1991

Word processing: What features need to be learned first to be productive fast?

Deena Jacques Chapman

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Word Processing: What Features Need To Be Learned First
To Be Productive Fast?

A Project* Submitted To
The Faculty of The School of Education
In Partial Fulfillment of the Requirements of the Degree
of
Master of Arts
in
Education: Vocational Option
by
Deena Jacques Chapman, BVE, MA
San Bernardino, California
June 1991

*This project was completed at a local Defense Organization's Office that is located within a secure, classified environment. The name of the Organization has been changed at the request of the Defense Organization. The name used for the project is herein called Defense Organization (DO). The names of the Small Businesses contracted by the Defense Organization have also been changed at the DO's request. They will be referred to as the ABC Inc., DEF Co., and GHI Inc. The project was completed with full cooperation from the Defense Organization and the current contractor with the intent that the organization and specific people would not be listed in the final document.
Word Processing: What Features Need To Be Learned First To Be Productive Fast?

A Project

by

Deena L. Chapman, BVE, MA

June 1991
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The problem studied in this project was that administrative personnel in a Defense Organization did not receive the appropriate level of training in WordPerfect features relevant to their daily word processing duties in a timely manner. This project determined the appropriate level of word processing training necessary for clerical and administrative personnel to productively perform word processing duties without over or under training, identified word processing concepts necessary to meet the needs of the personnel, and recommended revisions to existing training curriculum. The research approach used in this project was that of direct intervention. The problem had been identified and defined. A questionnaire was mailed to a random selection of administrative personnel, the data from the questionnaire was evaluated, and conclusions and recommendations were drawn and recommended to the Project Officer at the Defense Organization at the conclusion of the project.
Section I
INTRODUCTION

Statement of the Objective

The objective of this project consisted of an investigation into the word processing features which are regularly used by administrative personnel in a Defense Organization in the daily performance of their duties. An additional activity of this project was an investigation into the concepts, analyses, and theories of adult learning.

Context of the Problem

The current WordPerfect Basic Training Course, at the Defense Organization (DO) was a four-day hands-on training seminar. This course was designed for the administrative personnel who needed a thorough working knowledge of the capabilities of WordPerfect. The problem arose from several aspects.

First, the loss of administrative personnel for four consecutive days caused a major impact within some offices. Office directors have a two-fold problem. They wanted their personnel sufficiently trained, and they wanted them out of the office as little as possible.

Second, word processing requirements varied from one office to another. Some administrative personnel used word processing for
writing interoffice memorandums and short (1 to 2 page) letters. Other offices used extensive and advanced word processing features daily.

Third, WordPerfect was a complex software package that cannot be taught to the "working knowledge" level in one day.

Managers of offices requested that training sessions be shortened to four or eight hours. Most of the managers had extensive computer experience, were not educators and did not realize the intimidation factor or the degree of training necessary to the non-computer oriented worker.

The magnitude of the problem did not appear to be great at the beginning of the project. However, new office automation hardware and software was going to be introduced in the work environment within the next year. This included the installation of a Local Area Network (LAN) and would greatly impact the current training and support program. The word processing training problem needed to be solved and in place before this added commitment occurred.

The desired condition was one that would provide administrative personnel with enough initial word processing training to meet the needs of their normal duties without causing a significant impact to their respective offices during their absence.
Problem Statement

The problem was that administrative personnel in the Defense Organization did not receive the appropriate level of training in WordPerfect features relevant to their daily word processing duties in a timely manner.

Purpose of the Project

The purpose of the project, therefore, was to determine the appropriate level of word processing training necessary for clerical and administrative personnel to productively perform word processing duties without over or under training, to identify word processing concepts necessary to meet the needs of the personnel, and to recommend revisions to existing training curriculum.

Definitions of Terms

andragogy -- the art and science of helping adults learn
contract vehicle -- a legal instrument which the government uses to hire non-government companies to perform tasks
Word Processing: What Features...Fast?

E.O. -- enabling objective: skills or knowledge that provides a necessary foundation for achieving the terminal objective (T.O.)

hands-on training -- instruction which allows the student to perform the actions or tasks that are being taught. This usually refers to computer and other automated equipment use in business and industry.

hardware -- the mechanical, magnetic, and electronic devices of a computer; needs software in order to operate.

local area network (LAN) -- technology whereby multiple computers are linked via hardware and software enabling the computers to share data and information.

office automation -- the use of machines to help perform the tasks of the office. It involves the use of computers and related electronic equipment to store, process, retrieve, and transmit and receive information.
pedagogy -- the art and science of teaching children

Small Business Administration

8 (a) Program -- a program sponsored and operated by the Small Business Administration to assist disadvantaged companies in securing government contracts of job performance

software -- the programs, data, etc. needed in order for a computer to operate

T.O. -- terminal objective: the final learning outcome resulting from a course or program

users -- person(s) who uses a computer

User Support Center (USC) -- the name of the training and support center operated and maintained by the contractors for the Defense Organization

word processing features -- document creation capabilities which permits typing, editing, moving, and reformatting text
Word Processing: What Features...Fast?

WordPerfect -- a word processing software package used to create, edit, and maintain business office correspondence

Assumptions

It was assumed that:

1. the current word processing basic training course for WordPerfect is not acceptable to the Defense Organization and the current contractor, GHI Inc.

2. the current contractor, GHI Inc. will cooperate with distribution of survey questionnaires and support the recommendations proposed in this project.

3. questionnaire survey of the administrative personnel of the Defense Organization reliably produces valid information on the needs of the respondents.

Delimitations

1. Survey questionnaires were limited to a random sampling of administrative personnel at the Defense Organization.

2. Survey questionnaires would have one follow-up questionnaire sent.
Limitations

This study was limited by:

1. the attrition rate of administrative personnel at a Defense Organization in Southern California.

2. the current contract limitations between the Defense Organization and GHI Inc.

Summary

This introductory segment of the project, Word Processing: What Features Need To Be Learned First To Be Productive Fast?, has identified the problem to be addressed, briefly stated three aspects of the problem and underlined the desired condition of appropriate initial word processing for administrative personnel.

Organization of the Remainder of the Project

The remainder of the project includes, a review of the literature as it pertains to the concepts, analyses, and theories of adult learning, the history and background of the problem, the objectives of the project, an evaluation of the research plan, the methodology used for the research project, a complete data analysis of the findings of the survey, conclusions and recommendations as a result of the findings of the survey. A comprehensive bibliography follows and an appendix was provided.
Commentators on American education have called for less lecturing and more use of active modes of teaching to promote student involvement in their own learning. Such reports mirror the sentiments of those in adult education who suggest that many adults prefer to learn from some method other than straight lecture. (Andrews, et al, 1981). Training is the process of providing organized series of experiences and materials that present opportunities to learn for each student. Training has no value unless it aids in achieving the goals of the organization by contributing to better and more efficient performance of employees.

The adult views training as a means of increasing competency and job skills. The goal of the adult student is to be able to immediately use the new knowledge or skill in everyday operations -- it should have some relationship to their real-life tasks. It is therefore important for the instructor to provide the student with conditions, equipment, and procedures which help to establish the student's "need to know."

For training to be effective, it must be performance-oriented and job specific. Curricula will have to be developed with the adult learner in mind. The training approach to adult learners should differ from that of children. Andragogy is the term used to refer to the art and science of
helping adults learner, where as, pedagogy is associated with the
teaching of children. The different approaches to teaching adults instead
of children was introduced in 1950 by Malcolm S. Knowles and is
depicted in the following table:

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>Pedagogy</th>
<th>Andragogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>View of Trainee</td>
<td>Dependant</td>
<td>Self-Directed</td>
</tr>
<tr>
<td>Experience</td>
<td>Of Little Value</td>
<td>Rich Experience</td>
</tr>
<tr>
<td>Time View</td>
<td>Someday</td>
<td>It's Needed Now</td>
</tr>
<tr>
<td>Learning Approach</td>
<td>Subject Centered</td>
<td>Problem Centered</td>
</tr>
</tbody>
</table>

Adults' time view, according to Knowles (1950), has an urgency
associated with learning. The end result in learning for an adult is
typically for a reward -- a promotion, a pay raise, or other benefits. As an
adult's workplace changes through the advent and integration of high
technology equipment, so must their learning foundation (American
Vocational Association 1985 Yearbook). Unfortunately, adults only want
to learn "what it will take to get by or to pass" and management tends to
reinforce this concept by not allowing sufficient time to learn the topic
completely.

Further research on specific adult learning topics from the
literature reviewed will be included throughout the project as it pertains to
the methodology, development objectives, data analysis, and in the
Word Processing: What Features . . . Fast?

report section of this project. The survey results will detail the topics to be addressed in training courses and will also provide a picture of the adult's need for and attitude towards classroom training.

History and Background of the Problem

The Defense Organization first contracted with ABC Inc. in 1981 to provide word processing training to its administrative personnel. This first step into office automation was taken through the purchase of CPT dedicated word processors, not microcomputers. Therefore, the only personnel trained and supported under this contract was the administrative staff which consisted of approximately one hundred. As the microcomputer become more popular and less expensive, the Defense Organization began purchasing them. These microcomputers were to be used for word processing as well as data base management, spreadsheet applications, and graphics. By the time ABC Inc.'s contract expired (1984) and a new contract awarded to DEF Corporation, the need for classroom training expanded beyond word processing for the administrative staff to include the more technical applications of office management software.

The DEF Corporation explored new ways to train more people in more software applications with minimal amount of classroom space. They continued to develop lesson plans, special applications and still maintain their level of end user support. In 1986 DEF Corporation's
contract expired and GHI Inc. assumed the contract and further analyzed the ever growing training needs of the Defense Organization.

Along with the growing needs of training, the purchase of microcomputers has continued and probably will continue until every employee has one on his/her desk. The purchase of each new computer generated a request for three training courses. One of which was word processing, while the remaining two were divided among requests for spreadsheet, graphics, and data base management applications.

The word processing training course had not been significantly changed since 1984 in that the main focus on training had been to provided one basic training course which consisted of four consecutive days of classroom training. When a classroom was being used four days for a word processing course, other courses (one and two-day) could not be taught. Therefore, a backlog of training requests had begun. Personnel were complaining that it took too long to get scheduled for a class.

In an effort to provide timely and appropriate training, this problem was brought to the attention of the Defense Organization's Project Officer. The Project Officer was informed that the number of training requests for all classes was approximately 1700 and at the current rate (two classrooms, four students per class) training requests would never be current, especially considering the 15% annual turnover rate among active duty Defense Organization personnel and the 35% turnover rate among entry level administrative personnel. GHI Inc. requested
additional and larger classrooms. However, sufficient space was not available at the Defense Organization's facility. The Defense Organization agreed that one additional classroom could be provided at GHI Inc.'s San Bernardino office. However, the training program had to be thoroughly reviewed and efforts made to solve the following problems:

1. Catch up on the backlog on training requests.
2. Cut down on the length of time it takes for personnel to get scheduled for class.
3. Re-design the WordPerfect class to offer flexibility to meet the needs of the user.
4. Design a recommended training path for each job category within the Defense Organization.

This research project dealt only with the re-design of the WordPerfect Basic Training class.

Importance of the problem

The problem was critically important to the Defense Organization and they had asked for an investigation and proposal for solution(s). Additionally, the importance to the Defense Organization was significant in that all personnel must be adequately trained to accomplish the mission of the organization.
Setting of the Problem

GHI Inc. was an engineering and consulting firm that had the microcomputer training and support contract with the Defense Organization and was the contact for this project. Its corporate headquarters was in Stillwater, Oklahoma with branch offices located in Ohio, Virginia, Texas, Arizona, California, Utah, Nevada and Washington. The author worked with the San Bernardino branch office and the Director of Training located at that office. The majority of GHI Inc.'s business was derived from U.S. government contracts. These contracts ranged from engineering services to office automation systems support. GHI Inc. was a minority (Native American) owned and operated as a small business (approximately 400 employees) qualifying under the Small Business Administration 8(a) Program. For government agencies, an 8a program meant that a contract can be in place in a short period of time instead of ten to twelve months for the typical competitive procurement.

The San Bernardino office provided personnel training, technical support and maintenance in Office Automation Systems at the Defense Organization. This contract was awarded to GHI Inc. in July, 1986 and expired in August, 1991. An office automation contract had been in existence at the Defense Organization since August 1980 and GHI Inc. was the third company to operate under this contract.
Cause Analysis

The present contract required GHI Inc. to provide computer training, support, and maintenance as directed by the government. The Defense Organization's microcomputer inventory increased from 200 Zenith computers in 1986 to 700 Zenith computer at present. Training classrooms increased from one to three and the instructor staff increased from four to six. The approximate number of computer users supported at the Defense Organization was 2400. This included civilian government employees, military employees, and employees of other contractors who support the mission of the Defense Organization.

Possible Solution

The curriculum for the WordPerfect Basic Training course needed to be redesigned in such a manner that would best meet the needs of the administrative personnel, would satisfy the requests of those who feel too much time is spent away from the office, and would provide the administrative personnel with the appropriate level of training necessary to meet the requirements of their normal duties. This curriculum redesigned would break down the introductory features and concepts of word processing into modules. Each module consisted of hands-on classroom training in only a few features or capabilities of WordPerfect. Depending upon the feature, each module was re-designed to last either four or eight hours.
Each WordPerfect module was scheduled in such a manner that any person wishing to attend class for three or four days would receive all the introductory training currently being offered. However, the personnel needing training in only one or two features or those who have supervisors who suffer a significant impact when training consists of four days, would attend class only for those modules desired. The remaining modules could taken at a later date.

Research Approach

The research approach used in this project was that of direct intervention. The problem had already been identified, a questionnaire was mailed to a random selection of administrative personnel, the data from the questionnaire was evaluated, and conclusions were drawn and recommended to upper management. When the recommendation was approved, it was presented to the Project Officer at the Defense Organization.

Direct intervention had been selected because of time constraints and the lack of authority to implement any recommendations. When the recommendations were approved by the Project Officer and his superiors, the change in the training program was implemented by GHI Inc. and the results were evaluated at a later date.
Anticipated Problems

Areas of difficulty were expected to be minimal although not lacking. This project had the support of GHI Inc. and the Defense Organization. However, the priority of this task fluctuated in conjunction with the varied tasks of the office automation contract. For instance, the implementation of the Local Area Network within the Defense Organization's facilities drastically changed the requirements of classroom training. Many people needed to be trained in a short period of time. It was expected that all other training and curriculum development would be put on hold until the initial training of personnel had been completed.

The strategy for minimizing this impact was twofold. First, work had already begun on the Local Area Network curriculum development. Completion of the training curriculum was impossible because the final decisions concerning network configuration and the accompanying software to be used had not been made by the government. Second, the number of training courses would be increased during the next few months in an effort to avoid a backlog from the cessation of regular training during the initial Local Area Network introductory courses.
Section III
METHODOLOGY OF RESEARCH

Objective

The objective of this project was to develop a WordPerfect introductory training course which would maximize the use of basic word processing concepts and permit administrative personnel to attend future classroom training in one or more courses ranging from four to seven hours.

Evaluation Criteria

By July, 1989 a proposal was submitted which included lesson plans and course materials to the GHI Inc. and the Defense Organization for a WordPerfect Administrative training course. These courses served as a catalyst for follow on training which was broken into modules of varying word processing concepts and functions.

Developmental Objective #1

By December 31, 1988, I conducted a search of available literature for theories and methods of adult learning and education. The inclusion of a written review for this search in the Review of the Literature and the Report Sections demonstrate completion of this developmental objective.
Activities. In order to complete this milestone, the following activities were accomplished:

-- library research
-- correspondence with other training companies
-- write findings in the Review of the Literature and Report

Sections

Developmental Objective #2

By July 1, 1988 I developed a questionnaire to determine the word processing training needs of the administrative personnel at the Defense Organization. Evidence this objective had been met was included in the written review of the Evaluation of the Project Plan Section.

Activities. The activities necessary to accomplish this developmental objective were:

-- research techniques for questionnaire development
-- write a rough draft of questionnaire
-- obtain project advisor’s approval
-- obtain site contact’s approval
-- prepare a revised draft
-- obtain final approvals
Developmental Objective #3

By February 10, 1989 I distributed the questionnaire to a randomly selected audience of administrative personnel employed at the Defense Organization. Evidence this objective had been met was included in the written review of the Report Section.

Activities. Activities necessary to accomplish this objective included:

-- obtain list of administrative personnel
-- arrange names alphabetically by last name
-- select every third name
-- reproduce copies of questionnaire for distribution
-- prepare mailing labels and distribute
-- distribute follow-up questionnaires as required

Developmental Objective #4

By March 25, 1989, I analyzed the results of the questionnaire. Evidence the objective had been met was shown in the Report Section.

Activities. The activities necessary to accomplish developmental objective #4 included:

-- record the results of the questionnaire
-- analyze the data
-- draw conclusions
Developmental Objective #5

By June 1, 1989, I submitted a proposal to my site contact with recommended changes to the methods in which WordPerfect was currently taught. These methods included a draft of recommended lesson plans. The inclusion of this recommendation in the Report Section demonstrated completion of this developmental objective.

Activities. The activities necessary to accomplish this developmental objective included:

-- write proposal
-- write draft of lesson plans
-- field test lesson plans
-- prepare revised lesson plans
-- prepare oral briefing
-- brief site contact and submit proposal

Participants

Individuals involved in this project will include the following:

Author, Deena L. Chapman
Site Contact Representative
Survey Group

Author

This particular project was selected because of the author's career involvement and interest in computer training. The author worked for two
of the three companies that maintained the microcomputer training and support contracts at the Defense Organization and knew the Defense Organization as well as the administrative personnel that will be involved with the survey. The author had also worked extensively with the third contractor during the transition period of the final contact negotiations. As a result of this experience and education in the Vocational Education field, the author was offered a position with General Dynamics as a Training Needs and Evaluation Analyst in December of 1986. The training needs of the division were researched and it was determined that there was little or no microcomputer training for employees. Subject matter experts were recruited and trained to be instructors by the author. The author then coordinated the efforts of instructional design for all the microcomputer training. The instructional design of this training was modular by function defined by the software package. The curriculum was based on "what did the end user need to know to get their job done efficiently and timely?" Because of the author's previous work experience at the training center at the Defense Organization as the Manager of the training center and the software instructional design at General Dynamics, the opportunity to study the Defense Organization's word processing needs was relevant and appropriate.

Site Contact Representative

The Site Contact Representative (SCR) was the Director of Education for GHI Inc. and responsible for the microcomputer training
and user support and supervises a staff of nine professionals. The SCR possessed a California Vocational Education Teaching Credential in the field of Computer Applications and Secretarial Skills and has a Bachelor's Degree in Management Information Systems. The SCR taught word processing classes since 1980 and, specifically, WordPerfect when employed as an instructor at the project site before first accepting the position of manager, then the Director of Education position. The SCR's expertise was relied upon for two of the project phases -- questionnaire distribution and field testing the proposed lesson plans.

Survey Group

The subjects to be surveyed through the questionnaire were personnel currently employed at the Defense Organization. The personnel had a job classification of either Clerk, Clerk/Typist or Secretary. The personnel surveyed worked in an administrative position in support of the Defense Organization. It was estimated that approximately 85% would be female and that their ages would range from 20 years to 55 years of age. The survey group consisted of three major ethnic backgrounds -- Black, Hispanic, and Caucasian. Although all personnel were employed in an administrative position, their work experience would range six months to as many as forty years. This group was selected because the training program under study was developed directly for their administrative needs.
Timeline Of The Project

Project Name: Word Processing: What Features Need To Be Learned First To Be Productive Fast?

Start Date: July 1989

Estimated Completion Date: July 1990

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<td>Developed Lesson Plans</td>
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<td>07-24-89</td>
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Section IV

EVALUATION OF THE PROJECT PLAN

Subjects

This research project examined the amount and level of word processing training to be provided to clerical and administrative personnel. The amount and level of training needed to be adequate to meet the word processing needs of the Defense Organization. The subjects used in this project research included civil service administrative personnel currently employed at the Defense Organization.

An alphabetized list of administrative personnel was obtained from the Defense Organization's Personnel Department. Each employee whose job title was clerk, clerk/typist, or secretary represented the total population. This total population was approximately 140 employees. A sample of the population was used by randomly selecting every third person from the alphabetized list to receive the questionnaire.

Procedures

The project was designed as a research survey to be conducted through a questionnaire. This method was chosen because the objective of the project was to determine an appropriate level of word processing training to be given to administrative personnel. The questionnaire was mailed to a randomly selected sample audience. Individuals were asked to complete the questionnaire and return it within two weeks. Stamps
were not necessary since an interoffice mail distribution system exists. A self-addressed return label was provided.

The return label contained a code number. This number coincided with the number assigned to each individual mailed a questionnaire. Numbers were cross-checked to determine who failed to respond in the initial distribution of the questionnaire. One follow-up questionnaire was distributed to those failing to respond. One hundred percent participation was not expected, however, the coded number of the individual questionnaires remained confidential.

Data Collection

The instrument used to gather data for this project was a questionnaire. It was designed to provide a complete picture of word processing needs in the performance of normal office duties. Attached in Appendix A was the questionnaire used in this project. The following analysis of the questionnaire was provided:

Question No. 1 "What is your job title?" Respondents were given three choices: (a) Clerk/typist, (b) Clerk/Steno, or (c) Secretary. Administrative job titles were broken into these categories by the Defense Organization. The purpose of this question was to verify that personnel completing the survey were working in the administrative support field. It was expected that approximately 50% of the respondents would have the job title of "Secretary", while the remaining two
categories made up the remaining 50%. A correlation between job titles and word processing duties was shown in the final product.

Question No. 2 "How many personnel in your office rely upon you to perform their word processing duties?" This number was expected to vary greatly -- anywhere from one to ten. A correlation was made between the number of staff members supported with the type of word processing functions used.

Question No. 3 "What is the extent of your computer/word processing experience?" It was expected that the majority of the respondents would have from one to three years experience, with the second highest category falling in the less than one year group. The amount of computer/word processing experience a respondent has was expected to correlate directly to the number of word processing functions used in the performance of normal duties.

Question No. 4 "How much time is spent during your normal working day performing word processing functions?" The response to this question was also expected to vary greatly with clerk/typists and clerk/stenos expected to spend more time than secretaries.

Question No. 5 "What word processing functions do you use in your normal duties?" The most common word processing functions were available for selection. A space was also provided to add any features that were not listed. The main purpose of this question was to provide an initial basis for determining which topics would be included in the introductory word processing training course and which would be
covered in later intermediate and advanced courses. It was expected that only basic and intermediate word processing features would be indicated by the majority of the respondents.

**Question No. 6** "What is the average length of your documents?"
The majority of administrative personnel would probably respond with one to three pages. However, those that prepare extensive government documents would automatically need intermediate and advanced word processing features not necessarily covered in Question No. 5. These features included macros, creating and editing a personal dictionary, outlining, etc. The purpose of this question was to determine if some advanced features needed to be included in the introductory course.

**Question No. 7** "Do you regularly use WordPerfect to prepare data which must be printed on government forms?"

**Question No. 8** "If you complete forms using WordPerfect, do you find it difficult to align the data properly on the form?" The Defense Organization used many forms for the transmission of data -- from simple to complex. These two questions were designed to determine if forms preparation instructions would be included in the introductory training course or if a separate forms course would be developed.

**Question No. 9** "Have you attended WordPerfect Basic Training at the User Support Center?"

**Question No. 10** "If yes, was the length of course appropriate for your office requirements?"
Question No. 11. "Was there any topic not covered, or not covered in enough detail, in the WordPerfect Basic Training course?" The above three questions were designed to help in reaching a conclusion whether the computer user felt he/she received enough initial training in a four day course or if this training could be broken into shorter modules. It was expected that more respondents will indicate that the training course was not long enough.

Question No. 12. "What is your most difficult task in WordPerfect?" The response to this would vary greatly depending upon the word processing experience of the respondent. This question, like the two regarding Defense Organization forms, was designed to determine if more in-depth instruction should be included in the initial basic training course or if these topics could be included in an intermediate or advanced course.

The questionnaire was prepared for distribution from July 1, 1988 to February 10, 1989. This included selecting a random sampling, reproducing the questionnaire, and preparing and affixing mailing labels. The questionnaire was distributed between February 5, 1989 and February 10, 1989. Follow-up questionnaires to non-respondents were distributed between March 1, 1989 and March 7, 1989.

The results of the questionnaire were entered into a computer using Lotus 1-2-3. Lotus was capable of performing statistical calculations as well as graphic charts. The Lotus graphic charts were imported in a dedicated graphics software package, namely, Harvard

Data Analysis

The data received from this survey provided adequate information used in revising existing word processing training curricula. The purpose was to determine the appropriate level of word processing training to be provided to administrative personnel in a timely manner.

Analysis of the survey included completion of frequency distributions. The data was recorded and displayed through the use of bar charts and pie graphs. A written report was prepared to present results and trends. Comparisons were made between job titles and word processing functions performed as well as with the extent of experience in comparison to the word processing features used. The results of the data analysis was used to develop lesson plans for hands-on training courses in WordPerfect.
Section V
PROJECT REPORT

Major Activities

This project to determine the appropriate level of introductory word processing training for civil service administrative personnel was selected for several reasons. First and foremost, the Defense Organization requested its microcomputer training program be re-examined to provide flexibility and less time away from the office when attending class.

Second, in order to reduce the initial training period, it was imperative that the training curricula be redesigned to meet the basic word processing needs which would enable administrative personnel to be productive upon returning to their office. It would not be satisfactory to arbitrarily pick and choose concepts and features to cover in class. Since this time in class was to be reduced, topics to be covered needed to be designed to meet the needs of the majority of administrative personnel. Follow-on training would be designed to teach the lesser used features as well as intermediate and advanced level capabilities.

Third, it was the author's opinion that the majority of WordPerfect users do not utilize the more advanced aspects of this word processing package. This training would give them the confidence to experiment, "play" with the computer without fear, and attempt to use advanced
capabilities. By becoming familiar with WordPerfect, administrative personnel can ideally become comfortable with the computer and have productive use of their working time. Some individuals, however, needed advanced training to introduce new and faster methods to accomplish their office tasks.

The questionnaire was designed to evaluate the above three statements plus provide the data upon which an analysis could be made to meet the goal of this project.

The objective of this project was to develop an WordPerfect Administrative training program which would meet the immediate word processing needs of administrative personnel. The original four day WordPerfect Basic Training course was to be re-developed and redesigned to present specific training in shorter modules. Although this project deals only with the development of an introductory WordPerfect course, intermediate and advanced training courses could also be developed for training later. The introductory course was not only to teach computer users what they need to know about WordPerfect, but also to teach them in such a manner that would increase retention and make the training easy enough for them to look forward to advanced courses.

Developmental Objective #1

This milestone was to conduct a search of available literature for theories and methods of adult learning and education. The bulk of the
literature came from various office automation textbooks and training periodicals. Robert F. Mager (1984), in his book, *Preparing Instructional Objectives*, addresses the importance of being explicit in developing course objectives. "Explicit objectives are important for a number of reasons. Here are three of the main ones: First, when clearly defined objectives are lacking, there is no sound basis for the selection or designing of instructional materials, content, or methods. If you don't know where you are going, it is difficult to select a suitable means for getting there. . . .

'A second important reason for stating objectives sharply has to do with finding out whether the objective has, in fact, been accomplished. Tests or examinations are the mileposts along the road of learning and are supposed to tell instructors and students alike whether they have been successful in achieving the course objectives. But unless objectives are clearly and firmly fixed in the minds of both parties, tests are at best misleading; at worst, they are irrelevant, unfair, or uninformative. . . .

'A third advantage of clearly defined objectives is that they provide students with the means to organize their own efforts toward accomplishment of those objectives. Experience has shown that with clear objectives in view, students at all levels are better able to decide what activities on their part will help them get to where it is important for them to go. . . .
There are additional advantages, not the least important of which is that the drafting of objectives causes one to think seriously and deeply about what is worth teaching, about what is worth spending time and effort to accomplish. And if objectives are drafted that describe a course or curriculum already in existence, the objectives can serve as a spotlight to illuminate the worth of that existing instruction, and they can provide a basis for improving it."

Mager's theories were adhered to in the development of course objectives. Also incorporated with Mager were the guidelines set forth in General Physics Corporation's (1985) Volume Three of the Instructor Training Series, Designing and Managing Instructional Programs. This book further detailed the formulation of instructional objectives, breaking them down in program, terminal, and enabling objectives. "For each unit of instruction, whether at the level of program course, or lesson, a statement of intended outcomes is made. Any statement of intended outcome for a given segment of instruction may be referred to as an instructional objective. . . . Moving from the level of a program to that of a lesson involves moving from broad, overall statements of intent to more detailed and specific statements. Program goals are statements of the final behaviors required of a given category of employee as the result of the training program. Thus, program goals are always directly related to job or task performance, whereas course and lesson objectives refer to knowledge or understanding that underlies that performance. . . .
'Terminal objectives define the final result that is desired in a lesson, course, or program. A course or lesson objective is a terminal objective for the program if it has a direct bearing on the trainee's ability to perform his or her job functions.

'Enabling objectives are statement of skill or knowledge that are required by trainees in order for them to achieve the terminal objectives.'

The Curriculum Outline of Instruction which is included in Appendix A is the result of the above referenced literature review.

Many companies who offer WordPerfect training were also contacted in search of source materials for the development of their training programs. However, none had conducted any type of research into the specific features needed in an introductory course. Personnel within the companies had arbitrarily decided which features were considered "introductory". Several companies did, however, send an outline of their training course. These outlines and other relevant articles, periodicals, textbooks, and journals were reviewed for the instructional design methods used in preparation of all course materials.

The author's extensive educational background, knowledge, and experience also lent itself to the development of this course.

Developmental Objective #2

This milestone was to develop a questionnaire which would be sent to a random sample of administrative personnel working at the Defense Organization. The questionnaire was designed according to the
recommendations of Pamela L. Albreck and Robert B. Settle (1985) in their book, the Survey Research Handbook. The actual questions were developed by this researcher based upon personal knowledge of the word processing package WordPerfect, normal administrative duties, and instructional concepts. The purpose of the questionnaire was to determine which features were needed to enable administrative personnel to perform the basic work processing needs of their offices. The questionnaire was written, submitted to the site contact for approval, revised, and then prepared for distribution.

Developmental Objective #3

This objective was to distribute the questionnaire to a randomly selected audience. The personnel department of the Defense Organization supplied a list of all civil service personnel who were employed in the field of office administration. This specifically included all personnel whose job titles were listed a Clerk/Typist, Clerk/Steno, or Secretary. One hundred and forty-two individuals were on this list. Every third name was selected to review the questionnaire. A total of 47 surveys were distributed in mid-February, 1989 and follow up questionnaires were distributed in early March, 1989. The response was excellent in that 38 were completed and returned. This response rate of approximately 79% provided solid data upon which to draw conclusions. The results of this questionnaire, along with the literature review, were
used to develop the course curriculum for the introductory training course.

Developmental Objective #4

This objective was to analyze the results of the questionnaire. Each question was recorded and reviewed and a discussion of these results can be found in the Nonstatistical Results and Discussion section beginning on page 41. These results provided the basis upon which the course content was developed.

Developmental Objective #5

This objective was to submit a written proposal recommending changes to the methods in which WordPerfect was originally taught. Due to the early implementation of the revised WordPerfect Introductory Course (See Unplanned Outcomes, Page 40), there was not enough time to submit a written proposal. An oral briefing was held to advise the site contact and the Defense Organization of recommendations for the redevelopment of the entire training program. These recommendations included developing training courses in shorter modules ranging from three and one-half hours to a maximum of fourteen hours. Each course would take one or more concepts (depending upon the complexity of the features) and permit personnel to select only those required for their administrative duties. For example, the existing WordPerfect Math/Sort
course would be divided into two 3-1/2 hour courses instead of its current seven hour course. These recommendations were approved.

At a later date, the lesson plans and course materials were completed. They were submitted to the site contact and to the Defense Organization for approval.

The evaluation plan is an ongoing process. First, a questionnaire was used to evaluate which topics need to be taught in this introductory course. The questions selected for the survey form were based upon information acquired through the literature review plus the researcher's personal knowledge of word processing capabilities. Second, a course appraisal was used to evaluate the students' feedback of the course. This was a form which has been used during the past three years for all courses taught at the Defense Organization by GHI Inc. Finally, a post course survey form was mailed, about six months later, to each student to determine the long term value of the course.

The data-gathering method used for the questionnaire was designed based upon suggestions from Albreck and Settle's *The Survey Research Handbook* plus California State University, San Bernardino, Vocational Education Department's guidelines for research methods and designs. The method selected was direct mail survey. The questionnaire was sent through the interoffice mail distribution system because this method was the most expedient, convenient and cost effective. The questionnaire was mailed to each participant with a self-addressed return label provided.
Unplanned Outcomes

Two major unexpected occurrences took place. The first one was that the revised WordPerfect Administrative course was implemented ahead of the planned schedule at the request of the Defense Organization. The original intent was to field test the lesson plans using the GHI Inc. instructors as students. However, this was not possible. Defense Organization personnel attended the first and all subsequent courses. The first few classes were evaluated by the company’s instructors and the site contact representative with minor changes and enhancements made. For the most part, however, this new course appears to have met both the needs of the WordPerfect users and the Defense Organization’s requirement to reduce the amount of time spent away from the office for the WordPerfect training class.

The research approach to this project was that of direct intervention. A verbal proposal was requested, provided, and accepted before work on this project was completed. The early implementation of this new course was accomplished with the agreement that changes and enhancements would be made, if necessary, based upon final results of the data analysis. Only minor changes have been made to date. Those personnel who have attended the revised course will be surveyed at a later date by the site contact representative to determine if the curriculum needs revisions.
The original plan was to show, under the Statistical Results section, various correlations between job titles, experience, and word processing functions used. The second major unplanned occurrence was the determination that the correlations as projected in Evaluation of Plan were not necessary to meet the objective of this project. All personnel surveyed are classified as "administrative personnel." There was only one introductory course designed for these administrative personnel regardless of specific job titles or the individual need for word processing functions. Therefore, the data analyses on the results of the questionnaire was analyzed as total responses with few correlations made.

One minor unexpected occurrence was in the job title selection provided on the questionnaire. Five of the thirty-eight respondents wrote in their job titles. All of these "write-ins" listed their job title as Procurement Clerk. This was a specific title assigned to administrative personnel who are employed in the contracting branch of the Defense Organization. This job title was included in the data analysis.

Nonstatistical Results and Discussion

As noted above, the statistical correlation analyses as proposed in Evaluation of Plan was not used. However, some correlations provided an insight beneficial to the overall development of the revised introductory word processing course. The results are discussed below.
Question One of the survey was a three-option demographic type asking respondents to identify job titles. As previously noted, five of these respondents wrote in the job title of Procurement Clerk. Approximately 47% were secretaries, 34% clerk/typists, 13% procurement clerks, and 5% clerk/stenographers. Under Tables and Graphs, see Chart 1. Chart 2 represented the number of years experience directly with the number of respondents.

Questions Two through Eight were designed to provide insight into word processing functions and capabilities required to perform office administrative duties. This information was vital in determining which topics to cover in the revised course and which would be retained for follow-on courses. Under Tables and Graphs, Chart 3 depicted the percentage of time spent accomplishing word processing functions while Chart 4 depicted the correlation of the number of word processing functions normally used with the computer and word processing experience. It is interesting to note that those with three to five years of experience used more functions than those with more than five years experience. Chart 5 showed that the average length of documents was one to three pages for seventy-eight percent of the administrative personnel. This information was used to determine how much time should be spent on multiple page documents and relevant formatting options. Chart 6 showed the frequency use of the respondents of the many WordPerfect features. Although most of these were incorporated into the basic training course, the emphasis with reinforcement exercises
concentrated on these with a higher usage rate. Questions Nine through Eleven were used to determine whether those who previously attended the four day training course felt that this course was sufficient to meet their needs. Seventy-five percent felt that the length of training was appropriate as shown in Chart 7. Question Twelve was designed to determine if WordPerfect users were not receiving training on some feature required during the performance of their word processing duties. No consensus emerged.

Conclusions

This project was developed to meet the request of the Defense Organization that microcomputer training courses be redesigned in shorter modules. Based on the results discussed above, the author concluded that the newly designed WordPerfect Administrative course meets this request. The Course Outline is attached in Appendix A as previously noted. The course was designed to be taught in two days and it meets the immediate word processing needs of administrative personnel. Early results of course appraisals support this conclusion.

Based on the findings of this project, the author also concluded that the general concepts of developing shorter microcomputer training classes can be used to support the entire office automation training program throughout the Defense Organization.

Because of the early implementation of this project, some conclusions were made as to the effectiveness of the condensed course.
Based on course appraisal forms received from students attending the new course, the needs of the students were being met. It can be documented by attendance records that time spent away from the office has been reduced by two days in all cases.

Recommendations

It was recommended that the Defense Organization completely redesign its training program to present various software application packages in shorter training classes.

Formal Recommendations

As this project dealt specifically with the WordPerfect training program, it was recommended that the original four day WordPerfect Basic Training Course be redeveloped and reduced to a two day training course. The project identified those basic concepts most readily needed for the beginning administrative personnel. It was recommended that the WordPerfect Administrative Course be used to conduct this training. It has already been concluded that there is a significant savings in time away from the office.

The Defense Organization can expect a greater reliability and efficiency from the employees attending this course based on the quality and design of the curriculum. They can also expect an increase in productivity of these employees because of increase in knowledge base
and retention. There will also be less time spent away from the office in training, thereby increasing productivity.

It was further recommended that intermediate and advanced WordPerfect, Lotus 1-2-3, Harvard Graphics, and dBase III training courses should also be surveyed and redesigned as the Introductory WordPerfect Training Course was done in this project. Depending upon the feature(s) to be taught in these courses, the design length should be one-half to full day. This recommendation should be implemented as soon as possible to offer effective continuing microcomputer education for Defense Organization personnel. The basic format of the course outline contained in Appendix A could be used in the development of these additional courses.

Recommendations for Further Research

It was recommended that a complete office automation study be conducted for the purpose of researching hardware and software to enhance productivity and effectivity for Defense Organization personnel. It was further recommended that the Defense Organization use the training approach designed in the project and research other training avenues to support the results of the office automation study.

The office automation study needs to be conducted because the Defense Organization has recently acquired high technology equipment. This includes the installation of a local area network, the integration of
microcomputers with mainframe access capability and video
presentation systems.

To best meet these growing high technology office automation
needs, the Defense Organization should research the market for relevant
training approaches and appropriate resources to support their latest
office automation equipment acquisition and the people that use it.
References


APPENDIX A

A-1 Interoffice Memorandum to Defense Organization's Administrative Personnel

A-2 WordPerfect Basic Training Questionnaire

A-3 Proposed Curriculum Outline of Instruction for WordPerfect for Administrative Personnel
Interoffice Memorandum to Defense Organization's Administrative Personnel
DATE: February 10, 1990

REPLY TO ATTENTION OF: DO/USC (T. Clements)

SUBJECT: WordPerfect Basic Training Survey

TO:

In an endeavor to examine our WordPerfect Basic Training curriculum at the User Support Center (USC), I invite you to complete the attached survey. This survey has been developed to obtain information from Defense Organization's administrative personnel who use (or expect to use) WordPerfect in the performance of administrative duties.

Your input will help improve the WordPerfect training provided by the USC. Individual responses will be kept confidential. It is not necessary to sign the questionnaire.

When you complete the survey, please fold, staple, and return to the USC. For your convenience, a mailing label is on the back of the form.

Thank you for your assistance and timely response.
Word Processing: What Features . . . Fast?

A-2

WordPerfect Basic Training Questionnaire
WordPerfect Basic Training Questionnaire

Please complete the following questionnaire as it relates to your present job. Do not spend too much time with any question -- your first inclination is usually the best.

1. What is your job title? (Circle one)
   (a) Clerk/typist    (b) Clerk/steno    (c) Secretary

2. How many personnel in your office rely upon you to perform their word processing duties?

3. What is the extent of your computer/word processing experience? (Circle one)
   (a) None    (b) Less than 1 year    (c) 1-3 years
   (d) 3-5 years    (e) More than 5 years

4. How much time is spent during your normal working day performing word processing functions?

5. What word processing functions do you use in your normal duties? (Check all that apply)
   ____ Alpha Sort    ____ Line Format
   ____ Auto Page Numbering    ____ Page Format
   ____ Columns    ____ Para Numbering
   ____ Creat/Use Macros    ____ Print Format
   ____ Document Merge    ____ Reveal Codes
   ____ Extensive Editing    ____ Search/Replace
   ____ File Labels    ____ Spell
   ____ Footnotes/Endnotes    ____ Text Move
   ____ Hyphenation    ____ Thesaurus

Other (Please List):

__________________________________________

__________________________________________

PLEASE COMPLETE THE OTHER SIDE
6. What is the average length of your documents? (Circle one)
   (a) 1-3 pages  (b) 4-10 pages  (c) 10+ pages

7. Do you regularly use WordPerfect to prepare data which must be printed on government forms? (Circle one)
   (a) No  (b) Yes

8. If you complete forms using WordPerfect, do you find it difficult to align the data properly on the form? (Circle one)
   (a) No  (b) Yes

9. Have you attended WordPerfect Basic Training at the User Support Center? (Circle one)
   (a) No  (b) Yes

10. If yes to Question 9, was the length of the course appropriate for your office requirements? (Circle one)
    (a) Appropriate  (b) Too Long  (c) Too Short

11. Was there any topic not covered, or not covered in enough detail, in the Word Perfect Basic Training course?
    (a) No  (b) Yes  If yes, what is/are the topic(s):

12. What is your most difficult task in WordPerfect?

Other comments that you would like to share regarding the WordPerfect Basic Training Course:

Thank you for your efforts and comments in this questionnaire.
A-3

Proposed Curriculum Outline of Instruction for WordPerfect for
Administrative Personnel
Curriculum Outline of Instruction

WordPerfect
For Administrative Personnel

Clock Hours or Fraction Thereof

<table>
<thead>
<tr>
<th>Class</th>
<th>Practical Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>WordPerfect Administrative</td>
<td>5.25</td>
</tr>
</tbody>
</table>

- T.O. Create, format edit and print
- T.O. Create labels and manual mode as "forms"
- T.O. Access time-savers as move and replace

Topic 1 - Orientation
- T.O. Preview the course contents
- E.O. Instructor discusses schedule and features to be covered

Topic 2 - Course Objectives
- T.O. State the objectives of the WordPerfect Administrative Class
- E.O. Read and discuss the course objectives

Topic 3 - Accessing WordPerfect
- T.O. Access the WordPerfect program files
- E.O. Turn on the computer
- E.O. Type the appropriate entries to get to WordPerfect
Topic 4 - Introduction to WordPerfect

T.O. List the purposes of the template and screen display messages
E.O. Discuss the function keys and template
E.O. Discuss the documentation information at the bottom of the screen
E.O. Access Help to view the template

Topic 5 - List

T.O. Copy files from C: to A: using Mark Text
E.O. Explain the features of List (F5)
E.O. Demonstrate various ways to highlight files in List
E.O. Perform the steps to copy files from a directory to a floppy

Topic 6 - Cursor Control

T.O. Access the proper keys to relocate the cursor
E.O. Retrieve a file using List
E.O. Perform the steps to move the cursor one character, one word or one page
E.O. Discuss Insert vs Typeover mode

Topic 7 - Editing A Document

T.O. Modify a file to correct spelling errors
E.O. Retrieve a file using 2 methods
E.O. Perform the steps to manually change misspelled words
E.O. Save a file using 2 methods
E.O. Demonstrate how to print from the screen

Topic 8 - Creating A Document

T.O. Create documents with bold, center and underline codes
E.O. Perform the steps to type text bolded, underlined, or centered
E.O. Discuss the Reveal Codes screen
E.O. Demonstrate how to view a document
Word Processing: What Features...Fast?

Topic 9 - Speller

T.O. Modify a file by accessing the Spell Checker feature
E.O. Perform the steps to automatically change misspelled words
E.O. State the purposes of the Supplementary Dictionary
E.O. Demonstrate how to add words to the Supplementary Dictionary

Topic 10 - Thesaurus

T.O. Access the Thesaurus to locate a synonym for a selected word
E.O. Define synonyms and antonyms
E.O. Perform the steps to change a word to an appropriate synonym

Topic 11 - Reveal Codes

T.O. Access Reveal Codes to delete codes
E.O. Discuss 2 ways to delete in Reveal Codes
E.O. Demonstrate how to delete codes using the Reveal Codes screen
E.O. Perform the steps to change the window size of the Reveal Codes screen

Topic 12 - Tab/Indent

T.O. Create documents using Tab, Indent, and Double Indent
E.O. Discuss the Tab key vs Indent function keys
E.O. Perform the steps to create paragraphs using various indentation methods
E.O. Demonstrate how to print a file from List
Topic 13 - Margins/Relative Tabs

T.O. Create documents with margin settings and relative tabs
E.O. State the features of left/right margins and relative tabs
E.O. Perform the steps to create new margins
E.O. Perform the steps to change the positions for relative tabs

Topic 14 - Base Font

T.O. Modify documents to include a title and a base font of 12 cpi
E.O. Discuss how the margin settings automatically adjust when using 12 cpi
E.O. Define proportional fonts
E.O. Perform the steps to add text at the top of a document
E.O. Perform the steps to change to 12 cpi, with and without proportional fonts

Topic 15 - Absolute Tabs/
Defense Organization Letterhead

T.O. Create a "form" to be used for manual mode
E.O. Define the terms: manual and absolute tabs
E.O. Demonstrate how to change from relative tabs to absolute tabs
E.O. Perform the steps to create a "form" for Defense Organization Letterhead
E.O. Demonstrate how to select a "form"
E.O. Perform the steps to print in manual mode
Topic 16 - Justification/Cancel Key

T.O. Modify the justification used in a document and restore deleted words
E.O. Define the 4 types of justification
E.O. Perform the necessary steps to change the justification
E.O. Discuss the purposes of the Cancel key
E.O. Delete 3 words, then use the Cancel key to restore the words

Day 1 Reinforcement Exercise

T.O. Using any notes, the students are to complete the Reinforcement Exercise
E.O. Demonstrate the steps to add a title, underline and bold text, run Speller and Thesaurus, change the base font, type text and print

Day 2 Morning Review

T.O. Without notes, the students are to complete the Day 2 Morning Review
E.O. List which function key is required
E.O. List the correct WordPerfect term

Topic 17 - Decimal Tabs/Spacing

T.O. Create documents with decimal tabs and non-single spacing
E.O. Define: alignment character and spacing
E.O. Demonstrate how to change tabs to decimal tabs
E.O. Perform the steps to line up a row of numbers
E.O. Perform the steps to change from single to triple spacing
Word Processing: What Features . . . Fast?

Topic 18 - Tab Align

T.O. Create documents with the alignment character as a colon
E.O. Discuss the advantage of changing the alignment character
E.O. Perform the steps to align the colons used in statements

Topic 19 - Search

T.O. Access the Search feature to locate words in a document
E.O. Discuss the forward and backward Search
E.O. Perform the steps to search for particular words

Topic 20 - Replace

T.O. Access the Replace feature to change a word to another word
E.O. Define the Replace term: confirmation
E.O. Perform the steps to search for a word and replace it with another word

Topic 21 - Switch

T.O. Modify the case (upper/lower) by using Switch
E.O. Discuss the 2 purposes of the Switch
E.O. Demonstrate how to display a second document
E.O. Perform the steps to change text from upper case to lower case

Topic 22 - Move

T.O. Modify a document by using the Move feature to copy sentences and paragraphs to new locations
E.O. Define move, copy and append
E.O. Perform the steps to move and copy sentences partial sentences and paragraphs
Reinforcement Exercise

T.O. Using any notes, the students are to complete the Reinforcement Exercise
E.O. Demonstrate how to search and replace, delete text, move sentences and paragraphs, and change to lower case

Topic 23 - Macros/Date

T.O. Create, execute and view a macro
E.O. Define a macro
E.O. Perform the steps to create and execute a macro
E.O. Demonstrate how to view a macro
E.O. Perform the steps to add the current date to a document

Topic 24 - Paragraph Numbering

T.O. Modify a document to include paragraph numbering
E.O. Discuss the usefulness of paragraph numbering when deleting or adding paragraphs
E.O. Perform the steps to add paragraph numbering

Topic 25 - Page Formatting

T.O. Modify a multi-page document to include headers, footers, and page numbering
E.O. Define headers and footers
E.O. Perform the steps to add headers/footers
E.O. Demonstrate how to select a page location for automatic page numbering
Word Processing: What Features . . . Fast?

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Topic 26 - File Labels

T.O. Create a "form" to be used for file or address labels
E.O. Explain the size and margin restrictions for 1" x 3" labels
E.O. Perform the steps to create a "form" for 1" x 3" labels

Day 2 Reinforcement Exercise

T.O. Using any notes, the students are to complete the Day 2 Reinforcement Exercise
E.O. Demonstrate how to change to 12 cpi, delete in Reveal Codes, change to uppercase, bold text, search and replace, move paragraphs, execute a macro, add a header and view a document

Class Evaluations

T.O. Fill out the Course Evaluation Sheet as a checklist to determine if the class objectives have been met
E.O. Check the appropriate entries and write any necessary comments
TABLES AND GRAPHS

Chart 1  Job Titles
Chart 2  Word Processing Experience
Chart 3  Amount of Time Spent on Word Processing Functions
Chart 4  Years Experience to Word Processing Functions Used
Chart 5  Average Length of Documents
Chart 6  Word Processing Functions Used
Chart 7  Length of Training Course
JOB TITLES
38 Respondents

- Secretary: 47%
- Clerk/Typist: 34%
- Clerk/Steno: 5%
- Procurement Clerk: 13%

CHART 1
WORD PROCESSING EXPERIENCE

Number of Years Experience

Number of Respondents

None < 1 1 - 3 3 - 5 > 5

CHART 2
AMOUNT OF TIME SPENT ON WORD PROCESSING FUNCTIONS

CHART 3
YEARS EXPERIENCE TO
WORD PROCESSING FUNCTIONS USED

Number of Years Experience

Number of Word Processing Functions

CHART 4
WORD PROCESSING FUNCTIONS USED

- Spell
- Print Format
- Reveal Codes
- Line Format
- Text Move
- Page Format
- Macros
- Extensive Edit
- File Labels
- Document Merge
- Page Numbering
- Theasaurus
- Search/Replace
- Footnotes
- Paragraph Numbering
- Hyphenation
- Columns
- Alpha Sort

Number of Respondents

CHART 6
LENGTH OF TRAINING COURSE

- Too Short: 20%
- Too Long: 5%
- Appropriate: 75%

CHART 7