A workbook for developing personality and character traits which contribute to success in business

Pothier, Marion L
Boston University

http://hdl.handle.net/2144/6634
Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

MAJOR PROJECT

A WORKBOOK FOR DEVELOPING
PERSONALITY AND CHARACTER TRAITS
WHICH CONTRIBUTE TO SUCCESS IN BUSINESS

Submitted by
Marion L. Pothier
(A. B. in Commercial Education, Bryant College, 1946)
and
Florence L. McGilvray
(B. S. in Education, Salem Teachers College, 1934)

In partial fulfillment of requirements for
the degree of Master of Education

1952
First Reader: Lester I. Sluder, Associate Professor of Business Education

Second Reader: Mary E. Connelly, Assistant Professor
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>1</td>
</tr>
<tr>
<td>Justification of the problem</td>
<td>1</td>
</tr>
<tr>
<td>Scope of the problem</td>
<td>5</td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>Related Literature</td>
<td>6</td>
</tr>
<tr>
<td>Summary</td>
<td>10</td>
</tr>
<tr>
<td>III</td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td>11</td>
</tr>
<tr>
<td>IV</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>14</td>
</tr>
<tr>
<td>Dress</td>
<td>16</td>
</tr>
<tr>
<td>Grooming</td>
<td>21</td>
</tr>
<tr>
<td>Posture and Health Habits</td>
<td>34</td>
</tr>
<tr>
<td>Speech</td>
<td>41</td>
</tr>
<tr>
<td>Applying for a job</td>
<td>46</td>
</tr>
<tr>
<td>Business and social etiquette</td>
<td>56</td>
</tr>
<tr>
<td>Personality and character traits</td>
<td>61</td>
</tr>
</tbody>
</table>

**BIBLIOGRAPHY**

<table>
<thead>
<tr>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>69</td>
</tr>
</tbody>
</table>
CHAPTER I

Statement of the Problem

The problem of this study was to construct a workbook for developing personality and character traits which contribute to success in business.

Justification of the Problem

Research\(^1\) has revealed that the great majority of job failures in business is due to undesirable character traits, attitudes, habits, and poor adjustment, rather than to a lack of skill. That business students need to be instructed in the importance of healthy mental attitudes toward life, work, employers, and fellow employees is becoming more and more evident. The necessity for instruction in character traits and attitudes is pointed out by Elizabeth Gregg MacGibbon\(^2\) when she writes:

\[
\ldots \text{business says that the best of training in skills is not enough. Employers have raised competition to a new and higher level by asking that applicants for positions be outstanding in appearance, personality, attitude, habits, and viewpoint, and that they know their way about in a business environment.}
\]


Although certain technical skills are necessary for success in business, there is a growing recognition that these skills of themselves are not sufficient to meet the requirements for progress demanded by competitive business today. That business is slowly returning to pre-war conditions of being able to select personnel, instead of personnel taking the initiative, is reported by Madeline S. Strongy:

At the time this report is being written, the employment market for office workers is slowly changing from an employees' to an employers' market. When such a change occurs, employers are usually happy because they have an opportunity to pick and choose rather than take just anyone who might be available. They can select people who have desirable personal, social, and business behavior traits that they desire as well as the technical competence they are seeking.

Helen J. Kelly supports the point of view that desirable personal traits are wanted by business:

Teachers are constantly being reminded, not only by the findings of studies, but by personnel directors in conferences and panels, and by prospective employers in their requests for office help, that businessmen want young people who are alert, willing to learn, cooperative, agreeable, dependable, well mannered, and faithful in attendance, who possess some initiative, and have the "right attitude toward the job."

One of the major objectives of business education is the training of students to be vocationally competent. As


established at the beginning of this chapter, vocational competency includes not only the acquisition of skills but the development of personality factors as well. Obviously these factors must be developed before the student enters business. Therefore, it is the responsibility of the schools to help gain these young people completely so that they...
established at the beginning of this chapter, vocational competency includes not only the acquisition of skills but the development of personality factors as well. Obviously these factors must be developed before the student enters business. Therefore, it is the responsibility of the schools to help equip these young people completely so that they will become capable, efficient, and successful business employees. That the school does share this responsibility is supported by Lucas Sterne when he says:

... it can readily be seen that it is up to the school to devote much more of its teachings to developing the student's personality than it has done in the past. We probably should be concerned less with trying to get another five words per minute in typing or ten words in shorthand speed and more with trying to teach the students to take responsibility... It is not enough to merely state that development is one of our objectives and then to expect it to develop automatically while we devote all our energies to the building of skills.

Teachers who attempt to conduct a course in personality adjustment on the high school level find very little material for classroom use except textbooks which are often considered to be too costly for a course of this kind. For the course to be taught without use of any textbooks, material for thought, investigation, and discussion by the students can be collected only after many tedious hours of library work. Obviously a good deal of valuable time is lost that should be put into planning and teaching more profitably.

---

A workbook in which this material is collected, with related readings to broaden the thinking of the class, would not only save the teacher's already crowded schedule but would make his teaching more effective.

The following benefits can be derived from this workbook:

1. This workbook represents a collection of problems and projects that will save the teacher's time, serve his needs, and encourage students' growth.

2. Selected readings listed before each specific problem area direct the student to recognized sources of worth-while information and suggestions.

3. The introductory paragraphs and problems have been constructed in an attempt to increase pupil motivation and thereby increase the students' awareness and desire to develop the traits discussed. In this manner, the student will have an opportunity to locate information, to weigh the opinions of others, to draw conclusions from his readings, and to come up with his own decisions through the aid of classroom discussion under the guidance of the teacher.

4. The workbook has been so designed that it may be used in whole or in part, as a one-semester course or as a unit of instruction within a course, such as office practice or clerical practice.
Scope of the Problem

H. G. Enterline has determined from his study of the review of the ideas of 375 business educators\(^1\) that:

1. The greater part of vocational business training should be given in the last two years of the high school program.

2. The twelfth year, and especially the second semester of the twelfth year, should be planned with a definite job objective in view ...

Following along this same line of thought, this workbook has been prepared to meet the needs of business students in their final year of training on the secondary level. Emphasis of this workbook is on the preparation of business students to secure and succeed in the initial job.

The major units of the workbook cover:

- Dress
- Grooming
- Posture
- Health
- Speech
- Applying for a job
- Business and social etiquette
- Personality and character traits.

CHAPTER II

Related Literature

A myriad of articles, many books, and a few theses have been written dealing with the need of personality for success in business. However, an examination of the research and the literature reveal that no study comparable to the present project has been completed. Some of the literature investigated will now be reviewed.

M. Chandler Hunt\(^1\) reports as a result of the findings of a survey conducted by him that:

> Among employees who were released from their jobs, 10.1 per cent were deficient in specific skills, but 89.9 per cent showed deficiencies in character traits. Of those who failed to receive promotions, 23.5 per cent had shortcomings in specific skills, whereas 76.5 per cent were retarded in advancing due to character traits.

As for reasons for employees' discharge by business or for their leaving their jobs, Brewer\(^2\) discovered that 34.2 per cent of a total number of 1,496 employees investigated had been discharged or resigned their jobs because of a lack of skill or technical knowledge, whereas 65.8 per cent of these employees were unsuccessful because of a "lack of job wisdom."


Thus, it can be seen that success in business is dependent to an overwhelming extent on character and personality traits rather than on specific technical skills alone. Another study which reveals conclusive evidence of the importance that these traits play in the success of business personnel was conducted with the cooperation of 280 corporations in Chicago:

On February 15, 1949, M. H. Wright of the Stenotype Company of Chicago, in an address before the Office Management Association in Pittsburgh, reported the results of a study of 50,000 personnel problem cases, representing 280 corporations in Chicago, entitled "Why People Fail."

<table>
<thead>
<tr>
<th>Trait</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of skill</td>
<td>2.2</td>
</tr>
<tr>
<td>Inexperience</td>
<td>1.0</td>
</tr>
<tr>
<td>Slowness in learning</td>
<td>2.0</td>
</tr>
<tr>
<td>Carelessness</td>
<td>3.0</td>
</tr>
<tr>
<td>Misdemeanors</td>
<td>3.0</td>
</tr>
<tr>
<td>Lack of adaptability and inability to get along with others</td>
<td>88.8</td>
</tr>
</tbody>
</table>

Bowling, while reporting on his study of personality traits of office workers, found as a result of his survey of literature in the field that:

The traits most needed for success in vocational fields were found to be: ability to handle people, responsibility, courtesy, pleasing appearance, self-confidence, initiative, and tact. The development of these traits would seem to be the aims toward which the school should strive to improve.

---


2Bowling, M., A Study of Personality Traits of a Selected Group of Office Workers With Thirty Concerns In Boston and New York City, Master's Thesis, Boston University, 1948, p. II.
As a result of a study directed toward determining the most desirable and objectionable personality traits as listed by a selected group of business firms in Boston and New York City, Bowling has made the following conclusions:

1. It was evident that the businessmen interviewed would like to see a trait development program started in our business departments in college, high school and business schools.

2. There was complete agreement among the businessmen and women interviewed that personality traits were the biggest factor toward success or failure with our office employees.

3. Honesty and morality were always the prerequisites to a good employee whether or not they were checked on the list of personality traits.

4. Businessmen concede that personality traits can be developed and they would like to see these traits developed to some degree before the students seek employment.

5. Skills were placed as secondary if the employee had traits that made him likeable and had the ability to get along with others.

6. There was complete agreement that teachers and employers must have desirable personality traits, as well as the employees.

7. There was constant notice of employers expecting the schools to train the students in personality traits.

8. Teachers should acquaint themselves constantly of the needs of the businessmen, so that they can do a better job of training the students.

9. Businessmen were willing to devote their time to talks in the business classes so as to give the students an insight into the requirements for the office jobs.

---

10. Dress, body odors, and personal hygiene play a big part in the personality development of an individual.

In view of the fact that literature indicates that businessmen are raising the standards of employment, "our thoughts should be on how we can best help our students. We cannot leave them unguided; we need a plan or a formula for job-getting success." The workbook submitted in Chapter IV offers a functional program of activities which might serve as an aid in developing in students an awareness of the demands of business.

The effectiveness of a course or unit offered in the development of personality and character traits is dependent not only upon the materials used, but upon the earnestness and ability of the teacher as well. Robert E. Slaughter goes farther and suggests that the teacher's personality is a strong factor in the effectiveness of character training when he says:

... Character and personality are developed primarily through contact with the environment experienced by the pupil. They are more "caught than taught." The environment surrounding the individual should, therefore, be as exemplary as possible of good character values and personality characteristics and attitudes.

---

1 Desmond, J. C., Source Unit - "How to Get a Job," Service Paper, Boston University, 1950, p. 3.

Summary

Literature reviewed in this chapter indicated that business and schools realize the importance that personality and character play in the success of students entering business.

Surveys conducted by Hunt\(^1\), Brewer\(^2\), and Prosser\(^3\) signify that success in business is dependent to a great extent on the ability to get along with others. MacGibbon\(^4\) points out that the burden of developing these non-technical skills and knowledges should not be left with business, but must be developed by the schools.

Van Derveer\(^5\) supports the belief that desirable personality and character traits should be developed in the schools when she says:

> Personality is of sufficient importance in business relations as to merit curricular emphasis equivalent to that of skills and knowledges. Its development should not be left to chance nor should it be considered a by-product of subject matter learning.

\(^1\)Hunt, M. Chandler, "They Couldn't Hold Their Jobs," Personnel Journal, December, 1935.


CHAPTER III

Procedure

The steps followed in preparing this workbook were:

1. Related literature and research were reviewed to obtain a background for developing the workbook.

2. The tables of contents of two of the most complete and outstanding textbooks\(^1\) in the field were studied to determine the scope of the workbook being prepared.

3. A study was made of many surveys dealing with the reasons for lack of success and discharge of business personnel. An outline was prepared including those non-technical skills and knowledges considered by leading educators and businessmen to be of greatest importance for employability.

4. Thought-provoking problems were designed expressly for the purpose of stimulating a desire on the part of the students for achieving these non-technical skills and knowledges.

5. Self-analysis charts were developed for the purpose of determining in which of these non-technical skills and knowledges the students needed improvement in order to meet


the qualifications considered necessary for success in business.

6. Short pertinent paragraphs were prepared for each unit to direct the students' thinking to the problems presented for investigation and discussion.

7. A careful and extensive investigation was made of the literature available, with special consideration of accessibility, reading level, completeness, accuracy of information, and student interest.

8. A selected bibliography was prepared of the current writings in the field of personality development.

9. A selected bibliography of films available dealing with these non-technical skills and knowledges was included.
CHAPTER IV
INTRODUCTION

The purpose of this workbook is to offer the student an opportunity to develop the attitudes and character traits that businessmen consider to be as important, if not more important, than technical skill for success in business.

Time and time again when an employer needs additional office help he will ask, "Have you someone who is alert, well-groomed and can get along with others?" Or he may say, "Send me a competent secretary, but be sure she is neat and has a pleasing personality." Or, "I need a telephone-receptionist who will encourage business to the firm because she is tactful and courteous."

This workbook is a program of activities concerned with the traits, habits and attitudes necessary for success in business. The opening paragraphs of each unit acquaint the student with the topic under discussion; the reading list treats the subject more completely, giving the student an opportunity to seek information, to draw conclusions from his readings, to weigh the opinions of others, and to finally reach a decision for himself with the guidance of the teacher.

The questions are intended to be thought provoking and to promote discussion by the class; many of them do not have an entirely right or wrong answer. It is necessary for the student to exercise his judgment and to arrive at a
conclusion after he has considered the various aspects of the problem.

It is hoped that this workbook will stimulate the student to become more interested in the development of his personality and encourage him to improve his weaknesses in order that he may enter the business world as a happy, well-adjusted individual.
Businessmen will overlook many deficiencies because of lack of experience in the new employee, but they demand attractive appearance. Try to learn early in your training for business to dress appropriately for your job, and for your social engagements, too. Find out what is considered to be good taste in dress both during and after business hours.

When you buy clothes from now on, keep in mind that you will be wearing them for interviews and for your first job. Ankle socks, loafers, sport shirts, sweaters, and jackets do not have a place in business. You will be more readily accepted and will feel more confident if you are conservatively dressed. You will fit into any situation, either in business or in social life, if you conform to the standards already accepted.

Analyze your figure before you borrow money on your first pay check from Dad to buy the few extras that you consider a "must" to make your business wardrobe complete.

Young Women - Does a suit dress out you in half? Can you wear a casual neckline or do you need a round collar to make your neck look shorter? Do you look best in a fitted suit or are suits with straighter lines more becoming?

Young Men - Do you look well in a double-breasted suit or is a single-breasted style more suitable for you?
know what colors and fabrics you can wear best?

These are certainly some of the points you should consider before you spend your hard-earned money on clothes. Other essential fundamentals will be found in several books on the reading list. Glean from them all you can and you will be prepared to shop intelligently.

**Baby Your Clothes**

After you have acquired an appropriate wardrobe, you must take care of it. Clothes, like a car or house, need to be looked after. The wear they give you depends upon the care you give them. Have a definite routine for washing, ironing, cleaning and pressing. If clothes make the man, surely they deserve a few minutes of your time each day to help you maintain that well-groomed look.

**Reading Assignments**


Giles, Nell, Susan, *Be Smooth!*, Hale, Cushman & Flint, Boston, 1940, Chapter 2.


For Girls Only

1. Choose clothes from colored magazine illustrations which would be appropriate for one week's wear (five days) for the properly dressed office girl. The apparel for each day is to be labeled and mounted on a separate page. Select a minimum of clothing but without planning to wear the same outfit too often.

Select your coat, hat, bag, shoes, gloves. Show blouses, skirts, suits, dresses, shoes, and jewelry (if considered appropriate). Avoid red and startling styles and fabrics, but also avoid drabness. Remember that the girl on her first job hasn't a great deal of money at her disposal. Also remember that flat, or even low heels are not necessary in the office. But beware of choosing sport shoes or play shoes; a plain, fairly high-heeled pump would be more in keeping with the proper office dress.

Keep in mind that you are dressing for a fastidious office where it pays to be correct.

2. Clip from colored illustrations in magazines one appropriate outfit which could be worn:
   a. In a business office if you have a five o'clock date.
   b. To an informal dinner
   c. To an informal dance
   d. To a formal dance
   e. For a date to go to the movies
   f. For a dinner and theatre date.
For Men Only

Clip out of magazines and arrange on a poster, colored pictures of two suits which would be suitable for you to wear to business. Select pictures of shirts, ties, socks, and shoes that would look well with the suits you have chosen. Include one hat and overcoat which could be worn with both suits.

Keep the main items of your selected wardrobe conservative. Remember that color, if used wisely, does play an important part in the well-dressed business man's choice of clothing.

1. List five factors upon which the selection of clothing should depend.

2. Is your job hunting apt to be more successful if you are wearing expensive rather than inexpensive clothes? Give reasons for your answers.

3. Discuss the relationship between correct business dress and good personal grooming. Is it possible to have one without the other?

4. What is the relationship between clothing and personality?

5. What did the person mean when he said, "When you think you can wear a dress or suit just once more before having it cleaned, you shouldn't!"
6. What impression does a person who is appropriately dressed make upon those with whom he comes in contact? What effect does a feeling of being appropriately dressed have upon the wearer?

7. Without proper and constant care, clothing will soon become shabby and detract from the "well-groomed look." List the steps necessary for keeping your wardrobe in top-notch condition.

8. Using Chapter VII of *Fitting Yourself For Business*¹ and other sources as a guide:
   a. Inspect your present wardrobe and determine which items that you now possess will be suitable for job hunting by graduation time.
   b. Make a list of the items you will have to add to make an appropriate or fairly complete wardrobe.
   c. Determine the price of these needed items, keeping in mind the limitations of your budget.
   d. Draw up a plan for purchasing these items one at a time until you have the wardrobe you will need, when you need it.

---

GROOMING

High on the list of the qualifications required by employers is personal appearance. In fact, authorities agree that appearance is given considerable weight when a candidate is being considered for a new position. This does not mean that you must have the beauty or fine features of a movie star. There are, however, definite requirements you should follow habitually to make the most of your appearance. Read carefully the books to which you are referred later in this chapter.

Below are two charts of the minimum requirements, as far as personal grooming is concerned, for employability. Any successful business man or woman could answer "yes" to all of these questions. How do you rate?

<table>
<thead>
<tr>
<th>Personal Grooming - Men</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatly combed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trimmed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eyes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicate sufficient sleep?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show good health habits?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshly shaved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy color?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily shower or bath?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continued on next page)
### Personal Grooming - Men (Continued from preceding page)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teeth</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bright as possible?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show good care?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free from cavities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free from cigarette stain?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hands</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nails clean and trimmed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free from cigarette and other stains?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clothes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brushed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatly pressed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In good taste?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free from odor?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fresh handkerchief?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoes polished?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heels not run over?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Necktie and hat neat and clean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socks fresh and in good condition?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Posture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erect?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well controlled?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Personal Grooming - Women

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hair</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becoming style?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatly and appropriately arranged?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural color?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequently brushed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free of excessive ornaments?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Eyes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bright?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show good health habits?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brows and lashes free from excessive make-up?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indicate sufficient sleep?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continued on next page)
<table>
<thead>
<tr>
<th>Personal Grooming - Women (Continued from preceding page)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Face</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free from blemishes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Becoming and appropriate make-up?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Teeth</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bright as possible?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show good care?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hands</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean and smooth?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nails clean and manicured?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nail polish (if worn) in good taste?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free from excessive jewelry?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Daily Bath or Shower?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clothes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brushed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neatly pressed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free from odor?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In good taste?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shoes polished or brushed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heels not run over?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immaculate gloves, collars, cuffs, etc.?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Stockings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seams straight?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conservative?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fresh?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free from runs or snags?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Posture</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Erect?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alert?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Free from annoying mannerisms?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well controlled?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. What is meant by the often quoted statement: "A pleasing figure is a perpetual letter of recommendation?"

2. What is meant by a "first impression?" Why is a good first impression of such great importance in business? In social life?

3. Why is a good appearance considered to be of such great importance when you are looking for a job?

4. Assume that you are applying to an employment agency for help in locating a job. Why should you be as meticulous in your grooming when applying to the agency as you would be if you were calling upon an employer?

5. Discuss "Appearance gets you the job; skill keeps it for you." Do you agree or disagree with this statement in whole or in part?

6. How can a man who is not handsome or a woman who is not beautiful make themselves attractive?

7. From your reading, compile a list of basic requirements of what constitutes good taste in grooming.
Care of the Hair

Young Women

Your hair, your crowning glory, deserves the best care you can give it. Experiment until you find a style that is easy to manage and that suits the shape of your face. Keep your hair clean with frequent shampoos and daily brushing. Dry or oily hair can be annoying; there are many preparations on the market to help you avoid these conditions. Investigate the possibilities of these preparations to help you overcome either of these handicaps.

Young Men

You, too, must be meticulous in the care of your hair. Visit the barber regularly so that your hair line is always neat. Men suffer from dandruff because they neglect to take proper care of their hair. The most appropriately dressed man in the world has better than two strikes against him if he looks like he has been out in a snow storm. Find out the causes of dandruff and, if necessary for you, do something about it.

Reading Assignments

Giles, Nell, Susan, Be Smooth!, Hale, Cushman and Flint, Boston, 1940, pp. 47-55.


Daly, Sheila John, Blondes Prefer Gentlemen, Dodd, Mead and Co., New York, 1950.
1. What effect does a poor diet have on the hair?

2. Is oily hair a sign of good health? Explain.

3. Which is better for the hair, cake soap or a special shampoo? List your reasons.

4. What effect does hard water have on the hair? What can be done, if anything, to remedy this situation?

5. Is the washing of the hair more than once a week harmful to either the hair or the scalp? Explain.

6. How often should the hair be washed?

7. How can one improve the appearance of the hair? List the ways in which you could improve the appearance of your hair.

8. Prepare a routine for one month which you feel would benefit your hair and add to your attractiveness. (Washing, care, diet, etc.)

9. How may permanent waving harm the hair or scalp?

10. What effect do dyes have on the hair? Support your response with authoritative statements.

11. What effect does dyed or bleached hair have on the personality?
12. What is dandruff? How can dandruff be avoided?

13. How does brushing benefit the hair?

14. Discuss the proper procedure for brushing the hair.

15. Does the application of olive oil improve the hair? Defend your response with authoritative sources.

16. Do vaseline and other preparations used to keep hair in place harm the hair? Explain.

17. List as many causes as you can find for gray hair.

18. The majority of well-informed people constantly stress the importance of well-groomed hair. Do you think interviewers actually do judge applicants by the condition of their hair? What about women applicants who wear hats and cover most of their hair? If there is a possibility that interviewers do give an applicant's hair the "once over," what conclusions might be drawn about:

   a. Persons with neatly-groomed hair?
   b. Persons with neatly-arranged but obviously unclean hair?
   c. Persons with neatly-groomed and clean but obviously dyed or bleached hair?
Care of the Skin

Soap and water will keep your skin clean and healthy. A daily bath or shower will prevent you from being offensive. In school or at work, where you come in close contact with people, you must take precautions against body odors. Have a wholesome, clean, well-groomed appearance, and you will look and feel healthy. Remember that the daily bath or shower is the first step toward good grooming.

Just a word about cosmetics; use them sparingly! Remember that they are only beauty aids, so don't expect any more from them.

Reading Assignments


Giles, Nell, Susan, Be Smooth!, Hale, Cushman and Flint, Boston, 1940, pp. 75-87.


1. How may skin be considered an indicator of health?

2. How often should a bath be taken?

3. Investigate the benefits of cold, warm, and hot baths.
   What kind of bath should be taken before going to bed?
   Before going to school or work in the morning?

4. What causes perspiration?

5. What causes the odor of perspiration?


7. Why are soap and water better for most skins than cold cream and other beauty aids?

8. List three ways in which cosmetics may be injurious to the skin.

9. Why is sunlight beneficial to the skin?

10. What, if anything, can be done about blackheads and pimples?

11. May the excessive eating of sweets harm the skin? If so, how?
Care of the Hands

Your general appearance will be influenced by the condition of your hands. Take good care of them. Treat them gently, wash them carefully, dry them thoroughly. Use a lotion as often as necessary. A nail brush, nail file, and emery board are equipment you will need to keep your hands and fingernails in good working order.

Young Women
Your fingernails need daily attention. Study the shape of your hands to determine the length of your fingernails. It is debatable whether nail polish really beautifies your hands. Read what the authors say on the matter in the several books listed at the end of this unit and decide for yourself whether you should use nail polish.

Young Men
Young men need a stiff hand brush and finger nail file to keep their hands well-groomed. Short nails are easy to care for and are in good taste. Don't let the cuticle become attached to the nail; push it back with a towel after washing your hands.
Reading Assignments

Giles, Nell, Susan, Be Smooth!, Hale, Cushman and Flint, Boston, 1940, pp. 91-98.


1. How can a person's hands betray his habits of poor or hurried grooming?

2. Prepare a routine for a two-week period which you feel would improve the condition of your nails.

3. What do dry, brittle, spotted nails indicate about the condition of your health?

4. What do the authors to whom you have been referred say about the use of nail polish in business?

5. How can a person's hands betray his lack of confidence?
Care of the Teeth

Teeth that show you cared enough to care for them will repay you in many ways. Brush them regularly, especially after meals. "See your dentist twice a year" is very good advice. Eat food that will make your teeth strong. Only by observing these rules can you be sure of a breath which will not be offensive. You will surely agree that a pleasing breath is of very great importance.

Reading Assignments

Giles, Nell, Susan, Be Smooth!, Hale, Cushman and Flint, Boston, 1940, pp. 59-62.


1. What are some causes for bad breath?

2. Investigate and list the reasons for tooth decay.

3. In what ways may unhealthy teeth affect the health of the body?

4. In what ways can diet affect the condition of the teeth? Are the foods necessary for strong teeth in childhood and adolescence the same as those foods necessary during adulthood?
Care of the Feet

Your feet, like other parts of your body, perspire and need proper care. Change your stockings daily. Use foot powder or lotion if your feet perspire excessively. And girls, if you think employers are against fingernail polish, you should hear what they have to say about painted toenails!

Reading Assignments


1. In what ways may the face and body express tired, aching feet?

2. List five causes of foot ailments.

3. What preventive and remedial measures may be taken to avoid and relieve foot ailments?
POSTURE

What would people think about you if they judged you solely by the way you sit, stand, or walk? Do you have the appearance of an alert, poised, efficient individual, or do you walk with shoulders hunched, head drooping, feet dragging? Do you sit with a slump and rise with an ungainliness?

Poor posture gives the impression of poor health, laziness, and a lack of interest or enthusiasm. These qualities are frowned upon in business and, therefore, must not be tolerated by you. You owe it to yourself to stand erect, to walk with your head up, and to maintain a graceful position when you sit.

Poor posture may lead to many complications which decrease your efficiency, such as aching back, tired feet, poor digestion, just to mention a few.

In the problem section, you will find simple exercises to try out in the classroom and at home. Attack this problem seriously and watch for improvement in your personal appearance.

Reading Assignments


Giles, Nell, *Susan Be Smooth!*, Hale, Cushman, and Flint, Inc., Boston, 1940, Chapter IV.


1. You must first learn the correct body mechanics in a standing position before you can cultivate a graceful and attractive walk. Stand with your back to the wall and your heels about two inches from the baseboard. Allow your shoulders, which are relaxed and down, to touch the wall. Put your hand at the back of your waist. Is there a hollow there? If so, there's work for you to do. You must practice to tuck your hips under and to dig your waist into the wall until there is no space. Bending the knees slightly at first will help. When you can stand easily with your shoulders, hips, and waist touching the wall, holding this position, take two steps away. Keeping your shoulders down, knees relaxed, and arms swinging easily, walk slowly around the room. Toes pointed straight ahead, please!

2. Walk to a chair and sit down. Did both you and the chair groan? If so, don't tell anyone, just determine to learn to sit as if you had control over your body and not vice versa. Walk to the chair easily and turn your back to it. There is no need to dash up and dive into it. If you think that someone else is going to get there first, let him! But, let us suppose that the chair is obviously quite safely yours. Standing with your back to it, allow the back of your right leg to touch the front of the chair. Bending your knees, lower yourself, maintaining the same
good posture from the hips up that you held while standing. Now that you are seated without injury to either the furniture or to yourself, don't collapse! Give the impression that you have the strength to sit up. Leaning against the back of the chair is, of course, entirely permissible--that's what the backs of chairs are for--but keep your back straight while doing so.

3. Of course, one doesn't remain in a chair indefinitely once he has seated himself, and he expresses his poise (or lack of poise) in the manner in which he rises from a chair. Don't rocket out of the chair as though the seat were afire, and, of course, don't force yourself up by pushing with your hands. All the strength needed to rise is in your legs. Place one foot behind you and use it as a lever to rise, having all the "bend" in your knees, not at the waist. Let your leg muscles lift you slowly and easily.

4. List the causes of poor posture and make a list of suggestions for improving poor posture.

5. Make a collection of pictures of persons illustrating good posture patterns in sitting, walking, and standing positions.

6. Discuss the relation between good carriage and good grooming.

7. Make an observation of people for a few days noticing in particular the way they walk, stand, and sit. What posture
faults did you notice? How could they correct these faults? Which of these are your faults also and what are you doing to correct them?

8. Few people will disagree that good carriage is a decided asset. In what ways is the good carriage of an employee an asset to his employer? In what ways is good carriage a social asset? a physical asset? a mental asset?

9. Define kyphosis; lordosis; scoliosis. What, if anything, can be done to correct these conditions?
HEALTH HABITS

Everyone admires a wide-awake, enthusiastic, peppy person; one who radiates happiness, and looks glad to be alive. This person is a healthy person, and has a "healthy habit" routine which includes enough rest, sufficient exercise, and a sensible diet.

There is nothing very difficult about a "healthy habit" routine and the benefits you will gain by following the suggestions given in the readings and problems of this unit will start you on the road to having that alive glow which makes the office you work in a pleasant place to be.

Good physical health and good mental health are dependent, to a certain degree, one upon the other. You cannot hope to be mentally alert and have a healthy attitude about your work if you are physically under par. By the same token, a person in good physical health cannot cope with the strenuous demands of business if he allows small worries and petty annoyances to plague him.

Reading Assignments


Daly, Maureen, Smarter and Smoother, Dodd, Mead and Company, Inc., New York, 1945, pp. 16-20.


Giles, Moll, Susan Be Smooth!, Hale, Cushman and Flint, Boston, 1940, pp. 69-72.
1. Suggest "after-work" recreation activities and hobbies which might be of value, both mentally and physically, to (a) a high-school senior boy; (b) a high-school senior girl; (c) a secretary; (d) a typist; (e) a behind-the-counter salesperson; (f) a door-to-door salesman.

2. Investigate and list the opportunities in your community which offer recreation to people of high-school age. Find out the benefits, fees, and other pertinent information.

3. List the various kinds of exercise you have had in the past two weeks. Draw up a plan for a regular schedule of healthful exercises for the next two weeks.

4. Collect information from reliable sources as to why many firms require their new employees to undergo physical examinations.

5. What is a balanced diet?

6. Answer the following questions with either a "yes" or a "no."
   1. Do you eat three balanced meals each day?
   2. Did you eat a good breakfast this morning?
   3. Do you walk, stand, sit, with your body in good alignment?
   4. Is your posture all that it should be right now?
   5. Do you get at least eight hours sleep every night?
6. Do you get sufficient fresh air?
7. Do you get sufficient exercise?
8. Do you have a hobby?
9. Do you keep your body clean?
10. Check your hands, hair, face, clothes right now.
   Are they as clean as they should be?

7. How does a routine of eight hours of sleep, three balanced meals, and healthful exercise each day affect the successful holding of a job?

8. What are emotional conflicts?

9. What is an "inferiority complex?" A "superiority complex?"

10. List three activities which might tend to improve mental health.

11. List three activities which might tend to destroy mental health.
SPEECH

Your voice reveals much more of your true self than you perhaps realize. It is the purpose of this unit to indicate to you the outstanding errors made by people today and to acquaint you with some ways in which you can begin to improve your own voice.

The related reading list may seem long, but each book to which you have been referred will prove to you the need of a pleasing voice.

Several of these books discuss the effect that the volume and tone of your voice have on people listening to you. If you are guilty of speaking too loudly or in a harsh tone, begin now to overcome these handicaps.

Telephone Voice

If the quality of your voice is important in face-to-face conversation, you can easily appreciate how much more important it is to have a pleasing telephone voice where the person to whom you are speaking cannot see you.

Eighty-five per cent\(^1\) of the people in business use the telephone some part of their working day. Thousands of dollars worth of business is transacted over the telephone daily. Read the assignments carefully so that you will have

a thorough understanding of the important part voice plays in business.

Tact

Tact is thoughtfulness. Speaking sharply, criticising, and nagging are habits that mark the tactless person. Learn to think before you speak. Consider how other people will react to what you say. A tactful employee is considered by business men to be a valuable asset.

Reading Assignments


1. How may speech defects handicap personality?

2. Define the four basic attributes of speech: pitch, rate, intensity, quality.

3. List the causes and some cures for too rapid and too slow speech.

4. Discuss the meaning of articulation and ways to improve it.

---

5. Name three well-known persons whose voices are pleasing to you and try to explain why you have chosen these names.

6. A businessman has been known to say, "You may not believe it, but my receptionist can make or break my business over the telephone!" Explain how this could be true.

7. Why is "The voice with a smile" considered to be of such importance to a business office?

8. List reasons why a business phone should be answered promptly.

9. Why is it a good plan to record the time and the date on telephone messages?

10. When answering a business phone, what else should you say besides "Hello?" Why?

11. You have taken a message over the telephone for your boss who is away at the time. Why should you repeat the message to the caller before replacing the telephone receiver?

12. What is the etiquette involved when telephone numbers have been given or received in error?

13. List four reasons why an employer frowns upon the use of the office telephone by employees for personal calls.

---

1Slogan of the Bell Telephone Company.
14. In order to be more tactful and pleasant, how would you rephrase the following remarks:
   a. I can't type that today. I'm too busy.
   b. You'll have to wait. I'm too busy now.
   c. D'you have t'have it now?
   d. Look, you're not the only customer here!
   e. It's five o'clock now. I'll do it tomorrow.
   f. He can't see you. He's in conference.
   g. Don't expect me to know everything.
   h. How was I supposed to know you wanted it typed that way? I'm new here!
   i. I wasn't hired to do that.
   j. No. He doesn't see salesmen on Mondays.

15. You have told a person who has telephoned that you will call him back in five minutes with requested information. In the meantime you find that it will take longer than you had anticipated. What should you do?

16. List various mannerisms which may tend to lessen the effectiveness of a speaker's address.

17. With the help of your classmates and teacher, list the mannerisms which tend to lessen the effectiveness of your personality.

18. Make a list of overworked expressions such as, "swell,"
"you bet," "O.K.," "how about that." List several expressions which you could use as alternatives.
APPLYING FOR A JOB

Now that you are within sight of graduation, this is the time to ask yourself, "Am I as well prepared in the technique of job hunting as I am in office skills?" Finding and getting the right job is a skill in itself and now is the time you should start thinking seriously about it.

How To Discover Job Opportunities

A glance through the help-wanted advertisements of your newspaper will give you an insight as to the types of positions for which you may apply. Perhaps these job titles are not clear to you. In the publication, "Office Workers," published by the United States Department of Labor, Bureau of Labor Statistics, the following job descriptions are given:

Machine Biller:

A worker who prepares statements, bills, and invoices on a machine other than an ordinary typewriter. May also keep records as to billings or shipping charges or perform other clerical work.

Accounting Clerk:

A worker who performs one or more accounting operations such as preparing simple journal vouchers, accounts payable vouchers; coding invoices or vouchers with proper accounting distributions; enter vouchers in voucher registers; reconciling bank accounts; posting and balancing subsidiary ledgers controlled by general ledger.
File Clerk:

A worker who is responsible for maintaining an established filing system and classifies and indexes correspondence or other material; may also file this material. May keep records of various types in conjunction with files or supervise others in filing and locating material in the files. May perform incidental clerical duties.

General Clerk:

A worker who is typically required to perform a variety of office operations. The work generally involves the use of independent judgment in tending to a pattern of office work from day to day, as well as knowledge relating to phases of office work that occur only occasionally.

Order Clerk:

A worker who receives customers' orders for material or merchandise by mail, phone or personally and whose duties involve any combination of the following: quoting prices to customers, making out an order sheet listing the items to make up the order, checking prices and quantities of items on order sheet, distributing order sheets to respective departments to be filled. May also check with credit department to determine credit rating of customer, acknowledge receipt of orders from customers, follow-up orders to see that they have been filled, keep file of orders received, and check shipping invoices with original orders.

Secretary:

A worker who performs secretarial and clerical duties for a superior in an administrative or executive position and whose duties involve the following: making appointments for superior; receiving people coming into office; answering and making phone calls; handling personal and important or confidential mails, and writing routine correspondence on own initiative; taking dictation, either in shorthand or by stenotype or similar machine, and transcribing dictation or the recorded information reproduced on a transcribing machine. In addition, may prepare special reports or memoranda for information of superior.
General Stenographer:

A worker whose primary function is to take dictation from one or more persons, either in shorthand or by stenotype or similar machine, involving a normal routine vocabulary, and to transcribe this dictation on a typewriter. May also type from written copy. May also set up and keep files in order, keep simple records, etc. Does not include transcribing-machine work.

Switchboard Operator:

A worker who operates a single or multiple position telephone switchboard, and whose duties involve: handling incoming, outgoing and intraplant or office calls. In addition, may record toll calls and take messages. As a minor part of duties, may give information to persons who call in, or occasionally take telephone orders.

Switchboard Operator-Receptionist:

A worker who in addition to performing duties of operator, on a single position or monitor-type switchboard, acts as receptionist and/or performs typing or other routine clerical work as part of regular duties. This typing or clerical work may take the major part of this worker's time while at the switchboard.

Typist:

A worker who uses a typewriter to make copies of various material or to make out bills after calculations have been made by another person.

Class A--A worker who performs one or more of the following: typing material in final form from very rough and involved draft; copying from plain or corrected copy in which there is a frequent and varied use of technical and unusual words or from foreign language copy; combining material from several sources; or planning lay-out of complicated statistical tables to maintain uniformity and balance in spacing; typing tables from rough draft in final form. May also type routine form letters, varying details to suit circumstances.
Class B--A worker who performs **one or more of the following:** typing from relatively clear or typed drafts; routine typing of forms, insurance policies, etc.; setting up simple standard tabulations, or copying more complex tables already set up and spaced properly.

Who Can Help You Get The Job?

Of course, a newspaper advertisement isn't the only avenue open to you in obtaining a position. Your school placement office will be of great help to you. Your guidance directors know your abilities and personality well and can do a great deal in helping you make your debut into the business world.

Let it be known among your circle of friends and your family's friends that you are looking for a job. Keep your eyes and ears open to possible vacancies in your field of interest.

Drop in to the personnel department of several companies for which you might enjoy working. The experience will be well worth the effort.

Use the many directories that are available. Get various lists of manufacturing concerns. Make use of the facilities of the Chamber of Commerce. Make up a list of firms which might be able to offer you the kind of job you are looking for. List these prospects on cards; call upon them. Don't make a "hit and run" application. Follow up every case until you receive a definite answer. If you know you are capable of doing the work, call back in a few days,
phone, or even write. An application unanswered for ten
days is dead. Don't let your prospect grow cold!

Application Letters

At some time during the process of your looking for
a job, you will have occasion to write letters of application.
You may answer a newspaper advertisement or send letters
to a selected list of firms. You may hear of an opening in
a particular firm and write a letter of inquiry; or you may
have friends in business and will want to let them know you
are in the market for a job.

Keep in mind that every letter should ask for a
personal interview, not a job.

From your reading assignments, you will find examples
of letters of application. Notice that some are brief,
merely stating qualifications; others are accompanied by a
data sheet; and still others are lengthy.

Many firms will hire students directly from high
school. Some publishing companies\(^1\) have about twenty-five
types of jobs open to high school students, so don't feel
that your chances of getting a job depend entirely on having
previous experience.

\(^1\)Reported by Edward E. Booher, executive vice-president,
Gregg Publishing Company, to the New York City Business Educa-
tion Advisory Council, at McGraw-Hill Book Company, 350 West
Forty-Second Street, New York City, January, 1950.
Reading Assignments


1. From the list of job descriptions given earlier, choose the job for which you are most qualified at the present time, considering your ability and interests. Clip out of the classified section of a current newspaper three advertisements for this type of position for which you are qualified to apply. Write three letters of application, one for each position, starting each letter with a different approach. From your readings, you will find many hints and suggestions on writing effective letters of application.

2. (a) From the reading assignments given on the top of this page, note the various methods of preparing personal data sheets. In proper sequence, list the information which should be included in your personal data record, and the headings under which this information could be recorded.
   (b) Prepare a personal data sheet to accompany a letter of application. You may wish to develop an attractive
booklet or folder for your personal data instead of the one-page form.

3. Prepare a job portfolio which you would be proud to have an employer inspect. Arrange and bind your materials neatly. Include samples of production work you can do such as, business letters, tabulations, business forms, duplicated material, hand-written financial statements. Colored covers and originality of design and arrangement, if in good taste, will make your portfolio more interesting. Your personal data sheet and letter of application may also be kept in this job portfolio.

4. On the following page is a sample of an application blank which is more or less typical, in content, of the type of information a concern requires of new employees. Fill it out in ink, neatly, legibly, and completely. Remember, when you leave an employer's office, the application blank is all that is left to speak for you.
APPLICATION FOR EMPLOYMENT

Position Applied For ___________________________ Date ___________________________

Name ___________________________ Social Security No. ___________________________

Last  First  Middle

Present Address

Street and No.  City  Zone  State  Tel. Number

Former Address

Street and No.  City  Zone  State

How long have you lived at your present address? ___________________________

How long did you live at your former address? ___________________________

In case of Emergency Notify:

Name ___________________________

Street Address ___________________________

City  Zone  State  Tel. Number

Sex ___________________________

Height ___________________________

Weight ___________________________

Single ___________________________

Married ___________________________

Widowed ___________________________

Divorced ___________________________

Dependants ___________________________

Describe Any Illnesses, Accidents or Physical Defects, and Period of Time Lost From Employment As a Result Thereof.

<table>
<thead>
<tr>
<th>School and Location</th>
<th>Major Course</th>
<th>Minor Course</th>
<th>No. of Yrs. Attended</th>
<th>Date of Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Night or Correspondence School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special School</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

RECORD OF BUSINESS EXPERIENCE

Note: Begin with Present Position and Work Back to Your First Position.
<table>
<thead>
<tr>
<th>From Month Year</th>
<th>To Month Year</th>
<th>Name of Company</th>
<th>Address</th>
<th>Nature of Work</th>
<th>Last Salary</th>
<th>Reason for Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CHARACTER REFERENCE**

List Three Personal References (other than relatives) who have known you for at least five years.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Occupation</th>
<th>Years Known</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Signature of Applicant**

---

**(For Company Use Only)**

Name ____________________________ Sex ______

Position Desired __________________________ __________ Interviewed by ________ Date ______

Employed as __________________________ Department __________________________

Starting Date __________________________ Salary __________________________

Approved by __________________________

**REMARKS:** (If Hired, or Not Hired, State Reasons) __________________________
5. In seeking a job, what is the difference between aimless canvassing by mail and writing to a carefully selected list of business firms?

6. Investigate the use of "follow-up" letters sent after an interview. Should such a letter be sent to an interviewer who did not offer an applicant any encouragement?

7. Besides the classified section of the newspaper, what other sources are available for securing information about jobs? What sources are available to you in your community?

8. What do employment agencies find out about applicants before sending them out on jobs?

9. Prepare yourself to take part in a class discussion of the meaning of "Employable Personality."

10. A first job is often considered to be a stepping stone to a still better position.
    (a) Do you think you should accept the first job that comes?
    (b) Do you think it is ethical to take a job when you know you will not stay more than a year before changing?
    (c) Do you think it is fair to your employer to use your first job merely to acquire the experience necessary to obtain a better job?
    (d) Do you think your leaving your first job after a short
period of time will affect a new employer's opinion of your dependability?
BUSINESS AND SOCIAL ETIQUETTE

Courtesy, kindness, and thoughtfulness are evidences of a well-mannered person. These traits are acquired through training, observation, reading, and practice.

Your daily contacts require that you know and use the rules of etiquette as they apply to your employer, other employees, customers, and friends.

Every man and woman working together should be tactful and courteous, thus creating a happy atmosphere.

Your readings will acquaint you with the proper method of making introductions and accepting invitations. Information is also included on employer-employee relationships, employee-employee relationships, and other phases of business and social etiquette.

Reading Assignments


1. Being well mannered implies no more than being considerate and appreciative of the rights of others. Good manners indicate culture, intelligence, good taste. Again, a good deal more than technical skill is required for success in business today. When several persons of equal qualifications apply for the same job or are being considered for promotion to a higher position, the one who shows that he can fit smoothly into the business situation will win out. Using the following chart, analyze yourself and see how well you rate on the points of etiquette. Place a check in the column that most accurately describes you.

**ETIQUETTE SELF-ANALYSIS CHART**

<table>
<thead>
<tr>
<th>I am as courteous to persons in lesser positions as to those above me.</th>
<th>Seldom</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I am careful to say nothing that will embarrass others.</th>
<th>Seldom</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When the phone rings, either at home or at business, I answer just as soon as possible.</th>
<th>Seldom</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My voice and manner is pleasant and courteous when I am interrupted by a &quot;wrong number&quot; phone call.</th>
<th>Seldom</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I say &quot;Thank you&quot; for all favors and courtesies extended to me, whether large or small.</th>
<th>Seldom</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Continued on following page)
ETIQUETTE SELF-ANALYSIS CHART (Continued from previous page)

<table>
<thead>
<tr>
<th></th>
<th>Seldom</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I apologize when I disturb others with a startling noise, such as dropping a heavy object.</td>
<td>....</td>
<td>....</td>
<td>....</td>
</tr>
<tr>
<td>I apologize when I disturb papers or other objects on someone else's desk as I am passing by.</td>
<td>....</td>
<td>....</td>
<td>....</td>
</tr>
<tr>
<td>I avoid combing my hair in public.</td>
<td>....</td>
<td>....</td>
<td>....</td>
</tr>
<tr>
<td>I apologize when I interrupt two persons engaged in conversation.</td>
<td>....</td>
<td>....</td>
<td>....</td>
</tr>
<tr>
<td>I am careful to avoid forcing my opinions on others.</td>
<td>....</td>
<td>....</td>
<td>....</td>
</tr>
<tr>
<td>I avoid being sarcastic.</td>
<td>....</td>
<td>....</td>
<td>....</td>
</tr>
<tr>
<td>I apologize when I pass between two people who are engaged in conversation.</td>
<td>....</td>
<td>....</td>
<td>....</td>
</tr>
</tbody>
</table>

2. How could a secretary or receptionist graciously turn away an unwanted caller?

3. If you were asked a question which would require your divulging business secrets, how would you handle this situation without being discourteous?

4. If you were contemplating leaving your job, what evidence of etiquette could be expected of you?

5. What do you think of the secretary who excuses her transcribed letters by saying, "I have it just like that right here in my notes"?
6. If a secretary, while taking dictation, misunderstands or misses some of the material, what should she do? Should she attempt to figure it out for herself? Should she interrupt? If you think she should interrupt, when would be the best time? What should she say when she does interrupt?

7. List 5 of your "pet peeves," such as persons who:
   (a) Borrow from you without paying back.
   (b) Brag.
   (c) Are sarcastic.
   (d) "Snap" gum.

   With the aid of your teacher, list on the board the "pet peeves" of your entire class. List here those of which you are guilty and begin now to overcome them. Once a week turn back to this list and see how many you can cross off your list.

8. What is the proper procedure of introducing a man to a woman? A younger person to an older person? An individual to a small group (three or four persons)? An individual to a larger group?

9. What is the proper procedure for self-introduction?

10. If seated, should a girl rise when introduced to a man her age? A man somewhat older? A man considerably older?
11. When a man is being introduced, under what conditions does proper etiquette require him to rise?

12. Discuss handshaking as related to introductions, for both men and women.

13. Should a woman remove her glove before shaking hands?
PERSONALITY AND CHARACTER TRAITS

You have been studying, reading, and planning methods of job finding. You should, of course, also consider how to keep the job once you have it. A survey\(^1\) of 76 organizations showed that a lack of acceptable personal and character traits accounted for 90 per cent of the dismissals and 75 per cent of the failures to win promotions. These figures point out that there is a definite need to inform the worker of the importance of developing character traits of the highest standard. Many employees who would not think of taking three cents from the petty cash drawer, have no qualms about using office stamps for their personal correspondence. Do you feel there is a difference?

In schoolwork, you are given grades of A, B, C, D, and E, or their equivalents, for neatness, accuracy, initiative, industry, judgment, and thoroughness. In business, there are only two grades: IN or OUT. Develop in your school work favorable character traits so that they will be habitual by the time you enter business and you will not run the risk of rating an OUT.

---

\(^1\) Hunt, M. Chandler, "They Couldn't Hold Their Jobs," Personnel Journal, December, 1935.
Reading Assignments


1. Although certain technical skills are necessary for success in business, there is a growing recognition that these skills in themselves are not sufficient to meet the requirements for progress demanded by competitive business today. Vocational competency includes not only the acquisition of skills but the development of personality factors as well. On the self-analysis chart which follows, place a check in the column which most accurately defines the extent to which you now possess some of the personality and character traits required of business employees.
### PERSONALITY AND CHARACTER TRAITS

#### SELF-ANALYSIS CHART

<table>
<thead>
<tr>
<th></th>
<th>Seldom</th>
<th>Occasionally</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>When given the opportunity, I compliment those who have done good work.</td>
<td>.......</td>
<td>.............</td>
<td>.......</td>
</tr>
<tr>
<td>When my work is finished, I try to help others.</td>
<td>.......</td>
<td>.............</td>
<td>.......</td>
</tr>
<tr>
<td>I avoid criticizing others' work or mistakes.</td>
<td>.......</td>
<td>.............</td>
<td>.......</td>
</tr>
<tr>
<td>I respect the opinions of others.</td>
<td>.......</td>
<td>.............</td>
<td>.......</td>
</tr>
<tr>
<td>Whenever possible, I avoid petty arguments.</td>
<td>.......</td>
<td>.............</td>
<td>.......</td>
</tr>
<tr>
<td>I avoid violating school or company rules and regulations.</td>
<td>.......</td>
<td>.............</td>
<td>.......</td>
</tr>
<tr>
<td>I am honest in the use of school or office supplies and equipment.</td>
<td>.......</td>
<td>.............</td>
<td>.......</td>
</tr>
<tr>
<td>When given a job to do, I can be relied upon to do it as completely and quickly as possible.</td>
<td>.......</td>
<td>.............</td>
<td>.......</td>
</tr>
<tr>
<td>When there is a &quot;dead-line&quot; to meet, I pitch in to help whether or not it is expected of me.</td>
<td>.......</td>
<td>.............</td>
<td>.......</td>
</tr>
<tr>
<td>When I am absent from school or work, it is for a very good reason.</td>
<td>.......</td>
<td>.............</td>
<td>.......</td>
</tr>
<tr>
<td>I am honest to the point of working every minute for which I am being paid.</td>
<td>.......</td>
<td>.............</td>
<td>.......</td>
</tr>
</tbody>
</table>

(Continued on the following page)
<table>
<thead>
<tr>
<th>Statement</th>
<th>Seldom</th>
<th>Occasionally</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>I put in an honest day's work without the need of supervision.</td>
<td>....</td>
<td>............</td>
<td>....</td>
</tr>
<tr>
<td>Regardless of personal feelings, I speak of my employer or teachers with respect.</td>
<td>..........</td>
<td>....</td>
<td>....</td>
</tr>
<tr>
<td>I avoid carrying a chip on my shoulder</td>
<td>....</td>
<td>............</td>
<td>....</td>
</tr>
<tr>
<td>Except in very real emergencies, I do not use the business phone for personal calls. This also means that I discourage my family and friends from calling me at work.</td>
<td>....</td>
<td>............</td>
<td>....</td>
</tr>
<tr>
<td>I avoid doing just enough work &quot;to get by.&quot;</td>
<td>....</td>
<td>............</td>
<td>....</td>
</tr>
<tr>
<td>I respect and work willingly for my superiors regardless of their education, ability, or social position.</td>
<td>....</td>
<td>............</td>
<td>....</td>
</tr>
<tr>
<td>I avoid allowing my personal affairs to affect my work.</td>
<td>....</td>
<td>............</td>
<td>....</td>
</tr>
<tr>
<td>I keep information acquired in business confidential.</td>
<td>....</td>
<td>............</td>
<td>....</td>
</tr>
<tr>
<td>I avoid becoming angry or losing my temper during the working day.</td>
<td>....</td>
<td>............</td>
<td>....</td>
</tr>
<tr>
<td>When I make an error, I admit it rather than try to shift the blame to something or someone else.</td>
<td>....</td>
<td>............</td>
<td>....</td>
</tr>
</tbody>
</table>

(Continued on the following page)
2. In school, if you and a person seated near you make an "unhappy" combination (you may be either too unfriendly or too friendly), you could ask to have your seat changed or your teacher may change it without being asked. What would happen in a business office if you found yourself working with a person whom you dislike or with whom you waste time in idle gossip?
3. New employees are often advised to develop an impersonal attitude toward fellow workers, employers, and people with whom they come in contact through their work. Just what is meant by an "impersonal attitude?"

4. You have often heard that all visitors to an office should be received with equal courtesy. List five reasons why courtesy to callers, either known or strangers, will be profitable to you and to the business for which you work.

5. Why do you suppose "thoroughness" often tops the list of traits desirable in employees?

6. Why do you think so many employers list "initiative" as a desirable trait in employees?

7. Mary Smith received her pay envelope which contained more money than was actually due her. The payroll department had given her an extra hour's pay. When Mary discovered the error, she shrugged her shoulders and said, "Oh well, look at the size of this firm. They'll never miss it!" What do you think of Mary's attitude. How can an attitude like this affect the business? Mary's success?

8. Consider an employee who looks around for something to do when his work is finished and who does more than is required of him. Do you think he is foolish, an "apple polisher", or good material for promotion?
9. Is a person who does just enough work "to get by" being fair to his employer and to himself? What do you think of his chances for promotion?

10. Think of some student who does not get along with his fellow students or with his teachers. What do you think will be his attitude when he is employed in a business office?

11. Why is it just as important to get along with the others working in the office as with the executives?

12. Of course, everyone knows that people in business, from the office boy up to the top man himself, must know how to get along with others. Can you list five good reasons why a person just beginning in business must develop the ability to get along with others?
Books


Arnold, Fay H., Woman's Approach to Business, Arnold Sales Training Institute, Los Angeles, 1937.


Banning, Margaret Culkin, and M. L. Culkin, Conduct Yourself Accordingly, Harper and Brothers, New York, 1944.


Betz, Betty, Your Manners Are Showing, Grosset and Dunlap, New York, 1946.
Black, Kathleen, Manners for Moderns, Allyn and Bacon, Boston, 1935.


Brande, Dorothea, Wake Up and Live!, Pocket Books (Simon and Schuster), New York, 1939.


Broadley, Margaret, Square Pegs in Round Holes, Doubleday and Company, New York, 1945.


Burnham, Helen, Evelyn Jones and Helen Redford, Boys Will Be Men, J. B. Lippincott Company, Philadelphia, 1942.


Career Pamphlets, Institute for Research, Chicago. (Send for list of careers and choose any pamphlet that interests you).


Consumer Education Series Pamphlets, National Association of Secondary School Principals, Washington, D. C., (Price $0.25 each):
- Number 2, Learning to Use Advertising
- Number 3, Time on Your Hands
- Number 4, Investing in Yourself
- Number 6, Using Standards and Label
- Number 7, Managing Your Money
- Number 8, Buying Insurance
- Number 9, Using Consumer Credit
- Number 10, Investing in Your Health
- Number 11, Effective Shopping
- Number 12, Making a House a Home


Daly, Maureen, *Smarter and Smoother*, Dodd, Mead and Company, New York, 1944.


Heywood, Anne, There is a Right Job for Every Woman. Doubleday and Company, Inc., Garden City, New York, 1951.


Irwin, J. W., Manners and Personality in School and Business. School and College Service, Columbus, Ohio, 1936.


Kiphuth, Robert, How to Be Fit. Yale University Press, New Haven, Conn., 1942.


Lane, Janet, Sitting Pretty, John Wiley and Sons, Inc., New York, Revised, 1939.


Lyons, George, and Harmon Martin, Seven Keys to Getting and Holding a Job, Gregg Publishing Company, New York, 1942.


Matthews, Mary Lockwood, Clothing Selection and Care, Little, Brown and Company, Boston, 1936.

Maule, Frances, Girl with a Pay Check, Harper and Brothers, New York, 1941.


Maule, Frances, She Strives to Conquer, Funk and Wagnalls Company, New York, 1934.


Nye, Dorothy, Lady, Be Fit, Harper and Brothers, New York, New York, 1942.

Osborne, Loraine, Your Voice Personality, George Putnam and Sons, New York, 1945.


Seabury, David, Build Your Own Future, Frederick A. Stokes Company, New York, 1935.


Stephenson, Margaret B., and Ruth L. Millett, As Others Like You, Mc Knight and Mc Knight, Bloomington, Illinois, 1946.


Stote, Dorothy, Making the Most of Your Looks, Frederick A. Stokes, Company, New York, 1939.

Stote, Dorothy, Men Too Wear Clothes, Frederick A. Stokes, Company, New York, 1936.


Torsen, Gladys, Ask My Secretary, Greenberg, New York, 1940.


Periodicals


Carney, Marie L., "What's Your E. Q.?," Today's Secretary, April, 1951.


Halpin, Constance L., "How Much Do You Spend On Them?," Today's Secretary, March, 1951.


McClane, Margaret, "Make-up Before and After Five," Today's Secretary, December, 1951.


Murphy, Glen E., "Your Letters Tell on You," The Balance Sheet, February, 1951.


Trumper, Elizabeth F., "Clothes Count--When You Apply for a Job," Today's Secretary, May, 1951.

Trumper, Elizabeth F., "Dressing Well on the Non-budgeting Budget," Today's Secretary, March, 1951.

Trumper, Elizabeth F., "Preparing for Promotion," Today's Secretary, January, 1951.

Trumper, Elizabeth F., "Rate Yourself on Good Grooming," Today's Secretary, April, 1951.

Trumper, Elizabeth F., "Under Your Hat," Today's Secretary, February, 1951.


Pamphlets

A Girl and Her Hair, Proctor and Gamble Company, Cincinnati, Ohio.

Archer, Alma, How to Be Smart and Charming, Personal Improvement Guild, New York, 1939.

Before and After, Proctor and Gamble Company, Cincinnati, Ohio.

Blue Prints for Body Balance, Samuel Higby Camp Institute for Better Posture, Empire State Building, New York, 1942.

Click with the Crowd, Bristol-Myers Company, 45 Rockefeller Plaza, New York, 1948.

Color-Spectrograph for the Blonde Type, Helena Rubinstein, Inc., 715 Fifth Avenue, New York, 1945. (Also for brunette, medium-brown and red-head type).


DuBarry Success Course, Richard Rudnut, 693 Fifth Avenue, New York, 1948.


How To Be A Super Secretary, School Department, Typewriter Division, Remington Rand Inc., 315 Fourth Avenue, New York 10, New York.

McAndless, M. Thelma, Manners Today, Briggs Publishing Company, 2725 Lawrence Avenue, Detroit 6, Michigan, 1943.


Shaeter, Helen, Understanding Ourselves, McKnight and McKnight, Bloomington, Illinois, 1940.

Smoking Etiquette, Art Metal Works, Inc., 206 Fifth Avenue, New York, 1941.
Stephenson, Margaret B., and Ruth L. Millet, How Do You Do, McKnight and McKnight, Bloomington, Illinois, 1938.

The Human Back...Its Relationship to Posture and Health, Samuel Higby Camp Institute for Better Posture, Empire State Building, New York, 1944.


Your Face is Your Fortune, Richard Rudnut, 695 Fifth Avenue, New York, 1942.

Your Woolens, Their Wear and Care, Botany Worsted Mills, Passaic, New Jersey.
**Theses**


Desmond, Josephine C., *Source Unit—"How To Get A Job.)* Service Paper, Boston University, 1950.


Films and Film Strips

Grooming

**Body Care and Grooming**, (Columbia 17 min sd). Develops theme that good grooming begins with personal care and describes some recommended daily habits. Columbia University, New York 27, New York.


**Keeping the Hair Clean**, (EBF 8 min sd). Describes proper methods of shampooing and drying hair; also care of brush and comb. Encyclopaedia Britannica Films, Inc., 1150 Wilmette Avenue, Wilmette, Illinois.


**You Want to Look Right**, (Young America Films, Inc.). Becomingness, suitability to the occasion, good care, and constant repair are the high-lights of the filmstrip as far as clothing is concerned. It also offers good tips on grooming, makeup (emphasizing naturalness and conservatism) and good health. (33 frames). Young America Films, Inc., 18 East Forty-first Street, New York 17, New York.
Posture and Health

Posture for Poise, (Iowa 22 min sd). Gives suggestions for combating slovenly posture, unsuitable clothing, and nervous tension. State University of Iowa, Bureau of Visual Instruction, Extension Division, Iowa City, Iowa.

Speech


Applying for a Job


Finding the Right Job for You, (Young America Films, Inc.). Here the student is shown an analysis of the problems involved in selecting the proper job; suggestions are made which will assist in locating a job opening. The student is advised to consider such factors as interests, best subjects in school; he is also urged to consult with the school guidance director or teacher or older friend. It shows how to phone for an appointment, how to prepare a resume, and leads up to the interview. Young America Films, Inc., 18 East Forty-first Street, New York 17, New York. (36 frames).

Getting a Job and Keeping It, (Young America Films, Inc.). The secretarial worker is instructed in the proper method of finding a job. The filmstrip discusses some of the things that play an important part in keeping the job once it is obtained. Duties and practices considered desirable by any office and employer are emphasized. Young America Films, Inc., 18 East Forty-first Street, New York 17, New York. (37 frames).

Business and Social Etiquette

Courtesy Comes to Town, (Forum Films 20 min sd). Demonstrates value of courtesy in business and social life. Forum Films, Inc., P. O. Box 118, Pruess Station, Los Angeles, California.

How Do You Do, (Young America 15 min sd). Presents problems of social introductions in order to build poise and self-assurance. Young America Films, Inc., 18 East Forty-first Street, New York 17, New York.


The New Employee and Fellow Workers, (Young America Films, Inc.) The importance of getting along with co-workers is explained. How to achieve such cooperation is discussed. Proper etiquette in such situations as making introductions, eating lunch, and enjoying recreation is shown, with emphasis on the point that proper etiquette will carry a person through these situations. Young America Films, Inc., 18 East Forty-first Street, New York 17, New York. (30 frames).

Personality and Character Traits

Are You Popular?, (Coronet 10 min sd). Points out that popularity is based on friendliness, consideration, and interest in other people. Coronet Instructional Films, 65 East South Water Street, Chicago 1, Illinois.

Charm and Personality Plus Character, (Warren 37 min sd color). Shows how to be nice to look at, pleasant to talk to, well mannered, etc., and motivates one to develop these characteristics. Warren's Motion Pictures, P. O. Box 197, Dayton 1, Ohio.

Improve Your Personality, Coronet Films, 65 East South Water Street, Chicago 1, Illinois. To rent see your own film library, to buy, $100--color, $50--black and white.