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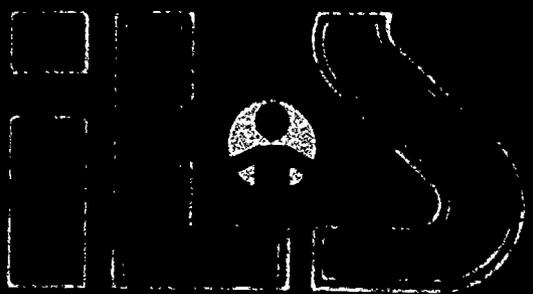
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ABSTRACT

This instructor's guide is designed to accompany self-paced student training modules on the Parts Counter Trade. Introductory materials include an introduction to pre-apprenticeship training, and a course outline. Teaching outlines are then provided for the 11 modules that comprise this course. For each module some or all of this material may be presented: instructional outcomes; introduction; outline of content with teaching methods and aids listed and/or sketched, notes for self-assessment, assignment, and post assessment; and suggested readings. Modules include Introduction to the Parts Counter Trade, Diagnostic Testing/Counterman, Automotive Parts; Survival Skills; Trade Math (diagnostic test and remedial work); Physical Requirements; Safety; First Aid; Merchandising and Sales; Store Operations; Product Identification; Basic Parts Counter Invoicing/Ordering Techniques (student projects). Project sheets are provided. An occupational analysis/task inventory for auto parts counter person is appended. (YLB)

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INDIVIDUALIZED LEARNING SYSTEMS

PRE-APPRENTICESHIP

PHASE 1 TRAINING Instructor's Guide

000183

Parts Counter

- Diagnostic Tests
- Survival Skills
- Math
- Tools
- Materials
- Project



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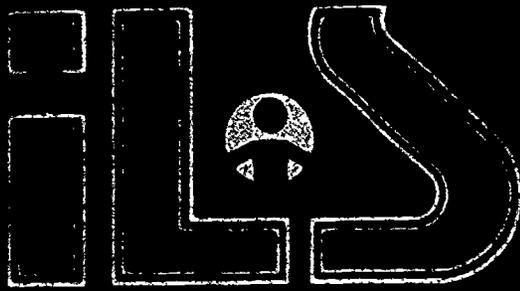
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INDIVIDUALIZED LEARNING SYSTEMS

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INTRODUCTION TO PRE-APPRENTICESHIP

DESCRIPTION OF APPRENTICESHIP

The Federal Bureau of Apprenticeship identifies an apprenticeable occupation as a skilled occupation that requires a minimum of one year of 2000 hours on-the-job training. This on-the-job training and related educational training is the apprenticeable period.

VIEWPOINTS ABOUT PRE-APPRENTICESHIP

Pre-apprenticeship is viewed in many different ways by craftpersons, apprenticeship committees, educators and the general public.

Concerns about pre-apprenticeship include the belief that the pre-apprenticeship training will flood the market with applicants for apprenticeship or that these trainees will go to work in the occupation as partly trained workers or that pre-apprenticeship would be considered a guarantee of entry into apprenticeship. These conflicting viewpoints create problems for persons interested in apprenticeship training and make it difficult to operate pre-apprenticeship training programs.

NEED FOR PRE-APPRENTICESHIP

Pre-apprenticeship provides three benefits:

1. Provides a screening device to determine motivation, interest, manipulative aptitude and ability of persons to learn the skills of the occupation.
2. Provides the individual with survival skills for handling personal problems and interpersonal relations on the job that may include abuse and sexual harrassment.
3. Provides entry level skills to help make the apprentice productive from the first day on the job. The higher entry level skills of the apprentice provides an incentive for the employer to hire apprentices.

PRE-APPRENTICESHIP HELPS PEOPLE

To select a skilled occupation.

To identify the educational requirements of an occupation.

To experience the hands-on skills of an occupation.

To develop good work habits.

- * Good job attendance
- * Punctuality
- * Dependability
- * Time management

To develop good attitudes.

- * Concern for the job
- * Initiative
- * Interest
- * Healthy, cooperative working relations with fellow employees.

TRAINING LEVELS FOR PRE-APPRENTICESHIP

Pre-apprenticeship training can be separated into three phases or stages of training. These are:

PHASE 1

Provides the trainee with an opportunity to explore several occupations. This orientation to the painting trade includes training in trade terminology, blueprint-reading, tool usage, first aid and safety practices. This familiarization training includes hands-on experience in some of the basic skill areas together with information about the advantages and requirements of painting. The choice of an occupation to train for in Phase 2 of pre-apprenticeship will be based on these experiences. If the trainee decides not to pursue this occupation any further, the training received to this point will be useful in every day life.

Phase 1 includes diagnostic tests to determine if reading or mathematical deficiencies exist that would handicap a person in the painting trade. Remedial work will be provided to correct these deficiencies.

Success on the job is directly related to job attitudes, work habits, and the individual survival and coping skills. Training will begin on helping each individual attain full potential in these personal skills.

Interpersonal skills will be developed which include:

- * Communication skills
 - paraphrasing, perception checks, non-verbal communication
 - communicating with superiors
- * Personal effectiveness
 - problem solving, family relationships, sexual harrassment and pestering on the job.
- * Interview techniques
 - apprenticeship committee interview procedure

PHASE 2

This training begins the serious preparation for an occupation. The training related to job attitudes, work habits and individual survival and coping skills will be continued from Phase 1 with more emphasis on the relationship to the job.

Manipulative skills will be developed by the completion of a series of projects involving basic trade skills which have a carryover benefit to persons outside of the occupation. At least 3/4 of the training will consist of hands-on experiences. This instruction should be conducted by a skilled craftsperson from the trade or occupation who has the necessary teaching skills.

The joint apprenticeship committee for the occupation will be invited to observe the progress of trainees during Phase 2 and to evaluate the potential for trainees for entry into apprenticeship. The participation of the appropriate joint apprenticeship committee is essential to the success of a pre-apprenticeship program. This community involvement insures that the training is relevant to the occupation and meets industry training standards.

At the completion of Phase 2 the trainee will have enough experience with the occupation to decide whether to continue with the training into Phase 3. The joint apprenticeship committee will have knowledge of the quality of the training program and will be in a position to judge the qualifications of the students for entry into the apprenticeship training program.

PHASE 3

Training is concentrated on improvement of manipulative skills so that the trainee will be a productive employee the first day on the job. This training can be either industry conducted specialized training, secondary school vocational programs or community college preparatory courses specifically related to the occupation. Trainees can also participate in co-op work experience involving hands-on training at the secondary or community college level. Hands-on training is considered essential for an effective pretraining program.

The Phase 3 training period provides the trainee with an opportunity to search for an employer willing to take an apprentice. Frequently the employer providing co-op work experience training will hire the trainee as a regular employee.

It is possible that some employers will hire the trainee without further training. Some of these employers train specifically for their own needs. In the process, job descriptions have become highly diluted. Instead of producing journeymen possessing a wide range of skills, companies have settled for specialists trained to perform the specific tasks needed in certain narrow operations. While this may be adequate to meet the special needs of an industry, it certainly will not meet the training and manpower needs of the nation in the future.

Apprenticeship provides a broad base of training by giving the apprentice a wide range of skills which insures continuous employment. Workers least vulnerable to unemployment are those with the highest and broadest skills and best training. The trainee should make every effort to enter an apprenticeship training program designed to provide training in all skills required

in the trade or go to work for an employer who will provide broad based training.

Each trainee will choose a joint apprenticeship committee meeting to attend during Phase 3 training. This will provide an opportunity for the trainee to become acquainted with members of the joint apprenticeship committee and to see how the committee functions.

PHASE 4 EMPLOYMENT AS AN APPRENTICE

Trainee enters apprenticeship training on a direct referral basis under agreement with the appropriate joint apprentice committee which permits persons trained in programs financed with federal funds to enter apprenticeship on direct referral. Direct referral eliminates several of the procedures in the selection process and makes entry into apprenticeship less cumbersome.

Not all joint apprenticeship committees use the direct referral system. This is the reason why sponsors of pre-apprenticeship training should directly involve joint apprenticeship committees in the operation of their programs. This provides committees with an opportunity to evaluate the effectiveness of pre-apprenticeship.

The federal Job Corps Programs enjoy direct referral placement in apprenticeship for their graduates. The Job Corps operates an ideal pre-apprenticeship program. Proposed sponsors of pre-apprenticeship training are advised to visit the nearest Job Corps Center to see how the programs operate.

The Job Corps Centers in Oregon are located at:

Angel Job Corps
Star Route North
Yachats, OR 97498
547-3137

Timber Lake Job Corps
Star Route Box 109
Estacada, OR 97023
834-2291

Wolf Creek Conservation Center
Little River Route
Glide, OR 97443
496-3507

Tongue Point Job Corps
Astoria, OR 97103

325-2131

Job Corps Centers in Oregon Offer Training in these apprenticeable occupations:

Carpentry
Cement Mason
Brick Laying

Plastering
Tile Setting

Automotive
Painting

RECOMMENDED PROCEDURE FOR CONDUCTING PRE-APPRENTICESHIP TRAINING

ADMINISTRATION

Pre-apprenticeship training can be conducted by various sponsors. These include secondary schools, community colleges, unions, employer associations, labor/management training trusts and private groups such as O.I.Cs.

ADVISORY COMMITTEES

Use of broad-based community advisory committees is mandatory for pre-apprenticeship programs conducted by secondary schools and community colleges. Pre-apprenticeship needs the support and recognition of the community in order to be successful.

The advisory committee should have representatives from these groups:

School administration -high school principal

-board members

-vocational director

-co-op work experience

-T & I instructors

Community

-school graduate in trade

-member of joint apprenticeship committee

-employer member of trade

-employee member of trade

-union business agent

-industry training coordinator

-representative of financial community

-representative of press

Government personnel

-ESD regional vocational coordinator

-Oregon Division of Apprenticeship field representative

-Federal Bureau of Apprenticeship representative

-State Dept. of Education specialist

FINANCING

Vocational training programs generally cost more than academic programs because the student/teacher ratio is smaller, consumable supplies are required, and expensive equipment is needed. Resources to finance pre-apprenticeship training are available from a number of sources. These include:

- Vocational rehabilitation -tuition fees
- Federal funds for immigrants -Asian
-Cuban
-Spanish American
- Special grants -U.S. Dept. of Labor
U.S. Dept. of Education
CETA
Industry
State Dept. of Education
Economic Development Administration
- Secondary school funding -basic school grant from federal funds
- Community college funding -basic state funding

INSTRUCTIONAL DELIVERY SYSTEMS

The type of sponsor for pre-apprenticeship training will determine the time-block used for the program. If training is started at the 9th grade level, a two-hour training period will generally be used. A half-day training period should be used for an accelerated program at the secondary level covering two years. Community college programs can be either half-day or full-day programs. Private sponsors generally will operate on a full-day basis.

Instructors for the trade specific training should be qualified craft workers. These may be employed on a part-time basis, or full-time, serving several programs. The necessity for skilled workers to teach the trade specific items of the program

cannot be over-emphasized. The work experience of skilled craft workers gives them the insight into the occupation needed for effective teaching.

MANIPULATIVE SKILL TRAINING

The manipulative skills or hands-on experiences provide the basis for a sound and effective pre-apprenticeship training program. Unless this training is available the program will not succeed.

Important considerations involve the following items:

- | | |
|-----------------------|---|
| Basic tools | -tools required for each participant |
| General or shop tools | -power tools (purchased or rented) |
| Materials | -purchased by training agency
-purchased by others (training project sponsor)
-donations by industry (defective goods) |
| Training facilities | -school based
-community based |
| Training projects | -school maintenance work
-simulated projects
-community projects
-private projects (non-profit organizations-low income persons) |

COORDINATION WITH EXISTING PROGRAMS

Pre-apprenticeship should be coordinated with related programs in secondary schools and community colleges.

- | | |
|----------------------------|---------------------------------|
| Welding | Electronics |
| Blueprint reading/drafting | Industrial mechanics cluster |
| Surveying | Construction cluster |
| Automotive | Electricity/electronics cluster |

MISCELLANEOUS CONSIDERATIONS

Legislation, community support and political considerations will all have an effect on pre-apprenticeship training. Activities related to these concerns include:

Workshops and technical assistance -State Dept. of Education

Publicity notices

-public service

-newspaper

-radio

-translation to Asian/Spanish American

Civil rights

-effect of civil rights compliance

Transfer of learning

-benefits of vocational training to other occupational endeavors

COURSE OUTLINE

1.0 Introduction to the Parts Counter Trade

- 1.1 History
- 1.2 Trends
- 1.3 Working Environment
- 1.4 Employment Practices
- 1.5 Wages
- 1.6 Common Worker Benefits
- 1.7 Trade Terminology

2.0 Diagnostic Testing

- 2.1 SATB

3.0 Survival Skills

- 3.1 Expectations
- 3.2 Communication Skills
- 3.3 Giving and Receiving Feedback
- 3.4 Dealing with Interpersonal Conflict
- 3.5 Group Problem Solving, Goal Setting and Decision Making
- 3.6 Wider Influences and Responsibilities
- 3.7 Identifying and Developing Individual Strengths
- 3.8 Worksite Visits
- 3.9 Resumes
- 3.10 Interviews
- 3.11. Appropriate Work Habits and Attitudes

4.0 Trade Math

- 4.1 Math Diagnosis
- 4.2 Math Remedial

5.0 Physical Requirements

- 5.1 Physical Requirements
- 5.2 Developmental Processes

6.0 Safety

- 6.1 General Safety
- 6.2 Personal Safety
- 6.3 Fire Types and Prevention
- 6.4 Hygiene Safety
- 6.5 Hand Tool Safety
- 6.6 Power Tools

7.0 First Aid

7.1 First Aid

8.0 Merchandising and Sales

8.1 Customer Relations

8.2 Salesmanship

9.0 Store Operations

9.1 Catalogs

9.2 Records

9.3 Other Operations

9.4 Housekeeping

10.0 Product Identification

10.1 Recognize Components

11.0 Project

II. WORD TO THE INSTRUCTOR

This course was designed to be a trade-related, self-screening, job exploration package, providing the student with basic trade theory, basic trade manipulative practice, projects and on-job-site visitations.

Further, it is to be implemented by instructors who are skilled in each of the general topics described in the course outline and expanded on in the instructor's guide.

The curriculum is comprised of two parts: 1) the instructor's guide, and 2) supporting modules and references which are specified in the instructor's guide. The instructor should seek other supporting resources where available or necessary.

The instructor should bear in mind that there are two broad objectives written into the design of this course: 1) that the student will receive instruction in the preapprenticeship mode of the trade (which is designed to enable him or her to gain enough exposure to the trade to (a) aid in making a career decision, and (b) facilitate entry into the trade), and 2) that the student will retain some carryover skills which he or she can use in life, even should the student decide not to enter the trade.

Essentially, this guide is patterned after a program begun in Oregon in 1979-80. The participants in the program are wholly CETA-sponsored, many with motivational or physical impairments. The program concentrates on providing motivational support and/or physical therapy. A typical program, broken down into its major components, would be:

- 40% hands-on, manipulative work
- 30% motivational support work
- 10% job visitation
- 5% physical development or therapy
- 15% class lecture, discussion, etc.

Not all institutions will have the resources, nor will all programs' students have the need, for such a breakdown. The instructor should identify the needs of the students and utilize the guide in the manner best suited to meet them.

III. RECOMMENDATIONS

Hands-on work is probably the best learning experience for students in trade work. It is essential if the two broad objectives listed above are to be met. Therefore, implied in the topics covering tools, materials and tasks or work processes is the notion (emphasized in the Instructional Outcome for these topics) that the student will practice using the tools and materials described therein.

In lieu of describing in the Teaching Methods and Aids section of the guide those tasks which will be performed with the described tools and materials, the writers leave it to the imagination and material resources of the instructor. Practice is the method by which skill is developed.

1.0 Introduction to the Parts Counter Trade

INSTRUCTIONAL OUTCOMES: The student will be able to identify and briefly explain the history, trends, working environment, employment practices and wage scales of the trade, as well as working people's benefits and trade terminology.

INTRODUCTION: In order to become an effective worker or make an effective, realistic career decision, an individual must be exposed to various aspects of the trade.

PRESENTATION

TEACHING OUTLINE

- 1.1 History
 - A. Parts industry has grown with automotive industry.
- 1.2 Trends
 - A. Currently two: increased competition and increased complexity.
 - B. Competition is promoting more parts houses.
- 1.3 Working Environment
 - A. Conditions have improved greatly.

TEACHING METHODS AND AIDS

Explain and Discuss

ILS Introduction to the Parts Counter Trade

Jobsite Visitation

Invite Job Specialist

- B. Employment is year-round
 - 1. Industry slows down in winter.

- C. Industry emphasizing public relations aspect of counter person.

1.4 Employment Practices

- A. Relatively few apprentices in Northwest
- B. Individuals need to find employer to sponsor selves into trade.
- C. Employers desire school background in math, science and business.
- D. Beginners may be used as delivery people
 - 1. Then may become shipping and receiving clerks.
 - 2. Then may become counter people.

1.5 Wage Scales

- A. Relatively low for beginners, but improving
- B. Lack of well-structured apprenticeship program, reluctance of business people, low wages all contribute to shortage of well-trained workers.
- C. Needs personnel for increased volumes, elaborate record-keeping systems.

1.6. Common Worker Benefits

A. Unemployment Insurance

1. Purpose.
 - a. transition from job to job.
 - b. ease strain of layoffs.
2. Source of benefits.
 - a. payroll tax on wages.
3. Eligibility.
 - a. depends on base year earnings.
 - b. depends on reasons for leaving work.
4. Level of benefits.
 - a. level of base year earnings.
5. Claims process.
 - a. report to Employment Division office.
 - b. provide required information.
 - (1) employer's name and address.
 - (2) your social security number.
 - (3) wage earning records.
 - (4) current address.
6. Appeals/hearing process.
 - a. initiated by worker.
 - b. in writing.
 - c. within time limits.

B. Wage and Hour Commission

1. Purpose.
 - a. to investigate and attempt equitable settlement of wage claims.
2. Areas of claim review.
 - a. pay periods.
 - b. pay days.
 - c. final pay days.
 - d. wage payments in cases of dispute.

Explain and Discuss

ILS Common Worker Benefits

Invite Field Rep

Workmen's Compensation Board

BOL Wage and Hour
Employment Division

- e. methods of compensation and over-time.
 - f. minimum wage laws.
 - g. limitation of hours in certain industries.
 - h. restrictions on employment of minors.
3. Jurisdiction.
- a. Federal vs. State.
4. Claim Process.
- a. contact wage and hour commission.
 - b. provide required information on appropriate form.
 - (1) dates of employment.
 - (2) rate of pay.
 - (3) reason for non-payment.
 - (4) estimate of disputed amount.
 - c. wage claim conference.
 - d. collection process.
 - e. protection against retaliation for filing a claim.
5. Time limits for filing.
- a. regular pay.
 - b. overtime pay.

C. Workers Compensation

1. Purpose

- a. provide medical care payment for on-the-job accidents.
- b. provide time loss payments.
- c. provide payments for permanent disability.
- d. provide death benefits.

2. Source of benefits.
 - a. employer premiums for insurance.
 - b. employee contributions.
3. Level of benefits.
 - a. complete for medical costs.
 - b. varies according to level of final disability.
4. Eligibility.
 - a. any job-related accident or condition causing the worker to leave work and seek medical treatment.
5. Claim process.
 - a. report accident to employer.
 - b. fill out claim form.
 - (1) know your employer's legal name.
 - (2) know your employer's insurance carrier.
 - c. see your doctor for treatment.
6. Final determination.
 - a. doctor's statement of stabilized condition.
 - b. board's findings of disability and payment.
7. Reopening claim for aggravation of injury without a new injury.
 - a. contact employer's insurance company if occurs within the first five years.
 - b. contact worker's compensation board after five years.

1.7 Trade Terminology

A. Common Trade Terms

1. Accounts receivable--balances of money due from customers.
2. Active stock--merchandise in the store area readily available for normal sale to customers.
3. Back order--merchandise on order but not shipped.
4. Bill of lading--a carrier's document acknowledging receipt of goods and stating terms of carriage.
5. Break point--where costs of shipping by a particular method changes significantly because of size or weight classifications.
6. Cash discounts--discount given for the immediate or prompt payment of a bill.
7. Core--term used to describe items accepted in exchange transactions; for example fuel pumps and carburetors
8. Credit memorandum--record of what is owed to a customer in a transaction, sale or return.
9. Discount--an allowance or deduction from a quoted list price.
10. Freight bill--carrier's bill to a consignee describing the type and number of materials, their weight, point of origin, shipper and freight charges.
11. Inventory control--method of checking the quantity and type of material on hand.

12. Jobber--wholesaler selling primarily to retail tradesmen, industrial users.
13. List price--suggested retail price of an item.
14. Net price--cost of an item specified by the class of purchaser; for example dealer net.
15. Overhead--expenses of conducting business aside from the cost of the purchase of stock, fabrication, sales costs and salaries. For example, lighting, heat and telephone expenses.
16. Paid out--money spent by the firm. Usually used in connection with cash register transactions.
17. Perpetual inventory--method of registering the quantity of stock by recording each receipt and issue of stock.
18. Physical inventory--recording of stock quantity by actual count of items.
19. Purchase order--formal request from a buyer to seller which specifies conditions of sale and delivery. It is not a contract until accepted by the seller and acknowledged to the buyer.
20. Rebuilt--an overhauled or reconditioned unit.
21. Reserve stock--supply of warehouse merchandise used to replenish active stock.
22. Trade discount--discount offered to particular customers who will use the items purchased for retail or for making repairs.

23. Turnover--the ratio of stock sales dollars to stock acquisition dollars for a given period of time.
24. Vendor--the seller in a transaction.
25. Warranty--an expressed or implied promise to make good for faults of an item due to poor manufacturing control or repair.

2.0 Diagnostic Testing/Counterman, Automotive Parts

INSTRUCTIONAL OUTCOMES: The Student will complete a Specific Aptitude Test Battery (SATB), administered by a qualified examiner and will have the results explained by a qualified examiner.

INTRODUCTION: The General Aptitude Test Battery is a standardized test that has become recognized as the best validated multiple test battery in existence for use in vocational guidance. The tests are used by apprenticeship committees to assist in the screening process for appropriate candidates when apprenticeship openings occur, and to provide individuals with an indication of the probability of their being successful in a particular trade.

Many apprenticeship programs require applicants to have certain aptitudes as demonstrated by passing appropriate tests. For example, the applicant may be required to pass Specific Aptitude Test Battery (SATB) administered by the State Job Service. SATBs test two or more of the following nine general aptitudes: general learning ability (cognitive functioning), verbal aptitude, numerical aptitude, spatial aptitude, form perception (ability to perceive small detail), clerical perception (ability to distinguish pertinent detail), motor coordination, finger dexterity and manual dexterity.

Each battery tests different combinations of these nine general aptitudes because each occupation requires different specific abilities. The following SATB tests and cutting scores are required by the apprenticeship committee for the trade. The student should be aware of the trade requirements and determine how he or she feels about his or her abilities in the tested aptitudes in order to make a career decision.

PRESENTATION

TEACHING OUTLINE

2.1 SATB

A. Complete exam described below

KEY: Trade Occupation Code # for the occupation

SATB for the trade = Recommended cutting

TEACHING METHODS AND AIDS

score for the trade
Location of the SATB within the GATB

COUNTERMAN, AUTOMOTIVE PARTS S#167

Intelligence = 90

Spatial; Book I, Part 3

Verbal; Book I, Part 4

Arithmetic Reason; Book II, Part 6

Numerical Aptitude = 90

Arithmetic Reason; Book II, Part 6

Computation; Book I, Part 3

Clerical Perception = 95

Name Comparison; Book I, Part 1

Cutting Scores

	Adult	Grade 10	Grade 9
Intelligence	95	91	88
Numerical Aptitude	90	85	83
Clerical Perception	95	91	87

B. Discuss Results:

3.0 Survival Skills/Parts Counter

INSTRUCTIONAL OUTCOMES: The student will learn and practice fundamental concepts in: a) dealing with expectations, b) communication skills, c) giving and receiving feedback, d) dealing with interpersonal conflict, e) group problem-solving, goal-setting and decision-making, f) outside influences and responsibilities, g) identifying individual strengths, h) appropriate work habits and attitudes, and, i) phases of job search and worklife.

INTRODUCTION: Training and proficiency in human relations skills are essential for successful adaptation to worklife. All too often in job preparation programs, these basic survival skills are neglected or put aside in favor of training in the technical aspects of work.

This topic describes the many skills necessary to become a stable, productive and satisfied worker.

PRESENTATION

TEACHING OUTLINE

TEACHING METHODS AND AIDS

3.1 Expectations

A. Predicting the future

1. Self-fulfilling prophecies
 - a. setting yourself up for failure
 - b. thinking positively

ILS Survival Skills-Expectations

PREPARATION

B. familiar with the material beforehand, and think up some relevant examples

AVAILABILITY

Be available to students. Go around those students reading the material. Be prepared to answer and ask questions that increase students' understanding.

B. Two-step process to opening up expectations.

1. Being idealistic and realistic
 - a. being creative and having ideas.

- b. keeping close to the facts

- c. effects of leaving out one of the two steps.

- d. combining the two

C. Prejudice about other groups.

D. Being a winner

ELICIT RESPONSE

Ask individuals what they would like to do most of all. Use their reply even if it seems trite. Suggest two alternative possibilities--the worst and the best. Ask how each would affect that student's feelings and behavior at this moment.

RELEVANT COMPARISONS

Illustrate creativity from movies, TV or writing. Tell the beginning of a story and ask for suggestions on how it might end. Give the original writer's version. Show how anything is allowed in creative ideas. Suggest students read court reports or news coverage.

STUDENTS' EXAMPLES

Encourage extreme examples of fantasy and of sticking close to the facts.

EXAMPLES OF PREJUDICE

Show how stereotypes arise out of stereotyped expectations.

ROLE MODEL

Be heard thinking positively. Encourage positive thinking in students.

E. Self-Assessment--looking at common personal expectations

F. Post Assessment

3.2 Communication Skills

A. Good communication

1. two-way process
2. importance
3. innate abilities
4. showing mutual respect

B. Active listening.

1. Centering attention on the other person.
 - a. being seen to be listening
 - b. finding out what is important to the other person
 - c. following the other person's lead
 - d. listening to feeling
2. Checking that you have understood what the other person is communicating.
 - a. checking feeling

IDENTIFY PROBLEM AREAS

Go through questions to see where students are putting themselves down. Give encouragement. Ask what they want to change.

EXPLAIN

Read through examples, answer questions.

FLEXIBILITY

Allow students to demonstrate their understanding in less than suggested number of situations.

ILS Survival Skills-Communication Skills.

PREPARATION

Be familiar with the material

BEING A ROLE MODEL

Demonstrate active listening. Ensure that students voice problems and doubts. Allow frequent opportunity for students to give responses to on-going work. Be ready to demonstrate bad examples of listening, to groups or individuals, and contrast with good examples.

- b. checking content
- c. when it is inappropriate

C. Being listened to.

1. Your rights as an individual
2. When to keep quiet
3. Avoiding being aggressive
4. A three-step approach
 - a. showing you understand
 - b. taking responsibility for your own feelings
 - c. suggesting alternatives

D. Overall importance of respect for individuals

1. Communication between equals

E. Self-Assessment.

1. How individuals communicate with others

F. Practicing the skills in triads.

1. Active listener of personal experience
2. Role play being listened to

ASSERTIVENESS

Draw examples from books on being assertive. Think up appropriate examples in work context. Discuss aggressive responses with individuals. Describe alternative approaches. Discuss possible exceptions-- where aggression might be appropriate.

INSTRUCTOR/STUDENT RELATIONS

Assess relations in class in terms of respect for, and equality of, individuals. Ask students for comments.

IDENTIFY PROBLEM AREAS

Give help and encouragement. Find out from students what skills they want to practice.

TRIADS

Form triads (trios) as students finish Self Assessment.

FEEDBACK

Listen to one example of active listening in each triad. Give suggestions for improvement. Be open to alternative situations for the role play. Ensure students are willing to practice being sensitive to possible reluctance and shyness. Be prepared to role play yourself.

3.3 Giving and receiving feedback

A. Importance of being able to give praise and criticism (introduction).

B. Importance of group support and teamwork

1. Being a team member

2. Building a team

a. knowing where you are

b. pulling your weight

c. responsibilities for others

d. group aims and goals

3. Poor working environments

a. indirect communication

b. not knowing where you stand

C. Reading attitudes

1. Hired or fired?

2. How do you come across to other people?

3. Interpreting other people's behavior

D. Giving and receiving positive opinions

1. Importance of praise

2. Taking compliments

3. Giving praise

E. Getting and giving criticism

1. Its importance

2. Being criticized

3. Avoiding being threatened

4. Between equals

F. Self Assessment-Feelings and Preferences

ILS Survival Skills-Giving and Receiving Feedback

PREPARATION

Be familiar with the material and prepared to participate actively and equally.

FACILITATION

Facilitate continuously the building of group support. Give extra support to students who have difficulties participating fully. Enlist help of more confident and verbal to share the responsibility. Give support but principally be a neutral chairperson or facilitator. Encourage group members to observe each others' non-verbal behavior between class times.

POSITIVE REINFORCEMENT

Give frequent verbal praise to individuals who are working well and to the group as it becomes more supportive.

MONITORING

Walk around and ask permission to join in some partner discussions. Encourage greater depth. Avoid any judgments. Use paraphrase

G. Assignments

1. Telling individuals what you like

2. Reading attitudes within the group.

3. Opening self-sharing important experiences

4. Receiving direct positive feedback.

5. Receiving direct positive and negative feedback

H. Post Assessment

3.4 Dealing with interpersonal conflict

A. Consequences of poor interpersonal relations

and feeling as checking skills.

A DEVELOPING PROCESS

Introduce when group is ready. First three assignments could be practiced even before module has been read. Explain, in turn each assignment to whole group. Deal with worries, doubts or questions before you begin.

Use all your facilitating skills. Especially be sensitive to members' non-verbal responses. Follow up, after the class, on any individual who is upset. At all times encourage positive support within the group. Be prepared to intervene if criticism becomes too negative.

Organize small groups or lead discussion of whole group. Use small groups to extend each individual's range of interactions.

ILS Survival Skills-Dealing with Interpersonal Conflict

PREPARATION

Be familiar with the material and ready to supply further relevant examples from the

- B. Recognizing conflict in a work context
 - 1. Open arguments
 - 2. Possible causes
 - 3. Consequences
- C. Them and Us atmosphere
 - 1. The conditions you deserve
 - 2. Whose responsibility?
- D. Unproductive ways of solving conflict
 - 1. Finding someone to blame
- E. Productive ways of solving conflict
 - 1. Taking responsibility for doing something about it
 - a. when people feel threatened by you
 - b. when you feel threatened
- F. Remaining passive.
 - 1. Poor working conditions
 - 2. Physiological and psychological problems
 - 3. Irrational fears
 - a. fear of not being liked
 - b. fear of hurting others
- G. Action model for solving interpersonal conflicts
 - 1. Choosing the best time
 - 2. Taking responsibility for your feelings

world of work.

BE AVAILABLE

Encourage students to comment and question points as they arise. Ask them to come up with their own examples, either confirming or disconfirming the information.

RESPONSIBILITY

Throughout Survival Skills, individual responsibility is repeatedly stressed. Periodically, reassess your own role. Avoid being pushed into the "expert" stance. Try to be an impartial facilitator, encouraging student's learning without passing judgments. Ensure students take responsibility for what they want to achieve.

3. The four-step language formula.
- tell the other person that what he or she is doing is upsetting you
 - speak your feelings
 - describe how his or her behavior is affecting you
 - suggest an alternative

H. Negotiating

1. Give and take
2. Compromise

I. Discrimination and prejudice

1. Different types
2. Dealing with it

J. Self Assessment

K. Assignments

1. Sharing in small groups.

L. Post Assessment

1. The formula

IDENTIFY IMPORTANT GROUP ISSUES

Deal in a neutral manner with examples of discrimination. Ask individuals for personal experience of racial and sexual prejudice and discrimination. Facilitate discussion on Equal Opportunity and Affirmative Actions. Invite solutions to problems from group members.

NEW ISSUES

Be aware of any controversial issues that arise during the Self Assessment. Introduce them to the group for general discussion.

ORGANIZE GROUPS

Form groups as students finish writing. Limit talk to five minutes on each topic. Maintain some urgency by announcing the five minute intervals.

COLLECT WORK

Read and make encouraging

2. Personal examples

3.5 Group Problem Solving, Goal Setting and Decision-making

A. 10-step model

1. Define the problem
2. Look at the known facts
 - a. what is happening
 - b. who is involved
 - c. when does the problem occur
 - d. where does it occur
 - e. why has it become a problem
3. Agree on your goals
4. Pool ideas for achieving your main goal without evaluating them
5. Look more closely at some of the more interesting and unusual ideas
6. Include any other ideas that you think might be helpful
7. Agree on some guidelines for achieving your goal
 - a. be specific about minimum behavior required
8. Decide on a plan to implement your proposed solutions
9. Assess the likelihood of success
10. Evaluate the success of your decisions after they have been implemented.

B. Self Assessment

written comments. Arrange contract for completion of work with any students who produce low standard work.

ILS Survival Skills-Group Problem Solving, Goal Setting and Decision-Making

PREPARATION AND MATERIALS

Know the 10-step model without having to refer to it on the page. Work through the process beforehand. Have photocopies of the model.

Have ready one large newsprint pad and one marker for every five students. Choose about six examples of unusual tools or materials that students are unlikely to have seen. Have them ready, but hidden. Get advice from specialists beforehand.

AVAILABILITY

Go around students in class while they are reading material. Help them understand the 10 steps.

CHECK LACK OF UNDERSTANDING

Look over individuals' answers. Give help for misunderstandings.

C. Assignment in small groups

1. Producing quality of ideas
2. Practice in thinking creatively

3. Identifying unusual objects.

4. Quality circle

MATERIALS REQUIRED

Sheets of newsprint and sufficient markers

ARRANGE GROUPS

During these assignments, there may be laughter and a lot of excited talk. Encourage composition of groups on basis of who works well together rather than primary friendships. Keep groups separated by space. Go around groups, sit in and participate. Keep up speed of work by giving limited time to gather ideas.

Invite spokesperson from each group to report back on ideas. Write down ideas as they are given and summarize range of proposed solutions.

OBJECTS REQUIRED

Supply one object for each group. Choose trade tools or materials that most students are unlikely to have used.

MONITOR PROGRESS

Encourage written records of proposed solutions. Ensure all members of each group take some responsibility for finished product. If possible, get results typed out so they can be shared within larger group.

D. Post Assessment

3.6 Wider influences and responsibilities

A. Relations with people in authority

1. Formal workplace
 - a. job titles
 - b. hierarchy
2. Informal workplace
 - a. unwritten rules and unstated expectations
3. Showing respect and being relaxed

B. Relations with family and friends

1. Changes in responsibilities
2. Affects of changes on old relationships
 - a. being prepared
 - b. communicating problems
3. Planning quality time
 - a. keeping work problems at work
 - b. maintaining relationships

PREPARE HANDOUT

Have copies of 10-step model.
Make sure students check what they have written and correct it.

PERSONAL EVALUATIONS

Invite students to read out or tell others what they wrote under 2 in the Post Assessment.

ILS Survival Skills-Wider Influences and Responsibilities

PREPARATION

Be familiar with the module and gather useful newspaper cuttings, brochures and leaflets that illustrate the range of possible influences on somebody settling down to work.

BE A READY RESOURCE

Give examples informally to students from personal experience to back up information.

DRAW ON STUDENTS' EXPERIENCE

Encourage individuals to think of relevant illustrations from their own experience in a work setting.

4. Keeping up leisure activities
5. Home problems at work
 - a. leaving problems at home
 - b. serious problems

C. Other influences

1. apprenticeship
2. union
3. social organizations
4. other workers
5. state and federal agencies

D. Self Assessment

E. Assignment

F. Post Assessment

SUPERVISION

Ask students to show their answers to the Self Assessment. Since it is a test of comprehension, follow up on any difficulties revealed.

CHOOSING PARTNERS

Encourage students to work with someone different each time. After majority of students have completed assignments, hold a report-back session with whole group. Ask students to summarize and draw conclusions from reports given.

DEMONSTRATE

Show what is required by illustrating it on a chalkboard.

3.7 Identifying and developing individual strengths

A. Evaluating yourself and others

1. Expectations
2. Personal theories
 - a. predicting
 - b. controlling

B. Identifying personal values

1. Significant role models

2. Eliciting personal constructs

3. Bi-polar nature of constructs

ILS Survival Skills-Identifying and Developing Individual Strengths

PREPARATION:

Work through module beforehand. Acquaint yourself with any areas that might cause difficulties in understanding. Make extra copies of exercise sheets. Refer to ILS Expectations.

AVAILABILITY

Be at hand throughout this module. For students to discover significant things about themselves, instructions must be followed closely. Ensure that students have had a personal relationship with each of people listed in right column. Ask them to put names they used to address these people.

Check student's understanding of procedure. If necessary, go through method with whole group. Ensure that the description is of importance to each student and not superficial, such as hair color, etc.

Stress that there is no correct answer; it is important for each person to write what seems opposite to him or her personally regardless of what anyone else might say.

4. Identifying important personal values

5. Evaluating yourself.

- a. as you feel you are
- b. as you would like to be
- c. looking at the amount of congruity

6. Evaluating significant others

- a. comparing ratings

C. Influences on personal decisions

1. How much are you in control of your own life?
2. Positive and negative influences.
 - a. other people
 - b. aspects of self
 - c. organizations

ARRANGE PARTNERS

Go around and offer interpretations if requested or encourage students to draw conclusions. Ask what they recognize and what is new.

DISCUSS WITH INDIVIDUALS OR SMALL GROUPS

Be tentative about what is identified. The conclusions can only be significant if the individual finds them significant. Use words and phrases such as... "it seems...", "you may..." "I would guess..." "it might indicate..." Use grid to prompt questions rather than answers.

IN PARTNERS.

Suggest each student in turn tries to describe what people the other one might like and what people he or she might not like, based on the constructs on paper. Ensure that students follow instructions closely. Encourage them to search for all influences. If they have difficulty, suggest situations where students make choices, e.g. career, friends, classes, out-of-school activities.

D. Time management

1. Organizing skills
2. Being responsible for your own life
3. Prime time
4. Making a time chart
 - a. procedure
 - b. interpretation

E. Post Assessment

1. Personal values
2. Influences
3. Use of time

EXTRA COPIES

Have ready prepared extra copies of time chart

Ensure agreement on completing time chart. Go over method of calculating actual time.

Illustrate on chalkboard or newsprint paper; give example of one day's record. Use tally system.

CHECK STUDENTS' UNDERSTANDING

Do this before anyone starts recording. It might be advisable to go over procedures one day ahead and practice be done in class.

Collect, read and hand back during class. Give encouraging comments.

3.8 Worksite Visits

A. Building realistic expectations

1. Questioning job descriptions
2. The human side of the job
3. On-the-job visits
4. Talking with people in the trade

B. Group visits

1. Exposure to different working environments
2. Practice in observation
3. Asking questions

C. Individual visits

1. After working hours
2. Interviewing the worker
3. Arranging the visit

D. Self Assessment-Comprehension

E. Assignment

1. Looking at Help Wanted ads

ILS Survival Skills-Finding a Job Worksite Visits

PRÉPARATION

Arrange with any company that allows it a group visit during working hours.

Have sufficient copies for use by whole class of Help Wanted ads from local newspapers.

Become an informed source of possible contacts for student interviews with journeymen and apprentices.

CHECK UNDERSTANDING

Ensure students comprehend all of the material before making any contacts or visits.

HELP WITH ASSIGNMENTS

Supply Help Wanted sections--one to each student. Suggest they read through and circle in ink interesting ads. Stress importance that each works on his or her own; it is practice in looking for jobs. Collect what students write and report back

2. Writing realistic job descriptions.

3. Contacting a journeyman or apprentice

4. Asking questions

5. Making a group visit

6. Reporting back

7. Discussion

to whole group with summary of students findings.

Read and comment on students' descriptions. With individual's permission, read out selection to whole group and invite comparisons with job descriptions in newspaper.

Supply names and encourage students to come up with own contacts. If necessary, two students could team up to make a visit.

Role play telephone contact and get students to copy out suggested questions. Make individual contract with each student, setting deadlines to call, to visit and to report back. Check on progress and share with rest of group.

Arrange for individuals to report back to whole group at same session.

Go over observations and questions beforehand. Ask students to write questions down. Divide questions, and order of asking, among group. Add any other questions suggested by group.

Ensure that each student records his or her observations. Invite individuals to report on their feelings and findings.

Lead group discussion on overall findings.

3.9 Resumes

- A. Nature and function
 - 1. Self advertisement
 - 2. Summary of strengths and skills
 - 3. Different ways to use resumes
 - 4. Contrast application forms
- B. Extracts from resumes
 - 1. People with little work experience
 - 2. Presenting the best interpretation of the facts
- C. Suggested format
 - 1. Position desired
 - a. finding out about the job
 - b. matching your skills
 - 2. Education
 - 3. Relevant work experience
 - 4. Other relevant experience
 - 5. Personal data
 - 6. References
 - a. making a list of your achievements
- D. Identification of your skills
 - 1. Personal and interpersonal skills
 - 2. Skills used in leisure and work activities
 - a. what could go wrong
 - b. what skills you need to avoid mistakes
 - c. stamp collecting
 - d. planting a garden
- E. A professional finish
 - 1. Typing
 - 2. Paper

Arrange another worksite visit.

ILS Survival Skills-Finding a Job-Resumes

PREPARATION AND MATERIALS

Large pad of newsprint and sufficient markers for group. Ensure that there are adequate flat surfaces.

F. Cover letter

1. Why them?
2. Why you?
3. Let's meet

G. Self Assessment

1. Personal and interpersonal skills

2. In a job context

3. Analyze three examples of work

H. Post Assessment

1. Organizing personal work experience

HELPING WITH ASSIGNMENTS

Be available throughout, when students are working on Self and Post Assessment. Write on chalkboard further suggestions of personal and interpersonal skills.

Suggest students help each other in finding relevant examples of their application of skills.

Allow partners to choose each other. Emphasize broad definition of work to include paid and unpaid, part-time, etc.

Give examples.

Model how students can help each other. Go around and ask questions to elicit relevant information.

Supply sheets of newsprint and markers. Tell students to use the full area of paper. Check that students are recording all the suggested information.

Inspect sheets individually and suggest best way to organize data. Advise on where to include or omit dates and which experience to group or

2. Writing a draft resume

separate.

Give encouragement and direct help with drafting of resume. Take best draft, type it and duplicate it on quality colored paper. With permission of student, share with whole group. Encourage sharing of draft resumes. Offer to help later if individuals want to develop a finished version of resume.

3.10 Interviews

- A. Subjective nature of interviews
 - 1. Content of hiring interviews
 - 2. Interviewers' opinions
 - 3. Interviewees' opinions
- B. Facts and opinions
 - 1. Giving honest opinions
 - 2. Interpreting facts
 - 3. Quoting references and examples
 - 4. Deciding what is relevant
- C. Employers' expectations
 - 1. Objective measures of aptitude and achievement
 - 2. Appropriate attitudes and work habits
- D. How to communicate interest and enthusiasm
 - 1. Be genuine
 - 2. Be informed
 - 3. Showing enthusiasm
 - a. non-verbally
 - b. how to speak and what to say
- E. How to communicate that you will be a good worker
 - 1. Finding examples
- F. How to show you are trainable
 - 1. School and non-school
- G. How to show you work well with people
 - 1. Relations with the interviewer
 - 2. Giving examples
- H. How to be realistic about what you want
 - 1. Knowledge of the work environment
 - 2. Knowledge of the career structure
 - 3. Answering questions about goals

ILS Survival Skills-Finding a Job-Interviews

PREPARATION AND MATERIALS

Read material beforehand and recall examples from own experience. Have two copies of observers' checklist for each student.

- I. Appearance
 - 1. Clothes
 - 2. Grooming
- J. Non-verbal behavior
 - 1. Punctuality
 - 2. Nervousness
 - 3. Body posture
 - 4. Gestures
 - 5. Smoking and chewing
- K. Being positive
 - 1. About yourself
 - 2. About others
- L. Self Assessment
 - 1. Role play
 - a. interviewer
 - b. interviewee
 - c. observer
 - 2. List of questions
 - 3. Checklist
- M. Post Assessment
 - 1. Interview in front of the group
 - 2. Questions from Joint Apprenticeship Committee
 - 3. Giving positive feedback

FORM TRIADS

Go through checklist to ensure understanding. Choose best working groups. Keep it moving by limiting time for each role play. Be willing to model positive answers in interviewee's role.

Ask for a volunteer, then allow him or her to select next interviewee. Suggest use of observer's checklist, plus any other positive comments. Give feedback from group and yourself, immediately after each interview. Invite interviewee to share his or her feelings experienced during role play.

3.11 Appropriate work habits and attitudes

A. Surviving on the job.

1. Keeping informed

B. Employer's expectations

1. Being punctual and dependable
2. Being honest
3. Being loyal
4. Being willing to learn and able to take criticism

C. Expectations of fellow workers

1. Proving your competence
2. Being reliable and dependable
3. Being a learner
4. Being enthusiastic and interested
5. Being honest and loyal

D. Proving your competence to your supervisor

1. High standard of work
2. Keeping a written record of your achievements
3. Showing initiative
4. Taking on responsibility
5. Asking for help

E. Interference of personal habits

1. Substance abuse
2. Seeking help

ILS Survival Skills-Finding a Job
-Appropriate Work Habits and Attitudes

BE A RESOURCE

Share personal experience with individuals. Encourage students to ask any older people about work habits and attitudes. Give time for sharing students' findings.

Show relevance of previous modules to both 2 and 3. Ask individuals what expectations a member of Survival Skills class has.

POSSIBLE DISCUSSION

What do individuals expect of friends? What are peer group's attitudes toward 4?

Be sensitive to possibility of substance abuse affecting student performance. Learn physical indicators; have referral addresses available.

- F. Self Assessment
- G. Post Assessment

SUGGESTED READINGS:

Alberti, R.E. and Emmons, M.
Your Perfect Right
Impact, 1974.

Blicq, Ron
On the Move: Communication for Employees
Prentice-Hall, 1976

Bolles, Richard N.
The Three Boxes of Life
Ten Speed Press, 1978

Fast, Julius
Body Language
Pocket Books, 1971

Chapman, Elwood N.
Your Attitude is Showing: A Primer on Human Relations
Science Research Associates, 1972

Ford, George A.
Planning your Future: A workbook for Personal Goal Setting
University Associates, 1976

McCay, James T.
The Management of Time
Prentice-Hall, 1977

Nelson, Robert E.
Decision Making
Vision Publishing, 1976

Peale, Norman V.
The Power of Positive Thinking
Prentice-Hall, 1952.

Check comprehension.
Tell students to repeat reading and doing Post Assessment until acceptable standard is reached. Discuss with individuals any disagreements over appropriate answers and be flexible.

4.0 Trade Math

INSTRUCTIONAL OUTCOMES: The student will complete a diagnostic examination to determine his or her level of math competency, and will receive instruction in those areas of mathematics in which he or she experiences difficulty.

INTRODUCTION: People in every apprenticeable occupation routinely use mathematics in their work. The skilled worker who can perform fast and accurate math calculations can work quickly and efficiently.

PRESENTATION

TEACHING OUTLINE

- 4.1 Math Diagnosis
 - A. Used to test skills
 - 1. Math diagnostic exam, attached, or other suitable exam.

- 4.2 Math Remedial
 - A. Used to upgrade skills
 - 1. Modules, as listed, improve performance levels.

TEACHING METHODS AND AIDS

Explain "placement exam" concept
Administer exam
Grade performance

Assist student to achieve performance level

ILS Math--Linear Measurement

ILS Math--Whole Numbers

Addition

Subtraction

Multiplication

Division

ILS Math--Addition & Subtraction of
common fractions and mixed numbers

ILS Math--Multiplication & Division of
common fractions and whole and mixed
numbers

ILS Math--Compound numbers

ILS Math--Percent

ILS Math--Ratio and Proportion

ILS Math--Decimals

Addition

Subtraction

Multiplication

Division

ILS Math--Perimeters Areas and Volumes

ILS Math--Circumference and Area of Circles

ILS Math--Areas of Plane Figures, Volumes
of Solid Figures

ILS Math--Metrics

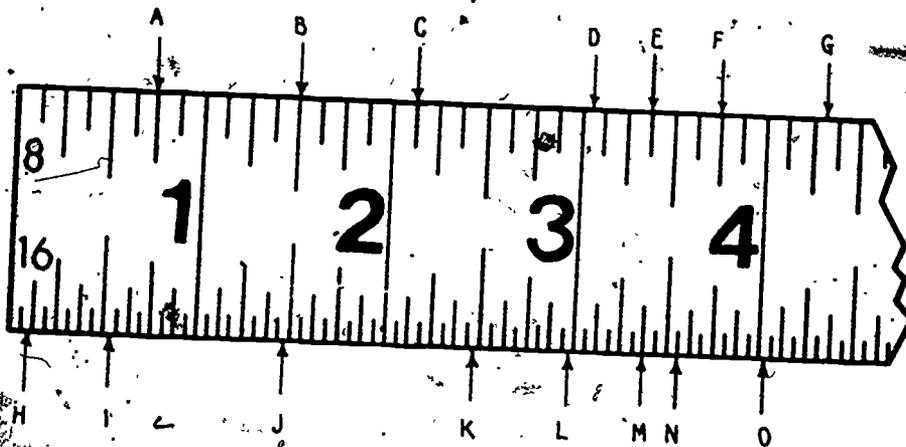
4.0 Trade Math Diagnosis
Placement Test

Name _____

Date _____

1.

Read the distance from the start of the ruler to the letters A through O to the nearest $\frac{1}{32}$ ".



A= _____	F= _____	K= _____
B= _____	G= _____	L= _____
C= _____	H= _____	M= _____
D= _____	I= _____	N= _____
E= _____	J= _____	O= _____

2.

$$686 + 240 + 1,320 + 16 + 400 =$$

$$40 - 16 =$$

$$292 \times 16 =$$

$$180 \div 5 =$$

A contractor buys 400 sacks of rock for three different jobs. On the first job he uses 78 sacks; on the second, 85 sacks; and on the third, 205 sacks. How many sacks does he have left?

A contractor's bid on a school building is \$78,265. When one wing is omitted to cut costs, he is able to cut his bid by \$16,228. What is his new figure?

3.

If a bundle of rock lath weighs 35 lbs. and it is permissible to place 700 lbs. on any one area on a floor, how many bundles can be placed on any one area?

If 5 lbs. of putty are required to install one light of glass, how many lights can be installed with 85 lbs.?

4.

The improper fraction $\frac{48}{32}$ expressed as a mixed number is:

The mixed number $4\frac{3}{8}$ expressed as an improper fraction is:

What is the least common denominator for the following group of fractions:
 $\frac{1}{8}$, $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{12}$?

What is the sum of the following fractions: $\frac{7}{8}$, $\frac{3}{4}$, and $\frac{9}{16}$?

If $\frac{3}{4}$ is subtracted from $\frac{11}{12}$, the difference is:

The sum of $1\frac{5}{8}$, $2\frac{11}{64}$, and $19\frac{1}{4}$ is:

5.

One roof is $\frac{1}{3}$ larger in area than another. The smaller roof takes 24 squares of roofing material. How many squares of roofing material will the larger roof take?

One-third of a box of glass is needed to glaze the north elevation of a building; $\frac{2}{3}$ of a box is needed to glaze the south elevation; $\frac{1}{16}$ of a box is needed to glaze the east elevation; and $\frac{1}{2}$ of a box is needed to glaze the west elevation. How many boxes are needed to glaze all four elevations?

From a bundle containing 101 linear feet of molding, a cabinetmaker uses the following amounts: $11\frac{1}{3}'$, $8\frac{3}{4}'$, $12\frac{1}{8}'$, and $9\frac{5}{8}'$. How many linear feet of molding does he use in all?

6.

The product of $\frac{1}{2} \times \frac{7}{8}$ is:

The quotient of $\frac{1}{4} \div \frac{1}{3}$ is:

If a roll of carpet weighs $467\frac{1}{2}$ lbs. and a running foot of the carpet weighs $2\frac{1}{8}$ lbs., how many running feet are in the roll?

A piece of pipe must be cut to $\frac{3}{8}$ the length of another pipe, which is 9' long. How long a piece must be cut?

7.

Write each of the following as decimals.

Seven tenths

Sixteen hundredths

Fifteen thousandths

Eleven ten-thousandths

Two thousand one hundred fifty-two thousandths.

Convert each of the following measurements to feet in decimals.

4' 6"

2' 4 1/4"

A house with a floor area of 1,860 sq. ft. is estimated to cost \$18,042. What is the cost per square foot?

A stack of plastic sheets measures 2.28" thick, and it is known that the sheets average 0.06" in thickness. How many sheets are in the stack?

8.

The labor cost for the concrete work for a house was \$248. The material cost \$210. What percent of the total cost of the concrete work was for material?

An architect indicates a $1/8" = 1'0"$ scale in the drawing of a swimming pool. What is this scale expressed as a ratio?

On a tile job in which fireclay is to be used, a tilesetter tells his helper to mix mortar according to the following formula: 6 buckets of river sand, 1 bucket of fireclay, and 2 buckets of cement. What is the ratio of sand to fireclay in the mixture?

9.

Divide $19' 2"$ by $3' 10"$.

How many pieces of $2' 3"$ -wide gypsum lath will be needed to cover a wall $48' 6"$ long?

10.

What is the perimeter of a room $20'$ wide and $30'$ long?

What is the area, in square feet, of a floor $42'$ by $42'$?

How many cubic yards of dirt have been removed for the basement and foundations of a house if the excavation is $35'$ long, $35'$ wide, and averages $5'$ deep?

The area of a circular putting green with a radius of 17' is how many square feet?

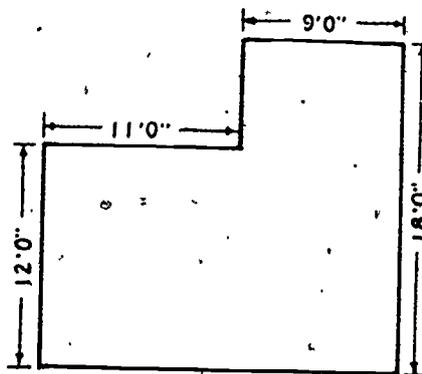
What is the area of a circular floor with a diameter of 10' 6", to the nearest square foot?

What is the area, in square inches, of an acute triangle with a base of $8\frac{1}{2}'$ and an altitude of $11\frac{1}{4}"$?

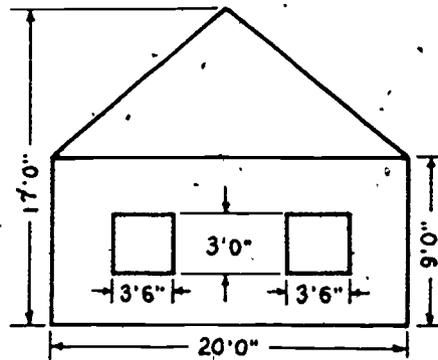
What is the area in square feet, of the floor shown below?

How many cubic yards of concrete will be needed for the foundation walls and footings in the plan below if the walls are 6" thick and 18" deep, and if the footings (shown in dotted lines) will require $2\frac{5}{27}$ cu. yd. of concrete?

1. 6
2. $6\frac{2}{3}$
3. 7
4. $7\frac{1}{6}$



What is the total area, in square feet, of the exterior wall and gable shown below, excluding window areas?



11.

Metrics

3 inches

=

cm

5.4 inches

=

cm

7 feet

=

m

3.2 feet

=

m

6.5 yards

=

m

15.3 m

=

inches

12.7 cm

=

inches

50.8 mm

=

inches

5.0 Physical Requirements/Parts Counter

INSTRUCTIONAL OUTCOMES: The student will demonstrate knowledge of physical requirements of the trade and the processes of physical development.

INTRODUCTION: The trade requires certain physical skills and abilities of the worker. It is necessary that the student be aware of the physical demands of the trade and understand factors of physical development.

PRESENTATION

TEACHING OUTLINE

5.1 Physical Requirements

A. Strength

1. Lifting.

a. parts weighing 20 to 125 lbs.

2. Carrying.

a. parts/stock weighing 20 to 50 lbs.

3. Pushing.

a. hand carts/trucks.

4. Pulling.

a. hand carts/trucks.

B. Balance.

1. Climbing.

a. ladders.

TEACHING METHODS AND AIDS

On-site visit or classroom simulation.

A. Demonstrate

B. Lead discussion or question on job site

C. Discuss proper technique

D. Administer work sheet

2. Balancing.
 - a. storing/retrieving stock while on ladders.

C. Body Dexterity

1. Stooping.
 - a. storing/retrieving from low shelves.
2. Kneeling.
 - a. inventory of low shelves.
3. Crouching.
 - a. finding parts at low levels.
4. Standing.
 - a. while at counter.
5. Sitting (optional).
 - a. on phone, at catalogs.
6. Walking.
 - a. storing/retrieving stock.

D. Manual Dexterity

1. Reaching above shoulder.
 - a. storing/retrieving stock on upper shelves.
2. Reaching below shoulder.
 - a. storing/retrieving stock from lower shelves.
3. Handling.
 - a. grasping parts.
4. Fingering.
 - a. holding, counting small parts.
5. Feeling.
 - a. wear on old parts.

E. Talking

1. Normal conversation.

F. Hearing

1. Normal communication.

G. Vision

1. Normal vision.
 - a. moving about shop.
2. Acuity near.
 - a. reading part identification numbers.
3. Depth perception.
 - a. climbing ladders.
4. Color vision.
 - a. color coded parts.

H. Coordination

1. Hand-arm.
 - a. reaching and grasping stock from shelves.
2. Eye-hand-foot.
 - a. storing/retrieving stock while on ladder.

PHYSICAL ACTIVITIES PRESENT IN THE TRADE: REQUIREMENTS (to be completed by student)

STRENGTH	Weight	Frequency	BODY DEXTERITY	Degree of Activ.	Fre-quency	MANUAL DEXTERITY	Degree of Activ.	Fre-quency
Lifting			Stooping			Reaching-above shoulder		
Carrying			Kneeling			Reaching-below shoulder		
Pushing			Crouching			Handling		
Pulling			Crawling			Fingering		
BALANCE	Need	Frequency	Standing			Feeling		
Climbing			Sitting			TALKING (speech)		Fre-quency
Balancing			Walking			HEARING	Acuity	Range
			Reclining					
VISION	Need	Frequency	VISION (Cont'd)			COORDINATION	Degree	Fre-quency
Normal vision						Hand-arm		
Acuity-near			Color vision			Foot-leg		
Acuity-far			Field of vision			Eye-Hand-Foot		
Depth perception								



5.2 Individual Developmental Processes

A. Maturation

1. Causes physical changes in height and body-proportion.
2. Causes emotional changes.
3. A gradual process.
4. Fluctuates from person to person.

B. Nutrition

1. Vital to normal growth and development.
2. Essential food groups.
 - a. dairy products.
 - b. meat.
 - c. vegetables and fruits.
 - d. bread and cereals.

C. Personal Care and Exercise

1. Good grooming habits.
2. Sufficient sleep and relaxation.
 - a. fatigue increases chances for accidents.
3. Hobbies.
 - a. source of relaxation, help to maintain good attitude.
4. Daily exercise.
 - a. stimulates interest.
 - b. relieves stress.

D. Substance Abuse

1. Marijuana.
 - a. affects nervous system.
 - b. affects thinking, judgment and coordination.
 - c. long-term effects unknown.

ILS Physical Development

Explanation and Discussion

Invite Specialist

2. LSD.
 - a. affects chemical level in brain.
 - b. produces bizarre mental reactions.
3. Barbiturates.
 - a. one of most commonly abused drugs.
 - b. slow responses.
 - c. physically addicting.
 - d. long-term use causes personality disorders.
4. Amphetamines.
 - a. affect central nervous system.
 - b. commonly abused.
 - c. cause psychological dependence.
 - d. dull emotions and impair ability to make decisions.
5. Alcohol.
 - a. psychologically addicting.

E. Meeting Various Trade Requirements

1. Recognize and prepare.
 - a. natural maturation processes may play role.
 - b. exercise will play role.

On-job-site visitations and consultation with occupational therapist.

6.0 Safety

INSTRUCTIONAL OUTCOMES: The student will be able to identify those hazards, acts and conditions which affect safety on the job and will be able to identify ways to avoid or correct them.

INTRODUCTION: A good worker is a safe worker; injury affects production, as well as the ability of a person to earn a living.

PRESENTATION

TEACHING OUTLINE

TEACHING METHODS AND AIDS

6.1 General Safety

- A. Average--over 14,000 employees killed each of past several years.
1. From 1960 to 1970 over 150,000 fatalities.
 2. Cost, excluding property damage, \$11.5 billion.
 3. 50 million employee days lost in 1972.
- B. Accidents
1. An unplanned and unforeseen occurrence that interferes with or interrupts orderly progress of activity.

Explain, Discuss and Demonstrate
Where Appropriate.

ILS General Safety

2. Should be analyzed to determine why and how happened.
 - a. unsafe conditions; poor or defective equipment, poor housekeeping, inadequate lighting.
 - b. unsafe acts; loose-fitting clothing; horseplay, removing guards.

C. OSHA

1. Williams-Steiger Occupational Safety and Health Act, 1970.
2. Requires employers to provide safe conditions.
3. Requires employees to comply.
4. Covers about 60-million people; excludes federal employees.

6.2 Personal Safety

A. Safety Consciousness

1. Be aware of good safety practices.
 - a. learn the rules.

B. Safety Awareness

1. Put safety consciousness to use.
 - a. obey the rules.

C. Head Protection

1. 130,000 head injuries in 1976.
2. Wear clean, adjustable hard hat.

D. Eye and Face Protection

1. 1,000 eye injuries each day.
2. Wear safety glasses, goggles, masks; shields if near harsh chemicals.
3. Wear safety glasses under shields.

ILS Occupational Safety--
Personal Safety

E. Hearing Protection

1. Ear inserts lower high frequency.
2. Ear muffs lower low frequency.

F. Lung Protection

1. Mechanical filters protect against non-toxic dust.
2. Chemical-cartridge types protect against low concentration of some vapors.
3. Gas masks protect against organic vapors and toxic gases for limited time.
4. Supplied-air respirators protect against high concentrations of gases and fumes.
5. Self-contained breathing apparatus protects against high concentrations of gases, vapors, dusts, etc.
6. Air line respirators protect against high concentrations of dusts, fumes, mists, and low concentrations of gases.
7. Select proper one for each job.

G. Hand Protection

1. Average of over 1,300 disabling hand and finger injuries each day in 1976.
2. Gloves.
 - a. asbestos protects against thermal burns, hot or cold.
 - b. metal mesh protects against cuts and sharp objects.
 - c. rubber protects against electrical and chemical burns.

- d. neoprene and vinyl protect against chemicals.
- e. leather protects against rough objects, heat and sparks.
- f. fabric protects against dirt, abrasions, slivers.
- g. coated fabrics protect against chemicals.

3. Creams also used.

H. Foot Protection

- 1. Over 200,000 disabling foot and toe injuries each year.
- 2. Wear leather steel-toed safety shoes or boots.

6.3 Fire Types and Prevention

A. Fire Types:

- 1. "Class A" of wood, cloth, paper.
- 2. "Class B" of liquids and gases, paint, grease.
- 3. "Class C" of energized electrical equipment.
- 4. "Class D" of metals or metallic dusts.

B. Methods of Extinguishing

- 1. Absorb heat--add water.
- 2. Smother--add dry chemicals, foam.
- 3. Remove fuel--shut off supply.

C. Fighting Classes of Fires

- 1. Class A
 - a. water to cool heat.

ILS Fire Types and Prevention

2. Class B.
 - a. CO₂, powder to smother fire.
3. Class C.
 - a. non-conducting agent.
 - b. attempt to de-energize.
4. Class D.
 - a. special extinguishing agent for types of metals.

6.4 Hygiene Safety

A. Exposure to Toxic Materials

1. Can create health hazards.
2. Internal exposure.
 - a. breathing contaminants.
 - b. swallowing contaminants.
 - c. absorption through skin.
3. External exposure.
 - a. contact with skin.
 - b. can affect senses.

B. Noise Pollution

1. Measured in decibels.
2. Can affect hearing over period of time.
3. Affects other parts of body.
 - a. changes size of blood vessels, makes heart work faster.
 - b. produces headaches.
 - c. negatively affects nerves, decreases powers of judgment.

ILS Occupational Safety--Hygiene Safety

C. Airborne Contaminants

1. Dusts; particles generated mechanically.
 - a. can affect skin, eyes, lungs.
2. Fumes; solid particles of condensation process.
 - a. common fumes caused by oxidation of metal.
3. Mists; particles of liquids or liquids and solids.
4. Gases; low density, change to liquids or solids.
5. Vapors; gases normally in solid or liquid state at room temperature.
6. Contaminants may affect body in four ways.
 - a. as irritants to lungs.
 - b. as asphyxiants, prevent blood from normal transfer of oxygen.
 - c. as anesthetics or narcotics, cause drowsiness and nausea.
 - d. as systemic poisons, attack vital organs.

6.5 Hand Tool Safety

A. Hammers

1. Face should be 3/8" larger in diameter than object.
2. Strike object squarely and flatly.
3. Replace damaged handles before use.
4. Don't strike wood- or plastic-handled chisels.
5. Don't pound with cheek (side) of hammer.

ILS Occupational Safety--Hand Tools

6. Don't pound sharp objects with mallets

B. Chisels, Punches, Nail Sets

1. Be sure tools are ground at proper angles.
2. Remove mushroomed heads.
3. Hold tools with tongs if being struck by another worker.

C. Screwdrivers

1. Select correct size and tip style.
2. Don't pound on screwdrivers.
3. Don't put hands and fingers under work.
4. Don't use screwdrivers to pry.
5. Use appropriate wrench on square-shank screwdriver.
6. Use magnetized screwdriver to start screws in awkward places.
7. Use non-sparking screwdrivers if working near explosive hazard.
8. Use insulated screwdrivers when working on electrical devices.
9. Don't use screwdriver for electrical testing.

D. Wrenches

1. Select correct type for job.
2. Select correct size for snug fit.
3. Don't use cheater bars.
4. When using adjustable wrenches, always pull, always against fixed jaw.
5. Be sure wrench fits squarely, not tilted.
6. Don't pound with a wrench.

7. Use penetrating oil on "frozen" objects.

E. Pliers

1. Select correct size and type.
2. Don't use cheater.
3. Excessive heat will draw temper from metal.
4. Don't pound with pliers.
5. Cutting pliers.
 - a. cut at right angle to wire.
 - b. point open side down so cut end will not fly out.
6. Use pliers with high dielectric insulation when working on electrical devices.
7. Keep jaws clean.

F. Vises

1. Work as close to vise as possible.
2. Clamp objects in middle of jaws.
3. Don't use cheater bar.
4. Use adequate-sized vise.
5. Support far end(s) of long work to avoid putting excess strain on vise.

G. Clamping Tools

1. Select correct size and type.
2. Keep moving parts clean and lightly-oiled.
3. Don't over-tighten.
4. Don't use cheater.
5. Don't use for hoisting materials.

H. Saws

1. Select correct size and type.
2. Maintain sharpness.
3. Check material before sawing.
4. Use sawhorse or bench, not knee, when sawing.
5. Make sure handle is clean and tight.
6. Be aware of hand, finger and leg position before sawing.
7. Hacksaw teeth should point away from handle to saw on push stroke.
8. Wear gloves when sawing metal.

I. Snips, Shears

1. Select correct size and type.
2. Keep blades sharp.
3. Do not cut wire.
4. Use only hand pressure.
5. Wear gloves.

J. Files, Rasps

1. Select proper size and type.
2. Don't use wood file or rasp on metal.
3. Cut on forward stroke.
4. Keep teeth clean.
5. Use proper sized handles.
6. Don't use to pry.

6.6 Power Tools

A. Circular Saws

1. Operate only with fixed guard on upper half of blade and flexible guard on lower half; don't tamper with guards.

ILS Occupational Safety--Power
Tools

2. Blade should clear material by maximum 1/8".
3. Operate by not forcing; forward motion only.
4. Check material for nails, grit, etc.; support material so it doesn't bind.
5. Allow blade to come to full speed before cutting; prevents kickback.
6. Make sure lower guard has returned before setting down.
7. Clean sawdust from lower guard often.

B. Sabre Saws

1. Select proper blade for material.
2. Feed blade slowly.
3. Hold saw base against material.

C. Pneumatic Tools

1. Secure all hoses.
2. Clean with compressed air only if less than 30 PSI with guard.
3. Hoses over 1/2" diameter must have safety valve at source.
4. Hose couplings must have safety connection.
5. Nailers should have device to prevent ejecting when not in contact with work.
6. Point tools toward floor when carrying.
7. Shut down, turn off air supply, bleed line.
8. Wear safety equipment, goggles, shields, etc.

D. Hydraulic Power Tools

1. Fluid used must be fire-resistant and approved by U.S. Bureau of Mines.
2. Don't exceed manufacturer's pressure recommendations.
3. Don't touch stream of fluid from leak.

E. Compressors

1. Storage tanks must be approved by American Society of Mechanical Engineers.
2. Drain condensed water daily.
3. Tanks must have safety relief valve.
4. Pressure gauge must be maintained accurately.

F. Powder-Actuated Tools

1. Test before loading each day.
2. Load just before using.
3. Wear hearing; eye protection.
4. Don't point at anyone; keep hands away from barrel end.
5. Leave protective guards in place.
6. Must have safety device to prevent accidental firing, and to prevent firing if tilted.
7. Don't operate near combustion hazard.
8. Should only be operated by trained and qualified personnel.
9. Return tool to case after use.
10. Don't drive fasteners into extremely hard or brittle materials.

7.0 First Aid.

INSTRUCTIONAL OUTCOMES: The student will successfully complete an eight-hour multi-media first aid class, taught by a qualified instructor, and will obtain a First Aid Card.

INTRODUCTION: Persons employed in any occupation, especially those occupations which deal with power and hand tools, encounter situations when first aid may be necessary to prevent an injury from becoming more serious. A first aid course, successfully completed, prepares individuals to cope with many of those situations.

PRESENTATION

TEACHING OUTLINE

TEACHING METHODS AND AIDS

7.1 First Aid

A. Eight-hour multi-media course, or equivalent, offered by:

1. Red Cross
2. Medical Services, Inc.
3. Police Department
4. Fire Department
5. Other service and health organizations.

Administer course

8.0 Merchandising and Sales/Parts Counterperson

INSTRUCTIONAL OUTCOMES: The student will be able to identify the concepts and steps in dealing effectively with a seller-buyer relationship.

INTRODUCTION: The skilled worker has more than a thorough familiarity with tools and equipment; he or she also is skilled in human relations.

PRESENTATION

TEACHING OUTLINE

TEACHING METHODS AND AIDS

8.1 Customer Relations

A. Customers and Prospective Customers, Basic Concepts

1. Recognize the customers' needs.
2. Each customer has buying power.
3. Customers have an individual right to choose where and what to buy.
4. Skilled workers recognize the opportunity to serve.
5. Customers talk to others about you; customers may influence others.
6. Your attitude affects the customer.
7. Most of your customers also serve their own customers.

Explain and Discuss

Counterman's Handbook
op.cit. pp. 59-65

8. Always exhibit sincerity and honesty.
9. Friendliness, over-the-counter and on the telephone, helps build customers and makes your job easier.
10. Good customer relations begin with finding out what the customer needs, meeting that need and expanding on it to build your relationship and service to the customer.

B. Customer Expectations

1. Prompt service
 - a. over-the-counter.
 - b. over telephone.
2. Expert advice
 - a. customers rely on receiving correct information.
 - b. customers need related items.
3. Reasonable prices
 - a. established prices.
 - b. proper discount.
 - c. charging correct prices.
 - d. part numbers, quantities, unit prices.
 - e. correct charges and refunds.
 - f. stock availability.
 - g. courtesy and interest
 - (1) ordinary courtesies, "thank you," cheerful greeting.
 - (2) keep promises.
 - (3) enthusiasm.
 - (4) pleasantness.

C. Customer Buying Habits

1. Annoying experience vs. a pleasant experience.
2. Pleasant experiences lead to repeat buying.
3. Developing good customer buying habits.
 - a. special services, delivery, pickup, and machine shop service.
 - b. technical advice and parts knowledge.
 - c. courteous treatment.
 - d. credit policies.
 - e. large, balanced stock.
 - f. good salesmanship.
 - g. convenience.
 - h. customer relations.

D. Selling Your House and its Services

1. Develop knowledge about the store's services, parts and prices.
2. Know items and where to find them.
3. Learn how to use the catalogs.
4. Know stock, arrangements and prices.
 - a. delivery dates and schedules.
 - b. credit policies and terms.
 - c. repair services.
5. Know the people (customers).
 - a. customers are individuals.
 - b. learn names of customers and importance of remembering them.
 - c. respect individual differences.

E. Talking with Customers and Prospects.

1. Exhibit patience in listening and trying to understand.
2. Explain why some customers' requests are unreasonable or can't be met.
3. Explain credit services and credit extension.
4. Explain pick-up and delivery schedules; how the schedules can help customer or prospect.
5. Stock.
 - a. availability and special order handling.
6. Prices and discounts.
 - a. explain policies carefully.
7. Explain advantages of special tools and guarantees.
8. Related items.

F. What to do when things go wrong

1. Treat every complaint as though it were very important.
2. Show genuine understanding.
3. Listen attentively.
4. Get all the facts.
5. Avoid disagreement.
 - a. don't argue.
6. Be patient and friendly.
7. Know merchandise warranties.
8. Admit mistakes.

G. Understanding Prospects and Customers

1. The more you learn about your customers and use that knowledge in a friendly way, the easier your job becomes.

2. Things that cause people to act the way they do at certain times.
 - a. physical condition and state of health.
 - b. past experiences.
 - c. opinions, attitudes, beliefs.
 - d. intelligence, and emotional control
 - e. feelings and mood.
3. Even though customers are different;
 - a. they tend to act favorably when shown warmth, friendliness, sincerity.
 - b. most of customers want to do a good job.
 - c. like work to be appreciated.
 - d. want a freedom of choice.
 - e. need physical, mental and financial security.
4. "Images"
 - a. customers have certain ideas about themselves and about you.
 - b. allow customers certain freedoms.
 - (1) "bossy"--show a willingness to take orders from them.
 - (2) guide customers that seem unsure of themselves.
 - (3) be a good listener.

H. Attitudes

1. Attitudes are apparent to others by your actions.
 - a. what you do and say.
2. Attitudes can build up or tear down images customer has of you.

3. Attitudes can be developed.
 - a. attitudes can be changed.
 - (1) to be aware of changes you need to be conscious of feelings, habits and behavior.
 - (2) good attitudes to develop pleasant relations with customers.
 - (a) your job is to provide good service.
 - (b) serving customers is a team effort--other employees may be involved.
 - (c) accept people as they are
 - (d) a satisfied customer is usually a happy customer.
 - (e) your work is important.
 - (f) be flexible.

8.2 Salesmanship

A. Principles or Steps in Selling

1. Gain the attention of prospective buyer.
 - a. make statement or ask question.
 - b. displays.
2. Create interest in products or services.
 - a. find customers' needs.
3. Conviction.
 - a. convince self of benefits.
 - b. convince customer of benefits.
4. Increase desire.
 - a. explain your firm's credit policy, policies on returns and warranty adjustments.
 - b. show readiness to serve.

Counterman's Handbook
op.cit. pp. 67-72

5.. Action.

- a. ask for the order in a way that the customer cannot answer in a "yes" or "no."
- b. ask for order in a positive way.
- c. timing is all important; avoid being pushy.
- d. ask positive questions with alternatives; you can find out quickly how well prospect has been sold.

B. Alternatives

1. Make sure your prospect has the power to purchase.
2. Steps such as "attention" and "interest" may be combined.
3. Steps can be eliminated when the prospect indicates at any point a readiness to buy.
4. Steps need not be taken in order. "Conviction" can be combined with "action" or interest step.
5. Know the products you are trying to sell; refer to catalogs.

C. Tools of the Salesperson

1. Get started right (the first hello).
 - a. greet customers at counter right away, even though you may not be able to serve them immediately; recognition of arrival is important.

2. Listening.
 - a. give the customer your undivided attention; try to sense hesitancy, impatience, helplessness or independence.
 - b. ask questions; avoid judging "cheap", "arrogant", "sloppy."
 - c. avoid reference or thought about customers' nationality, religion, race, or color.
 - d. write notes as you listen.
3. Ask questions.
 - a. be accurate and obtain complete information (make, model, year, component number, etc.).
 - b. ask about the nature of customers' problem.
 - (1) what does the customer really want? What are customers' present and future needs?
4. Suggest the right part.
 - a. consider availability.
 - b. is the part all that's necessary to do the job? Point out the benefits of having related items: saving time, better workmanship, more profit.
5. Don't oversell.
 - a. don't influence customer to buy costly, unaffordable, unnecessary equipment.
6. Substitution.
 - a. if request is not in stock, look up interchangeable and substitute items; ask if they are acceptable.

D. Sales Attitudes

1. Attitudes.

- a. your behavior shows your customer what your attitudes are.

2. Memory.

- a. associate service jobs with parts and supplies by using related setting manuals.
- b. associate customer's name with commonplace things when possible.

E. Telephone Selling

1. Telephone.

- a. answer the phone quickly; unanswered phone will lose a sale.
- b. identify yourself.
- c. ask questions to obtain accurate and complete information.
- d. check the availability before promising delivery.
- e. suggest related items that may be needed.
- f. advise customer of special prices or discounts.
- g. quote only list price when in doubt about the caller's identity or customer classification.
- h. thank the customer for order.

2. Counter service.

- a. try to determine how patient the customer at the counter is.
- b. always excuse yourself to the counter trade before answering phone.
- c. make any telephone conversations brief as possible.

- d. make notes.
- e. if you receive a second call ask for help.
- f. when you finish with phone, thank the counter customer for waiting.

9.0 Store Operations

INSTRUCTIONAL OUTCOMES: The student will be able to identify common materials, forms and lists used in basic operations of parts stores and outlets.

INTRODUCTION: The skilled worker has a "handle" on the store operations and can understand the importance and interdependence of each.

PRESENTATION

TEACHING OUTLINE

TEACHING METHODS AND AIDS

9.1 Catalogs

A. The parts service industry makes use of catalogs.

1. Are the prime source of information for counter trade, telephone sales, outside salesperson.
2. Must be up-to-date, properly indexed, complete and easy to read.
3. Are reference guides and selling aids.
4. Help to identify parts.
5. Often contain hints for replacement or repair.
6. Give information about substitution.
7. Give prices, costs and availability.

Explain and Discuss

Counterman's Handbook
op.cit. pp. 25-52

B. Catalog Set-up

1. Indexing.
 - a. four methods.
 - b. method used depends on various factors, such as size of store, history of operation, number and variety of lines carried, sales policies.
2. Methods alphabetical:
 - a. manufacturer's name.
 - b. product trade name.
 - c. product common name.
 - d. Weatherly Index--numerical.
3. Other catalog types.
 - a. popularity guides.
 - (1) useful in ordering quantities for initial stock.
 - b. comparative catalogs.
 - (1) show manufacturer's part number and comparable part made by different manufacturers.
 - c. supplemental pages and revision.
 - (1) indicate changes or new parts.
4. Manufacturer's catalogs vary as to layout and notations.
 - a. front pages devoted to explaining how it's used.
 - b. listings often printed very close together to conserve space.
 - (1) common error made in catalog use is cross-reading or incorrect reading.
 - (2) keep note pad handy; write down numbers.

5. Interchangeability.
 - a. most manufacturers place lists rear of catalogs.
 - (1) become aware of interchange lists.
6. Supplements and revisions.
 - a. arrive continuously from manufacturer.
 - (1) file supplements and begin using immediately.
 - b. supplements are issued for price lists.
 - (1) watch for "effective dates."
 - (2) log in supplements if required by operation of firm.
7. Price lists.
 - a. correct use of price lists is important.
 - (1) always look up price.
 - (2) use proper price sheet for customer classification.
 - (3) price lists are confidential.
 - b. contain.
 - (1) suggested list price.
 - (2) resale price.
 - (3) dealer's net price.
 - (4) manufacturer's part number.
 - c. dealer's price sheet categories.
 - (1) code indicates price change, shipping point, new item.
 - (2) trade price.
 - (3) list price.
 - (4) dealer net.
 - (5) part numbers and names.

9.2 Records

A. Paper Records

1. Keep track of business deals, customers, supplies, shippers, paper records.
2. Are important to daily business, future planning; good record keeping and good customer relations.
3. Must be kept; extra care with paper work reduces chances for error, insures accuracy, completeness and legibility.
4. Must include;
 - a. where and when purchased.
 - b. amount paid, including taxes.
 - c. individual who sold and received goods.
 - d. what was ordered and what was received.
 - e. resale prices.
 - f. items returned for credit; how much credit.
 - g. terms of payment and discounts.
5. Records are important for bookkeeping.
 - a. who to charge or credit for how much.
 - b. what was sold and basis.
 - c. freight charges, taxes, cash received and cash spent.
6. Records are important to order.
 - a. what is shipped, to whom, how and when.
 - b. what to take from stock and any handling equipment necessary.
 - c. what to pick up and when.
 - d. loading and delivery plans.

B. Customer Record Keeping

1. Customer records handled include.
 - a. invoices.
 - b. credit memos.
 - c. packing slips.
 - d. customer's purchase orders.
 - e. core charge record.

C. Invoices and Copies

1. Customer copy (original).
2. Office copies.
3. Inventory copy.
4. Stockroom copy.
5. Packing slip.
6. Invoices are numbered for reference purposes; invoice register may be used to list invoice numbers.
7. An invoice copy as a packing slip.
 - a. customer's name and address.
 - b. quantities, part numbers, part names.
 - c. number of packages or cartons.
 - d. date of shipment, how shipped, terms.
 - e. customer's order number.
 - f. date of order.
 - g. items that are back ordered.

D. Credit Memorandums

1. Issued to give credit or refunds; issued:
 - a. when defective parts are returned.
 - b. if improper charges for sales or taxes have been made.
 - c. when overshipments are returned.
 - d. when shortages of charged merchandise occur.

- e. if trade-ins are accepted.
- f. to correct overcharges.
- g. if incorrect parts are returned.
- h. if exchange item transactions are made.
- i. to authorize stock clean-ups.
 - (1) show customers name, address, date, original invoice number, part numbers, names, quantities, prices, type of credit or refund, reason, and employee's signature; also a handling charge, if one should be made.

E. Correct Ticket Writing.

1. When writing invoices:
 - a. double-check quantities and prices.
 - b. net or wholesale price.
 - c. shipping method.
 - d. credit, charge account or terms.
 - e. any back ordered items.
 - f. taxes.
2. Specify time and dates of delivery.
3. Correct address, giving city if there are several nearby.
4. Credit check if parts are to be charged to an account.
5. Write legibly, use pressure; may be several copies; if your handwriting is not legible, print.
6. Check stock for availability, mark backordered items.
7. Include outside salesperson's name if one has been involved.
8. Check for required signatures.

F. Routing Paper

1. Routing sales records may vary from one firm to another.
 - a. may be used to trace a transaction.
 - b. other people need information.
 - c. legibility, accuracy, completeness is necessary so that operation does not break down.

G. Credit Policies and Procedures.

1. Businesses prosper on good credit.
2. Many firms keep the status of accounts near counter; check lists and use them tactfully.

H. C.O.D. Sales

1. Policies may vary with different firms' practices about collecting on delivery.
 - a. money collected is rung up on cash register immediately.
 - b. invoice is dated, marked and signed.
 - c. cash register receipt is made out and marked.
 - d. money collected belongs to firm; neglect in correct and proper handling can be cause for dismissal

I. Handling Money

1. Employees must learn to operate cash register, adding machines, calculators and other office machines.
 - a. operation of cash register.
 - (1) show receipt on an invoice or cash register receipt.
 - (2) company policy on checks.

(3) check out cash register and compare with records, pay outs, C.O.D.'s and initial cash supply (usually done once each day).

(4) figure cash discounts.

(5) record taxes and systemize tax money accounts.

b. use adding machine to check totals and price extension.

J. Handling Exchange Items

1. Rebuilt items.

a. value is less than new price.

b. old, wornout unit is called a core.

(1) core is taken in when rebuilt item is purchased.

(2) core is valuable as trade-in item.

(3) allowance is made for core.

(4) core should be inspected, handled and credited.

(a) improper handling causes loss of money.

(b) price lists state allowances for core or trade-in unit.

(5) check lists and record amounts on the invoice or core ticket.

(a) if core is damaged or parts missing an adjustment may be made.

(b) if core is not acceptable, exchange item is sold outright and invoice is written to show it.

- f. company's policy and procedure on freight (who will absorb cost).
- g. delivery methods (mail, parcel post, commercial: truck, bus, taxi, etc.)

C. Inventory Control

1. Tasks.

- a. prepare accurate and complete invoices.
- b. notify inventory clerk of stock shortages.
- c. order replacement of damaged goods
- d. assist in keeping accurate physical inventories (checks against stock records).
- e. complete and file.

D. Out of Stock Situations

1. Steps.

- a. tell customer you are out, but will try to help; will locate and call back.
- b. check with local factory branch or warehouse distributor.
- c. check other wholesalers.

9.4 Housekeeping

A. Guidelines

- 1. A clean orderly store attracts customers.
 - a. a store gains on its competition when it's neat and clean.

- b. housekeeping makes the store more inviting, good to attract and hold customers.
- c. good order, safe and proper merchandise display.
 - (1) alertness to safety.

B. Front-of-Store

- 1. Sweep and mop floors daily.
 - a. windows washed regularly, inside and out.
 - b. dust and vacuum, clean displays frequently.
 - c. put rubbish in approved containers.
 - d. stack displays neatly and safely.
 - e. keep aisles clear.
 - f. clean up grease and oil immediately.
 - g. change displays frequently.
 - h. don't neglect repairs and painting.
 - i. clean restrooms.
 - j. keep counter catalogs and papers up-to-date.
 - k. return unsold parts to stock.
 - l. tag and return exchange or defective items.
 - m. store flammables properly.
 - n. clean ash trays and top of counter.
 - o. personal cleanliness and appearance.

C. Shipping and Receiving

- 1. Hazard elimination.
 - a. keep aisles clean.
 - b. store all items safely.
 - c. store carts and dollies safely.

- d. maintain ladders and step stools in proper storage areas.
- e. store acids, flammables in proper safe storage areas.
- f. shelve small, items in an orderly manner.
- g. maintain adequate lighting.
- h. pick up dropped or spilled items promptly.
- i. don't climb on boxes of parts or materials.
- j. dust regularly.
- k. store over-long objects safely.

D. Back-of-Store Operations

1. Inventory control points.
 - a. acquisition vs. turnover.
 - b. balanced stock.
 - c. inventory control cards. (system)
 - d. check stock regularly.
 - e. obsolete items.
 - f. over stocking of single item.
 - g. returning damaged items.
 - h. seasonal influence on turnover.
 - i. proper shipping, receiving and storage of merchandise.
2. Stock and customer service.
 - a. stocking what is needed.
 - (1) "fast" moving items.
 - b. over stocking vs. lost-sales.
 - c. stock handling after buying.
 - d. properly receiving, checking, storing stock.
 - (1) receive merchandise.
 - (a) check shipping receipts.
 - (b) bills of lading, packing slips.

- (2) check shipment.
 - (a) open cases and cartons, check shipment thoroughly.
- (3) move merchandise.
 - (a) practice "safety first"
- (4) store merchandise.
 - (a) store and rotate merchandise.

)

10.0 Product Identification/Parts Counterperson

INSTRUCTIONAL OUTCOMES: The student will be able to identify commonly sold and serviced items, and explain the importance of recognition.

INTRODUCTION: The skilled worker is able to recognize components which he or she will have to deal with on a daily basis.

PRESENTATION

TEACHING OUTLINE

TEACHING METHODS AND AIDS

10.1 Recognize Components

A. Reasons

1. Many parts customers are in the automotive repair business.
2. Some parts customers only service vehicles and send repairs elsewhere.
3. Service customers and repair customers and repair customers use different classes of supplies and various materials.

B. Common Supplies

1. Chemical radiator coolants.
2. Soaps.
 - a. chamois, sponges, brushes.

Explain and Discuss

Counterman's Handbook
op.cit. pp. 7-24

3. Polishes.
 - a. spray.
 - b. waxers.
 - c. cleaners.
 - d. paper towels.
4. Cooling system cleansers.
 - a. sealers and rust inhibitors.
5. Gasket compounds.
6. Paints.
 - a. thinners.
 - b. rubbing compounds.
 - c. abrasives.
 - d. masking tape.
 - e. paint removers.
7. Lubricants.
 - a. doors and locks.
 - b. hinges.
 - c. penetrating oil.
 - d. additives.
8. Undercoating.
9. Lights.
 - a. stoplight and taillight bulbs.
 - b. headlights.
 - c. emergency lamps.
10. Fasteners.
 - a. nuts and bolts.
 - b. screws.
 - c. brass fittings.
 - d. specialized fasteners.

C. Tools and Equipment

1. Mechanics and service workers need to replace worn or broken tools; parts counter worker needs to know a large variety of mechanical repair tools (and for what purpose they are intended).

Refer to following pages

2. Four general classes of tools.
 - a. pliers.
 - b. wrenches.
 - c. hammers.
 - d. screwdrivers.
3. Power tools, usually hand-held, are electric or air-operated.
4. Service equipment.
 - a. lubrication equipment.
 - b. cylinder hone.
 - c. cylinder deglazer.
 - d. cylinder ridge reamer.
 - e. electrical test and tune up equipment; volt meters, growlers, ohmmeters, oscilloscopes, dwell meters, diode testers.
 - f. wheel balancers.
 - g. wheel aligning equipment.
 - h. tire changers.
 - i. air compressors.
 - j. hydraulic lifts.
 - k. engine hoists.
 - l. engine stands.
 - m. transmission jacks.
 - n. transmission stands.
 - o. vacuum and pressure gauges.
 - p. dynamometers.
 - q. brake testers.
 - r. shoe grinders.
 - s. brake drum lathes.
 - t. parts cleaners.
 - u. floor jacks.
 - v. valve refacers.
 - w. valve reseaters.
 - x. welders (gas and electric)
 - y. battery chargers and testers.

SUGGESTED READING

1. Notgrass, Troy
Auto Parts Counter Worker
University of Texas, Austin 1979
2. Micheels, W. J.
A Worker's Introduction to Wholesaling in
the Automotive Industry.
National Standard Parts Assoc. 1952
(Reprint available through University of
Texas, Austin)
3. A.S.T.A.
Counterman's Handbook
Automotive Service Industry Assoc. 1963

11.0 Basic Parts Counter Invoicing/Ordering Techniques

INSTRUCTIONAL OUTCOMES: Student will demonstrate and execute basic trade skills by completing a project to the satisfaction of the instructor.

INTRODUCTION: This instructional unit provides students an opportunity to practice techniques followed in the Pacific Northwest; appropriate techniques will have been learned in previous topics in this guide.

PRESENTATION

TEACHING OUTLINE

TEACHING METHODS AND AIDS

11.1 Catalog Processing and Determining Discounts

A. Product Selection

1. Select four items from catalog.
 - a. locate item.
 - b. write down stock/part number.
 - c. write down shipping weight.
 - d. write down price.
 - e. repeat steps a through d for remaining items.
2. Prepare totals.
 - a. total shipping weight of items.
 - b. total list price of items.

Explain and Discuss
Administer Project Sheet

- 3.. Prepare discount information.
 - a. find wholesaler's 30% discount for all items.
 - b. find net cost to wholesalers for all items.
 - c. find retailer's 15% discount for all items.
 - d. find net cost to retailers for all items.
4. Find cost difference, wholesale and retail for all four items.

PARTS COUNTER PROJECT SHEET

1. Invoice, ordering operations.

The student will complete a parts counter project, properly filling out forms.

REQUIREMENTS

Any available catalog, retail preferred.

STEPS TO COMPLETION:

1. Select four items for an order.
2. Locate item #1 in the catalog.
3. Write down stock/part number.
4. Write down shipping weight.
5. Write down price.
6. Repeat steps 2 through 5 for each of the remaining items.
7. Find total shipping weight of four items.
8. Find total list price of the four items.
9. Given a situation where wholesale customers receive a 30% discount, find:
 - a. the amount of discount on all four items.
 - b. the net price to wholesalers for all four items.
10. Given a situation where retail customers will receive a 15% discount, find:
 - a. the amount of retail discount.
 - b. the net price to retail customers.
11. Find the difference between wholesale and retail cost for all four items.

APPENDIX

OCCUPATIONAL ANALYSIS

TASK ANALYSIS

for Auto Parts Counter Person

TASK ANALYSIS for Auto Parts Counter Person

USOE Instructional Group Code: 04.170000
DOT Number: 279 357 062

Oregon Department of Education Specialists:

Dean Herman, Marketing and Distributive Education
John Barton, Curriculum

Date Analysis Completed: 11/18/78

Analyst:

Glenn Ferris, Instructor, Clackamas Community College
Oregon City, OR

Task Inventory Review Committee:

Art Cherry, A.C. Distributing Co., Milwaukie, OR
Jim Clayton, Irv Leopold Imports, Inc., Milwaukie, OR
Roger Collingwood, Clark Auto Parts, Wilsonville, OR
Marilee Frigaard, Irv Leopold Imports, Inc., Milwaukie, OR
Gary Hubbard, Gary's Auto Parts, Oregon City, OR
Jim Mura, Bernard Garage, Milwaukie, OR
Larry Noonan, Portland Community College, Portland, OR
George Warren, Clackamas Community College, Oregon City, OR



TASK INVENTORY

Page _____
AUTO PARTS COUNTER PERSON

Job Title
GLENN FERRIS

Analyst

INSTRUCTIONS

List each manipulative and knowledge skill relating to the job listed above. To the right of the page are three sections of columns asking specific questions about the Entry Level, Frequency of Performance and Instruction Attained. An "X" should be placed by the analyst, opposite each task in the appropriate box of the "ENTRY LEVEL" and "FREQUENCY OF PERFORMANCE" sections. Section three, "INSTRUCTION ATTAINED AT" is to be completed by state representative persons selected by the state department specialist

Duty No.	Task No.	Task Description	Entry Level		Frequency of Performance			Instruction Attained at			
			Entry	On The Job	Small Amount	Average Amount	Great Amount	High School	Community College	On-the-Job Training	Related Training
1	0	READS AND INTERPRETS CATALOGS									
	1	Use footnotes	X			X			X		
	2	Use special markings in catalogs		X	X					X	
	3	Index catalog sections by major division (electrical, mechanical, body)	X				X		X		
	4	Obtain basic information - make, model, year, engine size - from customer	X				X		X		
	5	Use appropriate index for manufacturer or supplier		X		X			X	X	
	6	Use alphabetical, numerical, alpha-numerical systems as required	X				X		X	X	
	7	Refer to sequence index parts catalogs for information and parts numbers	X				X		X		
	8	Use appropriate current parts catalog, bulletin, quick reference manuals, supplements or revisions	X				X		X	X	
	9	Operate microfiche recorder	X				X		X		
	10	Identify assemblies and components by name & function	X				X		X		
	11	Identify assemblies and components by location as described by customer	X				X		X	X	
	12	Use parts catalogs and diagrams to illustrate parts replacements	X				X		X		
13	Use special equipment to make up customer/shop parts requirements from bulk stock		X	X						X	
2	0	IDENTIFIES MAJOR AUTOMOTIVE COMPONENTS									
	1	Explain basic mechanical operation of major automotive components	X			X			X		
	2	Use parts numbers, vehicle identification number, and serial number as necessary to identify parts	X				X		X		
	3	Identify engine and sub-parts	X			X			X		
	4	Identify manual and automatic transmission and sub-parts	X			X			X		
	5	Identify differential and sub-parts	X			X			X		
	6	Identify radiator and cooling system & sub-parts	X			X			X		
	7	Identify driveline and sub-parts	X			X			X		
8	Identify brakes and sub-parts	X			X			X			

TASK INVENTORY

AUTO PARTS COUNTER PERSON

Job Title

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Analyst

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			Entry	On The Job	Small Amount	Average Amount	Great Amount	High School	Community College	On-the-Job Training
2	9	Identify axles and sub-parts	X		X			X		
	10	Identify electrical components and sub-parts	X		X			X		
	11	Identify chassis and suspension components	X		X			X		
	12	Communicate with customer to identify proper information for parts i.d. and selection	X			X		X	X	
	13	Explain application of major components and sub-components	X		X			X		
	14	Identify sheet metal/auto body parts	X		X			X		
3	0	RECEIVES MERCHANDISE SHIPMENTS -								
	1	Sign delivery copies	X		X			X		
	2	Inspect merchandise for correct amount ordered	X		X			X		
	3	Inspect merchandise for damage	X		X			X		
	4	Sign off packing lists	X		X			X		
	5	Identify special orders and stock orders	X			X		X	X	
	6	Enter stock into stock catalog system	X	X	X			X	X	
	7	Route packing slips and bills of lading into paper flow system	X			X		X		
4	0	STOCKS MERCHANDISE								
	1	Identify stock for proper location	X		X			X		
	2	Separate stock into location for storage	X		X			X		
	3	Place stock in proper location	X	X	X			X		
	4	Use proper stock safety precautions	X		X			X	X	
	5	Rotate merchandise according to company policy	X	X	X			X		
	6	Examine stock for proper labeling	X		X			X		
	7	Stock shelves according to groups, alpha-numerical, alphabetical or numerical	X		X			X		
	8	Clean shelves and bins before stocking or restocking	X		X			X		
	9	Locate display stock in accordance with merchandising techniques	X		X			X		
	10	Keep displays full	X		X			X		
	11	Clean and rotate display stock for appearance	X		X			X		
12	Price and label display merchandise	X		X			X			

TASK INVENTORY

ALIO PARTS COUNTER PERSON.

Job Title

GLENN FERRIS

Analyst

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			Entry	On The Job	Small Amount	Average Amount	Great Amount	High School	Community College	On-the-Job Training	Related Training
5	0	SHIPS MERCHANDISE									
	1	Determine customer's location		X		X				X	
	2	Route delivery by most efficient & practical route		X		X			X		
	3	Give delivery instructions to driver		X		X			X		
	4	Log in driver upon return		X		X			X		
	5	Observe safety standards on delivery	X			X			X		
	6	Instruct driver on proper vehicle maintenance	X			X			X		
	7	Select carrier if applicable		X		X				X	
	8	Route invoice or packing slip to proper department		X		X			X	X	
	9	Inspect and package merchandise correctly		X		X			X		
10	Prepare bill of lading		X	X				X			
6	0	PICKS MERCHANDISE TO FILL CUSTOMER ORDER									
	1	Receive customer order	X				X		X	X	
	2	Determine location of merchandise		X		X			X		
	3	Pick parts using proper safety precautions	X			X			X		
	4	Select items by part number or description	X	X		X			X	X	
5	Place items in shipping area		X		X				X		
7	0	ACCEPTS CUSTOMER RETURNED MERCHANDISE									
	1	Determine reason for return of item	X			X			X		
	2	Inspect item to determine if it is returnable according to company or manufacturers policy		X		X				X	
	3	Determine if part is resaleable or is a warranty item	X			X				X	
	4	Credit customer according to company policy		X		X				X	
	5	Follow warranty procedure according to manufacturer or company policy		X		X				X	
	6	Return part to shelf if resaleable	X			X				X	
	7	Label part for return to supplier	X			X			X		
8	Label part for warranty procedure	X			X			X			
8	0	CONDUCTS INVENTORY CONTROL									
	1	Identify and operate inventory control system	X			X			X	X	

TASK INVENTORY

AUTO PARTS COUNTER PERSON

Job Title

GLENN FERRIS

Analyst

INSTRUCTIONS

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Duty No.	Task No.	Task Description	Entry Level		Frequency of Performance			Instruction Attained at			
			Entry	On The Job	Small Amount	Average Amount	Great Amount	High School	Community College	On-the-Job Training	Related Training
8	2	Take physical inventory	X			X			X		
	3	Identify annual physical inventory versus perpetual inventory	X			X			X		
9	0	PROMOTES PRODUCT MERCHANDISING									
	1	Identify impulse items, maintenance items, and specialty items	X			X			X		
	2	Keep current on competitive advertising and promotions		X		X				X	
	3	Make recommendations of product or service to be advertised to management		X	X					X	
	4	Set up points of sale displays and handouts	X			X			X		
	5	Supervise or perform housekeeping of display area	X			X				X	
10	0	DESIGNS AND IMPLEMENTS MARKETING TECHNIQUES									
	1	Determine location of impulse, maintenance or specialty items	X			X			X		
	2	Develop visual traffic pattern	X		X				X		
	3	Develop physical traffic pattern	X		X				X		
	4	Design counter location within space limitations		X	X				X	X	
	5	Design displays to attract people	X			X			X		
	6	Provide food and drink to customers according to company policy		X		X				X	
	7	Incorporate security measures in creating and setting up displays	X			X			X	X	
	8	Make store as attractive and efficient as possible	X			X			X	X	
11	0	DEVELOPS ADVERTISING PROMOTIONS									
	1	Prepare visual advertising aids	X		X				X		X
	2	Inform customers of promotions and specials	X			X				X	
	3	Distribute designated handouts or freebies to customers		X		X				X	
	4	Inform management of customer trends and requests		X		X			X		



TASK INVENTORY

APRIL 1975 COUNTER PERSON

Job Title

FERRIS

Analyst

INSTRUCTIONS

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			Entry	On The Job	Small Amount	Average Amount	Great Amount	High School	Community College	On-the-Job Training	Related Training
12	0	USES SALESMANSHIP IN SELLING MERCHANDISE & SERVICES									
	1	Demonstrate confidence and ability of self and the store to meet customer needs		X			X			X	
	2	Inform customer of proper part needed for the job	X				X			X	
	3	Suggest related parts and service necessary to complete the job	X			X				X	
	4	Greet customer cordially	X				X			X	
	5	Interpret customer needs	X				X			X	
	6	Write down pertinent information concerning sale	X				X			X	
	7	Refer to catalogs as necessary	X				X			X	
	8	Write pertinent information from catalog, noting footnotes as required	X				X			X	
	9	Locate and pick stock from inventory	X				X			X	
	10	Confirm merchandise requested		X			X			X	
	11	Fill out sales invoice neatly, legibly, correctly	X				X			X	
	12	Package merchandise for customer	X			X				X	
	13	Close the sale		X			X			X	
	14	Provide additional service to customer as required		X			X			X	
	15	Sell and promote products by telephone	X				X			X	
	16	Use proper cash handling procedures for credit cards and checks	X				X			X	
	17	Use proper procedures for making change	X				X			X	
	18	Use proper procedures for handling credit requests	X			X				X	
	19	Demonstrate product knowledge	X				X			X	
	20	Display good, positive attitude	X				X			X	
	21	Dress clean and neat	X				X				X
13	0	OPERATES BUSINESS MACHINES									
	1	Operate ten-key adding machine	X				X			X	
	2	Operate cash register	X				X			X	
	3	Demonstrate ability to add, subtract, multiply, divide	X				X		X	X	
	4	Inspect machine tape for errors	X				X		X	X	
	5	Differentiate between manual, electric and inventory control types of cash registers	X			X			X	X	
	6	Operate cash register so that tape is functional to bookkeeping department	X			X			X	X	
	7	Demonstrate familiarity with computer systems	X			X			X	X	
	0	DEMONSTRATES GOOD HUMAN RELATIONS									
	1	Maintain patient, courteous, understanding manner	X				X		X	X	X

TASK INVENTORY

AUTO PARTS COUNTER PERSON

Job Title

GLENN FERRIS

Analyst

INSTRUCTIONS:

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			Entry Level	On The Job	Small Amount	Average Amount	Great Amount	High School	Community College	On-the-Job Training	Related Training	
14	2	Impart product knowledge in quick, efficient manner	X			X	X	X	X	X	X	X
	3	Maintain sense of humor	X			X						X
	4	Maintain serious and honest attitude about job	X			X		X	X			
	5	Expedite customer's order	X			X		X	X			
	6	Fill out orders accurately	X			X		X	X			
	7	Inform customer of new products and services		X		X				X		
	8	Prepare order from own sources		X		X				X		
	9	Call in part number with clean, understanding language	X			X		X				X
	10	Use time efficiently	X			X		X				X
	15	0	USES MATHEMATICS									
1		Demonstrate ability to add, multiply, divide and subtract correctly	X			X		X	X			
2		Demonstrate ability to compute percentages	X			X		X	X			
3		Read conversion tables correctly	X			X		X	X			
4		Convert fractions to decimals	X			X		X	X			
5		Convert English to metric	X			X		X	X			
6		Demonstrate ability to read calipers and micrometers	X			X		X				
16	0	PERFORMS BASIC AUTOMOTIVE PARTS BUSINESS SKILLS										
	1	Use basic accounting procedures	X			X			X			
	2	Fill out invoices properly	X			X		X	X		X	
	3	Demonstrate knowledge of when to apply discounts and markups		X		X					X	
	4	Fill out account numbers properly		X		X					X	
	5	Fill out application of credit memos properly	X			X		X				
	6	Use profit-making business techniques	X			X		X	X		X	
	7	Demonstrate functional knowledge of profit motive	X			X		X	X		X	
	8	Maintain continual awareness of employer		X		X					X	
	9	Cooperate with other employees to promote business		X		X					X	
	10	Strive for improved performance and advancement		X		X					X	
	11	Read current trade magazines and bulletins to review market trends and new products		X		X		X	X		X	
12	Maintain current catalogs and reference files	X			X		X	X		X		

