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ABSTRACT

A potentially suitable job for the college educated blind person is that of an Information Service Expediter (ISE), an occupation which uses telecommunications equipment to provide clients with information services. A conference was held to develop specific guidelines for the selection, training, and placement of blind persons as ISE's. Papers developed at the conference covered the following areas: selection, training, placement, present and future trends, and job restructuring. (EMH)

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GUIDELINES FOR THE SELECTION, TRAINING, AND PLACEMENT  
OF BLIND PERSONS IN INFORMATION SERVICE EXPEDITING

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## CHAPTER I

### INTRODUCTION

During the past 15 years, increasing numbers of qualified blind persons have been seeking employment in clerical, para-professional, beginning professional, and professional jobs. While job development programs in the areas of medical transcription, the use of MTST equipment, and computer programming have helped to meet the vocational needs of this population, a substantial number have been unable to obtain suitable employment. For instance, there are at the present time an estimated 4,500 blind students enrolled in 2 and 4 year colleges, and if past experience is a valid indicator, it seems probable that a large number of them will experience considerable difficulty in obtaining satisfactory employment.

An occupational area which appears to have real potential for resolving a significant segment of this problem is Information Service Expediting (ISE). The term "Information Service Expediter," as used in this manual, will denote a broad occupational area in which the identifying function common to all jobs is the use of the telephone and other telecommunications equipment to provide persons served by a particular agency or business with explanation, information, or referral. The expediter, where appropriate, must also initiate action required to resolve presented problems.

Jobs within this category would range from Dispatcher, where information is relayed directly from customers to fellow employees, through Airline Reservations Clerk, which involves assembling certain information to meet a customer's needs, to a Taxpayer Service Representative, where the expediter is often required to explain the application of policy, rules or regulations to specific situations, and

where appropriate, to initiate action to facilitate the resolution of problems presented by callers. For instance, a Taxpayer Service Representative in an Internal Revenue Service (IRS) Central Office might operate from a large telecommunications center where he would be handling incoming telephone calls along with several other Taxpayer Service Representatives. Calls on an 800 number from all over the state are received by the Taxpayer Service Representative in this center. A taxpayer might want information on what excise taxes are deductible or how profit on the sale of a house is figured, or he might want assistance in solving a computational problem that involved the straightforward application of IRS rules, regulations, or policy. In this situation, the Service Representative would provide the caller with the necessary information or assistance. If, however, a taxpayer presented a problem which involved complex application of tax law and IRS regulations, the Service Representative would either obtain the answer from a qualified person in the agency and relay it to the caller, or he would refer the taxpayer directly to personnel in the agency qualified to deal with his problem.

The first training program for blind ISE's in the United States was initiated at Arkansas Enterprises for the Blind, in 1967, for the purpose of preparing Taxpayer Service Representatives for the IRS. Since that time, two additional programs for training blind ISE's have been established, one in Ft. Lauderdale, and one in Los Angeles by the Social Security Administration (SSA) to train Customer Service Representatives for that agency. As a result of group placement programs developed by the Rehabilitation Services Administration staff, including Office for the Blind and Visually Handicapped in cooperation with 3 federal agencies, approximately

300 blind and visually handicapped persons had been employed as ISE's by January, 1975.

As of that time, the IRS had employed 105 Taxpayer Service Representatives, with expectations that this number will be increased to 140 within the next few months. The SSA had 153 Service Representatives and planned to expand this to upwards of 250. The U.S. Civil Service Commission currently has 26 Information Specialists. However, because this program is relatively new and the district offices much smaller, it is difficult to give numerical estimates concerning rate of growth.

The significance of this achievement lies not only in the employment it has provided for a number of blind persons, but more importantly in the possibilities it raises for extending similar programs of job development and placement to other and perhaps more productive areas. For instance, it is apparent that many other federal agencies must utilize computers and other telecommunications equipment to meet the information service demands placed upon them by the vast numbers of consumers they must serve. The same is true of state and municipal governments and there is an even greater variety and scope of similar systems in the private sector.

The employment potential for blind persons in this untapped job-rich territory appears to be greater than that found in any other occupation in the professional/technical area. To facilitate its development, the staff of the Placement Counselor Training program of the Rehabilitation Institute, Southern Illinois University, Carbondale, proposed that a working conference be held. Through such a conference the knowledge and experience gained by the employing agencies, training

facilities, the rehabilitation counselor, and the blind and visually handicapped who have been trained and placed, after being analyzed and evaluated, could be used to develop specific guidelines for the selection, training, and placement of blind persons as ISE's. These guidelines should be designed to provide maximum help:

1. to the rehabilitation counselor in the placing and decision-making process with his client
2. to the vocational training facilities in the establishing of admission criteria and curriculum development and in the setting of acceptable achievement levels for course completion, and
3. to the employing agency in determining what, if any, job modifications will be required, what special needs the blind employee may have, and what assistance may be expected from the rehabilitation counselor in resolving any problems.

Not only should these guidelines contribute to the more effective selection, training, and placement of ISE's in the 3 employment areas already established, but they should also provide a sound basis for the expansion of this employment opportunity to other governmental agencies and particularly to private industry where the potential is almost unlimited.

This proposal was funded by grant #45-P-81060/5-01 from the Department of Health, Education, and Welfare, and on August 12, 1974, an advisory committee met in St. Louis to develop specific plans for the working conference. As a result of this meeting, task forces each consisting of from 3 - 5 members and each with an

advisory committee member serving as the task force leader, were assigned to cover the following areas: Selection, Training, Placement, Present & Future Trends, and Job Restructuring. The members of each task force wrote papers on selected topics within their given subject area, and the task force leaders wrote introductory statements. These papers were then distributed to all members of each task force for review and comment, and revised papers were then redistributed. All task force members together with the project director, coordinators, and consultants met in Carbondale for the working conference which was held January 27 - 30, 1975. Each paper was read to the assembled conference and each task force then worked on incorporating suggested revisions and additions. The resulting papers were then turned over to the project director for final editing and publication.



CHAPTER II

SELECTION

TASK FORCE

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## Introduction

This chapter develops guidelines for the selection of blind individuals for vocational training as Information Service Expeditors (ISE). It covers:

- Assessing vocational training readiness
- Required aptitude, interest, and motivation
- Required skills of blindness
- Job skills required

Prior to considering the qualifications of specific clients, the counselor must have a functional knowledge of the procedures through which vocational evaluation, training, certification, and placement are initiated, since these vary somewhat from employer to employer. In order to identify and clarify these differences, the counselor should obtain answers to the following questions:

Is prior interview and/or commitment for employment required before admission?

Is a specific job in a specific location to be committed prior to vocational evaluation or training? Upon what specific factors is the commitment contingent?

How many days or weeks are required for vocational evaluation? What agency provides evaluation services? Is training to be on the job or through a formal course? What are the tuition, maintenance, and equipment costs?

The counselor must be able to provide the client a clear understanding of just what is entailed in the job of Information Service Expeditor. In what type of activity will he be engaged? What will the work environment be? What compensation can he expect? What are the chances for promotion? The client

should understand that unless an ISE job is available in his home community, he will have to relocate. If he is unwilling to make such a move, some other vocational objective should be explored.

### Assessing Vocational Training Readiness

Assessment occurs at three levels. The first is a general awareness of the qualities needed to successfully complete training, an awareness which the counselor has at the back of his mind constantly as he considers his case load. During this initial period, the counselor may consider the personal skills, psychological requisites, physical stamina demands, vocational skills, and the maturity expected of an ISE. He will be thinking about minimum age, social and interactional skills, O and M skills in terms of efficiency, effectiveness, safety and grace, academic background and minimum work experience requirements. He needs to know the client's personal management and self-care skills, his speech, language, hearing and listening skills, his typing speed and accuracy, and how these relate to completion of forms, his ability to use arithmetic, his "meet-and-deal" and telephone skills.

The blind persons on the counselor's case load are in varying statuses in movement toward rehabilitation. He tentatively identifies potential candidates, matching the qualities of the client to the demands of the job.

At the second level of assessment, the counselor will use all available local diagnostic and reporting resources to develop case records of each potential candidate, covering psychological, social, educational, medical, and

vocational factors. Where a specific weakness is identified at this level of assessment, an effort should be made to correct it before sending the client for formal evaluation. Selected persons should have demonstrated relevant interest and mature abilities in giving information or solving problems with others and should be able and willing to verbalize efficiently and effectively by telephone.

Once the counselor completes his initial professional judgment that a certain client is an appropriate nominee, it is timely for open, direct, conscious, and active client involvement in the assessment process. The counselor gives the potential nominee all information about the ISE job:

- a. Eligibility requirements for admission into evaluation and training
- b. Possible job locations
- c. Probable salary and other job benefits
- d. Possibilities for job advancement
- e. Details regarding support and assistance to be provided by the vocational rehabilitation counselor and/or agency
- f. Financial responsibilities of agency, client, and others

Whenever it is possible, arrangements should be made for the client to visit the office in which he is seeking employment and to participate in an interview with his prospective employer. This procedure is of course mandatory in the case of certain ISE training courses which require commitment for employment prior to evaluation or prior to training. In such an interview, candor in expression of thoughts and feelings by both the client and employer will be most facilitative of their mutual interests.

Following a favorable reaction during such an interview, ample opportunity should be allowed for the client to discuss the ISE option with appropriate members of his family prior to the final decision. Finally, even though the counselor, the client and the appropriate members of his family, and the potential employer are in agreement that the client should be a nominee for ISE training, it still must be made clear that the actual placement on the job is contingent upon the client's successful completion of training.

For many positions, there is still another level of assessment during which vocational readiness must be verified in a comprehensive rehabilitation center by a team of professionals. During this evaluation, the skills, abilities, and behavior of the client are compared to minimal norms for the ISE training course under consideration. Often a client is found to have excellent potential but a skill deficit precludes his readiness for immediate training. Appropriate personal adjustment and/or pre-vocational training focused on these deficits, with ongoing evaluation, can prepare this client for the ISE training course in a brief period of time.

Some state rehabilitation agencies, prior to making final determination on whether to send a client for training evaluation, might require nominees to complete one month of preliminary evaluation in their comprehensive rehabilitation centers. This allows opportunity for the client to validate his interest in the ISE job and permits him to demonstrate his skills level over a period of time more nearly representing his best functioning and usual life style. Since evaluation does not occur in isolation from training, skills improve and

knowledge increases in most instances during the vocational evaluation phase. Other agencies require vocational evaluation in a rehabilitation center for only a few days.

In summary, the preliminary case load screening by the counselor, and client assessment by the counselor and his client are of vital importance; appropriate, active, conscious joint participation of client and counselor are essential. The rehabilitation center vocational evaluation with the client over a reasonable length of time (as much as one month) is also most essential to validate the client's choice and his readiness for ISE vocational training.

#### Assessing Aptitude, Interest and Motivation

There is no simple, easy answer to the question "What is required in the areas of aptitude, interest, and motivation in order to become a successful ISE?" However, this observation is merely an extension of the more global statement that there is no easy answer to similar questions about any professional or semi-professional career.

It is assumed that the ISE job requires at least the following, in varying but significant degrees:

1. At least a moderately high level of academic learning ability, the kind of ability needed for success in most schools and colleges. It is necessary for the worker to acquire a mass of information, to mentally organize that information, and to be able to recall it upon demand; in many of the jobs there is a special requirement for skill in mathematics

or, at least, skill in dealing with number relationships.

2. Analytical and logical thinking. In many cases the problem presented to the ISE must be analyzed and clarified before an appropriate response can be made, and in some cases, the real problem is much more complex than the contact question implies.
3. Judgment in relating the amassed information to the defined problem. Frequently there is more than one way to solve the problem; the ISE must choose the simplest but most effective way in terms of both immediate and long-term effects.
4. Expressive skills which enable the ISE clearly to state the answer. It is of little value that he reach the right conclusion if he cannot communicate it effectively to people of very varied levels of understanding.
5. A combination of personal warmth with teaching and persuasive ability. The consumer's problem is not solved until he feels that he has received sound advice from someone who not only knew the relevant facts, but who also cared about him. There is an important inter-personal equation here. In some cases, callers may be very upset and hostile, and the ISE must be able to meet this situation with controlled emotion.

Of these five characteristics, psychological tests can be expected to provide reasonably accurate measurement of only the academic ability. We will consider the possible contributions of (a) psychological tests, (b) the client's history, (c) The interview, and (d) situational testing.

a. Psychological Tests:

In general, the attitude of agencies employing the ISE has been that they want mentally superior people. This makes sense, although possibly on general grounds rather than on grounds specific to the job. All research on blind people, and most research on sighted workers shows a positive relationship between verbal IQ and success. However, we do not know just how high that IQ should be, and a study of the relationship between the WAIS Verbal IQ and success as an ISE might help clarify this point, provided sufficient number of criterion jobs with similar job content can be identified. An extensive study of the relationship between other test data and job success is not recommended because the tests used have varied too widely and have been administered under poorly defined conditions.

Meanwhile, it is suggested that the counselor think not in terms of IQ alone, but in terms of whether he believes the client under consideration could succeed with moderately complex training, such as that received in the first couple of years of a college of moderate difficulty. Of course, if the client has already succeeded, the decision at this point is easy.

In catalogues of psychological tests, one can find alleged measures of logical and analytical thinking and of judgment. Most of them are academic exercises whose content shows no "face validity" for the ISE's work; most have norms based only on college students; often there is no validity, for some are so old that the items are sadly dated. Yet there is a persistent, if small, faith among test-oriented



psychologists that one could devise a screening for logical reasoning and judgment. The attempt to devise such a test specifically for the ISE merits study, perhaps at the level of a doctoral dissertation.

Measures of interest abound in test catalogues and use of such a test before the counselor finalizes a recommendation of the ISE career could be helpful, not as a screen but as a counseling instrument. One would expect the happy ISE to score high on service and/or persuasive interests since contact with people is at the heart of the job. Communication skills, perhaps represented by a literary interest, and work with figures, perhaps represented by a computational and/or clerical interest, would be moderately important. However, the greatest value of the interest inventory might be its exposing of very high interests which do not fit into the work of the ISE, such as high scientific or outdoor interests. When these appear, the counselor has a responsibility to clarify with his client the fact that some of his positive interests are not part of the ISE job, and to determine whether the client can find - or has already found - other sources of satisfaction for these interests. If the counselor is consistently successful in helping the client to recognize maturely this divergence between the things he loves to do and the content of the ISE job, one hopes that dropouts would be minimized.

There is no standard psychological test of oral expressive ability with relevance here, but departments of speech and communication might have something to contribute in this area. In most cases, the more natural relationship of the interview

affords a better means of assessing this ability.

No psychological test can provide any effective measure of motivation, although we assume people will work harder at tasks which fit their strong interests. Sadly, this is not always true.

b. Analysis of the applicant's history:

The most careful and complete review of the ISE applicant's history is strongly urged. Although not 100% accurate, the best predictor of the future is what the client has done in the past. Statistical analysis is not recommended for the relationships between individual items in the history and ISE success; a more useful approach would feature an evaluation of the total history by someone with clinical insight and an understanding of the special effects of blindness. This person might well be the competent rehabilitation counselor who, in making this evaluation, should give particular attention to the following:

1. Good grades throughout schooling. These should be evidence of learning ability, regardless of IQ.
2. The desire for success. Is the individual willing to be involved in competitive situations and to work hard within that framework, so that he has received recognition, whether it is for debating, singing, athletics, etc.?
3. Persistence. Drifting from one activity to another, from one school to another, from one job to another, is a poor predictor of the applicant's staying with the ISE training and employment.

4. Liking for and success with communication situations. Has the applicant done selling, been a committee chairman or an elected leader? Has he put himself across well enough to be chosen by others? Has he inspired confidence in those around him?
5. Evidence of the teaching-helping relationship. Has he been a Sunday School teacher, helped with young children, or generally found satisfaction in helping others? Helping in ways which require explanation and communication should have priority.
6. Recommendations by teachers and former employers. Do they regard him as a dependable, hard-working person who does his best?

c. **The Interview:**

This process is probably the most significant in the initial selection of the ISE. Here, the appearance, manner, speech, and overt personality of the individual must be assessed, not only for their value on the job but for what they communicate about the person.

An experienced and highly skilled employment interviewer who is comfortable with blindness is needed. The interviewer should further probe the individual's history with concern for the six areas just listed. In addition, the skilled interviewer can seek evidences of insight, judgment, capacity to deal with problems without loss of emotional control, etc.

Indoctrination with regard to blindness and good rehabilitation attitudes could be very helpful to these interviewers and is strongly recommended.

d. Situational Testing:

Since so many of the qualities required for success as an ISE cannot be evaluated by standard tests and since the client may have had little opportunity to demonstrate these qualities in the past, there could be value in devising a work sample or situational test for the screening process. This test would simulate the real working situation but not call upon specialized knowledge which the applicant, naturally, would lack. It could involve the presentation of one or more problems by one or more "consumers." The problems would have to be carefully devised and defined and one or more persons trained to act as "consumers," trained to present the problem in a standard way and react in prescribed ways to the applicant's possible responses. Since this could be done by telephone, it would not be necessary to have a large number of persons trained in this way; indeed, it would be best if the same small group undertook all such testing conducted anywhere in the country. The test conversations could be recorded and later evaluated along predetermined scales.

Assessing Skills of Personal Management

Here, again, it is necessary to recognize a wide variation in the demands of different training and work settings. Thus, it is important for the counselor to determine just what will be required in the particular training setting to which he plans to send the blind individual. In general, the client must possess the ingenuity, resourcefulness, and self-confidence necessary to deal effectively with the complex problems normally encountered by a blind person working and

living in a sighted environment. The specific skills of personal management for which the counselors should check might include the following:

- a. Demonstrated mobility and orientation skills sufficient to
  1. Function independently in the work environment. This aspect includes the use of facilities normally found in office buildings.
  2. Get to and from work reliably without undue stress.
  3. Cope with and handle the mobility needs incident to his pattern of daily living and social activities.
- b. Demonstrated ability in personal grooming to assure neat and appropriate appearance. The counselor may need to question how the client will identify and coordinate clothing, keep his clothing clean and in repair.
- c. Acceptable social and table etiquette.
- d. Ability to sign checks, applications, and other frequently used forms and documents in a consistent and recognizable manner.
- e. Demonstrated ability to handle ordinary financial transactions, including the ability to identify coins and paper money.
- f. Ability to use some form of recording equipment.

#### Assessing Job Skills and Physical Demands

Variation among jobs is great; since some employers may set different requirements in terms of age, education, training and experience, it is the counselor's responsibility to acquaint himself with these differences. Here, it is possible to suggest only a few minimum standards for all ISE jobs.

- a. Physical and related requirements include:
1. Physical stamina to work a full day period for five days a week on a regular basis.
  2. Freedom from any speech problem or impediment which would prevent the development of a clear and pleasant telephone manner.
  3. Freedom from any hearing problem which would hinder effective use of the telephone.
  4. Adequate dexterity and coordination to operate Multi-Line Telephone equipment, to take notes, and to locate and use reference materials as a part of a continuous integrated operation.
- b. Communication and related skills:
1. Ability to write legible braille with slate and stylus at a minimum rate of 12 words per minute, or to make legible long hand notes.
  2. Ability to read 12th grade level material in grade 2 braille at a minimum rate of 60 words per minute with a comprehension level of 85%, or ability to read ink print, if necessary by use of a visual aid, at the same minimum rate and level of comprehension.
  3. Some ISE jobs require the ability to perform arithmetical computation.
  4. Ability to meet and deal effectively with the general public, showing poise, social judgment, and adequate verbal ability to express himself.
  5. Ability to spell at an acceptable business level.

6. Ability to compose and type a clear and accurate business letter.
7. Ability to fill out forms required in the particular ISE job. An acceptable test would be the ability to fill out a check on the typewriter.
8. Ability to maintain reference files and locate specific materials rapidly.

CHAPTER III

TRAINING

TASK FORCE

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## Introduction

A major reason for the success of the blind in information service expediting occupations in the Federal Government has been the training given these individuals. If we are to build on these successes and open new areas to the blind, we must make sure that all aspects of the training effort equal or exceed the standards set by existing programs. This chapter will deal with the following aspects of training:

Outcome objectives

Methods and curriculum

Training resources

On-going training needs

Discussion of these areas will provide solid guidelines for counselors so they may evaluate training programs and determine whether or not the program meets their clients' needs and abilities.

## Outcome Objectives

There is one school of thought which holds that the function of education is to "change behavior." While there is some controversy regarding this point of view, it may be useful to consider Information Service Expediting (ISE) training objectives in terms of what the trainee will be able to do upon completion of the training program that he was not able to do before. With this in mind, the following objectives will be discussed:

1. Program knowledge
  - a. facts
  - b. procedures
  - c. communication skills
2. Orientation to work environment
  - a. work habits
  - b. interpersonal skills
3. Evaluation of training course
  - a. materials
  - b. methods

The primary objective of ISE training is that upon completion of the program the employee will be able, with little or no assistance, to answer varied and complex questions addressed to the agency he is representing. He will do this in a manner which is always courteous, helpful, and informative. While most callers will be simply requesting information or assistance, the ISE must also be prepared to deal with callers whose attitude may range from mildly defensive to abusively angry. She or he may be called upon to exercise great tact and patience while dealing with callers who are experiencing some emotional stress.

The primary objective of ISE training can be broken down into two parts. The acquisition of in-depth program knowledge is probably the area to which most of the training time will be devoted. This aspect of training involves both the learning of complex factual material, and the methods and procedures necessary to carry out the

mission of the agency in the most efficient manner possible. The expediter must also have the ability to think logically in applying those facts and procedures which are pertinent to the case at hand.

This ability should be supplemented by competence in the following interpersonal areas: interviewing skills, patience, insight, compassion, and a desire to help. Some of these characteristics cannot be mastered in a brief training period, but must be a function of the selection process. However, the skills of active listening and clear thinking can be amplified and improved during the training period. Many persons who call are somewhat inarticulate and have difficulty phrasing questions which communicate their needs. In this situation, tactful persistence and a perceptive and patient attitude on the part of the ISE are required to elicit enough information from the caller to solve his problem. One ISE has a sign posted on his desk which states, "We will answer your question even if you don't know what your question is!" This kind of attitude is certainly a valuable outcome objective.

Another objective of the training program is to facilitate the development of certain desirable behaviors common to all jobs and all employees. For instance, dependability is encouraged by reinforcement of regular work habits and progress in this area is assessed in terms of such behaviors as frequency of absences and promptness in arriving at work and returning from coffee breaks and lunch periods.

The trainee's interpersonal skills are also being continuously observed and evaluated through questions such as the following: Does he make a positive contribution

to the class morale, or does he offend other members with his omniscient attitude? Is he cooperative and helpful, or belligerent and impatient with slower students? Does he insist on being the center of attention, constantly interrupting the class with frivolous comments, or does he take his task seriously?

If the trainee exhibits problem behavior in these areas, the training period is the time to deal with them by making sure the trainee knows what is expected of him, by counseling those individuals who have problems or, if all else fails, by terminating the trainee who does not measure up.

In some instances the trainee may have physical disabilities in addition to blindness. These disabilities may impose an additional handicap on his ability to function on the job. The training period gives the instructor an opportunity to observe these difficulties and perhaps to find ways in which the job and/or work environment can be modified to minimize the difficulties.

We must also consider outcome objectives in terms of the training course, materials, and equipment. It is unlikely that there is any training program in existence which cannot be improved. The instructor should constantly be alert to any weak areas in his course outline and materials. The students can be very helpful in this respect! Many perceptive and useful suggestions will come from the trainees, and each should be carefully weighed and evaluated.

The growth and increased competence of the instructor as well as the greater relevance and usefulness of the training course are an important training objective. There must be provision for evaluation and appraisal of these factors. While many

areas in need of improvement can be noted during training, the truest measure of the success of any job training program is employee performance on the job after the training is completed. Thus, periodic feedback regarding employee performance is essential!

Just as the employer has expectations concerning the trainee, the trainee has an equal right to certain expectations concerning his employment. The employer has a right to expect the blind trainee to perform as efficiently as sighted employees doing the same work, and to adhere to all rules and follow the same standard of conduct as other employees. On the other hand, the trainee has the right to expect that his abilities and performance will be evaluated without reference to his disability, and that he will have the same opportunity for advancement and recognition as his fellow employees. The counselor and the training facility can enhance the trainee's chance of successful employment by helping clarify for both employer and employee, the expectations to which each is entitled.

### Training Methods and Curriculum

Training the blind as ISE's may involve a greater variety of teaching techniques, but the curriculum and study areas remain the same as for training sighted employees. The curriculum should include a presentation of factual data concerning relevant procedures, policies, and materials of the agency in which the ISE job is located, an overview of basic operating procedures, and an enhancement of communication skills.

The actual presentation of the factual data should be made in a variety of ways to stimulate interest and thereby enhance learning efficiency. Repetition and drill are

necessary training techniques since many reference materials are unavailable in braille, and must therefore be memorized. In this situation, the instructional process might involve the presentation of this data first by means of a taped reading, followed by a lecture, and accompanied by a braille outline.

With respect to operating procedures, it can be assumed that trainees generally will possess skills needed in this area at the time they enter the program and the training will be designed to heighten and focus these skills. For instance, typing efficiency may be increased through the use of "key sheets" which provide tactual orientation to forms that must be typed. The trainee must also become acquainted with the special equipment, particular to the agency for which he will work, such as telephones or computer terminals. On-site training in an appropriate training office near the major training facility provides the trainee with first-hand experience in the use of special equipment and is the most effective technique for developing his skills in this area.

Though factual information and operating procedures are basic aspects of ISE, the essence of the job is communication. Thus, the curriculum of the training program must include the area of communications skills. Methods for developing communication skills might include the Xerox Corporation's course on Effective Listening. Role-playing exercises and the critiquing of one's own and other's interviews are also valuable teaching techniques. Again, on-site training offers the trainee the opportunity to master these skills through the observation of others and through actual performance of the skills.

The basic 3-fold curriculum for the ISE training program can be enhanced through the use of meaningful and innovative training methods. The result of such training is an ISE who functions knowledgably and efficiently in his position.

### Training Resources

It is obvious that most individuals would prefer training in their own city. However, when this is not possible, the counselor should obtain from the training facility information on nearby housing, public transportation, medical facilities, and other supportive services.

It is extremely important that financial assistance or funding be worked out in advance of the trainees' arrival.

In addition, there must be adequate work space for each trainee, including space for equipment such as braille, typewriter, recorder, and embossed books. Ideally, the location should provide for classroom training and on-site training. The minimal requirements of the training site should meet all the local criteria for space, heating, ventilation, rest rooms, floor space, and safety.

Specific materials needed in braille can be prepared by the following sources.

(The list is definitely not all-inclusive.)

1. Atlanta Georgia Public School System  
State Department of Education  
Special Education Program  
State Office Building  
Atlanta, GA 30334

2. National Braille Press  
88 St. Stephen Street  
Boston, MA 02115
3. American Printing House for the Blind, Inc.  
1839 Frankfort Avenue  
Louisville, KY 40206
4. Braille Institute of America  
741 N. Vermont Avenue  
Los Angeles, CA 90029
5. Volunteer Services for the Blind, Inc.  
332 South Thirteenth Street  
Philadelphia, PA 19107
6. Protestant Guild for the Blind  
456 Belmont Street  
Watertown, MA 02172

An on-line computer translator is now in operation at the University of Arkansas Medical Center. It may be accessed from any point in the country using standard telephone lines and a computer terminal.

In addition, "Dot Sys. III, a portable Braille Translator" is available for use on many existing computer systems from the MITRE Corporation.

For limited amounts of braille, local volunteer groups can be utilized along with the old standby, the braille writer and the thermoform machine.

Large print may be obtained from many sources all over the country. A large print typewriter can serve the purpose even more immediately and less expensively.

Cassette tapes, recorders, and duplicators are almost an indispensable source of



information input and sharing among a group of trainees, and for expediting the total process, a tape duplicator should be seriously considered.

Ideally, each trainee should be supplied with the following equipment as applicable:

1. Braille writer
2. Slate & stylus, braille paper, notebooks or binders
3. Typewriter
4. Cassette recorders
5. Tapes
6. Light probes
7. Mathematical aides
8. Assortment of optical aides
9. Canes
10. Roll-O-Dex files
11. Signature guides

### Ongoing Training

When the client has completed training and is working as an ISE in a specific agency, it is important that the training facility and/or the employing agency, continue to provide him with materials that can facilitate more effective performance on the job. Such materials would include additions to or revisions of policy, procedures, rules or regulations. It might also include a regularly issued newsletter or bulletin. This material could be made available in braille, large print, or tape

cassette. The important point is that the form in which it will be produced should be determined by the needs of the user and not by the convenience of the training facility or the agency. In any well run organization there will of course be in-office and in-service training which will be available to the blind employee.

While the relationship between the new employee and his supervisor is a key factor in determining the kind of learning and development that will occur on the job, it is important that the rehabilitation counselor maintain a follow-up relationship with the employee and the supervisor. He would then be available to provide consultation or counseling in the case of a problem that was not being resolved on the job, or where it appeared that the only resolution acceptable to the agency was retraining or termination.

CHAPTER IV  
PLACEMENT

TASK FORCE

Jerry Dunlap, Leader

Joan Easterbrooks

Harry Link

Anice Nelson

Miles Philpott

## Introduction

The vital necessity of effective communications in our complex society cannot be overstated. Any person who can expedite the flow of information is in a strategic and important position. Consider, for example, the mass of data that must be exchanged within the Federal Government. This type of governmental setting is an ideal position for the information expediter, but one should not restrict the placement possibilities to the public sector.

The placement prospects for the blind in federal jobs have been expanded through the employment provisions of the 1973 Rehabilitation Act. This Act has equally strong and far reaching implications for the employment of the severely disabled, including the blind, in the private sector. Specifically, the act requires that any business or industry providing contract work for the Federal Government in the amount of \$2,500 or more, develop affirmative action plans for the employment of the severely disabled. This Act opens doors into most of the corporate enterprise in America and, with such broad coverage, the employment possibilities that may evolve appear virtually limitless. Undoubtedly, Vocational Rehabilitation personnel must be extremely cognizant of the employment potential inherent in the Act. Horace Greely's West may not have contained more opportunities.

When one considers the active involvement of several large federal agencies in the selection, training, and placement of the blind and the opportunities implied in Section 503 of the 1973 Rehabilitation Act, he might get the impression that placement counselors may now sit on their collective laurels. Obviously, this is not the

case, since competition for these professional and para-professional positions in Government and Industry is greater than ever before in the history of the labor market. Also, one must remember that the 1973 Rehabilitation Act does not mandate the employment of the severely disabled, but merely requires an affirmative action plan for employment. Such a plan should create an atmosphere where an able counselor can initiate an effective on-going program of job-development.

It is also important to point out that despite the positive employment policies espoused by the aforesaid Federal Agencies, there remain isolated regional and local offices and telecommunication centers that have resisted employing the visually impaired. So even in the public sector, it is necessary for the counselor to maintain a continued contact with local personnel to assist in the implementation of these positive employment policies.

The counselor is still responsible for selling the concept of effective production without sight and convincing the local office of the validity of employing a qualified blind applicant.

This chapter will present guidelines which counselors may use in evaluation and development of their own procedures for assessing job readiness, placement and follow-up of blind persons as Information Service Expeditors (ISE's).

### Job Development and Placement

For the counselor, the responsibility of providing effective assistance to the client who is seeking employment in a specific job is often the most challenging

assignment in the rehabilitation process. This is so because placement, particularly with the severely disabled, is one service which very often can not be purchased from an existing agency.

Thus the counselor must be prepared to provide this service himself, a responsibility in which the kind and degree of his involvement will vary with the characteristics of the client being placed and the nature of the job being sought. For instance on an unskilled job in a factory or service occupation where the qualified client's social, verbal, intellectual, and interpersonal skills might be modest, the counselor might appropriately assume complete responsibility for selecting the job, persuading the employer that it can be performed safely and efficiently with little or no vision, and obtaining his agreement to fill it with a qualified blind person.

On the other hand, in the case of a professional job such as teaching or a technical job such as computer programming, where the applicant is expected to have rather complex job knowledge and where social, communications, and intellectual skills are crucial factors in effective job performance, the client must sell himself by demonstrating an appropriate level of these skills during an employment interview. In this situation, the counselor's major responsibility is to facilitate the client's job seeking efforts by providing appropriate assistance in the following areas:

1. Overall. The counselor first explains to the client that most jobs are obtained through contacts with acquaintances, friends, or relatives, and he would encourage the client to thoroughly explore and fully utilize this source of help in all of his job seeking endeavors.

2. Locating a job. The counselor refers the client to resources which provide information on available job openings such as:
  - a. professional journals
  - b. professional conventions
  - c. state employment services
  - d. private employment agencies
  - e. college placement centers
  - f. Civil Service Information Centers
  - g. and others
3. Obtaining an interview. Assistance in this area would include:
  - a. coaching the client on requesting an interview by phone
  - b. helping the client to prepare an effective resume and covering letter
  - c. finally, and probably most effective, the counselor contacts a prospective employer, helps him to resolve questions he may have concerning the effect of disability on job performance, and persuades him to grant the client an interview.
4. Effective participation in an employment interview. The counselor helps the client to prepare for his interview with the prospective employer by:
  - a. exploring with the client his assets and liabilities in relation to the job he is seeking
  - b. assisting him in assembling basic information on the employer that may be used effectively during the interview
  - c. conducting mock interviews in which the counselor plays role of employer, and the client the role of the applicant. These interviews are taped and

then analyzed and evaluated with the client. Areas to be covered include academic performance, work experience, job knowledge, dealing with disability, gestures, eye contact, voice, fluency, defensiveness, evasiveness, tact, and grooming.

Since ISE jobs, generally, in terms of complexity, responsibility, and training requirements range from para-professional to beginning professional levels, the counselor should assume greater responsibility for selling the employer on the idea of hiring the client than he would in the case of developing a job in a professional job such as teaching or law. Even in those Federal Agencies which have established a well defined program of group placement, counselor involvement in the development of specific employment opportunities is strongly encouraged. In the private sector, and state and local government, where the potential for employment of blind persons as ISE's has been virtually untapped, the counselor must assume major responsibility for identifying jobs, selling the employer, and suggesting appropriate job modification. Since the vast majority of ISE jobs presently held by blind persons are located in federal agencies, the procedures through which placement in this sector can be facilitated will be emphasized.

As used in this section, the term placement will refer to all the procedures designed to facilitate the employment of a qualified blind client on an appropriate job. Placement would therefore include such functions as providing occupational information, facilitating job development by selling the "abilities" of blind persons, identifying feasible jobs and working environments, and developing client's job



seeking skills. While each of these functions may be carried out by a specialist such as a job developer or a placement consultant, the counselor must retain basic responsibilities for facilitating his client's vocational adjustment, which necessarily includes placement and follow-up as the final phases of the rehabilitation process. Where such specialists are available, the counselor will make appropriate use of their services in meeting his placement responsibility. Since they are not available in most states, the counselor must implement the entire placement process himself and it is from this perspective that the remainder of this paper will be presented.

In reaching a decision on whether or not to seek employment as an ISE in a federal agency, the client should have the benefit of ample and accurate information. Appropriate areas of review would include: job responsibilities, job duties, pay, working conditions, fringe benefits, training and employment procedures. The counselor should be able to supply the client with this information either directly or more appropriately by referring him to available sources.

Civil Service, which is the central personnel agency for the Federal Government has 65 area offices nationwide maintaining relationships with public and private agencies concerned with the employment of the handicapped. The Selective Placement Specialists in the Commission area offices provide information on federal employment procedures (job qualifications, competitive examinations or special testing arrangements, competitive and excepted appointing procedures), federal job vacancies, and structure or primary function of the various federal agencies in their geographical areas.

In addition, there are 47 Job Information Centers in locations other than area

offices, at least one in each state, which provide similar information. A list of job information centers, addresses, and telephone numbers is included in the appendix, C.

Relevant information of interest to both counselor and client is contained in the following pamphlets which are available from job information centers:

1. Civil Service Pamphlet BRE-37, "Working for the U.S.A."
2. Civil Service general guidelines for examining the physically handicapped (test catalogue III:FPM supplement (int.) 936-71).
3. Civil Service Pamphlet BRE-23, "Employment of the Blind in Federal Service."
4. Civil Service, "Handbook of Selective Placement and the Federal Civil Service Employment of the Physically Handicapped, Mentally Restored, Mentally Retarded, the Rehabilitated Offender" BRE-12, August, 1972.
5. Civil Service Pamphlet BRE-8, "Employment of Physically Handicapped."
6. Civil Service Pamphlet, BRE-57, "Blind Employees Succeeding as Job Information Specialists," 1974.

In developing an employment opportunity for a blind client as an ISE in a federal agency, the counselor may follow basically two approaches: first, obtaining from appropriate personnel in the target agency a commitment to hire the client upon successful completion of training; and, second, having the client accepted for evaluation and trained at an appropriate training center. The first approach is preferable because if it is successful, the client knows precisely where he will be working upon completion of training and this is normally in a locality with which he and his family are familiar. This approach also permits the counselor to plan and organize more

effective follow-up services. With the second approach, the client must agree to accept placement anywhere in the United States and this usually means he will end up in an unfamiliar locality.

In implementing the direct approach, the counselor must first attempt to determine who he should contact in the target agency. Ideally, this would be the person who has the authority to decide which applicant will be hired for the job in question. The individual who should be most helpful in identifying this person is the Selective Placement Specialist who is located in the area office. He knows his agency's managers and supervisors and the available jobs, and is acquainted with those who provide rehabilitation and other services to the handicapped. He can thus be the liaison between the counselor and selecting official.

Armed with the information and suggestions provided by the Selective Placement Specialist, a counselor would normally begin with the office manager, proceeding from him to the staffing specialist and most importantly to the supervisor of the job being sought.

Prior to contacting any of these individuals, the counselor should meet with the Coordinator for the Employment of the Handicapped who, as a part of his regular duties, has the responsibility for facilitating placement of the handicapped in the agency setting in which the desired job is located. The counselor's purpose in this meeting should be to advise the coordinator of his objectives and elicit his cooperation. However, the counselor should in no case assume that the coordinator will be responsible for selling placement programs to line personnel since this is not his function nor is he as knowledgeable

about the capabilities of blind persons as is the counselor.

In selling appropriate personnel on a proposition that the ISE job can be safely and efficiently performed by a qualified blind person, the counselor must be armed with specific and persuasive answers to expressed or implicit objections such as the following.

1. Coworkers feel that blind persons will get special favors and will not carry their full workload.
2. Supervisors may feel that blind persons are a liability. They may feel that blind persons are time consuming to train, not fully productive, require job modification, and are difficult to fire; that blind persons lack general coping skills, and may not be able to get to and from work on time, that they will not dress appropriately; that they cannot get around the office or find their way to the restrooms and cafeteria; and that they will need readers.

Throughout the interview, as appropriate, the counselor must introduce positive evidence in the following areas:

1. the advantages of hiring the blind: emphasize steadiness, loyalty and dependability.
2. past accomplishments and potential skills of blind workers: Use success stories from similar jobs, i.e., Taxpayer Service Representatives at the Internal Revenue Service, Telephone Service Representatives at the Social Security Administration, and Job Information Specialists at Civil Service Information Centers.

3. transportation and mobility skills of blind persons.
4. blind persons' communication skills.
5. review of the major tasks of the job in the context of the blind applicant's ability to perform.
6. the agency's follow-up services, i.e., supplementation of management expertise in counseling dispute-handling, job reengineering, consultation for training programs and termination assistance.
7. how the blind person functioned in past education and training programs:  
Did he use a reader, braille writer, slate and stylist, tape recorders, regular typewriter or other devices?

To supplement the foregoing presentation, the counselor should suggest a survey or on-site job review which will afford him an opportunity to strengthen employer acceptance by:

1. demonstrating adaptive devices.
2. surveying the physical environment for architectural barriers.
3. being sensitive to the personality projected by the work unit.<sup>1</sup>
4. suggesting procedures for job restructuring and demonstrating how the proposed change can lead to increased productivity.

When the counselor has successfully persuaded appropriate agency personnel,

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<sup>1</sup> Sensitivity to the "unit personality" refers to the counselor's awareness of the interaction of the total physical and psychological environment of the work unit for the purpose of selective placement of blind clients.

especially the hiring officer and supervisor, that the ISE job can be performed safely and efficiently with little or no vision, he should obtain a commitment to fill the job with a qualified blind person. He should then arrange an interview for his client, indicating that if the employer finds him acceptable, the client will request a commitment to hire upon successful completion of training.

The counselor will help the client to develop a resume and prepare for effective participation in the interview by implementing the steps previously listed. For a more detailed presentation of these procedures see Chapter II, "Placement in Professional and Technical Occupations," Services to the Blind, a Community Concern, by the Eleventh Institute on Rehabilitation Services, U.S. Department of Health, Education, and Welfare, Rehabilitation Services Administration.

The second approach to placement, as noted above, involves having the client make application for evaluation and training with one of the training centers listed in the appendix, B. After the client has successfully finished training and met all requirements for employment, he is assigned to a job location by someone designated by the employing agency to work with the training centers in placing qualified graduates.

Before electing placement by the training facility as opposed to a prior employer commitment, the client must be certain that both he and his family are willing and able to move to any city in the country in which an opening becomes available upon completion of training.

Regardless of how a blind client obtains employment with a federal agency, there are two basic Civil Service procedures through which hiring may be implemented. The first of these, known as Competitive Appointment, requires either that the applicant take and pass a prescribed examination or on some jobs, that he simply be rated on the basis of training, experience, and education. In the case of the Taxpayer Service Representative, for instance, the examination would be the Junior Federal Assistant Examination. If a blind applicant is required to take a test, Civil Service will furnish a reader and allow the blind applicant to use slate and stylist and other computational devices. The blind applicant is not allowed to furnish his own reader. Applicants who make a satisfactory grade on the examination are placed on the federal register and they become known as "eligibles." It is from this list that the hiring agency selects specific individuals for employment. There are advantages to this kind of appointment, and it is the recommended route for a blind person to follow, whether he is placed through the procedures outlined above or obtains a job on his own without placement assistance.

The second Civil Service procedure through which a blind person may enter federal employment is known as an Excepted Appointment. This is a procedure through which blind and other severely disabled persons may be hired without the necessity of taking a competitive examination. For a detailed description of how the client may obtain an Excepted Appointment, see The Handbook of Selective Placement in Federal Civil Service Employment, U.S. Civil Service Commission.

If the client is a veteran, he may qualify for additional points on his examination

score. In any case, the best procedure for him in seeking federal employment is to locate the Veterans Federal Employment Representative, there is one such representative in each of the 10 Regional Offices, addresses for which can be found in the appendix, D.

As a final consideration, it seems especially appropriate to suggest the possibility of developing group placement procedures at state and local levels, using the approach that has worked so well with federal agencies. Initiation of such a program would require that the director of the state agency for the blind or someone designated by him contact the heads of appropriate state agencies such as Health, Employment Security, Education, Finance, and obtain their agreement to hire a specified number of qualified blind persons as ISE's which the agency for the blind would agree to train. Funding for this program could be obtained through an expansion grant, or client service monies in the group training provisions specified in the 1973 Rehabilitation Act. For further information on such a program write to Dr. Douglas MacFarland, Director, Office for the Blind and Visually Handicapped, Department of Health, Education, and Welfare, Washington, D.C.

#### Job Readiness Criteria

A final verification of his job readiness should be made if the client is being trained off the job. This assessment would normally be made by the counselor upon completion of training. If the client is to receive on-the-job training, evaluation of his readiness would be made prior to the time he reports for training. Assessment of readiness is typically directed toward the following areas of functioning: physical, psychological,



social, and vocational, using data from medical reports, training reports, observations, and interviews. In implementing this procedure, the following criteria would be relevant:

1. physical - is the client capable of performing efficiently over a working day on a regular basis.
2. psychological - is the client's motivation and interest sufficient to give reasonable assurance that he will persist through the normal initiation period to a point where he achieves a feeling of competence and security. Does he seem to possess the positive self image that will be needed to deal with possible hostility from telephone callers and possible condescension from co-workers.
3. social - does he have the interpersonal skills that will be needed to develop a facilitative relationship with his associates in the office. Tact, empathy, and good verbal communications will be needed to obtain the occasional help he will require without seeming to impose on his colleagues. He must also be diplomatic in getting the office staff to allow him to do those things of which they think him incapable.
4. vocational - is his job knowledge satisfactory, are his mobility skills sufficient to ensure safe travel throughout the work environment; is his proficiency in braille, typing, and use of the Opticon sufficient to meet requirements of the job.

### Follow-Up

The counselor's responsibility for facilitating the clients vocational adjustment does

not terminate with job placement. Areas of concern to which the counselor should remain alert during the client's post-employment experience include the following:

1. participation of the rehabilitation staff in the provision of supportive services if needed to further the development of the client.
2. the employer's evaluation of client performance on the job.
3. client response to the provision of services following job placement.
4. the client's educational progress, adjustment to the job, and upward mobility.

It follows that no vocational rehabilitation program is complete without an organized plan for placement follow-up to insure mutual employer and client satisfaction. In actual practice however, the area of follow-up has been frequently neglected because of:

1. nature of case closures
2. geographic relocation of clients
3. lack of clearly defined responsibility

Follow-up is a process rather than an event that occurs at a particular time. In the absence of a well organized plan for implementing the follow-up process the client may be placed on a job with a minimum of attention and instruction, expected to make his own adjustments, and learn about rules, regulations, and customs from other employees. Discouragement and disappointment often follow, with the result that the individual may leave the job. Areas of possible need which should be considered in a follow-up plan include:

1. assisting the blind employee in identifying resources for the braille and taping of required materials.
2. assisting the blind employee in becoming oriented and mobile within a new work setting, if the employee is relocated because of job transfer or promotion.
3. assisting new supervisory personnel in understanding blindness and the training needs of the blind employee for job upgrading.
4. assisting the blind employee in understanding new devices in the field that may enhance his ability to sustain employment or achieve upgrading.

There are also a myriad of vocationally related problems which play a major role in determining a client's successful retention on his job. These may include transportation, housing, family, medical or dental problems, pending legal actions, and others which may have been present during ISE training.

Since ISE's may be located anywhere across the country, it may be necessary for the sponsoring counselor to arrange, in advance, support services for a client with the receiving state agency. Simultaneously, the sponsoring counselor should notify the employer of the change in rehabilitation counselors. Information forwarded to the new counselor should include: appropriate medical information, training reports, date and mode of arrival, etc. No matter how good the training program, it cannot fully duplicate conditions which the individual will experience in an actual job situation. The greatest challenge to the individual comes when he has to compete on his own to maintain himself in the labor market.

Follow-up, particularly in its initial stages should not be just a system of checks for reporting purposes but also an opportunity to identify problems which, after job placement, may threaten the blind person's tenure on the job. It should continue for a period of time until the employee has stabilized on the job and he, (and in some situations, the employer,) and the rehabilitation staff member agree that no further follow-up is required.

Follow-up with both employee and employer can provide information that may be used for constructive revision of existing programs with resulting improvement in client preparation, ISE training and training in other telecommunications occupations.

While certain follow-up responsibility can be discharged by phone and questionnaire, personal contact with both client and employer is the preferred method, particularly in the early stages of employment. During the initial contact, client and counselor should discuss the need for future follow-up and they should try to reach at least a tentative agreement on the nature and purpose of desired services.

Early follow-up may identify problems which would ordinarily go unnoticed in training, but which may be come magnified in the employer's eyes, under the more demanding conditions of a competitive work environment. With evaluation and feedback from the employer and observations by the placement specialist during follow-up, these problems can be pinpointed, and either resolved on the job or if such an immediate solution is not possible, they can be dealt with in counseling. The extent and duration of follow-up contacts are determined by many factors including geographic distance, the client's needs, and the demands on the counselor's time. The important thing to keep in

mind is that these contacts can be crucial in retaining a job that required considerable effort to develop.

Finally a bonus for the counselor in follow-up is the fact that it provides an opportunity to further explore and hopefully develop, additional job opportunities.

CHAPTER V  
PRESENT AND FUTURE TRENDS

TASK FORCE

George Arsnow, Leader

Lee Brooks

Floyd R. Cargill

Anne Kahl

Trudie Musier

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## Introduction

It is extremely clear that there is an ever-increasing number of openings for blind persons in information service expediting with the federal government. There appears to be a similar potential for employment in state and local government and in private business. Unfortunately, the discovery and development of jobs in these latter sectors have been slower and less productive. It seems certain, however, that these areas will offer an even greater potential for future development. At the state level, blind persons could be employed as service expeditors in state tax departments, protection divisions, and state information bureaus.

Opportunities in business and industry have scarcely been explored. However, the potential for employment is apparent. At present, there are slowly increasing numbers of companies throughout the country employing blind persons as information service expeditors (ISE's). For instance, a nation-wide corporation recently hired a totally blind young man as a dispatcher and customer relations person. Using a light probe and a call director, he answers telephone calls from individuals who want to rent particular machines, to learn costs of various equipment, to obtain advice about minor malfunctions, and in some instances, how to do small repairs. If the customer wants to rent equipment or has a machine which needs repair, a salesman or technician is dispatched by radio. A trained, qualified blind person would be a definite asset in any comparable situation with a variety of companies throughout the country.

There are numerous opportunities in such job areas as customer service offices

in department stores, large chain hotel and motel reservation services, taxicab dispatching, and appliance repair centers. The list could go on to include many more places of business, but this is unnecessary; individual imagination and creativity will bring them to mind.

This chapter will present an estimate of future employment potential for blind ISE's in the following areas:

- Federal
- State and local
- Telecommunications
- Business and industry
- Related occupations

#### Employment in Federal Agencies

As noted in Chapter One, the largest proportion of blind ISE's is currently found within the Internal Revenue Service (IRS), the Social Security Administration (SSA), and the U.S. Civil Service Commission (CSC). The Veterans Administration (VA) currently has 4 blind Veterans Claim Service Representatives. They provide information by telephone to veterans who are inquiring about benefits available under the various VA programs. The VA's program is just now getting under way and the first training course, involving 10 people, was held in Chicago in December, 1974. It is too early, of course, to estimate how many jobs may eventually be available to the blind within this agency. However, since there are some 1900 jobs of this type within the VA, it should be possible to employ a substantial number



of both blinded veterans and civilians as ISE's once the VA program becomes fully operational.

The foregoing data would seem to indicate that for some time to come placement potential within the four federal programs will remain high, so long as state agencies for the blind continue to supply clients with good native ability and adequate vocational readiness skills. In future training programs, these skills may have to be broadened beyond their current levels if the ISE is to be able to function adequately at his or her job.

There is no doubt that the electronic computer with its widely scattered terminals is increasingly being used for the storage and retrieval of large blocks of information. This fact has not escaped the attention of either the CSC or the IRS. Both of these organizations are studying the possibility of using the computer as part of their information service programs. A computer system would make it possible for a blind Information Specialist with a Civil Service Job Information Center to provide information on the availability of jobs at various grade levels, and the examinations which would have to be taken in order to qualify for such jobs. The IRS is considering the use of computer techniques both in providing more and better information to the public and also as a means to build career ladders within IRS for blind Taxpayer Service Representatives. These careers might include such occupations as computer programmer, account adjuster, and auditor. Neither the VA nor the SSA have plans at this time to fully computerize the information available to the public at their local offices. However, at some point in the future, computerization may become a reality for SSA. Advancing computerization will

mean that training programs will have to include opportunities for candidates to learn how to use new tools. Both the CSC and the IRS are presently studying braille embossing equipment in order to determine if this medium would make it possible for the blind ISE to carry a normal share of the workload and to perform all the duties normally expected of a sighted employee performing the same job. However, since items like braille embossing equipment with consoles linking the user to the computer are sophisticated, to say the least, the blind individual should be familiar with this equipment when he or she begins a new job. It is difficult enough to absorb the duties and activities required in the work itself, let alone the problems which can occur in learning how to operate and make full use of such equipment at the same time.

Preliminary investigations demonstrate that in addition to IRS, SSA, and CSC, several other federal agencies might be able to employ qualified blind people within similar job categories. In one of the member banks of the Federal Reserve System, two sighted people presently are employed on a part-time basis. They answer inquiries by the public about securities and bonds issued through this office, provide information concerning the basic makeup of the Federal Reserve System and its relationship as the fiscal agent for the Treasury Department, and supply data upon request concerning current rates of interest being paid on securities which are for sale. This is a small branch bank and it is quite likely that among 35 other member banks, many of which are much larger, there would be a need for full-time ISE's. There appears to be no reason why a qualified blind person could not be trained to handle the duties of this job. The Federal Reserve System might well warrant further

exploration. It is appropriate to state at this point that the phrase "Federal Reserve System" is misleading, in that bank employees do not have federal civil service status. However, since the system is so closely tied to the federal government, it was felt pertinent to this section.

An in-depth study should be made of the Federal Information Center of General Services Administration, as a potential source of employment for blind ISE's. Thirty-seven offices exist. The centers provide basic information about the federal government and, when necessary, refer inquirers to appropriate federal agencies. Most of the information is dispensed by telephone or over the counter. Approximately 45 percent of inquiries are handled by phone and the remainder are handled in face to face contacts. Few requests are answered by mail. There are at least 3 ISE's in each of the 37 Federal Information Center offices.

Contacts were made with both the Regional and Baltimore area offices of the Wage and Hour Division of the U.S. Department of Labor. The Regional office dispenses most of its information through releases to the media. However, it serves as a referral source to the other agencies within the Department of Labor and some of this is done by telephone. In the Baltimore area office, considerably more telephone work is done; however, the manager indicated that personnel within this office are also required to do other clerical chores. It appears that this division of the Labor Department might be able to employ blind persons. The division is considering the creation of ISE positions within its structure. These would be full-time slots and would eliminate the problems sometimes caused by the assignment of other clerical duties. No target date has been set for the inclusion of these positions; however, these facts should be borne in mind for future reference. The Wage and Hour Division warrants a closer look on the part of rehabilitation workers for the blind.

It appears that throughout most of the U.S. Department of Labor -- particularly in the Labor Management Services Administration, Manpower Administration, and Occupational Safety and Health Administration -- some time is spent on the telephone providing information to the public. However, those who do the telephone work usually have other clerical duties to which they must attend. Only the Wage and Hour Division and the Occupational Safety and Health Administration have area offices. All other administrations mentioned have offices at regional levels with area representatives who report back to their respective regions.

Within the Regional offices of the Bureau of Labor Statistics, 75 percent of the work is done by telephone. However, this agency is very specialized and is manned in each Regional office by at least two economists and a secretary. In this particular bureau it would be necessary, of course, to refer or recommend college graduates with majors in statistics and economics.

The Labor Department has information offices in each region where approximately 50 percent of the work is done by telephone. Here again, those assigned to the phones are also required to perform other duties. So, it cannot be said categorically that some kind of national program could be developed within the Labor Department, for the employment of blind expeditors, without considerable adaption being made within the various administrations.

A great deal of information is given out within these various organizations, but each would have to be contacted separately in order to determine its willingness to reorganize to the point where the blind ISE could either work full-time in that capacity

or handle some of the clerical duties which otherwise might be involved. Some partially seeing clients could handle these types of jobs without too much adaptation.

The Basic Educational Opportunities Grants Program, administered by the Office of Education, should be explored. Their clerical staff handles approximately 250 phone calls a day, answering such questions as who is eligible for grants, how does one apply, what money payments are available, what is the duration of grants, etc. In cases where an immediate response cannot be made by telephone, letters are sent by the magcard technique of putting together stock paragraphs. The agency also handles over 400 letter inquiries per week, again using magcards to insert appropriate material. Blind persons can function adequately with magcard typewriters, so it would appear that in this situation the qualified individual could serve both as an ISE and a word processor. It is true that this particular Office of Education program is small (presently employing only 46 persons); however, it may be a source of jobs for blind people in the Washington, D.C. area.

The Immigration Service should be examined for its potential as an employer of blind persons, although it does not seem at this time that any kind of national program could be developed. However, if counselors contact these offices on an individual basis, they might be successful in finding an ISE position for a well-qualified blind person. These offices provide large amounts of information, by telephone and over the counter, to individuals who have questions regarding the immigration laws, the procedures which must be followed in bringing relatives into the U.S. from other countries, and the steps which must be taken in applying for

citizenship, etc. It does not appear that there would be too much difficulty in training a blind individual to function in this capacity. However, in the district office contacted, these same individuals were used to check applications, read legal documents and check rules concerning the status of a particular applicant in terms of problems or needs. In these instances, there is considerable reading to be done. This is one factor which must be taken into consideration for most federal information jobs. There are times when the ISE must refer to federal manuals of other agencies in order to locate the answers to inquiries made of them. How extensive this library is, and how difficult it would be to convert the material it holds either to cassettes, braille or large print was not determined. However, it does exist as one of the key factors in the feasibility of locating employment for qualified blind persons in these centers.

The SSA, the IRS, and the CSC have all indicated that attempts will continue to be made to establish promotional opportunities within their programs to make it possible for those blind persons who are qualified to be upgraded into more responsible positions. This fact itself, of course, will allow the absorption of more blind persons as ISE's. Also, bearing in mind that the VA's program is still in its infancy and that there are large numbers of positions around the country which seem to be suitable for the employment of blind ISE's, it appears safe to say that in the foreseeable future there will continue to be opportunities for qualified blind persons within these four programs. There are, in addition to these, other federal agencies that might employ blind ISE's. The challenge to rehabilitation workers will be to ferret out positions in this job category wherever they exist and to assure that

applicants are well trained and have all the vocational readiness skills required to do the work involved.

### State and Local Governments

Information for this section was gathered primarily through the use of a questionnaire. The personnel departments of the 50 states, the 50 largest cities in the United States, and the 50 largest cities in a populous Midwestern state were surveyed. Responses were received from 28 states, 27 of the largest cities in the United States, and 15 of the largest cities in the Midwestern state.

The term "Information Service Expedite." appears to be unfamiliar to most personnel supervisors. It is confused and used interchangeably with Public Relations Specialist, Interviewer, Information Officer, Information Specialist, and Public Information Officer. One of the problems in promoting employment will be to popularize the term and to associate the right meaning with it. Relatively few opportunities appear to be available in small cities. If opportunities are to be developed they will be associated with the City Hall in general rather than a particular subdivision of the government. The position may be connected with the Mayor's office or some similar office.

Employment at the state level offers considerable encouragement. The majority of states already have positions very similar to the ISE. Only minor modifications would be needed. Most of the agencies within the state government are large enough to support one or more specialists. Typical agencies which may be cited as logical locations for such employment cover the entire gamut of government. They are:

Economic Security, Transportation, Game and Fish, Education and Health, Social Service, State Laboratory, Highways, Agriculture, Commerce, Corrections, Economics and Community Development, Environmental Protection, Finance, Industrial Relations, Liquor Control, Mental Health and Retardation, Natural Resources, Welfare, Parks, Recreation and Forestry, Military, Employment Security, Franchise Tax Board, State Comptroller's Office, Utilities Commission, Museums, Water Resources, and Highway Patrol. Virtually all state departments are logical potential employers.

The prospect for employment in large cities is good but not as positive as the state government. Half of the cities responding to the questionnaire indicate that they already hire persons in this or similar positions. They are located in the Office of the City Representative, Office of the City Manager, Mayor's Office of Information and Complaints, Mayor's Citizen Service Bureau, Department of Administration, City Public Information Office, Public Works Office, Fire Department, Parks and Recreation, City Library, Auditor's Office, Model Cities, and Urban Developmental Commission.

Special equipment used in this position varies from none to very complicated items associated with printing and advertising. The most commonly cited articles of equipment include: video tapes, cameras, tape recorders, xerox, radio equipment, projectors, and some electronic media. However, the job descriptions from most of the states do not indicate that functional knowledge of all of this equipment is necessary. The ability to use a typewriter, telephone, simple two-way radios, and possibly a slide projector would be adequate in most instances. The primary success in this job depends more upon knowledge of the agency, ability to com-



municate orally or in writing, and ability to get along with people, rather than the ability to handle technical equipment. The smaller the agency, the wider the scope of technical equipment the person may be called upon to use. Major agencies often have specialists to handle the technical equipment.

Salary for this position is good in both the state and large city governments. The large cities pay, in general, somewhat more than the state governments. In 1974, annual salaries in state government ranged from a minimum of \$5,800 to \$15,896. The salary in the largest cities ranged from a low of \$3.07 per hour to \$24,264 per year. A relatively high percentage of the large cities paid \$15,000 per year or more.

The number of people currently employed in this position at either the state or city government levels is minimal. Nevertheless, there was very little negative reaction to the suggestion that blind people might be used. One respondent indicated that it would not be feasible to consider a blind person if any special equipment were necessary. The most common fear expressed was that connected with special equipment or the inability to keep the person busy. The larger cities promised hope for employment in most city departments where questions have to be answered over the telephone. The state personnel directors recognized the possibility of employment in virtually all agencies which serve the public.

Applicants for these positions must fulfill qualifications as listed on personnel specifications. Competitive examination is frequently required. Some effort may have to be exerted to induce testing agencies to allow substitutes for some knowledge

in the handling of technical equipment. Again, it must be borne in mind that the position of ISE is commonly confused with that of the regular public relations person.

The smaller the governmental agency, the more likely the person will have to be well-known by the local politicians.

Training will have to be provided in all aspects of communications. Some experience in public relations, journalism, or the printing media are commonly required. Most agencies require a high school education plus the equivalence of two to five years of a combination of advanced education and experience. Training in journalism, English, speech, and government is essential. The prospective employee must possess or be expected to acquire thorough knowledge of the rules and regulations governing the agency for which he will work. This factor will often mean a thorough knowledge of the entire governmental system, in the case of a city government. Much of the specialized knowledge is learned on the job. This obstacle can be formidable for a blind person when many volumes of governmental regulations have to be studied in the first instance. Some assistance may have to be provided and allowances made for getting the basic documents tape-recorded or transcribed into braille. This responsibility rightfully goes to the State Vocational Rehabilitation Agency.

The survey among the cities in a Midwestern State revealed only one position of this sort. The individual worked for all departments of the government. A number of the persons answering the questionnaire suggested that a blind person could be used as a communications dispatcher or an employee in community relations with the Village Manager, Public Works Administration, General Administration, or the Finance Department.

If the city is large enough to have such a position, it would probably have a Civil Service Department and the prospective employee would make application through the appropriate personnel department. The specific information would be obtained through training by the present staff in the various city departments. The employee would be expected to have good speaking ability, be a good listener, have a good memory, be familiar with city government, and have a good personality. Even in smaller city governments, the individual is expected to have a high school education as a minimum, with specialized post-high school courses in local government. Experience in local government administration on at least a responsible clerical level for a minimum of two years is generally required. With some help in the initial on-the-job training, a blind person should be able to master the requirements of the job of ISE in most state and local agencies.

or

QUESTIONNAIRE

Employment of Information Service Expeditors with State and Local Governments

Please complete and return before Oct. 20, 1974 to: Floyd R. Cargill, Chief of Services for the Blind and Visually Handicapped  
Illinois Division of Vocational Rehabilitation  
227 South Seventh Street  
Springfield, Illinois 62706

1. Do you have established positions of information service expediting, e.g., Information Specialist, Information Service Expediter, Public Information Representative, etc.? YES \_\_\_ NO \_\_\_

A. In what departments, agencies, bureaus, etc., are these located?

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B. Is there a written job description for these positions? (If yes please attach a copy) YES \_\_\_ NO \_\_\_

C. Is there a written qualification specification (If yes, please attach a copy) YES \_\_\_ NO \_\_\_

D. What special equipment is used?

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E. The salary range is \$ \_\_\_\_\_ to \$ \_\_\_\_\_

F. Are there any vacancies in these positions? YES \_\_\_ NO \_\_\_

G. Are any blind people now employed in these positions? YES \_\_\_ NO \_\_\_

2. In what departments, agencies and bureaus would it be most feasible to establish a teleservice center?

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3. How does a person qualify for employment with these departments?

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4. What personal qualifications do you consider most essential for this job?

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5. What areas of training do you consider most important in preparing a person for this work?

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Name \_\_\_\_\_  
Title \_\_\_\_\_  
Address \_\_\_\_\_  
City & State \_\_\_\_\_

### Business and Industry

With the steadily increasing use of computers and computer-related technology in business and industry, it is increasingly important that the counselor have a basic knowledge of available hardware, and that, when necessary, he make the best possible technical arrangements to maximize the working effectiveness of the clients he is placing. For instance, in a credit department of a New England bank, a blind credit investigator types for himself braille copies of applicant credit reports on an IBM Braille Typewriter while a slave unit produces the same material in print for his secretary who will use it in filling out loan application forms. This use of available technology is highly efficient. However, in the same office, information on delinquent accounts is directly available only from the computer. In order to make it available to the blind employee, the credit manager must read it on to a belt. If a braille terminal were installed in this office it would make the computerized data directly available to the blind employee. Thus enhancing the efficiency of both his job and his manager's.

A second example of how more effective use of technology could enhance job efficiency is to be found in the purchasing department of a large air craft company. Information used by a blind buyer is made available in braille by a secretary who obtains it from a computer print-out and types it up on a braille typewriter. If a braille terminal were installed in this office, the secretary's job could be eliminated.

Future data processing applications in business and industry can best be described by citing three general categories of data systems.

The input of data to many computerized data systems requires the transcription of written data to punched cards for eventual entry to a particular computer application. This transcription process will be replaced through the use of key entry terminals directly coupled to computers and controlled by basic edit programs which provide immediate error detection upon key-entering the data. Utilizing this method of data entry, the initial source documents may be in the form of audio tapes, braille encoded paper forms or any other form readable by a blind employee. The key entry position is a clerical function in most businesses.

A second more complex class of data processing applications also involves the entry and editing of data from a terminal, but in this case has specific and unique requirements, for the entry of such data depends on the predetermined conditions of the particular application. This type of application is commonly used by highly qualified secretaries or analysts. This would normally be a higher level position than the data entry clerk mentioned previously. Text editing of form documents, manuals, telephone directories, and books is accomplished in a similar manner. The data entry of orders, personnel information and inventory information into the respective computer systems can also be accomplished in this manner. Hotel and airline reservation systems carry the function of data entry and response to the hotel/motel lobbies and airline terminals. All of these examples are of computer applications which could be handled by blind persons if the technology were made available to them.

The third class of applications are those commonly referred to as time-sharing

applications. They are categorized by their conversational or interactive qualities. Time-sharing applications characteristically are problem solving systems, normally terminal orientated and typically directed toward the engineer or manager who needs an immediate answer to a specific problem or immediate status of a particular situation. Remote terminals in the office or at home allow access to time shared computers by virtually any knowledgeable person with the appropriate equipment. The actual development of data processing application program is accomplished in this manner.

### Job Potential in Related Occupations

The Bureau of Labor Statistics regularly develops projections of future occupational and industry manpower requirements and resources. The latest projections, for 1985, are of special interest.<sup>1</sup> The assessment of the industrial and occupational outlook ten years from now provides a framework for exploring job opportunities for the blind in a particular career area -- information service expediting.

Several significant departures from past trends are suggested by the Bureau's projections of the economy to 1985. Perhaps the most important is the slowdown in economic growth projected to occur beginning in the late 1970's. The anticipated downturn will be caused in part by the sharply declining U.S. birth rate. This will show up in a smaller number of new entrants into the labor force toward the end of the 1970's and will mean a slowdown in the projected increase in the production of goods and services.

<sup>1</sup> The Bureau has developed detailed projections of labor force, employment, productivity, and gross national product. For a summary of these projections to 1985, and an explanation of the assumptions and methodology upon which they are based, see BLS Bulletin 1809, The U.S. Economy in 1985 (Washington, D.C., 1974).



The reduction in the growth rate has implications for the entire economy. It will present major problems in achieving a balanced transition from a higher to a lower sustainable growth rate. Business will have to be much more critical in developing long-range marketing, investment and staffing plans, avoiding dependence on past trends. Government will have to deal with a slackening in the growth of revenues, resulting in increased pressure on budgets. While the demand for governmental functions may be dampened somewhat as a result of slower growth in the labor force and economic activity, the situation nonetheless will require a more critical evaluation of priorities at all levels of government.

Despite the anticipated slowdown in economic growth, most long-term trends in industrial and occupational employment patterns are expected to continue over the next decade. Industries providing services will continue to offer more job opportunities than goods-producing industries. And employment will continue to expand more rapidly in white-collar jobs than in blue-collar ones.

These overall trends mask certain changes which are likely to occur in the mix of jobs. By 1985, the employment is likely to increase in some occupations and decrease in others because of variation in growth rates among industries. The level of employment also will be affected by shifts in staffing needs due to technological change, changes in organization or procedures, and the introduction of new products or services. For example, widespread use of the computer has created jobs for programmers, systems analysts, and computer operators, but at the same time it has contributed to the decline in relative importance of payroll and inventory clerks and bookkeeping workers.

Projected changes in industry employment. Generally speaking, tomorrow's industry patterns determine tomorrow's jobs. The Bureau's projections for 1985 show a steadily increasing proportion of the workforce in service activities. By 1985, more than 70 percent of all workers will be providing services. They will have jobs in trade, transportation and utilities, finance, insurance, and real estate, government, education, health care, business services, personal services, and entertainment. Fewer than 3 of every 10 persons will be working in goods-producing industries: mining, manufacturing, contract construction, and farming. This reflects a continuation of employment shifts taking place since World War II.

Future employment growth will vary widely by industry. Pronounced employment increases are expected in services, in government, and in finance, insurance, and real estate. Growth to 1985 is projected to be much more moderate in trade, transportation and utilities, manufacturing, and construction.

Within the fast-growing service sector, particularly strong growth is expected in medical and health services, in business services such as advertising, credit collection, and duplicating, in legal services, and in hotels and motels. Very few sectors of the economy will experience employment growth as rapid as these over the next decade. By contrast, the large educational services industry - which includes teaching at all levels and educational support services - is projected to show very little growth through 1985 -- a reflection of changing enrollment patterns due primarily to lower birth rates.

State and local government is expected to provide about 5 million new jobs by 1985. Although this number indicates substantial growth, it represents a slow-down compared with the 1960's, and is due primarily to reduced needs in public education, where about half of all state and local government jobs are found. Federal employment is projected to rise modestly through 1985.

Finance, insurance, and real estate constitute the smallest of the fast-growing industry divisions. Since 1960, employment has grown especially rapidly in banks, in credit agencies, and among security and commodity brokers, dealers, exchanges, and services. Job growth in finance, insurance, and real estate is expected to increase substantially over the next ten year, as population grows, business activity increases, and personal incomes rise.

Projected changes in occupational employment. Of primary interest are the Bureau's projections of occupational opportunities. Total employment is expected to increase by about 24 percent between 1972 and 1985, from 81.7 million to 101.5 million. An increase of about 37 percent is expected for white-collar and only 15 percent for blue-collar jobs. ISE's usually are clerical workers, and as such are part of the rapidly-growing white-collar group. The longterm shift toward white-collar jobs is one of the most significant features of the U.S. occupational structure. White-collar workers (professional, technical, clerical, sales, and managerial personnel) made up less than 20 percent of all workers in 1900, but are expected to account for more than half of the total by 1985.

The outlook for clerical workers. Over the next decade, employment in

clerical jobs is expected to grow faster than total employment, rising to almost 20 million in 1985 from over 14 million in 1972. Among the major occupational groups, only professional and technical workers are expected to have a faster growth rate. (See table 1) Nevertheless, overall growth in clerical occupations is likely to be slower in the future than it was during the 1960's. The rate of employment growth is expected to slow after 1980 because of a projected slowdown in the rate of growth of trade and manufacturing, industries which together employed about one-third of all clerical workers in the early 1970's.

Workers in clerical jobs have a wide variety of skills and experience. They include highly skilled title searchers in real estate firms and executive secretaries in business offices as well as relatively unskilled messengers and file clerks. Despite the diversity of jobs and duties, much clerical employment is concentrated in just a few familiar jobs. Roughly three out of five clerical workers are secretaries, typists, receptionists, office machine operators, bookkeepers, stock clerks, or cashiers.

Clerical employment is expected to be greatly affected by changing technology. The more widespread use of computers, new office equipment, and communication devices is expected to retard the growth of employment for some occupations and increase it for others. As more firms use computers and business machines, routine clerical jobs such as payroll, stock, bank, and file clerks may be reduced or eliminated. However, as work is shifted from clerks to machines, new jobs will be created for machine operators, particularly in large firms.

Not all clerical workers, however, will be affected by technology. Secretaries, stenographers, receptionists, and others whose tasks involve contact with the public should not be greatly affected. Indeed, employment opportunities in the clerical field probably will be best for secretaries and others whose jobs cannot be handled by machines. Information service expeditors share this advantage, for their work, too, involves contact with the public and success on the job requires such qualities as judgment, initiative, and poise.

Data problems preclude a projection of anticipated employment requirements for ISE's. Estimates of the number of people currently working as expeditors are not available, nor have projections of future requirements been developed. This occupation is a fairly new, and a very small one. The occupation is not classified as such by the Bureau of Census or the Bureau of Labor Statistics -- the two federal statistical agencies primarily responsible for collecting and publishing such data. The classification system introduced during the 1970 Census provides an unprecedented amount of occupational detail: 441 occupations are separately identified. Although more than 40 different clerical occupations are listed,<sup>1</sup> ISE is not among these job titles. Instead, persons with information dissemination or service expediting duties are included in employment figures for the following clerical occupations:<sup>2</sup>

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1 All 441 occupations in the 1970 classification system are listed on pp. x-xiv of U.S. Bureau of the Census, 1970 Census of Population, Classified Index of Industries and Occupations, (Washington, D.C., 1971).

2. The job titles included in each of these occupations are listed on pp. 0-35 through 0-44 of the Classified Index of Industries and Occupations.

	<u>1972 employment</u>
Counter clerks, except food .....	329,000
Dispatchers and starters, vehicle .....	86,000
Estimators and investigators, n.e.c. ....	348,000
Receptionists.....	436,000

Net occupational openings. Although growth is a key indicator of future job outlook, many jobs become available every year because of the need to replace workers who die, retire, or leave the labor force for other reasons. For the labor force as a whole, replacement needs over the 1972-85 period are expected to create twice as many job openings as employment growth. Total openings arising from occupational growth and replacement needs will be about 61.2 million between 1972-85, of these replacement needs will total 41.4 million. Replacement of workers who leave the labor force will be the most significant source of job openings in each of the major occupational areas and accordingly, will create jobs for ISE's.

#### Present and Future Trends in Telecommunications

The word "telecommunications" as used in this text refers to the communication of information from one point to another through the use of telephone facilities. The transmission of information is commonly thought of as being accomplished by voice. However, the communication of information by computer-driven streams of data to a remote receiving terminal device using telephone facilities is rapidly increasing. It is difficult to imagine an area of technology which has progressed at a faster pace than that of telecommunications.

The introduction of telecommunications, with the complementary development of responsive, remotely supported terminal equipment, has answered the needs of many business people in today's world of data communications. There is perhaps no better way of explaining the present trends than to cite an example of how present technology in telecommunications, coupled with that of data processing, has affected the Bell System in the area of Service Order processing. One of the prime objectives of all the companies in the Bell System is to provide customers with a full range of services to meet their growing telecommunication needs. A brief description of a typical Service Order processing application will point out how these service requirements are met.

The initial input is generated by the customer with a call to the Telephone Company serving his area. The necessary information is obtained through telephone discussion. Then a hand-written order is prepared, using a standard format. These orders are collected regularly and forwarded to a nearby operator of a videodisplay device.

The data representing this order is then transmitted over regular telephone lines to a centralized computer installation. This installation may be in the same building as the videodisplay terminal entering the data or may be in another city. The timeliness of the order entering the computer system in either case is close to being identical. A copy of the order is stored for future reference on a magnetic disk and another copy is transmitted via transmission lines to a remote printer located in the company's Assignment Center.

The Assignment Center assigns appropriate central office equipment and provides telephone cable information to assist in the eventual rendering of the requested service. Copies of this addended paper order are then distributed to the appropriate employees to carry out the actual provision of service to the customer. The job does not, however, end here.

Feedback is required as to the actual provision of service. The customer may change his mind as to the type of equipment or type of service initially requested. Although these may be minor changes, they may necessitate a change in billing or other critical service records. These changes are relayed to a completion bureau, which has a copy of the addended paper order. Notation of the changes are made and forwarded to an operator of a nearby videodisplay terminal. Inquiry is made from the terminal to the central computer requesting the retrieval of the original service order from the magnetic disk. The order is displayed on the videodisplay terminal and any alterations to the order are performed here to reflect the actual completed status of the service provided to the customer. The completed service order is then output from the computer to be entered as input to succeeding billing operations. A copy of the resulting status of the customer's service is also transmitted to various locations within the Company to accommodate directory listing, repair bureaus, and subsequent business office requests by the customer for changes in service.

This process is currently established in many Bell System Operating Companies. Reliance on the ability to telecommunicate data from remote work locations to



central computer sites has allowed for quicker and more reliable service to the customer. A continuing effort is made to increase the efficiency of the job through newly developed methods such as those mentioned above. Specifically, the Assignment Center function mentioned above is currently being mechanized to include interrogation of cable facility records and central office equipment availability for assignment prior to the transmission of the service order to the computer center for storage on disk. Repair services are being expedited by designing methods which will give access to the customer's record by means of a videodisplay terminal. Directory Assistance operators may be able to inquire of a person's telephone number by using a videodisplay terminal instead of the conventional telephone book. Employees' work reports and time records can be input to a computerized system via a CRT to facilitate preparation of the payroll and gather useful job performance statistics. All of these examples and many more are currently being carried out or are planned to be accomplished in the near future by companies in the Bell System.

The centralization of information in the form of data bases housed on magnetic disks and the decentralization of the users requesting that information, are definite current trends in business. Job functions similar to those cited in the examples above are present in many corporations.

By providing remotely located terminal facilities, many more companies become potential employers of blind people. However, this need may require the provision of special equipment capable of satisfying the needs of these employees, such as the Braille Embosser and the Opticon. The important thing to notice is the increased

application of telecommunications-linked computer and terminal facilities to accomplish the overall objective of better service.

The telecommunications and computer industries have made great strides. Future systems may rely on voice recognition and audio response techniques more than on the key entry or visual techniques of today. The telephone itself may be used as a data terminal in the home for such things as catalog ordering, banking, credit verification and complex calculations. The future trend of telecommunications is limited only by one's imagination.

Table 1  
Employment by major occupational group, 1972 and projected 1980 and 1985  
(in thousands)

Occupational group	1972	1980	1985
Total	81,703	95,800	101,500
White-collar workers	39,092	49,300	53,700
Professional and technical workers	11,459	15,000	17,000
Managers and administrators	8,032	10,000	10,500
Sales workers	5,354	6,300	6,500
Clerical workers	14,247	17,900	19,700
Blue-collar workers	28,576	31,800	32,800
Craft and kindred workers	10,810	12,300	13,000
Operatives <sup>1</sup>	13,549	15,000	15,800
Nonfarm laborers	4,217	4,500	4,500
Service workers	10,966	12,700	13,400
Private household workers	1,437	1,300	1,100
Other service workers	9,529	11,400	12,300
Farm workers	3,069	2,000	1,600

1 Includes the 1970 census classification, operatives, except transport and equipment operatives.

NOTE: Details may not add to totals because of rounding.

Source: Bureau of Labor Statistics.

CHAPTER VI  
JOB RESTRUCTURING

TASK FORCE

Jerome R. Lorenz, Leader

John Robichaud

Richard J. Snipas

## Introduction

While the concepts of job modification and job restructuring are not new, their use has been primarily geared toward improving production, solving recruitment problems, and developing career ladders to enhance retention and employee morale.

systematic use of these methods on any large scale basis for the purpose of enhancing employment opportunities for specific handicapped target populations has been sorely lacking. In fact, in most instances the emphasis has been placed on insuring that no job modifications be made specifically for the handicapped. In those instances where modifications were necessary, training and adjustment methods have been used to modify the handicapped worker and if such modification proved infeasible, then alternate career choices were suggested.

With the current changes in American industry, business, and government toward longer, more complex, and more mechanized operations, the need for skilled and reliable workers to function in these operations has increased. Moreover, recent federal legislation has recognized a largely untouched manpower resource and has called for the establishment of Affirmative Action Programs for the Handicapped in a large sector of American industry and business. These factors, coupled with the fact that the use of sound job modification/restructuring techniques frequently leads to more efficient and effective production, make the use of such techniques with a handicapped population much more appealing. Thus, the present potential for demonstrating the use of these techniques in the field of information service expediting with the blind would seem prime, and future possibilities for generalizing to other fields for other handicapping conditions legion.

In order to initiate a job modification program for handicapped, the following processes must be completed. First, a comprehensive job analysis must be completed on the job under study; i.e., all occupationally significant information about the job must be collected in a form suitable for in-depth study. Next, a specialized application of job analysis is used to restructure the job so as to regroup tasks into new jobs which are more homogeneous in terms of worker functions and traits. Particular emphasis must be placed at this stage on the development of regrouped job tasks which eliminate tasks with physical requirements not possessed by the target handicapped population from as many of the new jobs as possible. Thirdly, tools, equipment, and work aids normally used on the job should be adapted to the physical capabilities of the target population, and where it is required and feasible, special hardware should be developed to compensate for functional limitations of that population as possible. Lastly, effective job modification requires the use of design and layout techniques to create as barrier-free a work environment as possible.

Thus, this chapter will deal with the following areas of concern as they relate to job modification of the information service expediter (ISE) position for blind workers:

- a. Job Analysis
- b. Job Restructuring
- c. Special Hardware
- d. Work Environment Layout and Design

### Job Analysis

In order to begin any meaningful job modification program, one must obtain

information which is specific, accurate and inclusive about the position under study, and present it in a form suitable for in-depth study. Such information can best be obtained by a thorough review of what background information is currently available about the job--followed by a series of carefully executed observational interviews with personnel currently performing and/or supervising such a job. Using the occupationally significant information obtained from such an effort, one can develop a list of task descriptions comprising the job, from which he can, through careful analysis, extract the following necessary information:

- a. Work field or the methodologies and techniques employed for the job.
- b. The material, products, subject matter or services which result from the performance of this job.
- c. The materials, tools, equipment and work aids used by the worker in the performance of this job.
- d. The worker functions or what the worker does in relation to data, people, and things.
- e. The traits required of the worker with particular emphasis on the physical demands, environmental conditions, and temperaments.

The job family being considered in this paper is that of ISE. While jobs of this type vary in content and structure, depending upon organizational content, they are sufficiently constant in form to permit description in general terms. A worker may be considered an ISE if his input is a request for information or service and his output is either the requested information or a transmittal of the service request to the

appropriate personnel. In the case of a service request, the ISE essentially transfers information from one person to another, while in the case of an information request he locates the information, interprets it, and then informs the requester.

The level and complexity of the job depends upon the amount of information to be transferred and the form in which it is stored, i.e., computerized or manual systems, etc. In any event, the counselor should plan to conduct or arrange for a job analysis<sup>1</sup> of the specific job being considered for modification.

### Job Restructuring

Job restructuring may be simply described as the procedure of rearranging the tasks which make up a field of jobs within a system in order to produce more homogeneous task groupings. Homogeneity, of course, is a relative term and its meaning is dictated by the purpose of the job restructuring. In general, job restructuring is employed to maximize usage of available manpower resources by creating numerous entry-level positions and developing internal career ladders in the system.

A very comprehensive methodology of job restructuring was developed by the U. S. Department of Labor in 1969<sup>2</sup> which requires the use of a job analysis as developed in the previous section. Following the analysis, each task is described by five parameters. These parameters are:

1. Amount of time spent at the task in a workday.
2. Worker functioning in relation to data, people, and things.

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<sup>1</sup>For further information see DOI. Handbook for Analyzing Jobs, 1972.

<sup>2</sup>For further information see A Handbook of Job Restructuring - U.S. Department of Labor, October, 1969.



3. The General Educational Development (GED) required.
4. Aptitudes which are important to the performance of the task.
5. Other important worker traits.

The next step is to group tasks together that have a similarity in worker function (#2 above), GED (#3 above), and aptitudes (#4 above). From this point on, an iterative process is used in modifying these original groupings to develop practical task groupings. Practicality is determined in terms of whether these new jobs fit in with the process flow of the system, whether enough time is involved in the new jobs to justify them, and whether they are arranged to provide for the desired career ladders.

For purposes of expediency and acceptance, the focus of the initial job restructuring should be on the specific entry-level job and on the removal and redistribution of tasks requiring vision. However, to avoid stagnation in ISE careers the job modifier should review the broader job system to insure the development of career ladders and upward mobility opportunities. Such broader analysis should include all of the usual parameters included in job restructuring such as: worker functions, general educational development, specific vocational preparation, aptitudes, etc.

For initial job restructuring, the following factors should be considered. In the case of the ISE position in which information location and interpretation are essential, storage methods must be scrutinized. A particularly difficult problem arises when a visual requirement exists at the stage of the request to the ISE or when the ISE must output a response. In this case, the task cannot usually be reassigned to another person without destroying the process flow of the contextual system and producing time inefficiencies. Unless the form of the input can be altered or special hardware used,

visual requirement at this point will usually necessitate abandoning the job possibility. Such modifications generally require substantial commitment on the part of the prospective employer to make the job accessible to the blind. A situation occurred in which the head of a department within a large government contracting firm was very enthusiastic about hiring a young man who was blind as an ISE within his department. The problem was that the input to the position consisted of requests for information in computer printout form. To resolve the difficulty, two things were required: the printout would have to be produced in braille, along with the print copy, and, because the volume of print was massive (200 pages) and the quantity ratio of braille to print was 12:1, a reduction in data would be required to make the amount of braille realistic. This was in fact achieved through computer programming techniques, but only because the department head and job modifier were able to garner enough enthusiasm in the computer center.

When the visual requirement is not at the input or output end, however, task re-assignments can work well. Here, it is important that the analyst be conservative when determining if a task that normally would be visual can be done in an alternate way. If there are extreme increases in the time it takes to do a visual task in a non-visual manner, the task should probably be considered for reassignment. An example of how task reassigning may put a typical ISE position within the capabilities of the blind will now be shown. The ISE position is that of dispatcher clerk in the Transportation Department of a medium sized (350 bed) metropolitan hospital. There are two clerk dispatcher positions within the department. They receive telephone requests for service and assign these service calls to the transporters. The service calls are logged as they come in, awaiting the availability of a transporter. Several

assignments are given to each transporter at a time, with the physical proximity of one call to another serving as the basis for their grouping. There are two main tasks here, that of receiving and recording the calls and then grouping them and assigning them. The first task essentially involves writing, while the second is basically a reading function. A blind person could handle the first task with a typewriter, but for him to handle the second would require that he record the information of the first in both braille and print. There are two problems with this latter course of action. First, additional time is required to do the recording in both forms. Second, even with the information existing in both braille and print, it is considerably more time consuming for the blind person to scan the data in braille, then group it, and assign it. This problem is easily resolved, however, by placing the blind dispatcher in charge of receiving and recording all the calls and having another dispatcher responsible for grouping and assigning the calls.

### Special Hardware

In general, this special portion of the process of modifying jobs for the handicapped will of necessity have to be geared quite specifically to a particular disabled population and the specific limitations and/or functional deficits involved. It should be noted, however, that frequently items of equipment redesigned or designed for the first time may have utility for improving the functioning of a broader population.

The first stage of this process involves the review of the usual machines, tools, equipment, and work aids employed by a worker on this job. This review is necessary to determine whether some modification of these items will be required in order to

allow for their use, given the limitations of the target populations. If such modifications are necessary, they must then be made. Considerable ingenuity and creativity is required of the job modifier at this stage and frequently an effective technique for dealing with this problem is to impose the same functional limitations on a seasoned worker and then experiment to determine how he or she could operate the item if some modifications were made.

The next stage of this process includes the study and analysis of those tasks in the revised job which still require a worker trait (physical demand) not possessed by most members of the target population. It is then the task of the job modifier to design jigs, tools, work aids, etc. which will allow the handicapped worker to perform this task.

While jobs in the information service expediting field include both manual and automated systems forms, the trend is toward automated systems; and since the automated jobs have the most equipment considerations, this section will be oriented toward those jobs which have an interactive computer system. Forms usually have to be made out or records checked or reservations made through the use of a computer terminal. This terminal can be in the form of a typewriter-like device with print page output, a video screen with temporary images, or audio response from a "talking computer." The terminal communicates with a central computer or possibly another terminal, over telephone lines.

An audio response terminal would obviously present no problems to the blind user, but, unfortunately, these are the least used devices. The difficulties presented by

printers and video displays can be approached in three different ways. The first solution is to send the job applicant pre-trained with a device that will allow him to read the output of the existing hardware. The second is to supply hardware that will accomplish the same ends as the existing system does for the sighted person. The third method is to replace or modify existing hardware. A fourth method might be to redesign the job specifications so as to eliminate the blind person's use of the communications gear which has been dealt with in the previous section. The present section will be confined to the situation where the hardware is an integral part of the job specification.

The following is a listing of the wide array of equipment that is currently available to augment the blind ISE functioning on the job. No attempt has been made to categorically evaluate these aids or to comment on the sophistication and completeness of their development. It should be noted that the actual selection of the specific items of equipment will be dependent on the following factors unique to the given situation:

- a. The size of the data base involved.
- b. The frequency of access required.
- c. The amount of the output.
- d. The skills of the client.

However, it should be clear to the counselor that bare cost of the equipment cannot be the primary factor in the selection but rather its functional utility for assisting the blind ISE in performing his or her job, based on the following considerations:

1. Reading existing output. Thousands of blind people are currently enjoying benefits never thought possible through the use of commercially available reading machines. Reading devices transform characters from a form for the sighted to a form for the blind. If a blind person can be trained to accurately use a reading machine, the computer terminal used for an information processing job may present little problem. The following are examples of special hardware currently available for that purpose:

- a. The Optacon made by Telesensory Systems, Inc., is now being widely used by the totally blind. This instrument transforms print images into duplicate tactile characters. Letters and numbers are duplicated by a pattern of vibrating reeds on the index finger. The size and intensity of the character can be adjusted to the convenience of the user. Telesensory Systems also makes special camera attachments for some video terminals, typewriters and calculators, all of which might be used by the ISE.
- b. The Stereotoner marketed by the Veterans Administration has a camera reading device used in a similar fashion to that of the Optacon. The conversion of the print characters in this case, however, is to a pattern of audio tones. Through the training course provided for the Stereotoner user, he learns to associate tone patterns with character shapes.

- c. Visualtet Inc. and Apollo Lasers Inc. are two of the major manufacturers of television screen magnifiers for the partially sighted. These devices and lens magnifiers can be used to enlarge print output of computer terminals. There are also special lenses for video screen terminal enlargement.
2. Substitution hardware. The second approach that can be considered in solving the problem of using an existing computer system by the blind is the substitution of a comparable system specially designed for the blind. American Systems Inc. has a teleprocessing system called "Arts" (Audio Response Terminal System). Using "Arts," the blind ISE can fill out forms, edit letters and reports and keep a filing system using the central "Arts" computer, programmed especially for the blind user.
3. Adapted hardware. The third method, which is that of having a blind person use an existing computer terminal, has the most options, possibilities and pitfalls. One easy procedure for the totally blind user is to have a braille terminal substituted for or used in conjunction with the sighted terminal. Triformation Systems Inc. makes a line of braille devices that are adaptable to all major computer systems. They produce output on paper, tape, and page form and work at teletype and video terminal speeds.

Other devices exist that will give the user "Spelled Speech" or a pronounced

letter every time a teletype character is printed. Braille output is obtainable directly from most computer system high speed printers.

In this third category are also unique adaptations of hardware done on an individual basis.

### The Approach to Hardware

In the three categories listed above, areas have been suggested in which hardware solutions may exist. The manufacturers mentioned represent current suppliers of some of the equipment that can accomplish the purpose being sought. A person involved in job modification placement of the blind in the field of ISE must be familiar with not only the products mentioned but have a good working knowledge of as much technology as possible. The equipment that is necessary for a given job situation may change with the next ISE job. This is true not only because the job specifications change but because of individual reaction to sophisticated equipment.

If each counselor asked to be placed on manufacturer's mailing lists and obtained a copy of the international catalog of "Aids and Appliances," from the American Foundation for the Blind, he would have the basis of a good equipment library. Also, in his equipment information arsenal, the job modifier can consider the libraries of universities, and such organizations for the blind as the American Council of the Blind, the National Federation of the Blind, the Reference Library of the Detroit Society for the Blind, and the Resource Center of the Visually Impaired Data Processors Intr



The job modifier need not take on the responsibility of hardware modification alone. Wherever a computer system exists, there must be a staff of individuals who program and maintain that system. Experience of those in the field has shown that these system people generally enjoy the challenge of modifying their computer system to accommodate a blind user. If the job modifier is able to show the systems person the variety of technology available, representatives of the equipment supplier can be called upon to help in the restructuring process. The combination of the counselor who knows the blind person, the systems person who knows the full capabilities of the existing hardware and software, and the manufacturer's representative who knows how his equipment applies to the blind user, constitutes a formidable team.

At this point a look at a job restructuring project currently in process may help to crystallize some of the hardware problems.

A placement specialist, keenly aware of recent technological advances in the area of blind communications, approached a city agency, seeking their reaction to the hiring of a blind person. The job that this placement person had in mind involved the use of video display screens to enter orders against an existing account while talking to the customer on the telephone. After he learned that the city agency was quite willing to cooperate, there were two major obstacles to overcome. The first was the reading of the video screen quickly and accurately while talking to the customer on the phone. The second was getting a daily updated information sheet in usable form for the blind person.

The placement specialist, acting in concert with computer systems personnel and other staff members of the agency, looked over the available technology for a solution to both problems. Reading devices were not the answer because of the second problem, even though Optacon could read the video screen. The sheets of daily updated information that had to be scanned were too cumbersome for the Optacon user to handle. And for the same reason, even braille output was not satisfactory.

In consultation with representatives of companies manufacturing braille computer terminals, it was found that:

1. A high speed braille terminal could be a replacement for, or act as a slave unit to, the existing video terminals. However, both cases would require some alteration. In the former, some computer programming would have to be modified so that the Braille terminal could act as an independent unit. Under these conditions, the blind person's input into the computer system would be slightly different from that of his sighted counterpart. In the latter case, where the Braille terminal would act as a slave unit to a video terminal, there would be two problems. First, the hardware itself would have to be modified to give information to the Braille terminal. Secondly, hardware failure rate would double for the blind person as he would be dependent on both the modified video screen and the Braille terminal.
2. It was discovered that through the use of some dormant hardware owned by the agency, a more efficient and cheaper system might be used to read the videoscreens. The agency happened to have

some mini-computer processors left from an abandoned computer system. By employing one of these processors, video screen information could be gathered and properly formatted for a slower, less expensive braille terminal.

3. In discussing the problem of the information sheet, it became evident that a computer program would somehow have to be employed to speed the translation. The time needed for transcription into braille and proofreading of the information made the task unreasonable. Proofreading was essential as the information had to be accurate for the blind person to do the job. Even if the transcription could be done, skimming the braille information for the necessary pertinent facts was not practical in the time available while the customer was on the phone.

The solution to this problem lay in the application of the "Arts" (Audio Response Terminal System), a time sharing service, or in the use of the agency's own computer system.

With the application of a local "Arts" system or time shared computer, a volunteer provided by the agency for the blind can enter the pertinent data through the use of a terminal. Proofreading

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and the caliber of person who will fill it. One does not consider adaptation of hardware and software if a reading device will do the job. Reading devices are currently being used by hundreds of blind people involved in information processing functions with Internal Revenue Service (IRS), Civil Service Commission, and Social Security Administration. If one does physically change hardware or introduce new terminals, he must be careful that the new configuration does not require a higher intelligence level than that of the blind person's co-workers. This situation could quickly lead to boredom and an unhappy employee.

Designing hardware changes so that they will be an aid in future steps up the career ladder may not be possible but certainly would be an advantageous side benefit.

To help cost-justify new or adapted hardware, the job modifier must consider more than the primary reason for the expense. If the new hardware can be made to serve more than one function by spending a little more time or money, the result could be very worthwhile. A reading device purchased to read a video screen computer terminal, that also proofreads a typewriter, reads a calculator or possibly data stored on microfilm, makes the user independent in many areas. A braille terminal employed primarily as a substitute for a sighted terminal, which also functions as a printer for needed information (as in the example of the city agency) or as a source of manual information (seen in recent experiments by IRS) is another example of expanding the hardware's usefulness. An audio response system could be used primarily to print forms, but a person who understands the full capabilities of the

special audio system would find many other applications of its potential for the blind information clerk, such as keeping a computerized filing system.

A major consideration in using technology to aid a blind person is the reliability of the product. Any electromechanical device has a failure rate and thus a down time percentage. If a person's entire job function depends on the adapted hardware, then he will be incapacitated when the device fails. Plans must therefore be made for this inevitable failure so that an awkward situation with the employee and employer is averted by having some other productive work or study assignments available.

Other questions that must be answered in this area are the length of time for service, its cost and who is responsible for the cost. In the case where the equipment involved has been provided by someone other than the employer, the question of who pays the maintenance costs become a very important consideration. Ideally, arrangements could be made to have the employer assume this cost or, as an alternative, the Vocational Rehabilitation Agency through the follow-along-service could assume the cost. If neither arrangement is possible and large groups of blind ISE's have to carry the cost of their own equipment maintenance, then federal legislation providing tax rebates to employers and for employees should be considered.

### Recommendations

1. Undoubtedly, technology can allow a blind person to make effective use of his talents in the ISE field. In order to make the best of the

new technology available at optimum prices, the equipment must be ordered in mass quantities. The likely agency to make such a purchase is the Department of Health, Education, and Welfare (HEW). But, under current law, there is no provision for such purchases. Instead, equipment that is purchased comes mainly through state agencies using indirect federal monies. Single-unit purchasing is at premium prices, as the manufacturers can only order their parts in small quantities. Time is also lost in the process. Usually, the blind person must have secured a job before the equipment purchase order is issued. Many clerical jobs in ISE will be lost to blind people, as the employer cannot wait to fill the open position. If the agencies had a backlog of equipment because of a mass purchasing policy, there would be no time lost.

It is clear then that we need a federal law change that would give HEW this purchasing power.

2. Another need is for an open-ended research and development grant that would supply technical expertise to the job restructurer. The grant would establish a list of qualified individuals in the field of technology for the blind. Then, when a placement specialist needed technical advice on hardware job restructuring, he would write a request with a description of the job. The grant would provide money to pay for an individual to be sent to help in the planning and interfacing of any equipment involved. Reports

supplied by the consultants would provide a resource library for the other consultants and, if widely circulated, would keep all placement specialists up to date on job possibilities.

3. All too frequently, the job modifier devotes his entire effort to the specific job and pays little, if any, attention to the larger work environment. Clearly, for a complete and effective job modification program, the job modifier must attend to the layout and design of the work environment so as to make it barrier free.

In the process of making special modifications to the work environment for the specific target population, considerable care should be taken to avoid creating new barriers for the blind or non handicapped populations. Also, whenever possible, every effort should be made to integrate the environmental modifications into the overall physical plant design so as to avoid separate facilities and the associated segregation and stigmatization.



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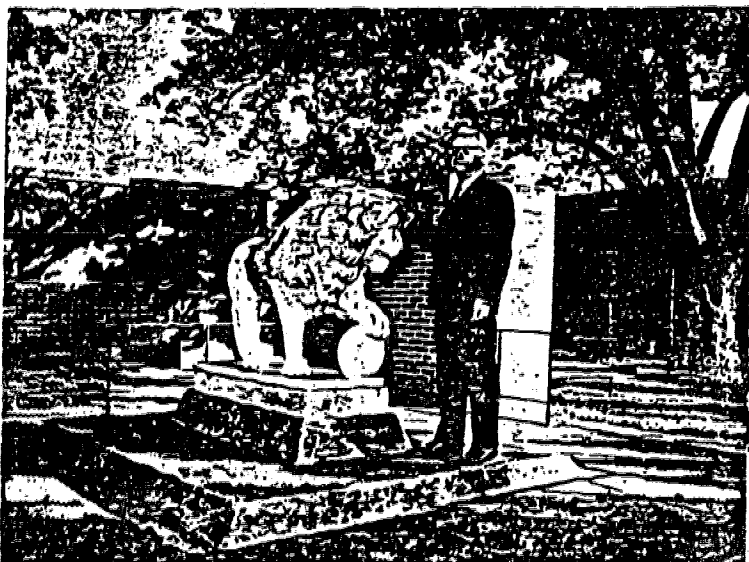
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## TRAINING PROGRAMS

VOCATIONAL TRAINING  
for  
QUALIFIED BLIND PERSONS  
to become  
**Civil Service Information  
Specialists**

with  
UNITED STATES CIVIL SERVICE COMMISSION

*This investigation is supported, in part, by Demonstration Grant No. 26-P-60315/6 from the Rehabilitation Services Administration, SRS, HEW, through Projects with Industry.*



*Executive Director Roy Kumpe with the marble statue symbolizing the sponsorship of the AEB Rehabilitation Center by the Lions of Arkansas.*



**Arkansas Enterprises for the Blind, Inc.**  
affiliated with  
**International Services for the Blind, Inc.**

**introduction . . .**

The Arkansas Enterprises for the Blind received a Demonstration Grant in 1973 from the Rehabilitation Services Administration, Social and Rehabilitation Service, Department of Health, Education and Welfare through Projects with Industry, to develop criteria and a course of training for blind persons to become Information Specialists employed by the U.S. Civil Service Commission.

The CSIS program at the AEB sprang from the successes demonstrated since 1967 by the Taxpayer Service Representative training program for the Internal Revenue Service. Both programs are designed to train qualified blind and visually handicapped persons for these specific jobs with the belief that other and similar employment opportunities can be identified in which blind persons can be effectively and efficiently employed.

**admission . . .**

Rehabilitation counselors may refer potential CSIS trainees for evaluation at any time of the year, but not later than one month prior to the beginning of the class which they are expected to enter. Each class lasts three months, with new classes beginning in February, June and October.

It is recommended that an applicant and his rehabilitation counselor arrange an interview with the nearest District Civil Service Commission Personnel Officer for exploration of employment possibilities in the applicant's home state.



*Mrs. Jayne Baker Spain, Vice Chairman of the U.S. Civil Service Commission, is pictured during graduation ceremonies for the first CSIS class at the AEB. She received special recognition for her support of the program from AEB Executive Director, Roy Kumpe.*



Members of the first CSIS class to complete training at the AEB are now employed in U.S. Civil Service Commission offices across the nation and pioneered the course for other classes to follow.

### COST . . .

The fee for the one month of evaluation is \$780. For those qualified to enter the CSIS course, tuition will be defrayed during the grant period by the AEB under the Project with Industry grant. Room and board expenses for trainees living on campus receiving evaluation, personal adjustment, and prevocational training, are defrayed by the Lions Clubs. An estimate based on past experience indicates that approximately \$220 is necessary to meet off campus room and board needs during the three month course.

### qualifications . . .

The initial selection of applicants is done by the rehabilitation counselor in the sponsoring state agency with final evaluation during a one month period at the AEB. Admission into the three month CSIS course will be contingent upon the AEB evaluation and interview by the admissions committee, which includes representatives of the U.S. Civil Service Commission.

### MOBILITY

The candidate must be able to demonstrate independent mobility to a high degree. He (or she) must be skilled in both outdoor and indoor mobility with emphasis on complete independence. The candidate must be able to adjust to office situations where working space is limited.

### MENTAL ABILITY

The candidate should have an I.Q. of above average verbal level. Subtests in memory, vocabulary, general information and digit span seem to be critical factors.

### BRAILLE

Reading competency should be 60 words a minute or better and comprehension 85 to 95 percent or better. The job will require that notes be taken and memos written so that ability to use a braille writer and slate will be necessary. The candidate should have slate and stylus ability of 12 to 15 words per minute and possess good braille writing skills.

### TYPEWRITING

Candidates must be capable of using a typewriter at the rate of 30 words per minute with good accuracy and must be able to compose and write a good business letter.

### TELEPHONE USAGE

The candidate must be an expert in the use of the telephone since much of his work will be done in this manner. A good telephone personality and a pleasant voice are essential. The ability to accept politely any curtness and hostility that may be encountered with incoming calls is most important. The candidate must be capable of returning calls in instances where research is involved before questions can be answered.

### PERSONAL ADJUSTMENT

Candidates should be personable, both in dress and manner, and be able to groom themselves appropriately for professional employment. The candidate should demonstrate appropriate maturity. Good etiquette at all times is expected. Dining and food handling competence is necessary and will be closely evaluated. All candidates should be able to accept and use supervision.

### MATHEMATICS

Exceptional mathematical skills are not required.

### FOR FURTHER INFORMATION CONTACT:

Roy Kumpke, Executive Director  
2817 Fair Park Boulevard  
Little Rock, Arkansas 72204  
501/664-7100

ARKANSAS ENTERPRISES FOR THE BLIND, INC.

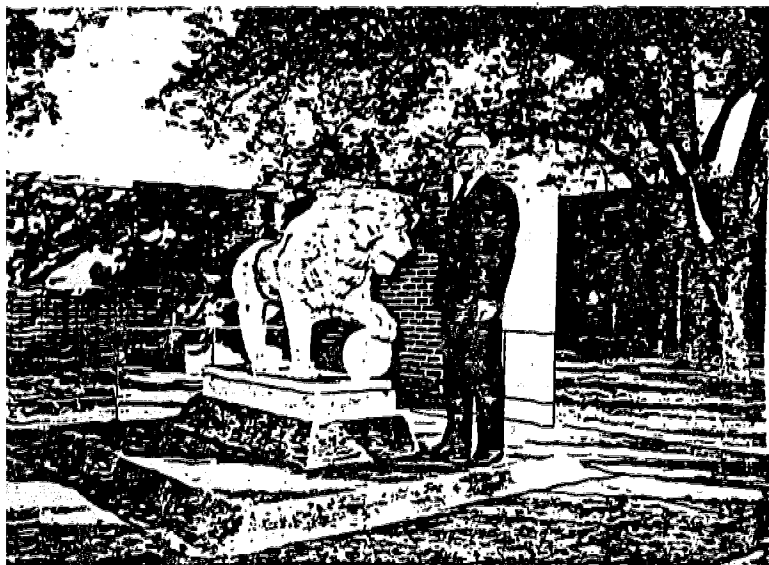
Affiliated with International Services For The Blind

No one is denied services because of race, creed, sex, color, or national origin



11-73 1000

VOCATIONAL TRAINING  
for  
QUALIFIED BLIND PERSONS  
to become  
**TAXPAYER  
SERVICE  
REPRESENTATIVES**  
WITH INTERNAL REVENUE SERVICE



Executive Director Roy Kumpe with the marble statue symbolizing the sponsorship of the AEB Rehabilitation Center by the Lions of Arkansas.



**Arkansas Enterprises for the Blind, Inc.**  
affiliated with  
**International Services for the Blind, Inc.**

**INTRODUCTION...**

In 1967, Arkansas Enterprises for the Blind initiated a pilot project for training qualified persons as Taxpayer Service Representatives with the Internal Revenue Service. The program was a joint effort of IRS, The Arkansas Rehabilitation Services for the Blind and the Arkansas Enterprises for the Blind through a grant from the Social and Rehabilitation Service, Department of Health, Education and Welfare.

The program moved into a new phase in 1971, with expiration of the grant and after three successful years of demonstrating the effectiveness of the project. On the basis of this success, the training service is being continued at AEB and is now available through payment of tuition and fees by sponsoring rehabilitation agencies.

**ADMISSION...**

Rehabilitation counselors may refer potential IRS trainees for evaluation at any time of year, but not later than one month prior to the beginning of the class which they are expected to enter. Each class lasts four months, with new classes beginning in February, June and October.

It is recommended that an applicant and his rehabilitation counselor arrange an interview with the nearest District IRS Personnel Officer for exploration of employment possibilities in the applicant's home state.



Dan Dull, instructor, and Mrs. Mary McClaren, consultant, check a map showing IRS employment locations of the more than 100 TSR trainees who have completed the course at the AEB.



*Jack McSpadden, first blind person to finish TSR training at the AEB, received an award as an outstanding employee of the Treasury Department from Julie Nixon Eisenhower. McSpadden has been employed at the Little Rock IRS office since June, 1967.*

### **COST...**

The fee for the evaluation period, including room and board on campus is \$780. For those qualified to enter the training program, the tuition and fees total \$2,000 for the entire period. This does not include room and board which the trainee is responsible for arranging off-campus. An estimate, based on past experience, indicates that approximately \$200 per month is necessary to meet these maintenance needs.

### **QUALIFICATIONS...**

It is understood that the initial evaluation of an applicant is to be done by the rehabilitation counselor at the state level and that a final evaluation will be made at Arkansas Enterprises for the Blind. A candidate's first month at the AEB Center will be devoted to evaluation and the acceptance of any candidate will be contingent on this evaluation.

#### **MOBILITY**

The candidate must be able to demonstrate independent mobility to a high degree. He (or she) must be skilled in both outdoor and indoor mobility with emphasis on complete independence. The candidate must be able to adjust to office situations where working space is limited.

#### **MENTAL ABILITY**

The candidate should have an I. Q. of above average verbal level. Subtests in memory, vocabulary and digit span are critical factors.

#### **MATHEMATICS**

The candidate should have mathematical skills of a high school graduate or better. The candidate should also understand fractions and percentages. Mental arithmetic ability should be developed to a high degree. Mathematical aids for the blind such as abacus are available and in some cases essential.

#### **BRILLE**

Reading competency should be 60 words a minute or better and comprehension 85 to 95 percent. The job will require that notes be taken and memos written so that ability to use a braille writer and slate will be necessary. The candidate should have slate and stylus ability of 12 to 15 words per minute and possess good braille writing skills.

#### **TYPEWRITING**

Candidates must be capable of using a typewriter at the rate of 25 words per minute with good accuracy and must be able to compose and write a good business letter.

#### **TELEPHONE USE**

The candidate must be an expert in the use of the telephone since much of his work will be done in this manner. A good telephone personality and a pleasant voice are essential. The ability to accept politely any curtness and hostility that may be encountered with incoming calls is most important. The candidate must be capable of returning calls in instances where research is involved before questions can be answered.

#### **PERSONAL ADJUSTMENT**

Candidates should be personable, both in dress and manner, and be able to groom themselves appropriately for professional employment. The candidate should be 20 years old or older and demonstrate appropriate maturity. Good etiquette at all times is expected. Dining and food handling competence is necessary and will be closely evaluated.

#### **FOR FURTHER INFORMATION CONTACT:**

*Roy Kumpe, Executive Director  
2811 Fair Park Boulevard  
Little Rock, Arkansas 72204  
501/664-7100*

**ARKANSAS ENTERPRISES FOR THE BLIND, INC.**  
*Affiliated with International Services For The Blind*

No one is denied services because of race, creed, sex, color, or national origin.



March 20, 1974

A N N O U N C E M E N T

We are pleased to announce that we are sponsoring another training class for blind Service Representatives with the Social Security Administration this year. The Florida Bureau of Blind Services, in cooperation with the Social Security Administration, has now recruited, tested, and assisted in the training of 85 blind persons who are still on the job. These blind clients, of whom many are totally blind, have graduated from seven classes trained during the past five years.

They work as Service Representatives starting at a GS-4 level earning \$7,198 annually and can be promoted to Grade 5 and Grade 6 in the same category with the top salary being \$11,668. Graduates of the early classes are already working at a Grade 6 level, and most of the other graduates are working at a Grade 5 level.

The Social Security Administration has made it possible to recruit and train blind persons from eight U.S. Health, Education, and Welfare regions.

In the first enclosure, you will find a list of qualifications for blind applicants (Attachment A). It is hoped that you will supply each Vocational Rehabilitation Counselor in your state agency for the blind with this information so that he can screen his case load for referrals. If your counselor has a referral, or referrals, he should then fill out the forms attached to the "Instructions for Referring Clients for Screening in Social Security Administration Program for blind Service Representatives" (Attachment C) and send it to me.

Screening and testing will take place in Daytona Beach, Florida, at our Adult Rehabilitation Center for the Blind. In addition to being interviewed by Social Security Managers, screening and testing will include: intelligence tests, psychological tests, tests in braille (reading and writing), large print (reading and writing), typing, mobility, SSA mathematics test, and in actual "role-playing" to discover if they have the type of qualities needed for this job.

For those of you who are unfamiliar with this program, I am enclosing a copy of an article from Performance Magazine (October 1972 edition) which is a publication of the President's Committee on Employment of the Handicapped (Attachment B).



March 20, 1974

A N N O U N C E M E N T

Training for these positions will take place in the West Palm Beach office of the Social Security Administration beginning early in

July 1974

for a period of thirteen weeks. There is no charge by the Social Security Administration for this training. Maintenance costs and transportation expenses, however, will be the responsibility of the particular state vocational rehabilitation agency sponsoring the client. Much of the training equipment is supplied by the Social Security Administration, but other equipment would have to be supplied by the state agency of the individual. Total cost to the rehabilitation agency during the training period will be approximately \$1,530, excluding transportation.

Placement of your client will be within the U.S. Health, Education, and Welfare region from which he comes which may be in his home state. It should be understood that your client must be mobile; i.e., willing to be placed within his general region.

It is important that counselors see this information as soon as possible so that they can make their referrals in time for the screening which will take place on

May 13, 1974 to May 16, 1974

in Daytona Beach, Florida. We, in Florida, and those in the adjoining states, have been extremely pleased with this program.

For complete instructions on referring clients for the screening program in Daytona Beach, see Attachment C with its enclosures.

Very truly yours,

BUREAU OF BLIND SERVICES

Donald H. Wedewer, Chief &  
Coordinator of SSA Training Program  
State of Florida  
Department of Health and Rehabilitative Services  
Division of Vocational Rehabilitation  
Bureau of Blind Services State Headquarters  
1309 Wirewood Boulevard  
Tallahassee FL 32301

Telephone 1-904-483-7791

A VOCATIONAL TRAINING AND EMPLOYMENT OPPORTUNITY FOR BLIND PERSONS

Mary Barber, Acting MA Project Coordinator  
Los Angeles City College  
855 North Vermont Avenue  
Los Angeles, 90029  
California

Preparation of Blind Persons for Employment as Teleservice Representatives  
with the Social Security Administration

PURPOSE

In order to facilitate the employment of competent telephone service representatives by the Social Security Administration and in order to implement the placement of qualified blind persons, this co-operative enterprise has been expanded to the western states. A similar program in the eastern states has resulted in the employment of over 50 blind telephone service representatives.

SPONSORSHIP

Funded by a Research and Demonstration Grant from the Social and Rehabilitation Service, HEW.

Training and employment provided by the Social Security Administration, HEW.

Referrals and training expenses furnished by the Department of Rehabilitation of the Western States.

Administration and coordination of the program provided by Los Angeles City College.

A HARD JOB

Persons employed on this front line job must know all there is to know about the current operation of Social Security, Medicare and must be familiar with other health and welfare programs. Beyond the pre-employment training program, the learning goes on continuously through in-service training to keep personnel up to date with the ever expanding service program of the Social Security Administration. The job requires the service representative to be on the telephone 8 hours per day. He listens carefully to ascertain what the real question is and responds with accurate information in an understanding manner. He must obtain necessary information from the caller and execute necessary forms so that follow-up can be done by other Social Security personnel. He must become familiar with the health, educational and welfare resources in the community so that he may direct callers to the appropriate agency when the call does not specifically concern the Social Security Administration. He must be able to "meet and deal" with difficult situational problems and at the same time maintain a warm and friendly regard for his telephone caller. Maintenance of good working relationships with supervisors and colleagues is essential.

WHO IS ELIGIBLE

In that the TSR is the primary contact person between the public and the Social Security Administration, only the very best employees are wanted. Legally blind persons 21 years old or older may apply if they can meet the following criteria:

QUALIFICATIONS FOR BLIND SERVICE REPRESENTATIVES  
WITH THE  
SOCIAL SECURITY ADMINISTRATION

In screening your case load, you should keep the following in mind:

1. Your client must have two years of college credits or two years of work experience, administrative in nature.
2. He must pass the Civil Service Examination for "Junior Federal Assistant." Questions cover vocabulary; reading, comprehension, abstract reasoning, name and number comparison, and simple arithmetic.
3. He must be willing to live in West Palm Beach for the thirteen-week training program and be willing to relocate if necessary within the H&W Region where he is from to accept employment.
4. The client must have a persuasive telephone voice and be able to meet and interview people skillfully.
5. Client must be able to either read large print and write legibly or read and write braille (Grade 2). Your client must also be able to type. Speed is not essential but accuracy is important. This typing or writing will also involve many varied forms which the client will have to complete.
6. He must travel independently and be able to use private and public transportation.
7. He must be a mature person.

TO: All Rehabilitation Counselors for the Blind, Agencies for the Blind and Visually Handicapped, States West of the Mississippi River:

SUBJECT: SOCIAL SECURITY ADMINISTRATION TELESERVICE TRAINING PROGRAM FOR THE BLIND

Dear Colleagues:

This is to remind you that Los Angeles City College is still coordinating the SSA Teleservice Representative Program for the Blind in the Western States. We are happy to be able to advise you that following the expiration of the Social and Rehabilitation Service R and D Grant on December 31, 1973, the Social Security Administration awarded LACC a contract to support the coordinating activities through June 30, 1974. After July 1, 1974, LACC hopes to be able to continue to offer the service on the basis of a fee for evaluation services charged to the referring agency since no further direct federal support is anticipated after that date.

We are currently recruiting for a training session which is anticipated to begin about June 3, 1974. Referrals should be made immediately so that all of the preparatory work can be done and suitable applicants presented to the selection committee on April 25, 1974. Applications which come in too late or are not completed by that date will be considered for later training sessions. We do not yet have a list of locations where employment opportunities will be available for those trainees. However, we expect there will be more than enough employment opportunities for the twelve trainees we can handle each session. It also helps if the counselors contact the SSA Office Manager in their areas and explain the program to them so that they may initiate requests for Blind TSR through their Regional Representatives in charge of district office operations. Such local interpretations will increase the number of available job slots and make placements possibly closer to home for your clients. Some of the Teleservice Centers have encountered delays in getting into operation, but they are making progress and we anticipate more job orders from them in the near future.

In the event that you do not have a supply of our general information bulletin, Rehabilitation Counselor's Guide Lines and Preliminary Application Forms, please write to me at Los Angeles City College. You may also wish to send a letter of referral immediately if you do not have our materials on hand. Referrals should include personal data, educational and employment records, eye and general medical examination reports, psychological reports and rehabilitation center evaluation reports if available. Whatever information we receive we will evaluate and advise you as to the applicants' acceptability and how you should proceed.

If you have made referrals in the past, please continue to do so. If you have not, it is worth while expenditure of time as since applicants who are accepted as trainees and who complete the training successfully are guaranteed employment.

Very sincerely,

Project Coordinator  
WLD/ jw

- Pass the United States Civil Service examination, "Junior Federal Assistant", (GS-4).
- Satisfactorily pass the Social Security Administration "meet and deal" panel interview, telephone technique interview and general math test.
- Read ink print or braille at 80 words per minute.
- Write script or braille legibly and accurately.
- If a braille reader, must be able to typewrite accurately at 25 words per minute.
- Must have completed at least 2 years of college or have had equivalent responsible employment experience.
- Must be generally emotionally mature, socially competent, be able to manage personal affairs adequately and be competent in regard to orientation and mobility.
- Must be willing to go through an evaluation process at a rehabilitation center for the blind to verify skills, abilities and aptitudes.
- Must be willing to go to Los Angeles for training and to move to a western city where employment is available.

### HOW TO APPLY

Interested blind persons should contact the Vocational Rehabilitation Counselor for the Blind in the district in which the applicant lives. If the Rehabilitation Counselor feels that the candidate meets the minimum requirements, he will write the Coordinator of the training program at Los Angeles City College for further information. The Coordinator will provide instructions to the counselor as to how the selection process will be carried out and the further steps which the applicant must take in order to qualify for training and become a candidate. The final selection of candidates is on a competitive basis with all relevant factors considered.

### BENEFITS

This program presents an opportunity for capable blind persons to compete with sighted persons for responsible jobs with the Federal Government. In the competition for the training, each person should find out where his strengths and weaknesses lie so that he may, if necessary, re-adjust his goals or acquire additional skills. The 13 week training period essentially provides the trainee with a body of knowledge and appropriate skills which constitute an occupational identification, that of telephone service representative. The trainee who completes the program successfully can anticipate immediate employment in one of the various Teleservice Center or in a district office. Blind persons who become federal employees can expect the same opportunities for advancement and employment security as is enjoyed by their fellow sighted workers. Job performance determines progress both with regard to additional responsibilities and additional compensation. The fringe benefits provided for federal employees are equal to or superior to those available in private employment. Health insurance, vacation, leaves of absence and retirement benefits are the most obvious fringe benefits. Opportunities to work in a socially significant job and to associate with colleagues who have similar interests are less tangible but none the less valuable fringe benefits.

# FEDERAL JOB INFORMATION CENTERS

JULY 1974  
BRE-9



# DIRECTORY

The U.S. Civil Service Commission offers Federal employment information through a nationwide network of Federal Job Information Centers.

For an answer to your questions about Federal employment, you can visit, write, or call the nearest Federal Job Information Center—the local address and telephone number are listed beside each city in the network. If you are located outside a local dialing area, you can call the toll-free number listed for your State.

(A toll-free number cannot be dialed from outside the State where it is listed. As with other long-distance calls, the operator may ask for your number—you will not be charged for the call.)

Some Job Information Centers provide information regarding jobs in other jurisdictions (city, county, or state). Those Intergovernmental Job Information Centers are identified below by a bullet (\*).

The Civil Service Commission invites you to call and talk with our information specialists before writing a letter or filling out a job application. Information specialists can mail you job announcements, application forms, and pamphlets. A call can save you valuable time and effort.

Federal Job Information Centers are open to serve you Monday through Friday, except holidays.

## Federal Job Information Centers

### ALABAMA

**BIRMINGHAM:** In local area call (205) 325-3601.  
15 South 20th Street, Daniels Bldg.; 35203.  
**HUNTSVILLE:** In local area call (205) 453-5070.  
Southerland Bldg., 806 Governors Dr. SW.; 3580L.  
\* **MOBILE:** In local area call (205) 690-2118.  
First National Bldg., 107 St. Francis St.; 36600.  
**MONTGOMERY:** In local area call (205) 265-5611, ext. 32L.  
28 South Court Street; 36104.  
In other N. Alabama locations dial 1-800-572-2982.  
In other S. Alabama locations dial 1-800-672-3075.

### ALASKA

**ANCHORAGE:** In local area call (907) 265-4751, ext. 75L.  
Hill Bldg., 632 Sixth Ave.; 9950L.  
**FAIRBANKS:** In local area call (907) 452-1951.  
Rampart Bldg., Suite 7, 529 Fifth Ave.; 9970L.  
**JUNEAU:** In local area call (907) 586-7136.  
Federal Bldg., Room M21; 9980L.  
In other Alaska locations dial the long-distance operator and ask for Zenith 1600. (Toll-Free)

### ARIZONA

**PHOENIX:** In local area call (602) 261-4736.  
522 N. Central Ave.; 85004.  
**TUCSON:** In local area call (602) 792-6273.  
Federal Bldg., Rm. 105, Scott & Broadway Sts.; 85702.  
In other Arizona locations dial 1-800-352-4037.

### ARKANSAS

**LITTLE ROCK:** In local area call (501) 378-5842.  
Federal Bldg., Rm. 1319, 700 W. Capitol Ave.; 7220L.  
In other Arkansas locations dial \*800-482-9300.

### CALIFORNIA

**FRESNO:** In local area call (209) 487-5062.  
Federal Bldg., Rm. 2011, 1130 "O" St.; 9372L.  
**LONG BEACH:** In local area call (213) 591-233L.  
1340 Pine Ave.; 90813.  
**LOS ANGELES:** In local area call (213) 688-5360.  
Eastern Columbia Bldg., 851 S. Broadway; 90014.  
**OAKLAND:** In local area call (415) 273-721L.  
1515 Clay Street; 94612.

\*Refer to long-distance dialing instructions in your local phone book.

**SACRAMENTO:** In local area call (916) 449-3441.  
Federal Bldg., 650 Capitol Mall; 95814

**SAN BERNARDINO:** In local area call (714) 383-5783, ext. 395; 380 W. Court St.; 92401.

**SAN DIEGO:** In local area call (714) 293-6165.  
Suite 2100, 110 West C St.; 92101.

**SANTA ANA:** In local area call (714) 836-2586.  
200 E. 7th St.; 92702.

**SAN JOSE:** In local area call (408) 275-7458.  
105 N. 1st St., Rm. 217; 95113.

**VAN NUYS:** In local area call (213) 787-0211, ext. 458.  
7433 Van Nuys Blvd.; 91405.

**SAN FRANCISCO:** In local area call (415) 556-6667.  
Federal Bldg., Rm. 1001, 450 Golden Gate Ave.; 94102

**SANTA MARIA:** In local area call (805) 925-9719.  
Post Office Bldg., Rm. 202, 120 W. Cypress St.; 93454.

In other California locations within Alpine, Amador, Butte, Calaveras, Colusa, Del Norte, El Dorado, Fresno, Glenn, Humboldt, Kings, Lake, Lassen, Madera, Mariposa, Mendocino, Merced, Modoc, Nevada, Placer, Plumas, Sacramento, San Joaquin, Shasta, Sierra, Siskiyou, Stanislaus, Sutter, Tehama, Trinity, Tulare, Tuolumne, Yolo or Yuba Counties, and in Rio Vista, dial 1-800-952-5320.

In other California locations within Alameda, Contra Costa, Marin, Monterey, Napa, San Benito, San Mateo, Santa Clara, Santa Cruz, Solano and Sonoma Counties dial 1-800-652-1130.

In other California locations within Kern, Los Angeles, San Luis Obispo, Santa Barbara and Ventura Counties dial 1-800-372-6590.

In other California locations within Inyo, Mono, Riverside and San Bernardino Counties dial 1-800-472-5691.

In other locations within San Diego and Imperial Counties, dial 1-800-522-1053.

## COLORADO

**COLORADO SPRINGS:** In local area call (303) 633-0384.  
Cascade Sq., Suite 108, 228 N. Cascade Ave.; 80902.

• **DENVER:** In local area call (303) 837-3506.  
Post Office Bldg., Rm. 203, 1823 Stout St.; 80202.

In other Colorado locations dial 1-800-332-3310.

## CONNECTICUT

**HARTFORD:** In local area call (203) 244-3096.  
Federal Bldg., Rm. 717; 450 Main St.; 06103.

In other Connecticut locations dial 1-800-842-7322.

## DELAWARE

• **WILMINGTON:** In local area call (302) 571-6288.  
Federal Bldg., 844 King Street; 19801.

In other Delaware locations dial 1-800-292-9560.

## DISTRICT OF COLUMBIA

**METRO AREA:** In local area dial (202) 737-9616.  
U.S. Civil Service Commission, 1900 E St. N.W.; 20415.

## FLORIDA

• **JACKSONVILLE:** In local area call (904) 396-0508.  
2747 Art Museum Dr., Suite 2; 32207.

**MIAMI:** In local area call (305) 350-4724.  
909 Brickell Plaza, Suite 400; 33131.

• **ORLANDO:** In local area call (904) 894-3771.  
3101 Maguire Blvd.; 32803.

• **PENSACOLA:** In local area call (904) 434-0109.  
50 East Garden St.; 32501.

• **TAMPA:** In local area call (813) 229-7138.  
Barnett Bank Office Bldg., Suite 407, 1000 N. Ashley St.; 33602.

In other locations west of the Apalachicola River dial 1-800-633-3023.

In other locations east of the Apalachicola River dial 1-800-432-0263.

## GEORGIA

**ATLANTA:** In local area call (404) 526-4315.  
Federal Bldg.; 275 Peachtree St. NE; 30303.

In other northern Georgia locations dial 1-800-282-1670.

**MACON:** In local area call (912) 742-2161, ext. 2401.  
Federal Bldg., 451 College St.; 31201.

In other southern Georgia locations dial 1-800-342-9643.

## HAWAII

**HONOLULU** (and island of Oahu): Call (808) 546-8600.  
1000 Bishop St., Suite 1500; 96813.

From other Hawaiian Islands dial the operator and ask for "Enterprise" 8052. (Toll-Free)

## IDAHO

**BOISE:** In local area call (208) 342-2711, ext. 2427.  
Federal Bldg., U.S. Courthouse, Rm. 663, 550 W. Fort St.; 83702.

In other Idaho locations dial \*800-632-5916.

## ILLINOIS

**CHICAGO:** In local area call (312) 353-5156.  
Dirksen Bldg., Rm. 1322, 219 S. Dearborn St.; 60604.

**ROCK ISLAND:** In local area call (309) 788-6396.  
208-18th St.; 61201.

**WAUKESHA:** In local area call (312) 336-2770.  
2504 Washington St., Suite 200; 60085.

In St. Clair & Madison Counties; If calling from Alton, Collinsville, Edwardsville or Wood River, dial Operator and ask for "Enterprise" 1192.

If calling from Belleville, East St. Louis, Edgemont, Freeburg, Granite City, Lebanon, New Athens or O'Fallon, dial Operator and ask for "Enterprise" 41192.

In other Illinois locations dial \*800-972-8388.

## INDIANA

**INDIANAPOLIS:** In local area call (317) 633-8662.  
Century Bldg., Rm. 102; 36 S. Pa. St.; 46204.

In other Indiana locations dial \*800-382-1030.

## IOWA

**DES MOINES:** In local area call (515) 284-4546.  
191 Federal Bldg., 210 Walnut Street; 50309.

In other Iowa locations dial 1-800-362-2066.

## KANSAS

**WICHITA:** In local area call (316) 267-6311, ext. 106.  
One-Twenty Bldg., Rm. 101, 120 S. Market St.; 67202.

In Leavenworth County, dial Operator and ask for 30113.

In other Kansas locations dial 1-800-362-2693.

## KENTUCKY

**LOUISVILLE:** In local area call (502) 582-5130.  
Federal Bldg., Rm. 167, 600 Federal Pl.; 40202.

In other Kentucky locations dial 1-800-292-4585.

## LOUISIANA

**NEW ORLEANS:** In local area call (504) 527-2764.  
Federal Bldg. South; 600 South St.; 70130.

In other Louisiana locations dial 1-800-362-6811.

## MAINE

**AUGUSTA:** In local area call (207) 622-6171, ext. 269.  
Federal Bldg., Rm. 611; Sewall St. & Western Ave.; 04330.

In other Maine locations dial 1-800-452-8732.

\*Refer to long-distance dialing instructions in your local phone book.

## MARYLAND

**BALTIMORE:** In local area call (301) 962-3826.  
Federal Bldg.; Lombard St. & Hopkins Pl.; 21201.  
**D.C. METRO AREA:** In local area call (202) 737-9616.  
U.S. Civil Service Commission, 1900 E St. N.W.; 20415.  
In other Maryland locations dial 1-800-492-9515.

## MASSACHUSETTS

**BOSTON:** In local area call (617) 223-2571.  
J. W. McCormack Post Office & Courthouse, Rm. 1004;  
02109.  
**SPRINGFIELD:** In local area call (413) 781-2420, ext. 308.  
436 Dwight St., Rm. 201; 01103.  
In other Massachusetts locations dial 1-800-882-1621.

## MICHIGAN

**DETROIT:** In local area call (313) 226-6950.  
Lafayette Bldg., Lobby, 144 W. Lafayette St.; 48226.  
In other Michigan locations dial \*800-572-8242.

## MINNESOTA

**TWIN CITIES:** In local area call (612) 725-3355.  
Federal Bldg., Rm. 196, Ft. Snelling, Twin Cities;  
55111.

In other Minnesota locations dial 1-800-552-1244.

## MISSISSIPPI

**JACKSON:** In local area call (601) 948-7821, ext. 596.  
802 N. State St.; 39201.  
In other Mississippi locations dial 1-800-222-8090.

## MISSOURI

**KANSAS CITY:** In local area call (816) 374-5702.  
Federal Bldg., Rm. 129, 601 E. 12th St.; 64106.  
In other western Missouri locations dial 1-800-892-7650.  
**ST. LOUIS:** In local area call (314) 622-4285.  
Federal Bldg., Rm. 1712, 1520 Market St.; 63103.  
In St. Clair & Madison Counties, Illinois: If calling from  
Alton, Collinsville, Edwardsville or Wood River, dial  
Operator and ask for "Enterprise" 1192.  
If calling from Belleville, East St. Louis, Edgemont,  
Freeburg, Granite City, Lebanon, New Athens or  
O'Fallon, dial Operator and ask for "Enterprise"  
41192.

In other eastern Missouri locations dial 1-800-392-3711.

## MONTANA

**HELENA:** In local area call (406) 442-9040, ext. 3388.  
IBM Bldg., 130 Neil Ave.; 59601.  
In other Montana locations dial \*800-332-3410.

## NEBRASKA

**OMAHA:** In local area call (402) 221-3815.  
U.S. Courthouse and Post Office Bldg., Rm. 1014,  
215 N. 17th St.; 68102.  
In other Nebraska locations dial 1-800-642-9303.

## NEVADA

**LAS VEGAS:** In local area call (702) 385-6345.  
Federal Bldg., 300 Las Vegas Blvd. S.; 89101.  
• **RENO:** In local area call (702) 784-5535.  
Main Post Office, Rm. 238; 89505.  
In other Nevada locations dial \*800-992-3080.

## NEW HAMPSHIRE

**PORTSMOUTH:** In local area call (603) 436-7720, ext. 762.  
Federal Bldg., Rm. 104, Daniel & Penhallow Sta.;  
03801.  
In other New Hampshire locations dial 1-800-582-7220.

\*Refer to long-distance dialing instructions in your local phone book.

## NEW JERSEY

**NEWARK:** In local area call (201) 645-3673.  
Federal Bldg., 970 Broad St.; 07102.  
**PATERSON:** In local area call (201) 278-9500 ext. 320.  
U.S. Post Office, 194 Ward St.; 07501.  
• **Trenton:** In local area call (609) 599-3511 ext. 373.  
402 East State Street; 08608.  
In Camden County dial 541-0400.  
In other New Jersey locations dial 800-242-5870.

## NEW MEXICO

**ALBUQUERQUE:** In local area call (505) 766-2557.  
Federal Bldg., 421 Gold Ave. SW.; 87101.  
In Dona Ana and Otero Counties dial 1-800-351-1013.  
In other New Mexico locations dial \*800-432-6837.

## NEW YORK

**ALBANY:** In local area call (518) 472-3313 or 3314.  
U.S. Post Office & Federal Office Bldg., Rm. 307; 12207.  
**BRONX:** In local area call (212) 292-4666.  
590 Grand Concourse; 10451.  
**BROOKLYN:** In local area call (212) 596-5005 or 6434.  
271 Cadman Plaza, East; 11201.  
**BUFFALO:** In local area call (716) 842-2834.  
111 W. Huron St., Rm. 35; 14202.  
• **HEMPSTEAD:** In local area call (516) 483-2664.  
175 Fulton Ave., Rm. 402; 11550.  
• **JAMAICA:** In local area call (212) 526-6192.  
Title Guarantee Co. Bldg.; 90-04-161st St., Rm. 200;  
11432.  
**NEW YORK CITY:** In local area call (212) 264-0422.  
Federal Bldg., 26 Federal Plaza; 10007.  
**SYRACUSE:** In local area call (315) 473-5660.  
O'Donald Bldg., 301 Erie Blvd. W.; 13202.  
In upstate New York locations dial \*800-962-1470.  
In downstate New York counties of Suffolk, Dutchess, Rock-  
land, Orange, Putnam and N. Westchester dial 800-  
522-7407; in the counties of Nassau and S. Westchester  
dial (212) 264-0422.

## NORTH CAROLINA

**RALEIGH:** In local area call (919) 755-4361.  
Federal Bldg., 310 New Bern Ave., P.O. Box 25069;  
27601.  
In other North Carolina locations dial 1-800-662-7720.

## NORTH DAKOTA

**FARGO:** In local area call (701) 237-5771, ext. 363.  
Federal Bldg., Rm. 202, 657 Second Ave. N.; 58102.  
In other North Dakota locations dial \*800-342-4781.

## OHIO

**CINCINNATI:** In local area call (513) 684-2351.  
Federal Bldg., Rm. 10503, 550 Main St.; 45202.  
**CLEVELAND:** In local area call (216) 522-4232.  
Federal Bldg., 1240 Ninth St.; 44199.  
In other northern Ohio locations dial 1-800-362-2910.  
**COLUMBUS:** In local area call (614) 469-5640.  
Federal Bldg., Rm. 118, 85 Marconi Blvd.; 43215.  
**DAYTON:** In local area call (513) 461-4830, ext. 5540.  
Grant-Deneau Bldg., Rm. 610; 40 W. Fourth St.; 45402.  
In other southern Ohio locations dial \*800-762-2435.

## OKLAHOMA

**OKLAHOMA CITY:** In local area call (405) 231-4948.  
210 NW Sixth St.; 73102.  
In other Oklahoma locations dial 1-800-522-3781.

\*Refer to long-distance dialing instructions in your local phone book.



## OREGON

PORTLAND: In local area call (503) 221-3141.  
Multnomah Bldg., Lobby; 319 SW. Pine St.; 97204.  
In other Oregon locations dial \*800-452-4910.

## PENNSYLVANIA

• HARRISBURG: In local area call (717) 782-4494.  
Federal Bldg., Rm. 168; 1/108.  
PHILADELPHIA: In local area call (215) 597-7440.  
William J. Green, Jr. Federal Bldg., 600 Arch St.;  
19106.  
PITTSBURGH: In local area call (412) 644-2755.  
Federal Bldg., 1000 Liberty Ave.; 15222.  
WILKES-BARRE: In local area call: (717) 825-6580.  
Veterans Administration Bldg., Rm. 102, 19 N. Main  
St.; 18704.  
In Camden County, N.J. dial 541-0400.  
In other eastern Pennsylvania locations dial 1-800-462-4050.  
In other central and western Pennsylvania locations dial  
1-800-242-0588.

## PUERTO RICO

SAN JUAN: The local number is (809) 765-0404, ext. 209.  
Pan Am Bldg., 255 Ponce de Leon Ave.; Hato Rey,  
P.R. 00917.  
Toll-free telephone service is not available from other  
locations.

## RHODE ISLAND

PROVIDENCE: The local number is (401) 528-4447.  
Federal and Post Office Bldg., Rm. 310, Kennedy Plaza;  
02903.  
In other Rhode Island locations dial 211 and ask the long-  
distance operator to place a collect call to the Provi-  
dence Area Office, U.S. Civil Service Commission, at the  
above number. You will not be charged.

## SOUTH CAROLINA

CHARLESTON: In local area call (803) 577-4171, ext. 328.  
Federal Bldg., 334 Meeting St.; 29403.  
COLUMBIA: In local area call (803) 765-5387.  
1802 Sumter St.; 29201.  
In other South Carolina locations dial 1-800-922-3790.

## SOUTH DAKOTA

RAPID CITY: In local area call (605) 348-2221.  
Room 201, Federal Bldg.—U.S. Court House, 515 9th  
Street, 57701.  
In other South Dakota locations dial \*800-742-8944.

## TENNESSEE

• MEMPHIS: In local area call (901) 534-3956.  
Federal Bldg., 167 N. Main St.; 38103.  
NASHVILLE: In local area call (615) 749-5435.  
Rm. 815, 1719 West End Bldg.; 37203.  
In other Tennessee locations dial 1-800-582-6291.

## TEXAS

AUSTIN: In local area dial (512) 397-5380.  
300 E. 8th St., Rm. 566; 78701.  
CORPUS CHRISTI: In local area call (512) 883-5511, ext. 362.  
Downtown Postal Station, Rm. 105, 701 N. Upper  
Broadway; 78401.  
DALLAS: In local area call (214) 749-3156.  
Rm. 1C42, 1100 Commerce St.; 75202.  
In other northern Texas locations dial 1-800-492-4400.  
EL PASO: In local area call (915) 533-9351, ext. 5388.  
National Bank Bldg., 411 N. Stanton St.; 79901.  
In other western Texas locations dial \*800-592-7000.

\*Refer to long-distance dialing instructions in your local phone book.

In Dona Ana and Otero Counties, New Mexico dial 1-800-  
351-1013.

FORT WORTH: In local area call (800) 492-4400.  
819 Taylor St.; 76102.

HARLINGEN: In local area call (512) 425-6555.  
320 Matz Bldg., 513 E. Jackson St.; 78701.

HOUSTON: In local area call (713) 226-5501.  
702 Caroline St.; 77002.

In other Gulf Coast Texas locations dial 1-800-392-4970.

SAN ANTONIO: In local area call (512) 225-5511, ext. 4343.  
643 East Durango Blvd.; 78205.

In other south Central Texas locations dial 1-800-292-5611.

## UTAH

OGDEN: In local area call (801) 399-6854.  
Federal Bldg., Rm. 1407; 324 25th St.; 84401.

SALT LAKE CITY: In local area call (801) 524-5744.  
Federal Bldg. Annex; 135 S. State St.; 84111.

In other Utah locations dial 1-800-662-5355.

## VERMONT

BURLINGTON: In local area call (802) 862-6501, ext. 259.  
Federal Bldg., Rm. 317, Elmwood Ave. & Pearl St.;  
05401.

In other Vermont locations dial 1-800-642-3120.

## VIRGINIA

NORFOLK: In local area call (804) 625-6515.  
415 St. Paul's Blvd.; 23510.

• RICHMOND: In local area call (804) 782-2732.  
Federal Bldg.; 400 N. Eighth St.; 23240.

D.C. METRO AREA: In local area call (202) 737-9616.

U.S. Civil Service Commission, 1900 E. St. N.W., 20415.  
In other Virginia locations dial 1-800-582-8171.

## WASHINGTON

SEATTLE: In local area call (206) 442-4365.  
Federal Office Bldg., First Ave. & Madison St.; 98104.

• In local area call (206) 464-6964.  
2304 East Madison Street; 98102.

SPOKANE: In local area call (509) 456-2536.  
U.S. Post Office, Rm. 200, 904 Riverside; 99210.

TACOMA: In local area call (206) 593-6540.

Washington Bldg.; Rm. 610; 1019 Pacific Ave.; 98402.

VANCOUVER: The local number is 693-0541.  
In other Washington locations dial \*800-552-0714.

## WEST VIRGINIA

• CHARLESTON: In local area call (304) 343-6181, ext. 226.  
Federal Bldg., 500 Quarrier St.; 25301.

In other West Virginia locations dial \*800-642-9027.

## WISCONSIN

• MADISON: In local area call (608) 252-5240.  
1 West Wilson St., Room 244; 53703.

MILWAUKEE: In local area call (414) 224-3761.  
Plankinton Bldg., Rm. 205; 161 W. Wisconsin Ave.;  
53203.

In other Wisconsin locations dial \*800-242-9191.

## WYOMING

CHEYENNE: In local area call (307) 778-2220, ext. 2108.  
Teton Bldg., Rm. 108, 1805 Capitol Ave.; 82001.

In other Wyoming locations dial 1-800-442-2766.

## APPENDIX D

### VETERANS FEDERAL EMPLOYMENT REPRESENTATIVES

- Atlanta Region - Comprised of Alabama, Kentucky, North Carolina, South Carolina, Georgia, Florida, Tennessee, and Mississippi
- Timothy J. Mullis, VFER  
Civil Service Commission  
1340 Spring Street, NW  
Atlanta, Georgia 30309 (404) 526-2155
- Boston Region - Comprised of Connecticut, Maine, New Hampshire, Vermont, Massachusetts, and Rhode Island
- Phillip G. Pendel, VFER  
Civil Service Commission  
John W. McCormack Post Office & Courthouse  
Boston, Massachusetts 02109 (617) 223-2555
- Chicago Region - Comprised of Michigan, Wisconsin, Illinois, Minnesota, Indiana, and Ohio
- John J. McGuire, VFER  
Civil Service Commission  
Federal Office Building, 29th Floor  
230 South Dearborn Street  
Chicago, Illinois 60604 (312) 353-2920
- Dallas Region - Arkansas, New Mexico, Oklahoma, Louisiana, and Texas
- James E. Wilson, VFER, CSC  
1100 Commerce Street, 4th Floor  
Dallas, Texas 75202 (214) 749-3417
- Denver Region - Comprised of Colorado, Utah, North Dakota, South Dakota, Montana, and Wyoming
- William P. Hubbard, VFER  
Civil Service Commission  
Building 20, Denver Federal Center  
Denver, Colorado 80225 (303) 234-2084
- New York Region - Comprised of New Jersey, Puerto Rico, New York, and Virgin Islands
- Thomas J. Kelley, VFER  
Civil Service Commission  
New Federal Building, 26 Federal Plaza  
New York, New York 10007 (212) 264-0466

- Philadelphia Region - Comprised of Delaware, Maryland, Virginia, West Virginia, and Pennsylvania
- Herman A. Shrut, VFER  
 Civil Service Commission  
 William J. Green, Jr., Federal Building  
 600 Arch Street  
 Philadelphia, Pennsylvania 19106 (215) 597-4445
- St. Louis Region - Comprised of Iowa, Missouri, Kansas, and Nebraska
- Gardner K. Hart, VFER  
 Civil Service Commission  
 1256 Federal Building  
 1520 Market Street  
 St. Louis, Missouri 63103 (314) 622-5866
- San Francisco Region - Comprised of California, Arizona, Hawaii, Nevada, and Pacific Ocean Area
- Donald R. Bohn, VFER, CSC  
 Federal Building, Box 36010  
 450 Golden Gate Avenue  
 San Francisco, California 94102 (415) 556-0291
- Seattle Region - Comprised of Alaska, Idaho, Oregon, and Washington
- Reed E. Winters, VFER  
 Civil Service Commission  
 B085 Federal Office Building  
 First Avenue and Madison Street  
 Seattle, Washington 98104 (206) 442-5699