

CLERICAL  
INDUCTION  
TRAINING  
(SUPPORT)  
1969

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SECRET

ROUTING AND RECORD SHEET

SUBJECT: (Optional)

Experimental Group--Classes in Clerical Induction  
Training--1 July - 31 November 1969

FROM:

Chief, Clerical Training Faculty  
402 Area

EXTENSION

NO.

3100

DATE

11 February 1970

TO: (Officer designation, room number, and building)

DATE

CITIZEN'S RIGHTS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column if not completed)

1.	DATE	DATE		CITIZEN'S RIGHTS
		RECEIVED	FORWARDED	
DE/AD/SPR/AT				
clerk/ops				
ISS/OTR	2/12			HL
C/IR	2/12			DDJ
AC/AIR	2/13			mfc
PLUTH	2/13			R.T.H.
NORMAN	2/13			ND
ROSIE - File				

FORM 3-52

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ROUTING AND RECORD SHEET

SUBJECT: (Optional) Experimental Group--Classes in Clerical Induction Training--1 July - 21 November 1969

FROM: Chief, Clerical Training Faculty 402 Ames	EXTENSION 2100	NO. DATE 11 February 1970
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TO: (Officer designation, room number, and building)	DATE		OFFICER'S INITIALS	COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)
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11 February 1970

MEMORANDUM FOR: Director of Training  
Deputy Director for Recruitment and Placement  
Office of Personnel


SUBJECT : Experimental Group--Classes in Clerical Induction  
Training--1 July - 21 November 1969

1. Attached is a report of the special training program conducted for a group of employees who were recruited from lower socio-economic segments of the local community.

2. This report covers two phases of training: typing and English usage. An accounting of the number of training hours and instructor hours for this project also is included.

3. Before consideration is given to any future scheduling of a similar training program, we recommend that there be a careful scrutiny of the instructor hours and the employee time-in-training required for this project; the cost of this intensive training; and the quality of the trainees' on-the-job performance. If the Clerical Training Faculty is asked to conduct another of these special programs, it would be necessary to consider the employment of an additional instructor. If the program were to be scheduled during our peakload training period (June - October), the hiring of two contract instructors, instead of the usual one, might be essential.

4. We suggest that the Recruitment and Placement Division of the Office of Personnel ascertain from the offices of assignment the on-the-job production capabilities and the attitudes of these trainees. Such information would be of value to the instructors in preparing personnel of this caliber for job assignments. STATINTL

  
Chief, Clerical Training Faculty

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### REPORT OF TRAINING CONDUCTED FOR EXPERIMENTAL GROUP RECRUITED FROM LOWER SOCIO- ECONOMIC LEVELS

#### I. Composition of the Experimental Group:

Number: 17 women (16 Negro and 1 white)  
Entrance-on-duty Date: 1 July 1969  
ECD Typing Scores:

2 beginners who had never typed before; their scores averaged from 7 to 11 wpm with 18 errors.

8 students who had had previous typing experience; their scores ranged from 9 through 33 wpm with 15 to 27 errors.

7 students who had had previous typing experience; their scores averaged from 25 to 48 wpm with 15 or fewer errors.

#### II. Assignment to Typing Classes:

##### A. Beginning Typing:

Started 14 July 1969  
Ended 5 September 1969

The class met twice a day:  
1½ hours in the morning; 1 hour  
in the afternoon.

Practice work was required each  
day.

##### B. Trainees assigned to the Beginning class:

10 students (8 with previous  
typing experience; 2 with no  
previous typing experience.)

5 students transferred to the  
regular typing class after 5  
weeks of beginning training.

5 students remained in the  
beginning class for an additional  
3 weeks, making a total of 8 weeks  
in beginning class for these students.

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C. Advanced Typing:

Started 7 July 1969  
Ended 18 July 1969

Class met 1 hour daily for 2 weeks.

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Started 21 July 1969  
Ended 12 September 1969

Class met twice daily in 1-hour  
typing classes for 8 weeks.

\*\*\*\*\*

Started 15 September 1969  
Ended 21 November 1969

Class met 1 hour daily for 9 weeks.

D. Trainees assigned to the Advanced Typing class:

There were 7 students who started with the Advanced class--these were the students with previous typing experience, but those whose scores averaged from 25 to 40 words a minute with 15 or fewer errors.

These same students were retained for the class starting on 21 July 1969; they met for two 1-hour typing classes daily; practice work was required each day.

There were 16 students in the last Advanced training class; some were enrolled after completing the Beginning class. Their stay in this Advanced training class ranged from 2 to 9 weeks depending on their clearance and their progress.

III. Assignment to Grammar and Punctuation Classes:

A. Because of the obvious need for most of the students to have additional work in English usage, a new class was organized in which Grammar and Punctuation were combined. This necessitated the instructor's writing special lesson plans geared to the level of comprehension of these trainees, designing special training aids and making certain that the fundamentals of both English subjects were adequately covered. This class met for 11 weeks for 1½ hours a day; the dates were 21 July - 3 October 1969. There were 17 students.

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The class was designed for a complete review of grammar and punctuation. In addition, a 1,254 word list was used. This list, which was compiled by the South-Western Publishing Company, Cincinnati, Ohio, provided a good basis for a typewriting vocabulary. The words were studied for meaning, usage, dictionary reference or identification, and as parts of speech in coordination with the study of basic grammar.

B. The first scores for the Grammar and Punctuation classes which met for 1 week from 7 through 11 July 1969 were as follows:

Grammar scores ranged from 54 to 92.

Punctuation scores ranged from 9 to 83.

C. The second scores for these subjects after attendance in the regular Clerical Induction English classes during the week of 6 through 10 October 1969 were as follows:

Grammar scores ranged from 66 to 100 (representing an improvement of from 2 to 27 points.)

Punctuation scores ranged from 44 to 88 (representing an improvement of from 4 to 45 points.)

IV. Area Studies classes: These trainees also attended 2 weeks of Area Studies classes, which met for 6 $\frac{1}{4}$  hours each week. Filing and Office Practice classes: Their time in these classes accounted for 5 hours in one week.

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## V. Student Hours

A. The number of hours devoted to time-in-class for 17 students

was as follows:	<u>Hours</u>	
2 weeks of Area Studies at $6\frac{1}{2}$ hours a week	212 $\frac{1}{2}$	
1 week of Filing and Office Practice at 5 hours a week	85	
Total hours in Beginning and Advanced Typing classes	2,122 $\frac{1}{2}$	
English Usage classes		
Regular - First Running (85 + 106 $\frac{1}{2}$ )	191 $\frac{1}{2}$	
Special (1020 + 350)	1,370	
Regular - Second Running (80 + 100)	180	
TOTAL HOURS IN CLASS		4,171 $\frac{1}{2}$

## VI. Teacher Hours:

A. Significant are the total number of instructor hours spent in preparation for these special classes for this experimental group. That

breakdown is as follows:	<u>Hours</u>	
English Usage: At least 2 hours a day, 5 days a week for 11 weeks	110	
Advanced Typing: At least 1 hour a day, 5 days a week for 20 weeks	100	
Beginning Typing: At least $\frac{1}{2}$ hour a day, 5 days a week for 8 weeks	20	230

B. The total number of instructor hours spent in teaching was as follows:

Typing	235	
Other classes	122	357
Total Instructor Hours		587

The number of hours spent in student counseling can only be estimated and, therefore, is not included in this report.



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VII. Trainee Time in the Typewriting Training Classes:

The following is a breakdown of trainee time in the Beginning and the Advanced typing training classes:

Maximum time in class for Qualification	18 weeks
Minimum time in class for Qualification	8 weeks
Minimum time in class with failure to qualify	12 weeks
Maximum time in class with failure to qualify	19 weeks

VIII. Statistical Summary of Program:

Of the 17 students, 8 met Agency typewriting qualifications and 9 did not.

Of the 17 students, 2 were disqualified for Agency employment and 1 resigned.

Of the 14 students remaining, 13 were assigned to **STATSPEC** 1 was assigned to Finance as a clerk. (All had requested assignment in the Rosslyn area.)

Note: A detailed record of each student's time in classes was maintained in the Clerical Induction Training office in Room 432, Ames Building, Extension 3280.

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IX. Instructor Comments Concerning Training Program:

The instructors found that this special class was comprised of an extremely interesting group of students. They were well-dressed, courteous, and attentive--most of the time; and they tried to apply themselves properly. The instructors did have to spend considerable time counseling them and endeavoring to motivate them. Sometimes they became bored and lazy--particularly when they were trying to absorb the finer points of English usage--and needed to be reminded of its future value to them. Also, the level of instruction had to be changed to cope with the limitations in their educational backgrounds and approached so that there was certainty that the subject matter could be grasped. At times they became discouraged with their typing skill; they needed confidence and direction. Those who were more capable needed to be told that they might meet typing qualifications if they would put a little more effort into their practice work. When this type of motivation did not remedy the situation, a sterner approach was frequently necessary; but there was always good rapport between the students and the teachers.

There were two detrimental factors in the personalities of these students. The first was their late arrival in class--their tardiness ranged from a half hour to two hours; sometimes they were not present at all during the day and frequently they did not call to explain their absence. Several of them took advantage of their sick leave. The overall average of tardiness applied to four or five people out of the seventeen.

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The second detrimental factor in their personalities was their great capacity and compulsive desire to talk to each other at any time. In order to cope with this characteristic, the instructor found it necessary to organize the training program so that they moved quickly from one project to another and, whenever possible, to arrange the class seating so that these students were separated from each other.

The members of the Clerical Training Faculty realized that in order to prepare disadvantaged students to be job-ready, emphasis needed to be placed not only on skills but also on appearance, attitudes, and the ability to cope with the rigid structure of business; that is, getting there every day, arriving on time, following directions, and working with others. Considerable instructor time was devoted to counseling, listening to their personal problems, making an effort to direct and motivate them, and instilling in them a will to succeed. The project began as a typing training project, but as it developed it encompassed far more than skill training.

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