestion is given in the following statement on utilizing the secretary's research ability:

> . . . she /secretary/ can peruse the business publications you receive and filter out the articles, passages, and chapters pertinent to your endeavors, thus saving you many hours of magazine and book browsing.[2]

To be able to handle the functions mentioned in these two statements, the administrative secretary must obviously be familiar with research procedures and sources that can be used to locate information. Knowing how to find source materials, as well as collect, condense, and collate data, will increase the administrative secretary's value to the firm and make her a more efficient employee.

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[1] "Utilizing Your Secretary's Education," Administrative Management, XXVI (July, 1965), 12.

[2] "Is Your Secretary 'Indispensable'?" Administrative Management, XXIV (May, 1963), 14.

Perform Secretarial Skills

A great deal of controversy continues about the effects of automation on secretarial work in the office. In light of this controversy, proper appraisal should be given to the effects of automation on the skills needed by the administrative secretary. While the evidence indicates that automation is taking over many of the clerical, routine tasks of the business office, there is also evidence that secretarial skills continue to be needed.

One authority with regard to secretarial work argues that:

> Automation should increase rather than decrease the importance of the secretary in the business world of tomorrow. It seems sensible to assume that the growth of electronics will require greater skills and greater knowledge of communication among all administrative personnel. Therefore, a higher degree of all secretarial skills would seem a requirement for the secretary of the future.[1]

Shorthand, typewriting, and transcription abilities still remain requisite for secretarial positions. The 1968 Occupational Outlook Handbook states:

> If modern business continues to expand in size and complexity, more and more paper work will lead to a moderate expansion in the employment of secretaries and stenographers. The increasing use of dictating, duplicating, and other machines will undoubtedly continue, but technological changes of this kind are not

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[1]Esther R. Becker, What a Secretary Should Know About Automation (Chicago: The Dartnell Press, 1961), p. 3.

> expected to greatly affect the growth of employment in these occupations.[1]

Business will continue to demand secretaries who are highly proficient in the secretarial skills. A chemical corporation representative is quoted as saying:

> The position of secretary is a very important one in our company. As you would suspect, much of the dictation is technical or highly complex so a college-educated secretary is highly desirable.[2]

Another article concerning the effects of automation on the secretary points out that:

> The secretary will continue to use steno for confidential letters and memos, for getting telephone messages quickly and correctly, for jotting down instructions issued by a boss on the run. . . . Thus, . . . shorthand will continue to be necessary . . . as one of the many skills needed. . . .[3]

The evidence is solid that shorthand skills are essential to secretarial work in high-level secretarial positions and that they should be related to administrative responsibilities.

Collins indicates that there is a demand for high-level typewriting proficiency:

> In the last decade statistical typewriting has increased considerably. . . . Technical typewriting requires skillful handling. Scientific or mathematical symbols used in the space age require proper arrangement in order to be acceptable to the reader. Many companies and government agencies are constantly

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[1] U. S. Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, Bulletin No. 1550 (Washington, D. C.: U. S. Government Printing Office, 1968), p. 249.

[2] "Where Can You Go from Here?" Today's Secretary, LXVI (October, 1963), 80.

> preparing specifications and proposals requiring scientific and mathematical adaptations which were relatively unknown in the business office just a few years ago.[1]

The administrative secretary is often called upon to do technical kinds of typewriting and needs to be proficient in doing such work. In this world of rapid change, the administrative secretary must possess the requisite technical skills. In using technical skills, accuracy is the prime goal. An executive is quoted as saying:

> A passion for accuracy is almost the essence of perfection in a secretary. Without it, the secretary is inevitably the origin and source of a thousand and one mistakes. . . .[2]

Each stroke of a typewriter key and each stroke of either pencil or pen provides an opportunity for error. Proofreading ability must be tied to pride in one's work if the shorthand and typewriting skills are to be used most effectively.

Traits

The administrative secretary must complement her knowledges and abilities with other equally important qualifications--personal traits. There is universal agreement that the possession of good personal traits that make up the personal and social effectiveness of the secretary is a

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[1] L. Millard Collins," Teach for Office Employment," Selected Readings in Business and Office Occupations, National Business Education Yearbook, No. 5 (Washington, D. C.: National Business Education Association, 1967), p. 5.

[2] Nell Braly Noyes, Your Future as a Secretary (New York: Richard Rosen Press, Inc., 1963), p. 145.

tremendous asset in the business world. Personal qualities account for either success or failure in business, and the importance of personal traits in business relations is being emphasized more every year. An outstanding business consultant says that 90 per cent of the time people lose their jobs because of unsatisfactory personal effectiveness.[1] The causes can generally be attributed to a lack of good, personal traits. Some of the causes are:

1. Plain laziness (absenteeism, lateness, slack working habits)
2. Poor health
3. Repulsive personality
4. Bad disposition (carelessness for others, talkativeness, intemperance)
5. Immorality
6. Disloyalty[2]

This list would indicate that success in business depends to some extent upon the cultivation of good personal traits.

There is little doubt that the personal traits of a secretary strongly influence the effectiveness of her work. To draw reasonable conclusions concerning the personal traits needed by the administrative secretary, a comprehensive examination of research studies and the professional literature was conducted.

Previous research studies have dealt mainly with duties and responsibilities performed by secretaries. No one

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[1] Kenneth MacFarland, "Why Men and Women Get Fired," Personnel Journal, XXXV (January, 1957), 307-308.

[2] Ibid.

has fully delineated the qualifications needed to perform those duties and assume those responsibilities. Nevertheless, some of the studies that have dealt with duties and responsibilities of the secretary have also dealt with personal traits. These studies have been utilized in this section.

One of the earliest studies dealing with secretaries was conducted by Charters and Whitley[1] and published in 1924. The part of their study applicable to this section of the present research report concerns personal traits. In the Charters and Whitley study, 28 executives were interviewed to obtain a list of those characteristics that they considered most important for superior secretarial performance. From the interviews they compiled a list of 44 desirable traits. The following were the top ten traits listed by the respondents as most essential to secretarial success: accuracy, responsibility, dependability, intelligence, courtesy, initiative, judgment, tact, personal pleasantness, and personal appearance.[2]

Nichols,[3] in 1934, cooperated with the American Institute for Secretaries of Boston, Massachusetts, in making a study of the personal secretary. His primary objective was

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[1]W. W. Charters and Isadore B. Whitley, Analysis of Secretarial Duties and Traits (Baltimore: Williams and Wilkins Company, 1924).

[2]Ibid., p. 174.

[3]Frederick G. Nichols, The Personal Secretary (Cambridge, Mass.: Harvard University Press, 1934).

to differentiate the personal secretary's position from others in the secretarial field. He prepared a checklist of 34 personal traits and asked 237 secretaries and 82 employers to rank the items according to importance. The 12 traits ranked as most essential to success for a personal secretary were: intelligence, accuracy, alertness, memory, courtesy, tact, poise, judgment, efficiency, resourcefulness, loyalty, executive ability, and initiative.[1]

Lockwood,[2] in 1954, made an investigation to discover the distinctive characteristics and duties of the Certified Professional Secretary. A questionnaire and a job analysis sheet were sent to certified secretaries and to an equal number of secretaries who did not pass the examination for certification. Lockwood identified four character traits that were conspicuous among holders of the Certified Professional Secretary certificate. They were the ability to establish good human relations, accuracy, efficiency, and initiative.[3]

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[1]Nichols, op. cit., p. 40.

[2]Bonnie A. Lockwood, "A Study of the Characteristics and Duties of the Certified Professional Secretary" (unpublished Ph. D. dissertation, University of Pittsburg, 1954).

[3]Bonnie A. Lockwood, "The Duties of the Certified Professional Secretaries," Journal of Business Education, XXX (April, 1955), 321.

Paddock[1] completed a study to determine the nature of the need for the development of personnel for high-level secretarial positions. A part of her investigation involved determining the outstanding personal traits deemed essential in the high-level secretarial positions. She interviewed secretary-executive teams. The outstanding personal traits deemed essential to high-level secretarial positions by the secretaries were: discretion, pleasantness, poise, congeniality, patience, objectivity, perceptiveness, judgment, loyalty, and tact. The executives listed as essential to high-level secretarial positions: discretion, intelligence, personal appearance, pleasantness, judgment, ability to meet and handle people, initiative, congeniality, poise, tact, and diplomacy.[2]

The methods of procedure used and the types of information obtained were to some extent different in each study. Because the number of traits determined essential in the various research studies varied from four in the Lockwood study to 12 in the Nichols study, difficulty was experienced in comparing data. Therefore, the rank of the traits was only considered in general terms. Taking into consideration the traits listed in each of the research studies and the traits

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[1] Harriet L. Paddock, "The Nature of the Need for the Development of Personnel for High-Level Secretarial Positions" (unpublished Ed. D. dissertation, Indiana University, 1967).

[2] Ibid., p. 143.

appearing in the professional literature as essential to secretarial success, the researcher analyzed and synthesized the six major traits in this study as needed by administrative secretaries. These traits are neither ranked nor listed in order of importance. They are discussed as follows: adaptability, loyalty, initiative, judgment, tact, and maturity.

Adaptability

Executive functions will vary considerably from company to company, and also differ within the same company according to company policy and the rank of the executive himself. The secretary must learn to adapt herself to all kinds of people, to any situation that may present itself, and to problems that she must solve. Not all of the secretary's work is "cut out" for her. Often new situations and new duties arise that require adaptability of mind.

The following statement suggests to the secretary the need for adaptability:

> . . . the complete shifts of policy, switches of personnel, innovations in the way things are done, and other changes which occur frequently demand a large capacity for adaptability. Developing the ability to change with the situation can be a major asset.[1]

The truly successful administrative secretary must be adaptable and willing not only to accept but also to assume responsibility.

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[1] "Where Can You Go From Here?" op. cit., p. 81.

Loyalty

Executives generally rate loyalty near the top of the list of secretarial requirements. Webster, a London executive, says that ". . . loyalty is the first requirement."[1] A loyal secretary will respect the executive's abilities. She will not act as if he lacks intelligence and good judgment. She should support him when talking to his associates or subordinates. She will not imply that she disapproves of either his actions, his decisions, or his personality. The relationship between employer and secretary should be one of mutual trust and respect.

From the very origin of the word, a secretary was a "clerk of the secrets," and she still is today. Her loyalty shows itself in her being true to the title bestowed upon her. She does not betray that loyalty. She keeps her employer's and the company's affairs to herself, and she does not discuss them with others. There is no more important aspect of loyalty displayed by an administrative secretary than the ability to keep confidential matters secret. The employer must feel that his secretary is loyal at all times; that she will guard a business matter as a private one, and will not discuss the matter. The following statement emphasizes the secretary's role in handling confidential matters:

> The secretary who gets top grades for her handling of matters confidential has security on her

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[1] Webster, op. cit., p. 37.

> mind. . . . She pays attention to little things--like locks on file cabinets and doors, straying visitors, extra copies that shouldn't be allowed to float around, . . . shorthand notes that should be destroyed carefully. She doesn't fall victim to the temptation to be a "good guy" and reveal all just because it seems rude not to. Instead, she asks herself "does this person need to know?" She takes little on faith, preferring to ask for credentials. Most important, . . . she leaves her work at the office, never discussing business details with her friends and acquaintances.[1]

Security of information should get the same careful attention from the secretary as other aspects of her work. Because of the confidential aspect of the secretarial position, loyalty remains one of its cardinal virtues.

Initiative

In a survey of the most highly prized and sought after characteristic in the scale of secretarial values, Becker[2] found that 46 per cent of executives placed "initiative" at the top of the list. Initiative is the ability to do things in a helpful way, without being told. Initiative, in a secretary, has two facets. First, initiative means doing some of the work the boss ordinarily does himself. Secondly, initiative may mean doing something that has not been done before. Webster remarks about the first facet:

> A secretary should be able to act for her boss in his absence in many of the fields in which he

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[1] Pat Van Olinda, "Top Secret!" Today's Secretary, LXVIII (January, 1966), 57.

[2] Esther R. Becker, "Help Your Secretary to Help You," Personnel Journal, XXXIX (March, 1961), 418.

> operates. . . . In fact, true initiative is the ability to know when to act on your own and when to consult.[1]

Use of initiative is appreciated as long as the secretary does not pre-empt the executive's right to make decisions. When in doubt, she should give him the opportunity of deciding.

Kreidberg comments on the second facet of secretarial initiative by saying:

> The modern-day executive secretary depends chiefly on her own initiative. While she still does the usual . . . jobs of typing, dictation, filing, mail, and handling calls and callers, it is the self-assumed jobs that counts.[2]

Initiative is doing helpful things without being told. The administrative secretary is astute to see how old ways of doing things may be improved upon, or how new conveniences will help to increase the output of work or the ease with which the work is done. The secretary who is willing to do things without being told can also analyze what she wants to get done and possible ways of doing the job. She investigates before she proposes and thinks before she acts.

A sense of anticipation is a quality that is important in initiative. To do what one is told is easy, but insight is needed to anticipate and take initiative. The administrative secretary who wants to be successful must work

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[1] Webster, op. cit., p. 37.

[2] Irene D. Kreidberg, "Secretary Is 'Executive Aide,'" Administrative Management, XXVIII (January, 1967), 45.

in a constant state of awareness. Her eyes and ears must be alert at all times. If she can anticipate whatever the employer wants before he asks for the item, she will rapidly become indispensable. Though there is no substitute for competent work and good skills, the habits of observing, listening, and being alert are important in the "art of anticipating." Scavelli says that, if this art is developed, ". . . little jobs which would otherwise ravenously consume precious minutes of your employer's day, you can help him use his time to full advantage."[1] One of the most important aspects of the administrative secretary's work, yet one of the most difficult, is anticipating what should be done and then doing it.

The administrative secretary should be ready to supply whatever the employer needs before he asks for the item. The executive will rely upon the secretary to dig out the facts and put them on his desk in a form that he can readily understand. He will expect her to think of his needs without constant reminders from him. He does not want to have to ask her each time for assistance. In other words, while he expects her to be working at his side, he also wants her to be a step ahead of him all of the time. The extent to which the executive's needs are anticipated is a measure of the efficiency of the office organization and of the initiative of the

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[1] Joan Grubbs Scavelli, "The Art of Anticipation," Today's Secretary, LXIX (June, 1967), 41.

administrative secretary. When everything is ready beforehand, employer and secretary are truly working as a team.

Without initiative, the administrative secretary can never expect to be successful. The yardstick by which administrative secretaries are judged by today's executives goes beyond technical skill. Executives must have associates who can do more than think clearly, decide wisely, and execute accurately. They must have individuals who can originate, who can suggest, who can anticipate, and who can initiate.

Judgment

Every executive wants his secretary to use good judgment. She must be astute and practical, as well as possess common sense and be able to size up people and situations quickly and accurately. She must have an understanding of relative values and be able to distinguish between the important and the unimportant.

In a questionnaire study, 120 secretaries were asked, "What do you use for your sixth sense--secretarial sense?" The participants included holders of the Certified Professional Secretary certificate, members of the National Secretaries Association in the Washington, D. C., area, and recent graduates of Strayer Junior College of Finance. The characteristics that won a plurality vote over all answers submitted were judgment and common sense. An article written about this survey stated:

> Since the concept of judgment ranks so high as a secretary's sixth sense, it merits some analysis and discussion. These things can be said about judgment:
>
> 1. It is a mental faculty or a power that enables a person to make decisions or draw conclusions.
> 2. Judgment may be a critical evaluation of a situation or a person.
> 3. It includes other processes, such as comparisons, appraisals, and appreciation.
> 4. Psychologically it is the mental process of bringing to light and asserting the implicit meaning of a concept.
> 5. Its broad meaning includes perception, recognition, conception, and reason.[1]

From these points on judgment, one can discern that good judgment means to think, to see the need for action, to examine the situation, and to act accordingly. Good judgment enables a secretary to deal successfully with the most important aspects of her job. A good administrative secretary is competent to judge which parts of her work are of major importance and must be attended to first. Judgment also helps her to evaluate people and situations readily.

A medical secretary commenting about such situations is quoted as saying:

> . . . judgment . . . in my experience in working with executives, has been very important and extremely necessary. . . . Without it, even with full knowledge of business skills, the secretary could not become the strong right arm of a top executive. She must anticipate her boss's moods from day to day, judge which visitors he wishes to see, decide which telephone calls he will take, select the correspondence

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[1] Elgie G. Purvis, "Sixth Sense--Secretarial Sense," The Journal of Business Education, XXXVI (January, 1961), 153.

> he will read, discern what makes him happy, and discreetly skip what will ruin his day.[1]

These comments show that there are often many situations calling for decision and good judgment every working hour in the life of an administrative secretary.

The world of business now faces problems that never existed before. Present and future progress depends on the quality of the people and the quality of their judgments under constant pressure. The administrative secretary who can make valid judgments at a moment's notice is a person of much value to her firm.

Tact

Tact has been called "the fine art of avoiding offense." If the secretary possesses tact and diplomacy, her business relations will be smoother, pleasanter, and more harmonious. To have tact is to possess a sympathetic understanding and an intelligent attitude toward all. The administrative secretary often has to meet callers who want conferences with her employer. Receiving the callers and trying to satisfy and fulfill their wishes is as much a part of her work as seeing that the office correspondence conforms to the principles of good taste and usage.

The executive often has perplexing and annoying matters before him and certainly does not want to be served by a

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[1] Ibid., p. 154.

tactless and thoughtless secretary. Some advice given to secretaries about using tact in work with employers is as follows:

> . . . you should work at developing . . . the art of making suggestions--tactfully. . . . You should know the situation well enough to discover just what would be appreciated and what might cause resentment.[1]

Tact can be shown by a careful choice of words, by shouldering blame, by refraining from comment, and by considerate behavior. A tactful, diplomatic, serene, and self-controlled administrative secretary is an asset in any business office.

Maturity

Administrative secretarial positions require maturity in an individual. Without maturity, the administrative secretary cannot cope with the problems of her work effectively and fully. A director of psychological services in a university delineates the trait in this statement:

> If we are to succeed in becoming socially mature persons we must carefully consider what it is that makes for social maturity. . . .
>
> Social maturity includes a feeling of independence, the ability to make decisions, and the desire to take on responsibilities. It includes insight and moderation, optimism and a sense of humor. It also includes the ability to get along with others, and the ability to judge them fairly. It includes the desire to be with others, and the desire to help them. Finally, it includes desire for social approval, ability to make and accept constructive criticism, participation in wholesome cooperation. . . .[2]

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[1] "Where Can You Go From Here?" loc. cit.

[2] Peter J. Hampton, "In Search of Social Maturity," The Secretary, XX (June, 1960), 14.

This statement provides an appropriate summary for this section. The statement implies that, if the administrative secretary is to possess many of the other qualifications presented in this chapter, she must depend to a great extent on her maturity

Other Desirable Traits

The administrative secretary must possess a wide array of traits in her work. Inasmuch as some are considered to be major ones, the researcher has identified and presented a synthesis of six of them. There are other desirable personal traits that were identified in the source materials as important for secretaries. Two references are worthy of mentioning as excellent sources containing other desirable personal traits of secretaries. These two references cover all traits identified in all of the other source materials. The two lists represent a comprehensive listing of other desirable personal traits needed by the administrative secretary.

The following traits not previously covered in this study but appearing in Effective Secretarial Practices include: a pleasant disposition, willingness, objectivity, reticence, good grooming, follow-through, resourcefulness, and memory.[1]

The following list of personal traits in College Secretarial Procedures, not previously discussed, completes the

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[1]Place and Hicks, op. cit., pp. 38-41.

list in this research report of personal qualities needed by the administrative secretary to perform her duties effectively: alertness, ambition, attentiveness, courage, courtesy, dependability, dignity, discretion, efficiency, health, honesty, industry, interest, neatness, orderliness, patience, promptness, sense of humor, and speed.[1]

Such an extensive list of personal traits reflects the magnitude of the position of the administrative secretary. The list further accentuates the need for a comprehensive administrative secretarial program designed to assist the prospective administrative secretary in ascertaining these needed qualifications.

Summary

This chapter has dealt with the identification of the knowledges, the abilities, and the traits needed by the administrative secretary to perform her work effectively. Source materials were analyzed relative to the preparation and the employment of administrative secretaries. The knowledges, abilities, and traits needed by the administrative secretary were categorized. Presentations relative to the knowledges, abilities, and traits constituted the various sections of the chapter.

The administrative secretary, first and foremost, must possess knowledges upon which to rely in performing her

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[1] Beamer, Hanna, and Popham, op. cit., pp. 46-58.

duties effectively. These knowledges are important in meeting confidently and intelligently the routine, as well as the major problems of her daily work. The knowledges that appear to be extremely valuable to the administrative secretary are the humanities and the sciences, communication, business knowledges, secretarial knowledges, and a knowledge of human relations.

Inasmuch as the administrative secretary must often perform executive functions, there is a need for her to have certain unique abilities. She needs to be able to delegate and supervise, make decisions, manage time, think creatively, and do research. The administrative secretary who possesses these abilities will work with confidence and gain much satisfaction as she performs her duties and as she continually increases her contribution to the firm by which she is employed.

The third category of qualifications presented in this chapter is "traits." The following personal traits complement the knowledges and the abilities and were presented as being important to the effectiveness of the administrative secretary: adaptability, loyalty, initiative, judgment, tact, and maturity. Other desirable personal traits were also presented.

Collectively the knowledges, abilities, and traits presented in this chapter represent a synthesis of major ideas derived from source materials as to the qualifications needed by the administrative secretary. The collegiate

preparation of secretaries should aim at the development of those qualities that make for administrative secretarial effectiveness. The prospective administrative secretary will not possess each of these qualifications to an optimum degree. Administrative secretaries are not made overnight through collegiate preparation alone, but through years of experience as well. Nevertheless, collegiate secretarial programs that aim at the development of the knowledges, abilities, and traits presented in this chapter will better equip and prepare women for their entry into the business world. Chapter III defines the fundamental elements in the preparation of prospective administrative secretaries.

CHAPTER III

FUNDAMENTAL EDUCATIONAL ELEMENTS IN THE PREPARATION OF THE ADMINISTRATIVE SECRETARY

After the essential qualifications of an effective administrative secretary have been identified, an equally difficult problem remains--that of defining the fundamental educational elements in the preparation of the administrative secretary. Selecting the most productive process to prepare administrative secretaries results in an array of issues that relate to the objectives that shape the business curriculum of the undergraduate school of business and to the most effective means of implementing them.

Kephart, McNulty, and McGrath suggest the following three major objectives that shape the business curriculum:

> What then are the peculiar functions of an undergraduate school of business? Three major purposes should shape its principal features. They are first, to provide the general, nonprofessional education essential to business competence, informed citizenship, and an effective personal life; second, to lay down the foundation of general, professional education commonly referred to as "the core," essential for an understanding of the business and industrial enterprise as a whole and for flexible movement within the range of occupations it affords; and third, to initiate the specialized education which enables a

> graduate immediately to enter an occupation of his own choosing.[1]

The business curriculum is, therefore, formed by the following three major elements: (1) the general education base, (2) the business core, and (3) the area of concentration. These three major elements have been the heart of the controversy over the issue of general education versus specialized education for college-prepared secretaries.

For many years, businessmen have desired college-prepared secretaries who possessed broad general educations. As far back as 1924, Charters and Whitley reported:

> Employers spoke of the desirability of a secretary having as broad general education as possible, preferably a college education, with only one man expressing the opinion that a college education was a drawback.[2]

Through the years the demand has continued for the secretary to possess more general education. Peck[3] reported in 1957 that businessmen complained that, while business graduates were well trained in business skills, they were poorly prepared to meet real-life problems. They could not make the necessary social adjustments needed for success in the

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[1]William M. Kephart, James E. McNulty, and Earl J. McGrath, Liberal Education and Business (New York: Teachers College, Columbia University, 1963), pp. 77-78.

[2]Charters and Whitley, op. cit., p. 178.

[3]Maynard A. Peck, "Business Education in the Liberal Arts Colleges," American Business Education, XIV (December, 1957), 90.

business community. Business skills were not enough to guarantee success on the job.

Eyster responds to the demand for secretaries to possess more general education and voices the sentiment of his fellow business educators in the following statement:

> The argument for more general education in both scope and depth is sound and defensible. It is generously endorsed by business educators. In no area of education for professional careers in business or in education is broad general education with depth more desirable than in secretarial and office administration education.[1]

From Eyster's statement there is evidence that there is no argument from business educators against including general education as one of the curricular elements.

Nevertheless, the issues have ranged from one extreme to the other. While the group reported by Peck demanded more general education of business graduates to prepare them to meet real-life problems, a group of business graduates themselves wanted more specialized education.

Kane made the following statement in a follow-up study of secretarial graduates:

> In describing what was lacking in their secretarial training, the graduates named first, some specialized secretarial training. . . . Twenty-one per cent of those requiring additional training needed a brush-up in typewriting and shorthand. . . .[2]

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[1] Eyster, op. cit., p. 48.

[2] Margaret O'Shea Kane, "A Follow-Up of Hunter College Secretarial Graduates as a Basis for Curriculum Improvement," The National Business Education Quarterly, XXIV (October, 1955), 45.

Kane's statement in contrast to Peck's statement brings to the forefront the basic issue as to whether to concentrate on one of the curricular elements at the expense of the other in the preparation of the administrative secretary.

Eyster argues that the same three major elements that shape the undergraduate business curriculum also shape the curriculum of the collegiate secretarial program:

> The objective of secretarial and office administration education at the college level is to develop personnel for business and professional positions for which the requisites are college graduation, high-level general ability, broad general education, competency in business administration and economics, and specialization in secretarial and office administration.[1]

In Eyster's view the objectives of collegiate secretarial programs are congruent with the objectives that shape the overall collegiate business curriculum.

There is a need for a proper balance of the elements in the business curriculum. This desirable balance is a "middle ground," which Nicolson described as follows:

> A new "report card" might concentrate on how to find the best "middle ground" between preparing to do vocational specialty well and on developing an understanding of the theories that open the doors for the full creative abilities of all students of business at the various levels of education.[2]

Nicholson believed that a well-balanced curriculum must contain non-professional, as well as professional courses,

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[1] Eyster, op. cit., p. 49.

[2] Miklos Szucs Nicolson, "Report Cards on Business Schools," Collegiate News and Views, XX (October, 1966), 11.

supplementing one another. The business curriculum must contain the specified proportion of each of the three elements.

In addition to the three elements comprising the business curriculum, the modern program in collegiate education for business makes a special effort to provide opportunities for occupational experience and for participation in extracurricular activities and student organizations. These two additional items should be included with the three elements of the business curriculum as fundamental in developing the knowledges, the abilities, and the traits required for becoming a successful administrative secretary.

The fundamental educational elements presented in this chapter are the result of an analysis and a synthesis of ideas, suggestions, observations, and recommendations published by various educational authors, accrediting agencies, colleges and universities, and educational associations that have been concerned with collegiate education for business. The source for defining the fundamental educational elements that are common to all programs in the collegiate preparation of administrative secretaries was the literature applicable to the various significant elements. The literature consisted of journals, bulletins of colleges and universities, bulletins of various organizations, yearbooks of educational associations, educational monographs, and professional books.

After the analysis and the interpretation of the literature, five elements were determined to be, for the purposes of this study, most essential to the preparation of the administrative secretary. The presentations that follow define the five elements: (1) general education, (2) business core, (3) area of concentration, (4) occupational experience, and (5) extracurricular activities and student organizations.

General Education

The term "general education" stems from a background formerly referred to as "liberal arts." Hobson says that ". . . liberal arts is carelessly interchanged with 'humanities' and 'general education' . . ."[1] Hobson elaborates further and says that:

> "General education" is the most comprehensive of these terms and, I think, the most confounded. It was designed to counteract the trend toward making specialists out of students, . . . General education was designed to acquaint the would-be specialist with the rudiments of other fields of knowledge than his own chosen area of concentration.[2]

This statement points out the controversy concerning the role of general education in the business curriculum at the collegiate level. General education courses are vital to the total business curriculum.

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[1] Frank E. Hobson, Jr., "Liberal Arts in the Education of an Executive Secretary," American Business Education, XVI (October, 1959), 46.

[2] Ibid.

The total number of general education course hours that should be included in the business curriculum is important. Because of the influence of the American Association of Collegiate Schools of Business (subsequently referred to as the AACSB), colleges and universities have set up their curricula to meet AACSB standards. The AACSB recommends that:

> At least forty per cent of the total hours required for the bachelor's degree must be taken in subjects other than business and economics provided that economic principles and economic history may be counted in either the business or nonbusiness groups.[1]

The 40 per cent prescribed by AACSB does not meet Gordon and Howell's criterion that " . . . not less than half the four-year undergraduate program be devoted to general education . . . considerably more would be desirable."[2] Because of Gordon and Howell's recommendation of a minimum of 50 per cent to be devoted to general education and AACSB's recommendation of a minimum of 40 per cent, collegiate schools of business have differed in their basic requirement. Consequently, the average general education requirement has ranged from 40 to 50 per cent in collegiate schools of business.

Specifically, then, what are these general education courses needed by the administrative secretary? The writer's analysis and interpretation of the pertinent literature

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[1] Constitution, By-Laws, Standards for Accreditation, 1966-67 (St. Louis, Missouri: The American Association of Collegiate Schools of Business, n. d.), p. 15.

[2] Gordon and Howell, op. cit., p. 133.

reveal that the general education subjects fundamental to the preparation of administrative secretaries are organized into three broad divisions; namely, (1) communication, (2) behavioral sciences, and (3) natural sciences and mathematics. A brief discussion follows concerning each division.

Communication

Of all the humanities areas in which the administrative secretary needs competence, the one that educators and businessmen are in most agreement is that of "communication." Colleges with secretarial programs should require that their secretarial students take a minimum of nine semester hours in English composition and speech. There should be taken at least two semesters of English composition and one semester of speech. Business communication and report writing are considered a part of the professional curriculum and should not be used to reduce the standard English requirement.

In addition to the communication subjects under the division of the humanities, the prospective administrative secretary should be allowed to choose an elective in the humanities area from among literature, foreign languages, fine arts, philosophy, and religion. Local preference should determine the specific semester hours of electives, and student choices should determine the particular elective courses.

The Behavioral Sciences

The very nature of the administrative secretary's role in a business firm suggests that she needs a substantial amount of knowledge about human behavior. The field within the social sciences dealing with the scientific study of human behavior is referred to as "behavioral science." Behavioral science comprises the subjects of anthropology, psychology, and sociology.[1] Although the term "behavioral science" is of recent origin and has grown rapidly in use, recommendation of the relevance of psychology and sociology for business students is of long standing and was emphasized by Bossard and Dewhurst in 1931.[2]

The administrative secretary should take a minimum of one semester's work in each of the behavioral sciences at an introductory level. This recommendation has as its goal the exposure of the prospective administrative secretary to the fundamental concepts, problems, principles, and methods of the behavioral sciences to give her an understanding of human behavior that will help her in her work.

The social sciences that should be included in the secretarial curriculum as electives are history, political science, and geography. Local preference should determine

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[1]Bernard Berelson, The Behavioral Sciences Today (New York: Basic Books, Inc., 1963), p. 2.

[2]James H. S. Bossard and J. Frederic Dewhurst, University Education for Business (Philadelphia: University of Pennsylvania Press, 1931), p. 359.

the specific semester hours of electives, and student choice should determine the particular elective courses. Local conditions--for example, state and university requirements in American history and government--must also be considered.

The Natural Sciences and Mathematics

The prospective administrative secretary should acquire appreciation of the scientific method and of the spirit of inquiry that motivates science. The administrative secretary needs scientific knowledge as part of her general education, as well as for professional reasons.

Some authorities recommend that college students should have an introduction to all three of the natural sciences--biology, chemistry, and physics. However, the cost to the college secretarial student, in terms of time, would be too high and, as an alternative, the high school work in biology, chemistry, and physics should satisfy part of the requirement. Nevertheless, each student should be required to take at least one year of basic science work in college, possibly in one of the science courses not taken in high school.

Next to secretarial students' weakness in written expression, employers appear more critical of their preparation in mathematics. The administrative secretary should take a minimum of six semester hours in mathematics. One course should be a basic college mathematics course, and at least

one semester of mathematics should be devoted to a course that deals with problems that have business application.

The preceding general education courses that have been discussed should be scheduled carefully. There are two possible ways of scheduling these courses. One way is to schedule all of the general education courses in the first two years. The purpose of this type of scheduling is to give the student a general cultural background, as well as a foundation for future courses. This type of scheduling requires that the first two years of higher education be devoted exclusively to the liberal arts only, reserving the junior and senior years for the business core and the area of concentration courses.[1]

An alternate procedure is not to block all of the general education courses in the first two years but rather let them be spread out over the entire four years. In this type of arrangement, those courses that will prove of greatest value in other college work should be taken first. Other general education subjects that will be more meaningful in the mature years may be taken in the junior and senior years. With this type of scheduling, the student receives during each of the four years instruction in both nonprofessional

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[1] Eugene H. Hughes, "The Need for Discovering the Fundamental Bases of Higher Education for Business," Education for Business Beyond High School, American Business Education Yearbook (Somerville, New Jersey: Somerset Press, 1957), p. 61.

and professional courses.[1] Local preference will determine the plan to be used.

Preparation in the general education areas should give the prospective administrative secretary the following abilities: (1) the ability to read intelligently and to write effectively, to listen sensitively and to speak clearly, (2) to reason mathematically, (3) to understand human behavior so that individual and group needs will be met, and (4) to think scientifically, logically, and objectively.

These abilities are essential to all people in our society. They are necessary for life adjustment and for understanding those general and common events taking place that most closely affect one's life. In addition, such learning results in better informed and more intelligent citizens.

The Business Core

The business core consists of those courses required of all business students regardless of the particular area in which the student wishes to concentrate. These courses are designed to provide the student with an understanding of the economic structure of our country, as well as the general functions of business.

Callarman emphasizes the need for the business core of courses and delineates the functions of business as follows:

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[1]Watson, op. cit., p. 39.

> A required core of basic business understanding must be developed to impart insight into the discipline of such areas as the organizing and the financing of a business enterprise; the producing and the distributing of a commodity or a service; the record-keeping involved in the operation of the concern; the procedures involved in the lateral, vertical, and operational communication; the legal aspects, both protective and operational; the constant research; and the never-ending analysis of the "why" of action.[1]

These business core courses in the average collegiate secretarial program make up from 20 to 25 per cent of the business curriculum. The AACSB in prescribing the business core states that:

> As the foundation for training in business administration, instruction shall be offered in the fields of economics, accounting, statistics, business law, finance, marketing and management. (Management is here used to denote a course in industrial or production management or an integrating course in organization and management or a business policy course. Finance is used as a generic term to describe courses in money and banking, business finance and investments.) In general, candidates for the undergraduate degree shall receive basic instruction in each of these fields. Opportunities beyond the basic course shall be available in at least three of the above fields. However, a proliferation of courses which might serve to diminish the effectiveness of the staff in meeting its obligations toward fundamental areas of training is not to be encouraged.[2]

The areas of instruction specified by AACSB cover the business functions of production, distribution, financing, and control.

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[1] C. C. Callarman, "Philosophy of a School of Business," Collegiate News and Views, XX (May, 1967), 19.

[2] Constitution, By-Laws, Standards for Accreditation, 1966-67, loc. cit.

An understanding of the functions of business in our economic system will help the administrative secretary to grasp relationships among office operations as well as enable her to analyze and help solve business problems more intelligently. Norton confirms this statement when he says that:

> To an increasing extent, undergraduate students . . . will need instruction which will develop their abilities to analyze economic and business activities, to understand the American and world economics within which business operations are carried on, to predict probable trends of development, and to adapt themselves to the changes likely to be encountered in their future work.[1]

Thus, administrative secretaries need to understand economics and business generally and to discern the many functions that are involved in the business enterprise, as well as their interrelatedness in a changing world of work.

From an analysis and an interpretation of the literature applicable to the business core, and a review of college and university bulletins, the following business core of courses are recommended as fundamental to the preparation of the administrative secretary: accounting, economics, business mathematics, business law, business communication, finance, marketing, management, business statistics, and report writing. A brief discussion follows on each of these courses. Because of their interrelatedness, some of the courses are combined for discussion purposes.

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[1] Thomas Lowell Norton, "Professional Education for Business: Faculty Requirements and Standards," Collegiate News and Views, IX (March, 1956), 7.

Accounting

Inasmuch as accounting is considered to be an information-control device in business and is the "language of business," a course in accounting is significant in the preparation of the prospective administrative secretary. A minimum of six to eight semester hours in accounting should be required. The courses should cover the basic principles of accounting, as well as the basic principles of partnership and corporation accounting.

Business Communication and Report Writing

The courses in business communication and report writing enhance the development of the communication skill of administrative secretaries. The professional literature and college bulletins reveal diversity as to whether the course in business communication should be included either as part of the English requirements in the humanities, as one of the business core subjects, or as one of the courses in the area of concentration. However, the course appears to be offered mostly as a business core course in collegiate schools of business. The course is generally for one semester and covers the fundamental principles and psychological foundations of the effective writing of business letters, reports, and other business papers.

Report writing, also a one-semester course, places emphasis on a clear, concise, convincing, and correct writing

style. The course is designed to develop the ability to collect, analyze, organize, interpret, and present information, with attention to the logical and psychological organization of business letters, reports, and other business papers.

Business Law

The prospective administrative secretary needs to possess essential legal knowledge if she is to assist her employer in all aspects of his work, including legal matters. Collegiate secretarial students typically are required to take at least one semester of business law and sometimes two semesters. The content of the business law course usually includes contracts, negotiable instruments, bailment, sales, real and personal property, partnerships, corporations, torts, and other legal subjects.

Business Statistics

The main emphasis on business statistics for the administrative secretary is to prepare her to be an interpreter and a user of statistics rather than an analyst and a producer of statistics. She needs to be aware of the use of statistics in organizing and handling the quantitative aspects of the business world, particularly where business decisions are made from statistical figures.

The course in business statistics is commonly a one-semester course. The course covers the concepts and

techniques of obtaining, analyzing, and interpreting quantitative information, including the theory of probability, sampling, correlation, and statistical inferences.

Economics

Business educators regard economics as a part of the business core rather than general education as do other educators. Because membership standards of the AACSB do not specify any advanced work in economics for nonmajors, very few colleges prescribe in their secretarial curricula more than a one-year introductory course. The introductory course covers the basic principles of economics, including a thorough study of production, exchange, distribution, consumption, and international trade. Principles underlying economic activity are covered to emphasize economic growth and stability. This introductory course gives the prospective administrative secretary an understanding of the economic system.

The Functional Fields--Finance, Marketing, and Management

Administrative secretaries should be required to take a semester's work in each of the functional fields of finance, marketing, and management. These introductory courses should enable the prospective administrative secretary to be able to analyze the underlying forces that shape and change the market

environment within which the firm operates, thereby giving her a better understanding of business functions in general.

The scheduling of the preceding business core of courses in collegiate secretarial programs demands careful attention. Generally, business educators concerned with collegiate secretarial programs seem to feel that the desirable curriculum seems to be one that is built on the premise of a decreasing proportion of non-professional courses year by year. This arrangement gives the student a concentration of professional study just prior to her graduation and employment.[1] The scheduling of the business core in the junior and senior years of the student's college life enables the student to discern, understand, and appreciate fully the many functions of business.

Area of Concentration

The area of concentration encompasses the applied or operational areas of business activity and includes the technical and skill courses. These courses give the student technical competency in at least one significant area of business. Eyster says that " . . . the development of a skill as part of a discipline does not disqualify the course in which

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[1] R. E. Glos, "The Establishment of Curriculums in Higher Education for Business," Education for Business Beyond High School, American Business Education Yearbook (Somerville, New Jersey: Somerset Press, 1957), p. 158.

it is developed for inclusion in higher education."[1] Educational institutions have always offered courses to meet the needs of individuals, and MacKenzie comments as follows about the responsibility of the collegiate schools of business:

> The great numbers of business school graduates . . . who enter business fields will find their life work as . . . specialists. . . . Collegiate schools of business will be derelict in their responsibility if they do not equip these men and women with sufficient knowledge in depth about an area of business to make them employable.[2]

There is a definite need for concentration in a particular area so that men and women may obtain first-job skills to gain employment and earn a living.

The secretarial profession is definitely one of the fields in which there is a demand for an area of concentration. The place of secretarial programs in schools of business is an important one. According to Guthrie:

> Secretarial administration is and should be an important specialized area of the college of business administration. . . . Colleges of business administration have the obligation to contribute this type of person to the business world just as they do to contribute persons in the field of management, marketing, insurance, etc. . . . Business needs efficient college-trained secretaries if it is going to advance in the future.[3]

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[1]Eyster, op. cit., p. 50.

[2]Ossian MacKenzie, "Specialization Re-examined," Professional Education for Business (New York: St. John's University Press, 1964), 56.

[3]Mearl R. Guthrie, "The Place of Secretarial Administration in Schools of Business," Collegiate News and Views, XV (March, 1962), 12.

The collegiate school of business is the educational agency upon which the responsibility for providing opportunity for preparation for high-level business occupations logically falls. Preparation for the administrative secretarial position logically and appropriately belongs in the collegiate school of business.

A fundamental problem facing business educators is that of determining the extent of concentration that should be offered to students in collegiate schools of business. According to some authorities, concentrations in the business field are too narrow and compartmentalized. Shaw makes the following statement about being "overcompartmentalized":

> Many authorities believe that our present business education curriculum suffers from "over compartmentalization," and that students are entrapped in a series of relatively narrow specializations. These authorities recommend a breaking down of barriers between specialization and a return to an emphasis of a common core of business fundamentals.[1]

Norton feels that there should be specialization but warns against overspecialization in the following statement:

> Schools should avoid overspecialization. The occupational mobility of graduates and the changes in the economy ahead support this view. However, enough specialization to enable the student to obtain a foothold on his first job should be permitted. In some few cases, greater degrees of specialization may be justified.[2]

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[1]Steven J. Shaw, "Over and Under Specialization in Business Curricula," Collegiate News and Views, XI (December, 1957), 19-20.

[2]Norton, loc. cit.

Shaw's and Norton's statements pose the question of, how much concentration should be included in a particular area in the business curriculum? Dean answers the question by reporting that:

> The general practice in collegiate schools, divisions, and departments of business is to offer a program in which twenty to twenty-five per cent of the student's course work is done in his area of concentration.[1]

This percentage will vary depending upon the emphasis among types of schools, regional needs, and variations between requirement of different curriculums.

The secretarial area of concentration offered in four-year programs has been established in several research studies. Of particular significance within the past decade are the studies that have been completed by Bely[2] and Campbell.[3] The findings of these two studies relating to collegiate secretarial programs are worthy of discussion.

Bely's study was conducted through the use of a questionnaire that was sent to 555 members of secretarial studies

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[1]Thelma Dolores Dean, "A Philosophy of Undergraduate Collegiate Education for Business, with Guidelines for Implementation" (unpublished Ed. D. dissertation, University of Oklahoma, 1968), p. 72.

[2]Jeanette L. Bely, "A Survey to Determine a Basic Secretarial Curriculum in Collegiate Schools of Business" (unpublished Ph. D. dissertation, St. John's University, 1961).

[3]Donald Lee Campbell, "Curriculum Patterns in Four-Year Secretarial Science Programs in Selected Colleges and Universities of the United States" (unpublished Ed. D. dissertation, University of North Dakota, 1967).

faculties in collegiate schools of business throughout the United States. Of the 555 questionnaires mailed, 370 (or 71 per cent) responded.

The secretarial studies educators were asked to contribute their opinions and ideas about the kind of secretarial curriculum they felt would be an ideal four-year secretarial program. From the returns of the questionnaire, a recommended four-year secretarial curriculum evolved. The following courses were recommended in the area of concentration: typewriting, shorthand, office machines and appliances, office management and practices, records management and filing, secretarial practice and procedures, business correspondence, and work experience.[1]

Campbell's study, completed in 1967, is the most recent nationwide study of collegiate secretarial curriculums. The purposes of his study were (1) to provide a comprehensive source of data concerning the curriculum patterns in four-year secretarial science programs in selected colleges and universities of the United States, and (2) to propose a four-year secretarial science curriculum based upon a knowledge of the professional literature and an interpretative analysis of the data obtained from participants in the study.

A questionnaire-opinionnaire was mailed to 222 institutions in the United States awarding degrees in secretarial

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[1] Bely, op. cit., p. 153.

science. Usable replies were received from 152 institutions. Based upon an interpretative analysis of the data obtained from participants in the study, a four-year secretarial science curriculum was proposed. The following courses were recommended in the area of concentration: typewriting, shorthand, business communication, secretarial procedures, office management, office machines, and office work experience.[1]

One may assume that the findings of Bely and Campbell constitute a composite listing of the most commonly offered secretarial courses in four-year secretarial programs. The composite listing of these courses is as follows: office machines, office management, records management, secretarial procedures, shorthand, typewriting, and occupational experience. Each of these course offerings will subsequently be discussed with the exception of business communication and occupational experience. Business communication has already been discussed in the business core section of this chapter, and occupational experience will be discussed later in this chapter in a separate section. These courses are presented as fundamental to the preparation of the administrative secretary.

Office Machines

In the modern office, many machines are required to record, process, reproduce, store, and transmit information.

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[1]Campbell, op. cit., p. 213.

Therefore, there is a need for the administrative secretary to possess the ability to operate at a proficiency level the various computing, duplicating, voice writing, and other common office machines. This need is fulfilled through the office machines course. The course is generally a one-semester course devoted to the development of skill in the use of office machines.

Office Management

Lockwood's[1] study of top-level secretaries indicates that they perform many office management functions. A course in office management is a necessity if top-level secretaries are to function effectively in office managerial roles. Office management is a one-semester course and is a study of the organization, administration, and functions of the business office. Emphasis is placed upon office managerial functions regarding systems and procedures analysis, planning office services; location, lay-out, furnishing and equipping the office; selection, training, supervision, remuneration, promotion, and replacement of office personnel; budgets and cost control; and electronic data processing systems.

Records Management

The administrative secretary needs to know more than just how to index, store, and retrieve business information.

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[1] Lockwood, loc. cit.

She needs to know how to set up a filing system, determine what should be filed, and how long an item should be retained in the file, as well as the special filing systems and filing procedures. A one-semester course in records management is desirable for the administrative secretary. This course would include a detailed coverage of systems and procedures for use in developing and maintaining all phases of a records management program. When a full course is not possible within the curriculum, a unit within either a secretarial procedures course or an office machines course should be devoted to records management.

Secretarial Procedures

The administrative secretary must be knowledgeable about many secretarial functions and procedures and at the same time demonstrate competency in high-level secretarial duties. The secretarial procedures course prepares her for this role. The course is commonly a one-semester course in basic office procedures and the development of quality performance in high-level secretarial duties, with some attention to business ethics and personality development.

Shorthand

Although Eyster has predicted that in the future " . . . we will provide intensive business skill courses for high level students that challenge them to get in two

semesters what has been covered in four,"[1] shorthand continues at present to be a four-semester course in most collegiate secretarial programs. In most colleges, for students who have completed a shorthand course in high school and can demonstrate proficiency in the subject, the college course is waived and the student enrolls in an advanced course.

The first semester of shorthand is devoted to the study of the basic principles of the shorthand system. The second semester concentrates on the development of fluency and rapidity in reading and writing shorthand. The third semester aims at the development of the ability to take dictation at prescribed standards. The fourth semester is devoted to transcription skills.

Proficiency standards vary with local requirements. The placement pattern of this course varies with local preferences. The most common practice is to offer shorthand beginning in the lower division with completion in the upper division of college work.

Typewriting

An average of three semesters of typewriting is prescribed by most colleges and universities that have secretarial programs. For students who have completed a typewriting course in high school and can demonstrate proficiency in the

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[1] Elvin S. Eyster, "Business Education and the Future Secondary and Post High School," Ball State Commerce Journal (Muncie, Indiana, February, 1965), 8.

subject, the college course is waived and the student enrolls in an advanced course.

The first and second semesters of typewriting covers the basic principles of typewriting and the development of proper techniques of the fundamental skills of typewriting. The third semester is devoted to production typewriting with simulated office problems. Proficiency standards vary with local requirements. The most common practice is to offer typewriting in the first two years of college work.

With regard to the scheduling of the preceding area of concentration courses that have been discussed, most collegiate business educators feel that the area of concentration courses in the secretarial program should be spread proportionately over the four years. A lower percentage of the area of concentration courses should be started at the beginning of one's collegiate career and increase in volume as one progresses toward graduation. Theoretically, such a distribution would provide the student with the skills necessary when he is ready for employment upon graduation. An early preparation in business skills may mean that the skills would lie dormant because the student is not ready to accept a position until he completes the four years of formal preparation.

The three elements of the business curriculum have been presented as fundamental to the preparation of the administrative secretary. The presentations are now in order

of the two additional elements that supplement and enhance the three curricular elements.

Occupational Experience

Occupational experience is vital in the preparation of the administrative secretary. All collegiate secretarial curricula should include a requirement that students serve a period of internship in business offices. Formally acquired knowledge will not be very useful to the administrative secretary unless she learns how to apply that knowledge. Occupational experience is designed to put theory into practice. Gordon and Howell stressed the importance of occupational experience when they said:

> The business schools have probably done less than they could to integrate formal teaching with relevant experience outside the classroom. . . . Opportunities also exist to combine work experience with formal instruction, and some schools now do a limited amount in this direction.[1]

Similarly, Dean also stressed the importance of occupational experience when she stated that "Every business student should be exposed to work-oriented experiences that are designed to show the relationship of theory to current business practice."[2] Dean gives the following reason why occupational experience is necessary for business students:

> A major objective of education for business is to prepare people for technical and professional

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[1] Gordon and Howell, op. cit., p. 108.

[2] Dean, op. cit., p. 106.

> careers in business. Learning by doing leads to increased involvement of the learner and gives meaning to theoretical learning when direct or indirect experiences are integrated with theory. A business graduate who has had experience in some type of work situation will be more effective in an entry or promotional job. Occupational experience plus professional study equals a better business graduate.[1]

The main point to be gained here is that education for business is more than just a matter of teaching and learning. This process is but one phase in a sequence of steps. The phase of gaining occupational experience is another important step toward the development of business competence.

The most important feature of the occupational experience program is the actual performance that involves the ability to combine theory with practice. The duties that are performed on the job reinforce the learning in the school. Conversely, the learning in the school should give further understanding to the skills being undertaken on the job. These two processes should result in a more effective occupational experience program. Occupational experience bridges the gap between college theory and actual job performance. This experience tends to provide for the student a period of orientation and adjustment to actual office situations that is necessary toward successful job performance.

The business community cannot always accommodate an occupational experience program for all business students. Gordon and Howell state:

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[1] Ibid.

> Ideally, students should have supervised practical experience to go with their formal training on the campus. In practice, this is difficult to achieve for a number of reasons. It is difficult to induce business firms to take on students chiefly for the educational benefit to the student, particularly if the period of employment is short and involves much supervision.[1]

Inasmuch as actual work opportunities are limited, there should be opportunities for students to gain work-oriented experiences in a simulated business environment. Worthwhile joblike experiences can be given in the classroom itself. Weiss declares, " . . . the marriage of theory and practice comes to life in the classroom when professors draw on contacts with business problems to illustrate their discussions."[2] Simulated experiences can be made joblike if the teacher is willing to put forth the effort.

To some extent, formal education can approximate occupational experience. However, whenever possible, the business student's formal education should be combined with business experience. The supervisor is the key to the program. With good will and mutual understanding, the program is likely to succeed. The supervisor must interpret the program to all concerned and make certain that the college work is really coordinated with the occupational experience and vice versa.

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[1] Gordon and Howell, op. cit., p. 372.

[2] Charles J. Weiss, "To Promote or Not to Promote," Collegiate News and Views, XXI (March, 1968), 14-15.

Extracurricular Activities and Student Organizations

Participation in extracurricular activities and student organizations provides business students with an opportunity to gain skill in human relations and provide leadership opportunities. Dean describes the varied business-oriented student activities in which business students may participate:

> Many colleges and departments of business make honors courses, awards, grants, internships, special seminars, and department projects available to their students. Chapters of national scholastic business fraternities, along with departmental honorary fraternities, are installed on the campuses of a large number of schools. Also, departmental business clubs and activities are open to all business students, regardless of the level of their academic performance. Many schools conduct special programs, such as conferences, guest lectures, and equipment demonstrations, that are considered as extracurricular activities for the students who are invited. Participation in these and related activities provides the students with opportunities to gain valuable experience in planning, organizing, and implementing programs and committees.[1]

Dean also gives reasons why these activities are important to business students:

> Participation in professional organizational activities and other nonclassroom activities aids the student in his educational growth and development. The student receives preparation that enables him to handle more adequately future situations involving organizational and human relationships. The work of student organizations gives students valuable experiences in the cooperative planning, organization, and implementation of programs, in discharging the duties of organization officers, in carrying out the work of committees, and in performing other related

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[1] Dean, op. cit., pp. 61-62.

> activities. Also, organizations of an honorary nature facilitate recognition of outstanding performance of students.[1]

These extracurricular activities and the student organizations will contribute to the enrichment and the growth of the prospective administrative secretary as she prepares for her position. These activities and organizations will also provide an additional avenue for developing desirable qualifications that the administrative secretary should possess.

Forkner has long been enthusiastic about the desirability of business students participating in organizations:

> . . . an organization of business students known as . . . Phi Beta Lambda (college level) . . . serves as the means of giving young people who plan to enter the world of business an opportunity to learn about organizations and the way they work. The greatest contributions we as business teachers can make is to prepare young people for leadership as well as for employment. . . .
>
> Young people with ability, initiative, imagination, business preparation, and leadership qualities are in strategic positions to advance to responsible positions. Business teachers have long given major attention to technical business preparation and in general have neglected leadership education. Never before have we had an opportunity to capitalize on the advantages of a national organization of business students as a means of developing other qualities.[2]

The experiences derived from participating in extracurricular activities and student organizations is one method of

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[1] Ibid., p. 97.

[2] Hamden L. Forkner, "Why Your Students Should Belong to Future Business Leaders of America," Selected Readings in Business and Office Occupations, National Business Education Yearbook (Washington, D. C.: National Business Education Association, 1967), p. 241.

stimulating personal and educational growth of the business student in a way that cannot be duplicated by any other type of effort.

Summary

This chapter has dealt with the educational elements that are fundamental to the preparation of administrative secretaries. The material emphasizes that the administrative secretary must have a broad, general education background to cope with the problems of society and life in general, must have a business-economics background for an understanding of the functions of business and the economic system in which a firm operates, and must be skilled in her area of concentration to perform her secretarial duties. The courses that comprise these areas were presented.

In supplementing and enhancing the curriculum, the extracurricular activities and student organizations provide additional opportunities to develop the desirable qualifications of the administrative secretary. Therefore, a balanced, up-to-date curriculum, comprised of the general education base, the business core, and the area of concentration, and supplemented by extracurricular activities and student organizations, is fundamental to the preparation of an effective administrative secretary.

These fundamental educational elements are not a loosely knit assortment of varied items, but a coordinated

whole with all parts and sequences related to one another. The unity of these elements, with their distinct function and purpose, will provide the necessary preparation of qualified administrative secretaries.

The information presented in this chapter provides a background for Chapter IV that follows. From logical analysis and interpretation, Chapter IV will correlate the qualifications that are needed by prospective administrative secretaries with the fundamental educational elements required in their preparation.

CHAPTER IV

RELATIONSHIP OF QUALIFICATIONS TO FUNDAMENTAL EDUCATIONAL ELEMENTS IN THE PREPARATION OF THE ADMINISTRATIVE SECRETARY

The qualifications needed by the administrative secretary are identified in Chapter II, and the fundamental educational elements in the preparation of the administrative secretary are defined in Chapter III. The data in these chapters constitute the two major accumulations of essential information needed in developing an effective collegiate administrative secretarial program. This chapter correlates the findings to show the relationship of the qualifications to the educational elements in designing an effective administrative secretarial program.

The qualifications identified--knowledges, abilities, and traits--are those required of the administrative secretary if she is to perform her functions effectively. The fundamental educational elements--general preparation, business core, business concentration, occupational experience, and extracurricular activities and student organizations--are the media through which the qualifications can be developed.

The administrative secretary functions in three different roles. She functions as an administrative assistant, a secretary, and a supervisor. Each function demands that the administrative secretary possess certain qualifications. The task, then, of collegiate administrative secretarial preparation is to determine the manner in which the prospective administrative secretary can gain maximum development of the qualifications she needs. The discussions that follow show, through logical analysis and interpretation, the relationship of the qualifications for employment to the educational elements in the preparation of the administrative secretary.

Relationship of Knowledges to Aspects of Curriculum and Experience

The data in Chapter II indicated that the administrative secretary needs (1) knowledges that are the common possession of all educated people, (2) knowledges about business in general, (3) knowledges that are unique to secretarial work, and (4) knowledges that will enable her to understand people and be able to work with them effectively. The knowledges that are the common possession of all educated people should serve as a requisite for intelligent citizenship and personal development. These knowledges are embodied in the humanities and the sciences, commonly referred to as the general education courses. The evidence accumulated in this study indicates that broad learning experiences in the

general education courses should be a part of the preparation of the administrative secretary. This is true not only because they are important to the personal and cultural growth of an individual, but also because they provide an invaluable background for the work of the administrative secretary.

Few students consider the relationship of their major fields to general education. The collegiate administrative secretarial student is no exception. Doutt makes the following statement about college students preparing to become secretaries:

> A considerable number of prospective secretaries who desire college training are surprised and sometimes resentful because they are required to pursue academic subjects which seemingly have no relation to their immediate objective. They do not realize that the increasing demand for college-trained secretaries is not primarily because they are better trained; it is because they are better educated. It is because they can associate with educated people and meet them on their own ground.[1]

Beamer, Hanna, and Popham corroborate Doutt's statement by stating that:

> Some students chafe under the prescription of required courses; they cannot see what possible monetary benefit there can be for them in such courses as science, history, social science, or psychology. They believe that they want only technical training, not general education.[2]

Because of these situations, colleges have a problem of establishing the value of a broad educational background.

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[1] Doutt, op. cit., p. 74.

[2] Beamer, Hanna, and Popham, op. cit., p. 32.

Beamer, Hanna, and Popham illustrate how certain general education courses serve as a background for administrative secretarial positions:

> . . . the secretary in an engineering office would be handicapped without a facility in mathematics; the secretary in a publishing house can use to advantage a foundation in literature; and the secretary in marketing is helped by a background in economics. In these cases the courses do have a value in the business world.[1]

The collegiate administrative secretarial program should, therefore, include the general education courses so that the student not only receives the value of broad, cultural educational experiences but also she receives an invaluable background for her work and individual development.

Inasmuch as the administrative secretary is continually working with people and is engaged in the preparation, transmission, and reception of both written and oral messages that move into, out of, and within the firm, she cannot hope to function effectively without facility in the communication skills. The data in Chapter II indicate that most businessmen believe that the administrative secretary's knowledge of communication is crucial. Thus, deficiency in communication is quickly and easily noted. Consequently, the preparation of the administrative secretary in this area should be thorough. So that the administrative secretary can develop competency in communication, there should be included in her

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[1] Ibid.

preparation courses in English composition, speech, business communication, and report writing. Additionally, there is evidence to endorse Watson's recommendation that " . . . communication should weave itself as a thread throughout all business courses."[1]

In addition to possessing knowledges in the humanities and the sciences as well as in communication, familiarity with the "why" and the "how" of business and economic operations is essential for the administrative secretary. She needs knowledge and understanding of business and economics in its larger aspects if she is to be able to see the relationship of her secretarial operational work to business activities, and if she is to be an extension of her employer. Without a clear understanding of the functions of business, the role of profit in business activities, an understanding of how cost is calculated, and the meaning of competition, the administrative secretary could hardly qualify as an administrative assistant and probably would not be effective in her secretarial and supervisory roles. Without a knowledge of the functions of business and basic business principles, the administrative secretary's performance potential is limited.

There is a need, therefore, to include in the preparation of the administrative secretary a core of business

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[1] Watson, op. cit., p. 17.

subjects that will aid the administrative secretary in gaining the business knowledges that she needs. An array of introductory courses in the following business subjects is desirable: accounting, economics, finance, management, marketing, business law, business mathematics, and business statistics.

The administrative secretary is generally involved in many business activities that require unique secretarial knowledges rather than secretarial skills. These knowledges are important to her especially when she functions in her secretarial role, but are often utilized when she functions in her administrative assistant and supervisory roles. The following are a few examples of the need for secretarial knowledges:

1. To assure the greatest return on each dollar spent on communication, the administrative secretary must keep abreast of the multiplicity of services being provided in this rapidly changing field, especially in telecommunications.

2. In addition to performing secretarial skills, the administrative secretary must have an understanding of the various uses of supplies and equipment that will help to produce high-quality output.

3. A knowledge of records control and management is essential. This area is rapidly changing; therefore, the administrative secretary must keep her knowledge current.

4. An increasing amount of the administrative secretary's time is spent in planning and following through on travel arrangements, in helping the executive organize the meetings that he chairs, and in assisting with reports of the meetings that he attends.

All of these examples suggest a need for some degree of specialized secretarial knowledge. Therefore, preparation should be provided for acquiring these unique secretarial knowledges. A course in administrative secretarial procedures should, therefore, be offered to provide deep concentration in the areas of administrative secretarial knowledges. In addition, courses in records management, office management, and office machines embrace some aspects of the secretarial knowledges that are needed.

Inasmuch as the administrative secretary works with people, a knowledge of human relations is important. Her preparation should be set up with this thought in mind. Courses in the behavioral sciences will give the administrative secretary insight into human behavior and will provide a framework for the understanding of people. Maxwell advises the secretary to include the behavioral science courses in her education in order to understand people when he states that:

> Your education, formally or informally, must contain sociology and psychology. I mention both sociology and psychology because sociology gives you an understanding of the development, structure, and function of human groups and the effect on the rest of society. . . .

> Psychology, on the other hand, is understanding the mental or behavioral characteristics of an individual or group. . . . No matter how good your skills are, your ultimate success is still tied to the personality problem which is the sum total of all our heredity and environmental surroundings and the influence it left on you. You must perceive others as you understand yourself.[1]

Beamer, Hanna, and Popham confirm the need for the secretary to have a knowledge of psychology in the following statement:

> It is necessary for a secretary to have a knowledge of applied psychology. Being able to use the principles involved in getting along with people, in influencing people, in making one's self liked, is a distinct advantage to the secretary.[2]

There is evidence of an imperative need to offer at least an introductory course in each of the behavioral science subjects in the preparation of the administrative secretary.

Relationship of Abilities to Aspects of Curriculum and Experience

The administrative secretary is constantly in a position where she has to use unique abilities in many phases of her work. She is continually delegating and supervising, making decisions, managing time, thinking creatively, doing research, and performing secretarial skills. In all of these situations she will have to exercise judgment and make decisions. The administrative secretary, therefore, should be able to see problems clearly, analyze problems with

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[1] Lyle Maxwell, "The Course of Future Education," The National Educational Secretary, XXXIII (January-February, 1968), 12.

[2] Beamer, Hanna, and Popham, loc. cit.

discernment, and the facility to synthesize and draw conclusions. These techniques will help the administrative secretary in the mastery of rendering sound judgment and arriving at a decision.

In order that the administrative secretary can handle all of her many details expeditiously, she must be able to manage her time. In addition, she must realize that she must organize her work so that she can handle many details. She must organize her work in terms of what is most helpful to the executive. Not only does she have to have time to serve the executive efficiently but she must also have time to perform her supervisory functions.

Closely connected with her ability to manage time is the need for the administrative secretary to think creatively. Thinking creatively enables the administrative secretary to come up with new ideas and methods for managing time, to see relationships and differences better, and to draw out the exact elements that are decisive in decision making. The administrative secretary who thinks creatively offers suggestions to her employer and does not merely respond to his requests. Hanna, Popham, and Beamer offer the following advice:

> If you do have an idea, share it with your employer. A written memorandum is usually the best medium, for writing the idea forces you to clarify it and to express it succinctly. Also, the written memorandum can be used for later referral.[1]

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[1] Hanna, Popham, and Beamer, op. cit., p. 691.

Sometimes getting the idea accepted may mean that the administrative secretary will be called upon to sell the idea and programs to management. Excellent advice is offered to the administrative secretary in the following quote:

> Try to develop your own creativity. Look at a problem from as many angles as you can find and search out all possible sources of information about it through readings, company files, college and intracompany courses, visits or telephone calls to related organizations, and active participation in professional organizations.[1]

If these techniques are implemented, the administrative secretary will be able to produce as well as suggest.

In addition to being able to think creatively, the administrative secretary frequently is asked to do research for the executive. Often full responsibility will be delegated not only to "research" a problem but also to supply probable solutions orally and in writing. Many busy executives expect their administrative secretaries to uncover the basic factual data that they need for a speech. Some executives ask their administrative secretaries to produce final reports. Jobs of this nature must be done systematically. The executive will rely on the administrative secretary to:

> . . . assist in collecting data, to revise and edit, and to organize and present the document in the most attractive way. A very able employee, capable of functioning at the administrative assistant's level, though, organizes the ideas collected and may even draft the preliminary report which the employer can use as a base from which to develop the final form.[2]

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[1] Ibid. [2] Ibid., p. 494.

To be able to perform this type of work efficiently, the administrative secretary should know how to locate the best sources of information and how to use those sources.

There is still a need and a demand for the administrative secretary to possess the unique ability to perform secretarial skills. Functioning in her secretarial role requires the administrative secretary to be able to typewrite, to take dictation and transcribe, and to operate the more common machines.

The exercising of sound judgment is the one element that is required in the utilization of all of the abilities that have been discussed. The administrative secretary should be able to exercise judgment by diagnosing a situation, pointing out the significant variables involved, and giving a prognosis of the outcome within certain limits of probability either if matters are left alone or if certain kinds of action are taken. She will be expected to know the best course of action to pursue. To exercise sound judgment, the administrative secretary will have to rely on her professional knowledge and understanding. This knowledge and understanding should be derived from the prescribed courses in general education, the business core, and the area of concentration.

In addition to the prescribed courses, the administrative secretary should have in her collegiate preparation an opportunity to gain experience in utilizing these abilities. This experience can best be done through an

occupational experience program. The occupational experience program is necessary in order to bridge the gap between college and employment. In addition, opportunities should be provided in the administrative secretarial program for participation in extracurricular activities and student organizations. These activities and organizations will provide avenues for practical application of these unique abilities the same as in the occupational experience program.

Relationship of Traits to Aspects of Curriculum and Experience

The administrative secretary has come to mean something very special to the businessman. He wants her to be a skillful secretary, but he is looking for unique personal qualities as well. Does she exercise sound judgment and tact? Is she socially mature? Is she adaptable to people and situations? These are some of the questions for which the businessman wants answers.

Regardless of which of the three major roles is involved--administrative, secretarial, or supervisory--for top performance the administrative secretary will have to display good personal traits. Therefore, some insight into the nature of personal traits needs to be acquired in the behavioral science courses. In an administrative secretarial procedures course the prospective administrative secretary will become aware of the personal traits needed for competency; and, if taught well, the course will aid in the development of these

desirable traits. Opportunities should exist in the administrative secretarial procedures course for developing traits through simulated experiences and role-playing that would require the prospective administrative secretary to exhibit desirable personal traits for certain business situations.

Teaching the prospective administrative secretary by the seminar and case methods in some of her business core courses will help to develop personal traits. The case method gives her the opportunity to make decisions in the face of incomplete information and to exercise tact in handling the situation. The seminar, at certain times, affords the experience of exercising initiative in doing independent work, and at other times the student gets a chance to use cooperative methods in accomplishing results.

Maturity is developed from the sum total of all the prospective administrative secretary's college experiences. One has only to remember the almost miraculous transformation of the timid and self-conscious freshman into the self-assured, sophisticated, and perhaps too standardized product upon graduation, to realize the polishing influence of four years of college contacts. This development of the student's personal traits undoubtedly is, and will continue to be, a by-product of the whole college environment.

As in other cases previously discussed, the occupational experience program and active participation in extra-curricular activities and student organizations serve as

effective means of putting personal traits into practice. Collegiate administrative secretarial programs would be derelict in the discharge of their responsibilities unless they offered fundamental educational elements to develop traits the same as they offer fundamental elements for acquiring knowledges and abilities.

The knowledges, abilities, and traits needed by the administrative secretary leave no doubt that the preparation of the administrative secretary, male or female, must be at about the same level as the executive himself. The executive who does not possess a college education needs the college-prepared administrative secretary to make up for the deficiency in his education so that the performance of many of the business activities will be performed with competence.

Summary

This chapter has dealt with the interrelationships of the functions of the administrative secretary, the qualifications needed by the administrative secretary to perform those functions, and the fundamental educational elements needed in structuring the collegiate administrative secretarial program to develop those needed qualifications. The major emphasis has been to reveal the relationship of the qualifications of the administrative secretary identified in Chapter II to the fundamental elements defined in Chapter III that are needed in the preparation of the administrative secretary. The

functions of the administrative secretary form the basis for the qualifications. The qualifications, in turn, indicate the fundamental educational elements that structure the collegiate administrative secretarial program.

Following this summary, an illustration is presented in order that readers of this study may better and more quickly see the interrelationships that have been discussed in this chapter. Depicting these interrelationships draws together the information presented in the preceding chapters of this study. This information sets the stage for the final chapter that will present some concluding statements and make some recommendations for the improvement of existing collegiate administrative secretarial programs.

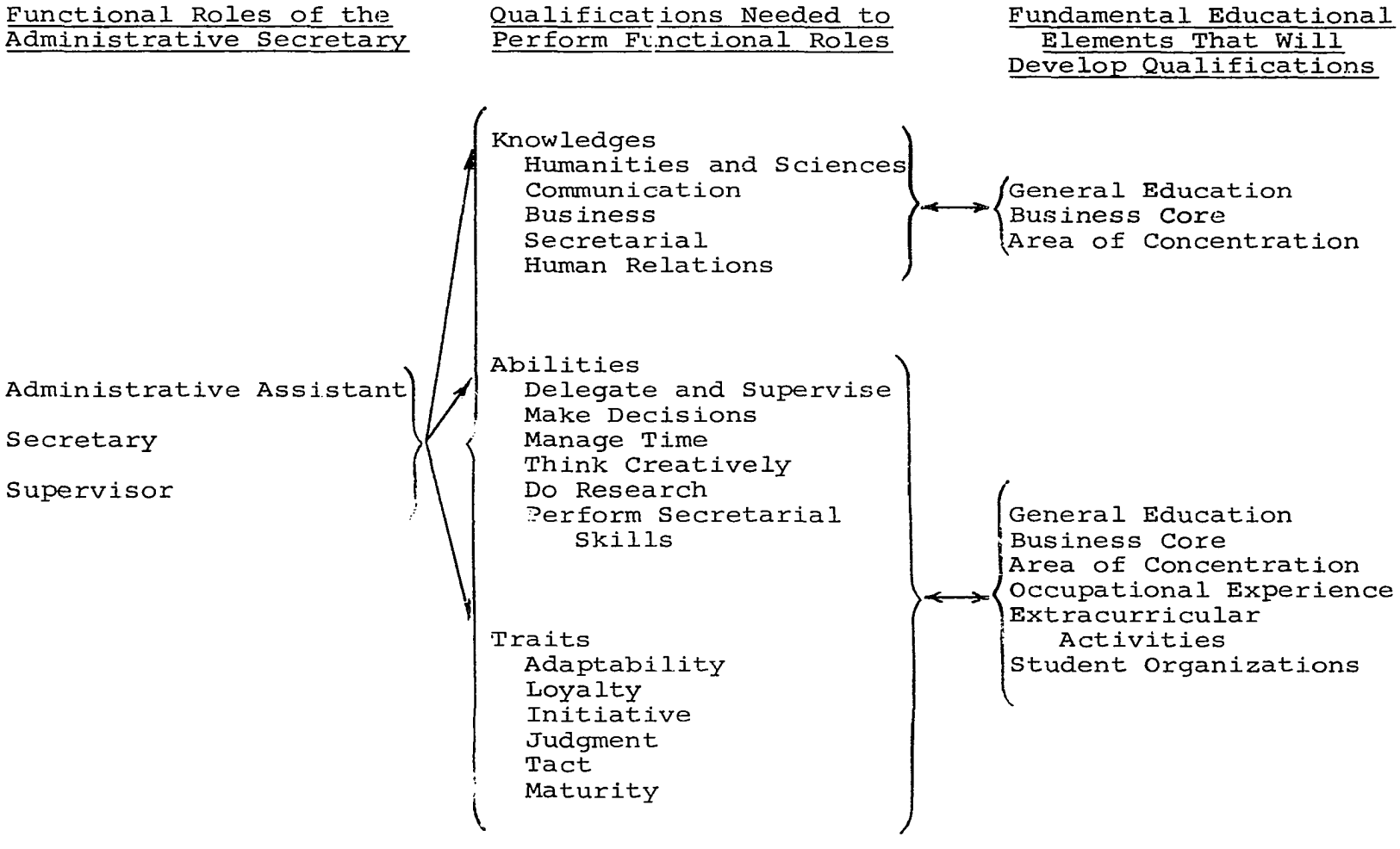

Illustration 1.--The interrelationships among the functional roles of the administrative secretary, the qualifications needed to perform the functional roles, and the fundamental educational elements that will develop the qualifications

CHAPTER V

SUMMARY

The effectiveness of the preparation of administrative secretaries depends on the extent to which college programs are based on sound objectives and the degree to which they are properly structured to achieve those objectives. The objectives of collegiate preparation of administrative secretaries should reveal concern for assisting individuals in developing those qualifications that are required for initial employment and maintenance of steady growth toward higher levels of competency.

There are two critical questions regarding the preparation of administrative secretaries: (1) What are both the basic and the specialized qualifications of the successful administrative secretary? (2) How should the college preparation of the administrative secretary be structured to develop those qualification? The inauguration of new programs and the continuation of old programs for administrative secretaries are dependent upon accurate identification of the qualifications of an administrative secretary and the most efficient means of developing those qualifications.

The answers found in this research study to the two critical questions represent synthesized, informed judgments derived from administrative secretaries, businessmen, business educators, and professional associations concerned with the problems of collegiate preparation of administrative secretaries. The answers also represent thought that is supported by research studies and authorities in collegiate education for business.

Restatement of the Problem

The problem of this study was to analyze and synthesize source materials relating to the preparation and the employment of administrative secretaries, and to formulate specific recommendations for the improvement of the collegiate administrative secretarial curriculum. The major elements of the problem were (1) identifying the knowledges, abilities, and traits needed by administrative secretaries, (2) defining the fundamental educational elements in the preparation of administrative secretaries, and (3) formulating recommendations for the improvement of the collegiate administrative secretarial curriculum.

This study consisted of five major phases: (1) locating and analyzing source materials published from 1960-68 relating to the preparation and the employment of administrative secretaries, (2) categorizing from the analyzed source materials the knowledges, abilities, and traits needed by

administrative secretaries, (3) synthesizing the source materials that defined the fundamental educational elements in the preparation of administrative secretaries, (4) correlating the qualifications needed by administrative secretaries with the fundamental educational elements required in their preparation, and (5) formulating specific recommendations for the improvement of the collegiate administrative secretarial curriculum.

Concluding Statements

The nature of this research study was such that the development of conclusions of the type usually found in a doctoral dissertation was not appropriate. The primary objectives of this study from the beginning were to identify the qualifications needed by administrative secretaries, to define the fundamental educational elements in the preparation of prospective administrative secretaries, and to formulate some specific recommendations for the improvement of the collegiate administrative secretarial curriculum. Thus, the writer was aware from the beginning and throughout the time involved in completing the study that detailed and numerous findings would not be developed as the basis for specific kinds of conclusions. In lieu of findings, in the usual sense, the significant outcomes of this study consisted of identifying the qualifications needed by administrative secretaries and defining the fundamental educational elements

needed in the preparation of administrative secretaries. Each qualification identified and each fundamental educational element defined represented in itself an outcome. Thus, the outcomes of this study have been accomplished. The qualifications were identified in Chapter II, and the fundamental educational elements were defined in Chapter III. Therefore, they are not restated here.

In accordance with the format usually expected in the preparation of a doctoral dissertation, certain broad ideas are presented here in lieu of conclusions:

1. The nature and the scope of the work of administrative secretaries are such that each individual must possess a body of knowledges, an array of abilities, and numerous special traits to be competent to perform the diverse duties and fulfill the unique responsibilities. The knowledges, abilities, and traits should be developed through college study programs, if individuals hope to avoid long-term experience patterns in obtaining employment as administrative secretaries.

2. The proficiency demonstrated by an administrative secretary, as she takes dictation and transcribes, goes far beyond the mere writing of shorthand outlines and the stroking of typewriter keys. Associated with the use of the technical skills are many other special and unique knowledges and abilities. All of the skills, knowledges, and abilities must be sharpened to the highest possible proficiency levels and then

effectively coordinated if the administrative secretary is to fulfill her mission as an extension of her employer.

3. An administrative secretary, in working closely with a business administrator, must have an education and an experience background quite similar to her employer. To provide this similarity of preparation the collegiate administrative secretarial curriculum should consist of a balanced combination of general education, the business core, and the area of concentration. Either actual or simulated occupational experience, and extracurricular activities and student organizations also play an important role in expediting the task of the collegiate administrative secretarial program.

4. The preparation and the employment of administrative secretaries are influenced by the complex social environment, and they are directed by dynamic and interacting forces. As society changes and as education attempts to keep pace with the needs of business and industry, college programs must change. Collegiate administrative secretarial programs, therefore, must continually be evaluated and revamped in terms of the latest technical developments and research recommendations.

Recommendations

Eighteen months of concerted effort was spent by the researcher in locating and examining material relevant to this study, in identifying the qualifications needed by

administrative secretaries, and defining the fundamental educational elements essential to the development of those qualifications. The generalization process used throughout this study did lend itself to the isolation and the definition of major needs, issues, problems, trends, and even the more argumentative elements in collegiate secretarial programs. Based on this information and the knowledge gained through conducting this study, the researcher was able to synthesize certain major concerns to the extent of formulating the following recommendations that are presented to improve collegiate administrative secretarial programs within the objectives of the particular institution:

1. There is an imperative need for the administrative secretary to be familiar with the functions of business and the whole realm of business activity. This familiarity can best be accomplished by requiring in the curriculum for the preparation of administrative secretaries a block of business core courses. Additionally, even though administrative secretaries are not required to be data processing technicians, with automation firmly established in business, an understanding of the processing of information, of programs, and of some of the basic hardware seems necessary. Therefore, the block of business core courses should include an introductory course in data processing for orientation purposes.

2. The administrative secretary should possess an understanding of human relations to the degree that her

relationship with people provides an environmental climate in which individuals are most productive. Because skill in achieving good human relations is essential to the effectiveness of the administrative secretary, emphasis should be incorporated in appropriate courses in the collegiate administrative secretarial curriculum for developing a better understanding of human relations and for practical application of the skill. Emphasis could be particularly strong in the secretarial procedures and management courses, with opportunities for practical application in the occupational experience program and extracurricular activities and student organizations.

3. Course content and teaching methods in all courses should be strengthened, up-dated, and kept abreast with modern business practices to add strength continually to the preparation of the administrative secretary. Seminars that will enable students to interact with one another and discuss their experiences and problems, and the use of the case method of teaching in some classes would be desirable. Additionally, assignments in the skill courses should be constructed so as to challenge the prospective administrative secretary to use judgment and make decisions in her performance. For example, greater emphasis should be placed on production work that would require the student to think and make decisions while completing typewriting assignments. Similarly, emphasis should be placed on assignments that

would require problem solving rather than mere machine manipulations in the office machines course.

4. The collegiate administrative secretarial program should assume the responsibility of bridging the gap between college and employment by placing as many students as the campus and business community can properly support in responsible administrative secretarial internship positions. The prospective administrative secretaries should be placed as interns with middle-management and top-management. This type of occupational experience program should be offered preferably in the senior year. Simulated work experience that correlates theory and practice should also be provided in the event that all students are not able to gain actual occupational experience.

5. The list of qualifications identified and fundamental educational elements defined in this study might be used for further study and verification. Additionally, this study should provide a point of departure for future studies, especially those concerned with setting up criteria for the evaluation of collegiate administrative secretarial programs.

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