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ABSTRACT
The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the information receptionist occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Ten duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety--hazard; and on the second page: science; math--number systems; and communications (performance modes, examples, and skills and concepts). The duties include: handling visitors; performing telephone duties; disseminate information; typing various items; processing mail; accounting for petty cash; making reservations; being a hostess; reproducing materials on photocopy equipment; and machine transcribing. A list of standard office and typing supplies is appended. (BP)
INFORMATION RECEPTIONIST

Occupational Analysis

CE 004-176
AN ANALYSIS OF THE INFORMATION RECEPTIONIST OCCUPATION

Developed By

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Occupational Analysis
E.P.D.A. Sub Project 73402
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Director: Tom L. Hindes
Coordinator: William L. Ashley

The Instructional Materials Laboratory
Trade and Industrial Education
The Ohio State University
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The occupational analysis project was conducted by The Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University in conjunction with the State Department of Education, Division of Vocational Education pursuant to a grant from the U.S. Office of Education.

The Occupational Analysis project was proposed and conducted to train vocational educators in the techniques of making a comprehensive occupational analysis. Instructors were selected from Agriculture, Business, Distributive, Home Economics, and Trade and Industrial Education to gain experience in developing analysis documents for sixty-one different occupations. Representatives from Business, Industry, Medicine, and Education were involved with the vocational instructors in conducting the analysis process.

The project was conducted in three phases. Phase one involved the planning and development of the project strategies. The analysis process was based on sound principles of learning and behavior. Phase two was the identification, selection and orientation of all participants. The training and workshop sessions constituted the third phase. Two-week workshops were held during which teams of vocational instructors conducted an analysis of the occupations in which they had employment experience. The instructors were assisted by both occupational consultants and subject matter specialists.

The project resulted in producing one hundred two trained vocational instructors capable of conducting and assisting in a comprehensive analysis of various occupations. Occupational analysis data were generated for sixty-one occupations. The analysis included a statement of the various tasks performed in each occupation. For each task the following items were identified: tools and equipment; procedural knowledge; safety knowledge; concepts and skills of mathematics, science and communication needed for successful performance in the occupation. The analysis data provided a basis for generating instructional materials, course outlines, student performance objectives, criterion measures, as well as identifying specific supporting skills and knowledge in the academic subject areas.
The following is an analysis of an information receptionist. It must be pointed out that the tasks and duties listed are performed by the majority of information receptionists. Some information receptionists will perform all of these duties while others may perform only one of the duties depending on the size and policy of the company. The tasks are listed in chronological order.

This position can be an entry level position which can be filled by someone who has completed a general business program. A cheerful personality is as important to the success of this position as the technical skills, since he/she is the first company representative the public meets. It is not intended that this be the basis for a complete program.
ACKNOWLEDGMENT

We wish to acknowledge the valuable assistance rendered by the following subject matter specialists. They provided input to the vocational instructors in identifying related skills and concepts of each respective subject matter area and served as training assistants in the analysis process during the two-week workshops.

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Worthington, Ohio

Glenn Mann, Communications
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Jerry McDonald, Physical Sciences
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Reynoldsburg, Ohio

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Columbus Technical Institute
Columbus, Ohio

David Porteous, Communications
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Colchester, Connecticut

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Columbus Technical Institute
Columbus, Ohio

Jim VanArsdall, Mathematics
Worthington High School
Worthington, Ohio

Lillian Yontz, Biology
The Ohio State University
Caldwell, Ohio
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- Carol Marvin
- Patti Nye
- Kathy Roediger
- Mary Salay

Research Associate
Administrative Assistant
Editorial Consultant
Typist
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JOB DESCRIPTION

An information receptionist is the first company representative who greets visitors in the office face-to-face. The duties of the information receptionist vary according to organizational structure. Such duties include greeting callers, answering questions about the company, sorting and distributing incoming and outgoing mail, handling the switchboards, keeping the petty cash, being a hostess or tour guide, taking care of various reservations, reproducing materials, maintaining the reception area, running errands, transcribing, filling in temporarily at other work stations, typing assorted materials, and carrying out any oral or written instructions of the employer.
Duty A

Handling Visitors

1. Greet, identify, and screen visitor
2. Make visitors feel comfortable
3. Announce visitor to employee
4. Maintain visitor book and issue visitor passes
5. Direct visitor to proper office or department
6. Answer visitor's questions
7. Keep calendar of appointments
**TASK STATEMENT**
GREET, IDENTIFY AND SCREEN VISITORS

<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY – HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard office set-up</td>
<td>Find out visitor's name and purpose of visit</td>
<td></td>
</tr>
<tr>
<td>Calendar of appointments</td>
<td>Make visitor feel at ease</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Determine who visitor wishes to see</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DECISIONS</th>
<th>CUES</th>
<th>ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize aggressive visitor</td>
<td>Visitor's actions</td>
<td>Improper handling of visitor</td>
</tr>
<tr>
<td>Recognize if employee wishes to see</td>
<td>Message from employee</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>MATH – NUMBER SYSTEMS</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic need of feeling important [Ego]</td>
<td>Follow oral and written instructions</td>
<td></td>
</tr>
<tr>
<td>Respect for visitor [Self-respect of visitor]</td>
<td>Give verbal instructions</td>
<td></td>
</tr>
<tr>
<td>Use tactful reasons if visit cannot be completed [Insecurity]</td>
<td>Demonstrate self-confidence</td>
<td></td>
</tr>
<tr>
<td>Show fairness - ethics</td>
<td>Question and listen</td>
<td></td>
</tr>
<tr>
<td>Avoid offending visitor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Avoid being trapped in a coverup</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Task Statement
Make visitors feel comfortable

### Tools, Equipment, Materials, Objects Acted Upon
- Standard office set-up
- Coffee machine and supplies
- Reading material
- Smoking material
- Coat rack
- Waiting area — chairs, tables, sofas

### Performance Knowledge
- Check room environment
- Talk with visitor
- Hang up coat and hat
- Provide reading materials, ash tray
- Serve coffee
- Continue with work in progress

### Safety — Hazard
- Avoid burning self or visitor with coffee
- Be sure smoking materials are extinguished

### Decisions
- Implied - application of procedure

### Cues
- Visitor feels uncomfortable

### Science
- Make visitor feel comfortable
  - [Reinforce self-worth]
- Reassure visitor of his/her appointment

### Math — Number Systems
- Ratio and proportion
- Multiplication
  - [Making coffee]

### Communications
- Inquire about comfort of visitor
- Gestures of concern and respect
- Err with visitor
(TASK STATEMENT) ANNOUNCE VISITOR TO COMPANY EMPLOYEE

<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY/HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard office setup</td>
<td>Locate employee</td>
<td>Stencl-office setup</td>
</tr>
<tr>
<td>Company director</td>
<td>Relate nature of visitor's business</td>
<td>Company director</td>
</tr>
<tr>
<td>Visitor's name</td>
<td>Reassure visitor of appointment</td>
<td>Visitor's name</td>
</tr>
<tr>
<td>Intercom - P.A. - telephone</td>
<td></td>
<td>Intercom - P.A. - telephone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DECISIONS</th>
<th>CUES</th>
<th>ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implied - application of procedure</td>
<td></td>
<td>Visitor waits too long.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Announcing wrong person</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Announcing visitor to wrong person</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Letting visitor overhear employee's remarks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>MATH - NUMBER SYSTEMS</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ego - make visitor feel important</td>
<td>Use of locator bell systems</td>
<td>Reading appointment book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading company directory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking - Proper pronunciation of visitor's name</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpreting messages from employee concerning visitor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking - Keep emotion out of voice while on phone</td>
</tr>
</tbody>
</table>
# Task Statement

**MAINTAIN VISITOR BOOK AND ISSUE GUEST PASSES**

## Tools, Equipment, Materials, Objects Acted Upon

- Standard office set-up
- Guest book
- Visitor passes
- Safety equipment
- Safety rules

## Performance Knowledge

- Date guest book
- Sign visitors in and get addresses
- Issue visitor pass
- Issue safety equipment and rules
- Account for visitor passes

## Safety - Hazard

### Decisions

- Implied - application of procedure

### Cues

- Passes issued incorrectly
- Visitor book incomplete
- Failure to wear safety equipment (Visitor)

### Errors

- 

## Science

### Math - Number Systems

- Locate by approximation rational numbers and integers on the number line (Sequential ordering)

### Communications

- Speaking - courteous treatment of visitors to get their names and addresses
- Writing - guest passes
- Speaking - impress need of safety equipment upon visitor
- Facial expressions

### Courtesy

- Importance of activities involved to visitor (Motivation)
### TASK STATEMENT
DIRECT VISITOR TO PROPER OFFICE OR DEPARTMENT

<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY - HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard office set-up</td>
<td>Be familiar with office layout</td>
<td></td>
</tr>
<tr>
<td>Floor plan map</td>
<td>Determine employee location</td>
<td></td>
</tr>
<tr>
<td>Office directory</td>
<td>Inform visitor of direct route to employee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review safety procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guide visitor to office location</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make formal introduction</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DECISIONS</th>
<th>CUES</th>
<th>ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implied - application of procedure</td>
<td></td>
<td>Failure to follow safety precautions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>MATH - NUMBER SYSTEMS</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoid insecurity by using common vocabulary</td>
<td></td>
<td>Reading company directory</td>
</tr>
<tr>
<td>Assume ability of visitor to follow directions. Do not talk down to him/her [Self-worth]</td>
<td></td>
<td>Interpreting map</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking directions to area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poise in directing visitor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Etiquette - making introductions</td>
</tr>
<tr>
<td>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</td>
<td>PERFORMANCE KNOWLEDGE</td>
<td>SAFETY - HAZARD</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Standard office set-up</td>
<td>Answer questions which are general</td>
<td></td>
</tr>
<tr>
<td>Company reference materials</td>
<td>Locate information from appropriate source</td>
<td>Answering restricted questions</td>
</tr>
<tr>
<td></td>
<td>Refer to company reference</td>
<td>Providing wrong information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creating a poor company image</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>MATH - NUMBER SYSTEMS</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm validity of question [Reinforcement]</td>
<td></td>
<td>Clarify visitor's questions - interpretation</td>
</tr>
<tr>
<td>Tact in avoiding questions [Ego]</td>
<td></td>
<td>Understand reference material</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give verbal answers to questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Convey self-confidence by posture, tone of voice, or gestures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eye contact to acknowledge person, show him/her attention</td>
</tr>
</tbody>
</table>
### Task Statement

**Keep Calendar of Appointments**

<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY – HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard office set-up</td>
<td>Record appointments as they are scheduled</td>
<td></td>
</tr>
<tr>
<td>Calendar of appointments</td>
<td>Remind employee of appointments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cancel appointments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reschedule appointments</td>
<td></td>
</tr>
</tbody>
</table>

#### Decisions

- Determine amount of time needed for appointment.
- Determine time to schedule appointments.
- Determine who to schedule for appointment.

#### Cues

- Purpose of appointment.
- Recognize available time.
- Who may be seen.

#### Errors

- Avoid scheduling two appointments at once.
- Scheduling appointments too close.
- Failure to notify all persons who are to attend the appointment.

### Science

- Use tact in denying appointments [Avoid frustration].
- General courtesy [Respect].
- Offer realistic alternatives to broken appointments [Building trust of company].
- Console late visitors and offer to reschedule [Reinforcement of visitor’s self-worth].

### Math – Number Systems

- Dates
- Time

### Communications

- Read and interpret appointment book.
- Analyze time needed for each appointment.
- Get instructions from employee.
- Write reminder notes.
- Facial expressions of concern.
Duty B  Performing Telephone Duties

1  Answer incoming calls
2  Maintain telephone directories
3  Place long distance calls and keep log
4  Verify telephone bill
**TASK STATEMENT**  
ANSWER INCOMING CALLS

<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY – HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard office set-up</td>
<td>Answer phone</td>
<td></td>
</tr>
<tr>
<td>Company phone directory</td>
<td>Screen unwanted calls</td>
<td></td>
</tr>
<tr>
<td>Local phone books</td>
<td>Direct calls to correct person</td>
<td></td>
</tr>
<tr>
<td>Out-of-town phone books</td>
<td>Take phone messages and relay them</td>
<td></td>
</tr>
<tr>
<td>Personal telephone files</td>
<td>Transfer calls</td>
<td></td>
</tr>
<tr>
<td>Message pad</td>
<td>Keep callers on “hold” informed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Soothe irate callers</td>
<td></td>
</tr>
</tbody>
</table>

**DECISIONS**

- Determine to whom to direct the call
- Determine if call should be put through

**CUES**

- Purpose of call
- Employee instructions

**ERRORS**

- Routing call to wrong person
- Not getting names correctly
- Transposing phone numbers
- Failing to relay messages
- Cutting callers off

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>MATH – NUMBER SYSTEMS</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make caller feel important [Ego]</td>
<td>Company extension system</td>
<td>Speaking - pleasant phone voice that generates warmth</td>
</tr>
<tr>
<td>Be a good listener [Concern]</td>
<td>Understanding telephone electronics</td>
<td>Writing - legibly and accurately write messages</td>
</tr>
<tr>
<td>Tactfully handle irate callers [Frustration]</td>
<td></td>
<td>Reading and using company directory</td>
</tr>
</tbody>
</table>
**TASK STATEMENT**

**MAINTAIN TELEPHONE DIRECTORIES**

**TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON**
- Standard office set-up
- Local office directory
- Company directory
- Local telephone books
- Out-of-town telephone books as needed
- Emergency numbers
- Frequently called numbers

**PERFORMANCE - KNOWLEDGE**
- Keep current telephone books available
- Be familiar with alphabetic system
- Keep frequently called number list accessible
- Make company lists of extensions available
- Prepare updated telephone lists
- Maintain personal phone number lists

**SAFETY - HAZARD**

**DECISIONS**
- Determine what numbers are out of date

**CUES**
- New numbers issued

**ERRORS**
- Transposing numbers
- Losing numbers
- Illegible writing of numbers

**SCIENCE**

**MATH - NUMBER SYSTEMS**
- Writing arabic figures correctly
- Awareness of area code system

**COMMUNICATIONS**
- Reading telephone directory
- Writing telephone lists
- Speaking - confirmation of numbers

11
<table>
<thead>
<tr>
<th>Task Statement</th>
<th>Place Long Distance Calls</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tools, Equipment, Materials, Objects Acted Upon</strong></td>
<td></td>
</tr>
<tr>
<td>Standard office set-up, Telephone log, Telephone listings</td>
<td></td>
</tr>
<tr>
<td><strong>Performance Knowledge</strong></td>
<td>Locates telephone number, Places calls, Write calls in log - number called and caller, Arrange conference calls, Make overseas calls, Transfer calls, Place telegrams</td>
</tr>
<tr>
<td><strong>Decisions</strong></td>
<td>Determine type of call to make, Determine when to make the call</td>
</tr>
<tr>
<td><strong>Cues</strong></td>
<td>Cost, Time zone, Company policy, Employer instructions*</td>
</tr>
<tr>
<td><strong>Errors</strong></td>
<td>Charging wrong person with call, Placing wrong type, Cutting off people, Forgetting about time zone, Dialing wrong number</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Frustration of worker in trying to place calls within time limits, General courtesy</td>
</tr>
<tr>
<td><strong>Math - Number Systems</strong></td>
<td>Long distance rates, Utilizing telephone number system, Understand telephone electronic system, Understanding time zones</td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td>Using directories, Legible and accurate writing, Using proper telephone techniques, Projecting a telephone personality</td>
</tr>
<tr>
<td>(TASK STATEMENT)</td>
<td>VERIFY TELEPHONE BILL</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>

**TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON**
- Standard office set-up
- Telephone bill
- Long distance log

**PERFORMANCE KNOWLEDGE**
- Check long distance log against phone bill
- Itemize long distance expenses by department
- Confirm total
- Authorize bill for payment
- File long distance information

**SAFETY – HAZARD**

<table>
<thead>
<tr>
<th>DECISIONS</th>
<th>CUES</th>
<th>ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine if bill is correct</td>
<td>Are calls accounted for</td>
<td>Failure to keep accurate records of calls made</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Poor math skills causing inaccuracy</td>
</tr>
</tbody>
</table>

**SCIENCE**
- Frustration of worker trying to locate unlogged calls
- Persistence needed to track down calls

**MATH – NUMBER SYSTEMS**
- Addition and subtraction of whole numbers
- Addition and subtraction of decimal fractions
- Percentages
- Multiplication of decimals

**COMMUNICATIONS**
- Comparing telephone bill with log
- Coding system for bill check off
- Recording calls in log

13
Duty C  Disseminate Information

1  Disseminate information
# Task Statement

**Disseminate Information**

- **Tools, Equipment, Materials, Objects Acted Upon**
  - Standard office set-up
  - Company manual
  - Company directory
  - House organ
  - Company map
  - Company brochures
  - Stockholder reports
  - General reference materials

- **Performance Knowledge**
  - Answer questions
  - Pass out materials
  - Replenish brochure supply
  - Generate goodwill
  - Keep listing of current company activities

- **Decisions**
  - Determine if question should be answered
  - Determine manner in which questions should be answered

- **Cues**
  - Confidentiality of a material
  - To whom information is being given
  - Immediacy of information
  - Type of information needed

- **Errors**
  - Giving out confidential information
  - Giving out incorrect information
  - Being slow in sending information

## Science

- Tactfully deny information [Protect ego]
- Acknowledge importance of a question [Reinforcement]
- Reinforce visitor's importance by being attentive
- Correct false information when necessary
- Protect company interests [Ethics]
- Demonstrate professional attitudes

## Math - Number Systems

- Oral - answering questions
- Facial expression - attentiveness to visitor
- Physical gestures to command attention or direction
- Pleasant tone of voice
- Select materials to be used

## Communications
Duty D

Typing Various Items

1. Arrange correspondence
2. Prepare forms
3. Prepare duplicating materials
4. Maintain typewriter
## Task Statement

**Arrange Correspondence**

### Tools, Equipment, Materials, Objects Acted Upon

- Standard office setup
- Standard typing supplies

### Performance Knowledge

- Select letter styles and uses
- Type letters and carbons
- Proofread
- Make neat corrections
- Use correct paper form
- Address envelopes
- Attach enclosures
- Prepare address finder cards
- Read and answer correspondence

### Decisions

- Determine type of correspondence necessary
- Determine what is to be said in the correspondence

### Cues

- To whom correspondence is being sent
- Type of information being conveyed

### Errors

- Incorrect information
- Undetected errors

### Science

- Reply promptly (Attention)
- Motivate action with correspondence
- Use appropriate vocabulary (Self image of people)

### Math - Number Systems

- Addition and subtraction of whole numbers
- Multiplication and division with whole numbers

### Communications

- Read correspondence
- Write letters, using correct:
  - Grammatical structure and logic
  - Vocabulary and spelling
- Criticize work for errors and tone

---

17
## Task Statement

**Prepare Forms**

### Tools, Equipment, Materials, Objects Acted Upon

- Standard office set-up
- Standard typing supplies
- Invoices
- Purchase orders
- Requisitions

### Performance Knowledge

<table>
<thead>
<tr>
<th>DECISIONS</th>
<th>CUES</th>
<th>ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose correct form</td>
<td>Purpose of information</td>
<td>Undetected errors</td>
</tr>
<tr>
<td></td>
<td>Type of information</td>
<td>Misfiled</td>
</tr>
<tr>
<td></td>
<td>To whom information is being sent</td>
<td>Wrong information</td>
</tr>
</tbody>
</table>

### Science

- Reading and interpreting charts, tables, and/or graphs
- Locate by approximation rational numbers and integers on the number line (Sequential ordering)
- Code numbering system
- Addition, subtraction, multiplication, division
- Use of decimals

### Math - Number Systems

### Communications

- Deciphering instructions
- Choosing correct form
- Following directions
- Using dictionary
### TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON
- Standard office set-up
- Standard typing supplies
- Masters
- Stencils
- Correction
- Razor blades
- Offset erasers
- Non-reproducing pencils

### PERFORMANCE KNOWLEDGE
- Type ditto
- Correct ditto
- Type stencil
- Correct stencil
- Type offset master or original
- Correct offset masters
- Prepare typewriter for typing

### SAFETY - HAZARD
- Razor blade cuts

### DECISIONS
- Determine which technique is best

### CUES
- Purpose and type of material
- Quantity needed
- Time available for completion
- Employee instructions
- Cost

### ERRORS
- Sloppy work
- Inefficient use of equipment
- Undetected errors
- Typing ditto master backwards

### SCIENCE
- Measures of length

### MATH - NUMBER SYSTEMS
- Measures of length

### COMMUNICATIONS
- Receive written and oral instructions
- Type information
**TASK STATEMENT**  MAINTAIN TYPEWRITER

**TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON**

<table>
<thead>
<tr>
<th>Standard office set-up</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY - HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard typing supplies</td>
<td>Be familiar with operation of parts</td>
<td></td>
</tr>
<tr>
<td>Brushes</td>
<td>Change ribbon</td>
<td></td>
</tr>
<tr>
<td>Cleaning fluid</td>
<td>Clean type bars</td>
<td></td>
</tr>
<tr>
<td>Rags</td>
<td>Call repair mechanic when needed</td>
<td></td>
</tr>
<tr>
<td>Typewriter ribbons</td>
<td>Dust typewriter</td>
<td></td>
</tr>
<tr>
<td>Typewriter manual</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DECISIONS**

<table>
<thead>
<tr>
<th>Determine when to change ribbon</th>
<th>Poor type - type of job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine when to clean machine</td>
<td>Poor operation</td>
</tr>
<tr>
<td>Determine when to call repair mechanic</td>
<td>Broken</td>
</tr>
</tbody>
</table>

**ERRORS**

- Electrical short in machine
- Worn, frayed plugs or cords
- Tripping over cords

**SCIENCE**

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>MATH - NUMBER SYSTEMS</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Speaking - calls to repair mechanic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading manual directions</td>
</tr>
</tbody>
</table>
Duty E  Processing Mail

1  Process incoming mail
2  Process outgoing mail
<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY - HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard office set-up</td>
<td>Sorts mail</td>
<td></td>
</tr>
<tr>
<td>Scissors</td>
<td>Routes mail</td>
<td></td>
</tr>
<tr>
<td>Letter opener</td>
<td>Pays overdue postage</td>
<td></td>
</tr>
<tr>
<td>Routing slips</td>
<td>Sign for special mail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deliver mail</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Forward and/or return mail</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DECISIONS</th>
<th>CUES</th>
<th>ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine who receives mail</td>
<td>Address</td>
<td>Sending mail to wrong person</td>
</tr>
<tr>
<td></td>
<td>Title of employee</td>
<td>Losing mail</td>
</tr>
<tr>
<td></td>
<td>Department head</td>
<td>Opening personal or confidential mail</td>
</tr>
<tr>
<td></td>
<td>Purpose of correspondence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Return addresses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>MATH - NUMBER SYSTEMS</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Read mail addresses</td>
</tr>
</tbody>
</table>
(TASK STATEMENT) PROCESS OUTGOING MAIL

<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY - HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard office set-up</td>
<td>Wrap and address packages</td>
<td></td>
</tr>
<tr>
<td>Scissors</td>
<td>Put on special mailing notation</td>
<td></td>
</tr>
<tr>
<td>Postage meter</td>
<td>Locate zip codes</td>
<td></td>
</tr>
<tr>
<td>Zip code directory</td>
<td>Calculate postage</td>
<td></td>
</tr>
<tr>
<td>Postage log</td>
<td>Operate postage meter</td>
<td></td>
</tr>
<tr>
<td>Mailing materials</td>
<td>Keep postage log</td>
<td></td>
</tr>
<tr>
<td>Cord</td>
<td>Bundle-mail</td>
<td></td>
</tr>
<tr>
<td>Masking tape</td>
<td>Take mail to mailing point</td>
<td></td>
</tr>
<tr>
<td>Mailing labels</td>
<td>Maintain company mailing list</td>
<td></td>
</tr>
</tbody>
</table>

DECISIONS

- Determine what class of mail to use
- Employee instructions
- Company policy
- U.S. mail policy
- Cost
- Package size and content

ERRORS

- Improperly setting postage meter for date and amount

SCIENCE

<table>
<thead>
<tr>
<th>MATH - NUMBER SYSTEMS</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addition and subtraction of whole numbers</td>
<td>Writing mailing addresses</td>
</tr>
<tr>
<td>Measures of length</td>
<td>Reading postal regulations and rate charges</td>
</tr>
<tr>
<td>Measures of weight</td>
<td>Maintaining company mailing list</td>
</tr>
<tr>
<td></td>
<td>Typing addresses</td>
</tr>
</tbody>
</table>
Accounting for Petty Cash

1. Accounting for petty cash
## Accounting for Petty Cash

**Tools, Equipment, Materials, Objects Acted Upon**
- Standard office set-up
- Petty cash box
- Cash
- Petty cash ledger
- Petty cash voucher

**Performance Knowledge**
- Pays incidental expenses
- Records and itemizes cash disbursements
- Prepares replacement voucher
- Replenishes fund

**Science**
- Politely denying request (Pride)

**Math - Number Systems**
- Addition and subtraction of whole numbers
- Multiplication and division with whole numbers

**Communications**
- Writing legible figures in records
- Listening to person requesting payment
- Speaking - communications

**Decisions**
- Determine if expense should be incurred

**Cues**
- Legitimate expense
- Company policy
- Employee instructions

**Errors**
- Inefficient handling of funds
- Money being stolen
- Money being mislaid
- Not itemizing expense at time of disbursement
Duty G  Making Reservations

1  Keep up to date schedule books
2  Make and confirm travel reservations
3  Make and confirm rental car arrangements
4  Make and confirm hotel reservations
5  Make and plan luncheons
6  Arrange private transportation
### TASK STATEMENT: KEEP UP-TO-DATE SCHEDULE BOOKS

**TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON**
- Standard office set-up
- Current schedule books from airlines, buses, trains, etc.
- Book of hotels
- Telephone list of rental car agencies
- Telephone list of 800 numbers for major motel chains
- Road maps

**PERFORMANCE KNOWLEDGE**
- Obtain up-to-date schedule books
- Make changes in schedule books
- Destroy outdated material
- Collect and file current issues of roadmaps

**DECISIONS**
- Determine which materials are out-of-date

**CUES**
- New material replacements
- Employee instructions

**ERRORS**
- Using wrong material to plan itinerary

**SCIENCE**

**MATH - NUMBER, SYSTEMS**

**COMMUNICATIONS**
- Speaking request information
- Writing for new materials
- Reading road maps and schedule books

27
<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY - HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard office set-up</td>
<td>Plan itinerary, places, dates and times, schedule flights, etc., to fit itinerary, confirm reservations before departure, get special travel regulations for mode of travel, prepare list of alternate flights, etc.</td>
<td></td>
</tr>
<tr>
<td>Reservation numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current schedule books</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airline tickets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Airline travel card numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DECISIONS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Determine if flight, etc. fits desired itinerary</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUES</td>
<td>Times desired</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mode of travel desired</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERRORS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Issuing ticket for wrong date, forgetting to confirm reservations, forgetting to cancel reservations, forgetting about time zones</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consideration of convenience and comfort (Pride)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH - NUMBER SYSTEMS</td>
<td>Understanding time zones, reading time tables</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNICATIONS</td>
<td>Speaking - telephone use for reservations, typing itinerary, reading travel schedules, writing tickets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Task Statement
Make and confirm rental car reservations.

### Tools, Equipment, Materials, Objects Acted Upon
- Standard office set-up
- List of rental car agencies
- Travel card numbers
- Travel itinerary

### Performance Knowledge
- Reserve car and arrange delivery
- Note car reservation on itinerary

### Decisions
- Determine if car will be available

### Cues
- Employee instructions
- Rental information

### Errors
- Late arrival of car
- No car available

### Science

### Math - Number Systems

### Communications
- Speaking - telephone reservations
**Task Statement:** Make and Confirm Hotel Reservations

<table>
<thead>
<tr>
<th>Tools, Equipment, Materials, Objects Acted Upon</th>
<th>Performance Knowledge</th>
<th>Safety - Hazard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard office set-up</td>
<td>Plan itinerary</td>
<td></td>
</tr>
<tr>
<td>Itinerary</td>
<td>Make hotel reservation to fit plan</td>
<td></td>
</tr>
<tr>
<td>List of accommodations</td>
<td>List hotel reservation on itinerary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guarantee reservations when necessary</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Decisions</th>
<th>Cues</th>
<th>Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choice of hotel</td>
<td>Employee preference</td>
<td>No guaranteed reservations</td>
</tr>
<tr>
<td>Choice of accommodations</td>
<td>Employee instructions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cost</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Availability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Location of appointment or meeting</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th>Math - Number Systems</th>
<th>Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Speaking - telephone reservation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing notes on itinerary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading list of possible hotels</td>
<td></td>
</tr>
</tbody>
</table>

30
**TASK STATEMENT** MAKE AND PLAN LUNCHEONS

<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY – HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard office set-up</td>
<td>Reserve hall</td>
<td></td>
</tr>
<tr>
<td>Catering information</td>
<td>Choose caterer</td>
<td></td>
</tr>
<tr>
<td>List of possible locations</td>
<td>Plan and order menu</td>
<td></td>
</tr>
<tr>
<td>Guest lists</td>
<td>Arrange for table decorations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Send out invitations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compile list of attending</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Make name tags</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plan and engage entertainment (speakers, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

**DECISIONS**
- Purpose of affair
- Choosing caterer

**CUES**
- Boss's instructions
- Cost, menu desired availability

**ERRORS**
- Too expensive
- Accommodations not satisfactory
- Not ordering enough food
- Poor location
- Not enough people showing up

**SCIENCE**
- Motivating people to attend

**MATH – NUMBER SYSTEMS**
- Liquid and dry measures
- Locate by approximation rational numbers and integers on the number line (Sequential ordering)

**COMMUNICATIONS**
- Speaking - dealing with caterer
  - receives instructions from employer
- Writing - list of attending
  - name tags
  - invitations
- Reading caterer's information
- Typing contract
### (Task Statement) Arrange Private Transportation

**Tools, Equipment, Materials, Objects Acted Upon**
- Standard office set-up
- Telephone numbers for private modes of transportation
- Employee’s time schedule

**Performance Knowledge**
- Make arrangements for travel mode most appropriate to destination and budget

**Decisions**
- Determine what is required of mode

**Cues**
- Cost
- Speed necessary
- Employee instructions

**Errors**
- Inefficient travel
- Slow
- Costly

**Science**

**Math - Number Systems**

**Communications**
- Speaking - phone conversations
- Reading employee’s time schedule
Duty H  Being a Hostess

1  Maintain reception area
2  Serve refreshments
3  Conduct tours
4  Run errands
### (Task Statement) Maintain Reception Area

<table>
<thead>
<tr>
<th>Tools, Equipment, Materials, Objects Acted Upon</th>
<th>Performance Knowledge</th>
<th>Safety - Hazard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard office set-up</td>
<td>Regulate temperature of reception area</td>
<td>People with allergies to flowers</td>
</tr>
<tr>
<td>Ashtrays</td>
<td>Straighten up and dust reception area</td>
<td>Smoking items that are not extinguished</td>
</tr>
<tr>
<td>Waste receptacles</td>
<td>Provide recent reading material</td>
<td></td>
</tr>
<tr>
<td>Reading materials</td>
<td>Personalize area (pictures, flowers, etc.)</td>
<td></td>
</tr>
<tr>
<td>Decorations (personalized)</td>
<td>Empty ashtrays during day</td>
<td></td>
</tr>
<tr>
<td>Cleaning and dusting supplies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Scissors, rakes, etc.                         |                         | |

| Scissors, rakes, etc.                         |                         | |

<table>
<thead>
<tr>
<th>DECISIONS</th>
<th>CUES</th>
<th>ERRORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implied - application of procedure</td>
<td></td>
<td>Uncomfortable area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unpleasant looking area</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>MATH - NUMBER SYSTEMS</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make reception place where people can relax (Comfort)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleanliness - clean reception area to denote company image</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### (Task, Statement) Serve Refreshments

#### Tools, Equipment, Materials, Objects Acted Upon
- Standard office set-up
- Coffee pot and supplies
- Accessory supplies (tea bags, sugar, etc.)
- Paper supplies
- Serving tray
- Set of china cups
- Cleaning supplies

#### Performance Knowledge
- Prepare refreshments
- Serve refreshments
- Clean up
- Order supplies as needed

#### Safety - Hazard
- Burning self or caller

#### Decisions
- Determine if guest wishes refreshments
- Guest's actions
- Guest's inquiry

#### Cues
- Speaking with a friendly tone
- Gestures in serving
- Facial expressions to show concern

#### Errors
- Rudeness
- Coffee too strong

#### Science
- Make visitor feel at home (Comfort)
- Showing concern for the visitor (Pride)
- Hospitality

#### Math - Number Systems
- Liquid and dry measures

#### Communications
## Task Statement: Conduct Tours

**Tools, Equipment, Materials, Objects Acted Upon:**
- Coat rack
- Map
- Company brochures
- Giveaways (if company policy)

**Performance Knowledge:**
- Greet visitors and organize group
- Tour introduction
- Conduct tour
- Answer questions
- End tour and escort visitors out

**Safety – Hazard:**
- Not following safety procedures

**Decisions**
- Determine what areas to tour

**Cues**
- Group instructions
- Company policy
- Time available

**Errors**
- Losing visitors
- Uninteresting tour

**Science**
- Make visitors feel comfortable (Comfort)
- Project company image (Pride)
- Build up tour (Excitement)

**Math – Number Systems**

**Communications**
- Eye contact to show interest
- Explain tour orally
- Instruct visitors orally
- Audio visual aids (Movies, slides, recordings, etc.)
- Gestures as a way of getting attention
**TASK STATEMENT**

RUN ERRANDS

**TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON**
- Standard office set-up
- Local maps
- Objects involved in performing errand
- Money
- Address book

**PERFORMANCE KNOWLEDGE**
- Receive instructions from employee
- Complete the errand

**DECISIONS**
- Decide best way to perform errand

**CUES**
- Speed required
- Nature of duty
- Company policy
- Employee instructions

**ERRORS**
- Slow
- Uncompleted errand
- Wrong information received

**SCIENCE**
- Inspiring cooperation (Motivation)
- Poise in completing errand (Self ego)

**MATH - NUMBER SYSTEMS**
- Addition and subtraction of whole numbers
  - [Making change]
- Multiplication and division with whole numbers
  - [Making change]

**COMMUNICATIONS**
- Listening to directions
- Verbally relaying instructions
Duty I

Reproducing Materials on Photocopy Equipment

1. Maintain and operate photocopy equipment
2. Collate reproduced materials
(TASK STATEMENT) MAINTAIN AND OPERATE PHOTOCOPY EQUIPMENT

<table>
<thead>
<tr>
<th>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</th>
<th>PERFORMANCE KNOWLEDGE</th>
<th>SAFETY – HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard office set-up</td>
<td>Attend photocopy training sessions</td>
<td></td>
</tr>
<tr>
<td>Photocopy equipment</td>
<td>Attain an acceptable level of performance</td>
<td></td>
</tr>
<tr>
<td>Photocopy supplies</td>
<td>Keep equipment in running operation</td>
<td></td>
</tr>
<tr>
<td>Materials to be reproduced</td>
<td>Keep adequate supplies on hand</td>
<td></td>
</tr>
<tr>
<td>Repair address and phone number</td>
<td>Operate equipment</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DECISIONS</td>
<td>Implied - application of procedure</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUES</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>ERRORS</td>
<td>Illegible copies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Waste</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepare reset-counter correctly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Papers jamming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poor intensity setting</td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE</th>
<th>MATH – NUMBER SYSTEMS</th>
<th>COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate by approximation rational numbers and integers on the number line (Sequential ordering)</td>
<td></td>
<td>Reading written directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening to oral directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Using photocopier manual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Giving mechanical instructions to machine</td>
</tr>
<tr>
<td><strong>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</strong></td>
<td><strong>PERFORMANCE KNOWLEDGE</strong></td>
<td><strong>SAFETY – HAZARD</strong></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>---------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Standard office set-up</td>
<td>Sorts reproduced materials to be collated</td>
<td>Paper cuts</td>
</tr>
<tr>
<td>Jogger (If available and necessary)</td>
<td>Organize material for efficient collation</td>
<td></td>
</tr>
<tr>
<td>Collator (If available)</td>
<td>Collate material</td>
<td></td>
</tr>
<tr>
<td>Stapler and staples</td>
<td>Secure material</td>
<td></td>
</tr>
<tr>
<td>Binders and binding supplies</td>
<td>Distribute material</td>
<td></td>
</tr>
<tr>
<td>Punchers</td>
<td>Return original to employee</td>
<td></td>
</tr>
<tr>
<td>Notebooks</td>
<td></td>
<td></td>
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<tr>
<td>File folders</td>
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</tr>
</tbody>
</table>

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<tr>
<th><strong>DECISIONS</strong></th>
<th><strong>CUES</strong></th>
<th><strong>ERRORS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine method of securing material</td>
<td>Number of pages Methods available</td>
<td>Inaccurate collating Improper securing Waste</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SCIENCE</strong></th>
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<tbody>
<tr>
<td>Frustration of completing job on time</td>
</tr>
<tr>
<td>Boredom of job</td>
</tr>
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<th><strong>COMMUNICATIONS</strong></th>
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</thead>
<tbody>
<tr>
<td>Reading and/or listening to instructions</td>
</tr>
<tr>
<td>Requesting information</td>
</tr>
</tbody>
</table>
Duty J  Machine Transcribing

1  Operate transcribing equipment
2  Prepare transcribed materials for mailability
<table>
<thead>
<tr>
<th>TASK STATEMENT</th>
<th>OPERATE TRANSCRIBING EQUIPMENT</th>
</tr>
</thead>
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<tr>
<td>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</td>
<td>PERFORMANCE KNOWLEDGE</td>
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<tr>
<td>Standard office set-up</td>
<td>Read machine manual</td>
</tr>
<tr>
<td>Transcriber and transcribing materials</td>
<td>Learn to operate transcriber efficiently</td>
</tr>
<tr>
<td></td>
<td>Operate transcriber</td>
</tr>
<tr>
<td></td>
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<td>MATH – NUMBER SYSTEMS</td>
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<tr>
<td>Frustration of operator</td>
<td>Reading transcriber manual</td>
</tr>
<tr>
<td>Boredom with job</td>
<td>Listening to belts</td>
</tr>
<tr>
<td>Insecurity with machine</td>
<td></td>
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</table>
**TASK STATEMENT**

**PREPARE TRANSCRIBED MATERIAL FOR MAILABILITY**

### TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON

- Standard office set-up
- Transcribing equipment
- Standard typing supplies
- Background material
- Reference materials - dictionary, zip code directory, grammar book, secretary handbook

### PERFORMANCE KNOWLEDGE

- Interpret instructions from dictator
- Use appropriate forms
- Transcribe
- Make corrections
- Revise dictated material
- Prepare enclosures
- Return information to dictator
- Punctuate material
- Proofread material

### DECISIONS

- Implied - application of procedure

### CUES

- Reinforcement of good dictating habits
- Tactfully suggesting improvement of dictating habits (Ego)
- Protect insecurity of dictator (Fear)
- Employee's satisfaction with job

### SCIENCE

- Reading coded directions from machine index slip

### MATH - NUMBER SYSTEMS

- Using correct English usage, spelling, and punctuation [Written]

### COMMUNICATIONS

- Relaying written messages

### SAFETY - HAZARD

- Messy material
- Incorrect information
- Erasing belt by accident
- Misinterpreting material
STANDARD OFFICE SUPPLIES

The phrase “Standard Office Set-up” is used under each task listed in the column entitled “Tools, Equipment, Materials and Objects Acted Upon”

The standard office set-up includes:
- Desk
- Chair
- Waiting room
- List of visitors expected
- Telephone, telephone message pad
- Typewriter and supplies
- Pens
- Papers

The phrase “Standard Typing Supplies” is also used quite frequently in the column entitled “Tools, Equipment, Materials and Objects Acted Upon”

The standard typing supplies include:
- Letterheads
- Second sheets
- Inter-office memos
- Envelopes
- Labels
- Carbon paper
- Forms
- Typing eraser
- Correcto-type
- Pencil eraser
- Shield
- Chalk