

Enhancing the Secretarial Profession



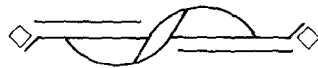
A Guide for Business Educators

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Enhancing the Secretarial Profession



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ENHANCING THE SECRETARIAL PROFESSION: A GUIDE FOR BUSINESS EDUCATORS contains material for the business educator to use when promoting the secretarial profession.

This independent project is designed in three phases. This guide comprises the first phase. The second phase will consist of an outreach program made up of a multimedia presentation aimed at key leaders and organizations that could benefit from a new appreciation of the secretary. During the third phase, secretarial curricula will change to reflect current trends in business and secretarial occupations.

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Dear Business Educator:

As a teacher, you are aware that students may pursue a wide range of careers. Some can be entered after graduation from high school, some after a two-year postsecondary program of study, and others after a four-year college degree. You also are aware of the many demands made upon students to take certain courses before high school graduation--most of these demands resulting from the several commission reports that say we must "get back to the basics" in the curriculum.

You, as well as all of us in business education, need to promote a positive image of our business programs. More specifically we should be doing our very best to communicate to appropriate groups that a career in the office can be a rewarding experience, both financially and professionally. We need to let key audiences have this information.

You can use the activities in this Guide to promote the secretarial profession with specific populations. By doing so, you can help potential students, their parents, guidance personnel, administrators, and business people realize the changing role of the secretarial profession.

The Guide begins by suggesting activities that you can develop. Some of the activities are supported by materials in the Appendices. Then fully developed activities are given. The activities are categorized by population: students, their parents, guidance personnel, administrators, and business people.

Several articles, reprinted with the authors' permission, are found in the Appendices to help you promote the secretarial profession. The Appendices also contain materials that you may wish to use as transparencies to complement your presentations to target audiences.

As a result of using this Guide, you will see your classroom filled with young people who desire to work in the office environment of the future.

Sincerely yours,

Mary Margaret Hosler
Project Director

Marcia James
Project Coordinator

"Secretaries -- A Link in the Information Chain of the Future"

TRIGGERING YOUR OWN PROMOTIONAL ACTIVITY

Here are some ideas which you may wish to develop to promote the secretarial profession.

TO REACH STUDENTS

- List courses alphabetically, not by department, in curriculum offerings. Then students when selecting courses will concentrate on course content--not departmental title
- Entitle courses effectively to avoid sex stereotyping. For instance, Office Practice could be entitled Executive Office Business Training.
- Award bonus points to students in classes who bring in one "potential" business student--usually a grade younger--to one class at the end of the semester.
- Display your students' work--outside the classroom, school display cases, bulletin boards, store windows, community exhibits, etc.
- Solicit members of Professional Secretaries International to represent the secretarial profession at your school's Career Days.
- Invite elementary and junior high/middle school students to tour your business department and view students using their skills.
- Create or obtain a multimedia presentation on the secretarial profession.
- Teach keyboarding to elementary school students.
- Develop a program that can be broadcast via cable TV in the schools. The program can educate students about the secretarial profession as well as promote the profession.
- Match students with jobholders in the community through the National School Volunteer Program. For more information about the program, write to: Sandra T. Gray, Executive Director, National School Volunteer Program, 300 N. Washington Street, Alexandria, VA 22314 (703) 836-4880.
- Recruit qualified volunteers to counsel students regarding their careers. Other ways to utilize volunteers in vocational education are described in Volunteers in Vocational Education: A Handbook for Program Development (order #065-000-00139-0). This text is available for \$4.75 (1983 price quote) from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

- Use schoolwide banners carrying such slogans as: Who will type your term paper? Shorthand is on the way in! What is your EQ (Employability Quotient)?
- Ask some of your best students to volunteer to tutor others.

TO REACH PARENTS

- Write letters of recognition to parents of business students serving as role models for others (Appendix A).
- Attend PTA meetings and open houses at elementary and junior high/middle schools to describe your program.
- Invite parents to spend a day observing students.
- Arrange visits to students' homes so that parents can get to know you.
- Invite parents to spend a day "shadowing" you.

TO REACH ADMINISTRATORS

- Ask administrators to join you and your students on field trips.
- Send a weekly memorandum to the principal about what's new in your department.
- Ask administrators to provide live dictation to your shorthand classes.
- Invite administrators to view students engaged in an activity or to see you using a new teaching technique.
- Invite administrators to address your student organization.

TO REACH BUSINESS

- Ask employers to lend you their training films and materials.
- Ask vendors of office equipment to demonstrate new office equipment.
- Ask your advisory committee at least twice a year to evaluate carefully your program's curriculum, materials, and equipment.
- Take field trips to job sites. Seek outside funding if school funding is exhausted.
- Update your secretarial skills and experiences by returning during summers to the business work force (See Appendix B).

- Offer consulting services to local firms--in areas of work flow, equipment procurement, or secretarial techniques. Involve students.
- Ask local businesses and utilities to insert information about your program in one of their monthly billings. Then ask your students to help stuff envelopes. (Perhaps a person from your department advisory committee will contribute dollars for the cost of duplicating the inserts.)
- Ask business people to provide live dictation to your shorthand classes.

JUST A FEW MORE--

- Join Professional Secretaries International (Appendix C).
- Set up a resource center for the placement of temporary office workers in business firms.
- Get involved in community groups.
- Take the CPS exam (described in Appendix C; sample questions are given in Appendix D).
- Distribute a brochure about the secretarial profession and your program (Appendix E) to target populations.
- Provide information about the secretarial profession to human service agencies, houses of worship, and social, political, and civic groups.
- Offer judiciously the secretarial services of your students to non-school personnel on a supervised basis.
- Participate with Professional Secretaries International in a presentation or display at the local mall during Professional Secretaries' Week.
- Offer to serve as a vocational placement center where business people can find qualified secretaries, full- or part-time.
- Obtain radio time to have a "prospective" secretary (your student) interviewed during Professional Secretaries' Week.
- Provide supervised occupational experiences--paid or unpaid--for your students.
- Recruit retirees of education and business to contribute their expertise to your program.
- Distribute a secretarial "facts" sheet to all (Appendix F).

- Submit to the local paper a monthly article (with picture) featuring one cooperative office occupation student (Appendix G).
- Submit an article to business education periodicals to let others in the field know how you are promoting the profession.
- Ask instructors who belong to community groups to serve as liaisons between the school and the organization.
- Explain to target populations the integrated office system (see Appendix H for source document).
- Work cooperatively on projects with organizations such as Boy Scouts of America and Junior Achievement. Junior Achievement's address and telephone number are: Junior Achievement, Inc., ATTENTION: Senior Vice President--Programs, 550 Summer Street, Stamford, CT 06901 (203) 359-2970.

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Promoting the Secretarial Profession with Students

SECTION I

PROMOTING THE SECRETARIAL PROFESSION

WITH STUDENTS

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PROMOTING THE SECRETARIAL PROFESSION WITH STUDENTS

INTRODUCTION

Your program has to be "talked up" and "talked about." If you have action "in" and "out" of the classroom, students will want to enroll in your program.

You, the business educator, are a walking advertisement of the secretarial profession to your students. If you are enthusiastic, professionally dressed, and active in school activities, students will want to be around you and will think positively about a professional secretarial career. In your classroom, you need to help students develop not only employable skills but also job searching skills.

The first activity in this section is a teaching unit geared to students as early as fifth grade. These students need to be educated about careers and then educated about the secretarial profession. Once in business classes, students can be taught the second teaching unit--job search skills.

In addition to the teaching unit for elementary and junior high/middle school students and the teaching unit for secondary and post-secondary students, this section includes two fully developed activities: (1) a one-hour program which uses shorthand to promote the secretarial profession and (2) a half- or full-day experience for students to "shadow" secretaries on the job.

Three activities in the Parents Section--Technology in the Office Exhibit, the Open House, and the Field Day--also apply to promoting the secretarial profession with students.

ACTIVITY FOR THE BUSINESS EDUCATOR TO USE
WHEN PROMOTING SECRETARIAL OCCUPATIONS WITH STUDENTS

BUSINESS CAREERS UNIT

ACTIVITY: This teaching unit is geared to elementary and junior high/middle school students. The unit can be taught by an elementary or junior high/middle school teacher; ideally, it should be taught by a business educator.

A. PURPOSES

1. To teach students the importance of planning their career.
2. To acquaint students with business careers.
3. To teach students that the secretarial profession is rewarding.

B. POPULATIONS

1. Business department. One person should coordinate this activity. The rest of the department can assist in its planning, implementation, and evaluation.
2. Administration. The secondary school administrators should approve and endorse the project before elementary or junior high/middle school administrators are contacted for their approval.
3. Elementary or junior high/middle school teacher. After administrative approval, the business educator can contact designated classroom teachers at the elementary or junior high/middle school levels. The business educator can ask the elementary or junior high/middle school teacher to teach, team-teach, or permit the business educator to teach the unit.
4. Students. Elementary or junior high/middle school students are to be taught this unit. Secondary and postsecondary students who are in secretarial courses can aid the business educator in the instruction.

5. Parents. Parents of the elementary or junior high/middle school students should be informed about the teaching unit. A list of course offerings can accompany a follow-up letter sent to the parents.
6. Guidance personnel. Guidance personnel at both levels should be invited to participate in the unit.

C. STEPS

1. Approach business department members to determine their participation in the activity.
2. Have members of the business department meet as a planning group to determine how to promote the teaching unit with administrators and elementary or junior high/middle school teachers.
3. Identify teachers who might include this unit in their classes.
4. Seek approval of administrators.
5. Contact teachers identified and ask them to consider the unit for their classes.
6. Promote unit with teachers and administrators (Attachment A).
7. Invite administrators and guidance personnel to attend the class the day(s) the unit is taught.
8. Teach or team-teach the unit (Attachment B).
9. Send a follow-up letter to parents of students who were taught the unit (Attachment C).
10. Have elementary or junior high/middle school teachers evaluate the unit (Attachment D).
11. Send a thank-you memorandum to participating teachers, administrators, and guidance personnel (Attachment E).
12. Evaluate activity.

NOTE: The asterisks typed on the subsequent pages of this unit indicate source documents for handouts and transparencies that are available in Appendix H.

ATTACHMENT A

PROMOTION OF THE TEACHING UNIT

To generate support from administrators and teachers for the unit, you may have to "sell" them on your approach. The following tips may help you in that effort:

1. Justify why career education is important. You might address the concept of vocational guidance. Also, you could use the eight points taken from Don Bright's article, "Career Education Teaches Importance of Career Plan" (Business Education Forum, 3/84, pp. 19-20).
 - a. Education and work are interrelated.
 - b. Individuals differ in their interests, abilities, attitudes, and values.
 - c. Environment and individual potential interact to influence career development.
 - d. Occupational supply and demand affect career planning.
 - e. Our society and job specialization create interdependency and interrelationships of jobs.
 - f. Career development is a lifelong process, requiring a continuous and sequential series of choices.
 - g. Leisure activities may influence career choices, and career choices may affect leisure activities.
 - h. Knowing where and how additional training and learning experiences can be acquired is important in career development.
2. Present the "Career Education Model for Career Development" as either a handout or a transparency.* SOURCE: U.S. Department of Health, Education, and Welfare, "Wisconsin State Plan for Career Education," Introduction, Bulletin No. 0112, Vol. I (Washington, D.C.: Department of Health, Education, and Welfare, 1979).
3. Discuss why career education has to begin at the elementary grades by--
 - a. Stressing that because of stiffer graduation requirements, students who delay their career choice may not have enough room in their schedules for courses critical to their career goals.
 - b. Using the "Scope and Sequence Model for Career Development Concepts" as either a handout or a transparency.* (See Source listed in No. 2).
4. Indicate that although your teaching unit will focus on business careers, you will emphasize the opportunities in the secretarial profession. Cite facts and figures (see Appendix F).

ATTACHMENT B

TEACHING UNIT

You may wish to use the following presentation with students in grades 5 through 9.

1. Ask the students, "What is a career?"
 - A. If their response is slow, show them pictures of people performing different types of work and ask them to identify the careers illustrated.
 - B. Present students with a transparency of the Career Clusters defined by the United States Office of Education.*
 - C. Stress that careers have to be planned.
2. Ask the students to name some business careers.
 - A. Define business: Business provides a service--like having your hair cut or your bike repaired--or a product--like a tennis racket or a motorcycle--that people need and want.
 - B. Show pictures of people involved in business careers and indicate which of the USOE Career Clusters are business oriented.
3. Ask the students if any of their relatives are in business careers.
 - A. List the careers on the chalkboard or on a transparency. If the students do not volunteer careers, name one and then ask if anyone has a relative in "this" career.
 - B. State that a secretary has a business career. He or she works in the office as a member of the management team.* Show a picture of two business people conferring. Also emphasize that the secretary is a user of technology.* Show pictures of the different types of equipment a secretary may use.
 - C. Show the student that "X" number of jobs exist in the secretarial profession. Also state that by the time they graduate from high school, even more jobs will be available (Appendix F).
 - D. Explain what a secretary does on a routine basis. Talk about the office environment and the advancement opportunities of a secretary--see article reprint "The Secretary Runs the Bank."
 - E. List courses that a student should take in junior high/middle school, high school, and postsecondary institutions which lead to a rewarding secretarial career.
 - F. Have a secretarial student demonstrate word processing, shorthand, and keyboarding skills.
 - G. Have students complete the Crossword Puzzle (p. I-7) and Word Find (p. I-10). Ask them to take home a letter to their parents (Attachment C). Also, you may want to enclose a brochure (Appendix E).