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ABSTRACT This guide is intended to help state sex equity coordinators learn more about adult women's life experiences and the skills, knowledge, and abilities they develop through them. It also shows the coordinators how to help employers determine job relevance of adult women's life experience learning. Chapter 1 overviews life experience learning, while chapter 2 describes typical life experiences of adult women. Chapter 3 reviews research on job relevance of women's experiential learning. Chapter 4 outlines a process for employer use in identifying adult women with job-relevant experience and skills. Implementation of the process is detailed in chapters 5-8. Chapter 5 focuses on occupation/ job analysis involving identifying job skills, rating job skills, and deciding hiring requirements. In chapter 6 are discussed selection and use of assessment methods to determine if adult women have the necessary type and level of skill. Chapter 7 focuses on recruitment. Chapter 8 discusses monitoring and evaluating the job performance of women placed. Appendixes, amounting to approximately one-half of the guide, include Project ACCESS Experience Description Summary form, job analysis guide, employment assessment rating form, and employee rating form. (YLB)

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MAKING EXPERIENCE COUNT

- In Sex Equity Programs

A Guide to Help State Sex Equity  
 Coordinators Work with Employers  
 and Adult Women to Further the  
 Recognition of Women's Job-Relevant  
 Life Experience Learning

Educational Testing Service

Princeton, New Jersey 08541

September 1981

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Credentialing Women's Life Experience

(Project ACCESS)

A three-year study funded by  
the Office of Education and Employment  
of the U.S. Department of Education

The purpose of this study was  
to develop and field test a process to:

- further the recognition of adult women's  
life experience learning, and
- demonstrate the relevance of this learning  
to paid employment and to vocational education.

Discrimination Prohibited: No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance, or be so treated on the basis of sex under most education programs or activities receiving Federal assistance.

## Foreword

Today more women than ever are in the labor force. Many of these are adult women who have returned to paid work after a period of time working without pay in the home and the community.

Most women acquire a wide variety of skills, knowledge, and abilities through their life experience learning. These skills are often overlooked by their employers, and by the women themselves.

The purpose of this guide is to help state sex equity coordinators learn more about adult women's life experiences and about the skills, knowledge, and abilities that women develop through these experiences. This guide will also show you how you can help employers determine the job-relevance of adult women's life experience learning.

By working for the recognition of women's experiential learning, you can improve employment opportunities for women. At the same time, you can help employers, since hiring women with experientially-learned skills can reduce training costs while increasing sex equity.

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## Chapter I

### Overview

The purpose of this guide is to help sex equity coordinators and employers learn more about the skills, knowledge, and abilities that adult women have acquired from their life experiences. This guide will also show how life experience learning is used in paid employment.

#### What is Life Experience Learning?

By life experience learning we mean learning that takes place outside of schools. Much of this learning occurs in the places where people work-- in businesses, community organizations, and the home. Sometimes life experience learning involves reading about, or figuring out by oneself, how to do something new. Sometimes it involves being shown, by someone else, how to do something new.

#### Why is Life Experience Learning Important?

Only a few of the skills most people use on the job are learned in formal classroom education. When employers restrict their hiring to people with certain educational credentials, they are creating an artificial barrier.

One legal review (White & Francis, 1976) has called for the elimination of hiring credentials, such as the high school diploma, because they are "inherently discriminatory" and because they "undervalue experience and overvalue educational achievement." What people are able to do is more important than where and how they learned it.

#### What is Different About Women's Life Experience Learning?

Many women spend a period of time in unpaid work as homemakers and as



leaders of community groups or volunteer organizations. Although much of this unpaid work is very similar to what is done in paid jobs, it is often overlooked by employers.

Disregarding unpaid work experience has an adverse impact on women and minorities, according to a U.S. Civil Service Commission publication (1974).

This states that

"Paid experience which is closely related to the job to be filled is always given great weight. If paid experience provides evidence of necessary job qualifications, why shouldn't unpaid experience be considered as well? . . . It expands the field of open consideration to further the objectives of equal opportunity and of finding the best person to do the job, regardless of how that person gained his qualifications."

#### What Are the Obstacles to the Recognition of Women's Unpaid Work Experience?

There are six obstacles that limit the recognition of women's life experience learning:

- Identification--the woman herself, or the employer, may not realize that life experiences have also been learning experiences in which new skills and knowledge were acquired.
- Articulation--women and employers may not be able to see the relationship between skills acquired through prior experience learning and the skills needed in a job.
- Assessment--even when employers agree that women's life experience learning has resulted in job-relevant skills, formal recognition of these skills may not occur because of problems in determining the scope and quality of the learning.
- Knowledge Gaps--because prior experience learning is not systematically

organized, the knowledge acquired may not cover all the topics taught in a vocational education or job training program.

- Financial--some employers worry that the costs involved in the assessment of experiential learning will be greater than the cost of providing on-the-job training for a new employee.
- Sex Stereotypes--many employers think that only work that is done for pay is "real work" and, therefore, depreciate the unpaid work done by women. They may also hold the mistaken belief that such work is trivial and has little significance to paid employment.

This guide provides materials to help sex equity coordinators show employers how they can overcome these barriers. These materials can also be used by women's centers and other programs that provide job counseling for adult women.

#### What Are the Advantages?

By considering life experience learning, employers will be able to enlarge the pool of candidates for a job. This can be especially important in non-traditional occupations where employers wish to recruit more women workers.

Second, the process outlined in this guide--matching skills to job requirements--should improve employee selection. Less time and money will have to be spent to train new, inexperienced employees.

Finally, research evidence has shown that adult women are reliable, stable workers. The women in the tryout of this process were rated by their employers, after six months of work, as "above average" employees. They received the highest ratings for their ability to take responsibility and to compile information. Therefore, it is to an employer's advantage to recruit adult women workers, like these, with job-relevant life experience learning.

## Chapter II

### Reviewing Women's Life Experiences

The purpose of this chapter is to describe the typical life experiences of adult women who are returning to paid work. The major emphasis will be on unpaid work experience, such as homemaking, volunteer work, and community service. However, hobbies and recreation, credit and noncredit courses, and previous paid work experience will also be discussed.

#### Homemaking

A study of homemaking tasks was done by Abt and Lewis (1978) to help vocational educators in consumer and homemaking programs make the content of their programs more relevant to the tasks actually performed in the home.

This analysis lists the following homemaking tasks:

- Managing money
- Caring for and improving self
- Caring for family members
- Meeting nutritional needs
- Providing for family health and safety
- Providing for housing
- Managing time
- Providing and caring for clothing and textile products
- Cleaning and maintaining the home
- Providing transportation
- Planning for social events and entertaining
- Providing and maintaining yard and garden
- Caring for pets

Most duties contain a variety of tasks, and different homemakers have different patterns of tasks. The Abt and Lewis analysis shows how the job of homemaker varies for married homemakers, single parents, homemakers without children, low income homemakers, rural homemakers, and minority homemakers.

Another study (Arvey & Begalla, 1975) tried to determine which paid jobs were most like homemaking. Using profiles of over 1,000 occupations, the following 20 jobs had the most similar scores (listed from greatest to least similarity): patrolman, home economist, airport maintenance chief, kitchen helper, fire fighter, troubleshooter, instrument-maker helper, electrician foreman, gas plant maintenance foreman, hydroelectric machinery mechanic, transmission mechanic, repair lineman, electric meter repairman, vocational training instructor, gas serviceman, motor and generator inspector, life guard, fire captain, switch gear repairman, and consumer service home economist.

#### Volunteer Work

A study of volunteer work (Action, 1974) found that 26% of the women (and 20% of the men) surveyed did some volunteer work. The most frequent types of volunteer work in this survey were: religious work (usher, choir member, etc.), 35%; giving direct service, 34%; group leader, 17%; organizer or planner, 13%; fund raiser, 8%; and clerical, 6%. The average weekly time given to volunteer work by the women in this survey was eight hours. This work was done in organizations concerned with health, education, justice, citizenship, recreation, social welfare, community action, religion, and politics.

An unpublished survey (Ekstrom & Lockheed, 1975) of adult women's volunteer work found that the most frequent activities were: holding an office in an organization; teaching or tutoring; political activities; clerical work; fund raising; writing for publication; public speaking; and leading a cultural, recreational, or youth group.

#### Project ACCESS Surveys

In this project, we collected information from 155 adult women in

pre-employment counseling programs in Chicago, IL; Dallas, TX; Hackensack, NJ; and Oakland, CA. Ninety percent of these women were 35 years of age or older; half were over 45. Seventy-seven percent were White, 14% were Black, and the remainder represented other minorities. All held a high school diploma or GED. All had been primarily homemakers (not regularly employed for pay outside the home) for at least five years; sixty percent had been homemakers for 20 years or longer.

Their most frequent homemaking experiences included: cooking, 94%; shopping, 94%; cleaning, 93%; parenting, 88%; money management, 85%; home maintenance, 83%; home nursing, 79%; horticulture, 79%; and appliance repair, 37%.

Eighty-two percent of these women had volunteer work and community service experiences. These experiences were in the areas of: education, 26%; civic action, 14%; religion, 14%; health, 13%; citizenship, 10%; politics, 3%; social welfare, 2%; and recreation, 1%. Twenty-one percent had received formal training from their community or volunteer organization.

Most (93%) of these women had previous paid work experience. The most frequent area of experience was business detail, which involved 47% of the group. Twelve percent had education or library work experience; 11% had selling experience, 10% had social service work experience; 8% had personal service work experience; 4% had done mechanical work; and 3% had done artistic work. Twenty-one percent of these women had received formal on-the-job training.

Thirty-six percent of these 155 women had received vocational or technical training. Of these, 53% took business or office programs, 12% personal services, 11% health, 9% fine arts and humanities, and 5% home economics.

Thirty percent of these women had a college degree. The college programs most frequently mentioned were: humanities, 17%; education 16%; business, 13%; and psychology, 12%.

In this project, we also conducted a survey of 131 adult women (average age, 40) who were returning to paid employment. Eighty-three percent of the women were White and 17% were minority. Most were residents of cities (40%) or suburban areas (42%). Almost all (96%) had a high school diploma or GED, but only 36% held a college degree. Eighty-nine percent had not been "regularly employed for pay outside the home" for five years or longer; over 60% had not been employed for pay for more than ten years.

We asked these women about frequent specific experiences in homemaking and parenting, volunteer work and community service, credit and noncredit courses, and hobbies, as well as any paid work experience. As can be seen below, these women had prior learning experiences related to many occupational groups.

Experiences related to Agriculture and Agribusiness Occupations:

Growing flowering plants	71%
Floral design	59%
Pet care, grooming, or training	53%
Landscape design	47%
Lawn maintenance	47%
Vegetable or fruit growing	43%
Paid work in agriculture	6%

Experiences related to Business and Office Occupations:

Managing household money	82%
Maintaining home financial records	76%
Selecting living quarters	69%
Paid work as a secretary	65%
Elective office in a volunteer organization	44%
Typing, filing, or office work for a volunteer organization	42%
Responsibility for the day-to-day administration of a volunteer organization	33%

Supervision of other volunteers	32%
Paid work as a bookkeeper	28%
Keeping accounts for a volunteer organization	24%
Being responsible for the financial management of a volunteer organization	22%

Experiences related to Communications and Media Occupations:

Speaking before large groups	33%
Obtaining and scheduling speakers, performers, or films	32%
Photography	29%
Writing or editing a newsletter	29%
Writing press releases	25%
Performing in shows or concerts	20%

Experiences related to Construction Occupations:

Interior design	60%
Furniture building	38%
Painting, wallpapering, or setting tile	22%
Carpentry or construction	10%
Paid work in building or construction	3%
Making electrical repairs	2%
Making plumbing repairs	2%

Experiences related to Fine Arts and Humanities Occupations:

Providing religious instruction	74%
Fine arts hobbies (painting, music, etc.)	54%
Reading in the humanities	32%
Designing clothing	29%
Creative writing	24%
Learning or maintaining a foreign language	22%
Credit or noncredit courses in the humanities	21%
Designing posters	21%
Paid work in the creative or performing arts	17%
Translating material into English	6%
Translating material into another language	2%

Experiences related to Health Occupations:

Providing home health care	88%
Caring for an infant	84%
Giving first aid for injuries	66%
Diagnosing childhood diseases	51%
Reading in the biological sciences	17%
Caring for an elderly or handicapped family member	15%
Credit or noncredit courses in the biological sciences	13%
Paid work as a nurse	12%

Experiences related to Manufacturing, Repair, and Technical Occupations:

Managing time and scheduling activities	96%
Setting priorities	88%
Crafts (ceramics, stained glass, etc.)	56%
Making clothes for children or adults	51%
Assembling children's toys and play equipment	48%
Training others to work in a volunteer organization	47%
Repairing furniture	38%
Credit or noncredit crafts courses	35%
Supervising the work of other volunteers	32%
Paid work in manufacturing	23%
Reading in the physical sciences	14%
Credit or noncredit courses in the physical sciences	12%
Furniture finishing/refinishing	12%
Paid work in science or technology	12%
Paid mechanical or repair work	5%
Making small appliance repairs	2%

Experiences related to Marketing and Distribution Occupations:

Evaluating and purchasing food	100%
Evaluating and purchasing textile items	88%
Evaluating and purchasing furniture and appliances	65%
Paid work in retail sales	40%
Supervising the distribution of printed materials	32%
Selecting, pricing, and selling items for a volunteer organization	28%
Organizing a sale	27%
Creating advertising for an organization	21%

Experiences related to Personal Service Occupations:

Cleaning and caring for clothing	97%
Housecleaning and home maintenance supervision	93%
Providing personal grooming or beauty care	77%
Paid work in household service	20%
Paid work in cosmetology	6%

Experiences related to Public Service Occupations:

Listening to and advising children in the family	92%
Evaluating and selecting educational institutions	74%
Evaluating and selecting child care arrangements	72%
Referring others to sources of information or assistance	58%
Responding to telephone inquiries for information	52%
Counseling individual children or adults	40%
Counseling groups of children or adults	34%
Fund raising	32%



Reading in the social sciences	32%
Conducting a telephone or questionnaire survey	30%
Individual tutoring of children or adults	29%
Working with the elderly	29%
Paid work as a teacher	28%
Credit or noncredit courses in the social sciences	25%
Working with the emotionally disturbed	24%
Paid work in social work	22%
Paid work in a library	16%

Experiences related to Food Service, Hospitality, and Recreation Occupations:

Family cooking and baking	98%
Participating in individual sports	77%
Organizing family social events and entertainment	61%
Doing gourmet cooking	55%
Planning family vacations, travel, or recreation	52%
Doing quantity cooking or baking for an organization	50%
Entertaining groups of children	47%
Camping hobby	41%
Paid work as a waitress	32%
Backpacking or hiking hobby	24%
Coaching a sport	24%
Organizing a volunteer group's dinner or dance	24%
Paid work as a cook	23%
Arranging organizational or group trips	22%
Participating in team sports	22%
Paid work as a travel agent	4%

Experiences related to Transportation Occupations:

Providing family transportation	72%
Driving a truck, van, or bus for a volunteer organization	29%
Supervising automobile maintenance	29%
Boating or sailing hobby	20%
Making automobile repairs	4%

Sex equity coordinators, career counselors, and employers can identify the job-relevant experiences of adult women using the Experience Description Summary developed in this project. A copy of the Experience Description Summary can be found in Appendix A.

## Chapter III

### Determining the Job-Relevance of Women's Experiential Learning

The purpose of this chapter is to show that women learn many job-relevant skills through their life experiences. The emphasis will be on experiential learning, or learning that takes place outside of the formal instruction that is offered in a school or college classroom.

It is important to point out that the crucial part of experiential learning is learning. Two individuals may spend the same amount of time in an experience, whether in the classroom or outside, but they may leave that experience with different amounts of learning. For this reason, most experiential learning programs do not equate the amount of time spent in an experience with what has been learned from that experience. Instead, some type of assessment procedure is used to identify the breadth and depth of knowledge acquired.

#### Studies of Women's Job-Relevant Experiences

One of the earliest studies of the relationship between homemaking competencies and paid work was done by Nickse (1975). First, she identified ten homemaking competency areas. She then asked human service administrators to rate the importance of each of these to professional jobs in their agencies. As can be seen from the table on page 14, eight of the ten competencies were rated as desirable or essential for human service professionals.

Two programs, one at Northeastern University and one at Goucher College, have developed materials and techniques for relating women's life experience learning to paid jobs in management. In the Northeastern program, the woman seeking employment describes herself in a "Personal Competency Profile,"

<u>Competency Area</u>	<u>Importance</u>
Community resources	1.81
Goal setting	1.74
Interpersonal relations	1.68
Understanding self	1.63
Human development	1.61
Decision making	1.59
Business and family finance	1.52
Home health	1.37
Physical environments	.84
Goods and services	.57

Scale: 2 = essential; 1 = desirable;  
-1 = not needed; -2 = undesirable

which includes specialized, managerial, and interpersonal tasks in which she has engaged, the special skills involved, and the competencies underlying these skills; this is then related to an employer-prepared "Job Competency Profile," which also involves a description of tasks, skills, and competencies.

The Goucher project has women describe themselves in a "Skills Summary," which covers technical, managerial, and social/personal skills, and present evidence of how these skills were demonstrated; the employer's "Position Profile" lists the technical, managerial, and social/personal skills which the job requires, describes how these skills are applied, and also describes the objectives to be met or results to be produced in carrying out the job successfully. Both programs then place the women in courses to help fill in the "missing links" between experience and the job requirements. Implementation of a system similar to these programs require careful job analysis as well as good counseling and appropriate education.

In Project HAVE Skills (Ekstrom, 1981), a questionnaire describing 524 homemaking and volunteer work activities in 19 areas was completed by 122 adult women and by 56 personnel specialists. The women were asked to indicate

the frequency of their experience in each activity. The personnel specialists were asked to rate the relevance of each activity to paid employment. The table below summarizes the findings. As can be seen, the women had the most extensive experience in consumer economics, food and nutrition, child

HAVE Skills Ratings by Women and by Personnel Specialists

<u>Skill Area</u>	<u>Women's Experience*</u>	<u>Personnel Ratings of Job Generalizability**</u>
Administration and management	1.54	1.93
Animal care	0.48	0.70
Clerical	2.02	2.42
Communications	1.70	1.77
Community resources and services	1.35	1.24
Consumer economics	2.56	0.83
Counseling and interpersonal	1.81	1.46
Design and aesthetics	1.83	0.87
Emergency and crisis intervention	1.27	1.30
Financial management and sales	1.32	1.64
Food preparation and nutrition	2.34	1.11
Fund raising	1.20	1.05
Health and child care	2.10	1.02
Horticulture	1.70	0.86
Legal and civil rights	0.70	1.21
Mechanical and physical	1.39	1.18
Problem solving	1.81	1.72
Research	1.31	1.38
Teaching and training	1.83	1.39

\*Scale: 3 = Do frequently to 0 = Have not done

\*\*Scale: 3 = Relevant to many jobs to 0 = Not job relevant

care, and clerical work. The personnel specialists rated skills in clerical work, administration and management, communications, problem solving, and financial management and sales as being generalizable to the largest number of jobs.

While the HAVE Skills analysis shows the job-generalizability of women's skills, it does not indicate how important any given skill is in a specific occupation.

### Job-Specific Skills

Before proceeding, it is important to explain the conceptual framework within which we were working. Our lists were based on three types of skills, originally described by Sidney Fine (1957), which are widely used in occupational descriptions, including those in the Dictionary of Occupational Titles.

These skills are:

- **Functional Skills** - Based on aptitudes and developed through education and experience. These skills involve dealing with people, with information (data), and with things. They can be transferred from one activity to another, such as from homemaking to a paid job.
- **Work Content or Technical Skills** - These are the specialized skills and knowledge needed in a particular job. They are learned through education, experience, or on the job. They may not transfer to other jobs, unless the jobs are very similar.
- **Self Management Skills** - These are related to personality. They are important in determining how well an individual

can deal with different kinds of people, the amount of independence or responsibility a person wants in a job, and how an individual adapts to the work place.

In Project ACCESS, we selected eleven direct-entry occupations for which the U.S. Department of Labor predicted a high demand in the 1980's. These occupations were: 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, and social service aide. We reviewed occupational literature, task analyses, and job descriptions to become more familiar with the nature of each occupation. We also held interviews with employers in different cities to obtain additional information. This information was used to develop draft skill lists for each occupation. Each list was then sent to nine employers in each occupation. The employers were asked to rate each skill to show its importance in selecting new employees.

A transferability analysis was then done for each Project ACCESS occupation. The purpose of this analysis was to identify the job-relevant skills which women learn from their life experiences. These skills, which were fairly common among adult women and were also rated as important by employers, are included in the self-rating section of the Experience Description Summary (see Appendix A).

An example of the analysis for one occupation, bank teller, is given on page 18. The ratings shown are the importance of each skill or ability in selecting new bank tellers. (Only items with ratings of 1.5 or higher are shown.)

Example of a Project ACCESS Occupational Analysis

Occupational Title: Bank Teller

Brief description: Receives and pays out money. Keeps records of money and financial transactions.

<u>Required Skills</u> (Ability to . . . )	<u>Rating</u> *
<b>Functional</b>	
<b>A. People</b>	
Greet and serve large numbers of people in a pleasant, alert manner	2.7
Follow orders and accept supervision	2.4
Demonstrate awareness of and sensitivity to community attitudes	2.3
Interpret an organization and its system for delivery of services	2.2
Establish rapport with people of diverse backgrounds	1.9
Sell a service	1.6
<b>B. Information (Data)</b>	
Learn details of new procedures and services quickly	2.8
Respect and safeguard the confidentiality of financial records	2.5
Make change quickly and accurately	2.4
Establish and maintain neat, accurate, detailed financial records	2.2
Remember details	2.2
Follow moderately complex procedures precisely	2.0
Do arithmetic computations quickly	1.8
Work with numbers	1.6
<b>C. Things</b>	
Use an adding machine	1.9
<b>Specific</b>	
Use bank business and commercial forms correctly	2.1
Explain checking and saving accounts	1.9
Explain bank policies and services	1.9
Do customer relations work	1.8
Do bookkeeping or accounting	1.8
<b>Self Management</b>	
Deal effectively with customers	2.7
Think and behave rationally when dealing with an emergency	2.6
Be punctual and have careful work habits	2.5
Handle unpleasant confrontations cheerfully	2.4
Be conscientious	1.6
Take responsibility	1.6
Work under pressure	1.6
Work steadily at repetitive tasks	1.6

\*Scale: 3 = Very important; 2 = Moderately important;  
1 = Of limited importance; 0 = Not relevant

Tryout of the Experience Description Summary

In order to determine the usefulness of the Experience Description Summary, self-ratings on these skills were obtained from 155 women in pre-employment counseling. Forty-nine of these women later entered employment. After six months, follow-up was made with their employers to obtain a rating of over-all job performance and, also, ratings for the skills important to the job. The comparison of the women's self-ratings on selected skills and the employers' ratings for these same skills are shown in the table on pages 20 and 21.

As can be seen from this table, the women's self-ratings of their skills tend to be somewhat lower than their employers' evaluations of them. The tryout concluded that skill self-ratings, such as those in the Experience Description Summary, are useful in screening adult women for employment. These ratings are fairly good predictors of over-all job performance (total scale score correlations with over-all job performance were generally positive, ranging from highs of .65 for insurance sales agent and .61 for credit and collection worker, to lows of -.02 for claims adjuster and -.26 for airline reservation agent). Specific skill ratings were also good predictors, but tended toward being underestimates, as can be seen in the table.



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

Ability to:	Employer	Women	Difference
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

Mean Employer Ratings Compared with  
Mean EDS Self-Ratings of Employed Women (continued)

Ability to:	Employer	Women	Difference
19. Carry out oral/written directions of some complexity	2.5	2.5	0
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

## Chapter IV

### Helping Employers Recognize Women's Life Experience Learning

The purpose of this chapter is to outline a process that employers can use to identify adult women who have job-relevant experience and skills. This chapter is an overview. Details, examples, and worksheets will be provided in later chapters.

In describing this work, the emphasis is on the process of identifying job-related life experience learning. Each business or industry has its own special needs, requirements, and standards. This process allows employers and their personnel administrators to use their own selection and hiring standards while, at the same time, increasing opportunities for adult women who are entering or returning to the paid work force.

#### Outreach

The sex equity coordinator must first reach employers and interest them in using this process. Large businesses and industries which have a personnel office handling many job applicants are a good place to begin. The sex equity coordinator may also wish to present workshops about this process for local chambers of commerce, personnel administrators' associations, and similar groups. The Project ACCESS Process sheet (Appendix B) can be used as a handout for such presentations.

#### Steps in Providing Recognition for Women's Experiential Learning

The eight steps of this process are:

1. Identify the skills, knowledge, and abilities which are required in the occupation or job.

The purpose of this step is to help employers (or their personnel administrators) determine the nature of what is done in an occupation. This information is often already available in job descriptions or job analyses.

2. Rank the skills, knowledge, and abilities identified in Step 1. This ranking should be done by workers or supervisors in the occupation or job.

The purpose of this step is to have the people who know most about the job decide on the relative importance of the skills, knowledge, and abilities used in it. Some skills will be "minimal competencies" necessary for all workers; others may be less important.

3. Determine which skills, knowledge, and abilities will be considered as sufficient evidence that the job applicant has mastered the requirements of the job.

The purpose of this step is to help employers determine the standards and content for the assessment process.

4. Select the assessment procedure(s) for each job. Determine who will make the assessment. Assessment of life experience learning can involve standardized tests, employer-made tests, demonstrations, simulations, interviews, portfolios, and other techniques.

The purpose of this step is to help employers in determining how the process of assessment will take place.

5. Recruit adult women who are interested in obtaining employment.

The purpose of this step is to assist employers in developing and implementing an outreach plan to attract adult women who, through their life experience learning, may have acquired the skills, knowledge, and abilities necessary for successful performance in selected jobs.

6. Screen and Assess the women, using the Experience Description Summary and other assessment processes. Information from the screening can

be used in two ways: (1) to counsel women about the kind of employment they might enter, and (2) to identify women who appear to have sufficient life experience learning to be assessed for hiring for a particular job.

The purpose of this step is to provide a quick and low-cost preliminary estimate of how women's skills and experiences relate to available jobs.

7. Place women in the selected jobs. The type of placement will be determined by the area in which the experiential learning took place. The level of the placement will be determined by the extent of this experience and the skills and knowledge acquired.

The purpose of this step is to provide, after assessment, appropriate job placement for those women who have the necessary skills, knowledge, and abilities as a result of their life experience learning.

8. Monitor the performance of the women. Information about the women's continuance and success in the occupation can be used to further improve the screening process.

The purpose of this step is to help employers collect evidence that will show how well adult women do in the selected occupations. This evidence can be used to improve the recruitment and selection process. It can also be used in evaluations to demonstrate the cost-effectiveness of this process. This information can also be used to design job training or vocational education programs which deal with the knowledge gaps common in adult women returning to paid employment.

This eight-step process is flexible enough so that any business or industry can adapt it to its own job standards and special requirements.

The following chapters give detailed information on how to implement this process.

## Chapter V

### Helping Employers Conduct Job Analyses

As indicated in the preceding chapter, the first three steps of this process involve an analysis of the occupation or job. It may be possible to skip these steps if the employer has already conducted a job analysis or has detailed job descriptions. However, existing job analyses may be sex biased or otherwise inappropriate for this process.

These steps provide a good opportunity for sex equity coordinators to review job descriptions and hiring criteria with employers or their personnel administrators. The coordinator should be alert for criteria which are sex-biased or are not directly job-relevant. For example, in Project ACCESS we found that one bank was using the ability to use a typewriter as a requirement when hiring bank tellers. Although the tellers did not use a typewriter on the job, the bank's personnel officer said that this requirement helped them identify individuals who had the ability to use an adding machine. It would have been more fair to screen job applicants by asking them if they could use an adding machine and then to assess their speed and accuracy in doing this by use of a demonstration or work simulation.

#### Identifying Job Skills

The process described here to identify and rate the skills, knowledge, and abilities required in a job is adapted from the job-element technique (Primoff, 1975). This technique has been widely used by the U.S. Office of Personnel Management (formerly the U.S. Civil Service Commission). This type of job analysis differs somewhat from task analysis. It emphasizes the

skills, knowledge, and abilities needed to do a job, rather than the tasks performed by the worker.

The first step in this method of job analysis is to arrange for a meeting of entry-level workers and supervisors of entry-level workers to identify the job skills needed in the occupation of interest.

In Appendix C you will find the script used by Project ACCESS staff in conducting job skill identification sessions. As the script shows, the skills in each job were listed on a chart as the group members suggested them.

#### Rating the Job Skills

After the job skills have been identified, a second meeting of workers and supervisors is needed. At this meeting, typed copies of the job skill lists from the first session are distributed. Also distributed are skill rating sheets (see Appendix C for a sample sheet). The script used by the Project ACCESS staff for the rating sessions also appears in Appendix C. The raters are asked to make two judgments about each skill: (1) its importance in selecting new workers for this job, and (2) whether the skill must be learned before beginning work or if it can be learned on the job. The following scales are used:

##### Importance

- 3 = Necessary for all new workers; a minimal competency
- 2 = Desirable for new workers
- 1 = Limited relevance. May be used by a few, but not all, workers in this job or may become necessary only if the worker is promoted or advanced.
- 0 = Not relevant for this job

##### Learning

- 1 = Must be known before beginning work
- 0 = Can be learned on the job

The employer's personnel officer (or the sex equity coordinator) should then compute the average score for each skill for each of the two factors judged:

#### Deciding on Hiring Requirements

After the average for each skill has been computed, the minimal hiring requirements for the job must be determined. Determining these requirements is the responsibility of the employer or personnel administrator.

The sex equity coordinator can assist this decision-making process by pointing out that any skill with an Importance rating of 2.0 or higher is considered, by the majority of raters, to be Necessary or Desirable; skills with Importance ratings above 2.5 are considered Necessary by the majority of the raters. Similarly, skills with Learning ratings of 0.5 or higher must, in the opinion of the majority of the raters, be learned before entering employment.

A sample summary of ratings for some of the skills required in the occupation of bank teller is shown in Appendix D. Note that the majority of raters considered the first four skills Necessary or Desirable. Note, also, that all of the raters agreed that skills 2, 4, 5, and 8 must be learned before entering the job, and that the majority felt that using an adding machine and explaining checking and saving accounts could be learned on the job.



## Chapter VI

### Helping Employers Conduct Sex-Fair Assessments

In this chapter we will discuss selecting and using assessment methods to determine if adult women have the type and level of skill necessary for a paid job. These two activities are Steps 4 and 6 in the process outlined in Chapter IV.

Job-appropriate assessment is key to any program to improve employment opportunities for women and minorities. In the past, inappropriate use of credentials (such as a college degree) and job selection tests (such as mechanical aptitude measures) have served as obstacles to sex equity. Focusing assessment on the ability to do what is actually done in the job, rather than on credentials, means that people are hired because of what they are able to do.

#### Selecting Assessment Methods

There are many different ways to determine if a person has the skills, knowledge, and abilities required to do a job. These include:

- Paper-and-pencil tests
- Performance tests
- Demonstrations
- Work simulations

The traditional paper-and-pencil test is probably the most familiar assessment technique. Of these, the aptitude test is probably most often used by employers to select employees. Aptitude tests try to predict the individual's potential to learn a job and become successful in it. Typical aptitudes include clerical speed and accuracy, mechanical reasoning, numerical ability, spatial relations, and verbal ability.

Three kinds of problems related to sex bias in aptitude tests have been described by Tittle (1978). These are:

- Overt sex bias

This occurs when unequal numbers of men and women are depicted in the test, or when men and women are portrayed only in sex-stereotyped roles (e.g., men are always supervisors, women are always secretaries).

- Sex differences in performance and their interpretation

If individuals have not had identical past opportunities to learn, aptitude test scores will not accurately predict their capacity for future learning. This is especially true for women taking mechanical aptitude tests. Separate sex norms for tests sometimes help with this problem. Keeping good records of how well test scores predict job performance, and dropping tests that do not predict well, is another way of handling this.

- Adverse impact of selection tests

When an employment test or other assessment method results in very different selection rates (proportions of applicants chosen) for men and women, it is considered that adverse impact has occurred. When this happens, the assessment procedure must be examined for sex bias in order to justify its continued use. This examination includes providing evidence of the validity of the test.

Tests and other assessment procedures can show validity in several ways.

These include:

- Content validity - showing that a selection procedure is a representative sample of the tasks to be done on the job
- Construct validity - showing that a selection procedure measures the degree to which applicants have characteristics determined to be important for job success.

The skill identification and rating procedures used in Steps 1-3 are one way of getting evidence for construct validity.

In addition to aptitude tests, other kinds of paper-and-pencil tests, such as achievement tests, may be used for job selection. These tests can be very much like a performance test. For example, a paper-and-pencil test for airline reservation agents might require them to read portions of a flight schedule and then answer questions about the flights, much as they would do verbally on the job.

Performance tests, demonstrations, and work simulations are often more appropriate for selection than paper-and-pencil tests. Each of these tests require the job applicant to show how s/he does something. A typing test is one of the most familiar performance tests.

Employers can develop performance tests or simulations fairly easily. For example, in developing such a test for a bank teller, the applicant might be shown the typical work setting for a teller, be given a few minutes to become familiar with the equipment, and then be asked to assist five individuals acting as "customers." The performance would be evaluated on the skills identified in Steps 1-3. A skill like making change can be

assessed by determining if the correct amount of money is given out and on hand. A skill like the ability to handle customers in a pleasant manner can be determined by asking two or three supervisors to watch the performance and rate the individual's skill as acceptable or not acceptable.

Supervisors or experienced workers are usually the people best able to rate a simulated job performance. Typically, three individuals are asked to do such ratings, and the majority opinion is used as a "passing" (acceptable) or "failing" (not acceptable) score.

Demonstrations or simulations for a home health aide might involve taking a temperature, bathing a patient in bed, changing a dressing, or similar tasks. Again, the performance would be viewed and evaluated by experienced home health aides or their supervisors, and each skill rated as acceptable or not acceptable. (A sample Employment Assessment Rating Form for home health aides is provided in Appendix E.)

In the case of an occupation such as cook, there is a product as well as a process, and both should be rated. The applicant might be asked to prepare two or three food items. The raters would consider how s/he did the job (e.g., did s/he use the equipment correctly?). They would also rate the quality of the finished food products.

#### Using the Experience Description Summary to Screen Job Applicants

Because of employer concerns about the time and cost of assessment when selecting new employees, we suggest that the Experience Description Summary be used to screen women to identify those who are likely to have the necessary job skills.

As was discussed in earlier chapters, the Experience Description Summary

was developed from information collected by Project ACCESS. This instrument has two parts: (1) a section in which the woman shows the kinds of life experience learning she has acquired, and (2) a section where the woman rates herself on specific skills needed in a given job. The list of job skills developed in Steps 1-3 should be inserted in the Experience Description Summary as the Part 2 rating list. (Examples of such lists from the Project ACCESS tryout are given in the Experience Description Summary in Appendix A.)

In addition to its use as a screening instrument, the Experience Description Summary can be used by an employer's personnel officer or by a career counselor to provide occupational and educational guidance to re-entry women. For example, a woman whose experience is more extensive in an occupational area other than the one for which screening is being done may be counseled to explore occupations in her area of greatest experience. A woman who has some but not all of the skills necessary for a job (a knowledge gap) can be referred to a vocational education program where she can acquire these skills.

If a frequent pattern of knowledge gaps occurs among adult women who are interested in a given job area, the employer or vocational education institution may want to develop a special program to meet this need. One business machinery repair firm we contacted in Project ACCESS offers a noncredit course in basic electronics which is aimed at helping adult women pass the electronics knowledge examination required for repairer trainees.

#### Decision-Making

The outcome of the assessment will be a performance rating on each of the skills identified in Step 3. The rating will indicate either adequate or

inadequate performance. Women are hired if they have performed adequately on those skills which are minimal competencies and which must be learned before entering the job. Probationary or provisional hiring may be the best solution if a woman lacks a minimal competency which can be learned on the job.

When an applicant lacks a skill which is a minimal competency for the job, most employers will want to identify the skill, explain where or how she might learn it, and encourage this additional learning. Alternatively, the employer can describe other, related jobs which do not require this particular skill.

#### Creating Job Ladders

If applicants have some but not all of the skills necessary for a job, it may be possible for employers to create job ladders which provide the necessary skills through on-the-job training. For example, a woman who has done simple repairs and maintenance on the family car might be interested in a job as an automobile mechanic with a car rental agency. If she lacks some of the skills necessary for a mechanic, she might be able to start work in a job as a lot-person, doing oil changes and similar tasks, and learn additional skills from company mechanics through an in-house training program. If such on-the-job training is not available, sex equity coordinators may be able to help employers identify local vocational education programs which will provide employees in entry-level jobs with the skills needed to advance.

#### College Programs That Credential Experiential Learning

There is some evidence to suggest that employers may feel more comfortable about accepting experiential learning if it has been accepted by a college or

vocational institution. Therefore, sex equity coordinators may wish to help employers learn more about programs that award college credit for prior experience learning.

Experiential learning that has taken place through courses in business or volunteer organizations can be evaluated, if the course has been reviewed by the American Council on Education, by using the National Guide to Credit Recommendations for Noncollegiate Courses (American Council on Education, 1979).

Self-study at home is often accredited by tests, such as those offered by the College Level Examination Program (CLEP). If a woman is seeking a job as a computer programmer on the basis of skills she learned through self-study and practice on a home computer, a CLEP achievement test can show if she has mastered the skills usually taught in beginning programming courses.

Encouraging job applicants to take such tests not only gives the employer an independent assessment of the woman's skills, it also gives the woman a head-start on getting college credit for her experiential learning. Information about CLEP can be obtained by writing to the College Board Publications office (Box 2815, Princeton, NJ 08541).

Local colleges which give college credit for experiential learning may be willing to help employers develop assessment tests or techniques. Many colleges use their own course tests (whether written or performance) as "challenge" examinations; if the person can pass the test, s/he is given credit for the course. Other colleges help people get credit for prior experience/learning by developing portfolios which show what the individual knows and can do. To find out which colleges near you give credit for life

experience learning, telephone the Council for the Advancement of Experiential Learning at 800/638-7813 (this toll-free number operates from 9:00 a.m. to 9:00 p.m. EST, Monday through Friday).

#### Developing Joint Ventures

Employers are increasingly turning to cooperative arrangements with local postsecondary education institutions to develop programs that will meet their job-training and staff development needs. This type of joint venture reduces business costs for developing in-house training programs. It also provides workers with the new skills and knowledge they need for job advancement.

One example of such a joint effort, which combines credit for experiential learning and college courses, is a bachelor's degree program offered by the National Association of Bank Women in cooperation with Simmons College, Mundelein College, Pitzer College, and Louisiana State University. Credit is given for experiential learning and for in-house courses in local banks; management institutes are held on the cooperating campuses.



## Chapter VII

### Helping Employers Recruit Adult Women Workers

Most employers are interested in and willing to hire adult women workers. Many, however, do not know how to reach women who are potential employees. Sex equity coordinators can be an important resource by providing linkages between employers and programs for re-entry women. Recruitment of women is Step 5 in the Project ACCESS process.

#### Displaced Homemakers

Displaced homemakers comprise one of the largest groups of women returning to paid work. These are women who have devoted themselves to their families for a number of years and have not been regularly employed for pay outside the home for five years or longer. Suddenly, however, because of the death of their spouse, divorce, or other change, they must assume the financial responsibility for themselves and, often, for their children.

There are centers throughout the country that provide counseling and other programs to help these women. You can learn the names and addresses of displaced homemaker centers in your area by writing to the Displaced Homemaker Network (755 Eighth Street, NW, Washington, DC 20001).

Two publications that can help sex equity coordinators learn about and work more effectively with displaced homemakers have been developed by Project Second Look. These publications are available from the Superintendent of Documents, U.S. Government Printing Office (Washington, DC 20402). They are:

- Resource Guide for Vocational Educators and Planners

GPO #065-000-00010-5      \$2.25

- Vocational Counseling for Displaced Homemakers, A Manual

GPO #065-000-00020-2      \$2.25

Counseling Programs for Re-Entry Women

There are two organizations that have been especially active in developing counseling programs and materials for adult women. One group, Catalyst, has a National Network of Local Resource Centers. These centers provide career counseling, educational counseling, employment services, and/or similar programs or services for women. A list of the Catalyst Network Centers may be obtained without charge from Catalyst (14 East 60th Street, New York, NY 10022).

The second group, Wider Opportunities for Women, has published a National Directory of Women's Employment Programs. This directory, which gives detailed information, about 140 programs, is available for \$7.50 from Wider Opportunities for Women (1511 K Street, NW, Suite 345, Washington, DC 20005).

Women's Centers in Colleges and Vocational Education Institutions

Because of the recent increase in the number of women in postsecondary education, many colleges and technical schools have established women's centers. Programs and services offered by such centers include, according to a survey of women's access to occupational education (Eliason, 1977):

- Counseling and Testing
- Learning Skills
  - Tutorial assistance
  - Catch-up programs
- Alternative Study and Credit for Life Experience
- Nontraditional Program Training
- Short Term Skills Training

- Placement Programs for Cooperative Work-Study
- Special Programs for Women
  - Women's studies
  - Re-entry programs
- Student and Community Service
  - Community outreach
  - Noncredit courses
  - Child care services

According to this study, the Center for Alternative Studies at North Shore Community College, Beverly, MA, operates an exemplary program providing women with academic credit for their life experience learning.

Additional information about credit for women's life experience learning can be found in Making Experience Count in Vocational Education, the companion volume to this book.

## Chapter VIII

### Monitoring and Evaluating Experientially-Based Employment Programs

The results of the assessment (Step 6) will identify those women who have the skills required to do the job. After these women have been hired, we encourage employers and sex equity coordinators to monitor and review their job performance. There are two reasons for doing this: (1) to correct any problems in the experience-based employment program, and (2) to determine if the individuals hired on the basis of experiential learning perform their jobs as well as people hired on the basis of traditional credentials.

#### Review and Revision of the Program

When regular reviews of employees are done, the employer can obtain ratings of job performance. These reviews should collect two types of information: (1) over-all job performance or similar ratings, and (2) ratings of job performance on the specific skills used to select the workers. Some jobs can also be evaluated on productivity, sales, or other outcome measures.

Comparison of the over-all job performance of workers hired through the experientially-based program with other workers will show if the new program is providing above average, average, or unsatisfactory employees. In the Project ACCESS study, we found that approximately half of the women were rated above average and half were rated average employees. No woman in that study was rated as below average or unsatisfactory. (A sample Employee Rating Form is shown in Appendix F.).

If the experientially-based employment program is yielding superior employees for one type of job, the employer will probably wish to expand

the use of this technique to other job areas. The sex equity coordinator can collect information about programs used by other employers that also produce superior workers, and help the employer identify the most successful models.

If the program is not producing workers with at least average job performance, the specific skill ratings should be reviewed to identify the particular skills that are causing the problem. Interviews with supervisors can help employers determine the way in which the worker's skills are inadequate. If the skill is being used on the job in a way very different from what is involved in the assessment, the assessment task may need to be revised.

Interviews with supervisors of unsatisfactory workers may result in the identification of additional job requirements. If this occurs, it is important to determine if the skill is appropriate for the job or if the supervisor holds unrealistic expectations.

A pattern showing specific skill problems, whether among workers selected on the basis of experiential learning or those selected by traditional techniques, suggests the need for improved job-training. This may be done by the employer's personnel training staff. It may also be used to design a course that can be offered by a local vocational education institution, either in the work place or on campus.

#### Evaluation

The sex equity coordinator can help employers with the evaluation and improvement of experientially-based employment programs. Collecting and sharing information from several different employers can identify the

kind of knowledge gaps, both in potential employees and experienced workers, that can be filled by means of new vocational education offerings. In addition, the sex equity coordinator can identify exemplary experience-based employment programs. Disseminating information about these exemplary programs to other employers will help to increase the acceptance of women's life experience learning.

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Appendix A

Project ACCESS  
Experience Description Summary

Project ACCESS

EXPERIENCE DESCRIPTION SUMMARY

Employment

This summary will help you describe the things you have done. These include homemaking, parenting, volunteer work, community service, credit and noncredit courses, hobbies and recreation, travel, and paid employment. It can help you choose an occupational area. It can also help you determine whether you have the skills required to enter a certain job.

The summary has two parts. In the first part, you will describe your experiences. In the second part, you will show the skills and abilities you learned from these experiences.

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_ Date: \_\_\_\_\_

## Part I

### Reviewing Your Experience

Before you begin the check lists in this section, spend a few minutes thinking back over all the things you have done. Use the space on the next page to make notes about the things you have done. Be sure to list the things you especially liked doing and feel you did well.

When you have noted all of the things you have done, turn to the check lists. These are things that other women have done. Put a check mark (✓) beside each thing that you have done.

NOTES ON THINGS I HAVE DONE

Homemaking, Parenting

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Paid Work

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- I.  Grow flowering plants, trees, or shrubs
- Floral design; flower arranging
- Pet grooming and/or training
- Landscape design
- Lawn maintenance
- Vegetable or fruit growing
- Breed and raise pets or farm animals for sale
- Care for an ill pet or farm animal
- Sell plants or plant products (fruit, vegetables)
- Select plants, trees, or flowers for a given purpose

- II.  Manage household budget and financial records
- Hold elective office in an organization
- Do typing, filing, or office work for an organization
- Take responsibility for the day-to-day administration of an organization or group
- Supervise others
- Take responsibility for the financial management of an organization
- Use a home computer or data processing equipment
- Maintain financial or sales records for an organization
- Handle credit and/or loan applications for family or organization
- Establish procedures to monitor income and expenditures

- III.  Speak before large groups
- Obtain and schedule speakers, performers, and/or films
- Develop audio-visual materials (films, tapes, etc.) for an organization or group
- Write or edit a newsletter
- Take photographs for an organization
- Write press releases
- Act in or announce for a play, radio, or TV program
- Repair a radio or TV
- Handle sound effects, lighting, etc., for a play, radio, or TV program
- Operate and maintain audio-visual equipment for an organization

- IV.  Do interior decorating
- Build furniture
- Do painting, wallpapering, or paneling
- Do home carpentry and/or construction
- Make electrical repairs in the home
- Make plumbing repairs in the home
- Install insulation or other energy-savers
- Install or replace flooring, carpets, or tiles
- Do tile setting or masonry work in the home
- Draw blueprints or floor plans
  
- V.  Design posters or other graphics for an organization or group
- Design or lay out a newspaper or brochure
- Operate printing equipment
- Design clothing, jewelry, or craft items
- Perform in public as a musician, actress, or dancer
- Serve as a guide in an art or historical museum
- Develop displays for a library or museum
- Write short stories or plays
- Use aesthetic guidelines to plan or evaluate a design or artistic product
- Evaluate a work of art, a piece of music, or a piece of literature using accepted criteria and standards
  
- VII.  Provide home health care
- Give first aid for minor injuries
- Diagnose and deal with childhood diseases
- Care for a handicapped or elderly family member
- Assist in caring for the ill or handicapped in a hospital or nursing home
- Help provide emergency medical assistance in a hospital or as a member of a rescue squad
- Help provide occupational or recreational therapy for patients in a hospital or nursing home
- Assist in a hospital laboratory or pharmacy
- Perform basic life-support first aid functions
- Help maintain medical records in a hospital or nursing home

- VII.  Do family cooking and baking  
 Do quantity food preparation for an organization or group  
 Organize family recreation, social events, and entertainment  
 Plan and arrange family vacations and travel  
 Arrange group trips for an organization  
 Entertain or organize recreation for groups of children or adults  
 Teach or coach a sport  
 Organize a dinner or dance for an organization  
 Do gourmet cooking  
 Organize and supervise food service for a large party

- VIII.  Manage time, schedule activities, and supervise others  
 Set priorities  
 Do craft projects, such as ceramics, jewelry making, stained glass, etc.  
 Train others to work in an organization  
 Repair, restore, or refinish furniture  
 Organize and carry out the restoration or rehabilitation of a home, neighborhood, or building  
 Make mechanical repairs on home appliances and/or equipment  
 Build a radio, stereo set, TV, or other electrical device from a kit  
 Build a terrace, deck, fence, or other outdoor feature  
 Reputty windows and/or replace broken panes of glass

- IX.  Evaluate and purchase food, appliances, furnishings, etc., for home use  
 Select and price items to be sold by an organization or group  
 Organize a sale  
 Create advertising or promotional material for a sale or organization  
 Sell a product or service for an organization  
 Do fund raising for an organization or group  
 Survey and choose among suppliers of products or services for an organization or group  
 Maintain sales records for an organization's store or sale  
 Organize or take part in a food cooperative  
 Evaluate potential markets for products or services

- X.  Clean and care for family clothing )  
 Do housecleaning and supervise home maintenance  
 Assist family members with personal grooming or general beauty care  
 Give hair cuts to family members  
 Help family members with hair coloring, permanents, etc.  
 Repair and/or restore textile items  
 Create, alter, or remodel clothing for children or adults  
 Care for an infant  
 Select coordinated clothing  
 Explain the properties of various types of fibers and textiles
- XI.  Refer others to sources of information or assistance  
 Help others obtain their rights (civil, legal, as consumers, etc.)  
 Serve as a member of a volunteer fire or police group  
 Counsel children and/or adults, individually or in groups  
 Conduct a survey by telephone or mail questionnaire  
 Serve as a volunteer in a social service, rehabilitation, or probation organization  
 Work with the emotionally disturbed or mentally retarded  
 Teach groups of children and/or adults  
 Tutor individual children or adults  
 Serve as a volunteer in a school or community library
- XII.  Provide family transportation  
 Drive a truck, van, or bus for an organization or group  
 Supervise automobile maintenance  
 Make routine automobile repairs (oil change, coolant change, etc.)  
 Plan, schedule, and monitor pick-ups and deliveries of people or material for an organization or group  
 Operate a motor boat or airplane  
 Help dispatch ambulances or other emergency vehicles  
 Plan or select a transportation route or system that will be most time- and cost-effective  
 Read maps to plan transportation routes  
 Select vehicles to be used by an organization



Self-Scorer

Now go back and count the number of checks you have in each group. Write the numbers in the spaces below:

I: _____	VII: _____
II: _____	VIII: _____
III: _____	IX: _____
IV: _____	X: _____
V: _____	XI: _____
VI: _____	XII: _____

These groups correspond to Occupational Clusters.. If you have a lot of experience in one of these occupational clusters, you may want to think about jobs in this kind of work. Your experience may also help you get college credit for some of the things you have done. Talk to a counselor at a college or vocational training institute to get more information about occupations related to your experience and about credit for what you have done..

The Occupational Clusters are:

- |   |  |
|---|--|
| I. Agriculture & Agribusiness,                | VII. Food Service, Hospitality, & Recreation |
| II. Business, Data Processing, & Office       | VIII. Manufacturing, Repair, & Technical     |
| III. Communications & Media                   | IX. Marketing & Distribution                 |
| IV. Construction & Building                   | X. Personal Services                         |
| V. Applied, Graphic, & Fine Arts & Humanities | XI. Public Service                           |
| VI. Health                                    | XII. Transportation                          |

## Part II

### Identifying Your Skills

In this section you will be asked about experiences that are relevant to certain occupations. If you have had these experiences, you will be asked to rate yourself on the skills required of people entering these occupations. The purpose of this section is to see if you have the skills needed to enter certain kinds of jobs.

In the experience section (Section A), check Yes if you have done the things listed.

In the skills section (Section B), rate yourself using the following scale:

- 3 = I can do this well; others have praised me for this or I have received an award for doing this
- 2 = I can do this moderately well; I enjoy doing this and rarely have any problems with it
- 1 = I cannot do this easily or I do not enjoy doing it
- 0 = I cannot do or have never done this.

Prototype Scale: Airline Reservation or Travel Agent

A. Experience

Have you ever:

Planned travel for yourself or others?  Yes  No

Made all the arrangements and reservations for a group or organizational trip?  Yes  No

Sold a product or service?  Yes  No

If you answered Yes to two or three of these, rate your skills and ability as an airline reservation or travel agent using the list below.

B. Skills (My ability to:)

Persuade others

Use listening skills effectively

Use questioning skills effectively

Use problem-solving and decision-making skills

Deal with others

Establish rapport with people of diverse backgrounds

Sell a service

Plan travel for others

Learn new information quickly

Convey information by telephone

Refer people to sources of information and assistance

Do arithmetic computations

Set priorities

Work under pressure

Manage time and schedule activities

Adjust to a variety of activities and unexpected changes

Manage effectively in a high pressure situation

Follow orders and accept supervision

Make constructive use of negative and positive feedback

Prototype Scale: Bank Clerk/Teller

A. Experience.

Have you ever done:

Paid or volunteer work as a cashier?  Yes  No

Financial record keeping for a community group or volunteer organization?  Yes  No

Paid work as a bookkeeper?  Yes  No

If you answered Yes to any of these, rate your skills and ability as a bank clerk/teller using the list below.

B. Skills (My ability to . . . )

- Greet and serve large numbers of people
- Establish rapport with people of different backgrounds
- Deal effectively with customers
- Handle unpleasant confrontations cheerfully
- Think and behave rationally when dealing with an emergency
- Follow orders and accept supervision
- Follow complex procedures correctly
- Learn new procedures quickly
- Remember details
- Make change quickly and accurately
- Keep neat and accurate detailed financial records
- Use business forms
- Use an adding machine
- Do arithmetic computations quickly and accurately
- Work with numbers
- Do simple bookkeeping
- Explain how savings and checking accounts work
- Explain and interpret bank policies and services
- Respect and safeguard the confidentiality of financial records and transactions
- Be sensitive to and aware of community attitudes and concerns

Bank Clerk/Teller (continued)

- Interpret an organization and its system for delivery of services to the public
- Be punctual
- Work under pressure
- Work steadily at repetitive tasks
- Take responsibility

Prototype Scale: Claims Adjuster

A. Experience

Have you ever:

- Collected information and prepared reports for a community group or volunteer organization?  Yes  No
- Done paid work in an office?  Yes  No
- Done telephone interviews for a business, community group, or volunteer organization?  Yes  No

If you answered Yes to two or more of these, rate your skills and ability as a claims adjuster using the list below.

B. Skills (My ability to . . . )

- Determine the urgency of a problem and handle it appropriately
- Set priorities when dealing with an emergency
- Use problem-solving and decision-making skills
- Define and limit the basic issues of a problem
- Develop a plan to investigate a problem
- Obtain and verify factual information
- Gather information by conducting interviews, confirming facts, and locating data
- Select legal services and processes appropriate for a problem
- Obtain and convey information by telephone
- Use reference resources
- Conduct a search of legal documents to obtain information
- Read insurance policies, contracts, etc., with understanding
- Select data to document a statement
- Make inferences from data
- Present arguments and evidence to support a position
- Develop files and keep records
- Prepare reports containing data and documentary evidence
- Conduct negotiations with an awareness that compromise may be necessary
- Build good working relationships with others

Claims Adjuster (continued)

- Deal assertively with professionals in various fields
- Use contacts constructively
- Establish rapport with people of different backgrounds
- Translate information and facts to a level appropriate to an individual's background and experience
- Identify the individuals and groups concerned with a problem
- Identify the people who can help solve a problem or eliminate "red tape"
- Respect the confidentiality of records and personal information
- Do accurate detailed work
- Do a repetitive task following a set procedure
- Perform work under stressful conditions
- Manage time
- Coordinate simultaneous projects and activities
- Organize a project into its component parts and determine the sequence in which they should be performed
- Adjust schedule to a variety of activities and to unexpected changes
- "Think on my feet"
- Do arithmetic computations
- Instruct others

Prototype Scale: Credit/Collection Worker

A. Experience

Have you ever:

Done fund raising for an organization?  Yes  No

Done paid or volunteer telephone solicitation work?  Yes  No

If you answered Yes to either or both of these, rate your skills and ability as a credit/collection worker using the list below.

B. Skills (My ability to . . .)

- Speak and write English fluently
- Negotiate between people
- Use conflict resolution techniques
- Remain calm, firm, and business-like during confrontations with hostile persons
- Explain the procedures used in making loans, checking credit, etc.
- Take command of a conversation or discussion
- Keep detailed records
- Deal with people
- Maintain personal detachment from work
- Encourage the development of "common sense"
- Influence other people
- Work under close supervision
- Maintain a schedule of telephone or written contacts
- Work under stressful conditions
- Be competitive; strive to better performance
- Be self-motivated and self-starting
- Analyze a problem
- Use computerized credit records



Prototype Scale: Electronics Assembler

A. Experience

Have you ever:

- Worked with hand tools?                    \_\_\_ Yes    \_\_\_ No  
Done electrical repairs in your home?    \_\_\_ Yes    \_\_\_ No  
Done small appliance repairs?            \_\_\_ Yes    \_\_\_ No

If you answered Yes to two or three of these, rate your skills and ability as an electronics assembler using the list below.

B. Skills (My ability to:)

- \_\_\_ Work with my hands, quickly and with dexterity
- \_\_\_ Work steadily at repetitive tasks
- \_\_\_ Do precise and accurate detailed work
- Use hand tools
- \_\_\_ Use a soldering iron
- \_\_\_ Wire a circuit board
- \_\_\_ Read blueprint schematics
- \_\_\_ Differentiate between electronic components
- \_\_\_ Observe safety precautions when using tools and equipment.
- \_\_\_ Do arithmetic computations
- \_\_\_ Establish work flow procedures
- \_\_\_ Pay attention to detail
- \_\_\_ Be reliable and punctual
- \_\_\_ Learn new ways of doing things
- \_\_\_ Meet accountability demands of others
- \_\_\_ Find out how things work

Prototype Scale: Floral Designer

A. Experience

Have you ever:

Cared for house plants?

Yes  No

Arranged flowers?

Yes  No

If you answered Yes to both of these, rate your skills and ability as a floral designer using the list below.

B. Skills (My ability to:)

- Work with my hands, quickly and with dexterity
- Stand on my feet for many hours
- Use scissors, knives, and wire cutters
- Hand letter attractively
- Apply principles of color, texture, and design in floral arranging
- Use artistic sense
- Be creative
- Use aesthetic guidelines in planning and evaluating floral arrangements
- Visualize completed floral arrangements
- Identify plants and flowers by name
- Plant or transplant correctly
- Maintain plants correctly
- Follow orders and accept supervision
- Work under pressure.
- Deal with people
- Be outgoing and gregarious
- Assist people in selecting flowers or floral arrangements.
- Show customers floral arrangements that can be made or bought for a given price.
- Persuade customers to accept a substitute when what they want is not available
- Interact pleasantly with customers

Prototype Scale: Home Health Aide

A. Experience

Have you ever:

- Been a homemaker?  Yes  No
- Cared for an ill, handicapped, or elderly family member?  Yes  No
- Done paid or volunteer work in a hospital or nursing home?  Yes  No
- Taken a course in first aid or home nursing?  Yes  No

If you answered Yes to two or more of these, rate your skills and ability as a home health aide using the list below.

B. Skills (My ability to:)

- Provide for the physical and emotional needs of a patient
- Keep a patient clean
- Maintain hygienic conditions for a patient
- Maintain clean and hazard free living quarters for a patient
- Feed a patient
- Serve attractive and palatable meals
- Prepare meals or recipes to meet special diet needs
- Observe special diet rules
- Prepare and store food to conserve nutrients
- Make observational records of patients
- Make oral reports about a patient
- Observe a patient for unusual signs or symptoms
- Recognize the common side effects of medicine
- Document patient progress
- Provide standard first aid
- Recognize and deal with medical emergencies
- Recognize the nonverbal cues and behaviors that indicate tensions or problems
- Help patients learn how to cope with the demands of daily life

Home Health Aide (continued)

- Assist patients in the use of special equipment
- Encourage the development of patient self-sufficiency
- Encourage the development of "common sense"
- Encourage a patient to develop social skills
- Detect potential health and safety hazards
- Evaluate and adapt a home in relation to a patient's disability
- Refer others to sources of information and assistance
- Be flexible
- Be self-directed
- Think and behave rationally in an emergency
- Be tolerant of varied life-styles
- Follow orders and accept supervision
- Show compassion for those with problems
- Be willing to ask questions and bring up problems
- Respect a patient's need for confidentiality and privacy
- Establish rapport with people of different backgrounds
- Interpret another's feelings, ideas, and opinions
- Negotiate between two or more people
- Supervise others
- Adjust schedule to a variety of activities and to unexpected changes
- Instruct others
- Be punctual
- Be dependable
- Work with the elderly
- Direct, control, and plan the activities of others
- Be aware of and sensitive to community attitudes and concerns

Prototype Scale: Insurance Sales Agent

A. Experience

Have you ever:

Sold a product or service for a community group or volunteer organization?  Yes  No

Done fund raising for an organization?  Yes  No

Organized a sale or fund raising program for a community group or volunteer organization?  Yes  No

Done paid work in direct sales?  Yes  No

If you answered Yes to two or more of these, rate your skills and ability as an insurance sales agent using the list below.

B. Skills (My ability to:)

- Make an effective oral presentation
- Present arguments and evidence to support a position
- Translate information and facts to a level of understanding appropriate to an audience
- Persuade others
- Choose appropriate communications techniques for an audience
- Identify target groups/audiences
- Assess potential markets
- Use contacts constructively
- Establish rapport with people of different backgrounds
- Interpret the feelings, ideas, and opinions of others
- Deal effectively with customers
- Deal with people non-judgmentally
- Adapt to different types of people
- Manage money
- Keep records and prepare reports
- Maintain financial or sales records
- Keep records of individual or group progress
- Develop goals and plans for an activity

Insurance Sales Agent (continued)

- Coordinate several simultaneous projects
- Obtain and verify factual information
- Do arithmetic computations
- Analyze a problem
- Maintain correspondence with customers
- Identify methods to evaluate effectiveness
- Identify resources needed to accomplish an objective
- Conduct negotiations
- Demonstrate familiarity with the community
- Select insurance policies and plans that best meet a family's needs
- Influence others
- Deal with rejection
- Work independently
- Be self-directed
- Motivate people
- Be a good listener
- Be empathetic
- Be competitive
- Deal with adversity
- Work under stressful conditions
- Be self-confident
- Instruct others
- Train others
- Supervise others

Prototype Scale: Photo Lab Technician

A. Experience

Have you ever:

Developed your own film?  Yes  No

Made prints or enlargements of photographs?  Yes  No

If you answered Yes to either of these, rate your skills and ability as a photo lab technician using the list below.

B. Skills (My ability to . . . )

- Make fine color discriminations
- Mix and measure chemicals
- Use safety precautions when working with chemicals
- Develop prints or slides from photographic film
- Use mechanical processes and equipment
- Show good hand-eye coordination
- Do simple arithmetic computations
- Do precise and accurate detailed work
- Work steadily at repetitive tasks
- Follow a set procedure
- Learn and apply new rules
- Follow orders and accept supervision
- Follow directions
- Take responsibility
- Be dependable
- Be patient
- Supervise others
- Cooperate with others

Appendix B

The Project ACCESS Process



## The Project ACCESS Process

### I. Job Analysis

- Step 1. Identify all competencies (skills, knowledge, and abilities) needed to perform the job.
- Step 2. Rate these competencies to determine their importance.
- Step 3. Determine, on the basis of the ratings, which minimal competencies are necessary for all new employees.

### II. Assessment

- Step 4. Select the method of assessment (test, demonstration, work sample, simulation, interview) for each minimal competency or group of related competencies. Determine who will do the assessment.
- Step 5. Recruit adult women who need or wish to return to paid work.
- Step 6. Screen women to identify job-relevant experience. Assess the competencies to select those women who meet or exceed the minimal skills, knowledge, and abilities necessary for the job.

### III. Placement and Evaluation

- Step 7. Place qualified women in appropriate jobs.
- Step 8. Monitor and evaluate job performance. Revise the process, if necessary, to improve selection.

Appendix C

Scripts for Meetings to Identify and Rate

Job Competencies

## Script for Meeting to Identify Job Competencies

- I. For each occupation, arrange for meetings of 9-12 entry-level workers and supervisors of entry-level workers.
  1. Set dates, times, and locations for two three-hour sessions with each group. These sessions should be roughly a week to ten 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 being studied. About one-half should have held their jobs for at least one year and be considered superior workers. If women are employed in the job, they should represent at least one-third of the group, to the degree possible. The group should also be multi-racial and multi-ethnic. The group members should participate willingly.
  4. Arrange for an introduction by a union and/or company officer, who will express support for the procedure.
- II. Develop a List of Tasks
  1. Describe the purpose of the 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 [title]. 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 a list of the tasks involved in the job.

"The first thing we will do today is make a list of the kinds of tasks involved in the job of [title]. 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 suggest your own idea."

After we have the 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 [title] workers?"

Develop the task list. Be sure that this list describes the 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 every 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 descriptions, 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.

### III. Generate 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 that 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 \_\_\_\_\_? Think of people who do this well. What skills and competencies do they have which makes 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 [title] superior? What gives a worker trouble if it is missing?

"Remember, 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?"

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.

"Thank you very much for helping us to identify the skills and competencies needed to perform well as a [title].

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

Script for Meeting to Rate Job Competencies

- I. The meeting has already been arranged, but some new materials are needed and certain things should be checked:
  1. Be sure that, as far as possible, the same same individuals are coming back to rate the competency lists.
  2. Arrange for duplicated lists of the job skills and competencies for each rater and for Job Competency Blanks (sample attached) and pencils. 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 of the suggestions. The job analyst says:

"Today we are going to ask you to rate the list of skills and competencies that were identified as necessary for superior performance as a [title]. Before we begin, I'd like to explain the rating form we will be using. 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 at the top left side of the Job Competency Blank. Does everyone have a number? [If not, give them one.] Since we are not asking for your name, this number will help us keep your ratings separate from someone else's. Please fill in the date and the page number in the spaces provided on the form. Each time you begin a new sheet, this information should be filled in.

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

"In the space labeled Rater Job Title, please write your present job title. Then circle the appropriate letter where it asks for Rater Sex. In the space labeled Company Name, please enter the name of your company and your division, if that is appropriate.

"Since we are using the same procedure in several cities, we are asking

you to record your location in the space labeled City. Finally, would you please indicate if you were involved in the identification of these competencies by circling the Y next to the space labeled 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 see that each one is numbered; use this number when rating the competency. It should be placed in the column labeled Competency Item #.

"Under the column labeled Importance, rate each competency on its importance for an entry-level worker. Is it a competency necessary for all new workers, desirable for new workers, of limited relevance, or is it not relevant to this particular job?

"As an example, consider a competency called 'The ability to add a column of two-digit numbers quickly and accurately.' From your knowledge of this occupation, is this something necessary for all workers? If it is, you would give it a rating of 3. Is it something considered desirable but not absolutely necessary? If it is, you should give it a rating of 2. If it is something only occasionally required in this occupation, a rating of 1 should be assigned. A zero rating would indicate that you feel the competency is not relevant to your occupation.

"Next, under the column labeled Learning, we would like to know when a person must acquire the competency. If a person must know how to do this before beginning work, you would give it a rating of 1. If the competency could be learned on the job, give it a rating of 0.

"Please remember that on each line of your rating sheet there should be an item number that corresponds to a competency, an Importance rating for that competency, and a Learning rating for the same competency. 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, raise your hand and we will attempt to clarify it.

"We have extra rating forms and pencils here. If you have a question about filling out the form, I will be glad to help you. I will announce

[number] of breaks during the rating session. We have approximately [length of time] to complete the ratings. When you have finished, please put your sheets in order and bring them to me.

"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.

### III. Collect the Rating Sheets

As participants bring the rating sheets up, check that the information on the first sheet is filled out; that all skills and competencies have been rated twice, once in each column; that the rater has filled in the Rater Number and Page Number on each sheet; and that the sheets are in order.

Staple the sheets together and thank the participant. Offer to send a copy of the results if they would leave their name and address.





Appendix D

Project ACCESS  
Job Analysis Guide

Project ACCESS Job Analysis Guide

Job Title: Bank Teller

CATEGORY RATINGS

	<u>Importance</u> 3=Necessary 2=Desirable 1=Limited relevance 0=Not relevant	<u>Learning</u> 1=Must be known before begin- ning work 0=Can be learned on the job
1. Greet and serve people	2.7	0.75
2. Follow orders and accept supervision	2.4	1.0
3. Demonstrate awareness of and sensitivity to community attitudes	2.3	0.5
4. Make change quickly and accurately	2.4	1.0
5. Do arithmetic computations quickly	1.8	1.0
6. Use an adding machine	1.9	0.25
7. Explain checking and savings accounts	1.9	0.0
8. Take responsibility	1.6	1.0
9. Work steadily at repetitious tasks	1.6	0.5
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

Appendix E

Employment Assessment Rating Form

Employment Assessment Rating Form

Name: \_\_\_\_\_

Job Title: Home Health Aide

Skills (Minimal Competencies)	Acceptable	Unacceptable
Feed a patient		
Maintain hygienic conditions for a patient		
Plan menus and prepare meals		
Provide standard first aid		
Recognize and deal with medical emergencies		
Document a report on patient progress		
Administer medications		
Follow orders		
Maintain clean and hazard-free quarters for the patient		

Appendix F

Project ACCESS

Employee Rating Form

Project ACCESS Employee Rating Form

Name of Employee \_\_\_\_\_

Job Title Bank Teller

Supervisor/Rater \_\_\_\_\_

HOW DOES THIS EMPLOYEE COMPARE WITH:

	Above Average	Average	Below Average	Doesn't Apply
a) Other <u>women</u> recently hired?				
b) All individuals recently hired?				
c) All <u>women</u> currently employed in this job?				
d) All individuals currently employed in this job?				

PLEASE RATE THIS EMPLOYEE ON HER ABILITY TO:

	Above Average	Average	Below Average	Don't Know/ Doesn't Apply
1. Learn details of new services and procedures quickly				
2. Greet and serve large numbers of people while maintaining a pleasant, alert manner				
3. Deal effectively with customers				
4. Do customer relations work				
5. Think and behave rationally when dealing with an emergency				
6. Respect and safeguard the confidentiality of customer records and transactions				
7. Be punctual				
8. Make change quickly and accurately				

	Above Average	Average	Below Average	Don't Know/ Doesn't Apply
9. Follow orders and accept supervision				
10. Be sensitive to and aware of community attitudes and concerns				
11. Keep neat and accurate financial records				
12. Explain bank policies and services to the public				
13. Remember details				
14. Use banking forms correctly				
15. Follow complex procedures accurately.				
16. Use an adding machine				
17. Inspire trust				
18. Be conscientious				



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