



An Investigation into Opportunities for Collaboration between University and Industry in Terms of Secretary and Office Management Department

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Abstract: Universities are of central importance concerning social and economic development of cities. Firms working with universities have contributed to both the economy of universities and the country. While the enterprises do this contribution, the universities lead these enterprises by following up-to-date developments. Eventually, this relationship derives a profit for both parties. Organized industrial zones (OIZ) have an important role in Turkey's regional development policy since 1960s. For this reason, Corum Organized Industrial Zone, which is a pioneer for industry in Corum, has been determined for research field. The main purpose of this study is to identify potential collaborative opportunities between the enterprises which operate in Corum Organized Industrial Zone and Hitit University Secretary and Office Management Department within Social Sciences Vocational High School and to provide qualified work force within the relevant field.

Keywords - University-Industry Collaboration, Office Management, Secretaryship

1. INTRODUCTION

Value creating factors reflect a swift change in direction from physical and materialistic to non-materialistic ones. Today, it's seen that developed economies are no longer production based and a concept called "knowledge" is added to the values of capital and labor as we know it and perceived to be much more effective and the search for the highest adding value derived from "the knowledge based process" is making up the very basis of "innovative economics" or "knowledge based economy" [1]. In the developing business of our day based on the knowledge, the cooperation between the University and the Industry is being realized on the grounds of this knowledge.

Science historians suggest the first examples of the cooperation between the University and the Industry were seen in the 1800s when the European Corporations started to work with the researchers in the Universities [2].

However, the root of University-Industry cooperation goes way back in the early 17th century England. The "History of Trades" curriculum shaped in accordance with the views of Francis Bacon in the early 17th century aimed at creating a catalogue writing down how basic products are produced in detail. Thus, manufacturers could learn from each other and furthermore scientists could solve issues rising in the production process. According to Bacon, scientist who blended the science with the point of views of manufacturers would contribute more to the development of the science itself. This simple notion emerged from the Royal Society of London, started in the second half 17th century and one of the non-University academic organizations at that time. Having revolutionary applications in putting the science down the paper, Royal Society of London owned the curriculum "History of Trades" building the basis of University-Industry relations and preparing thus



the pre-organizer for the Industrial Revolution to take place in England [3][4][5][2].

University-Industry cooperation has a highly sophisticated, time consuming up till it becomes back paying and a quite fragile characteristics and needs to be governed well[1]. This interaction between Universities and Industrial Corporations supports the mutual continuation of development. Corporations take advantage of the researchers in Universities in regards to product and process innovations whereas the academic staff can access resources and possibilities to manage research operations. For instance, in the problem solving process of industrial production and design phase, cumulated knowledge and advanced technologies in Universities can be taken advantage of. Researchers in Universities can thus access to scientific/technical applied information the industry has gained proficiency in Geislerve Rubenstein [6][2].

1.1. Organized Industrial Sites in the University-Industry Cooperation

What comes the mind first when said University-Industry Cooperation in Turkey is the Organized Industrial Sites. Organized Industrial Sites (OIS) are one of the major instruments from the early 1960s in the regional development policy in Turkey and one of the examples seen in various applied ways starting from as early as 19th century.

The first planned application of an Organized Industrial Site dates back to 1896 under the name “Trafford Park” in Manchester, England. First examples were in the form of market based private sector investment applications based upon productivity and rise in profit. In the USA where the idea of Organized Industrial Sites came from applications took place not until 1899 [7][8].

Beginning with the Development Plans Era in Turkey, Organized Industrial Sites began to be built focusing on the SME (Small to Medium Enterprises) and the tendency to take advantage of this potential in Regional Development was adapted [9].

According to the legislated law of Organized Industrial Sites, OIS are built to construct the industry in proper areas ; prevent irregular industrialization and environmental issues; direct urbanization; manage resources rationally ; take advantage of the information and information technologies and these are the areas built in order to locate the types of industries in accordance with a plan and develop them ; pieces of field of which borders are specified within inclusive rates in construction plans ; areas equipped with small production and repair, trade, education and health fields with the required administrative, social and technical substructure areas and formed in accordance with certain systems and dedicated for the industry[10]. According to the data of 2017 from the Ministry of Science, Industry and Technology, the number of OIS reached up to 300 ; 9 of which not functioning yet [11].

The practice of OIS in Turkey with many similarities in practice to that of developed European countries inherits some differentiating traits, as well. The OISs in Western countries are usually consist of standard buildings and substructure facilities in semi-urban areas mastering at a specific industrial branch whereas ones in our country differ from them as being located in urban areas and being comprised of non-standard buildings and substructure facilities. Additionally, some OISs adapt more of a profitability focus where as the OISs in our country are non-profit organizations [12][8].

1.2. Çorum Organized Industrial Site

Our country is divided into 6 separate areas as part of the Investment Encouragement Applications. Province of Çorum is located at the 4th Area. Çorum OIS was established in 1977 on a 260 hectares of area, added 177 hectares of area as expansion area in 1997, 13 hectares in 2006 and 215 hectares in 2008 and in total 665 hectares of area. Çorum OIS is a Mixed Type OIS and contains facilities from sectors such as Machinery, Agricultural Equipment's, Food, Plastic and Electrical Plastic Goods, Medical Goods, Forestry Products, Chemical Industry, Ceramics, Marble Works, Heat Isolations, Prefabricated Constructions, Casting Iron Works, Automotive Parts, Textile, Furniture and Metal. The airport located at the Merzif on County of Amasya Province 58 kilometers away from the area provides ease in transportation both internationally and domestically. In case the investment is made at Çorum Organized Industrial Site, it will be included in the 5th area's coverage and will be granted with VAT exclusion, custom duty exemption, income tax exemption, interest support, Social Security Institution (SSI) Employer Insurance Premium Encouragement. This is why Çorum OIS is the leading industrial force of the Province of Çorum [13].

As for the November 2017 data, amongst the functioning 101 Corporations in the area, over 6 thousand people are employed. Judging from this, Çorum Organized Industrial Site seems to be inevitably the best option to conduct a research upon.

1.3. Secretary and Office Management

In today's business establishments, alongside the advanced technology, the knowledge to produce this information and the human force equipped with it emerges as basic elements. In this competitive setting, a versatile and verified

knowledge is a must to adapt to the change, be the leader in the field and sustain the leading position. Retrieving this information fast, on time, without a flaw and correctly and handing this information to whom it concerns will only take place thanks to the qualified staff[14].

Among the essential positions in corporations comes "executive assistant" a type of staff member usually named "the secretary". The term secretary originated from the Latin Word "secreterius" means "secret keeper".

The act of secretary came to exist and dates back to when the ancient Greek and Roman executives assigned scribes. This duty gave birth to the profession of secretary as we know it today in private and government institutions and establishments [15] [16]. In its current use, the word "secretary" was used for the first time in English to refer to those who were assigned to the job to write in 15th century [17].

In the pre-Industrialization era those who carried out the secretary duties were referred to as "scribes". Alongside the Industrial Revolution it came to prominence when the organizations grew bigger, the figures rose and the expertise became a must [17]. In 1870 a printing house owner named Christopher Latham Scholes released an advanced typing machine after the invention by Henry Mill in 1714 and right after that point a position using that piece of equipment emerged in workplaces [18][16]. Another epoch in the development of the profession took place in Paris in 1933. Following the manager of an Iron-Steel establishment employing a secretary at the corporation, the employment of secretaries in offices began to happen [17].

Secretaries were assigned to crucial duties even back in the Ottoman Empire era as secret keepers and scribes. The writings conducted by the secret keeping scribes are up to use even in



today's settings and includes important information concerning various structures such as palaces, military buildings, inns, bazaars, excursion spots [17]. In the Republic era of Turkey, scribes and clerks sustained these duties [19].

The act of secretary at first was perceived as simple as keeping secrets and scribing but today those who actuate this position is seen as experts in word processing and techniques of writing as well as in the field of office automation ; and staff members who can act autonomous without being in need to be inspected directly and can take initiatives ; and staff members who can reach to a conclusion in organizational issues ; and staff members who can actually decide on their own within their own assigned position [20].

With the act of secretary began to be perceived as an actual job in our country, the steps to train personal for this position were taken. IN 1956, 30 female students were educated in Ankara in this field by experts from the USA. Later on, schools were opened in Istanbul, Izmir, Bursa and Eskisehir offering the same education within this curriculum. However these schools soon became defunct in 1975-1976 educational year due to the ambiguity in their status are and various difficulties faced. These schools then were transformed into the Vocational Schools of Secretary in 1979 and offered education in High school level [21] [17] [16].

The secretary schools established in mid-1950s were named College of Trade in 1959 and Higher Teacher Education School of Trade and Tourism and the total period of study was raised up to 4 years. In 1982, this school was taken to Gazi University entity and included in the Faculty of Vocational Education, Department of Trade and Tourism. In 11th July 1982, it was separated from the Faculty of Vocational Education

adapting the name Education Faculty of Trade and Tourism[17]. Today, this department doesn't include any faculty offering a bachelor degree covering a 4 years of study period but it only includes a college offering an associate degree covering a 2 years of study period under the department of Secretary and Office Management.

This project was prepared to investigate the possibilities of cooperation between the Hitit University and the leading force corporations in the Organized Industry Site in the province of Çorum and to provide quality work force in the field of Office Management. Thus, it was attempted to specify on which fields and what basis it's possible to build cooperation between our University and the Çorum Organized Industry Site.

2. MATERIAL AND METHOD

Method of descriptive analysis from qualitative research methods was adapted to retrieve the research data. Due to the time-consuming efforts involving retrieving data from many people and time limitations and its capability to offer the chance to compare, survey technique was utilised. Since the chance to interview the owner/manager of the corporation in person was taken, another type of qualitative research methods, the focus group discussion method was also put into action in the background.

The universe of research was made up of all of the corporations located in the Organized Industrial Site of Çorum. Currently, 101 corporations are functioning in the OIS. Additionally, there are 54 corporations under construction and 17 corporations breaking down the production.

Despite our efforts to reach out to all 101 corporations' in our research, some of them were



out of our reach due to several reasons such as some of them being managed by a single person, the refusal by some owners/managers to interview with us, not even being able to reach to any of the executives in some of them. In cases where we were unable to reach to executives, executive assistants were attempted to be interviewed. At the end of the day, we moved on the research with 70 willing corporations. Amongst them, 64 corporation owners and 44 secretaries/executive assistants were eligible for the interview.

3. ANALYSIS AND FINDINGS

The survey put to work in the research was made of 3 sections. Applied to both the executives and the secretaries, 1st section included demographics, 2nd section included the scale of proficiency engineered in regard to the professional proficiencies of secretaries/executive assistants and 3rd section included the fields the secretaries/executives believed they should educate themselves about. 5 point likert scale made of 30 questions where the executives evaluated their secretaries' professional proficiencies was utilized and the scale intervals were evaluated as the ones below.

Table 1: 5 Point Likert Scale Intervals

Significance	Choice	Borders
1	No	1,00 - 1,80
2	Partially No	1,81 - 2,60
3	Hesitant	2,61 - 3,40
4	Partially Yes	3,41 - 4,20
5	Absolutely Yes	4,21 - 5,00

The Cronbach-Alpha parameter for the Professional Proficiency Scale where the executives and/or the executive assistants were requested to evaluate the professional

proficiencies of their assistants is 0,917. According to Büyüköztürk [22], this figure shows that it's a highly reliable scale.

3.1. Executives' Demographics

Table 2 : Executives' Demographic Data

GENDER	N	%
Male	50	78.1
Female	14	21.9
AGE	N	%
Between 20-29	12	18.8
Between 30-39	25	39.1
Between 40-49	17	26.6
50 and older	10	15.6

EDUCATIONAL STATUS	N	%
High School	20	31.3
Associate Degree	6	9.4
Bachelor's Degree	34	53.1
Master of Arts	4	6.3
JOB POSITION	N	%
Executive	54	84.4
Owner	10	15.6
TOTAL SERVICE PERIOD	N	%
0-5 years	20	31.3
6-10 years	10	15.6
11-15 years	12	18.8
15-20 years	4	6.3
21 years and more	17	26.6
TOTAL SERVICE PERIOD IN THE CURRENT POSITION	N	%
0-5 years	34	53.1
6-10 years	17	26.6
11-15 years	5	7.8
16-20 years	3	4.7
21 years and more	4	6.3
DOES S/HE KNOW OFFICE MANAGEMENT and EXECUTIVE ASSITANCY EDUCATION EXISTS?	N	%
Yes	27	42.2
No	37	57.8
DO THEY EMPLOY SECRETARIES/EXECUTIVE ASSISTANTS?	N	%
Yes	34	53,1
No	30	46,9

Listed is the Table 2 where the demographics of the executives participated in the research are reflected in figures. According to these data, %78.1 of these executives are male and %21.9 are female ; %18.8 of these are between 20-29 years of age ,%39.1 of these are between 30-39 years of age, %26.6 of these are 40-49 years of age and %15.6 are either 50 or older than that. More than %65 of these executives are in 30-50 age range.

%31.3 of these executives held High School,%9.4 of these held Associate, %53.1 of these held Bachelor's and %6.3 of these held Master of Arts degrees while %84.4 worked in various positions within the company while %15.6 owned the company itself.

%31.3 has been actively working for less than 5 years,%15.6 has been working for 6-10 years,%18.8 has been working for 11-15



years,%6.3 has been working for 15-20 years,%26.6 has been working for over 20 years. Regarding their current positions,%53.1 percent has been carrying out the position for less than 5 years ,%26.6 percent has been carrying out the position for 6-10 years,%7.8 has been carrying out the position for 11-15 years,%4.7 has been carrying out the position for 16-20 years and %6.3 has been carrying out the position for over

20 years. According to these figure, %80 of these executives have been working at the corporations for less than 10 years.

When asked “did you know office management and executive assistancy education was offered in Hit it University?” %42.2 of the executives stated they did whereas %57.8 stated they didn’t.

Table 3: Data Concerning Why The Executives Didn’t Need Any Secretaries

Why didn’t you need any secretaries when you didn’t have one?	N	%
Someone else is getting the job done.	14	46.7
Miscellaneous	8	26.7
I can handle things on my own	6	20.0
It’s an irrelevant position	2	6.7
TOTAL	30	100.0

According to Table 3 %6.7 of the executives stated secretary was an irrelevant position. %20 stated they could handle things on their own whereas secretary duties of %46.7 were carried by

someoneelse.%26.7 stated reasons related various other things.

The result of a test of 13 questions directed at executives without a secretary to reveal the need of a secretary is listed below. In this part, 3 point likert scale was used.

Table 4: 3 Point Likert Scale Interval Values

Significance	Choice	Borders
1	Yes	2,34 - 3,00
2	Partially	1,67 - 2,33
3	No	1,00 - 1,66

Table 5: Evaluating the Need of Secretary of Executives

Affirmative Utterances Towards the Need For a Secretary			
	N	MEAN	SD
1. Is there any kind of things to be done you think sometimes turn into a “chore”?	30	2.47	0.68
2. Do you have any difficulty in hosting your guests?	30	2.07	0.83
3. Do you experience any issues in your appointments?	30	1.63	0.85
4. Do you handle all your writings?	30	2.87	0.35
5. Do you experience any time-loss stemming from your writings?	30	1.80	0.76



6. Do you happen to experience any difficulties about your writings?	30	1.50	0.68
7. Is there any times you want to share some of your responsibilities?	29	2.31	0.71
11. Do you experience any communicative difficulties with your customers and employees?	29	1.59	0.78
12. Do you have to deal with the customers and talk on the phone at the same time?	29	2.55	0.78
MEAN		2.09	2.71

Negative Utterances Towards the Need For a Secretary

	N	MEAN	SD
8. Do you believe you can act time efficiently?	29	2.10	0.86
9. Are you effective in time allocation?	29	2.34	0.77
10. Do you always stick to the time plan you prepared beforehand?	29	1.93	0.70
13. Do things work at the work place just the way you were there when you're away?	29	2.28	0.84
MEAN		2.16	0.79

Of all the 13 questions to determine the need of a secretary executive answered, 9 items included affirmative utterances towards the need of a secretary whereas 4 of them included negative utterances. That is, as the mean of the answers given to the first 9 questions elevated, the level of the need of a secretary increased. On the other hand, as the mean elevated in the remaining 4 questions, the need for a secretary of an executive decreased.

Under the light of these figures, judging the Table 5 it's seen that the mean of the first 9 questions ($x=2,09$) shows the need of a secretary of executives was PARTIALLY, in other words the need of a secretary was intermediate level. With the mean of the remaining 4 questions ($x=2.16$) including negative utterances towards the need of a secretary, the fact that the need was actually intermediate was proven.

In our separate evaluation of the questions of the secretary need, the question "Do you handle all your writings?" with the mean of $x=2.87$; the question "Do you have to deal with the customers and talk on the phone at the same time?" with the mean of $x=2.55$; the question "Is there any kind of things to be done you think sometimes turn into a 'chore'?" with the mean of $x=2.47$ reflect a strong need of a secretary.

On the other hand, the question "Do you experience any issues in your appointments?" with the mean of $x=1.63$; the question "Do you experience any communicative difficulties with your customers and employees?" with the mean of $x=1.59$; the question "Do you happen to experience any difficulties about your writings?" with the mean of $x=1.50$ reflect a weak need of a secretary.

Table 6: State of Satisfaction of the Executives Employing a Secretary

In case you're employing a secretary, does s/he address to your expectations?	N	%
Yes	18	52.9
Partially	16	47.1
TOTAL	34	100.0

%52.2 of the executives employing a secretary stated their satisfaction whereas %47.1 of them stated their partial satisfaction.

Table 7: The Points The Executives Take Into Consideration When Employing a Secretary

CHOICE	N	%
Strong Communicative Skills	59	92.2
Self-Esteem	58	90.6
Driven by Responsibilities	56	87.5
Competency in the Using Computer	43	67.2
Outer Appearance (Well Presenting)	37	57.8
Having a Managerial Knowledge	36	56.3
Being Female	32	50.0
The Ability To Take Initiatives	25	39.1
Fluency in Foreign Languages	23	35.9
Having Graduated From a Secretary School	19	29.7

The data relating to the points executives take into consideration when employing a secretary shown in the Table 7 are listed from the highest to the lowest values. According to these, the executives' pay the highest attention to the secretaries' being strong in communication with

%92.2. Self-esteem ranks the second with %90.6 and being driven by responsibilities comes the third in place with %87.5. Fluency in Foreign Languages ranks the second least important point with %35.9 whereas having graduated from a Secretary School ranks the least important point with %29.7.

3.2. Executives' Views on their Secretaries' Professional Proficiencies

Table 8: Executives' Views Regarding the Computer Skills

Computer Skills	N	MEAN	SD
2. They can prepare with ease all kinds of writings using Microsoft Word	34	4.09	1.11
3. They Can Actuate Calculation And Tabling Works Flawlessly On Microsoft Excel.	32	3.78	1.18
4. Preparing Presentations By Using Presentation Softwares.	33	3.27	1.04
5. They Can Type Using All 10 Fingers	33	2.76	1.56
7. They Can Find Any Requested Information Online.	34	4.50	0.75
8. They Can Use The Mailing Softwares Quite Eligibly.	34	4.35	0.95
MEAN		3.79	1.10

7 factors came into our scope in this part where executives take into considerations when

evaluating the proficiency of their secretaries. The results concerning the computer skills amongst

these factors are seen in the Table 6. The mean of the 6 questions in this part revealed a result of “yes” with the mean of $x=3.79$. According to this, it can be said the secretaries’ computer skills are fine. In this part, the point “They can find any requested information online” with the mean of $x=4.50$; the point “They can use the mailing

software’s quite eligibly” with the mean of $x=4.35$ ranked the highest; in other words becomes prominent as the points a certain level of mastery has been built upon. On the other hand, the point “they can type using all 10 fingers” with the mean of $x=2.76$ becomes a skill the secretaries have an intermediate level of mastery at.

Table 9: Executives’ Views Regarding Secretaries ‘General Office Skills

General Office Skills	N	MEAN	SD
6. They can use office appliances without any issues.	32	4.28	1.05
12. They can do paper registry, track file and do filing.	34	4.38	0.82
13. They can use electronic filing systems.	34	4.26	0.99
19. They are quite good at meeting and travel organizations	31	3.94	0.93
20. They are quite good at arranging the appointments, welcoming the guests, hosting the guests and farewell of guests.	33	4.42	0.66
MEAN		4.26	0.89

In the evaluation of the office skills of secretaries, the mean of 5 questions in this part reveals a result of “Absolutely Yes” with the mean of $x=4.26$. According to the views of the executives,

the general office skills of secretaries can be said to be very well. In this part, the point “they are good at meeting and travel organizations” with the mean of $x=3.94$ proves to be less sign cant than the remaining points.

Table 10: Executives’ Views Regarding The Secretaries’ Communicative and Language Skills

Communication and Language Skills	N	MEAN	SD
14. They have a strong communication with the employees and the customers.	34	4.29	0.76
15. They can speak out their ideas with ease.	34	4.56	0.56
17. They can speak in well manner with a decent and rule-driven Turkish.	34	4.50	0.79
18. They’re cheerful, sociable and convincing.	33	4.58	0.61
MEAN		4.48	0.68

In the evaluation of Communication and Language Skills, the results of 4 questions led us to a result of “Absolutely Yes”. According to the

views of executives, communicative and language skills of secretaries can be said to be quite well.



Table 11: Executives' Views Regarding Professional Development Skills of Secretaries

Professional Development Skills	N	MEAN	SD
1. They aren't reluctant to be signed to new roles and responsibilities.	34	4.26	0.86
16. They comply with the protocols when it comes to the superior-subordinate rules.	34	4.32	1.01
29. They can make critical decisions in the moments of problem.	33	3.76	1.15
30. The idea of making a mistake or being wrong doesn't deter them from assigning to new roles.	33	3.88	1.02
MEAN		4.06	1.01

The results retrieved from 4 questions evaluating the professional development skills are shown in Table 11. The mean of the 4 questions led to a result of "Partially Yes" with the mean of $x=4.06$. According to the executives' views, secretaries' professional development skills

can be said to be fine. In this part, the point "They comply with the protocols when it comes to the superior-subordinate rules." with a mean of $x=4.32$; the point "They aren't reluctant to be signed to new roles and responsibilities." with a mean of $x=4.26$ were proven to be highly proficient points.

Table 12: Executives' Views Regarding Secretaries' Knowledge of Commercial Operation

Commercial Operation Skills	N	MEAN	SD
21 They can analysis the financial charts with their knowledge of accountancy with ease.	31	3.16	1.27
22. They can track tax and insurance files and operations with formal institutions.	31	3.39	1.31
23 They can actuate banking and collecting operations regarding these operations effectively.	30	3.23	1.28
24 They can use pre-accountancy software's to keep accountancy records.	33	3.27	1.51
MEAN		3.26	1.34

Results retrieved from the questions evaluating secretaries' knowledge of commercial operations are seen in Table 12. In this part, mean of results revealed a result of "Reluctant" with a mean of $x=3.26$ of 4 questions. According to the

executives' views, the knowledge secretaries of commercial operation can be said to be intermediate level.

Table 13: Executives' Views Regarding Secretaries' Foreign Language Skills

Foreign Language Skills	N	MEAN	SD
25. They can effectively speak the Foreign language they know.	33	1.94	1.25
26. They can comprehend and speak the Foreign language they know.	33	1.85	1.20

27. They can prepare writings in the Foreign language they know.	33	1.76	1.17
28. They can comprehend the writings in the Foreign Language they know.	33	1.85	1.18
MEAN		1.85	1.20

The results retrieved from 4 questions regarding the Secretaries' foreign language skills are seen in the Table 13. In this part the mean of results

revealed a result of "partially no" with a mean of $x=1.85$ of 4 questions. According to the executives' views, secretaries' foreign language skills can be said to be low.

Table 14: Executives' Views Regarding Secretaries' Writing Skills

Writing Skills	N	MEAN	SD
9. They can prepare job related and formal writings with ease and flawlessly.	34	3.94	0.95
10. They can put out quite a well done work as writing in Turkish complying with orthographic rules while using Turkish effectively.	34	3.97	0.97
11. They can put their ideas down on the paper easily.	34	4.26	0.83
MEAN		4.06	0.92

The results retrieved from 3 questions regarding the Secretaries' writing skills are seen in the Table 14. In this part, the mean of results revealed a

results of "partially yes" with a mean of $x=4.06$ of 3 questions. According to the executives' views, secretaries' writing skills can be said to be fine.

Table 15: Executives' Views Regarding Their Secretaries' Need of Education

CHOICE	N	%
Foreign Language	20	31.3
Communication	20	31.3
Office Software's	19	29.7
Professional Writings	16	25.0
Filing	15	23.4
Effective Fine Speaking	15	23.4
Time Management	14	21.9
Pre-Accountancy	13	20.3
Management and Organization	13	20.3
Crisis Management	12	18.8
Meeting Management	12	18.8
Accountancy	12	18.8
Protocol Codes	11	17.2
10 Fingers Typing	9	14.1

Judging from executives' views regarding their secretaries' need of education (Table 15) %31.3 of the executives stated they needed education mostly in Foreign Language and Communication. %29.7 of the executives stated secretaries needed an education in Office Software's ; %25.0 stated they needed an education in Professional Writings ; %23.4 stated they needed an education in filing effective fine speaking ; %21.9 stated they needed

an education in time management; %20.3 stated they needed an education in pre-accountancy and management organization. As for the lowest percentages, %18.8 stated they needed an education in crisis management, meeting management and accountancy; %17.2 stated they needed an education in Protocol Codes and %14.1 stated they needed an education in 10 fingers typing.

3.3. Demographics of Secretaries

Table 16: Finding Regarding the Demographic Data of Secretaries

GENDER	N	%
Male	3	6.8
Female	41	93.2
AGE	N	%
Between 18-22	2	4.5
Between 23-27	9	20.5
Between 28-32	17	38.6
Between 33-37	10	22.7
38 and older	6	13.6
EDUCATIONAL STATUS	N	%
High School	15	34.1
Associate Degree	17	38.6
Bachelor's Degree	12	27.3
ANY INTERNSHIP IN THE PAST?	N	%
Yes	22	50.0
No	22	50.0
WERE EDUCATED TO BE A SECRETARY?	N	%
Yes	10	22.7
No	34	77.3
TOTAL PERIOD OF SERVICE	N	%
0-5 Years	24	54.5
6-10 Years	11	25.0
11-15 Years	3	6.8
16-20 Years	5	11.4

TOTAL SERVICE PERIOD IN THE CURRENT POSITION	N	%
0-5 Years	34	77.3
6-10 Years	7	15.9
11-15 Years	2	4.5
MONTHLY INCOME	N	%
0-1499 TL	19	43.2
1500-2000 TL	16	36.4
2001-2500 TL	9	20.5

In table 16 are the demographic findings of secretaries. According to this, of %6.8 of the secretaries participated in the research were male while %93.2 were female. Of the %4.5 were 18-22 years old ; %20.5 were 23-27 years old ; %38.6 were 28-32 years old ; %22.7 were 33-37 years old and %13.6 of them were at 38 years or older age. This shows that more than %80 of the secretaries ranged in 23-37 years of age and in young and middle age interval.

%34.1 of the secretaries were graduates of high school; %38.6 held an associate degree and %27.3 held a bachelor's degree. Half the population underwent an internship while the other half didn't receive any type of education whatsoever. The rate of those who stated having received an education in secretary was %22.7 whereas that of those who didn't was %77.3.

According to the table,%54.5 of the secretaries had less than 5 years of service; %25 had 6-10 years of service; %6.8 had 11-15 years of service; %11.4 had 16-20 years of service. According to these figures %80 of the secretaries had 10 years or less years of service. Similarly, %77.3 of them had less than 5 years,%15.9 of them 6-10 years,%4.5 of them had 11-15 years of service at the corporation they're working now.

%43.2 of these secretaries in Çorum OİS was detected to receive less than 1500 TL monthly salary; %36.4 received somewhere between 1500 and 2000 and %20.5 received somewhere between 2000 and 2500. According to this, majority of the secretaries was seen to receive the minimum wage or slightly higher than that.

Table 17: Secretaries' Views Regarding The Areas They Need To Be Educated

SEÇENEK	N	%
Foreign Language	34	77.3
Management and Organization	22	50.0
Crisis Management	19	43.2
Office Software	19	43.2
10 Fingers Typing	19	43.2
Effective Fine Speaking	19	43.2
Pre-Accountancy	17	38.6
Communication	17	38.6

Professional Writing	16	36.4
Time Management	16	36.4
Filing	13	29.5
Accountancy	13	29.5
Protocol Codes	12	27.3
Meeting Management	11	25.0

The views of the secretaries participated in the research concerning their thoughts on which areas they need to be educated are given in the table 17. According to this, %77.3 of the secretaries stated they needed education in Foreign language; %50 of the secretaries stated they needed education in management and organization ; %43.2 of the secretaries stated they needed education in Crisis Management, office softwares, 10 fingers typing and effective fine speaking. %38.6 of the secretaries stated they needed education in pre-accountancy and communication; %36.4 of the secretaries stated they needed education in professional writing and

time management; %29.5 of the secretaries stated they needed education in filing and accountancy; %27.3 of the secretaries stated they needed education in protocol codes and %25.5 of the secretaries stated they needed education in meeting management.

3.4. Secretaries' Views Regarding Their Professional Proficiencies

Secretaries' proficiencies in their professions are broken into 7 sub-dimension namely as computer skills, general skills of office jobs, communicative and language skills, professional development skills, commercial operation skills, foreign language skills and writing skills.

Table 18: Secretaries' Views Regarding Their Computer Skills

Computer Skills	N	MEAN	SD
2. I can prepare all kinds of writings using the Microsoft Office Word software.	44	4.77	0.48
3. I can facilitate calculations and tablings using the Microsoft Office Excel software.	44	4.48	0.59
4. I can prepare presentations using Presentation softwares.	44	3.93	1.11
5. I can type 10 fingers style.	43	3.95	1.13
7. I can reach to the information I was asked to.	44	4.80	0.46
8. I can use the mailing softwares quite sufficiently.	44	4.82	0.39
MEAN		4.46	0.69

According to the results retrieved from 6 questions regarding secretaries' computer skills, the mean of the 6 questions $\bar{x}=4.46$ correlated to the "absolutely yes" level of the 5

point likert scale. It's safe to say the secretaries thought themselves as competent when it came to the computers. In this group preparing

presentations ($x=3.93$) and 10 fingers typing ($x=3.95$) was seen to be fine.

Table 19: Secretaries' Views Regarding Their General Skills of Office Duties

General Skills of Office Duties	N	MEAN	SD
6. I can use office appliances.	44	4.52	0.82
13. I can do paper registry, track papers and do filing.	44	4.80	0.41
14 I can use electronic filing systems.	44	4.61	0.62
20. I'm good at organizing meeting and travel events.	44	4.39	0.72
21. I'm good at arranging appointments, welcoming the guests and farewell.	44	4.57	0.76
32. My desk is always tidy and neat.	44	4.39	0.81
MEAN		4.55	0.69

In Table 19 are the secretaries' evaluations regarding their general skills of office duties. The mean of 6 questions $x=4.55$ correlates to the

“absolutely yes” level of the 5 point likert scale. According to this, secretaries perceive themselves as highly proficient in general office duties.

Table 20: Secretaries' Views Regarding Their Communicative and Language Skills

Skill of Communication and Language Use	N	MEAN	SD
15. I have a strong relationship with my colleagues and customers.	44	4.66	0.57
16. I can speak out my ideas easily.	44	4.70	0.55
18. I can speak in well manner with a decent and rule-driven Turkish.	44	4.77	0.42
19. I'm cheerful, sociable and convincing.	44	4.64	0.65
39. As others around me speak to me, I try to verify to make sure if they get me right.	44	4.41	0.84
MEAN		4.64	0.61

According to the results retrieved from 5 questions regarding secretaries' communication skills and language use, the mean of the 5

questions $x=4.64$ correlated to the “absolutely yes” level of the 5 point likert scale. According to this, secretaries perceive themselves as highly proficient in communicative and language skills.

Table 21: Secretaries' Views Regarding Their Skills of Professional Development

Skills of Professional Development	N	MEAN	SD
1. I'm not reluctant to be signed to new roles and responsibilities.	43	4.84	0.37
17. I comply with the protocols when it comes to the superior-subordinate rules.	44	4.80	0.41
29. I can make critical decisions in the moments of problem.	44	4.25	0.81
30. The idea of making a mistake or being wrong doesn't deter me from assigning to new roles.	44	4.43	0.82



31. I always try to implement the beneficial plans that I have.	44	4.64	0.57
33. I always get the job done right on time because I stick to the schedule.	43	4.65	0.61
34. I freak out as the deadline approaches, save the harder tasks for the last.	43	1.95	1.45
35. The idea of making a mistake leads me to postpone things.	42	2.24	1.57
36. I pay attention to finalize a tough job even if I'm going well on the schedule.	44	4.52	0.70
37. As soon as I receive a message concerning the job ,I write it down.	44	4.61	0.65
38. To make sure if it's true,I always verify after sending a message.	44	4.68	0.64
MEAN		4.15	0.78

The results retrieved from 11 questions evaluating the skills of professional development are shown in the Table 21.The mean of the 11 items is

$x=4.15$.According to this, secretaries perceive themselves as fine with the response “partially yes”.

Table 22: Secreteries’Views Regarding Their Knowledge of Commercial Operations.

Skill of Commerical Operations	N	MEAN	SD
22. I can track tax and insurance files and operations with formal institutions.	43	4.16	0.87
23. I can actuate banking and collecting operations regarding these operations effectively.	43	4.02	1.12
24. I can use pre-accountancy software’s to keep accountancy records.	43	3.93	1.40
MEAN		4.04	1.13

According to the results retrieved from 3 questions regarding secretaries’ skills of commercial operations, the mean of the 3

questions $x=4.04$ corelated to the “partially yes” level of the 5 point likert scale. According to this, secretaries perceive themselves as fine in the knowledge of commercial operations.

Table 23: Secretaries’ Views Regarding Their Foreign Language Skills

Foreign Language Skills	N	MEAN	SD
25.I can effectively speak the Foreign language I know.	43	2.49	1.39
26. I can comprehend and speak the Foreign language I know.	43	2.47	1.40
27. I can prepare writings in the Foreign language I know	43	2.07	1.44
28. I can comprehend the writings in the Foreign Language I know.	43	2.37	1.51
MEAN		2.35	1.43

Secretaries perceive themselves as insufficient in the skills of foreign languages with the mean $x=2.35$.

Table 24: Secreteries’Views Regarding Writing Skills

Writing Skills	N	MEAN	SD
9. I can prepare job related and formal writings with ease and flawlessly.	44	4.50	0.59
10 I can put out quite a well done work as writing in Turkish complying with	44	4.48	0.70

orthographic rules while using Turkish effectively.

11. I strictly check if there's any grammar or punctuation mistakes, before I submit a paper.	44	4.57	0.70
12 I can put my ideas down on the paper easily.	44	4.57	0.59
MEAN		4.53	0.64

The mean of the questions regarding the writing skills of the secretaries is $\bar{x}=4.53$. According to this figure, secretaries perceive themselves as highly proficient in writing skills.

Table 25: Comparison of the Responses of Executives and Secretaries Regarding the Professional Proficiencies

	Executive/ Secretary	MEAN	SD
Computer Skills	Executive	3,79	1,10
	Secretary	4,46	0,69
General Skills of Office Duties	Executive	4,26	0,89
	Secretary	4,55	0,69
Communication and Language Skills	Executive	4,48	0,68
	Secretary	4,64	0,61
Skills of Professional Development	Executive	4,06	1,01
	Secretary	4,15	0,78
Skills of Commercial Operations	Executive	3,26	1,34
	Secretary	4,04	1,13
Foreign Language Skills	Executive	1,85	1,20
	Secretary	2,35	1,43
Writing Skills	Executive	4,06	0,92
	Secretary	4,53	0,64

In the Table 25, the means and the standard deviations of the responses given by executives and secretaries regarding professional proficiencies are reflected in a comparative manner. According to these figures, the responses given by the both sides seem to be incoherent. Secretaries perceive themselves as quite proficient in their jobs whereas the executives don't perceive them as good as they thought they were.

Clearly seen in the table, the lowest rated area of proficiency is Foreign Language Skills. The Foreign Language Skills are perceived

to be weak both by executives and secretaries themselves. Çorum OIS executives stated the knowledge of foreign language wasn't a point they focused on in the first place.

The highest rated point was "Communicative and Language Skills". According to the studies we conducted, executives revealed to pay the highest attention to the communicative and language skills when employing a secretary. This shows executives know what to do and make right choices. They



responded coherently in that part of the study as well.

4. CONCLUSION AND RECOMMENDATIONS

Çorum Organized Industrial Site attains a highly significance in the development of the province of Çorum. Many of the corporations running bussiness in this district operate international commerce and take important steps in institutionalization. In this sense, the University-Industry cooperation gains a gradual importance where important outcomes can be taken advantage of both by Universities and corporations.

With this study, it was revealed that corporations running facility in Çorum OIS were unaware of the department of Secretary and Office Management with a %59 of rate. Amongst the reasons why this department remained unheard of may come an absence of study in this field, majority of people's view on the position of "Secretary" can be carried out practically by anyone, people from any kind of graduation from the lowest to highest level applying for this position assuming that they can handle the job. The assumption that secretaries can only handle paperwork, answer the calls, serving guest tea and coffee has also a massive negative effect on the issue. However, larger scale corporations gained awareness towards this branch of expertise whereas smaller scale corporations still remain misled on the issue.

According to our study, the majority of the executives employ a secretary whereas managers in various other positions do not employ any secretaries. Additionally, %47 of the corporations attending to our study had no secretaries. The main stated reason behind this is that the duties of a secretary were carried by another personal in other position. However, the fact that the

executives employing no secretaries did actually need a secretary mainly due to reasons such as being supposed to handle writings and phone calls and welcoming the guests at the same time and inability to act time efficiently dealing with deeds meant to be assigned to someone else to handle. Also, It is seen that in many corporations without a secretary some, other personal in another position handled the duties a secretary would do. Accordingly the potential of that personal seemed to decrease due to the time and energy misallocation.

The executives employing a secretary prioritized properties like having strong communicative skills, self-esteem and being driven by responsibilities when choosing amongst the applicants. Consequently, they were seen to succeed in their secretary choices because %53 of them stated their secretaries met their needs.

Amongst the areas the executives stated their secretaries needed education and paid attention the most come foreign language, communication, office software's, professional writings, filing and effective fine speaking. When it comes to secreteries' evaluations of themselves as to which areas they need education in comes the Foreign Language issue first. Apart from that, areas such as management and organization, crisis management, office softwares,10 fingers typing, effective and fine speaking come along among priorities.

As we compare the the views of executives regarding their secretaries and those of secretaries regarding themselves in terms of professional proficiencies;

- a) In computer skills, executives perceived their secretaries as **fine** whereas secretaries perceived themselves as **quite well**.
- b) In general skill of office duties, executives perceived their secretaries as **quite well**



whereas secretaries perceived themselves as **quite well**.

- c) In the skills of professional development, executives perceived their secretaries as **fine** whereas secretaries perceived themselves as **fine**.
- d) In the Commercial Operation Skills, executives perceived their secretaries as **intermediate** whereas secretaries perceived themselves as **fine**.
- e) In foreign language skills, executives perceived their secretaries as **insufficient** whereas secretaries perceived themselves as **insufficient**.
- f) In the writing skills, executives perceived their secretaries as **fine** whereas secretaries perceived themselves as **quite well**.

In the researches conducted, owners /executives appeared to be less willing to accept intern students whereas they approach to the interns in technical duties more willingly.

The aims formed in terms of general frame of our study are listed as;

1. To direct the students of our department residing in province of Çorum and willing to perform internship in the Organized Industrial Site to the pre-specified corporations willing to accept them.
2. To specify the kinds of professional knowledge and skills the Industrial Corporations look for in the graduates and to ask the assistants/secretaries to evaluate the qualities they hold themselves ,thus to update and develop the curriculum.
3. To employ the students of Secretary and Office Management in the corporation in need by specifying the needs of executive assistant/secretary in the corporations facilitating in the Organized Industrial Site.

4. To speak out these issues in scientific meetings and coming up with resolving recommendations by specifying what kind of issues the industrial corporations experience in terms of secretary and office management.
5. To specify executive assistants who are willing to share their experiences and professional knowledge's with our students.
6. To develop recommendations in regard to the qualities, professional knowledge and skills of the personal to employ in Industry.
7. To inspect the workplaces and to promote our department by paying visits in person.

Actions taken in the study conducted in the direction of these aims and objectives about our department are as follows:

1. To pay promotive visits to the corporations by distributing handouts to better promote our department.
2. To invite owners/executives as lecturers to the University to realize the cooperation between University and Industry.
3. To organize technical sightseeing's to let the students get to know the industry better.
4. To enable the students understand what kind of secretaries the executives would like to work with and organize workshops to help them develop them selves in this respect.

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