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AUTHOR Ekstrom, Ruth B.: And Others
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ABSTRACT

Competency scales were developed for 10 direct-entry occupations and 10 vocational education programs as part of Project ACCESS, a project to assess women's life experience learning for entrance into employment and for advanced placement in vocational education programs. Development of the occupational scales involved employer interviews, followed by development and verification of a draft version of the scales. The vocational education scales were developed using interview information and/or program descriptions; verification followed. The scales were then used for a tryout of the competency matching process. Following a 12-page narrative section are 17 tables that show tryout data. The remainder of the report (125 pages) are these appendixes: (1) script for job competency identification and rating sessions, (2) employer and vocational educator interview discussion record forms, (3) draft and revised occupational rating lists (airline reservation agent, bank clerk/teller, claims adjuster, credit/collection worker, electronics assembler, floral designer, home health aide, insurance sales agent, personnel worker, photo laboratory technician, social service aide), (4) interview discussion record form covering letter, and (5) draft and revised vocational education rating lists (computer programmer, cook/chef, dispensing optician, drafter, electronics technician, graphic arts/lithographer, library technician, medical records technician, occupational therapy assistant, respiratory therapy worker, welder). (YLB)

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RELATING WOMEN'S EXPERIENCE AND SKILLS TO
COMPETENCIES REQUIRED IN
SELECTED OCCUPATIONS AND VOCATIONAL EDUCATION PROGRAMS

Ruth B. Ekstrom

C. Brooke Gruenberg

Ruth A. Sugerman

E. Leta Davis

Barbara A. Marrow

Juliet J. Bejer

Educational Testing Service

Princeton, New Jersey 08541

and

N. Carol Eliason

Dorothy A. Miller

American Association of Community & Junior Colleges

One Dupont Circle, Washington, D.C. 20036

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Credentialing Women's Life Experiences

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This report describes the development and revision of competency lists for several occupations and vocational education programs. The development of these lists was part of a project to assess women's life experience learning for entrance into employment and for advanced placement in vocational education programs.

The RFP indicated that the competency lists were to be used to determine the transferability of women's experientially-learned skills to employment and to vocational education. This transferability analysis was to involve a total of 20 occupational areas "for which there is a growing demand." These occupational areas were to be drawn from at least ten of the OE occupational clusters. In addition, the RFP specified that one-half of the occupations be "traditionally male-intensive." It was also specified that the job-related competencies be verified by employers and workers in "appropriate employing establishments," and that experienced vocational educators assess the competencies "with respect to appropriate placement in vocational programs."

Occupational Selection

The first step was to identify occupational areas which met the RFP specifications. In November 1978, a list of 24 such occupations was submitted to OE for review. Each occupation, according to Department of Labor predictions, was expected to grow more rapidly than average during the 1980's. Each occupation could, according to occupational literature, be learned on-the-job or in less than four years of vocational education. These occupations were: lithographer, photo

laboratory worker, collection worker, credit manager, personnel and labor relations worker, cook and chef, library technician and assistant, insurance agent and broker, travel agent, drywall installer and finisher, insulation worker, airline reservation and passenger agent, drafter, engineering and science technician, computer service technician, dental laboratory technician, medical record technician, dispensing optician, occupational therapy assistant, licensed practical nurse, home health aide, park and recreation worker, social service aide, and floral designer.

Additional investigation of these occupational areas, using both printed sources and interviews with employers, union officials, and vocational educators, led to the elimination of some of these areas and to the addition of others. In March 1979, the following list of occupational areas was prepared:

On-the-job Training

Airline reservation agent
Bank clerk and teller
Collection worker
Floral designer
Home health aide
Insulation worker
Insurance claims adjuster
Insurance sales agent
Personnel and employee
benefits worker
Photo laboratory worker
Social service aide

Vocational Education

Cook and chef
Credit manager
Dispensing optician
Drafter
Engineering and science technician
Library technician
Lithographer
Medical record technician
Occupational therapy assistant
Plumber
Respiratory therapy worker
Welder

Competency Scale Development

During January and February of 1979, the project staff determined how best to identify the competencies required in each occupation. Concern was expressed over reliance on existing materials, since the state-of-the-art review (Task A1) had found evidence (Witt & Naherny, 1975) that such materials tend to discriminate systematically "against virtually all nondegree, people-oriented, women's jobs." It was decided to use Primoff's (1975) job element technique. This technique involves holding two meetings with groups of workers and supervisors in each occupation. The first meeting is used to generate a list of all the skills, knowledge, and abilities needed in the occupation; the second meeting involves obtaining ratings of the importance of each of these. A script for these sessions was prepared (see Appendix A) and field tested. It was concluded that this technique was too difficult to implement because of the practical difficulties involved in assembling the same group of raters on two separate occasions.

It was decided, instead, to use a modification of the job element technique. The first step would be to collect a list of skills, knowledge, and abilities through interviews, supplemented by any existing documents describing the job tasks or the program courses and content. This information would then be used to develop draft rating lists. These rating lists would then be sent to a sample of workers and vocational educators for validation.

Interview discussion record forms were prepared to facilitate the compilation of information (see Appendix B).

Employment Related Scales. For each occupation, the ERS staff held interviews with two different employers in each of two cities. This information led to the elimination of insulation worker as a direct-entry occupation; it was replaced with electronics assembler.

The employer interviews yielded a number of interesting examples of how insisting that a skill be acquired in a given manner limits job opportunities. One bank officer told us that they would hire as bank tellers only those individuals who were able to use a typewriter. When we asked when and why the tellers used a typewriter, we were told that the job did not involve typing, but the bank had determined that individuals who could type were able to operate adding machines more rapidly. We then asked the bank officer if it would not be better to specify that applicants have good manual dexterity, and pointed out that this skill might be acquired in a number of ways, not just by learning to use a typewriter.

The information from the employer interviews was used to draft the competency lists for each occupation. These lists (Appendix C) were then sent for ratings by nine employers in each occupation. The employers were asked to rate each item with respect to its importance for selecting new employees. The following scale was used: 3 = superior worker, 2 = average worker, 1 = minimum job performance, 0 = not relevant. Mean ratings for each item were computed.

The most highly rated items from this process were reviewed for use in the competency matching process. New scales, using high-rated items which were also related to women's life experience learning (as

determined by the survey of women's experiences and skills--Task A4), were prepared. These new scales (Appendix D) were used in the tryout (Task B1) in two ways: (1) as a rating scale for each employer to use to indicate the relative importance of the skill in the particular work setting, and (2) in the Experience Description Summary (EDS) to determine the "best match" occupation(s) for each woman seeking employment. Transferability analyses were then carried out for most occupations; these are available in the report on Task A5. (An insufficient number of responses were received from personnel workers and social service aides.)

Vocational Education Related Scales. A somewhat different approach was used by the American Association of Community and Junior Colleges (AACJC), the subcontractor for the vocational education phase of this project. It had been originally planned that AACJC would visit colleges to collect materials describing the curriculum and courses in selected vocational education programs and to hold interviews with the faculty. Instead, during April 1979, AACJC mailed the interview discussion record form to "a random sample of women instructors and curricular program managers" to be used as a survey instrument (see Appendix E for a copy of the covering letter). Fourteen responses were received covering accounting, building construction technology, business management, clothing services and child care, dental hygiene, food services administration, legal secretary, medical assistant (2), "nontraditional careers for women," nursing, optical systems technician, physical therapy assistant, and secretarial skills programs, as well as one response from a librarian.

Since none of the information obtained related to the target programs for the project, AACJC was asked to conduct telephone interviews with individuals in each of the designated programs, and to ask them to supply the program descriptive material by mail. A total of ten such interviews, covering eight of the vocational education programs, were conducted during May 1979. This led to the elimination of credit manager and plumber as target occupations; they were replaced by computer programmer. No vocational program descriptions were obtained as a result of these telephone interviews. Consequently, a third round of college contacts was initiated, during the summer of 1979, to obtain these descriptions.

The information and descriptions obtained by AACJC were used by ETS to prepare draft competency rating scales for each vocational education program (Appendix F). Each scale was mailed to nine individuals who had been identified by AACJC as teaching in the designated program areas. Two types of ratings were requested: (1) for selecting students to enter the program, and (2) to identify students to receive advanced placement or course exemption. Since several of the vocational educators indicated that their program's philosophy was to accept all applicants, it was decided that the selection ratings were of limited utility. The transferability analysis, then, focused on the advanced placement ratings. The following scale related to advanced placement was used: 3 = very important, 2 = valuable, 1 = not useful, 0 = not relevant.

The most highly rated items were used to develop new scales (Appendix G) for the competency matching process in the vocational

education tryout. Transferability analyses were then carried out for most of the programs; these analyses are available in the report on Task A6. (An insufficient number of responses were received from vocational educators in computer programming, dispensing optician, engineering and science technology, lithography, and welding programs.)

Tryout to Validate the Competency Lists

The project also included a tryout (Task B1) of the competency matching process. The purpose of the tryout, as stated in the RFP, was to "determine the validity of the competency analysis and inventory." The tryout is described in detail in the report on that task.

As that report notes, the original plan of the tryout was: (1) to administer the competency lists to women who were returning to paid work or entering vocational education programs; (2) to identify the best match between each woman's experientially-learned competencies and the job or program requirements; (3) to place approximately 100 women in jobs and approximately 150-200 women in vocational education programs on the basis of this competency matching, and (4) to monitor their performance for one year or two marking periods. As that report also notes, this tryout process was difficult to implement, especially in the vocational education programs.

The items in the competency lists are of two types: (1) transferable skills, which include what Fine (1957) calls functional skills (working with people, information, and things) and self-management skills (which are related to temperament or personality), and (2) job-specific skills, which include what Fine calls work-content or technical

skills. Many of the items on the list of transferable skills were derived from Sjogren's (1977) list of the most frequent occupationally transferable skills and characteristics. Some transferable skills were repeated in the lists of job-specific skills.

Employment Tryout. Only 49 of the 155 women who were counseled in the tryout actually entered employment. Therefore, these data should be treated with caution, both because of the small number of cases (due to missing data, not all women are included in all analyses) and because many of the women did not enter employment in their "best match" occupation.

The transferable skill self-ratings of the employed women and the employers' ratings of these women on the transferable skills are shown in Table 1. As can be seen, on over 75% of the items, the women rated themselves lower than did their employers. This finding underscores what has been found in other research with re-entry women—that is, lack of awareness of and low confidence in their own skills and abilities.

The employed women's self-ratings on the job-specific skills are shown in Tables 2 to 12. As can be seen, the women reported moderately high levels of skill on most items.

Employers' ratings of over-all job performance were correlated with the women's mean total scores on these job-specific scales. The results are shown in Table 13. As can be seen, the scales for insurance sales agent and credit/collection worker were most highly correlated with over-all job performance. The scales for airline reservation agent and claims adjuster did not correlate positively with job performance.

Vocational Education Tryout. AACJC was able to find only six women to enroll in the vocational education tryout. Of these, only three completed one semester. Therefore, there were insufficient data to conduct validity analyses of the vocational education competency scales.

Despite this problem, with the cooperation of two New Jersey community colleges, ETS has been able to collect information on a total of 22 adult women, nine enrolled in data processing, nine in electronics technology, and four in medical record technology programs. Again, caution is recommended in making inferences from these data because of the small number of individuals involved.

The transferable skill self-ratings are shown in Table 14. In order to provide a comparison group, the self-ratings of the employed women on the same items are also shown.

As can be seen, women enrolled in data processing rated themselves much higher on their ability to do simple arithmetic than did the employed women. They also rated themselves higher on their ability to be self-directed and work independently, to cooperate with others, to set priorities, to do precise and accurate detailed work, to do a repetitive task following set procedures, and to analyze and solve a problem. The women in data processing rated themselves much lower than did the employed women on their ability to sell a product or service; they rated themselves lower on their ability to negotiate between people and on their ability to interpret the feelings of others.

The women in electronics technology, when compared with the

employed women, rated themselves much higher on their ability to cooperate with others and on their ability to do simple arithmetic. They rated themselves more highly on their ability to analyze and solve a problem, to do precise and accurate detailed work, to do a repetitive task following set procedures, to evaluate a product using stated guidelines, to learn and apply new information and procedures, to use writing skills, and to keep neat and accurate records. They rated themselves lower than did the employed women on their ability to supervise others and to sell a product.

The women in the medical record technology program rated themselves much more highly than did the employed women on their ability to cooperate with others and to solicit and make constructive use of negative and positive feedback. They rated themselves more highly on their ability to be self-directed and work independently, to manage time and schedule activities, to establish rapport with people of diverse backgrounds, to be competitive, to do precise and accurate detailed work, to do a repetitive task following set procedures, to do simple arithmetic, to learn and apply new information and procedures, and to use writing skills. They rated themselves lower than did the employed women on their ability to negotiate between people.

This comparison shows that women who choose to enter vocational education programs, especially in nontraditional programs, such as data processing and electronics technology, have or feel that they have better skills in arithmetic than does the average woman returning to paid employment. This suggests that arithmetic refresher courses

would be valuable in helping adult women prepare to enter vocational education programs.

The mean job-specific skill self-ratings for these vocational education women are shown in Tables 15 to 17. As can be seen, the women in the data processing and medical record technology programs rated themselves higher on the specific skills than did the women in the electronics technology program. This suggests that the electronics technician scale may be less valid than the other two scales.

Summary and Conclusions

Competency scales were developed for ten direct-entry occupations and ten vocational education programs. The method of development for the occupational scales involved employer interviews, followed by development and verification of a draft version of the scales. The vocational education scales were developed on the basis of interview information and/or program descriptions; verification followed.

These scales were then used for a tryout of the competency matching process. Adult women completed the scales as part of an Experience Description Summary (EDS). The purpose of the EDS was to identify the "best match" between experientially-learned skills and job entrance or vocational education program requirements.

Follow-up on job performance was obtained for the employed women. All but two of the occupational scales were positively related to women's job performance. Data were obtained from adult women in three vocational education programs. Two of the vocational education scales appeared to be measuring program-relevant skills.

Because of the small number of cases on which the analyses in this report are based, caution is advised in making inferences from the data.

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Table 1

Mean Employer Ratings Compared with
Mean EDS Self-Ratings of Employed Women

Ability to:	<u>Employer</u>	<u>Women</u>	<u>Difference</u>
1. Take responsibility	2.8	2.4	- .4
2. Compile information	2.8	2.2	- .6
3. Be self-directed and work independently	2.7	2.2	- .5
4. Follow orders and accept supervision	2.7	2.6	- .1
5. Cooperate with other workers	2.7	1.8	-1.1
6. Be reliable, punctual, and conscientious	2.7	2.7	0
7. Do precise and accurate detailed work	2.7	2.0	- .7
8. Do a repetitive task following set procedures	2.7	1.7	-1.0
9. Deal effectively with people/customers	2.6	2.4	- .2
10. Show compassion for those with problems	2.6	2.7	+ .1
11. Establish rapport with people of various backgrounds	2.6	2.3	- .3
12. Do simple arithmetic computations	2.6	1.8	- .8
13. Keep neat and accurate records	2.6	2.2	- .4
14. Negotiate between two or more people/groups	2.5	2.3	- .2
15. Solicit and make use of negative and positive feedback	2.5	1.8	- .7
16. Respect confidential records and information	2.5	2.8	+ .3
17. Think and behave rationally in an emergency or confrontation	2.5	2.1	- .4
18. Sell a product/service	2.5	1.8	- .7
19. Carry out oral/written directions of some complexity	2.5	2.5	0

Table 1 (continued)

Ability to:	<u>Employer</u>	<u>Women</u>	<u>Difference</u>
20. Refer others to sources of information and assistance	2.5	2.6	+ .1
21. Adjust schedule to unexpected changes; be flexible	2.4	2.6	+ .2
22. Interpret the feelings, ideas, and opinions of others	2.4	2.8	+ .4
23. Instruct others	2.4	2.1	- .3
24. Set priorities	2.4	2.0	- .4
25. Be competitive; strive to better performance	2.4	2.0	- .4
26. Analyze a problem; do problem-solving	2.4	1.9	- .5
27. Evaluate a product using stated guidelines	2.4	2.1	- .3
28. Supervise or manage others	2.4	2.2	- .2
29. Learn new information, rules, or procedures	2.4	2.1	- .3
30. Use writing skills	2.4	1.7	- .7
31. Manage time and schedule activities	2.3	2.0	- .3
32. Use oral communication effectively	2.3	2.1	- .2
33. Meet accountability demands of others	2.3	2.1	- .2
34. Observe safety precautions on the job	2.3	2.4	+ .1
35. Perform work under stress	2.2	2.1	- .1
36. Persuade or influence others	2.2	1.9	- .3

Table 2

Airline Reservation Agent Skills
(Employed Women)

Ability to:	<u>Mean Self-Rating</u>
Manage time and schedule activities	2.4
Advise people by telephone	2.6
Refer people to sources of information and assistance	2.7
Direct, control, and plan the activities of others	2.0
Do arithmetic computations	1.9
Learn new information quickly	2.0
Use a typewriter	1.4
Follow orders and accept supervision	2.6
Persuade others	2.2
Plan travel	2.4
Sell a product or service	1.8
Arrange group trips	1.7
Convey information by telephone	2.5
Obtain and verify information by telephone	2.6
Demonstrate knowledge of the United States and/or other countries	2.1
Use questioning skills	2.2
Use listening skills	2.4

Table 3

Bank Clerk/Teller Skills
(Employed Women)

Ability to:	<u>Mean Self-Rating</u>
Make change quickly and accurately	2.2
Greet and serve large numbers of people while maintaining a pleasant, alert manner	2.4
Understand simple checking and saving accounts	2.6
Respect and safeguard the privacy and confidentiality of financial records and transactions	3.0
Learn details of new procedures quickly	2.0
Interpret an organization and its system for the delivery of services to the public	2.0
Demonstrate sensitivity to and awareness of community attitudes and concerns	2.3
Establish rapport with individuals of diverse backgrounds	2.4
Establish and maintain financial records	2.2
Use business forms	2.0
Deal effectively with customers	2.3
Work as a cashier	1.6
Use an adding machine	1.8
Be punctual and careful	2.8
Follow orders and accept supervision	2.8
Handle unpleasant confrontations cheerfully	2.2
Inspire trust	2.8
Think and behave rationally when dealing with an emergency	2.6

Table 4

Claims Adjuster Skills
(Employed Women)

Ability to:	<u>Mean Self-Rating</u>
Develop and maintain current files	2.3
Keep records and prepare reports	2.2
Obtain and verify routine factual information	2.6
Present arguments and evidence to support a position	2.3
Establish rapport with individuals of diverse backgrounds	2.4
Determine the urgency of a problem and handle it appropriately	2.5
Respect the confidentiality of records and personal information	2.9
Deal with interpersonal problems	2.5
Identify the needs of a person in a crisis situation	2.4
Conduct negotiations with an awareness that compromise may be necessary	2.4
Establish priorities	2.6
Read insurance policies, contracts, legal agreements, etc. with understanding	1.6
Conduct a search of legal documents to obtain information	1.8
Select data to document a statement	2.0
Develop a plan to investigate a problem	2.0
Define and delimit the basic issues of a problem	2.2
Use contacts constructively when dealing with a problem	2.2
Gather information by interviews, confirming facts, and locating data	2.2
Prepare reports containing factual evidence	2.0
Do accurate detailed work	2.0
Perform work under stressful conditions	2.2
Do computations/arithmetic	2.0
Learn complex information	2.0
Elicit and convey information over the phone	2.3
Do fund raising by telephone	1.5
Demonstrate good oral communications skills	2.4

Table 5

Credit/Collection Worker Skills

Ability to:	<u>Mean Self-Rating</u>
Read, write, and speak English fluently	2.8
Understand legal and financial terms	1.8
Judge the value of cars, furnishings, and other objects	2.2
Establish and maintain detailed records	2.1
Encourage the development of "common sense"	2.6
Demonstrate knowledge of laws that can affect finances	1.8
Use techniques of conflict resolution	1.8
Be self-motivated, self-starting	2.4
Be competitive, strive to better performance	2.4
Work under close supervision	2.0
Remain calm, firm, and business-like during confrontations with people	2.9
Negotiate between people	2.5

Table 6

Electronics Assembler Skills
(Employed Women)

Ability to:	Mean Self-Rating
Work steadily at repetitive manual tasks	1.7
Use a soldering iron	.6
Read a blueprint or diagram	1.1
Explain how things work	1.6
Do arithmetic computations	2.0
Attend to detail	2.2
Do electrical and/or small appliance repairs	.7
Assemble children's toys and/or play equipment	1.4
Do precise and accurate detailed work	1.8
Organize a project into its component parts and determine the sequence in which these activities need to be performed	1.7
Establish and maintain procedures to monitor work quality and quantity	1.6
Meet accountability demands of others	1.9
Observe safety precautions when using tools, equipment, and machines	2.3
Make mechanical repairs on household items	1.0
Do work utilizing hand tools	1.5
Do crafts, such as weaving, stained glass, macrame, jewelry making, etc.	1.9
Do knitting and crocheting and/or needlework	2.0
Be reliable and punctual	2.8
Be willing to continue learning new information	2.8
Work with hands quickly and with dexterity	2.2

Table 7

Floral Designer Skills
(Employed Women)

Ability to:	<u>Mean Self-Rating</u>
Apply principles of color, texture, and design	2.2
Use aesthetic guidelines (balance, proportion, etc.) in planning floral arrangements	1.6
Use scissors, knives, and wire cutters	2.0
Maintain cut flowers in proper condition	1.8
Visualize how a completed floral arrangement should look	1.8
Identify flowers and plants by name	1.6
Interact pleasantly with customers	2.4
Do simple arithmetic computations	2.0
Establish and maintain financial or sales records	2.1
Follow directions and accept supervision	2.4
Sell a product or service	1.8
Use artistic sense	2.0
Be creative	2.0

Table 8

Home Health Aide Skills
(Employed Women)

Ability to:	<u>Mean Self-Rating</u>
Work with the elderly	0.2
Work with young children	2.1
Supervise children	2.1
Show compassion for those with problems	2.7
Recognize and deal with medical emergencies	2.0
Think and behave rationally when dealing with an emergency	2.6
Provide standard first aid	1.9
Assure that a patient gets proper rest	2.2
Assure that a patient takes medication as ordered	2.3
Feed a patient	1.8
Maintain clean and hazard-free living quarters for a patient and/ or family	2.2
Respect a patient's/family's need for privacy and confidentiality	2.5
Evaluate and adapt a home in terms of a patient's disability	1.6
Help a patient develop ways of coping with the demands of daily life	1.6
Assist a patient in the use of special equipment (wheel chair, crutches, etc.)	1.2
Encourage a patient to develop social skills	1.8
Care for the physical and emotional needs of a patient, family, and/or children	1.9
Maintain hygienic conditions for a patient	1.6
Provide for the physical and emotional comfort of a patient	1.6
Encourage and aid in the development of self-sufficiency for a patient within the limits of his/her illness	1.7
Document patient progress	1.4
Make oral reports about a patient	1.8
Recognize the side effects of common medication	1.6
Establish rapport with individuals of diverse backgrounds	2.4
Be tolerant of the varied life styles of people	2.6
Encourage the development of "common sense"	2.6
Perform work under stressful conditions	2.2

Table 8 (continued)

Ability to:	<u>Mean Self-Rating</u>
Follow orders and accept supervision	2.7
Direct, control, and plan the activities of others	2.2
Be self-directed	2.4
Be flexible	2.6
Plan menus and prepare meals	2.4
Demonstrate a knowledge of the basic rules of nutrition	2.6
Evaluate the freshness and quality of meat, fish, poultry, fruit, vegetables, and dairy products	2.7
Evaluate the quality of purchases made	2.7
Observe special diet rules	2.2
Prepare and store food so as to conserve nutrients	2.5

Table 9

Insurance Sales Agent Skills
(Employed Women)

Ability to:	<u>Mean Self-Rating</u>
Influence other people	2.2
Interpret the feelings, ideas, and opinions of others	2.4
Work under stressful conditions	2.2
Do arithmetic computations	1.8
Analyze a problem and act on that analysis	2.2
Obtain and verify information	2.6
Present arguments and evidence to support a position	2.2
Make an effective oral presentation	2.0
Select insurance policies and plans that best meet a family's needs and circumstances	1.4
Establish rapport with individuals of diverse backgrounds	2.4
Assess potential markets	1.8
Develop goals and plans for an activity within the constraints of time, money, and personnel	2.2
Evaluate effectiveness in meeting goals and timetables	1.9
Identify the resources (people, time, money, authority) needed to accomplish an objective	2.4
Establish and maintain procedures to monitor work quality and quantity	1.8
Solicit and make constructive use of positive and negative feedback	1.8
Keep records of individual or group progress	2.2
Use contacts constructively	2.0
Deal with rejection	2.0
Deal with adversity	2.3
Motivate people	2.2
Work independently	2.6
Do fund raising	2.0
Direct the sale of a product or service	1.2
Organize a sales program	1.0
Compete with others	1.7
Be self-directed	2.2

Table 10

Personnel Worker Skills
(Employed Women)

Ability to:	Mean Self-Rating
Establish and maintain detailed records or files	2.4
Write accurate, complete reports	2.3
Respect and observe precautions concerning confidentiality of information	2.9
Follow complex procedures precisely	2.1
Follow orders and accept supervision	2.6
Learn details of new procedures quickly	2.2
Meet accountability demands of others	1.9
Use a typewriter	1.3
Establish and maintain fiscal records and procedures	1.8
Explain the rationale for various kinds and amounts of insurance (health, life, etc.)	1.4
Develop specific goals and plans for a specific activity, operating within constraints of available time, space, and personnel	2.0
Identify methods of evaluating effectiveness in meeting goals and objectives	2.0
Establish priorities based on the importance of each objective to goal attainment and on the resources available	2.1
Work creatively within the structure of relationships and the setting of an organization	2.4
Delegate responsibility and establish accountability methods to determine if these responsibilities have been met	2.1
Help people see the relevance of their organizational experience to their long-range career goals and/or personal development	1.8
Develop and maintain a system of evaluating job performance	2.0
Conduct salary administration and/or performance reviews	1.6
Handle out-placements and/or job terminations	1.0
Plan and implement programs for staff development	1.6
Deal with employee relations problems	1.9
Plan and monitor a retirement program	1.2
Plan and implement personnel policies	1.6
Prepare job descriptions	1.7

Table 10 (continued)

Ability to:	<u>Mean Self-Rating</u>
Select and/or recruit individuals for a variety of jobs	1.8
Provide orientation to personnel new to an organization	2.0
Arrange for and monitor the job training of personnel	1.5
Abide by an organization's standards	2.3
Obtain and verify routine factual information from individuals	2.4
Identify training needs	2.1
Develop training manuals	1.2
Determine the suitability of various training approaches for individuals with different backgrounds and experiences	1.4
Establish rapport with individuals of diverse backgrounds	2.4
Use questioning skills	2.2
Use listening skills	2.6
Negotiate with others	2.3
Deal with unpleasant confrontations	2.0
Be outgoing and gregarious	2.2

Table 11

Photo Laboratory Technician Skills
(Employed Women)

Ability to:	<u>Mean Self-Rating</u>
Make fine color discriminations	2.2
Work steadily at simple repetitive tasks, following a set procedure	1.9
Follow directions	2.6
Train others	2.5
Supervise others	2.6
Sit still for long periods of time	2.2
Evaluate a product using stated guidelines	2.4
Do precise and accurate detailed work	2.4
Take responsibility	2.7
Follow orders and accept supervision	2.6
Learn and apply rules	2.4

Table 12

Social Service Aide Skills
(Employed Women)

Ability to:	<u>Mean Self-Rating</u>
Carry out oral or written instructions	2.6
Accept supervision	2.8
Learn and apply the rules of an organization or agency	2.7
Develop or maintain current files	2.3
Keep records and prepare reports	2.2
Understand and fill out forms	2.3
Articulate the philosophy of an organization or agency	2.4
Interpret an organization and its system for the delivery of services to the public and to people in need	2.0
Identify groups to whom social services should be directed	2.2
Identify representatives of other organizations or of the government who should receive information about organizational or agency activities	2.0
Keep others informed about progress in written or in oral form	2.1
Establish rapport with individuals of diverse backgrounds	2.4
Establish rapport with a person seeking advice	2.4
Serve as a "sounding board" for those with problems	2.5
Use questioning skills	2.3
Use listening skills	2.4
Respect and observe precautions concerning the confidentiality of information	2.8
Provide advice and informal counseling	2.6
Gather information by conducting interviews, confirming facts, and locating background information	2.4
Prepare reports containing factual data and documentary or other evidence	2.0
Motivate and persuade people	2.0
Do typing	1.4
Do clerical work (filing, etc.)	2.0
Make written or oral reports	2.0
Refer others to sources of information and assistance	2.6

Table 12 (continued)

Ability to:	<u>Mean Self-Rating</u>
Interpret for non-English speakers	.8
Show compassion	2.9
Show empathy	2.6
Write clearly	2.6
Take constructive criticism	2.4

Table 13

Correlation Between Women's Mean EDS Scale Self-Rating
and Employers' Global Ratings of Their Job Performance

Airline Reservation Agent	-.26
Bank Clerk/Teller	.21
Claims Adjuster	-.02
Credit/Collection Worker	.61
Electronics Assembler	.32
Floral Designer	.46
Home Health Aide	.54
Insurance Sales Agent	.65
Photo Lab Technician	.41

Table 14
 Transferable Skills Comparison -
 Employed Women and Women in Vocational Education

	Employed Women	Data Proc.	Diff.	Elec. Techs	Diff.	Med Rac Techs	Diff.
1. Take responsibility	2.4	2.6	+0.2	2.7	+0.3	2.8	+0.4
2. Deal effectively with people/customers	2.4	2.4	0	2.4	0	2.8	+0.4
3. Adjust schedule to unexpected changes; be flexible	2.6	2.3	-0.3	2.4	-0.2	2.2	-0.4
4. Be self-directed and work independently	2.2	2.8	+0.6*	2.3	+0.1	3.0	+0.8*
5. Interpret the feelings, ideas, and opinions of others	2.8	2.1	-0.7*	2.6	-0.2	2.8	0
6. Instruct others	2.1	1.8	-0.3	2.0	-0.1	2.0	-0.1
7. Perform work under stress	2.1	1.9	-0.2	2.0	-0.1	1.8	-0.3
8. Negotiate between two or more people/ groups	2.3	1.4	-0.9*	1.4	-0.9*	1.8	-0.5*
9. Persuade and/or influence others	1.9	1.6	-0.3	1.8	-0.1	2.2	+0.3
10. Follow orders and accept supervision	2.6	2.3	-0.3	2.6	0	2.8	+0.2
11. Cooperate with others	1.8	2.4	+0.6*	2.9	+1.1**	3.0	+1.2**
12. Solicit and make use of negative and positive feedback	1.8	2.2	+0.4	1.6	-0.2	2.8	+1.0**
13. Manage time and schedule activities	2.0	2.4	+0.4	2.0	0	2.5	+0.5*
14. Set priorities	2.0	2.6	+0.6*	2.1	+0.1	2.2	+0.2
15. Respect confidential records and information	2.8	2.9	+0.1	2.8	0	3.0	+0.2
16. Be reliable, punctual, and conscientious	2.7	2.8	+0.1	2.8	+0.1	2.8	+0.1
17. Show compassion for those with problems	2.7	2.4	-0.3	2.6	-0.1	3.0	+0.3
18. Establish rapport with individuals of diverse backgrounds	2.3	2.3	0	2.4	+0.1	3.0	+0.7*
19. Think and behave calmly and rationally in an emergency	2.1	2.0	-0.1	1.7	-0.4	2.5	+0.4
20. Be competitive; strive to better performance	2.0	2.1	+0.1	2.0	0	2.5	+0.5*
21. Analyze a problem; do problem solving	1.9	2.4	+0.5*	2.7	+0.8*	2.2	+0.3
22. Use oral communication effectively	2.1	1.8	-0.3	2.4	+0.3	2.0	-0.1
23. Do precise and accurate detailed work	2.0	2.6	+0.6*	2.6	+0.6*	2.5	+0.5*
24. Compile information	2.2	2.4	+0.2	2.4	+0.2	2.2	0
25. Do a repetitive task following set procedures	1.7	2.4	+0.7*	2.3	+0.6*	2.5	+0.8*
26. Evaluate a product using stated guidelines	2.1	2.2	+0.1	2.6	+0.5*	2.2	+0.1
27. Supervise or manage others	2.2	1.9	-0.3	1.6	-0.6*	2.2	0
28. Sell a product/service	1.8	0.6	-1.2**	1.3	-0.5*	1.8	0
29. Do simple arithmetic computations	1.8	2.8	+1.0**	2.9	+1.1**	2.5	+0.7*
30. Learn and apply new information, rules, or procedures	2.1	2.3	+0.2	2.6	+0.5*	2.8	+0.7*
31. Meet accountability demands of others	2.1	2.2	0	2.4	+0.3	2.0	-0.1
32. Carry out oral/written directions of some complexity	2.3	2.2	-0.1	2.3	-0.2	2.5	0
33. Use writing skills	1.7	1.7	0	2.2	+0.5*	2.5	+0.8*
34. Keep neat and accurate records	2.2	2.3	+0.1	2.7	+0.5*	2.5	+0.3
35. Refer others to sources of information and assistance	2.6	2.3	-0.3	2.3	-0.3	2.2	-0.4
36. Observe safety precautions on the job	2.4	2.8	+0.4	2.7	+0.3	2.8	+0.4

* = Difference of +0.5 to +0.9
 ** = Difference of +1.0 or greater

Table 15

Job-Specific Skills Self-Ratings for
Nine Adult Women Enrolled in Data Processing

(Scale: 3 = do well; 2 = do moderately well;
1 = cannot do easily; 0 = cannot do)

Ability to:	<u>Mean</u>
Use step-by-step logical reasoning	2.7
Carry out oral and written instructions of some complexity	2.1
Learn and apply rules	2.8
Use problem-solving and decision-making skills	2.6
Analyze and summarize data	2.4
Make inferences from data	2.5
Develop and use charts to describe a program's or project's work flow	2.2
Perform arithmetic operations with signed numbers	2.8
Do simple algebra	2.3
Use a pocket calculator	2.9
Use a typewriter/computer terminal	2.4
Think logically	2.4
Do mechanical or home repairs	1.2
Organize a project into its component parts and determine the order in which these must be performed	2.6

Table 16

Job-Specific Skills Self-Ratings for
Nine Adult Women Enrolled in Electronics Technology

(Scale: 3 = do well; 2 = do moderately well;
1 = cannot do easily; 0 = cannot do)

Ability to:	<u>Mean</u>
Make electrical wiring and small appliance repairs	1.2
Identify an electrical circuit and its components	1.1
Make mechanical repairs on household items	1.9
Care for the equipment used in a home	2.7
Care for and make minor repairs on an automobile	0.8
Use common hand tools correctly and safely	2.1
Use common measuring instruments	2.6
Observe safe work habits in a workshop	2.2
Use safety precautions when working with tools and machinery	2.2
* Identify common mechanical drawing instruments	1.3
Make pictorial drawings	1.6
Convert a pictorial drawing to a schematic drawing	1.4
Prepare scale drawings	1.1
Identify commonly used house wiring symbols	1.2
Detect potential safety hazards in items	1.7
Identify and correct safety problems such as worn wiring	1.4
Carry out oral and written directions of some complexity	1.8
Learn and apply rules	2.6
Organize a project into its component parts and determine the order in which these must be performed	2.2

Table 16 (continued)

Ability to:	<u>Mean</u>
Develop and use flow charts	2.0
Establish and maintain procedures to monitor work quality and quantity	1.7
Analyze a problem	2.7
Solve a problem	2.6
Do precise and accurate detailed work	2.3
Do a repetitive task following a set procedure	2.2
Do arithmetic computations	2.7
Do stained glass work, jewelry making, or other crafts that involve soldering	0.9
Do arts and crafts that involve etching	1.0
Build a radio, hi-fi, or other electronic items from a kit	0.9

Table 17

Job-Specific Skills Self-Ratings for
Four Adult Women Enrolled in Medical Records Technology

(Scale: 3 = do well; 2 = do moderately well;
1 = cannot do easily; 0 = cannot do)

Ability to:	<u>Mean</u>
Abstract information with accuracy	2.5
Code and catalogue or index information	2.0
Recognize and summarize patient information	2.5
Demonstrate familiarity with medical terminology	1.5
Demonstrate a basic knowledge of human anatomy terms	1.8
Spell correctly	2.8
Use correct medical terminology for common diseases and injuries	1.8
Define common medical terms	1.8
Use medical dictionaries and other medical terminology references	1.5
Treat medical information as confidential	2.2
Do alphabetical and numerical filing accurately	2.8
Do precise and accurate detailed work	2.5
Carry out oral and written instructions of some complexity	2.5
Learn and apply rules	2.8
Respect and observe precautions concerning confidentiality of information	3.0
Read, understand, and explain medical consent forms	2.2
Use a medical library	2.5
Work in a hospital, nursing home, or other medical setting	2.2
Keep accurate records of health care	1.5

Table 17 (continued)

Ability to:	<u>Mean</u>
Gather information by locating background data	2.2
Assist with the maintenance of medical records	1.5
Use a typewriter	2.2
Develop and maintain current files	2.2
Keep records and prepare reports from them	2.0
Obtain and verify routine information	2.0
Prepare reports containing factual data	2.0

Appendix A

**Script for Job Competency Identification
and Rating Sessions**

Draft of Job Competencies Identification Procedure for Use
with Employees and Supervisors in Selected Occupations

- I. For each occupation, arrange for meetings of 9-12 entry-level workers and supervisors of entry-level workers employed in or near the field test cities.
 1. Set dates, times, and location for two three-hour sessions with each group. These sessions should be roughly a week to 10 days apart.
 2. Arrange for flip chart, markers, tape recorder and tapes. For the second session, job element blanks and pencils will be needed.
 3. Group should be representative of employees working at the entry level and holding the job title being studied. About one-half should have held their jobs for at least one year, and be considered superior workers. The others should be supervisors of entry-level workers. If women are employed on the site in these categories, they should represent at least one-third of the group, to the degree possible. The group should also be multi-racial and multi-ethnic insofar as possible. The group members should participate willingly.
 4. Arrange for an introduction by a union and/or company officer, who will express their support for the procedure.
- II. Develop a list of task analysis
 1. Describe purpose of study.

"We are developing a way of matching the things that people have done and learned in their lives with the skills and competencies needed to perform well in a number of jobs. One of the jobs we are interested in is _____. We hope to help employers identify people who will do the job well.

"You have been selected because your company has identified you as superior workers and supervisors."

2. Generate list of tasks involved in job.

"The first thing we will do today is to make a list of the kinds of Tasks involved in the job of _____. Remember, these are the tasks that are required of the beginning worker.

"I will write down these tasks as you think of them. Don't be concerned if some of your suggestions are repetitive. If someone makes a suggestion that you do not agree with, be sure to say so and to suggest your own idea. After we have your list of job tasks, we will make a list of the skills and competencies needed to do each task.

What are the specific tasks that are performed by entry-level _____ workers?"

Develop task list. Be sure that this list describes actual activities done on the job. If someone mentions a skill or competency needed to do a task say, "that seems to describe a skill or competency underlying this task (or job). We will get to these skills in a few minutes." If the group gets into difficulty in describing the job tasks, you may ask "What are the things a beginning worker does every day in this job? "What does the person in this job do when s/he starts work each morning?" Brief job descriptions for each occupation are attached; these may be helpful in starting task descriptions if the group is reticent.

When the panel seems to have completed the task description, say:

"Are there any other tasks that beginning workers do that we have not listed?"

If there are, these should be written down. If not, a short break should be taken while the flip charts listing the job tasks are taped up so that everyone can see them during the next step, generating the list of skills and competencies underlying each task.

III. Generating the list of skills and competencies.

"Our next activity is to develop a list of the skills and competencies that are necessary to do each of these tasks. I will write down all suggestions, and you will each have the opportunity to rate all the skills and competencies which are generated. In this step, we are not concerned with the specific tasks that must be done to perform the job. Rather, we are concerned with the

underlying skills and competencies which are needed to perform an important job task or to carry out the job as a whole.

"The first task is _____. What skills and competencies are needed to do _____? Think of people who do this well. What skills and competencies do they have which make them superior workers? Or, consider barely acceptable workers you have known. Which skills and competencies did they lack? In other words, what makes an entry-level (specify title) superior? What gives a worker trouble if it is missing?

"Remember that the job we are concerned with is an entry-level position."

The job analyst should write down every panel suggestion, with the exception of specific credentials. Go through all the tasks.

When the panel seems to have completed a fairly exhaustive list, the job analyst says:

"Are there any other skills and competencies which have been excluded?" (Pause)

If there are, these should be written down. Continue as time allows. The list of skills and competencies attached can be used as stimuli if the panel is unable to generate many skills.

IV. Closing:

Thank participants. Tell them about the next session.

"On (date) we will be meeting again to rate these skills and competencies, so that we know which ones are most important to have, which ones superior workers have which most workers do not have, and which ones we should expect most of the applicants for the job to have.

"At the end of that session, we will be taking down information in order to issue checks to you. You should receive the checks within two weeks after that session."

Draft of Job Competencies Rating Procedure for Use
with Employees and Supervisors in Selected Occupations

- I. Meeting has already been arranged before first session, but some new materials are needed and certain things should be checked.
 1. Be sure that, as far as possible, the same group is coming back in its entirety to rate the competency lists.
 2. Arrange for duplicated lists of the job skills and competencies for each rater and for Job Competency Blanks and pencils (an example of the Blank is attached). No taping equipment will be necessary for this session.
- II. Explain the rating procedure.

When the panel returns, they should each be given a duplicated list of their suggestions and a sufficient number of Job Competency Blanks to rate all suggestions. The job analyst should say:

"I would like you to rate a list of competencies and knowledge that, with your help and the help of others, have been previously identified as necessary for performing well in the type of job you do. Before we begin to rate these, I'd like to explain the type of form on which you will be doing the ratings. When I passed out the forms, I gave you a 3-digit number. This is your Rater Number and should be written in the space on the top left side of the Job Competency Blank. Does everyone have a number? (If not, give them one.) This number will help us keep the ratings of each of you separate. Also, please fill in the date and the page number in the spaces provided. Each time you begin a new sheet, please fill in this information. Please note that this information also needs to be filled in on all the other pages you use.

"You can see that the space marked Job has already been filled in with your occupation or the one of your supervisor and a 2-digit number. This number will be used when we key the information into the computer. There are other spaces for numbers after each blank; please do not mark these since they will be filled in later.

"In the space labeled Rater Job Title please indicate your present title. Then please circle the appropriate letter where it

says Rater Sex. We would also like you to fill in the name of your company and your division, if that is appropriate, in the space labeled Company Name.

"Since we are using the same procedure at sites in several metropolitan areas, we are asking you to record which Area you located in. Finally, would you please indicate if you were involved in the identification of these competencies by circling the Y next to where it says Previous Participation. If this is the first time you have met with us, please circle the N. Before we go on, does anyone have any questions? (If so, pause to answer them.)

"Please look at the list of competencies we handed out. You will notice that each one is numbered; use this number when rating each competency. It should be placed in the column labeled Competency Number and then proceed with each of the two ratings.

"Under the heading labeled Worker, rate each competency on the performance level expected of the worker. Is it a competency found only in superior workers, average/adequate workers, is it a minimum competency, or is it not relevant to this particular job?

"As an example, consider a competency called "The ability to quickly and accurately add a column of two-digit numbers." From your knowledge of the first year of training for this occupation, is this something only superior workers can do? If it is, you would give it a rating of 3. Is it something someone considered an averagely competent worker can do? If it is, you should give it a 2 as a rating. If it is something required for minimum competence in this occupation, a rating of 1 should be used. A zero rating would indicate a competency which you feel is not related to your occupation.

"Next we are interested in your opinion about another measure of the competency's importance to your job. We would like to know when an employee would need to acquire the competency. If the person would need to have this competency before they were employed, you would give it a rating of 3. If the competency could be acquired while on the job, give it a rating of 2. A rating of 1 would indicate that it is not necessary for adequate performance on the job, but it is desirable to know for advancement

on the job. And, again, a rating of 0 says that the competency is not relevant to this job.

"Please remember that on each line of your rating sheet there should be a competency number, a Worker rating, and an Acquisition of Skill rating. Are there any questions? (If so, pause to answer them.)

"We are interested in your individual ratings, so we ask that you work independently. If you have a question about the meaning of a competency or knowledge, raise your hand and we will attempt to clarify it.

"We have extra sheets and pencils here. If you have a question about filling out the form, I will be glad to help you. I will announce (one or two) breaks during the rating session. We have (approximately 2 to 2 1/2 hours) to complete the ratings. When you have finished the ratings, put your sheets in order and bring them to me. At that time, we will have you write your name, address, and Social Security number on a separate sheet so that we can arrange for checks to be issued and mailed to you. We'd like to thank you all for agreeing to participate in the project --your help is invaluable to us.

"Are there any questions before we begin?" (If so, answer them.)"

Breaks of about 10 minutes should be announced every hour. Participants should be warned when they have 30 minutes left to complete the ratings.

3. Collect rating sheets. As participants bring them up, check that the information on the first sheet is filled out, that all knowledges and competencies have been rated twice, once in each column, and that the rater has filled in the rater number and page number on each sheet, and has put the sheets in order. Staple them together, thank the participant, mention that their check should arrive within two weeks, and offer to send a copy of the results if they make a note to that effect by their name on the name/address/S.S. number sheet.

Appendix B

**Employer and Vocational Educator
Interview Discussion Record Forms**

Project ACCESS - Employer's Occupational Competency Interview

Name _____

Job Title _____

Type of Business, Industry, or Service _____

Date _____ City/State _____

Occupation:

- | | | | |
|----------------------------|-------|------------------------------------|-------|
| Airline reservation agent | _____ | Insurance claims adjuster | _____ |
| Bank clerk | _____ | Insurance sales agent | _____ |
| Collection worker | _____ | Personnel/employee benefits worker | _____ |
| Floral designer | _____ | Photo lab technician | _____ |
| Homemaker-home health aide | _____ | Social service aide | _____ |
| Insulation worker | _____ | | |
| Other (specify) | _____ | | |

1. Do most people entering this job learn it from:

on-the-job training _____

training elsewhere _____

(If elsewhere, what kind of training and where obtained _____)

2. What are the kinds of competencies you look for when you are hiring someone to enter this job?

3. What are the kinds of skills or past experiences that help a person learn this job easily?

4. What are the qualities that make for a superior entry-level worker in this job?



5. If a person is a superior entry-level worker in this job, is s/he promoted or advanced to another job or level? Yes ___ No ___

(If yes, what is that job level? _____

_____)

(If yes, what other qualities, in addition to those already discussed, are necessary to be promoted or advanced? _____

_____)

Project ACCESS - Vocational Educator Competency Interview

Name _____

Job Title _____

School/College/Program _____

Department/Specialty _____

Date _____ City/State _____

Career trained for in program:

- | | | | |
|--------------------------------|-------|--------------------------------|-------|
| Cook/chef | _____ | Lithographer | _____ |
| Credit manager | _____ | Medical record technician | _____ |
| Dispensing optician | _____ | Occupational therapy assistant | _____ |
| Drafter | _____ | Plumber | _____ |
| Engineering/science technician | _____ | Respiratory therapy technician | _____ |
| Library technician | _____ | Welder | _____ |
| Other (specify) _____ | | | |

1. Are there any special courses that are required prerequisites to enter this program? Yes _____ No _____

(If yes, what? _____

_____)

2. Do you have any system to screen, interview, or select students who enter this program? Yes _____ No _____

(If yes, describe the process _____

_____)

(If yes, what kinds of skills, previous experience, and personal qualities do you look for in someone entering this program? _____

3. What are the courses or training components usually required of all students in this program? _____

4. Do you ever exempt a student from one of these courses or components? Yes ____ No ____

(If yes, what kind of skills or previous experiences are necessary for exemption? _____

5. What kinds of skills or previous experiences make it easy for a student to learn what is taught in this program? _____



6. What are the qualities that help a student do well in this program?

7. Are there other things, beside what you teach and what we have discussed, that are important for a person to be successful in a career as a

_____? Yes ___ No ___

(If yes, what are they? _____)

Appendix C

Draft Occupational Rating Lists

Airline Reservation Agent Rating List

Ability to:

- Manage time and schedule activities
- Set priorities
- Advise people by telephone
- Refer people to sources of information and assistance
- Demonstrate knowledge of the United States and/or other countries
- Speak a foreign language
- Do accurate detailed work
- Direct, control, and plan the activities of others
- Adjust to a variety of activities and to unexpected changes
- Do a repetitive task following set procedures
- Do arithmetic computations
- Speak accent-free English
- Answer questions quickly and accurately
- Work under pressure
- Memorize information
- Learn new information quickly
- Type 20 words per minute or faster
- Work at a regular pace
- Resist distraction
- Obtain and verify information by phone
- Convey information by phone
- Sit still for long periods of time
- Use a computer
- Use a typewriter
- Perform clerical tasks
- Follow orders and accept supervision
- Keep records and prepare reports
- Use communication skills to persuade others
- Keep others informed of progress in writing or verbally
- Establish rapport with individuals of different backgrounds
- Use questioning skills

Airline Reservation Agent Rating List (continued)

- Use listening skills
 - Know how to use business forms
 - Deal effectively with customers
 - Maintain correspondence with customers
 - Sell a product or service
 - Coordinate several simultaneous activities
 - Establish work flow and work loading procedures
 - Establish or maintain and monitor work quality and quantity
 - Solicit and make constructive use of negative and positive feedback
 - Manage effectively in high pressure situations
 - Meet accountability demands of others
 - Use problem-solving and decision-making skills
- Experience in:
- Planning travel
 - Paid work as a reservation or travel agent
 - Paid work as a stewardess
 - Office work (typing, filing)
 - Selling a product or service
 - Arranging group trips
- Personal characteristics:
- Tact
 - Good telephone manner
 - Good oral communication skills

Bank Clerk/Teller Rating List

Ability to:

- Do arithmetic computations quickly
- Establish and maintain neat, accurate, detailed financial records
- Make change quickly and accurately
- Follow moderately complex procedures precisely
- Type 40 words per minute
- Use computerized records and enter information into them
- Handle unpleasant confrontations cheerfully
- Greet and serve large numbers of people while maintaining a pleasant, alert manner
- Demonstrate understanding of simple checking and saving accounts
- Accept constructive criticism and benefit from it
- Follow orders and accept supervision
- Explain and interpret bank policies and services clearly and tactfully
- Understand and explain financial and legal terms
- Obtain and verify factual information regarding customers' financial status tactfully
- Demonstrate respect for and willingness to safeguard the privacy and confidentiality of customers' financial records and transactions
- Learn details of new procedures and services quickly
- Work under pressure
- Inspire trust
- Work steadily at repetitive tasks
- Take responsibility
- Translate information and facts to a level of understanding appropriate for the customer/client
- Interpret an organization and its system for delivery of services to the public
- Demonstrate sensitivity to and awareness of community attitudes and concerns
- Investigate credit options
- Describe how to shop for a loan or mortgage
- Select bank accounts, savings plans, and investments that best meet a family's needs and circumstances

Bank Clerk/Teller Rating List (continued)

- Establish rapport with individuals of diverse backgrounds
- Think and behave rationally when dealing with an emergency
- Prepare budget projections based on cost trends and/or historical analysis
- Present the rationale and justification for a budget
- Establish and maintain fiscal records and procedures that will meet external audit requirements
- Plan an investment program to meet specified needs and objectives
- Monitor an investment program and evaluate its effectiveness
- Plan and execute short-term investments
- Discuss the social implications of investment decisions
- Obtain information about the economic condition and activities of a company before making investment decisions
- Assess needs to determine what financial support is required
- Describe the essential elements of sales contracts related to the purchase of cars, household appliances, home furnishings, home improvements, and services
- Demonstrate use of business forms
- Deal effectively with customers
- Demonstrate a knowledge of the various types of investments and their advantages/disadvantages
- Demonstrate knowledge of laws that can affect finances
- Identify potential sources of financial support
- Obtain financial support for an activity or program
- Describe the legal differences in various forms of home ownership and the advantages/potential problems of each
- Prepare and send out default notices
- Establish and maintain procedures to monitor work flow and quality
- Manage effectively in high pressure situations
- Process data
- Make inferences from data
- Make conclusions and recommendations from data
- Analyze and summarize data

Bank Clerk/Teller Rating List (continued)

Experience in:

Cashier work
Retail sales
Clerical work
Using an adding machine
Making and submitting budgets
Bookkeeping and accounting
Using a computer terminal
Handling credit
Obtaining and repaying loans
Customer relations

Personal Characteristics:

Good memory for details
Punctual and careful in work habits
Outgoing and cheerful
Enjoys work with numbers
Self-starting
Conscientious

Claims Adjuster Rating List

Ability to:

- Manage time
- Set priorities
- Develop and maintain current files
- Keep records and prepare reports
- Obtain and verify routine factual information
- Present arguments and evidence to support a position
- Identify the people in agencies, organizations, and services who can eliminate "red tape"
- Translate information and facts to a level of understanding appropriate to an individual's background and experience
- Develop written materials
- Make an oral presentation
- Provide information about agencies that can help with problems
- Establish rapport with individuals of diverse backgrounds
- Establish rapport with a person seeking advice
- Serve as a "sounding board" for those with problems
- Identify problems and difficulties
- Determine the urgency of a problem and handle it appropriately
- Respect the confidentiality of records and personal information
- Deal with interpersonal problems
- Prevent or limit conflict between individuals
- Identify the needs of a person in a crisis situation
- Provide advice and informal counseling
- Conduct negotiations with an awareness that compromise may be necessary
- Establish priorities when dealing with an emergency
- Select the legal services and processes appropriate for a problem
- Read insurance policies, contracts, legal agreements, etc., with understanding
- Conduct a search of legal documents to obtain information
- Coordinate simultaneous projects or activities
- Organize a project into its component parts and determine the sequence in which these activities should be performed

Claims Adjuster Rating List (continued)

Establish work flow and work loading procedures
Delegate responsibility and establish methods to determine if these responsibilities have been met
Monitor work quality and quantity
Keep records of individual and group progress
Build good working relationships with others
Use problem-solving and decision-making skills
Select data to document a statement
Develop a plan to investigate a problem
Define and delimit the basic issues of a problem
Identify the individuals and groups concerned with a problem
Identify individuals and groups that can help with a problem
Use contacts constructively when dealing with a problem
Use reference resources
Gather information by conducting interviews, confirming facts, and locating data
Make inferences from data
Make field investigations and prepare related reports
Prepare reports containing factual data and documentary (or other) evidence
Do accurate detailed work
Adjust schedule to a variety of activities and unexpected changes
Do repetitive work following a set procedure
Influence other people
Interpret the feelings, ideas, and opinions of others
Perform work under stressful conditions
Instruct others
Do computation/arithmetic
"Think on your feet"
Learn complex information
Read or scan files and forms with understanding
Deal assertively with professionals in several fields

Claims Adjuster Rating List (continued)

Elicit and convey information over the phone

Experience in:

Daily office work (filing, typing, etc.)

Phone solicitation

Personal characteristics:

Good oral communications skills

Collections Worker Rating List

Ability to:

- Read, write, and speak English fluently
- Work under close supervision
- Understand legal and financial terms
- Understand and follow moderately complex procedures for making loans, checking credit, verifying employment, and closing loans
- Remain calm, firm, and business-like during confrontations with hostile persons
- Judge the value of cars, furnishings, and other objects/properties as collateral for loans
- Do repetitive work on the telephone
- Establish and maintain detailed records or files
- Write accurate, complete reports
- Read and understand financial statements (profit and loss, balance sheet)
- Maintain a regular rate of contacts with debtors
- Maintain personal detachment from the work
- Explain and interpret legal and financial procedures orally and in writing
- Suggest methods of making payment and obtain agreement from the debtor
- Take command of the conversation and bring debtors to the point of acknowledging the debt and committing themselves to repay it
- Use computerized credit records, assessing and entering information
- Instruct and train others to make calls
- Supervise others
- Manage a credit office
- Learn to judge and evaluate applications
- Deal with other people
- Evaluate information
- Influence other people
- Perform work under stressful conditions
- Negotiate between people
- Persuade others
- Analyze a problem

Collections Worker Rating List (continued)

- Compile information about a problem
 - Encourage the development of "common sense"
 - Respect and observe precautions concerning confidentiality of information
 - Conduct negotiations with an awareness of the necessity of compromise
 - Establish procedures that encourage fiscal responsibility
 - Apply appropriate accounting and/or bookkeeping techniques in maintaining financial records
 - Establish and maintain fiscal records and procedures that will meet external audit or accountability requirements
 - Describe the essential elements of sales contracts related to the purchase of cars, household appliances, home furnishings, home improvements, and services
 - Collect and record monies due
 - Demonstrate knowledge of laws that can affect finances
 - Prepare and send out default notices
 - Use techniques of conflict resolution
 - Meet accountability demands of others
- Experience in:
- Retail sales
 - Managing a small business or franchise
 - Insurance investigation
 - Clerical work
 - Paralegal work
 - Telephone soliciting
 - Fund raising door-to-door
 - Obtaining and repaying loans
 - Handling credit
 - Making and submitting organizational budgets or committee budgets
 - Bookkeeping and accounting for organization
 - Obtaining small grants
 - Leading and motivating people to accomplish tasks
 - Work in a bank

Collections Worker Rating List (continued)

Personal Characteristics:

- Self-motivated, self-starting
- Competitive, strives to better performance
- Ambitious to earn high income
- Outgoing and gregarious
- Enjoys working on commission
- Good credit rating
- Able to be bonded
- Good driving record

Electronics Assembler Rating List

Ability to:

- Demonstrate fine manual dexterity
- Work steadily at highly repetitive manual tasks
- Wire circuit boards
- Differentiate between components
- Use a soldering iron
- Read blueprints, schematics
- Build prototype circuits from sketches, verbal instructions
- Demonstrate interest in how things work; fixing things
- Do arithmetic computations
- Learn computer language, data processing
- Attend to detail
- Train others
- Supervise others
- Do electrical wiring and/or small appliance repairs
- Assemble children's toys and/or play equipment
- Do precise and accurate detailed work
- Prepare scale drawings
- Demonstrate skills in arts and crafts
- Organize a project into its component parts and determine the sequence in which these activities need to be performed
- Establish work flow procedures
- Develop and use flow charts and other visual materials to describe work flow
- Establish and maintain procedures to monitor work quality and quantity
- Meet accountability demands of others
- Care for and maintain household equipment
- Observe safety precautions when using tools, equipment, and machines
- Make mechanical repairs on household items

Experience in:

- Packing and stock work
- Factory experience in light industry

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Electronics Assembler Rating List (continued)

- Work utilizing fine hand tools
- Fine arts, such as painting or sculpture
- Crafts, such as weaving, stained glass, macrame, jewelry making, doll and toy making, etc.
- Knitting and crocheting
- Needlework (needlepoint, embroidery, crewel)
- Making clothes for children, adults
- Furniture building or repair
- Personal characteristics:
 - Reliable and punctual
 - Willing to do shift work
 - Good color discrimination
 - Steady hands
 - Willing to continue learning new technical information
 - Strong interest and ability in mathematics

Floral Designer Rating List

Ability to:

- Demonstrate fine manual dexterity
- Use scissors, knives, and wire cutters
- Apply principles of color, texture, and design in floral arranging
- Identify aesthetic guidelines for evaluating and planning floral arrangements (balance, proportion, etc.)
- Demonstrate knowledge and skills related to planting and transplanting
- Demonstrate knowledge of plant maintenance
- Maintain cut flowers in proper condition
- Cope with problem insects and pests
- Visualize completed arrangements
- Demonstrate knowledge of seasonal availability of flowers
- Demonstrate knowledge of plant names
- Work quickly and steadily at repetitive tasks
- Follow directions and accept supervision
- Quote prices for arrangements based on the number and type of flowers used and work put in
- Establish and maintain financial or sales records
- Apply appropriate accounting and/or bookkeeping techniques in maintaining financial records
- Act as a cashier
- Do simple arithmetic computations
- Interact pleasantly with customers
- Persuade customers to accept a substitute when the flowers desired are unavailable
- Show customers arrangements that can be bought for a given price
- Design newspaper and magazine ads for flower shops
- Assist customers in selecting flowers or floral arrangements
- Use a typewriter
- Hand-letter attractively
- Supervise others
- Train others
- Work under pressure

Floral Designer Rating List (continued)

Deal with people

Evaluate a product

Sell a product or service

Experience in:

Retail sales

Lawn and garden maintenance

Drawing or painting

Sculpting

House plant care

Bookkeeping

Landscaping and garden design

Flower arranging

Growing flowering plants

Personal characteristics:

Able to stand on feet many hours at a time

Outgoing and gregarious

Good color vision

Available to work evenings and weekends

Artistic sense

Creativity

Home Health Aide Rating List

Ability to:

- Keep patient clean
- Keep patient as physically attractive as disease allows
- Assure that patient gets proper rest
- Assure that patient takes medication as ordered
- Observe patient for unusual symptoms or signs
- Feed patient
- Prepare and store food so as to conserve nutrients
- Maintain clean and hazard-free living quarters for patient/family
- Launder garments, towels, and linens according to manufacturers' directions
- Baby-proof a home
- Provide standard first aid
- Do cardio-pulmonary resuscitation
- Change sterile dressing
- Assist patient in the use of toilet facilities
- Make observational records of patients
- Make oral reports about patients
- Recognize the common side effects of medication
- Help patients develop ways of coping with the demands of daily life
- Relate to patient/family and doctors, visiting nurses, social workers in a responsible, courteous, caring manner
- Respect patient's/family's need for privacy and confidentiality
- Evaluate and adapt a home in relation to a patient's disability
- Understand how to transfer and transport patients/clients
- Assist patient in use of special equipment (wheel chair, crutches, braces)
- Encourage the patient to develop social skills
- Refer others to sources of information and assistance
- Supervise children
- Care for the physical and emotional needs of patient/family/children
- Teach or train groups or individuals in preventive or remedial health care
- Carry out oral and written instructions and directions
- Establish rapport with individuals of diverse backgrounds

Home Health Aide Rating List (continued)

- Encourage the development of "common sense"
- Demonstrate understanding of and rapport with children
- Keep others informed of patient progress
- Work with the elderly
- Work with physically handicapped persons
- Work with seriously ill patients
- Work with young children
- Follow orders and accept supervision
- Direct, control, and plan the activities of others
- Adjust schedule to a variety of activities and to frequent, unexpected changes
- Influence other people
- Interpret feelings, ideas, and opinions of others
- Perform work under stressful conditions
- Negotiate between two or more people
- Instruct others
- Supervise others
- Be self-directed
- Demonstrate familiarity with the community
- Provide information about agencies that can help with health, home, family, and other problems
- Identify and use resources in the community that can enrich the life of the ill, elderly, or handicapped
- Demonstrate sensitivity to and awareness of community attitudes and concerns
- Observe special diet rules
- Plan menus and prepare meals
- Evaluate the freshness and quality of meat, fish, poultry, fruit, vegetables, and dairy products
- Evaluate the cost and nutritional value of alternative methods of preparing the same foods
- Evaluate the quality of purchases made
- Serve attractive and palatable meals

Home Health Aide Rating List (continued)

- Prepare meals or adapt recipes to meet special diet needs
 - Demonstrate knowledge and understanding of the basic rules of nutrition
 - Detect potential health and safety hazards
 - Identify and correct conditions in the home that are fire or safety hazards
 - Manage the overall maintenance of a home
 - Show compassion for those with problems
 - Recognize the nonverbal cues and behaviors that indicate tensions or problems
 - Recognize and deal with medical emergencies
 - Think and behave rationally when dealing with an emergency
 - Budget existing funds
 - Establish procedures to monitor income and expenditures
 - Maintain hygienic conditions for a patient
 - Document patient progress
 - Maintain needed supplies for a patient
 - Recognize and provide for the psychological/social needs of the ill or elderly
 - Provide for the physical and emotional comfort of a patient
 - Plan for and help patient enjoy appropriate exercise and recreation
 - Encourage and aid in the development of self-sufficiency for the patient within the limits of his/her illness
- Experience in:
- Teaching or teacher's aide
 - Nursing assistant
 - Hospital volunteer
 - Homemaking
 - Parenting
 - Care of ill, handicapped, or elderly family members
 - Counseling
 - Household work/cleaning service
 - Volunteer first aid/rescue squad
- Personal characteristics:
- Flexibility

Home Health Aide Rating List (continued)

A tolerance for varied life styles of people

Good health

Willingness to ask questions and bring up problems

Punctuality

Dependability

Insurance Sales Agent Rating List

Ability to:

- Plan, direct, and supervise the activities of others
- Adjust schedule to a variety of activities and frequent changes
- Influence other people
- Interpret the feelings, ideas, and opinions of others
- Work under stressful conditions
- Instruct others
- Do arithmetic computations
- Analyze a problem and act on that analysis
- Sell a product or service
- Keep records and prepare reports
- Obtain and verify factual information
- Interpret an organization and its systems for the delivery of services to the public and to people in need of assistance
- Identify target audiences
- Identify communications technique(s) appropriate to an audience
- Publicize and promote organizational materials
- Present arguments and evidence to support a position
- Use communication skills to persuade others
- Organize and conduct meetings
- Keep others informed about progress in a written or verbal form
- Translate information and facts to a level of understanding appropriate to the background and experience of an audience
- Make an effective oral presentation to a group
- Show sensitivity to and awareness of community attitudes and concerns
- Select insurance policies and plans that best meet a family's needs and circumstances
- Establish rapport with individuals of diverse backgrounds
- Respect and observe precautions regarding confidentiality of information
- Provide advice and informal counseling when necessary
- Conduct negotiations with an awareness that compromise may be necessary
- Establish or maintain financial or sales records

Insurance Sales Agent Rating List (continued)

- Establish or maintain fiscal records and procedures that will meet audit or accountability requirements
- Demonstrate the rationale for various kinds and amounts of insurance
- Assess potential markets
- Deal effectively with customers
- Maintain correspondence with customers
- Read an insurance policy with understanding and to interpret it
- Develop goals and plans for an activity within the constraints of time, money, and personnel
- Identify methods of evaluating effectiveness in meeting goals and timetables
- Identify the resources (people, time, money, authority) needed to accomplish an objective
- Coordinate several simultaneous projects
- Delegate responsibility and establish accountability methods to determine if those responsibilities have been met
- Establish and maintain procedures and monitor work quality and quantity
- Solicit and make constructive use of positive and negative feedback
- Keep records of individual or group progress
- Use methods of conflict resolution
- Prepare cost estimates
- Assess the impact of different factors on a problem
- Use contacts constructively
- Make field investigations and prepare reports
- Train others
- Deal with rejection
- Deal with adversity
- Motivate people
- Process information quickly
- Adapt to different types of people
- Deal with people non-judgmentally
- Work independently

Insurance Sales Agent Rating List (continued)

Experience in:

- Fund raising
- Direct sales of a product or service
- Organizing a sales program
- Training others
- Supervising others
- Retail sales
- Money management

Personal characteristics:

- Empathy
- Desire for advancement, achievement, success
- Self-confidence
- Competitiveness
- Good listener
- Self-direction
- Familiarity with the community
- Strong ego
- Gregarious

Personnel Worker Rating List

Ability to:

- Read, write, and speak English fluently
- Understand legal and financial terms
- Establish and maintain detailed records or files
- Write accurate, complete reports
- Explain and interpret legal and financial procedures orally and in writing
- Compile information about a problem
- Respect and observe precautions concerning confidentiality of information
- Demonstrate knowledge of laws that can affect finances
- Do arithmetic computations quickly and accurately
- Follow complex procedures precisely
- Use computerized records and enter information into them
- Follow orders and accept supervision
- Learn details of new procedures quickly
- Work steadily at repetitive tasks
- Adjust to a variety of activities and to unexpected changes
- Meet accountability demands of others
- Use a typewriter/computer terminal
- Establish and maintain fiscal records and procedures which will meet external audit and/or accountability requirements
- Plan an investment program in keeping with organizational needs and objectives
- Monitor an investment program and evaluate its effectiveness
- Demonstrate knowledge of the fundamentals of investment by explaining which investments were made or considered and why
- Demonstrate the rationale for various kinds and amounts of insurance (health, life, tenant, auto, etc.)
- Develop specific goals and plans for a specific activity, operating within constraints of available time, space, and personnel
- Identify methods of evaluating effectiveness in meeting goals and objectives
- Establish priorities based on the importance of each objective to goal attainment and on the resources available
- Work creatively within the structure of relationships and the setting of an organization

Personnel Worker Rating List (continued)

- Coordinate the execution of simultaneous projects
- Develop and use flow charts, pert charts, and other visual materials to describe the program's or project's work flow
- Delegate responsibility and establish accountability methods to determine if these responsibilities have been met
- Solicit and make constructive use of negative and positive feedback
- Help workers to see the relevance of their organization experience to their long-range career goals and/or personal development
- Develop and maintain a system of evaluating records of job performance
- Conduct salary administration and performance reviews for paid workers
- Handle out-placements and terminations
- Prepare a staffing plan and present the rationale for it
- Help supervisors deal with personnel problems
- Plan and implement programs for staff development
- Demonstrate knowledge of state and federal laws for employee compensation and benefits
- Deal with employee relations problems and develop programs to meet employee relations needs
- Plan and monitor a retirement program
- Plan and implement personnel policies and review them regularly for needed changes
- Develop an affirmative action program and monitor compliance
- Develop practical plans of identifying needs, time, costs, and personnel
- Prepare job descriptions
- Select and/or recruit individuals for a variety of jobs
- Develop and use techniques that will minimize conflicts between personnel
- Prepare advertisements to recruit personnel
- Provide orientation to personnel new to an organization
- Arrange for and monitor the job training of personnel
- Demonstrate a knowledge of the psychological principles which govern people's behavior in a work situation
- Prepare cost estimates for the use of personnel and their time
- Determine the cost-effectiveness of alternative plans for personnel allocation

Personnel Worker Rating List (continued)

- Abide by an organization's standards
 - Use problem-solving and decision-making skills
 - Identify areas where change is needed
 - Select methods and data which will document the need for change
 - Develop plans for investigating a problem area
 - Assess the impact of different factors on a problem area by various data collection techniques, such as interviewing, surveying, public discussions, etc.
 - Obtain and verify routine factual information from individuals
 - Develop training manuals
 - Identify training needs
 - Determine the suitability of various training approaches for individuals with different backgrounds and experiences
 - Establish rapport with individuals of diverse backgrounds
 - Demonstrate questioning skills
 - Demonstrate listening skills
 - Read with understanding and interpret insurance policies, medical consent and release forms, contracts, and legal agreements
 - Describe employees' legal rights in regard to benefits, such as pension, profit-sharing, life insurance, health insurance, and stock options
 - Persuade others
 - Negotiate with others
 - Deal with unpleasant confrontations
 - Work with different types of professionals (doctors, lawyers, insurance people)
- Experience in:
- Paralegal work
 - Insurance work
 - Legal secretarial
 - Nursing
 - Administration
 - Employment counseling
 - Union representation

Personnel Worker Rating List (continued)

Business

Computer programming

Banking

Teaching

Training

Personal characteristics:

Flexibility

Outgoing and gregarious

Well organized

Attention to detail

Good communications skills (both verbal and written)

Photo Laboratory Worker Rating List

Ability to:

- Make fine color discriminations
- Use safety precautions in working with chemical solutions
- Demonstrate good eye-hand coordination
- Work steadily at simple, repetitive tasks following a set procedure
- Follow directions
- Measure and mix chemicals
- Learn to operate several different types of machines
- Do simple arithmetic computations
- Demonstrate interest in mechanical processes
- Train others to operate machines
- Supervise others
- Cooperate with coworkers
- Sit still for long periods of time
- Evaluate a product using stated guidelines
- Do precise and accurate detailed work
- Take responsibility
- Follow orders and accept supervision
- Learn and apply rules
- Demonstrate skills in arts and/or crafts

Experience in:

- Work as an assembler
- Work in a factory
- Amateur photography

Personal characteristics:

- Not allergic to photo chemicals
- Punctual
- Able to do shift work
- Patient
- Dependable

Social Service Aide Rating List

Ability to:

- Manage time and schedule activities
- Organize and schedule work and people
- Set priorities
- Coordinate an activity
- Compile information about a problem
- Write clearly
- Perform clerical tasks
- Type 20 words per minute
- Carry out oral or written instructions
- Accept supervision
- Learn and apply the rules of an organization or agency
- Use office equipment
- Develop or maintain current files
- Keep records and prepare reports
- Interview to elicit and record background information
- Understand and fill out forms
- Check public records for information
- Articulate the philosophy of an organization or agency
- Interpret an organization and its system for the delivery of services to the public and to people in need
- Identify target groups to whom services should be directed
- Identify representatives of other organizations or of the government who should receive information about organizational or agency activities
- Establish interchange with representatives of various interest groups
- Present arguments and evidence to support a position
- Organize and conduct meetings
- Keep others informed about progress in written or in oral form
- Identify those people in community agencies, organizations, and services who can eliminate "red tape"
- Translate information and facts to a level of understanding appropriate to the background and experience of the audience
- Make an effective oral presentation to a group

Social Service Aide Rating List (continued)

- Serve as an interpreter or translator
- Demonstrate familiarity with the community and its concerns
- Identify and direct others to counseling services
- Provide information about agencies that can help with health, home, family, and other problems
- Make referrals to drug assistance programs
- Arrange for assistance to released prisoners
- Arrange for psychiatric help
- Identify legal resources and services to help with physical or emotional health problems
- Identify legal resources and services to help with legal, financial, consumer, drug, or alcohol problems
- Identify legal resources and services to help with problems of age, sex, or race discrimination
- Use information resources to locate community services and facilities
- Describe the various kinds of federal, state, and local aid available for people, who is eligible, and how to obtain this assistance
- Identify and refer others to tenant's rights, welfare rights, block associations, and other "grass roots" groups
- Explain how organizational and community structures relate to a problem and to its potential solutions
- Identify resources in the community that may enrich the life of the ill, elderly, or handicapped
- Identify and direct others to resources relevant to different cultural, ethnic, and religious heritages
- Select living quarters to meet a family's needs and circumstances
- Describe the rights and responsibilities of a tenant or home owner
- Build client confidence in an agency
- Establish rapport with individuals of diverse backgrounds
- Establish rapport with a person seeking advice
- Serve as a "sounding board" for those with problems
- Identify an individual's problems and difficulties
- Recognize the nonverbal cues and behaviors that indicate tensions or problems

Social Service Aide Rating List (continued)

- Use questioning skills
- Use listening skills
- Use techniques to help people talk spontaneously
- Use techniques to control the interchanges in counseling
- Take notes unobtrusively during counseling and/or interview
- Do referral counseling
- Do intake or entrance interviewing, screening, and placement
- Determine the urgency of a problem and handle it appropriately
- Respect and observe precautions concerning the confidentiality of client information
- Demonstrate techniques to prevent or limit conflict between individuals
- Demonstrate a knowledge of the capacities and needs of special groups (aged, handicapped, etc.)
- Identify the special needs of individuals who have a sudden change in their environment (death, divorce, etc.) and ways to meet these needs
- Provide advice and informal counseling
- Establish priorities in dealing with problems in an emergency
- Develop support systems to deal with emergencies
- Identify and direct others to sources of food, clothing, and shelter during personal crises or emergencies
- Identify areas where change is needed
- Obtain information about the groups affected by a problem and the existing programs and factors that impact on the problem
- Identify individuals and groups that can help to implement change in a problem area
- Use contacts constructively when seeking assistance with a problem
- Gather information by conducting interviews, confirming facts, and locating background data
- Make field investigations and prepare reports
- Prepare reports containing factual data and documentary or other evidence
- Prepare reports including statistics
- Train others to do a specific job or task
- Interface with professionals and the community

Social Service Aide Rating List (continued)

Match services and people

Judge how much information to reveal to a client

Motivate and persuade people

Handle large and small groups

Take constructive criticism

Decide on an appropriate action to remedy a situation

Experience in:

Secretarial work and/or typing

Social work/counseling

Clerical work (filing, stenographing, etc.)

Obtaining information from people by phone or interview

Making written or oral reports

Responding to telephone inquiries

Keeping accounts

Counseling groups or individuals

Referring others to sources of information and assistance

Working with youth groups

Working with the elderly

Working with the emotionally disturbed, mentally handicapped, or physically handicapped

Helping others obtain their rights (consumer action, tenant groups, civil/legal rights, etc.)

Organizing a group to solve a neighborhood or community problem

Interpreting for non-English speakers

Dealing with social service agencies

Personal characteristics:

Compassion

Empathy

Desire to help others

Appendix D

Revised Occupational Rating Lists from
the Experience Description Summary

AIRLINE RESERVATION AGENT RATING LIST

ABILITY TO:

- ___ 1. MANAGE TIME AND SCHEDULE ACTIVITIES
- ___ 2. ADVISE PEOPLE BY TELEPHONE
- ___ 3. REFER PEOPLE TO SOURCES OF INFORMATION AND ASSISTANCE
- ___ 4. DIRECT, CONTROL, AND PLAN THE ACTIVITIES OF OTHERS
- ___ 5. DO ARITHMETIC COMPUTATIONS
- ___ 6. LEARN NEW INFORMATION QUICKLY
- ___ 7. USE A TYPEWRITER
- ___ 8. FOLLOW ORDERS AND ACCEPT SUPERVISION
- ___ 9. PERSUADE OTHERS
- ___ 10. PLAN TRAVEL
- ___ 11. SELL A PRODUCT OR SERVICE
- ___ 12. ARRANGE GROUP TRIPS
- ___ 13. CONVEY INFORMATION BY TELEPHONE
- ___ 14. OBTAIN AND VERIFY INFORMATION BY TELEPHONE
- ___ 15. DEMONSTRATE KNOWLEDGE OF THE UNITED STATES AND/OR OTHER COUNTRIES
- ___ 16. USE QUESTIONING SKILLS
- ___ 17. USE LISTENING SKILLS

BANK CLERK/TELLER RATING LIST

ABILITY TO:

- ___ 1. MAKE CHANGE QUICKLY AND ACCURATELY
- ___ 2. GREET AND SERVE LARGE NUMBERS OF PEOPLE WHILE MAINTAINING A PLEASANT, ALERT MANNER
- ___ 3. UNDERSTAND SIMPLE CHECKING AND SAVINGS ACCOUNTS
- ___ 4. RESPECT AND SAFEGUARD THE PRIVACY AND CONFIDENTIALITY OF FINANCIAL RECORDS AND TRANSACTIONS
- ___ 5. LEARN DETAILS OF NEW PROCEDURES QUICKLY
- ___ 6. INTERPRET AN ORGANIZATION AND ITS SYSTEM FOR THE DELIVERY OF SERVICES TO THE PUBLIC
- ___ 7. DEMONSTRATE SENSITIVITY TO AND AWARENESS OF COMMUNITY ATTITUDES AND CONCERNS
- ___ 8. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
- ___ 9. ESTABLISH AND MAINTAIN FINANCIAL RECORDS
- ___ 10. USE BUSINESS FORMS
- ___ 11. DEAL EFFECTIVELY WITH CUSTOMERS
- ___ 12. WORK AS A CASHIER
- ___ 13. USE AN ADDING MACHINE
- ___ 14. BE PUNCTUAL AND CAREFUL
- ___ 15. FOLLOW ORDERS AND ACCEPT SUPERVISION
- ___ 16. HANDLE UNPLEASANT CONFRONTATIONS CHEERFULLY
- ___ 17. INSPIRE TRUST
- ___ 18. THINK AND BEHAVE RATIONALLY WHEN DEALING WITH AN EMERGENCY

CLAIMS ADJUSTER RATING LIST

ABILITY TO:

- ___ 1. DEVELOP AND MAINTAIN CURRENT FILES
- ___ 2. KEEP RECORDS AND PREPARE REPORTS
- ___ 3. OBTAIN AND VERIFY FACTUAL INFORMATION
- ___ 4. PRESENT ARGUMENTS AND EVIDENCE TO SUPPORT A POSITION
- ___ 5. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
- ___ 6. DETERMINE THE URGENCY OF A PROBLEM AND HANDLE IT APPROPRIATELY
- ___ 7. RESPECT THE CONFIDENTIALITY OF RECORDS AND PERSONAL INFORMATION
- ___ 8. DEAL WITH INTERPERSONAL PROBLEMS
- ___ 9. IDENTIFY THE NEEDS OF A PERSON IN A CRISIS SITUATION
- ___ 10. CONDUCT NEGOTIATIONS WITH AN AWARENESS THAT COMPROMISE MAY BE NECESSARY
- ___ 11. ESTABLISH PRIORITIES
- ___ 12. READ INSURANCE POLICIES, CONTRACTS, LEGAL AGREEMENTS, ETC., WITH UNDERSTANDING
- ___ 13. CONDUCT A SEARCH OF LEGAL DOCUMENTS TO OBTAIN INFORMATION
- ___ 14. SELECT DATA TO DOCUMENT A STATEMENT
- ___ 15. DEVELOP A PLAN TO INVESTIGATE A PROBLEM
- ___ 16. DEFINE AND DELIMIT THE BASIC ISSUES OF A PROBLEM
- ___ 17. USE CONTACTS CONSTRUCTIVELY WHEN DEALING WITH A PROBLEM
- ___ 18. GATHER INFORMATION BY INTERVIEWS, CONFIRMING FACTS, AND LOCATING DATA
- ___ 19. PREPARE REPORTS CONTAINING FACTUAL EVIDENCE
- ___ 20. DO ACCURATE DETAILED WORK
- ___ 21. PERFORM WORK UNDER STRESSFUL CONDITIONS
- ___ 22. DO COMPUTATIONS/ARITHMETIC
- ___ 23. LEARN COMPLEX INFORMATION
- ___ 24. ELICIT AND CONVEY INFORMATION OVER THE TELEPHONE
- ___ 25. DO FUND RAISING BY TELEPHONE
- ___ 26. DEMONSTRATE GOOD ORAL COMMUNICATIONS SKILLS

CREDIT/COLLECTION WORKER RATING LIST

ABILITY TO:

- ___ 1. READ, WRITE, AND SPEAK ENGLISH FLUENTLY
- ___ 2. UNDERSTAND LEGAL AND FINANCIAL TERMS
- ___ 3. JUDGE THE VALUE OF CARS, FURNISHINGS, AND OTHER OBJECTS
- ___ 4. ESTABLISH AND MAINTAIN DETAILED RECORDS
- ___ 5. ENCOURAGE THE DEVELOPMENT OF "COMMON SENSE"
- ___ 6. DEMONSTRATE KNOWLEDGE OF LAWS THAT CAN AFFECT FINANCES
- ___ 7. USE TECHNIQUES OF CONFLICT RESOLUTION
- ___ 8. BE SELF-MOTIVATED, SELF-STARTING
- ___ 9. BE COMPETITIVE, STRIVE TO BETTER PERFORMANCE
- ___ 10. WORK UNDER CLOSE SUPERVISION
- ___ 11. REMAIN CALM, FIRM, AND BUSINESS-LIKE DURING CONFRONTATIONS WITH PEOPLE
- ___ 12. NEGOTIATE BETWEEN PEOPLE

ELECTRONICS ASSEMBLER RATING LIST

ABILITY TO:

- ___ 1. WORK STEADILY AT REPETITIVE MANUAL TASKS
- ___ 2. USE A SOLDERING IRON
- ___ 3. READ A BLUEPRINT OR DIAGRAM
- ___ 4. EXPLAIN HOW THINGS WORK
- ___ 5. DO ARITHMETIC COMPUTATIONS
- ___ 6. ATTEND TO DETAIL
- ___ 7. DO ELECTRICAL AND/OR SMALL APPLIANCE REPAIRS
- ___ 8. ASSEMBLE CHILDREN'S TOYS AND/OR PLAY EQUIPMENT
- ___ 9. DO PRECISE AND ACCURATE DETAILED WORK
- ___ 10. ORGANIZE A PROJECT INTO ITS COMPONENT PARTS AND DETERMINE THE SEQUENCE
IN WHICH THESE ACTIVITIES NEED TO BE PERFORMED
- ___ 11. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
- ___ 12. MEET ACCOUNTABILITY DEMANDS OF OTHERS
- ___ 13. OBSERVE SAFETY PRECAUTIONS WHEN USING TOOLS, EQUIPMENT, AND MACHINES
- ___ 14. MAKE MECHANICAL REPAIRS ON HOUSEHOLD ITEMS
- ___ 15. DO WORK UTILIZING HAND TOOLS
- ___ 16. DO CRAFTS, SUCH AS WEAVING, STAINED GLASS, MACRAME, JEWELRY MAKING, ETC.
- ___ 17. DO KNITTING AND CROCHETING AND/OR NEEDLEWORK
- ___ 18. BE RELIABLE AND PUNCTUAL
- ___ 19. BE WILLING TO CONTINUE LEARNING NEW INFORMATION
- ___ 20. WORK WITH HANDS QUICKLY AND WITH DEXTERITY

FLORAL DESIGNER RATING LIST

ABILITY TO:

- ___ 1. APPLY PRINCIPLES OF COLOR, TEXTURE, AND DESIGN
- ___ 2. USE AESTHETIC GUIDELINES (BALANCE, PROPORTION, ETC.) IN PLANNING FLORAL ARRANGEMENTS
- ___ 3. USE SCISSORS, KNIVES, AND WIRE CUTTERS
- ___ 4. MAINTAIN CUT FLOWERS IN PROPER CONDITION
- ___ 5. VISUALIZE HOW A COMPLETED FLORAL ARRANGEMENT SHOULD LOOK
- ___ 6. IDENTIFY FLOWERS AND PLANTS BY NAME
- ___ 7. INTERACT PLEASANTLY WITH CUSTOMERS
- ___ 8. DO SIMPLE ARITHMETIC COMPUTATIONS
- ___ 9. ESTABLISH AND MAINTAIN FINANCIAL OR SALES RECORDS
- ___ 10. FOLLOW DIRECTIONS AND ACCEPT SUPERVISION
- ___ 11. SELL A PRODUCT OR SERVICE
- ___ 12. USE ARTISTIC SENSE
- ___ 13. BE CREATIVE

HOME HEALTH AIDE RATING LIST

ABILITY TO:

- ___ 1. WORK WITH THE ELDERLY
- ___ 2. WORK WITH YOUNG CHILDREN
- ___ 3. SUPERVISE CHILDREN
- ___ 4. SHOW COMPASSION FOR THOSE WITH PROBLEMS
- ___ 5. RECOGNIZE AND DEAL WITH MEDICAL EMERGENCIES
- ___ 6. THINK AND BEHAVE RATIONALLY WHEN DEALING WITH AN EMERGENCY
- ___ 7. PROVIDE STANDARD FIRST AID
- ___ 8. ASSURE THAT A PATIENT GETS PROPER REST
- ___ 9. ASSURE THAT A PATIENT TAKES MEDICATION AS ORDERED
- ___ 10. FEED A PATIENT
- ___ 11. MAINTAIN CLEAN AND HAZARD-FREE LIVING QUARTERS FOR A PATIENT AND/OR FAMILY
- ___ 12. RESPECT A PATIENT'S/FAMILY'S NEED FOR PRIVACY AND CONFIDENTIALITY
- ___ 13. EVALUATE AND ADAPT A HOME IN TERMS OF A PATIENT'S DISABILITY
- ___ 14. HELP A PATIENT DEVELOP WAYS OF COPING WITH THE DEMANDS OF DAILY LIFE
- ___ 15. ASSIST A PATIENT IN THE USE OF SPECIAL EQUIPMENT (WHEEL CHAIR, CRUTCHES, ETC.)
- ___ 16. ENCOURAGE A PATIENT TO DEVELOP SOCIAL SKILLS
- ___ 17. CARE FOR THE PHYSICAL AND EMOTIONAL NEEDS OF A PATIENT, FAMILY, AND/OR CHILDREN
- ___ 18. MAINTAIN HYGIENIC CONDITIONS FOR A PATIENT
- ___ 19. PROVIDE FOR THE PHYSICAL AND EMOTIONAL COMFORT OF A PATIENT
- ___ 20. ENCOURAGE AND AID IN THE DEVELOPMENT OF SELF-SUFFICIENCY FOR A PATIENT WITHIN THE LIMITS OF HIS/HER ILLNESS
- ___ 21. DOCUMENT PATIENT PROGRESS
- ___ 22. MAKE ORAL REPORTS ABOUT A PATIENT
- ___ 23. RECOGNIZE THE SIDE EFFECTS OF COMMON MEDICATION
- ___ 24. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
- ___ 25. BE TOLERANT OF THE VARIED LIFE STYLES OF PEOPLE
- ___ 26. ENCOURAGE THE DEVELOPMENT OF "COMMON SENSE"
- ___ 27. PERFORM WORK UNDER STRESSFUL CONDITIONS
- ___ 28. FOLLOW ORDERS AND ACCEPT SUPERVISION
- ___ 29. DIRECT, CONTROL, AND PLAN THE ACTIVITIES OF OTHERS
- ___ 30. BE SELF-DIRECTED

CONTINUED ON THE NEXT PAGE

HOME HEALTH AIDE RATING LIST (continued)

ABILITY TO:

- ___ 31. BE FLEXIBLE
- ___ 32. PLAN MENUS AND PREPARE MEALS
- ___ 33. DEMONSTRATE KNOWLEDGE OF THE BASIC RULES OF NUTRITION
- ___ 34. EVALUATE THE FRESHNESS AND QUALITY OF MEAT, FISH, POULTRY, FRUIT,
VEGETABLES, AND DAIRY PRODUCTS
- ___ 35. EVALUATE THE QUALITY OF PURCHASES MADE
- ___ 36. OBSERVE SPECIAL DIET RULES
- ___ 37. PREPARE AND STORE FOOD SO AS TO CONSERVE NUTRIENTS

INSURANCE SALES AGENT RATING LIST

ABILITY TO:

- ___ 1. INFLUENCE OTHER PEOPLE
- ___ 2. INTERPRET THE IDEAS, FEELINGS, AND OPINIONS OF OTHERS
- ___ 3. WORK UNDER STRESSFUL CONDITIONS
- ___ 4. DO ARITHMETIC COMPUTATIONS
- ___ 5. ANALYZE A PROBLEM AND ACT ON THAT ANALYSIS
- ___ 6. OBTAIN AND VERIFY FACTUAL INFORMATION
- ___ 7. PRESENT ARGUMENTS AND EVIDENCE TO SUPPORT A POSITION
- ___ 8. MAKE AN EFFECTIVE ORAL PRESENTATION
- ___ 9. SELECT INSURANCE POLICIES AND PLANS THAT BEST MEET A FAMILY'S NEEDS AND CIRCUMSTANCES
- ___ 10. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
- ___ 11. ASSESS POTENTIAL MARKETS
- ___ 12. DEVELOP GOALS AND PLANS FOR AN ACTIVITY WITHIN THE CONSTRAINTS OF TIME, MONEY, AND PERSONNEL
- ___ 13. EVALUATE EFFECTIVENESS IN MEETING GOALS AND TIMETABLES
- ___ 14. IDENTIFY THE RESOURCES (PEOPLE, TIME, MONEY, AUTHORITY) NEEDED TO ACCOMPLISH AN OBJECTIVE
- ___ 15. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
- ___ 16. SOLICIT AND MAKE CONSTRUCTIVE USE OF POSITIVE AND NEGATIVE FEEDBACK
- ___ 17. KEEP RECORDS OF INDIVIDUAL OR GROUP PROGRESS
- ___ 18. USE CONTACTS CONSTRUCTIVELY
- ___ 19. DEAL WITH REJECTION
- ___ 20. DEAL WITH ADVERSITY
- ___ 21. MOTIVATE PEOPLE
- ___ 22. WORK INDEPENDENTLY
- ___ 23. DO FUND RAISING
- ___ 24. DIRECT THE SALE OF A PRODUCT OR SERVICE
- ___ 25. ORGANIZE A SALES PROGRAM
- ___ 26. COMPETE WITH OTHERS
- ___ 27. BE SELF-DIRECTED

PERSONNEL WORKER RATING LIST

ABILITY TO:

- ___ 1. ESTABLISH AND MAINTAIN DETAILED RECORDS OR FILES
- ___ 2. WRITE ACCURATE, COMPLETE REPORTS
- ___ 3. RESPECT AND OBSERVE PRECAUTIONS CONCERNING CONFIDENTIALITY OF INFORMATION
- ___ 4. FOLLOW COMPLEX PROCEDURES PRECISELY
- ___ 5. FOLLOW ORDERS AND ACCEPT SUPERVISION
- ___ 6. LEARN DETAILS OF NEW PROCEDURES QUICKLY
- ___ 7. MEET ACCOUNTABILITY DEMANDS OF OTHERS
- ___ 8. USE A TYPEWRITER
- ___ 9. ESTABLISH AND MAINTAIN FISCAL RECORDS AND PROCEDURES
- ___ 10. EXPLAIN THE RATIONALE FOR VARIOUS KINDS AND AMOUNTS OF INSURANCE (HEALTH, LIFE, ETC.)
- ___ 11. DEVELOP SPECIFIC GOALS AND PLANS FOR A SPECIFIC ACTIVITY, OPERATING WITHIN CONSTRAINTS OF AVAILABLE TIME, SPACE, AND PERSONNEL
- ___ 12. IDENTIFY METHODS OF EVALUATING EFFECTIVENESS IN MEETING GOALS AND OBJECTIVES
- ___ 13. ESTABLISH PRIORITIES BASED ON THE IMPORTANCE OF EACH OBJECTIVE TO GOAL ATTAINMENT AND ON THE RESOURCES AVAILABLE
- ___ 14. WORK CREATIVELY WITHIN THE STRUCTURE OF RELATIONSHIPS AND THE SETTING OF AN ORGANIZATION
- ___ 15. DELEGATE RESPONSIBILITY AND ESTABLISH ACCOUNTABILITY METHODS TO DETERMINE IF THESE RESPONSIBILITIES HAVE BEEN MET
- ___ 16. HELP PEOPLE SEE THE RELEVANCE OF THEIR ORGANIZATIONAL EXPERIENCE TO THEIR LONG-RANGE CAREER GOALS AND/OR PERSONAL DEVELOPMENT
- ___ 17. DEVELOP AND MAINTAIN A SYSTEM OF EVALUATING JOB PERFORMANCE
- ___ 18. CONDUCT SALARY ADMINISTRATION AND/OR PERFORMANCE REVIEWS
- ___ 19. HANDLE OUT-PLACEMENTS AND/OR JOB TERMINATIONS
- ___ 20. PLAN AND IMPLEMENT PROGRAMS FOR STAFF DEVELOPMENT
- ___ 21. DEAL WITH EMPLOYEE RELATIONS PROBLEMS
- ___ 22. PLAN AND MONITOR A RETIREMENT PROGRAM
- ___ 23. PLAN AND IMPLEMENT PERSONNEL POLICIES
- ___ 24. PREPARE JOB DESCRIPTIONS
- ___ 25. SELECT AND/OR RECRUIT INDIVIDUALS FOR A VARIETY OF JOBS
- ___ 26. PROVIDE ORIENTATION TO PERSONNEL NEW TO AN ORGANIZATION
- ___ 27. ARRANGE FOR AND MONITOR THE JOB TRAINING OF PERSONNEL

PERSONNEL WORKER RATING LIST (continued)

ABILITY TO:

- 28. ABIDE BY AN ORGANIZATION'S STANDARDS
- 29. OBTAIN AND VERIFY ROUTINE FACTUAL INFORMATION FROM INDIVIDUALS
- 30. IDENTIFY TRAINING NEEDS
- 31. DEVELOP TRAINING MANUALS
- 32. DETERMINE THE SUITABILITY OF VARIOUS TRAINING APPROACHES FOR INDIVIDUALS
WITH DIFFERENT BACKGROUNDS AND EXPERIENCES
- 33. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
- 34. USE QUESTIONING SKILLS
- 35. USE LISTENING SKILLS
- 36. NEGOTIATE WITH OTHERS
- 37. DEAL WITH UNPLEASANT CONFRONTATIONS
- 38. BE OUTGOING AND GREGARIOUS

PHOTO LABORATORY TECHNICIAN RATING LIST

ABILITY TO:

- ___ 1. MAKE FINE COLOR DISCRIMINATIONS
- ___ 2. WORK STEADILY AT SIMPLE REPETITIVE TASKS, FOLLOWING A SET PROCEDURE
- ___ 3. FOLLOW DIRECTIONS
- ___ 4. SUPERVISE OTHERS
- ___ 5. SUPERVISE OTHERS
- ___ 6. BE STILL FOR LONG PERIODS OF TIME
- ___ 7. EVALUATE A PRODUCT, USING STATED GUIDELINES
- ___ 8. DO PRECISE AND ACCURATE DETAILED WORK
- ___ 9. TAKE RESPONSIBILITY
- ___ 10. FOLLOW ORDERS AND ACCEPT SUPERVISION
- ___ 11. LEARN AND APPLY RULES

SOCIAL SERVICE AIDE RATING LIST

ABILITY TO:

- ___ 1. CARRY OUT ORAL OR WRITTEN INSTRUCTIONS
- ___ 2. ACCEPT SUPERVISION
- ___ 3. LEARN AND APPLY THE RULES OF AN ORGANIZATION OR AGENCY
- ___ 4. DEVELOP OR MAINTAIN CURRENT FILES
- ___ 5. KEEP RECORDS AND PREPARE REPORTS
- ___ 6. UNDERSTAND AND FILL OUT FORMS
- ___ 7. ARTICULATE THE PHILOSOPHY OF AN ORGANIZATION OR AGENCY
- ___ 8. INTERPRET AN ORGANIZATION AND ITS SYSTEM FOR THE DELIVERY OF SERVICES TO THE PUBLIC AND TO PEOPLE IN NEED
- ___ 9. IDENTIFY GROUPS TO WHOM SOCIAL SERVICES SHOULD BE DIRECTED
- ___ 10. IDENTIFY REPRESENTATIVES OF OTHER ORGANIZATIONS OR OF THE GOVERNMENT WHO SHOULD RECEIVE INFORMATION ABOUT ORGANIZATIONAL OR AGENCY ACTIVITIES
- ___ 11. KEEP OTHERS INFORMED ABOUT PROGRESS IN WRITTEN OR IN ORAL FORM
- ___ 12. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
- ___ 13. ESTABLISH RAPPORT WITH A PERSON SEEKING ADVICE
- ___ 14. SERVE AS A "SOUNDING BOARD" FOR THOSE WITH PROBLEMS
- ___ 15. USE QUESTIONING SKILLS
- ___ 16. USE LISTENING SKILLS
- ___ 17. RESPECT AND OBSERVE PRECAUTIONS CONCERNING THE CONFIDENTIALITY OF INFORMATION
- ___ 18. PROVIDE ADVICE AND INFORMAL COUNSELING
- ___ 19. GATHER INFORMATION BY CONDUCTING INTERVIEWS, CONFIRMING FACTS, AND LOCATING BACKGROUND INFORMATION
- ___ 20. PREPARE REPORTS CONTAINING FACTUAL DATA AND DOCUMENTARY OR OTHER EVIDENCE
- ___ 21. MOTIVATE AND PERSUADE PEOPLE
- ___ 22. DO TYPING
- ___ 23. DO CLERICAL WORK (FILING, ETC.)
- ___ 24. MAKE WRITTEN OR ORAL REPORTS
- ___ 25. REFER OTHERS TO SOURCES OF INFORMATION AND ASSISTANCE
- ___ 26. INTERPRET FOR NON-ENGLISH SPEAKERS
- ___ 27. SHOW COMPASSION
- ___ 28. SHOW EMPATHY
- ___ 29. WRITE CLEARLY
- ___ 30. TAKE CONSTRUCTIVE CRITICISM

Appendix E

Interview Discussion Record Form
Covering Letter (AACJC)



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**CENTER FOR
WOMEN'S OPPORTUNITIES**

April, 1979

Dear AAWCJC Member:

A random sample of women instructors and curricular program managers have been selected to participate in the national study being conducted by Dr. Ruth Ekstrom of Educational Testing Service and Carol Eliason of CWO/AACJC. The program's goals and objectives are described in the enclosed folder.

We need your response to the attached survey instrument as rapidly as possible to meet USOE/BOAE deadlines. Please be sure to mail your reply soonest.

If you have any questions, please call Carol Eliason at 202-293-7050, or Ruth Ekstrom at 609-921-9000.

Thank you,

Carol Eliason

Carol Eliason
Director,
CWO/AACJC

P.S. We will add your name to our project dissemination list upon receipt of your questionnaire. If this survey is not appropriate to your current employment, please pass it on to another instructor, male or female, in your college.

Appendix F

Draft Vocational Education Rating Lists

Computer Programmer Rating List

Ability to:

- Operate a keypunch accurately
- Operate a sorter
- Operate a reproducer to gang-punch cards
- Establish a file in a computer
- Obtain a file listing from a computer
- Use a file editor to make file corrections, additions, and deletions
- Use a file editor to enter a coded program into a computer
- Load and execute a simple computer program
- Differentiate between sequential processing and direct-access processing
- Use terminals for data input/output
- Use step-by-step logical reasoning
- Write and execute programs in a computer language
- Understand the capabilities and functions of a computer
- Debug a computer program
- Do set arithmetic
- Convert from number base ten, number base two, eight, or sixteen
- Do arithmetic operations in base two, eight, or sixteen
- Perform arithmetic operations with signed numbers (+, -)
- Construct truth tables for logical statements
- Perform algebraic operations with polynomials
- Perform algebraic operations with fractions
- Use exponents
- Solve linear equations
- Solve quadratic equations
- Solve simultaneous equations
- Do accounting showing debit and credit balances
- Do trial balance
- Keep an accounting journal or ledger
- Do double entry bookkeeping
- Read and interpret a balance sheet
- Keep a sales journal

Computer Programmer Rating List (continued)

- Compute trade and cash discounts
- Determine accounts receivable and payable
- Keep a cash receipts journal
- Compute delivery charges and sales taxes on merchandise sold
- Determine credit terms
- Develop and/or maintain a merchandise inventory
- Determine the value of plant assets and/or intangible assets
- Prepare and defend an income tax return
- Develop and/or maintain a payroll system
- Determine the value of stock and the earnings and dividends from stock
- Evaluate the advantages and disadvantages of various short- and long-term investments
- Determine the cost of a manufactured product including materials, labor, and overhead
- Carry out clerical tasks
- Carry out oral and written instructions of some complexity
- Learn and apply rules
- Develop and/or maintain office files
- Use data processing equipment
- Use unit pricing and other techniques to compare costs
- Determine from among several items which one is the best buy
- Investigate credit options
- Select bank accounts, savings plans, and investments that meet needs and circumstances
- Understand and interpret a budget
- Present the rationale and justification for a budget
- Prepare budget projections based on cost trends
- Establish procedures to monitor income and expenditures
- Monitor income and expenses to exercise fiscal control and/or adjust budget
- Apply appropriate accounting/bookkeeping techniques in maintaining financial records
- Establish and maintain fiscal records and procedures that will meet external audit requirements

Computer Programmer Rating List (continued)

- Monitor an investment program and evaluate its effectiveness
- Determine retail prices on the basis of cost and overhead when a product or service is sold
- Organize a program or project into its component parts and determine the sequence in which these activities need to be performed
- Establish work flow and work loading procedures
- Develop and use flow charts, pert charts, and other visual materials to describe a program's or project's work flow
- Establish and maintain procedures to monitor work quality and quantity
- Determine the cost effectiveness of alternative plans
- Make electrical wiring and small appliance repairs
- Use problem-solving and decision-making skills
- Make inferences from data
- Analyze and summarize data
- Do precise and accurate detailed work
- Use a pocket calculator
- Use an adding machine

Experience in:

- Keeping accounts for all or part of a volunteer organization
- Submitting a budget for all or part of a volunteer organization
- Being responsible for the financial management of a volunteer organization
- Retail sales
- Office work
- Home budgeting and financial record keeping
- Money management
- Bookkeeping/accounting
- Bank clerk/teller
- Scientific/technical work
- Mechanical/repair work

Cook/Chef Rating List

Ability to:

- Serve attractive and palatable meals
- Produce a quality food product
- Evaluate prepared food
- Do quantity cooking or baking
- Demonstrate knowledge and understanding of the basic elements of nutrition
- Plan, write, and evaluate menus using nutrition principles, cost, and eye appeal as guidelines
- Use cost/benefits ratios in menu planning
- Determine food prices on the basis of cost and overhead factors
- Use appropriate preparation, cooking, serving, and storage methods to conserve food nutrients
- Evaluate the cost and nutritional value of alternative methods of preparing the same foods
- Conserve energy in food preparation and storage
- Evaluate the freshness and quality of meat, fish, poultry, fruit, vegetable, and dairy products
- Use proper methods of receiving and storing perishable, canned, boxed, and frozen foods
- Prevent common food storage problems
- Use purchase orders and other procedures for ordering on the wholesale food market
- Inventory food and paper products supplies
- Determine the appropriate quantity of food to buy
- Read food labels to evaluate quality and weight of contents
- Identify grades and quality of food
- Maintain correspondence with suppliers
- Work with purveyors
- Demonstrate techniques of portion control in preparing and serving food
- Select and prepare meat and poultry products by boiling, sauteing, roasting, deep fat frying, stewing, braising, and broiling
- Identify various cuts of meat
- Select meats suitable for various preparation techniques
- Meet sanitation and safety requirements in food handling

Cook/Chef Rating List (continued)

- Set up work stations for quantity food preparation (snack bars, vegetable preparation, sandwich preparation, dishwashing, etc.)
- Demonstrate the skills and knowledge required of a short-order cook
- Design the menu, prepare and display food for a cold buffet
- Design the menu, prepare and display food for a hot buffet
- Set up a steam table for use in serving a cafeteria line
- Use the basic tools of bulk food preparation (oven, mixer, chopper, knives, slicer, refrigerator, freezer, fryers, broilers, dishwasher, whips, spoons, ladles, tongs, etc.)
- Select, use, and care for kitchen appliances and utensils
- Apply safety rules in the use of kitchen equipment
- Explain or provide first aid procedures for burns, cuts, choking, etc.
- Operate and care for food preparation equipment using work habits and correct sanitary procedures
- Use standardized recipes
- Read written recipes
- Follow written and oral instructions for dry or wet measurement
- Use weights and measures accurately in a recipe
- Extend or divide recipes
- Demonstrate familiarity with gourmet cookbooks
- Recognize and use menu terminology correctly
- Serve as hostess/host in restaurant
- Serve as waitress/waiter in restaurant
- Assess potential markets for food
- Evaluate customer consumption patterns
- Deal effectively and willingly with customers
- Make taste discriminations
- Make smell discriminations
- Work with hands quickly and with dexterity
- Stand on feet for long periods of time
- Take extremes of temperature
- Be creative

Cook/Chef Rating List (continued)

- Be patient
- Develop goals and plans for an activity operating within the constraints of time, space, and personnel
- Coordinate the execution of simultaneous projects
- Establish and maintain procedures to monitor work quality and quantity
- Set priorities
- Work under pressure
- Hire people
- Evaluate employees
- Solicit and make constructive use of negative and positive feedback
- Prepare work schedule assignment sheets for chefs, cooks, salad makers, bakers, etc., to coordinate food production
- Supervise dining room and kitchen staff
- Motivate employees
- Gain respect of employees
- Prepare yeast breads, yeast rolls, and sweet goods
- Prepare quick breads
- Prepare butter cakes and icings
- Decorate cakes in simple designs
- Prepare various kinds of pie crusts and fillings and assemble them into finished pies
- Prepare foam cakes (angel food, sponge, chiffon)
- Prepare cookies
- Prepare desserts, such as custards, cheesecakes, mousses, from scratch
- Prepare food specialties for regional, ethnic, or cultural groups
- Prepare meals or adapt recipes to meet special diet needs
- Prepare salads
- Prepare salad dressings
- Prepare appetizers, canapes, and hors d'oeuvres
- Prepare various types of soups
- Prepare sauces and gravies
- Prepare vegetables for quantity food service

Cook/Chef Rating List (continued)

Prepare potatoes, rice, and pasta

Prepare various seafood products

Prepare sandwiches

Prepare garnishes for food

Prepare egg and breakfast dishes

Prepare non-alcoholic beverages (such as punch) and coffee

Use regional and seasonal foods

Use convenience foods

Work with left-over foods

Identify and prepare fruit products

Experience in:

Paid work as a cook

Paid work as a waitress/waiter

Cooking and baking

Gourmet/international cooking

Quantity food preparation

Catering for small parties

Evaluating and purchasing food

Dispensing Optician Rating List

Ability to:

- Demonstrate knowledge of the terminology and principles of optics
- Demonstrate knowledge of the anatomy of the eye
- Demonstrate knowledge of the fundamentals of lens manufacturing
- Measure the distance between the pupils of the eyes
- Use lens measuring instruments
- Operate lens edging and beveling machines
- Use small hand tools (pliers, files, screwdrivers, etc.)
- Check eyeglasses for power and lens quality
- Read a lens prescription
- Insert lenses into frames
- Adjust frames to a customer
- Prepare a work order for eyeglasses
- Order eyeglasses
- Evaluate a product using specifications or guidelines
- Detect potential health and safety hazards in items
- Do arithmetic and computations
- Develop and/or maintain current files
- Keep records and prepare reports
- Be responsible for financial management
- Be responsible for day-to-day administration
- Supervise the work of others
- Assist in the maintenance of medical records
- Follow orders and accept supervision
- Do precise and accurate detailed work
- Establish rapport with individuals of diverse backgrounds
- Establish rapport with those seeking advice
- Show compassion for those with problems
- Recognize the nonverbal cues and behaviors that indicate problems
- Respect and observe precautions concerning confidentiality of patients/
customers and their medical records
- Provide advice and informal counseling when appropriate
- Apply principles of color and design

Dispensing Optician Rating List (continued)

- Use aesthetic guidelines in evaluation
 - Select items which will coordinate with clothing
 - Obtain and verify routine factual information
 - Recognize and deal with medical emergencies
 - Establish procedures to monitor income and expenditures
 - Survey and choose among suppliers of products or services
 - Determine prices on the basis of cost and overhead factors
 - Arrange for or oversee performance of advertising, publicity, marketing, or sales promotion
 - Maintain correspondence with suppliers and customers
 - Maintain supplies needed for patients/customers
 - Establish and maintain procedures to monitor work quality and quantity
 - Solicit and make constructive use of negative and positive feedback
 - Maintain time and salary records
 - Deal with employee relations problems
 - Care for and maintain the materials and equipment used in optical dispensing
 - Make simple mechanical repairs
 - Train others to do specific jobs or tasks
- Experience in:
- Working in a medical setting
 - Record keeping
 - Conducting visual activity screening examinations
 - Advising others on selecting becoming styles
 - Retail sales

Drafter Rating List

Ability to:

- Construct lines using drafting equipment
- Do technical lettering
- Apply geometric construction
- Do free-hand sketching
- Sketch objects using orthographic projection
- Show dimensions of objects drawn
- Draw sectional views of objects
- Identify the symbols used in architectural drafting
- Sketch a rough floor plan for a house
- Draw a final floor plan for a house
- Draw elevations for a house
- Draft a map showing subdivisions
- Draft a map showing contours and/or topography
- Make an isometric drawing
- Use basic terminology to describe screw threads and fasteners
- Make simplified drawings of threads
- Make schematic drawings of threads
- Use basic terminology to describe cams and gear parts
- Draw a line or curve chart from data
- Draw a bar chart from data
- Draw a pie chart from data
- Make a detailed working draft
- Work neatly and accurately
- Make an assembly working drawing
- Use standard block lettering
- Operate a blueprint machine
- Determine the type of house that can be built on a given lot
- Determine traffic and utilization areas for a house
- Draw a house foundation and footing plan
- Draw a wall section to scale
- Draw detailed sections of doors and windows

Drafter Rating List (continued)

- Draw the electrical layout for a residence
 - Draw the plumbing layout for a residence
 - Draw the heating and air conditioning layout for a residence
 - Prepare door, window, interior, and exterior finish schedules for a residence
 - Make tracings of simple architectural drawings
 - Make minor alterations to drawings or tracings
 - Draw simple construction details
 - Visualize what is to be drawn
 - Read a blueprint
 - Use drafting instruments
 - Identify the common methods and materials used in building construction
 - Identify the typical work flow and methods used in machine shops and/or foundries
 - Read mechanical drawings
 - Express ideas by drawing
 - Do simple carpentry and construction
 - Do electrical wiring
 - Do painting, wallpapering, etc.
 - Do interior design planning
 - Do precise and accurate detailed work
 - Do a repetitive task following a set procedure
 - Analyze a problem
 - Follow orders and accept supervision
 - Use principles of balance, proportion, etc., in planning home design
 - Create original home designs
 - Prepare scale drawings of a room or house
 - Establish work flow and/or work loading procedures
 - Develop flow charts, pert charts, and other visual materials
 - Identify architectural styles
- Experience in:
- Drawing

Drafter Rating List (continued)

Painting

Building trades

Electronics Technician Rating List

Ability to:

- Calculate voltage, current, and power values for a DC source
- Convert a meter into a voltmeter, ammeter, or ohmmeter
- Determine the internal resistance of any DC power supply
- Determine the load required for maximum power transfer from a DC power supply
- Select the proper size and type of wire for a given application
- Define basic electrical and magnetic terms
- Calculate voltage, current, power, and phase shift values for an AC source
- Identify a circuit and its components
- Analyze a mathematically stated AC wave
- Graph the voltage through a resistor and capacitor
- Collect and evaluate data to determine the EMF and internal impedance of an AC power source
- Construct and analyze a characteristic curve for a tube or semi-conductor diode
- Calculate and draw the output voltages and waveforms in a rectifier circuit
- Recognize the various types of rectifier circuits
- Calculate the effects various types of filtering have on the output voltages of a power supply
- Explain how current flows through a transistor
- Explain how a transistor affects current
- Explain what is meant by amplification
- Determine how a transistor amplification will function
- Calculate the component values used in common emitter amplifiers
- Identify, from observing a circuit schematic, which of the circuit configurations is being used
- Determine how a tube amplifier will function
- Read simple orthographic drawings
- Identify common mechanical drawing instruments
- Make orthographic drawings
- Read and construct pictorial drawings
- Dimension basic isometric and orthographic drawings

Electronics Technician Rating List (continued)

- Use common shop layout and measuring instruments
- Use a micrometer and vernier caliper accurately
- Use a drill press
- Use a bench grinder
- Observe safe work habits in a workshop
- Use common tools correctly and safely
- Identify various types of electrical drawings
- Draw electrical and electronic symbols
- Locate points identified on a schematic in equipment or components
- Convert a pictorial drawing to a schematic
- Draw a schematic of the power supply of a receiver
- Identify commonly used industrial and house wiring symbols
- Read and draw elementary ladder diagrams
- Lay out a PC circuit, using recommended patterns
- Describe the procedure for making a printed circuit using the photographic method
- Process a PC board using the photo resist method
- Connect and solder shielded cable, stranded wire, and solid wire
- Conduct a test lead using alligator clips and a coaxial connector
- Lace a wire harness
- Breadboard and test a simple electronics project
- Carry out oral and written directions of some complexity
- Learn and apply rules
- Detect potential safety hazards in items
- Identify and correct safety problems, such as worn wiring
- Prepare scale drawings
- Establish work flow and work loading procedures
- Organize a project into its component parts and determine the sequence in which these activities need to be performed
- Develop and use flow charts and other visual materials
- Establish and maintain procedures to monitor work quality and quantity

Electronics Technician Rating List (continued)

- Care for the equipment used in a home
- Care for and make minor repairs on an automobile
- Use safety precautions when working with tools, equipment, and machinery
- Make mechanical repairs on household items
- Make electrical wiring and small appliance repairs
- Do stained glass work, jewelry making, or other craft activities that involve soldering
- Do art or arts and crafts projects that involve etching
- Do precise and accurate detailed work
- Do a repetitive task following a set procedure
- Analyze a problem
- Solve a problem
- Do computations/arithmetic

Graphic Arts/Lithographer Rating List

Ability to:

- Develop photographic film - black and white, color
- Make photographic prints - black and white, color
- Make print enlargements
- Identify style, size, and families of type
- Measure copy size and line lengths in printer's measure and inches
- Write layout specifications
- Compute dimensions on layout
- Construct and design layouts
- Read and correct layouts
- Make dummies of layouts
- Maintain files of art for use in layouts
- Select paper and ink from sample books
- Figure printing costs
- Proofread and compare copy
- Mark errors on proofs for correction
- Cut acetate overlays
- Perform type setting operations
- Program and set-up composing machines
- Set copy
- Edit and correct composed copy
- Maintain and service composing machines
- Lay out and position paste-ups
- Locate and position windows on paste-ups
- Paste-up copy
- Prepare a darkroom for photo composition
- Shoot line copy
- Reduce and/or enlarge copy
- Use correct bellows and lens in making camera settings
- Use correct F stops and focal length in making camera settings
- Determine correct exposure time and filter factors in making camera settings
- Expose and process film and printing material

Graphic Arts/Lithographer Rating List (continued)

- Maintain darkroom equipment and make minor repairs
 - Lay out and mark work for stripping
 - Open flats and opaque negatives
 - Strip changes and corrections into negatives
 - Maintain stripping and drafting tools
 - Determine plate exposure time
 - Develop photo offset plates
 - Operate an offset press
 - Do bindery operations by hand, by machine
 - Do precise and accurate detailed work
 - Do a task following a set procedure
 - Develop and maintain current files
 - Carry out oral or written instructions of some complexity
 - Coordinate the development of materials for production
 - Create audio-visual materials for media use
 - Apply principles of color and design
 - Use color, light, and space to create a specific kind of appearance
 - Use aesthetic guidelines (balance, proportion, etc.) in evaluating a plan or design
 - Prepare scale drawings
 - Care for and maintain materials and equipment
 - Observe proper safety precautions while using tools, equipment, and machines
- Experience in:
- Design and/or layout of newsletters, brochures, etc.
 - Coordinating printing of materials
 - Ordering printing supplies
 - Running printing equipment
 - Proofreading and editing
 - Painting
 - Photography

Library Technician Rating List

Ability to:

- Prepare library materials for circulation
- Use basic library tools, such as the card catalogue
- Use reference sources, such as the encyclopedia, dictionary, almanac, and bibliographies
- Use computerized information retrieval systems
- Check books in and out
- Repair books
- Inventory overdue books and send notices
- Assist in cataloguing new books
- Assist in ordering new books
- Read the shelves and correct shelving as necessary
- Identify the criteria used to select books, periodicals, pamphlets, and non-print materials
- Make out purchase orders for print and non-print materials
- Process orders, including checking in orders and filing orders
- Type catalogue cards
- File library catalogue cards correctly
- Use shelf list file
- Mark spines, stamp, and apply plastic jackets to books
- Prepare and maintain picture files
- Prepare and maintain clipping files
- Utilize library circulation procedures
- Identify common library classification systems
- Shelve materials according to a designated classification system
- Use call numbers to identify and locate books
- Use the Reader's Guide to Periodical Literature to locate material
- Prepare reports on daily circulation
- Type 40 words per minute
- Verify orders for books, periodicals, and non-print materials
- Use tape recorders, movie and film strip projectors, slide projectors, and similar audio-visual equipment
- Use microfilm and microform readers

Library Technician Rating List (continued)

- Use mounting and laminating equipment
- Prepare a bibliography on a topic covering both books and periodical material
- Make and mount transparencies for use in an opaque projector
- Do office work, such as typing, filing, and mimeographing
- Respond to telephone inquiries for information
- Deal with other people
- Evaluate books and other materials
- Do accurate detailed work
- Do a repetitive task following a set procedure
- Compile information
- Carry out oral and written instructions
- Accept supervision
- Demonstrate the use of office equipment
- Develop or maintain files
- Use computers and data processing equipment
- Obtain and verify factual information
- Check public records for information
- Choose appropriate audio-visual materials
- Identify and use information resources to locate community services and facilities
- Locate and direct others to information resources that can help with the evaluation of goods and services; evaluation of health and safety hazards; identification of best buys; etc.
- Demonstrate sensitivity to and awareness of community concerns
- Identify community social, educational, and cultural resources
- Identify and use resources relevant to different cultural, ethnic, and religious heritages
- Evaluate books and movies to determine their suitability for a child
- Identify resources in the community that can be used to augment school and preschool activities
- Develop displays and special exhibits
- Prepare display materials

Library Technician Rating List (continued)

- Maintain correspondence with suppliers
- Tell stories to children
- Assist parents, teachers, and others working with children in the selection of books and other materials
- Gather information by confirming facts and locating background data
- Limit the focus of research by conceptualizing issues and defining variables
- Develop and maintain a collection of research materials
- Assist in the development of bibliographies
- Research genealogical and family history records
- Help with library user services
- Assist with circulation of library materials
- Assist individuals with handicaps (e.g., visual) in locating and using special library materials that will meet their needs
- Determine the needs of library users and refer them to the appropriate materials
- Develop and maintain a collection of materials relevant to a specialty
- Evaluate the appropriateness of non-print library materials for specific groups or activities
- Write research reports
- Train others to do specific jobs or tasks
- Work with school-age children
- Work with preschool-age children
- Experience in:
 - Secretarial work/typing
 - Library work
 - Clerical work
 - Serving as a public or school library volunteer

Medical Record Technician Rating List

Ability to:

- Type 40 words per minute
- Demonstrate familiarity with medical terminology
- Demonstrate a basic knowledge of human anatomy and anatomical terms
- Spell correctly
- Identify words that are misspelled
- Define common medical terms
- Use correct abbreviations for anatomic terms
- Use correct abbreviations for medical procedures
- Use correct abbreviations for laboratory tests
- Use correct medical terminology for common diseases and types of injuries
- Identify the types of tests, records, and clinical information important in the diagnosis and treatment of common medical problems
- Define the terms commonly used in psychotherapy and psychiatry
- Identify and describe common neurological signs and symptoms
- Describe the symptoms of common diseases
- Identify the medical procedures most frequently used in diagnosing and treating common medical problems
- Change a typewriter ribbon
- Adjust a typing chair
- Use a transcriber machine
- Use medical dictionaries and other medical terminology references
- Use a Selectric typewriter
- Proofread and correct typed material
- Develop and/or maintain a medical records file
- Evaluate a medical record as a legal document
- Determine if an individual or agency is authorized to receive medical records and related information
- Demonstrate familiarity with the methods of numbering and filing medical records
- Supervise medical record management
- Describe the common laws and medical policies governing medical record retention
- Treat a medical record as a confidential document

Medical Record Technician Rating List (continued)

- Design medical record chart forms
- Use a computerized medical record system
- Do alphabetical and numerical filing accurately
- Analyze the advantages/disadvantages of using microfilm/computer medical records
- Define legal terms that are relevant in dealing with medical records
- Demonstrate familiarity with how the U.S. legal system pertains to hospitals
- Describe the types of consent involved in dealing with medical records
- Demonstrate familiarity with disease and operation classification systems
- Code common medical diagnoses and procedures
- Index and retrieve medical information using diagnostic and procedural codes
- Use disease and operation classifications
- Develop and maintain medical record indexes
- Develop and maintain a cancer registry
- Abstract medical information from records
- Retrieve medical information from indexes and registers
- Cope with day-to-day supervisory responsibilities in a medical records department
- Communicate new developments in medical records practice to hospital personnel
- Recognize the ethical responsibilities of medical record technicians
- Recognize deficiencies in medical records and identify the physician responsible for completing the deficiency
- Carry out discharge analysis of medical records
- Do precise and accurate detailed work
- Do a repetitive task following a set procedure
- Negotiate between two or more people
- Instruct others
- Supervise others
- Manage others
- Take responsibility
- Analyze a problem
- Compile information about a problem

Medical Record Technician Rating List (continued)

- Carry out oral and written instructions of some complexity
- Follow orders and accept supervision
- Learn and apply rules
- Develop and maintain current files
- Use data processing equipment
- Obtain and verify routine facts
- Keep records and prepare reports from them
- Keep others informed in writing or verbally
- Identify those people in community agencies, organizations, and services who can eliminate "red tape"
- Act as liaison between various departments of a hospital
- Translate information and facts to a level of understanding appropriate to the background and experience of an individual
- Describe the various kinds of federal and state medical aid available to people and who is eligible for each
- Establish rapport with individuals of diverse backgrounds
- Establish rapport with a person seeking information
- Show compassion for those with problems
- Use good questioning skills
- Determine the urgency of a problem and handle it appropriately
- Respect and observe precautions concerning confidentiality of patient information
- Provide advice and informal counseling when appropriate
- Recognize and deal with medical emergencies
- Think and behave rationally when dealing with an emergency
- Establish priorities in dealing with problems in an emergency
- Perform emergency communication functions
- Read with understanding and interpret medical consent and release forms
- Recognize evidence of evasion and discrepancies in medical or legal records
- Establish work flow procedures
- Delegate responsibility and establish accountability methods to determine if these responsibilities have been met
- Establish and maintain procedures to monitor work quality and quantity

Medical Record Technician Rating List (continued)

Meet accountability demands of others

Use problem-solving and decision-making skills

Use a library and other reference sources

Gather information by locating background data, confirming facts, and identifying trends

Limit the focus of research by defining variables and identifying the unit of analysis

Analyze and summarize data

Obtain and verify routine factual information

Prepare reports containing factual data

Write research reports

Experience in:

Working in a hospital, nursing home, or other medical setting

Working with physically or mentally ill individuals

Keeping accurate records of health care

Providing home health care for children, chronically ill or handicapped individuals, or the elderly

Doing office work, such as typing and filing

Working with a first aid or rescue squad

Assisting with the maintenance of medical records in a hospital or nursing home

Occupational Therapy Assistant Rating List

Ability to:

- Work with the emotionally disturbed
- Work with the mentally handicapped
- Work with the physically handicapped
- Work with the physically ill
- Work with the elderly
- Understand the characteristics of the general treatment principles for stroke, cerebral palsy, emotional and mental disfunctions
- Identify and explain basic patient care procedures for disease and for disabilities
- Demonstrate a knowledge of human development
- Identify the most common psychiatric disorders
- Recognize the common side effects of psychiatric medication
- Keep patient as physically attractive as disease allows
- Keep patient clean
- Supply attractive, nutritious meals
- Assure that patient gets proper rest
- Assure that patient takes medication as ordered
- Do cardio-pulmonary resuscitation
- Provide standard first aid
- Understand how to transfer and transport patient/client
- Understand how to position a patient to prevent deformities and improve functioning
- Make static splints
- Examine/test use of prosthetic devices
- Provide a safe environment for patient
- Evaluate a home in relation to patient's disability
- Establish long- and short-term therapeutic goals
- Help patients develop better ways of coping with the demands of daily life
- Use problem-solving techniques to adapt activities to the needs of a patient
- Evaluate a patient's vocation and avocational interests in terms of specific disabilities
- Assess patient performance in daily living skills

Occupational Therapy Assistant Rating List (continued)

- Apply knowledge of anatomy and physiology to occupational therapy
- Contribute to the planning of an occupational therapy program
- Use occupational therapy activities to restore or develop performance skills
- Understand the physical, emotional, and educational needs of an individual with a physical or emotional handicap
- Analyze a craft in terms of sensory input, specific motions required, and therapeutic aspects
- Use reference material to learn a new craft or to learn advanced techniques in a familiar craft
- Do leather work
- Do ceramic work
- Do block printing
- Make mosaics
- Teach card and board games
- Do basket weaving
- Do needlework (knit, crochet, embroider, etc.)
- Use wood working tools
- Weave on a lap, table, or floor loom
- Use clay, metal, wood, yarn, and other craft materials
- Sew and use sewing tools
- Teach games requiring gross motor activity, such as bowling, volleyball, badminton, table tennis, and billiards
- Teach simple horticulture
- Teach music or drama
- Do copper tooling
- Use art media, such as finger paints, acrylics, tempera, pastels, and crayons
- Do macrame
- Play a musical instrument
- Teach an activity or skill to an individual
- Teach an activity to a group
- Use group process as a therapeutic tool

Occupational Therapy Assistant Rating List (continued)

- Plan and organize cooperative and competitive activities and know when each is appropriate
- Give proper care and maintenance to occupational therapy equipment
- Operate an occupational therapy area with consideration for safety, organization, and housekeeping
- Order supplies and equipment for an activity
- Inventory supplies and equipment
- Plan and carry out trips to sporting events, dramatic presentations, concerts, recreational areas, museums, etc., for patients/clients
- Write step-by-step procedures for an activity
- Observe patient for unusual signs
- Write concise, understandable reports
- Make observational records of patients
- Report orally on a patient's condition
- Record and report professional information
- Carry out oral and written instructions and directions
- Follow orders and accept supervision
- Obtain and verify routine factual information
- Make an effective oral presentation to a group
- Establish rapport with individuals of diverse backgrounds
- Show compassion for those with problems
- Relate to patients and staff in a responsible, courteous, and caring manner
- Provide information about agencies that can help with health, home, family, and other problems
- Help arrange for psychiatric assistance
- Assist others in obtaining funds for social programs and services
- Identify and direct others to free or low-cost public services
- Identify and use community resources that may enrich the life of the ill, elderly, or handicapped
- Identify and select appropriate educational environments
- Assist individuals with handicaps in locating and using materials which will meet their needs
- Identify those people in community agencies, organizations, and services who can eliminate "red tape"

Occupational Therapy Assistant Rating List (continued)

- Encourage the development of self-sufficiency for a patient within the limits of his/her illness or handicap
 - Identify methods of evaluating effectiveness in meeting goals and objectives
 - Identify when a change or termination of therapy is appropriate
 - Identify and explain the basic concepts of health care delivery
 - Train groups or individuals in preventive or remedial health care
 - Recognize the nonverbal cues and behaviors that indicate tensions and problems
 - Encourage the development of "common sense"
 - Determine the urgency of a problem and handle it appropriately
 - Respect patients' need for privacy and confidentiality
 - Understand professional ethics and responsibilities
 - Understand the legal implications of therapy and therapy records
 - Manage time and schedule activities
 - Encourage the development of social skills
 - Use remotivation technique
 - Use reality orientation
 - Set and monitor instructional objectives
 - Use audio-visual materials
 - Help those being trained to see the relevance of their training experience to their long-range career goals and/or personal development
 - Develop positive student/client attitudes toward learning
- Experience in:
- Paid work as a teacher
 - Paid work as a nurse
 - Caring for an ill, elderly, or handicapped family member
 - Volunteer work assisting an occupational therapist in a hospital or nursing home

Respiratory Therapy Worker Rating List

Ability to:

- Communicate effectively with patients
- Observe hospital protocol and ethics
- Take patient's vital signs
- Use common pulmonary terms and symbols
- Describe anatomy and physiology of the cardiovascular system
- Describe anatomy and physiology of the respiratory system
- Use aerosol therapy
- Use simple oxygen delivery systems
- Clean and sterilize equipment
- Provide first aid for injuries
- Work with ill children, adolescents, and/or adults
- Teach or train individuals in preventive or remedial health care
- Assist in maintenance of medical records
- Deal with other people
- Do precise and accurate detailed work
- Do a repetitive task following a set procedure
- Interpret others' feelings
- Perform work under stressful conditions
- Carry out oral and written directions of some complexity
- Follow orders and accept supervision
- Keep records and prepare reports
- Translate information and facts to a level appropriate to an individual's background and experience
- Establish rapport with individuals of diverse backgrounds
- Show compassion for those with problems
- Identify an individual's problems and difficulties
- Recognize the nonverbal cues which indicate problems
- Determine the urgency of a problem and handle it appropriately
- Respect and observe the confidentiality of medical records
- Recognize and deal with medical emergencies
- Think and behave rationally when dealing with an emergency
- Perform basic life support functions

Respiratory Therapy Worker Rating List (continued)

- Provide general assistance in a hospital emergency room
 - Provide general assistance in a hospital outpatient department
 - Assist in a hospital pharmacy
 - Provide a safe environment for a patient
 - Provide effective medical care for a patient
 - Maintain supplies needed by a patient
 - Recognize and provide for the psychological needs of the ill
 - Provide for the physical and emotional comfort of a patient
 - Plan for and help patients enjoy appropriate exercise
 - Encourage and aid in the development of patient self-sufficiency within the limits set by the illness
 - Meet accountability demands of others
 - Care for and maintain the materials and equipment used in respiratory therapy
 - Observe safety precautions in using equipment and medicine
- Experience in:
- Paid work in nursing
 - Caring for the elderly or handicapped
 - Providing home health care
 - Work as a member of a first aid/rescue squad
 - Working with the ill in a hospital or nursing home

Welder Rating List

Ability to:

- Use the fundamentals of mathematics, as applied to addition, subtraction, multiplication, and division of whole numbers
- Work mathematical problems involving common fractions and decimals
- Do mathematical problems involving powers and roots
- Solve mathematical problems using simple algebraic rules and formulas
- Use basic geometry to determine areas and volumes
- Read and interpret the basic elements of a blueprint
- Interpret one, two, and three view mechanical drawings
- Understand size description and dimensioning procedures in mechanical drawing
- Interpret welding symbols and abbreviations used on blueprints
- Understand the common lines used in blueprints
- Understand the standard gauges used in wire, sheets, plates, and pipe
- Explain, from a blueprint, where to weld and the amount and type of weld to use
- Make mechanical drawings and sketches
- Make objects from metal to correspond with simple mechanical drawings
- Lay out sheet metal objects and bend them for welding
- Use and care for fabricating tools
- Use common hand tools, such as rules, calipers, and hacksaws
- Do basic operations on machine shop tools, such as drill press, engine lathe, and milling machine
- Follow safe and efficient work habits in a machine shop
- Perform bench work
- Do basic layout procedures
- Explain how the basic laws of physics, as related to topics such as heat, force, and energy, apply to welding work
- Explain how the properties of solids, liquids, and gases are related to welding
- Recognize the quality of welds
- Correct defects in a weld
- Describe the methods of testing welds
- Test a weld

Welder Rating List (continued)

Use and maintain oxyacetylene equipment for welding and cutting
Do soldering and/or brazing
Identify types of metal
Identify the correct joining process for a specified situation
Use electric arc welding equipment
Run high quality weld beads
Prepare metals for welding
Use safe work habits with welding equipment
Use the equipment necessary in gas shielded arc welding
Select the best shielding gas or gases for a specific job
Run beads and make fillet welds and butt welds using the metal inert gas process
Make satisfactory welds on aluminum, stainless steel, copper, and carbon steel
Identify the most frequently used piping layouts
Lay out and fabricate pipe welding joints
Do electrical wiring and small appliance repairs
Do plumbing repairs
Do simple carpentry and construction projects around the home
Assemble and/or repair children's toys and play equipment
Make layout plans for placement of furniture in a room
Plan layouts and design for posters, newsletters, etc.
Do arts and crafts work with stained glass or other craft involving soldering
Do jewelry making or other metal-working arts and crafts projects
Assemble radios, hi-fi sets, etc., from kits or components
Do precise and accurate detailed work
Do computations and arithmetic
Carry out oral and written directions of some complexity
Follow orders and accept supervision
Detect potential health and safety hazards
Prepare scale drawings of a room or house

Welder Rating List (continued)

Organize a project into its component parts and determine the sequence in which these activities need to be performed

Establish work flow procedures

Establish and maintain procedures to monitor work quality and quantity

Care for and maintain materials and equipment

Use proper safety precautions in working with tools, equipment, and machines

Make mechanical repairs on household items

Make minor repairs on an automobile

Appendix G

**Revised Vocational Education Rating Lists from
the Experience Description Summary**

COMPUTER PROGRAMMER RATING LIST

ABILITY TO:

- ___ 1. USE STEP-BY-STEP LOGICAL REASONING
- ___ 2. CARRY OUT ORAL AND WRITTEN INSTRUCTIONS OF SOME COMPLEXITY
- ___ 3. LEARN AND APPLY RULES
- ___ 4. USE PROBLEM-SOLVING AND DECISION-MAKING SKILLS
- ___ 5. ANALYZE AND SUMMARIZE DATA
- ___ 6. MAKE INFERENCES FROM DATA
- ___ 7. DEVELOP AND USE CHARTS AND OTHER VISUAL MATERIALS TO DESCRIBE A PROGRAM'S OR PROJECT'S WORK FLOW
- ___ 8. PERFORM ARITHMETIC OPERATIONS WITH SIGNED NUMBERS (+, -)
- ___ 9. DO SIMPLE ALGEBRA
- ___ 10. USE A POCKET CALCULATOR OR OTHER DATA PROCESSING EQUIPMENT
- ___ 11. USE A TYPEWRITER COMPUTER TERMINAL
- ___ 12. THINK LOGICALLY
- ___ 13. DO MECHANICAL WORK OR REPAIR HOME APPLIANCES
- ___ 14. ORGANIZE A PROJECT INTO ITS COMPONENT PARTS AND DETERMINE THE ORDER IN WHICH THESE ACTIVITIES MUST BE PERFORMED

COOK/CHEF RATING LIST

ABILITY TO:

- ___ 1. PLAN, WRITE, AND EVALUATE MENUS USING NUTRITIONAL PRINCIPLES, COST, AND EYE APPEAL AS GUIDELINES
- ___ 2. EVALUATE THE COST AND NUTRITIONAL VALUE OF ALTERNATIVE METHODS OF PREPARING THE SAME FOODS
- ___ 3. EVALUATE AND PURCHASE FOODS
- ___ 4. EVALUATE THE FRESHNESS AND QUALITY OF MEAT, FISH, POULTRY, FRUIT, VEGETABLES, AND DAIRY PRODUCTS
- ___ 5. DETERMINE THE APPROPRIATE QUANTITY OF FOOD TO BUY
- ___ 6. DO COOKING AND BAKING
- ___ 7. PREPARE FOOD IN QUANTITY (FOR LARGE GROUPS)
- ___ 8. CATER FOOD FOR SMALL PARTIES
- ___ 9. PREPARE SALADS AND SALAD DRESSINGS
- ___ 10. PREPARE VARIOUS TYPES OF SOUPS, SAUCES, AND GRAVIES
- ___ 11. PREPARE POTATOES, RICE, AND PASTA
- ___ 12. PREPARE VARIOUS SEAFOOD PRODUCTS
- ___ 13. PREPARE SANDWICHES
- ___ 14. PREPARE EGG AND BREAKFAST DISHES
- ___ 15. IDENTIFY AND PREPARE FRUIT PRODUCTS
- ___ 16. PREPARE GARNISHES FOR FOOD
- ___ 17. PREPARE VEGETABLES FOR QUANTITY FOOD SERVICE
- ___ 18. WORK WITH LEFT-OVER FOODS
- ___ 19. EVALUATE PREPARED FOOD
- ___ 20. PRODUCE A QUALITY FOOD PRODUCT
- ___ 21. USE WEIGHTS AND MEASURES ACCURATELY IN A RECIPE
- ___ 22. MEET SANITATION AND SAFETY REQUIREMENTS IN HANDLING FOOD
- ___ 23. APPLY SAFETY RULES IN THE USE OF KITCHEN EQUIPMENT
- ___ 24. USE THE BASIC TOOLS OF BULK FOOD PREPARATION (OVEN, MIXER, CHOPPER, SLICER, ETC.)
- ___ 25. RECOGNIZE AND USE MENU TERMINOLOGY CORRECTLY
- ___ 26. SET PRIORITIES
- ___ 27. WORK UNDER PRESSURE
- ___ 28. SELECT MEATS SUITABLE FOR VARIOUS PREPARATION TECHNIQUES
- ___ 29. WORK WITH HANDS QUICKLY AND WITH DEXTERITY
- ___ 30. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY

DISPENSING OPTICIAN RATING LIST

ABILITY TO:

- ___ 1. DO PRECISE AND ACCURATE DETAILED WORK
- ___ 2. USE SMALL HAND TOOLS (PLIERS, FILES, SCREWDRIVERS, ETC.)
- ___ 3. DO ARITHMETIC AND COMPUTATIONS
- ___ 4. ADVISE OTHERS ABOUT SELECTING BECOMING STYLES
- ___ 5. SHOW COMPASSION FOR THOSE WITH PROBLEMS
- ___ 6. ESTABLISH RAPPORT WITH THOSE SEEKING ADVICE
- ___ 7. RECOGNIZE THE NONVERBAL CUES AND BEHAVIORS WHICH INDICATE PROBLEMS
- ___ 8. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
- ___ 9. PREPARE A WORK ORDER
- ___ 10. SURVEY AND CHOOSE AMONG SUPPLIERS OF PRODUCTS
- ___ 11. BE RESPONSIBLE FOR DAY-TO-DAY ADMINISTRATION
- ___ 12. ESTABLISH PROCEDURES TO MONITOR INCOME AND EXPENDITURES
- ___ 13. DETERMINE PRICES ON THE BASIS OF COST AND OVERHEAD FACTORS
- ___ 14. ARRANGE FOR OR OVERSEE PERFORMANCE OF ADVERTISING, PUBLICITY, MARKETING,
OR SALES PROMOTION
- ___ 15. MAINTAIN CORRESPONDENCE WITH SUPPLIERS AND CUSTOMERS
- ___ 16. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
- ___ 17. DEAL WITH EMPLOYEE RELATIONS PROBLEMS

DRAFTER RATING LIST

ABILITY TO:

- ___ 1. SIT STILL FOR LONG PERIODS OF TIME
- ___ 2. DRAW
- ___ 3. EXPRESS IDEAS BY DRAWING
- ___ 4. VISUALIZE WHAT IS TO BE DRAWN
- ___ 5. SKETCH OBJECTS SO AS TO SHOW THREE DIMENSIONS
- ___ 6. DRAW SECTIONAL VIEWS OF OBJECTS
- ___ 7. SHOW DIMENSIONS OF OBJECTS DRAWN
- ___ 8. DRAW A MAP SHOWING CONTOURS AND/OR TYPOGRAPHY
- ___ 9. DRAW A LINE, BAR, OR PIE CHART FROM DATA
- ___ 10. USE STANDARD BLOCK LETTERING
- ___ 11. DO TECHNICAL LETTERING
- ___ 12. READ A BLUEPRINT
- ___ 13. USE DRAFTING INSTRUMENTS
- ___ 14. WORK NEATLY AND ACCURATELY
- ___ 15. DO PRECISE AND ACCURATE DETAILED WORK
- ___ 16. ANALYZE A PROBLEM
- ___ 17. FOLLOW ORDERS AND ACCEPT SUPERVISION
- ___ 18. MAKE A DETAILED DRAWING
- ___ 19. CREATE ORIGINAL HOME DESIGNS
- ___ 20. DO HOME REPAIRS, CARPENTRY, OR CONSTRUCTION

ELECTRONICS TECHNICIAN RATING LIST

ABILITY TO:

- ___ 1. MAKE ELECTRICAL WIRING AND SMALL APPLIANCE REPAIRS
- ___ 2. IDENTIFY AN ELECTRICAL CIRCUIT AND ITS COMPONENTS
- ___ 3. MAKE MECHANICAL REPAIRS ON HOUSEHOLD ITEMS
- ___ 4. CARE FOR THE EQUIPMENT USED IN A HOME
- ___ 5. CARE FOR AND MAKE MINOR REPAIRS ON AN AUTOMOBILE
- ___ 6. USE COMMON HAND TOOLS CORRECTLY AND SAFELY
- ___ 7. USE COMMON MEASURING INSTRUMENTS
- ___ 8. OBSERVE SAFE WORK HABITS IN A WORKSHOP
- ___ 9. USE SAFETY PRECAUTIONS WHEN WORKING WITH TOOLS, EQUIPMENT, AND MACHINERY
- ___ 10. IDENTIFY COMMON MECHANICAL DRAWING INSTRUMENTS
- ___ 11. MAKE PICTORIAL DRAWINGS
- ___ 12. CONVERT A PICTORIAL DRAWING TO A SCHEMATIC DRAWING
- ___ 13. PREPARE SCALE DRAWINGS
- ___ 14. IDENTIFY COMMONLY USED HOUSE WIRING SYMBOLS
- ___ 15. DETECT POTENTIAL SAFETY HAZARDS IN ITEMS
- ___ 16. IDENTIFY AND CORRECT SAFETY PROBLEMS, SUCH AS WORN WIRING
- ___ 17. CARRY OUT ORAL AND WRITTEN DIRECTIONS OF SOME COMPLEXITY
- ___ 18. LEARN AND APPLY RULES
- ___ 19. ORGANIZE A PROJECT INTO ITS COMPONENT PARTS AND DETERMINE THE SEQUENCE IN WHICH THESE ACTIVITIES NEED TO BE PERFORMED
- ___ 20. DEVELOP AND USE FLOW CHARTS AND OTHER VISUAL MATERIALS
- ___ 21. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
- ___ 22. ANALYZE A PROBLEM
- ___ 23. SOLVE A PROBLEM
- ___ 24. DO PRECISE AND ACCURATE DETAILED WORK
- ___ 25. DO A REPETITIVE TASK FOLLOWING A SET PROCEDURE
- ___ 26. DO COMPUTATIONS/ARITHMETIC
- ___ 27. DO STAINED GLASS WORK, JEWELRY MAKING, OR OTHER CRAFT ACTIVITIES THAT INVOLVE SOLDERING
- ___ 28. DO ART OR CRAFTS PROJECTS THAT INVOLVE ETCHING
- ___ 29. BUILD A RADIO, HI-FI, OR OTHER ELECTRONIC ITEM FROM A KIT OR COMPONENT PARTS

GRAPHIC ARTS/LITHOGRAPHER RATING LIST

ABILITY TO:

- ___ 1. DESIGN OR PLAN THE LAYOUT OF NEWSLETTERS, BROCHURES, ETC.
- ___ 2. WRITE LAYOUT SPECIFICATIONS
- ___ 3. FIGURE PRINTING COSTS
- ___ 4. COORDINATE THE PRINTING OF MATERIALS
- ___ 5. COORDINATE THE DEVELOPMENT OF MATERIALS FOR PRODUCTION
- ___ 6. EDIT AND CORRECT COMPOSED COPY
- ___ 7. MAINTAIN FILES OF ART FOR USE IN LAYOUTS
- ___ 8. DEVELOP AND MAINTAIN CURRENT FILES
- ___ 9. ORDER SUPPLIES
- ___ 10. TAKE PHOTOGRAPHS
- ___ 11. EXPOSE AND PROCESS FILM
- ___ 12. USE CORRECT F STOPS AND FOCAL LENGTH IN MAKING CAMERA SETTINGS
- ___ 13. DETERMINE CORRECT EXPOSURE TIME IN MAKING CAMERA SETTINGS
- ___ 14. USE CORRECT LENS AND BELLOWS TO TAKE CLOSE-UPS
- ___ 15. DEVELOP PHOTOGRAPHIC FILM
- ___ 16. MAKE PHOTOGRAPHIC PRINTS
- ___ 17. MAKE PHOTO ENLARGEMENTS
- ___ 18. APPLY THE PRINCIPLES OF COLOR AND DESIGN
- ___ 19. USE COLOR, LIGHT, AND SPACE TO CREATE A SPECIFIC KIND OF APPEARANCE
- ___ 20. USE AESTHETIC GUIDELINES (BALANCE, PROPORTIONS, ETC.) IN EVALUATING A PLAN OR DESIGN

LIBRARY TECHNICIAN RATING LIST

ABILITY TO:

- ___ 1. USE BASIC LIBRARY TOOLS, SUCH AS THE CARD CATALOGUE
- ___ 2. USE REFERENCE BOOKS, SUCH AS THE ENCYCLOPEDIA, DICTIONARY, ALMANAC, AND BIBLIOGRAPHIES
- ___ 3. USE LIBRARY CALL NUMBERS TO IDENTIFY AND LOCATE BOOKS
- ___ 4. USE THE READER'S GUIDE TO PERIODICAL LITERATURE TO LOCATE MATERIAL
- ___ 5. PREPARE A BIBLIOGRAPHY ON A TOPIC COVERING BOTH BOOKS AND PERIODICALS
- ___ 6. ASSIST IN THE DEVELOPMENT OF BIBLIOGRAPHIES
- ___ 7. RESEARCH GENEALOGICAL AND FAMILY HISTORY RECORDS
- ___ 8. HELP WITH LIBRARY USER SERVICES
- ___ 9. ASSIST IN CIRCULATION OF LIBRARY MATERIALS
- ___ 10. ASSIST PARENTS, TEACHERS, AND OTHERS WORKING WITH CHILDREN IN THE SELECTION OF BOOKS AND OTHER MATERIALS
- ___ 11. IDENTIFY AND USE INFORMATION RESOURCES TO LOCATE COMMUNITY SERVICES AND FACILITIES
- ___ 12. LOCATE AND DIRECT OTHERS TO INFORMATION RESOURCES THAT CAN HELP WITH THE EVALUATION OF GOODS AND SERVICES; THE EVALUATION OF HEALTH AND SAFETY HAZARDS; THE IDENTIFICATION OF BEST BUYS; ETC.
- ___ 13. IDENTIFY AND USE RESOURCES RELEVANT TO DIFFERENT CULTURAL, ETHNIC, AND RELIGIOUS HERITAGES
- ___ 14. INVENTORY OVERDUE BOOKS AND SEND NOTICES
- ___ 15. ASSIST IN CATALOGUING NEW BOOKS
- ___ 16. FILE LIBRARY CATALOGUE CARDS CORRECTLY
- ___ 17. PREPARE REPORTS ON LIBRARY CIRCULATION
- ___ 18. MAKE OUT PURCHASE ORDERS
- ___ 19. PROCESS ORDERS, INCLUDING CHECKING IN AND FILING
- ___ 20. TYPE
- ___ 21. PREPARE AND MAINTAIN FILES
- ___ 22. VERIFY ORDERS
- ___ 23. USE TAPE RECORDERS, MOVIE AND FILM STRIP PROJECTORS, SLIDE PROJECTORS, AND SIMILAR AUDIO-VISUAL EQUIPMENT
- ___ 24. MAKE AND MOUNT TRANSPARANCIES FOR USE IN AN OPAQUE PROJECTOR
- ___ 25. DEAL WITH OTHER PEOPLE
- ___ 26. DO ACCURATE DETAILED WORK
- ___ 27. DO A REPETITIVE TASK FOLLOWING A SET PROCEDURE
- ___ 28. CARRY OUT ORAL AND WRITTEN INSTRUCTIONS

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LIBRARY TECHNICIAN RATING LIST (continued)

ABILITY TO:

- 29. ACCEPT SUPERVISION
- 30. TRAIN OTHERS TO DO SPECIFIC JOBS OR TASKS
- 31. COMPILE INFORMATION
- 32. OBTAIN AND VERIFY FACTUAL INFORMATION
- 33. CHECK PUBLIC RECORDS FOR INFORMATION
- 34. GATHER INFORMATION BY CONFIRMING FACTS AND LOCATING BACKGROUND DATA
- 35. PREPARE DISPLAY MATERIALS

MEDICAL RECORDS TECHNICIAN RATING LIST

ABILITY TO:

- ___ 1. ABSTRACT INFORMATION WITH ACCURACY
- ___ 2. CODE AND CATALOGUE OR INDEX INFORMATION
- ___ 3. RECOGNIZE AND SUMMARIZE PERTINENT INFORMATION
- ___ 4. DEMONSTRATE FAMILIARITY WITH MEDICAL TERMINOLOGY
- ___ 5. DEMONSTRATE A BASIC KNOWLEDGE OF HUMAN ANATOMICAL TERMS
- ___ 6. SPELL CORRECTLY
- ___ 7. USE CORRECT MEDICAL TERMINOLOGY FOR COMMON DISEASES AND TYPES OF INJURIES
- ___ 8. DEFINE COMMON MEDICAL TERMS
- ___ 9. USE MEDICAL DICTIONARIES AND OTHER MEDICAL TERMINOLOGY REFERENCES
- ___ 10. TREAT MEDICAL INFORMATION AS CONFIDENTIAL
- ___ 11. DO ALPHABETICAL AND NUMERICAL FILING ACCURATELY
- ___ 12. DO PRECISE AND ACCURATE DETAILED WORK
- ___ 13. CARRY OUT ORAL AND WRITTEN INSTRUCTIONS OF SOME COMPLEXITY
- ___ 14. LEARN AND APPLY RULES
- ___ 15. RESPECT AND OBSERVE PRECAUTIONS CONCERNING CONFIDENTIALITY OF INFORMATION
- ___ 16. READ, UNDERSTAND, AND EXPLAIN MEDICAL CONSENT FORMS
- ___ 17. USE A LIBRARY AND OTHER REFERENCE SOURCES
- ___ 18. WORK IN A HOSPITAL, NURSING HOME, OR OTHER MEDICAL SETTING
- ___ 19. KEEP ACCURATE RECORDS OF HEALTH CARE
- ___ 20. GATHER INFORMATION BY LOCATING BACKGROUND DATA, CONFIRMING FACTS, AND IDENTIFYING TRENDS
- ___ 21. ASSIST WITH THE MAINTENANCE OF MEDICAL RECORDS IN A HOSPITAL OR NURSING HOME
- ___ 22. USE A TYPEWRITER
- ___ 23. DEVELOP AND MAINTAIN CURRENT FILES
- ___ 24. KEEP RECORDS AND PREPARE REPORTS FROM THEM
- ___ 25. OBTAIN AND VERIFY ROUTINE FACTUAL INFORMATION
- ___ 26. PREPARE REPORTS CONTAINING FACTUAL DATA

OCCUPATIONAL THERAPY ASSISTANT RATING LIST

ABILITY TO:

- ___ 1. TEACH AN ACTIVITY OR SKILL TO AN INDIVIDUAL
- ___ 2. TEACH AN ACTIVITY TO A GROUP
- ___ 3. PLAN AND ORGANIZE COOPERATIVE AND COMPETITIVE ACTIVITIES AND KNOW WHEN EACH IS APPROPRIATE
- ___ 4. WRITE STEP-BY-STEP PROCEDURES FOR AN ACTIVITY
- ___ 5. ESTABLISH LONG TERM AND SHORT TERM GOALS
- ___ 6. DEMONSTRATE A KNOWLEDGE OF HUMAN DEVELOPMENT
- ___ 7. ENCOURAGE THE DEVELOPMENT OF SOCIAL SKILLS
- ___ 8. ENCOURAGE THE DEVELOPMENT OF "COMMON SENSE"
- ___ 9. RECOGNIZE THE NONVERBAL CLUES AND BEHAVIORS THAT INDICATE TENSIONS OR PROBLEMS
- ___ 10. WRITE CONCISE, UNDERSTANDABLE REPORTS
- ___ 11. CARRY OUT ORAL AND WRITTEN INSTRUCTIONS AND DIRECTIONS
- ___ 12. OBTAIN AND VERIFY ROUTINE FACTUAL INFORMATION
- ___ 13. IDENTIFY METHODS FOR EVALUATING EFFECTIVENESS IN MEETING GOALS AND OBJECTIVES
- ___ 14. DO ARTS AND CRAFTS ACTIVITIES
- ___ 15. GIVE PROPER CARE TO ARTS AND CRAFTS MATERIALS AND EQUIPMENT
- ___ 16. USE REFERENCE MATERIAL TO LEARN A NEW CRAFT OR TO LEARN ADVANCED TECHNIQUES IN A FAMILIAR CRAFT
- ___ 17. ANALYZE A CRAFT IN TERMS OF SENSORY INPUT AND THE SPECIFIC MOTIONS REQUIRED, AND THERAPEUTIC ASPECTS
- ___ 18. PROVIDE A SAFE ENVIRONMENT FOR A PATIENT
- ___ 19. OBSERVE A PATIENT FOR UNUSUAL SIGNS
- ___ 20. MAKE OBSERVATIONAL RECORDS OF PATIENT'S
- ___ 21. REPORT ORALLY ON A PATIENT'S CONDITION
- ___ 22. UNDERSTAND THE PHYSICAL, EMOTIONAL, AND EDUCATIONAL NEEDS OF AN INDIVIDUAL WITH A PHYSICAL OR EMOTIONAL HANDICAP
- ___ 23. ASSESS PATIENT PERFORMANCE IN DAILY LIVING SKILLS
- ___ 24. HELP PATIENTS DEVELOP BETTER WAYS OF COPING WITH THE DEMANDS OF DAILY LIFE
- ___ 25. EVALUATE A PATIENT'S VOCATIONAL AND AVOCATIONAL INTERESTS IN TERMS OF SPECIFIC DISABILITIES
- ___ 26. ADAPT ACTIVITIES TO THE NEEDS OF A PATIENT

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OCCUPATIONAL THERAPY ASSISTANT RATING LIST (continued)

ABILITY TO:

- ___ 27. ENCOURAGE THE DEVELOPMENT OF SELF-SUFFICIENCY FOR A PATIENT WITHIN
THE LIMITS OF HER/HIS ILLNESS OR HANDICAP
- ___ 28. TRANSFER AND TRANSPORT A PATIENT CORRECTLY
- ___ 29. WORK WITH EMOTIONALLY DISTURBED PEOPLE
- ___ 30. WORK WITH MENTALLY HANDICAPPED PEOPLE
- ___ 31. WORK WITH PHYSICALLY HANDICAPPED PEOPLE
- ___ 32. WORK WITH PHYSICALLY ILL PEOPLE
- ___ 33. WORK WITH THE ELDERLY
- ___ 34. IDENTIFY AND EXPLAIN THE BASIC CONCEPTS OF HEALTH CARE DELIVERY
- ___ 35. TRAIN GROUPS OR INDIVIDUALS IN PREVENTIVE OR REMEDIAL HEALTH CARE

RESPIRATORY THERAPY WORKER RATING LIST

ABILITY TO:

- ___ 1. CARRY OUT ORAL AND WRITTEN DIRECTIONS OF SOME COMPLEXITY
- ___ 2. DEAL WITH OTHER PEOPLE
- ___ 3. DO PRECISE AND ACCURATE DETAILED WORK
- ___ 4. PERFORM WORK UNDER STRESSFUL CONDITIONS
- ___ 5. TRANSLATE INFORMATION AND FACTS TO A LEVEL APPROPRIATE TO AN INDIVIDUAL'S BACKGROUND AND EXPERIENCE
- ___ 6. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
- ___ 7. SHOW COMPASSION FOR THOSE WITH PROBLEMS
- ___ 8. IDENTIFY AN INDIVIDUAL'S PROBLEMS AND DIFFICULTIES
- ___ 9. COMMUNICATE EFFECTIVELY WITH PATIENTS
- ___ 10. FOLLOW ORDERS AND ACCEPT SUPERVISION
- ___ 11. RECOGNIZE THE NONVERBAL CLUES WHICH INDICATE PROBLEMS
- ___ 12. PERFORM LIFE SUPPORT FUNCTIONS IN GIVING FIRST AID
- ___ 13. DETERMINE THE URGENCY OF A PROBLEM AND HANDLE IT APPROPRIATELY
- ___ 14. RECOGNIZE AND DEAL WITH MEDICAL EMERGENCIES
- ___ 15. OBSERVE SAFETY PRECAUTIONS IN USING EQUIPMENT AND MEDICINE
- ___ 16. KEEP RECORDS AND PREPARE REPORTS
- ___ 17. TAKE A PATIENT'S TEMPERATURE, PULSE, OR OTHER VITAL SIGNS
- ___ 18. THINK AND BEHAVE RATIONALLY WHEN DEALING WITH AN EMERGENCY
- ___ 19. PROVIDE A SAFE ENVIRONMENT FOR A PATIENT
- ___ 20. MEET ACCOUNTABILITY DEMANDS OF OTHERS
- ___ 21. WORK AS A MEMBER OF A FIRST AID/RESCUE SQUAD
- ___ 22. WORK WITH THE ILL IN A HOSPITAL OR NURSING HOME

WELDER RATING LIST

ABILITY TO:

- ___ 1. WORK ARITHMETIC PROBLEMS INVOLVING COMMON FRACTIONS AND DECIMALS
- ___ 2. USE BASIC ARITHMETIC OR GEOMETRY TO DETERMINE AREA OR VOLUME
- ___ 3. MAKE MECHANICAL DRAWINGS OR SKETCHES
- ___ 4. MAKE OBJECTS THAT CORRESPOND TO SIMPLE PLANS, PATTERNS, OR DRAWINGS
- ___ 5. IDENTIFY TYPES OF METAL
- ___ 6. DO ARTS AND CRAFTS WORK WITH STAINED GLASS OR OTHER CRAFT INVOLVING SOLDERING
- ___ 7. DO JEWELRY-MAKING OR METAL-WORK CRAFTS
- ___ 8. MAKE CRAFT OBJECTS OUT OF TIN
- ___ 9. ORGANIZE A PROJECT INTO ITS COMPONENT PARTS AND DETERMINE THE SEQUENCE IN WHICH THESE ACTIVITIES NEED TO BE PERFORMED
- ___ 10. ESTABLISH WORK FLOW PROCEDURES
- ___ 11. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY