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BIS Tech Scan Summary Report

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TO: All BIS Tech Scan Report Recipients

From: Leslie Mack Evans, Director; Sandra Lowery, Coordinator
            and Janet Williams, Consultant

DATE: May 27, 1993

RE: BIS Team Tech Scan Report

We are pleased to share the final report of the Business
Information Services Team TECH SCAN, conducted April 22, 1993.
This activity was designed to provide the Tech Prep BIS Team with
local business visionaries' thoughts about the changing
requirements and performance expectations of secretarial – office
support – administrative assistant positions.

We hope to use this experience in two ways. The information will
provide a general guide for future curriculum development or re-
organization. Secondly, some panel members will be asked to
serve on the BIS Business/Industry sub-team to provide continuing
support for development and implementation of BIS curriculum.

The Tech Scan was facilitated by Dennis Faber of Dundalk
Community College in Baltimore Maryland. A video tape will be
available soon for those interested in "original commentary".
Please contact Pat Funtik at the Orchard Ridge Tech Prep Office,
471-6400 to make arrangements.

Enclosure

TECH SCAN
SUMMARY REPORT

TECH SCAN REPORT
BIS OCCUPATIONS

Panel Members:

Christine Abbey, Vice President, **Computability Corporation**
Sherry M. Bell, Ph.D., Senior Management & Organization Development Specialist,
    Detroit Edison
Pamela Berklich, President, **Manpower,** Automotive Division
Paulette Boggs, Manager of Recruitment, **AAA Michigan**
Robert Dailey, Director of Corporate Development, **Entech Services, Inc.**
Chris Emmons, President, **HR Professionals of Detroit**
Joan Fiori, Manager of Staff Employment, **National Bank of Detroit**
Stephanie Galac, Service Representative, **Kelly Temporary Services**
Gary Kinneer, Sales Manager, **EDS**
Shiela McKinnon, Director of Human Resource Planning & Development, **Compuware**
Parker Moore, Executive Director, **Center for Banking Education**
Maryann Motyka, Director of Performance Improvement and Training
    Blue Cross/Blue Shield
Sarah Preisinger, Employment Manager, **First of America Bank**
Pete Rosenkrands, President and General Manager, **A.B. Heller Machine Company**
David Sanger, **Research Solutions**
Margaret Thompson, Employee Relations Representative, **Ford Motor Company**

Facilitator
Dennis M. Faber
DACUM Resource Center

Location/Date
Oakland Technical Center
Southeast Campus
April 22, 1993

Introduction

The Business Information Systems (BIS) Tech Scan was conducted to provide information to the Oakland County Tech Prep BIS Team regarding changes in the secretarial and related occupational areas. Based upon their research and prior discussions, the BIS Team had formulated some ideas about the types and direction of changes in the field, and they saw the Tech Scan information as essential to validate their current thinking and exploring new possibilities for changes.

The Tech Scan process was modified slightly to focus upon a portion of this occupational area.

Tech Scan Tasks

The Tech Scan panel was asked to perform the following tasks:

- Discuss current practices in defining, staffing and compensating business support jobs

- Identify future trends and directions impacting this occupational area

- Assess the employment trends in this occupational area

- Identify the competencies required for this emerging business support person.

- Identify suggestions, concerns or issues that may impact Tech Prep implementation
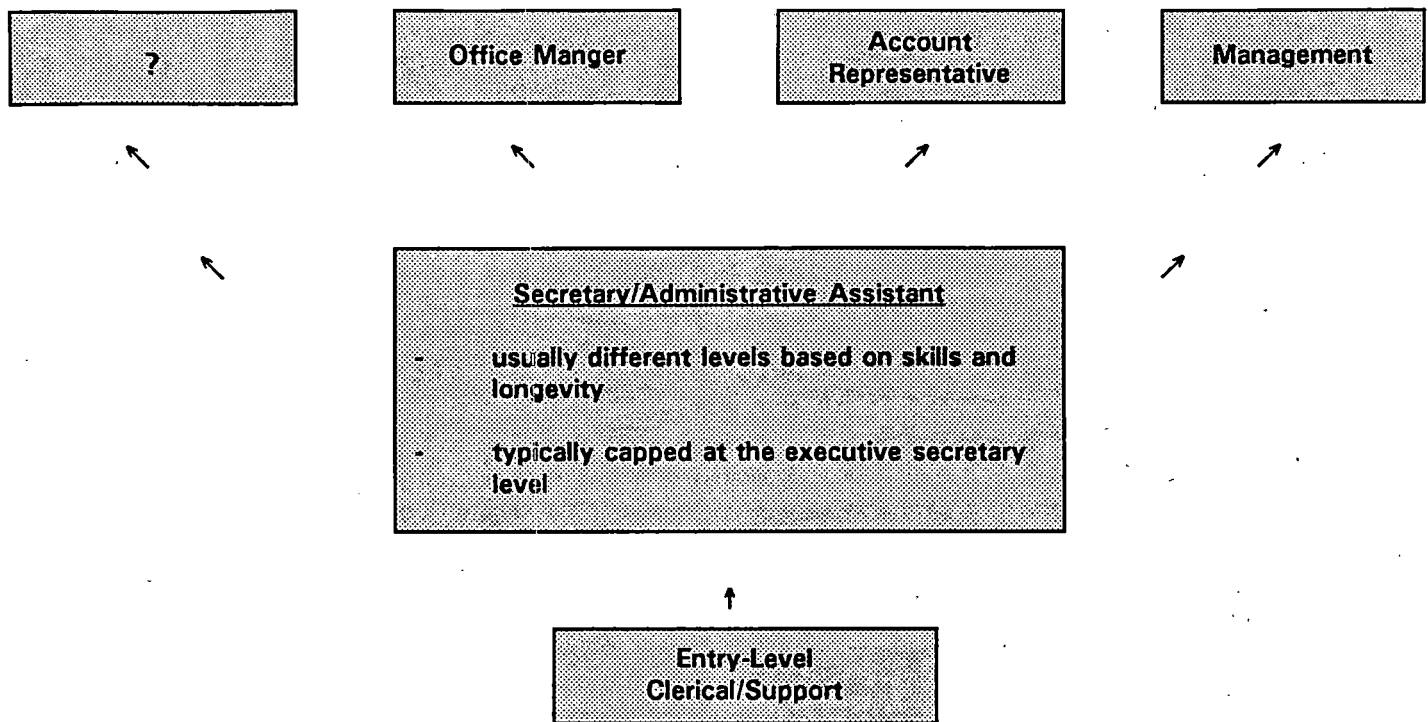
Current Practices

The group validated the BIS Team belief that this field is one in which change is currently occurring, and that change will likely continue to occur in the future. Several representatives talked about the changes currently being explored in their organizations, and of similar discussions by professional organizations.

Currently, the job titles typically formed include:

Administrative Assistant	Administrative Support
Assistant	Secretary
Administrative Secretary	Office Support

The job ladder described by the panel is characterized below:

?	**Office Manger**	**Account Representative**	**Management**

Secretary/Administrative Assistant

- usually different levels based on skills and longevity

- typically capped at the executive secretary level

↑

Entry-Level Clerical/Support

Although typically capped at the executive secretary level, several organizations noted that efforts to create other career paths/options did exist in some companies and would likely continue in the future. That possibility is shown by the arrows.

Salary at the business support/secretary level was generally seen to be $20,000/yr for a person who had moved from orientation/probationary status into a more fully productive status.

Future Trends

The Tech Scan panel saw these future trends and issues relative to this field.

• The increasing use of technology by managers and other employees to compose/produce documents is contributing to a declining need for traditional secretarial support. The same growth in technology was seen as decreasing the emphasis on traditional word processing services as well.

• Employees will need to participate more fully in company productivity efforts, in ownership of responsibility for their contribution to the organization, and in their own career and personal directedness.

- The panel talked at length about "new skills" and new skill "mixes" in this changing occupational area. They saw a need for a mix of both technical and non-technical skills, and noted that they were building the non-technical skills into their employee selection criteria. They saw a need for common sense, interpersonal and critical thinking skills as complements to technical "tool" skills.

- They cited the need for workers to be adaptable to new systems, new technologies and new areas of responsibility (e.g. one secretarial person supporting a wide range of people). They also saw this group as critical in translating new technology/new applications to others within the organization. Also, working in high technology areas requires some understanding of the technology (i.e. mathematics, etc.).

- The group noted the need for a shift in the thinking on the part of managers in how to more effectively utilize this better skilled support person.

- The group identified a series of needs related to the increasing demand for cross-trained or multi-skilled business support staff. As jobs, technology or organizations change, employees will have increased opportunities and increased organizational pressures for retraining/redeveloping in new directions. This trend emphasizes the need for individuals to be more responsible for their own career assessment and development, especially in broadening and deepening their skills and abilities. They will also have to be self-initiated/self-dedicated learners, especially in adapting to new technology.

- The group cited the increasing importance of the self-management components of work (attitudes, traits, motivators) in job success.

- The group also identified another key area for job success - interpersonal skills, (e.g. handling conflict) teamwork and work relationships including, handling diversity .

- The group also noted that the emphasis on quality and customer service will continue to grow in the future.

Competencies/Skills

The group was asked to identify the competencies or skill clusters that this emerging business support person will need. They saw each as important to the success of this employee.

- Application Materials and Processes
  - written & verbal applications, interviews, etc.
  - career awareness/career direction

- Communication Skills
  - written
  - verbal
  - listening
  - one-to-one skills
  - small group presentations
  - how to find information

- Reading Skills/Comprehension
  - correspondence
  - instructions
  - technical manuals
  - product knowledge

- Financial
  - checkbook balancing
  - bookkeeping
  - budgets
  - graphs/data summaries
  - currency exchanges

- Problem - Solving Skills
  - critical thinking

- Business Organizations
  - business culture
  - productivity issues
  - industry role/market
  - product knowledge

- Time Management/Organizational/Productivity Skills
  - information location and management

- Interpersonal Skills
  - conflict resolution
  - feedback
  - leading meetings
  - customer/people oriented

- Team Skills
  - team building
  - team leading
  - team work

- Quality Concepts/Applications
  - customer orientation
  - teams
  - standards/productivity

- Attitudinal/Motivational
  - work ethic
  - self direction/self management
  - appreciation of diversity
  - adapt to multi-task, small business settings
  - change/risk receptiveness

- Technical Skills
  - keyboarding
  - composing/proofing/editing
  - productive use/application of software
    - word processing   - windows
    - Data Base   - graphics
    - spreadsheet
  - electronic communication (internal & external)
  - hardware skills
    - office equipment
    - computers/peripherals
    - basic computer operations/repairs

- Data Management/Information Management
  - concepts
  - approaches/techniques

Employment and Training Needs

The panel engaged in active discussion regarding job availability and factors affecting jobs. They cited the move toward career pathing occurring in several organizations, and noted the increased trend toward retraining current workers as opposed to new hires. Several organizations indicated a growth environment; others saw little job availability or growth. After some discussion, the panel agreed that there are a high number of jobs available, but that the hires for these jobs may not be the newly trained, traditional full-time hire that will stay with the company for a significant period of time. The group noted the increased use of temporary services and mechanisms and suggested that the future business support person might find jobs of a more temporary nature, for less extensive time/longevity durations, and with multiple employers. Careers will still be very possible, but not in the traditional mode that has characterized this field.

Implementation Suggestions/Concerns

The Tech Scan panel was asked to identify the suggestions or concerns regarding the Tech Prep efforts.

- They emphasized the need to insure that the competencies/skills identified earlier in this report are included in the redesigned, "seamless" curriculum.

- They cited the need for more partnerships between the schools and businesses to encourage more exchanges.

  - internships   - teacher internships
  - work-study opportunities   - site visits (in both directions)

- The panel also suggested that job experience is of such importance that it may need to be required of students.

- The need for and quality of career counseling was seen as critical, as is the involvement of career counselors in these partnerships and efforts.

- There was a discussion of the importance of encouraging student involvement in Tech Prep and BIS courses, and how to encourage such involvement.

- The group cited the degree to which job availability and parent/student decisions to pursue vocational education is connected. The schools will have to work hard to make the connection clear if they want to be successful, and the group suggested that business involvement might help in the decision making process.

- The group also noted that businesses and industries need to commit to and support these kinds of workforce development programs.

Interest Survey for the
Business Program at Oakland Community College

1. Would you be interested in short, non-credit seminars in business?

   _____ Yes
   _____ No

2. If yes, which of the following areas would you be interested in? (Mark all appropriate areas)

Hands-on Computer Applications	International (Business Language & Culture)	Small Business Applications
_____ Word processing		_____ Accounting
_____ Spreadsheet	_____ German	_____ Management
_____ Database	_____ French	_____ Marketing
_____ Graphics	_____ Japanese	_____ Sales
_____ Time Management	_____ Spanish	_____ Other_____
_____ Other	_____ Other _____	

3. What is your travel distance <u>one way</u> to Oakland Community College (Orchard Ridge Campus)?

   _____ Miles

4. Which of the following times would you prefer to attend classes? (Check all that apply)

_____ Mon.-Fri., 6 a.m.- 8 a.m.	_____ Fri., 1-4 p.m.	_____ Sat., 12-3 p.m.
_____ Mon.-Thurs., 8 a.m.- 3 p.m.	_____ Fri., 4-7 p.m.	_____ Sun., 9 a.m.-12 p.m.
_____ Mon.-Thurs., 4-7 p.m.	_____ Fri., 7-10 p.m.	_____ Sun., 1-4 p.m.
_____ Fri., 9 a.m.-12 p.m.	_____ Sat. 9 a.m.-12 p.m.	

5. Within one year, upon completion of your degree from OCC, do you anticipate enrolling in a bachelor's degree program?

   _____ Yes
   _____ No, skip to Question 16

6. What type of bachelor's degree program would you be interested in?

   _____ Accounting
   _____ Computer Information Systems
   _____ Finance
   _____ General Business Administration
   _____ Management
   _____ Marketing
   _____ Other, please specify _____

7. What colleges/universities have you explored or are interested in? (Check all that apply)

_____ Central Michigan University
_____ Detroit College of Business
_____ Eastern Michigan University
_____ Lawrence Technological University
_____ Madonna University
_____ Michigan State University
_____ Oakland University
_____ University of Detroit
_____ University of Michigan
_____ Walsh College
_____ Wayne State University
_____ Other , please specify _____

8. How far would you travel <u>one way</u> to attend a bachelor's degree program?

_____ Miles

9. Why do you want to earn a bachelor's degree? (Check all that apply)

_____ for career advancement
_____ to obtain a management/leadership position
_____ for personal satisfaction
_____ it is required by my employer
_____ for credit toward master's degree program entry requirements
_____ because _____

12. If Walsh College were to offer a bachelor degree program in business at Oakland Community College (Orchard Ridge Campus), would you enroll when finished with your associate degree?

_____ No
_____ Probably, Yes
_____ Definitely, Yes

13. How many years in addition to your associate degree would you be willing to commit to earning this degree?

_____ Two Years   _____ Four Years
_____ Three Years   _____ Undecided

14. How many classes would you plan on taking each semester? (Check more than one if applicable)

_____ One   _____ Three
_____ Two   _____ Four

15. If needed, would you be willing to drive to another site (Walsh College in Troy) to finish your degree?

_____ Yes
_____ No
_____ Unsure

16. General Demographic Information

Home Campus:

_____ Auburn Hills
_____ Highland Lakes
_____ Orchard Ridge
_____ Royal Oak/Southfield

Age:

_____ Under 30 years
_____ 31-40 years
_____ 41-50 years
_____ 51 + years

Employment:

_____ Part time (20 hours or less)
_____ Full time (20 + hours)

Status:

_____ Part time (less that 6 credits per semester
_____ Full time (6 + credits per semester

Gender:

_____ Female
_____ Male

Declared OCC Major:

_____ Accounting
_____ Business Administration
_____ Business Information Systems
_____ Management Development
_____ Other, please specify

_____

Occupation:

_____ Accountant
_____ Administrative Assistant
_____ Building Contractor
_____ Business Owner
_____ Consultant
_____ Doctor
_____ Engineer
_____ Farmer
_____ Food Service Worker
_____ Homemaker
_____ Lawyer
_____ Manager/Supervisor
_____ Nurse
_____ Partner
_____ President/Executive
_____ Retired
_____ Sales Representative
_____ Secretary/Clerk
_____ Skilled Tradesman
_____ Teacher
_____ Self Employed
_____ Other_____

Industry:

_____ Accounting, Public
_____ Advertising
_____ Agriculture
_____ Computer & Data Processing Services
_____ Construction
_____ Consulting
_____ Education
_____ Entertainment
_____ Financial Services
_____ Food Services/Restaurant
_____ Government
_____ Health Care
_____ Hotel/Motel
_____ Insurance
_____ Manufacturing/Industrial
_____ Military
_____ Non-Profit
_____ Retailing
_____ Transportation
_____ Travel
_____ Utilities
_____ Other _____

City of Residence Zip Code:

_____

City of Employment Zip Code:

_____

SECTION INTRODUCTION

This tabular report is based on 1097 usable responses recently gathered from students at OCC. This is the second of two reports that have been issued. This is an interpretation and analysis from our perspective.

This Executive Summary is divided into three sections:

        OCC Student Profiles
        The Market for Short, Non-Credit Business Courses
        The Market for Walsh College Weekend Courses

OCC STUDENT PROFILES

71% of the respondents are under the age of 30, with a median age of 25.

At least 90% of the respondents work, in addition to attending O.C.C. Of those who reported that they work, 75% work full time and 25% work part time.

Of those who reported their full or part time status as students, 61% are full time students. A sizeable proportion of students, therefore, work full time and are full time students.

Respondents were 61% female. We do not know the proportion of O.C.C. students who are female from enrollment records. Sometimes females are more likely to comply with requests to participate in surveys.

40% of the respondents are majoring in business administration, and another 30% in other business courses. One in 4 students (27%) have non-business majors.

There were not any dominant occupations for students who were employed. 11% were managers or supervisors, and 11% were in secretarial or clerical jobs. 26% were in other than the listed occupations, and these were diverse. In some cases we suspect that occupations in the "other" category were classifiable, but that students did not know how to classify the occupation.

There was no dominant industry of employment. 13% of the respondents were in retailing, and 11% in financial services.

Nearly 8 in 10 respondents (78%) lived in the northern suburbs of Detroit, the "480" or "483" zip code areas. 9% were from Detroit,

Hamtramck, Highland Park, or Ferndale. 10% were from the southern and western suburbs in the "481" zip code area. Geographic areas of employment were roughly the same as geographic areas of residence.

Students traveled an average (mean average) of 11.7 miles one way to attend O.C.C. Half of the students traveled 8 miles or less. Translated into driving times, these are in the range of 10 to 15 minutes -- not a long commute. This suggests the importance of locational convenience to attracting students to O.C.C.

One in 4 of the respondents preferred classes during conventional working hours -- 8 am to 3 pm Monday through Thursday. Other preferences were varied, however the 30% who preferred classes 4 pm to 7 pm Monday through Thursday, and the 34% who preferred Saturday morning suggest the influence of the high proportion of full time workers.

75% of the respondents plan to enroll in a bachelor's degree program upon graduation from O.C.C. These programs are business related, with the two major fields business administration (32%) and management (31%).

THE MARKET FOR SHORT, NON-CREDIT BUSINESS COURSES

Seven out of 10 were interested in such courses, in the manner in which they were described. A minority of respondents expressed the sentiment that they didn't intend to take anything that was not for credit.

Perhaps reflecting a "great American dream" of working for one's self, small business applications interested the most students, followed by computer applications. Putting this in a "big business - small business" context, the leaning was toward skills that would be useful in a small business. There was less interest in business language courses, which may be thought of as more useful in large, international companies.

The interest in entrepreneurship that is reflected by the non-credit courses interests may suggest a market for credit courses in small business and entrepreneurship (if not already offered).

THE MARKET FOR WALSH COLLEGE WEEKEND COURSES

The market for college beyond O.C.C. is 75% of the total respondents. The Walsh College market share of total respondents is 26%. This amounts to about one-third of those who plan to continue college beyond O.C.C.

The Walsh market share of total respondents was calculated by combining survey findings with subjective probabilities. See pages 3.1 and 3.2 for elaboration. The Walsh market share excludes those who would not attend classes at the weekend times that Walsh College is considering offering them.

The median drive times to the Orchard Ridge campus were:

	MEDIAN
Definitely would attend Walsh weekend	7 miles
Probably " " " "	8 miles
Would not " " "	8 miles

Therefore, drive time to the Orchard Ridge campus does not seem to be a determinant of interest in attending Walsh classes on that campus.

Those who say they will definitely attend Walsh are most interested in Management (35%), Accounting (32%), and Business Administration (31%).

Walsh College has a strong perceptual position in each of the business curricula that were mentioned in the survey. 66% of those who plan to continue their education in C.I.S. say they definitely or probably will attend Walsh. The results are 65% for Accounting, 62% for Finance, 61% for Business Administration, 60% for Management, and 56% for Marketing. I interpret these results as indicating that Walsh enjoys a strong perceptual position for advanced education in each subject.

Major competitors to Walsh are Oakland University, University of Michigan, Wayne State University, and Eastern Michigan University.

Students who plan to continue college after O.C.C. would travel 19 miles one way to attend classes -- more than twice as far as they now travel on the average to classes at O.C.C. The distance they would travel does not vary more than a mile for those who have some intentions of attending Walsh versus those who do not. The 19 miles is a median -- half would travel a greater distance, half less.

Personal satisfaction, management positions, and career advancement are the "hot buttons" for Walsh prospects and non-prospects alike. Career advancement is most important (79% of total). These are the promotable reasons for pursuing an advanced Business education at Walsh, and elsewhere. Walsh should to seek to differentiate itself within these benefits; i.e., "Walsh graduates are on a fast track to the top," or something of that sort.

If Walsh requires students to attend some classes at the Troy

campus, and students know this in advance, this may reduce the Walsh market by one-third to nearly one-half.

Compared to all respondents, Walsh weekend prospects are a little younger, slightly more likely to be employed full-time, more likely to be part-time students, and more likely to be females.