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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 personnel manager occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Eighteen 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 relate to: recruiting people for jobs, selecting and recommending personnel for jobs; developing and administering an employee evaluation program; developing and administering a wage and salary plan; developing and administering an effective training program; representing the company in contract negotiations and community relations; keeping personnel records; promoting safety practices; providing effective media for communication; directing manpower planning and forecasting program; serving as administrator of medical services; advising employees on their personal and job problems; handling problems involving discipline; and administering employee benefit plans. (BP)

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**Occupational Analysis**

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**PERSONNEL MANAGER**

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**Instructional Materials Laboratory  
Trade and Industrial Education  
The Ohio State University**

5183

## **AN ANALYSIS OF THE PERSONAL MANAGING OCCUPATION**

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## FOREWORD

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.

## **PREFACE**

The following analysis describes the duties which are performed by a personnel manager in industry. The nature of personnel work differs widely with the size and needs of individual companies. The participant attempted to describe the duties as found in a medium or large size company. In a small company, one might find the personnel manager involved in a number of other activities in addition to what is normally thought of as a personnel manager's responsibility.

It would be impossible to list the duties which apply to all personnel managers in all industries. Those included here are thought to be common to most companies of a certain size, but by no means to all companies. There may be numerous exceptions.

## **ACKNOWLEDGMENT**

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## **JOB DESCRIPTION**

The personnel manager is primarily concerned with two factors: 1) service to the organization by maintaining an adequate and efficient labor force, 2) developing a cooperative and productive attitude among employees.

Generally one is concerned with formulating policy, advising management, and carrying out some of the more important or more specialized responsibilities. One also must be concerned with the areas of recruitment and employment, benefits, compensation, industrial relations, organization development, and personnel records.

**Duty A**

**Recruiting People for Jobs**

- 1    Contact students at schools**
- 2    Write job advertisements for newspapers**
- 3    Post notice on company bulletin board(s)**
- 4    List job openings in company house organ**
- 5    List job orders with employment agencies**
- 6    Contact personnel and/or trade associations**

(TASK STATEMENT) CONTACT STUDENTS AT SCHOOLS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
<p>College students Company brochures Application forms Personal records (college, high school)</p>	<p>Call for appointment Pick up interviewee's personal record Travel to site of interview Review applicant's records Conduct the interview</p>	<p>Observe all traffic rules and regulations</p>
<p><u>DECISIONS</u></p> <p>Decide whether applicant is a potential employee</p>	<p><u>CUES</u></p> <p>Observe personal appearance Observe behavior and mannerisms</p>	<p><u>ERRORS</u></p> <p>Loss of company time and money Increase in labor turnover Damage of public image Potential loss of business</p>

## (TASK STATEMENT) CONTACT STUDENTS AT SCHOOLS

SCIENCE	MATH – NUMBER SYSTEMS	
<p>Exhibit capacity to ascertain personal qualities (skills, knowledge, character, flexibility, learning capacity); to accurately reflect plant environment and job expectations; to listen openly and attentively (without bias) in this communication process</p> <p>Exhibit qualities of tact, poise, consideration, graciousness and imagination</p> <p>Maintain capacity to foster trust, confidentiality, cooperation; to generate integrity; to cope with conflict behavior; to function efficiently when encountering fast changing multiple, personal or situational variables</p> <p>Exhibit qualities of self-confidence, self-control, self-reliance, self-respect, and adaptability</p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p>		
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Delivering oral presentation	Terminology, enunciation, diction, clarity of expression, logic, gestures, dress, facial and body features, poise
Reading	Comprehending written records	Comprehension, vocabulary, speed
Writing	Taking notes of interview	Penmanship, spelling, brevity of notes, accuracy
Listening	Listening to applicant	Separate facts from non-facts, concentration, note taking, understanding
Viewing	Observing applicant	Detail and inference

(TASK STATEMENT) WRITE JOB ADVERTISEMENTS FOR NEWSPAPERS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
<p>Job description Paper, pencil Telephone</p>	<p>Read job description Select key characteristics from job description Write ad in logical sequence Select appropriate title of job for heading Write conditions of job Transmit to newspaper</p>	
<p><u>DECISIONS</u>  Determine size of ad Decide upon areas and newspapers to be used Determine frequency of ad Decide on wording of ad</p>	<p><u>CUES</u>  Research classified pages to be used Past experiences with newspaper</p>	<p><u>ERRORS</u>  Waste of company funds Discrimination</p>

## TASK STATEMENT) WRITE JOB ADVERTISEMENT FOR NEWSPAPERS

SCIENCE		MATH — NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities of basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, organization</p>		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Writing	Composing ad	Clarity of expression, brevity, accuracy, spelling, denotative/connotative words usage, terminology Comprehension, terminology
Reading	Understanding job requirements	

(TASK STATEMENT) POST NOTICE ON COMPANY BULLETIN BOARD

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Job description Paper and pencil</p>	<p>Read job description Select key characteristics from job description Write notice in logical sequence Select appropriate title of job for heading Write conditions of job Post on bulletin board(s)</p>	<p>Observe plant safety rules</p>
<p><u>DECISIONS</u></p> <p>Decide upon wording of notice Determine length of time notice is posted</p>	<p><u>CUES</u></p> <p>Conditions of contract; laws Past experience Type of job Location of bulletin boards</p>	<p><u>ERRORS</u></p> <p>Labor grievance</p>



## [TASK STATEMENT] POST NOTICE ON COMPANY BULLETIN BOARD

SCIENCE		MATH — NUMBER SYSTEMS
<b>BEHAVIORAL SCIENCE</b> Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health  Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa  Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude mental clarity, organization		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Writing	Composing ad	Clarity of expression, brevity, accuracy, spelling
Reading	Understanding job requirements	Comprehension and terminology

(TASK STATEMENT) LIST JOB OPENINGS IN COMPANY HOUSE ORGAN

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Job description Paper and pencil House organ</p>	<p>Read job description Select key characteristics from job description Write notice in logical sequence Select appropriate title of job for heading Write conditions of job Transmit to printer</p>	
<p><u>DECISIONS</u>  Determine whether to utilize house organ Determine length of time to run notice Decide on wording of notice</p>	<p><u>CUES</u>  Past experience Type of job</p>	<p><u>ERRORS</u>  Loss of qualified employee</p>

**TASK STATEMENT) LIST JOB OPENINGS IN COMPANY HOUSE ORGAN**

TASK STATEMENT)	LIST JOB OPENINGS IN COMPANY HOUSE ORGAN	SCIENCE	MATH – NUMBER SYSTEMS
<b>BEHAVIORAL SCIENCE</b>			
<p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude mental clarity, organization</p>			
<b>COMMUNICATIONS</b>			
<p><u>PERFORMANCE MODES</u></p> <p>Writing</p> <p>Reading</p>	<p><u>EXAMPLES</u></p> <p>Composing ad</p> <p>Understanding job requirements</p>	<p><u>SKILLS/CONCEPTS</u></p> <p>Clarity of expression, brevity, accuracy, spelling, denotative/connotative words, usage, terminology</p> <p>Comprehension, terminology</p>	



(TASK STATEMENT) LIST JOB ORDERS WITH EMPLOYMENT AGENCIES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Job description Paper and pencil Telephone</p>	<p>Read job description Select key characteristics from job description Write ad in logical sequence Select appropriate job title Write conditions of job Transmit to agency</p>	
<p><u>DECISIONS</u></p> <p>Select agency Decide who is responsible for agency fee</p>	<p><u>CUES</u></p> <p>Previous experience with agencies</p>	<p><u>ERRORS</u></p> <p>Loss of time in securing prospective employee</p>

## TASK STATEMENT) LIST JOB ORDERS WITH EMPLOYMENT AGENCIES

SCIENCE		MATH — NUMBER SYSTEMS
<b>BEHAVIORAL SCIENCE:</b>  Exhibit capacity to foster trust and cooperation Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, safety, caution, physical, emotional, and intellectual health Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity and organization		
<b>COMMUNICATIONS</b>		
<u>PERFORMANCE MODES</u>  Writing  Reading Speaking	<u>EXAMPLES</u>  Composing ad  Understanding job requirements Delivering job order verbally	<u>SKILLS/CONCEPTS</u>  Clarity of expression, accuracy, spelling, denotative/connotative words, usage terminology, appropriate diction Comprehension, terminology Terminology, appropriate diction, enunciation, clarity of expression, persuasion and sales technique, logic, usage

(TASK STATEMENT) CONTACT PERSONNEL AND/OR TRADE ASSOCIATIONS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Job description Paper and pencil Telephone</p>	<p>Read job description Select key characteristics from job description Write conditions of job Transmit to association</p>	
<p><u>DECISIONS</u></p> <p>Select trade association</p>	<p><u>CLUES</u></p> <p>Previous experience with trade association</p>	<p><u>ERRORS</u></p> <p>Loss of qualified personnel</p>

TASK STATEMENT) CONTACT PERSONNEL AND/OR TRADE ASSOCIATIONS

SCIENCE	MATH – NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b>  Exhibit capacity to foster trust  Maintain capacity to foster cooperation  Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health  Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa  Conscious awareness of qualities basic to optimal mental performance, attention, observation, concentration, mental alertness, mental quietude, mental clarity, organization</p>	
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Writing</p> <p>Reading</p> <p>Speaking</p>	<p><u>EXAMPLES</u></p> <p>Composing ad</p> <p>Understanding job requirements</p> <p>Delivering job order verbally</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Clarity of expression, accuracy, spelling denotative/connotative words, usage, terminology,</p> <p>Comprehension, terminology</p> <p>Terminology, appropriate diction, enunciation clarity of expression, persuasion and sales technique, logic, usage</p>

**Duty B**

**Selecting and Recommending Personnel for Jobs**

- 1 Collect information from job descriptions**
- 2 Collect information from applicant's records**
- 3 Conduct personal interviews**
- 4 Investigate references and previous work history**



(TASK STATEMENT) COLLECT INFORMATION FROM JOB DESCRIPTIONS

25

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
<p>Job description Pencil and paper</p>	<p>Read job description Select key elements from job description Write key elements</p>	
<p><u>DECISIONS</u></p> <p>Determine key elements</p>	<p><u>CUES</u></p> <p>Information from job analysis</p>	<p><u>ERRORS</u></p> <p>Hiring an over or under-qualified employee Excessive personnel turnover Increase company cost</p>

## TASK STATEMENT) COLLECT INFORMATION FROM JOB DESCRIPTIONS

SCIENCE		MATH — NUMBER SYSTEMS
<p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with: body movement body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude mental clarity, organization</p>		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Reading  Writing	Understanding job requirements  Detail notes	Comprehension, terminology, detail  Brevity, clarity of expression, accuracy, spelling, usage

(TASK STATEMENT) COLLECT INFORMATION FROM APPLICANT'S RECORDS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
Applicant's application and/or resume Pencil and paper	Read application or resume Select key elements from application or resume Write key elements	
<u>DECISIONS</u>  Determine key elements	<u>CUES</u>  Job description	<u>ERRORS</u>  Hiring an over or under- qualified employee Excessive personnel turnover Increase company cost

SCIENCE	MATH -- NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, organization</p>	
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Reading</p> <p>Writing</p>	<p><u>EXAMPLES</u></p> <p>Understanding application or resume</p> <p>Detail notes</p>
	<p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension, terminology, detail</p> <p>Brevity, clarity of expression, accuracy, spelling, usage</p>

(TASK STATEMENT) CONDUCT PERSONAL INTERVIEW

29

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Applicant Application and/or resume</p>	<p>Greet applicant Put applicant at ease and establish rapport Question applicant Observe applicant's reaction Provide job and company information to applicant Evaluate applicant's qualifications and attitude</p>	
<p><u>DECISIONS</u></p> <p>Recommend whether to accept or reject applicant</p>	<p><u>CUES</u></p> <p>Observe personal appearance Observe behavior and mannerisms Application, work records, references</p>	<p><u>ERRORS</u></p> <p>Loss of company time and money Increase in labor turnover Damage of public image Potential of loss of business</p>

**TASK STATEMENT) CONDUCT PERSONAL INTERVIEW**

<b>SCIENCE</b>		<b>MATH – NUMBER SYSTEMS</b>
<p>Exhibit capacity to ascertain personal qualities (skills, knowledge, character, flexibility, learning capacity); to accurately reflect plant environment and job expectations; to listen openly and attentively (without bias) in this communication process</p> <p>Maintain capability to cope with conflict behavior; to foster confidentiality, trust, cooperation; to generate integrity</p> <p>Exhibit qualities of tact, poise, consideration, graciousness and imagination; self-control, self-confidence, self-reliance, self-respect, and adaptability</p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: physical, emotional, and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, organization</p>		
<b>COMMUNICATIONS</b>		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Speaking	Using oral communication with applicant	Enunciation, diction, clarity of expression, logic gestures, dress, poise, facial and body features
Listening	Listening to applicant	Discriminate facts from non-facts, recognize opinions, concentration, logic, word definition, note taking
Viewing	Looking at applicant	Mannerisms, describing, memory, visual analysis

(TASK STATEMENT) INVESTIGATE REFERENCES AND PREVIOUS WORK HISTORY

31

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Telephone Paper and pencil Reference - check form</p>	<p>Contact previous employers Contact personal references Contact appropriate investigation agencies, i.e., retail credit</p>	
<p><u>DECISIONS</u></p> <p>Determine which employer's references and investigation agencies to contact</p>	<p><u>CUES</u></p> <p>Length of employment with previous employers Types of personal references used</p>	<p><u>ERRORS</u></p> <p>Improper selection of employee Excessive labor turnover Possible loss of business</p>

## TASK STATEMENT) INVESTIGATE REFERENCES AND PREVIOUS WORK HISTORY

SCIENCE		MATH – NUMBER SYSTEMS	
Exhibit capacity to listen openly and attentively (without bias) in this communication process Exhibit qualities of tact, poise, consideration, graciousness and imagination Maintain capacity to foster trust and confidentiality Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, organization			
COMMUNICATIONS			
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS	
Speaking	Using oral communication with reference	General vocabulary Clarity of expression Enunciation	
Writing	Taking notes from references	Penmanship, spelling, Spelling Clarity of expression	
Listening	Listening on telephone	Auditory discrimination, Discrimination of facts from non-facts Recognize opinions; concentration, note taking	



**Duty C**

**Developing an Employee Evaluation Program**

- 1 Determine a performance level based upon job description**
- 2 Prepare standard evaluation form**
- 3 Establish an evaluation time schedule**
- 4 Instruct appropriate personnel in the use of the evaluating process**

(TASK STATEMENT) DETERMINE A PERFORMANCE LEVEL BASED UPON JOB DESCRIPTION

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Job description Paper and pencil</p>	<p>Critical analysis of job description Define standard of measurement Develop measurement program Implement program Instruct appropriate personnel Measure performance to standards</p>	
<p><u>DECISIONS</u></p> <p>Decide measurement standard Decide performance standards</p>	<p><u>QUES</u></p> <p>Content of job description</p>	<p><u>ERRORS</u></p> <p>Employee improperly assigned Poor performance Excessive labor turnover</p>

(TASK STATEMENT) DETERMINE A PERFORMANCE LEVEL BASED UPON JOB DESCRIPTION

SCIENCE		MATH — NUMBER SYSTEMS
Exhibit capacity to ascertain personal qualities (skills, knowledge, character, flexibility, learning capacity); to accurately reflect plant environment and job expectations; to listen openly and attentively (without bias) in this communication process Maintain capacity to foster cooperation; to cope with conflict behavior; to function efficiently when encountering fast changing, multiple, personal or situational variables. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect, and adaptability Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental clarity, mental quietude, organization		Addition, subtraction, multiplication, and division algorithms Order of operations, i.e., use of parentheses in simplifying arithmetic expressions
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading	Understanding written description	Comprehension, detail/inference, definition, terminology
Writing	Taking notes	Penmanship, spelling, description, clarity of expression
Speaking	Giving oral instructions	General vocabulary, appropriate diction, clarity of expression, and logic

(TASK STATEMENT) PREPARE A STANDARD EVALUATION FORM

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TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Pencil and paper</p>	<p>Develop title for form List job measurement factors Provide section for performance analysis</p>	
<p><u>DECISIONS</u></p> <p>Decide upon title Determine factors to be considered Choose method of analysis</p>	<p><u>CUES</u></p> <p>Keep in mind objective of form</p>	<p><u>ERRORS</u></p> <p>Inability to evaluate employee performance</p>

## TASK STATEMENT) PREPARE A STANDARD EVALUATION FORM

SCIENCE		MATH — NUMBER SYSTEMS
<b>BEHAVIORAL SCIENCE:</b>  Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, organization		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Writing	Preparation of forms	Spelling, description, terminology, clarity of expression, logic, usage

(TASK STATEMENT) ESTABLISH AN EVALUATION TIME SCHEDULE

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
Pencil and paper	Establish frequency of evaluation	
<u>DECISIONS</u> Determine criteria to be used	<u>CUES</u> Fairness to employee	<u>ERRORS</u> Poor judgment determining time

## TASK STATEMENT) ESTABLISH AN EVALUATION TIME SCHEDULE

SCIENCE		MATH — NUMBER SYSTEMS
<b>BEHAVIORAL SCIENCE:</b>  Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, safety, caution, physical, emotional and intellectual health Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, organization		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Writing	Making out time schedule	Penmanship, spelling, description, terminology, clarity of expression

(TASK STATEMENT) INSTRUCT APPROPRIATE PERSONNEL IN USE OF THE EVALUATING PROCESS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Evaluation form Pencil and paper</p>	<p>Select personnel who will do evaluating Develop training program Set up training schedule</p>	
<p><u>DECISIONS</u>  Determine who will do evaluating Determine content of training program Determine length of time for program</p>	<p><u>CUES</u>  Past programs. background and position in company Complexity of training program</p>	<p><u>ERRORS</u>  Ineffective evaluation</p>



(TASK STATEMENT) INSTRUCT APPROPRIATE PERSONNEL IN USE OF THE EVALUATING PROCESS

SCIENCE	MATH — NUMBER SYSTEMS
<p>Maintain capacity to foster cooperation            Demonstrate capacity to lead; to set others at ease; demonstrate imagination            Exhibit capacity to listen openly and attentively (without bias) in this communication process            Exhibit qualities of self-confidence, self-control, self-reliance, self-respect, adaptability, tactfulness, and poise            Conscious awareness of the need for a balance (both mental and physical) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health            Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing, coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p>	
PERFORMANCE MODES	COMMUNICATIONS
<p>Writing            Speaking</p>	<p><u>EXAMPLES</u>            Taking notes on training programs            Instructing personnel</p> <p><u>SKILLS/CONCEPTS</u>            Penmanship, spelling, description, terminology            Terminology, appropriate diction, implying, enunciation, clarity of expression, persuasion logic</p>

**Duty D**

**Administering an Employee Evaluation Program**

- 1 Review evaluations with appropriate personnel**
- 2 Make recommendations based upon evaluation results**

(TASK STATEMENT) REVIEW EVALUATIONS WITH APPROPRIATE PERSONNEL

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Pencil and paper Evaluations	Select appropriate personnel Establish rules to be followed Establish time schedule	
<p><u>DECISIONS</u></p> <p>Determine who will review evaluation</p>	<p><u>CUES</u></p> <p>Company procedure Conditions in contract</p>	<p><u>ERRORS</u></p> <p>Poor employee moral Excessive labor turnover Biased judgment in evaluating</p>

(TASK STATEMENT) REVIEW EVALUATION WITH APPROPRIATE PERSONNEL

SCIENCE	MATH -- NUMBER SYSTEMS
<p>Demonstrate poise and imagination Maintain capacity to foster trust and confidentiality; to accept differing views Demonstrate ability to listen with an open mind Conscious awareness of the need for a balance (both mental and physical) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body, movement, movement from tension to relaxation and vice versa, body balance and posture Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>	
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>SKILLS/CONCEPTS</u>
Speaking	Terminology, appropriate diction, implying, enunciation, clarity of expression, logic, and usage
Listening	Discriminate facts from non-facts, recognize opinions, concentration, logic

(TASK STATEMENT) MAKE RECOMMENDATIONS BASED UPON EVALUATION RESULTS

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TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Evaluation reports	Select method of recommendations Select personnel receiving recommendation Establish time schedule Make recommendations	
<p><u>DECISIONS</u></p> <p>Decide what method of recommendation to use Decide type of recommendation; (merit raise, transfer, dismissal, etc.)</p>	<p><u>CUES</u></p> <p>Evaluation reports</p>	<p><u>ERRORS</u></p> <p>Poor employee morale Biased judgment in recommendation</p>

TASK STATEMENT) MAKE RECOMMENDATIONS BASED UPON EVALUATION RESULTS

SCIENCE	MATH — NUMBER SYSTEMS
<p>Maintain capacity to reflect accurately the views of others; to foster trust, confidentiality, cooperation and to generate integrity and to cope with conflict behavior</p> <p>Demonstrate a feeling of sincerity and honesty and qualities of poise, tact, and consideration</p> <p>Conscious awareness of the need for a balance (both mental and physical) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, organization</p>	
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
Speaking	<p><u>SKILLS/CONCEPTS</u></p> <p>Terminology, appropriate diction, enunciation, clarity of expression, persuasion, logic, usage, and poise</p>
Writing	<p>Spelling, terminology, reports, appropriate diction, clarity of expression, persuasion</p>
Listening	<p>Discriminate facts from non-facts, recognize opinions, concentration, logic</p>

**Duty E**

**Developing a Wage and Salary Plan**

- 1 Write job description**
- 2 Conduct a job analysis**
- 3 Evaluate the job**
- 4 Conduct an area wage and salary survey**
- 5 Establish a wage and salary time schedule based upon the job level**

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(TASK STATEMENT) WRITE JOB DESCRIPTION

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Paper and pencil Job description forms</p>	<p>Develop job description form Study the job List tasks required for job List required physical and personal factors</p>	
<p><u>DECISIONS</u>  Decide what tasks are to be included in the description</p>	<p><u>CUES</u>  Labor grievances Related jobs Survey area for similiar jobs</p>	<p><u>ERRORS</u>  Labor grievances Incorrect pay rates Poor employee morale Excessive labor turnover</p>



**TASK STATEMENT) WRITE JOB DESCRIPTION**

SCIENCE	MATH – NUMBER SYSTEMS
<p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, organization</p>	
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Writing</p> <p>Reading</p>	<p><u>EXAMPLES</u></p> <p>Written description</p> <p>Understand written report</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Penmanship, spelling, description, terminology clarity of expression, usage</p> <p>Comprehension, terminology</p>

(TASK STATEMENT) CONDUCT A JOB ANALYSIS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Paper and pencil Job description</p>	<p>Write job analysis form Determine method for analysis Determine factors to be used Train personnel in use of analysis system</p>	
<p><u>DECISIONS</u>  Determine criteria to be used Determine personnel to be trained</p>	<p><u>CUES</u>  Job elements Position of personnel</p>	<p><u>ERRORS</u>  Incorrect method of analysis Incorrect selection of personnel Poor employee morale Excessive labor turnover</p>



SCIENCE		MATH — NUMBER SYSTEMS
<b>BEHAVIORAL SCIENCE:</b>  Demonstrate ability to communicate accurately one's ideas Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health Conscious awareness of physical expressions basic to peak performance: body rhythm, breathing, coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, organization		Addition, subtraction, multiplication and division algorithms  Order of operations, i.e., use of parentheses in simplifying arithmetic expressions
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Reading	Understanding written description	Comprehension, detail/inference, informational reports, definition, terminology
Writing	Making out forms	Spelling, description, terminology, clarity of expression
Speaking	Delivering verbal instructions	Terminology, appropriate diction, enunciation, clarity of expression

(TASK STATEMENT) EVALUATE THE JOB

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Paper and pencil Job description Job analysis	Write job evaluation form Determine method for evaluation Determine factors to be used Training personnel in use of evaluation	
<u>DECISIONS</u>  Determine criteria to be used Determine personnel to be trained	<u>CUES</u>  Job elements Position of personnel	<u>ERRORS</u>  Incorrect methods of analysis Incorrect selection of personnel Poor employee morale Excessive labor turnover

(TASK STATEMENT) CONDUCT AN AREA WAGE AND SALARY SURVEY

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Local newspaper Job description Pencil and paper Envelopes Stamps Typewriter Telephone</p>	<p>Develop appropriate forms Select area and jobs to be surveyed Send out forms Record results</p>	
<p><u>DECISIONS</u></p> <p>Decide how many forms to send out Decide sources of information</p>	<p><u>CUES</u></p> <p>Post survey results Purpose of survey</p>	<p><u>ERRORS</u></p> <p>Inconclusive survey</p>

SCIENCE	MATH — NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Demonstrate ability to communicate accurately one's ideas</p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, organization</p>	
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Writing</p> <p>Speaking</p>	<p><u>EXAMPLES</u></p> <p>Making out forms</p> <p>Delivering verbal instructions</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Spelling, description, terminology, clarity of expression</p> <p>Terminology, appropriate diction, enunciation, clarity of expression, logic, usage</p>

SCIENCE	MATH — NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance attention, observation, concentration, mental alertness, mental quietude, mental clarity, organization</p>	
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Writing</p>	<p><u>EXAMPLES</u></p> <p>Develop forms</p>
	<p><u>SKILLS/CONCEPTS</u></p> <p>Spelling, terminology, clarity of expression, description</p>

(TASK STATEMENT) ESTABLISH A WAGE AND SALARY TIME SCHEDULE BASED UPON THE JOB LEVEL

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Paper and pencil Wage and salary program</p>	<p>Select job grade and establish review dates inform appropriate employees</p>	
<p><u>DECISIONS:</u>  Determine time intervals and/or frequency of reviews</p>	<p><u>CUES</u>  Grade level of jobs</p>	<p><u>ERRORS</u>  Poor employee morale Excessive labor turnover</p>



(TASK STATEMENT) ESTABLISH A WAGE AND SALARY TIME SCHEDULE BASED UPON JOB LEVEL

SCIENCE	MATH — NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity and organization</p>	<p>Addition, subtraction, multiplication, division algorithms</p> <p>Order of operation, i.e., use of parentheses in simplifying arithmetic expressions</p>
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<p>Reading</p> <p>Writing</p>	<p>Understanding written programs</p> <p>Written message to employees</p>
<u>SKILLS/CONCEPTS</u>	
<p>Comprehension, detail/inference, terminology</p> <p>Spelling, memo format, terminology, appropriate diction, clarity of expression and usage</p>	

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**Duty F**

**Administering a Wage and Salary Plan**

- 1 Make recommendations to appropriate personnel for salaried employees**
- 2 Determine that hourly personnel are paid according to plan**

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## (TASK STATEMENT) MAKE RECOMMENDATIONS TO APPROPRIATE PERSONNEL FOR SALARIED EMPLOYEES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Pencil and paper Evaluations Wage and salary plan	Develop method to review employee Establish time schedule for review Transmit information to appropriate personnel	
<u>DECISIONS</u>  Determine how and when to review employee	<u>CUES</u>  Previous experience Company policy or labor contract	<u>ERRORS</u>  Poor employee morale Excessive labor turnover Biased judgment

ASK STATEMENT) MAKE RECOMMENDATIONS TO APPROPRIATE PERSONNEL FOR SALARIED EMPLOYEES

SCIENCE	MATH - NUMBER SYSTEMS
<p>Maintain capacity to reflect accurately the views of others</p> <p>Demonstrate a feeling of sincerity and honesty</p> <p>Exhibit qualities of poise, tact, and consideration; to ascertain personal qualities (skills, knowledge, character, flexibility, learning capacity); to foster trust; to accurately reflect plant environment and job expectation; to engender clear statement of rationale; to listen openly and attentively (without bias) in this communication process</p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>	
PERFORMANCE MODES	COMMUNICATIONS
<p>Speaking</p> <p>Writing</p>	<p><u>EXAMPLES</u></p> <p>Make oral recommendation</p> <p>Make formal written recommendations</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Terminology, appropriate diction, enunciation, clarity of expression, persuasion, logic, usage, and poise</p> <p>Spelling, terminology, reports, appropriate diction, clarity of expression, persuasion</p>

(TASK STATEMENT) DETERMINE THAT HOURLY PERSONNEL ARE PAID ACCORDING TO PLAN

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Pencil and paper Wage and salary plan	Develop wage and salary form Establish time schedule Transmit information to appropriate personnel	
<p><u>DECISIONS</u></p> <p>Decide what information is necessary on form</p>	<p><u>CUES</u></p> <p>Required information Company policy or labor contract</p>	<p><u>ERRORS</u></p> <p>Possible grievance</p>

TASK STATEMENT) DETERMINE THAT HOURLY PERSONNEL ARE PAID ACCORDING TO PLAN

SCIENCE	MATH — NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>	
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Writing</p>	<p><u>EXAMPLES</u></p> <p>Developing forms and transmitting information to employees</p>
	<p><u>SKILLS/CONCEPTS</u></p> <p>Spelling, description, reports, terminology clarity of expression</p>

**Duty G**

**Developing an Effective Training Program**

- 1 Identify areas of need for training**
- 2 Select appropriate training program**
- 3 Evaluate results of program**

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(TASK STATEMENT) IDENTIFY AREAS OF NEED FOR TRAINING

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TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
Pencil and paper	Determine potential problem area Survey potential problem area Evaluate survey results	
<u>DECISIONS</u>  Determine methods to use	<u>CUES</u>  Grievances, increase in cost	<u>ERRORS</u>  Wasted time and money Poor morale



ASK STATEMENT) IDENTIFY AREAS OF NEED FOR TRAINING

SCIENCE	MATH – NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, organization</p>	
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Writing</p>	<p><u>EXAMPLES</u></p> <p>Note taking</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Spelling, description, clarity of expression</p>

(TASK STATEMENT) SELECT APPROPRIATE TRAINING PROGRAMS

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TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
<p>Paper and pencil Survey results</p>	<p>Select style of program Select physical locations and equipment for training Determine time schedule Select instructors Select participants Choose appropriate training aids and materials Determine cost</p>	
<p><u>DECISIONS</u> Decide if program is formal or informal Determine if program will be held on company location Decide who will conduct sessions and who will participate Decide what materials will be needed</p>	<p><u>CUES</u> Type of program</p>	<p><u>ERRORS</u> Ineffective training program</p>

ASK STATEMENT) SELECT APPROPRIATE TRAINING PROGRAMS

SCIENCE	MATH - NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>	
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Reading</p> <p>Writing</p>	<p><u>EXAMPLES</u></p> <p>Understanding written survey</p> <p>Note taking</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension, detail/inference, speed/rate, terminology</p> <p>Spelling, description, clarity of expression</p>

(TASK STATEMENT) EVALUATE RESULTS OF PROGRAM

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
Paper and pencil Training program	Select criteria for evaluation Evaluate according to criteria Record evaluation	
<u>DECISIONS</u>  Determine if criteria is appropriate for program	<u>CUES</u>  Type of training to be used	<u>ERRORS</u>  Ineffective training program

# TASK STATEMENT) EVALUATE RESULTS OF PROGRAM

SCIENCE	MATH -- NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>	
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Reading</p> <p>Writing</p>	<p><u>EXAMPLES</u></p> <p>Understanding written results</p> <p>Note taking</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension, detail/inference, speed, terminology</p> <p>Spelling, description, penmanship, clarity of expression</p>

**Duty H**

**Administering an Effective Training Program**

- 1 Implement the training program**
- 2 Evaluate results of program in relation to the program objective**

(TASK STATEMENT) IMPLEMENT TRAINING PROGRAM

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Pencil and paper Training program Training aids and materials</p>	<p>Notify appropriate employees Follow through on physical facilities Follow through on instructional materials</p>	
<p><u>DECISIONS</u></p> <p>Determine means of notification Decide when to follow through</p>	<p><u>CUES</u></p> <p>Length of time between notification and training sessions</p>	<p><u>ERRORS</u></p> <p>Poor attendance Ineffective program</p>

ASK STATEMENT) IMPLEMENT THE TRAINING PROGRAM

SCIENCE	MATH - NUMBER SYSTEMS
<p>Maintain capacity to cope with conflict behavior</p> <p>Exhibit qualities of tact, poise, consideration, and imagination</p> <p>Exhibit capacity to ascertain personal qualities (skills, knowledge, character, flexibility, learning capacity)</p> <p>Exhibit capacity to foster trust</p> <p>Exhibit capacity to accurately reflect plant environment and job expectation</p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>	
PERFORMANCE MODES	COMMUNICATIONS
<p>Writing</p>	<p><u>EXAMPLES</u></p> <p>Written communication to employees</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Spelling, clarity of expression</p>



(TASK STATEMENT) EVALUATE RESULTS OF PROGRAM IN RELATION TO PROGRAM OBJECTIVE

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
Pencil and paper Training program Participants	Select criteria for evaluation Analyze according to criteria Record evaluation	
<u>DECISIONS</u>  Determine criteria to use	<u>CUES</u>  Objective of the program	<u>ERRORS</u>  Inaccurate evaluation

TASK STATEMENT) EVALUATE RESULTS OF PROGRAM IN RELATION TO PROGRAM OBJECTIVE

SCIENCE	MATH - NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>	<p>Addition, subtraction, multiplication and division algorithms</p> <p>Order of operations, i.e., use of parentheses in simplifying arithmetic expressions</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Writing</p> <p>Reading</p>	<p><u>EXAMPLES</u></p> <p>Note taking</p> <p>Understanding written results</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Spelling, description, pensmanship, clarity of expression</p> <p>Comprehension, detail/inference, speed, terminology</p>

## **Duty I**

### **Representing the Company in Contract Negotiations**

- 1 Determine management proposals**
- 2 Determine members of negotiating team**
- 3 Notify union of company intention to retain or negotiate current contract**
- 4 Exchange and review company and union proposals**
- 5 Participate in negotiations**

(TASK STATEMENT) DETERMINE MANAGEMENT PROPOSALS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Current company contract  Competitor's contracts  Area unionized plants' contracts  Area wage survey  Grievance reports  Current labor laws</p>	<p>Review past grievances for problem areas  Contact supervisors on problem areas  Review current contract on problem areas  Compare competitors and unionized plants' contracts  Review area wage survey  Recommend proposals to top management</p>	
<p><u>DECISIONS</u></p> <p>What recommendations to make</p>	<p><u>CUES</u></p> <p>Grievance trends  Feedback from supervision and employees  Company morale  Excessive labor turnover</p>	<p><u>ERRORS</u></p> <p>Excessive labor turnover  Poor morale  Loss of profit</p>

(TASK STATEMENT) DETERMINE MANAGEMENT PROPOSALS

SCIENCE	MATH — NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, organization</p>	<p>Addition, subtraction, multiplication and division algorithms</p> <p>Order of operations, i.e., use of parentheses in simplifying arithmetic expressions</p>
PERFORMANCE MODES	COMMUNICATIONS
<p>Reading</p> <p>Writing</p>	<p><u>EXAMPLES</u></p> <p>Understanding written reports</p> <p>Putting recommendations in written form</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Comprehension, detail, inference, informational reports, proposals, definition, terminology</p> <p>Spelling, description, reports, terminology, clarity of expression, logic, usage</p>

(TASK STATEMENT) DETERMINE MEMBERS OF NEGOTIATING TEAM

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Personnel records	Review personnel records for selection of negotiating team Recommend members for negotiating team	
<u>DECISIONS</u>  Which employees will serve on negotiating team	<u>CUES</u>  Personnel records of employees Training	<u>ERRORS</u>  Weak negotiating team

## TASK STATEMENT) DETERMINE MEMBERS OF NEGOTIATING TEAM

SCIENCE		MATH – NUMBER SYSTEMS
<b>BEHAVIORAL SCIENCE:</b>  Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health  Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa  Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Reading	Understanding written reports	Comprehension, detail, informational reports

(TASK STATEMENT) NOTIFY UNION OF COMPANY INTENTION TO RETAIN OR NEGOTIATE CURRENT CONTRACT

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Labor laws or access to current laws Company proposals Current contract Typewriter Pencil and paper</p>	<p>Draft letter of intent for union sixty days prior to expiration date of current contract Transmit letter to union headquarters</p>	
<p><u>DECISIONS</u></p> <p>Language of letter Distribution of copies</p>	<p><u>CUES</u></p> <p>Previous negotiations Philosophy of management Personal judgment</p>	<p><u>ERRORS</u></p> <p>Alienate union Difficult negotiations</p>



## TASK STATEMENT) NOTIFY UNION OF COMPANY INTENTION TO RETAIN OR NEGOTIATE CURRENT CONTRACT

SCIENCE		MATH - NUMBER SYSTEMS
<b>BEHAVIORAL SCIENCE:</b>  Maintain capacity to foster trust and cooperation Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health  Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa  Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Writing	Drafting a letter	Spelling, description, business letter, terminology, clarity of expression, denotative/connotative words, usage

(TASK STATEMENT) EXCHANGE AND REVIEW COMPANY AND UNION PROPOSALS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
<p>Company proposal Union proposal</p>	<p>Arrange time and place of meeting Exchange proposals Review proposals with union, bargaining team for clarification Set future meeting</p>	
<u>DECISIONS</u>	<u>CUES</u>	<u>ERRORS</u>
<p>Separate economic from non-economic items Analyze union position Determine where to hold meetings and what schedule (time and day) is most suitable</p>	<p>Choice of words Tone of voice General attitude Union position</p>	<p>Increased company cost</p>

ASK STATEMENT) EXCHANGE AND REVIEW COMPANY AND UNION PROPOSALS

SCIENCE	MATH - NUMBER SYSTEMS
<p>Maintain capacity to foster trust and cooperation; to cope with conflict behavior; to function efficiently under stress</p> <p>Exhibit qualities of self-confidence, self-control, self-reliance, self-respect, and adaptability</p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>	<p>Addition, subtraction, multiplication and division algorithms</p> <p>Order of operations, i.e., use of parentheses in simplifying arithmetic expressions</p>
PERFORMANCE MODES	COMMUNICATIONS
<p>Speaking</p> <p>Listening</p>	<p><u>EXAMPLES</u></p> <p>Discussion of proposals</p> <p>Understanding proposals</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Terminology appropriate diction, enunciation, clarity of expression, logic, poise, and usage</p> <p>Auditory discrimination, detection of propaganda devices, discriminate facts from non-facts, concentration, word definition, note taking</p>

(TASK STATEMENT) PARTICIPATE IN NEGOTIATIONS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Company proposal Union proposal</p>	<p>Attend negotiation meetings Discuss proposals with union representatives Conduct daily progress and strategy meetings with negotiating members Reach agreement on proposals</p>	
<u>DECISIONS</u>	<u>CUES</u>	<u>ERRORS</u>
<p>Accept, reject or modify company and union proposals</p>	<p>Language Economics</p>	<p>Cost to company Excessive labor turnover</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Maintain capacity to foster trust and cooperation</p> <p>Maintain capacity to cope with conflict behavior</p> <p>Maintain ability to function efficiently under stress</p> <p>Exhibit qualities of self-confidence, self-control, self-reliance, self-respect, and adaptability</p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p>	<p>Addition, subtraction, multiplication and division algorithms</p> <p>Order of operations, i.e., use of parentheses in simplifying arithmetic expressions</p>
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<p>Speaking</p> <p>Listening</p>	<p><u>SKILLS/CONCEPTS</u></p> <p>Terminology, appropriate diction, enunciation, clarity of expression, logic, poise, usage</p> <p>Auditory discrimination, detection of propaganda devices, discriminate facts from non-facts, concentration, word definition, note taking, logic</p>

**Duty J**

**Keeping Personnel Records of Individual Employees**

- 1 Set up personnel records of individual employees**
- 2 Maintain personnel files**

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(TASK STATEMENT) SET UP PERSONNEL RECORDS OF INDIVIDUAL EMPLOYEES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Pencil and paper Typewriter Personnel folder Tax forms Benefit forms Physical examination form Payroll record form</p>	<p>Send reference requests from application Provide appropriate tax forms Provide appropriate benefit forms Schedule physical examination if applicable Pay records</p>	
<p><u>DECISIONS</u></p> <p>Which forms are appropriate</p>	<p><u>CUES</u></p> <p>Current tax laws Company policies</p>	<p><u>ERRORS</u></p> <p>Possible legal action Physically unfit employee Insufficient data</p>

ASK STATEMENT) SET UP PERSONNEL RECORDS OF INDIVIDUAL EMPLOYEES

SCIENCE	MATH - NUMBER SYSTEMS
<p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health</p> <p>Conscious awareness of physical expression basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>	
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
Writing	Reference requests
	<u>SKILLS/CONCEPTS</u>  Spelling Description Business letter



(TASK STATEMENT. MAINTAIN PERSONNEL FILES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Personnel files	Prepare records of training and/or education achievement Include employee evaluation records in files Record absenteeism Prepare disciplinary records Retain exit interview records Maintain pay records	
<u>DECISIONS</u>  Information to be included in files	<u>CUES</u>  Past experience Law	<u>ERRORS</u>  Legal actions Insufficient records

SCIENCE	MATH — NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>	
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Writing</p>	<p><u>EXAMPLES</u></p> <p>Keeping records</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Penmanship Spelling Description</p>

**Duty K**

**Promoting Safety Practices**

- 1    Develop a safety program**
- 2    Evaluate results of program**

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(TASK STATEMENT) DEVELOP A SAFETY PROGRAM

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Safety signs and/or posters Safety equipment and devices</p>	<p>Appoint a safety committee Determine good housekeeping standards: Prepare and post safety and hazard signs and/or posters Provide training on safety measures for managers Establish reporting methods for all managers to report accidents in detail Analyze manager's accident investigation reports Provide necessary safety devices and equipment Establish emergency care procedures</p>	
<p><u>DECISIONS</u>  Committee selection Appropriate safety rules Selection of safety equipment Type of reporting methods to be used</p>	<p><u>CUES</u>  Cost (post)</p>	<p><u>ERRORS</u>  Increase in cost</p>

(TASK STATEMENT) DEVELOP A SAFETY PROGRAM

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
<p>Safety signs and/or posters Safety equipment and devices</p>	<p>Appoint a safety committee Determine good housekeeping standards Prepare and post safety and hazard signs and/or posters Provide training on safety measures for managers Establish reporting methods for all managers to report accidents in detail Analyze manager's accident investigation reports Provide necessary safety devices and equipment Establish emergency care procedures</p>	
<p><u>DECISIONS</u>  Committee selection Appropriate safety rules Selection of safety equipment Type of reporting methods to be used</p>	<p><u>CUES</u>  Cost (post)</p>	<p><u>ERRORS</u>  Increase in cost</p>

## ASK STATEMENT) DEVELOP A SAFETY PROGRAM

SCIENCE		MATH — NUMBER SYSTEMS
<p>Exhibit capacity to accurately reflect plant environment and job expectations; to listen openly and attentively (without bias) in this communication process; qualities of tact, poise, consideration, graciousness, and imagination</p> <p>Maintain capacity to foster cooperation; to function efficiently when encountering fast changing, multiple, personal or situational variables</p> <p>Grant conscious attention to smoothly flowing team work</p> <p>Show and describe facilities with appropriate speed and clarity</p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity and organization</p>		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Speaking	Verbal communication	Terminology, appropriate diction, clarity of expression, logic, gestures, poise, usage
Reading	Understanding written reports	Comprehension, detail, informational reports, terminology

(TASK STATEMENT) EVALUATE RESULTS OF PROGRAMS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Safety program	Select criteria for evaluation Analyze according to criteria Record evaluation	
<u>DECISIONS</u>  Determine criteria to use	<u>CUES</u>  Feedback on cost of production	<u>ERRORS</u>  Inaccurate evaluation

SCIENCE	MATH — NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>	
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Writing</p> <p>Reading</p>	<p><u>EXAMPLES</u></p> <p>Note taking</p> <p>Understanding written results</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Spelling, description, terminology, clarity of expressions</p> <p>Comprehension, detail/inference, speed, terminology</p>



**Duty L**

**Providing Effective Media for Communication**

- 1 Arrange necessary meetings between employees and top management**
- 2 Provide company publication**
- 3 Provide company bulletin board and/or suggestion box**
- 4 Arrange meetings between management and union**

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(TASK STATEMENT) ARRANGE NECESSARY MEETINGS BETWEEN EMPLOYEES AND TOP MANAGEMENT

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Pencil and paper	Establish a formal program Arrange meeting, time and agenda Inform participants and employees Evaluate results	
<u>DECISIONS</u>  Program content Time and place	<u>CUES</u>  Desire to improve communications	<u>ERRORS</u>  Poor morale Low productivity Excessive labor turnover Increased costs

SCIENCE	MATH - NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>	<p>Addition, subtraction, multiplication, and division algorithms</p> <p>Order of operations, i.e., use of parentheses in simplifying arithmetic expressions</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Writing</p> <p>Reading</p>	<p><u>EXAMPLES</u></p> <p>Contacting employees</p> <p>Understanding written results</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Spelling, description, terminology, clarity of expression</p> <p>Comprehension, detail, terminology</p>

(TASK STATEMENT) PROVIDE COMPANY PUBLICATION

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Paper, pencil Typewriter Camera</p>	<p>Type of publication Selection of title Select staff Determine frequency of distribution Provide general format Assign responsibility for printing Select method of distribution</p>	
<p><u>DECISIONS</u></p> <p>Decide if formal or informal publication Determine title Determine who will serve on staff Specify format Determine responsibility for printing Decide on method of distribution</p>	<p><u>CUES</u></p> <p>Need for effective communications</p>	<p><u>ERRORS</u></p> <p>Ineffective communications Poor morale Increased costs</p>

## ASK STATEMENT) PROVIDE COMPANY PUBLICATION

SCIENCE		MATH – NUMBER SYSTEMS
<b>BEHAVIORAL SCIENCE:</b>  Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health  Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa  Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization		Addition, subtraction, multiplication, division algorithms Order of operations, i.e., use of parentheses in simplifying expressions
COMMUNICATIONS		
<b><u>PERFORMANCE MODES</u></b>  Writing	<b><u>EXAMPLES</u></b>  Note taking	<b><u>SKILLS/CONCEPTS</u></b>  Spelling, description, terminology, clarity of expression

(TASK STATEMENT) PROVIDE COMPANY BULLETIN BOARD AND/OR SUGGESTION BOX

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
<p>Pencil and paper Bulletin board Suggestion box Suggestion program Suggestion forms</p>	<p>Place bulletin boards and/or suggestion boxes in accessible areas Develop suggestion program Appoint a suggestion committee Training committee on program Establish meeting schedule Evaluate program</p>	
<p><b><u>DECISIONS</u></b></p> <p>Determine placement of boards and/or boxes Determine content of program Determine frequency of meetings Determine make-up of committee</p>	<p><b><u>CUES</u></b></p> <p>Need for effective communications Need for employee participation</p>	<p><b><u>ERRORS</u></b></p> <p>Ineffective communications Poor morale Increased costs</p>

## TASK STATEMENT) PROVIDE COMPANY BULLETING BOARD AND/OR SUGGESTION BOX

SCIENCE		MATH — NUMBER SYSTEMS
<b>BEHAVIORAL SCIENCE:</b>  Exhibit capacity to listen openly and attentively (without bias) in this communication process Exhibit qualities of tact, poise, consideration, graciousness and imagination Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Reading  Speaking	Written material  Oral communications with employees	Speed/rate, comprehension, terminology  Terminology, diction, enunciation, clarity of expression, persuasion, usage

(TASK STATEMENT) ARRANGE MEETINGS BETWEEN MANAGEMENT AND UNION

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Paper and pencil Telephone Current labor agreement</p>	<p>Establish purpose of meeting Arrange time and place Prepare agenda Inform participants Evaluate results Conduct meeting</p>	
<p><b><u>DECISIONS</u></b></p> <p>Decide on purpose of meeting Decide on time and place Determine content of agenda Decide who will participate Decide on criteria to use in evaluation</p>	<p><b><u>CUES</u></b></p> <p>Labor - management relationship Ineffectiveness of communications</p>	<p><b><u>ERRORS</u></b></p> <p>Ineffective communications Poor labor relations</p>



SCIENCE	MATH - NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Maintain capacity to foster trust and cooperation</p> <p>Exhibit qualities of self-confidence, self-control, self reliance, self-respect, and adaptability</p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity and organization</p>	
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>SKILLS/CONCEPTS</u>
<p>Reading</p> <p>Writing</p> <p>Speaking</p> <p>Listening</p>	<p>Comprehension, speed</p> <p>Spelling, description, clarity of expression</p> <p>Terminology, appropriate diction, enunciation, clarity of expression</p> <p>Auditory discrimination, concentration, word definition, logic, note taking</p>

**Duty M**

**Directing Manpower Planning and Forecasting Program**

- 1 Obtain projections of company goals**
- 2 Adjust manpower to meet needs of projected goals**
- 3 Adjust wages and salary plans to meet needs of projected goals**

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(TASK STATEMENT) OBTAIN PROJECTIONS OF COMPANY GOALS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Sales forecast report Production forecast report New product forecast reports</p>	<p>Analyze sales forecast from sales and marketing personnel Analyze production forecast from production control and manufacturing personnel Analyze product forecast from engineering or research and development personnel</p>	
<p><u>DECISIONS</u> Decide if manpower adjustments are necessary Decide if training programs are necessary</p>	<p><u>CUES</u> Contents of forecast reports</p>	<p><u>ERRORS</u> Incorrect analysis of reports</p>

TASK STATEMENT) OBTAIN PROJECTIONS OF COMPANY GOALS

SCIENCE	MATH — NUMBER SYSTEMS	
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>	<p>Addition, subtraction, multiplication and division algorithms. Order of operations, i.e., use of parentheses in simplifying arithmetic expressions</p>	
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Reading	Understanding written reports	Comprehension, detail, informational reports

(TASK STATEMENT) ADJUST MANPOWER TO MEET NEEDS OF PROJECTED GOALS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Projection of company goal report</p>	<p>Retrain present employees Transfer employees within company Hire additional employees Terminate present employees</p>	
<p><u>DECISIONS</u></p> <p>Determine procedures required to adjust manpower needs Determine time required for adjustments</p>	<p><u>CUES</u></p> <p>Content of projection report</p>	<p><u>ERRORS</u></p> <p>Ineffective personnel staff Poor performance Increased costs</p>

TASK STATEMENT) ADJUST MANPOWER TO MEET NEEDS OF PROJECTED GOALS

SCIENCE		MATH — NUMBER SYSTEMS
<p>Exhibit capacity to ascertain personal qualities; to accurately reflect plant environment and job expectation; to listen openly and attentively (without bias) in this communication process; to engender clear statement of rationale; and to demonstrate the quality of tact</p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity and organization</p>	<p>Fundamental Operations (calculations)</p> <p>Addition</p> <p>Subtraction</p> <p>Multiplication</p> <p>Division</p> <p>Order of operations, i.e. use of parentheses in simplifying arithmetic expressions</p>	
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Speaking	Oral communication with employees	Terminology, appropriate diction, clarity of expression, persuasions, logic, poise
Reading	Understanding written reports	Comprehension, detail, informational reports
Listening	Reviewing oral communications	Discriminate facts from non-facts, recognize opinions, concentration

(TASK STATEMENT) ADJUST WAGE AND SALARY PLANS TO MEET NEEDS OF PROJECTED GOALS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Projection of company goal report Wage and salary plans Job descriptions</p>	<p>Compare wage and salary plans and job descriptions with projected goals Make necessary adjustments</p>	
<p><u>DECISIONS</u></p> <p>Decide if current plan is adequate to meet goals Decide what adjustments are required</p>	<p><u>CUES</u></p> <p>Content of current wage and salary plan Content of goal projection report</p>	<p><u>ERRORS</u></p> <p>Inadequate compensation program</p>

## ASK STATEMENT) ADJUST WAGE AND SALARY PLANS TO MEET NEEDS OF PROJECT GOALS

SCIENCE		MATH - NUMBER SYSTEMS
<b>BEHAVIORAL SCIENCE:</b>  Conscious awareness of the need for a balance (both physical and mental between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health  Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa  Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization		Addition, subtraction, multiplication and division algorithms  Order of operations, i.e., use of parentheses in simplifying arithmetic expressions
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Reading	Understanding written reports	Comprehension, detail/inference, proposals informational reports, definition, terminology



**Duty N**

**Representing the Company in Community Relations**

- 1 Determine the extent of community participation**
- 2 Evaluate results of community program**

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## (TASK STATEMENT) DETERMINE THE EXTENT OF COMMUNITY PARTICIPATION

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Directory of civic, service and charitable organizations Pencil and paper Enrollment forms Contribution forms	Determine area of participation Delegate responsibility Establish budget Establish time schedule	
<u>DECISIONS</u>  Extent of participation How much money to allocate Selection of organizations Selection of company participants	<u>CUES</u>  Community relation Time and cost involved	<u>ERRORS</u>  Poor public relations Excessive cost

## TASK STATEMENT) DETERMINE THE EXTENT OF COMMUNITY PARTICIPATION

SCIENCE		MATH — NUMBER SYSTEMS
<b>BEHAVIORAL SCIENCE:</b>  Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health  Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa  Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude mental clarity, and organization		
<b>COMMUNICATIONS</b>		
<u>PERFORMANCE MODES</u>  Reading	<u>EXAMPLES</u>  Understanding written details	<u>SKILLS/CONCEPTS</u>  Comprehension

(TASK STATEMENT) EVALUATE RESULTS OF COMMUNITY PROGRAM

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
	Compare performance with comparable organizations Analyze program for effectiveness	
<u>DECISIONS</u> Establish criteria for evaluation	<u>CUES</u> Company image in community	<u>ERRORS</u> Poor public relations

## TASK STATEMENT) EVALUATE RESULTS OF COMMUNITY PROGRAM

SCIENCE		MATH - NUMBER SYSTEMS
<b>BEHAVIORAL SCIENCE:</b>  Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, emotional, and intellectual health  Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa  Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>

**Duty O**

**Serving as Administrator of Medical Services**

- 1 Plan medical program**
- 2 Administer medical program**

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(TASK STATEMENT) PLAN MEDICAL PROGRAM

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Past safety records</p>	<p>Establish medical program Establish procedures for medical care Arrange record - keeping procedures Determine responsibility of personnel</p>	
<p><b><u>DECISIONS</u></b></p> <p>Establish incompany facilities or use community facilities Select procedures Decide on extent of program</p>	<p><b><u>CUES</u></b></p> <p>Extent of possible health and safety hazards Availability of community medical services Number of employees Workman's compensation costs</p>	<p><b><u>ERRORS</u></b></p> <p>Inadequate medical program Employee risk Excessive costs</p>

## TASK STATEMENT) PLAN MEDICAL PROGRAM

SCIENCE		MATH — NUMBER SYSTEMS
<b>BEHAVIORAL SCIENCE:</b>  Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health  Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa  Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity and organization		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>  Writing	<u>EXAMPLES</u>  Note taking	<u>SKILLS/CONCEPTS</u>  Spelling, classification, description, clarity of expression



(TASK STATEMENT)ADMINISTER MEDICAL PROGRAM

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Medical program plan Medical supplies and/or equipment</p>	<p>Select facility Select personnel Select equipment and supplies Outline rules and procedures for medical care in compliance with existing laws Evaluate program</p>	<p>Improper use of supplies and/or equipment</p>
<p><u>DECISIONS</u>  Select procedures Decide criteria evaluation Establish rules and procedures</p>	<p><u>CUES</u>  Employees' welfare Compliance with laws</p>	<p><u>ERRORS</u>  Inadequate medical program Employee risk Excessive cost</p>

## TASK STATEMENT) ADMINISTER MEDICAL PROGRAM

SCIENCE	MATH – NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>	<p>Addition, subtraction, multiplication, and division algorithms</p> <p>Order of operations, i.e., use of parentheses in simplifying arithmetic expressions</p>
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>  <u>SKILLS/CONCEPTS</u>

**Duty P**

**Advising Employees on Their Personal and Job Problems**

- 1 Counsel employees
- 2 Evaluate counseling program

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(TASK STATEMENT) COUNSEL EMPLOYEES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Pencil and paper Telephone	Determine available social services and/or agencies in area Develop a program for employee counseling Establish availability of counselor and agencies Refer employees to applicable agencies as needed Follow-up employee progress Inform management if applicable	
Decide proper agencies for employee referral Decide methods of counseling Determine employee's needs	<u>CUES</u>  Welfare of employee Availability of social services and agencies Type of problems	<u>ERRORS</u>  Poor employee morale Inefficiency Absenteeism Increased cost

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(TASK STATEMENT) EVALUATE COUNSELING PROGRAM

TOOLS, EQUIPMENT, MATERIALS,  
OBJECTS ACTED UPON

Counseling program  
Paper and pencil  
Case histories

PERFORMANCE KNOWLEDGE

Establish criteria for evaluation  
Implement criteria  
Analyze results

SAFETY - HAZARD

DECISIONS

Determine criteria to be used  
Implement procedures  
Decide method of analysis

CUES

Employees' adjustment

ERRORS

Poor employee morale  
Inefficiency  
Cost increase

## ASK STATEMENT) EVALUATE COUNSELING PROGRAM

SCIENCE		MATH - NUMBER SYSTEMS
<p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>		
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
Reading  Writing	Understanding written reports  Note taking	Comprehension, informational reports, terminology, speed Spelling, description, clarity of expression

**Duty Q**

**Handling Problems Involving Discipline**

- 1 Administer company policies**
- 2 Evaluate results of discipline and counseling**

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(TASK STATEMENT) ADMINISTER COMPANY POLICIES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
<p>Statement of company policies and/or rules Labor contract Employees' handbook</p>	<p>Explain vital company rules and policies on initial interview Record all violations and disciplinary action taken and include in employees personal file Counsel habitual offenders Write termination notice if necessary Conduct exit interview</p>	
<p><u>DECISIONS</u></p> <p>Select pertinent rules and policies Determine when to counsel Determine whether or not to terminate</p>	<p><u>CUES</u></p> <p>Employee's behavior</p>	<p><u>ERRORS</u></p> <p>Increase in cost Poor labor relations Poor employee morale</p>

ASK STATEMENT) ADMINISTER COMPANY POLICIES

SCIENCE	MATH -- NUMBER SYSTEMS
<p>Maintain capacity to foster trust and cooperation; to cope with conflict behavior; to reflect accurately plant environment and job expectations; to engender clear statement of rationale; to listen openly and attentively</p> <p>Exhibit qualities of tact, poise, and consideration</p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude mental clarity and organization</p>	
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<p>Listening</p> <p>Viewing</p> <p>Speaking</p>	<p><u>SKILLS/CONCEPTS</u></p> <p>Discriminate facts from non-facts, recognize opinions, concentration, logic</p> <p>Visual analysis</p> <p>Terminology, clarity of expression, poise</p>

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(TASK STATEMENT) EVALUATE RESULTS OF DISCIPLINE AND COUNSELING

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Employees' personal file	Establish criteria for evaluation Implement criteria Analyze results	
<u>DECISIONS</u>  Determine criteria to be used Implement procedures Decide method of analysis	<u>CUES</u>  Frequency of evaluations	<u>ERRORS</u>  Inappropriate criteria Misleading information Increase in costs

TASK STATEMENT) EVALUATE RESULTS OF DISCIPLINE AND COUNSELING

SCIENCE	MATH — NUMBER SYSTEMS	
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
Reading	Understanding written comments	Comprehension, detail, informational reports, terminology

Duty R

Administering Employee Benefit Plans

1 Provide benefit information to employees

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(TASK STATEMENT) PROVIDE BENEFIT INFORMATION TO EMPLOYEES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Employee handbooks or brochures	<p>Explain benefit plans at time of hiring</p> <p>Provide employee with pertinent handbooks and brochures</p> <p>Provide counseling where needed</p> <p>Assist employees in completing necessary forms</p>	
<p><u>DECISIONS</u></p> <p>Determine which benefits to explain</p>	<p><u>CUES</u></p> <p>Eligibility of employees</p>	<p><u>ERRORS</u></p> <p>Loss of benefits to employees</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p><b>BEHAVIORAL SCIENCE:</b></p> <p>Maintain capacity to foster trust, cooperation and confidentiality</p> <p>Maintain capacity to generate integrity</p> <p>Conscious awareness of the need for a balance (both physical and mental) between tension and relaxation. Relates to: comfort, caution, safety, physical, emotional, and intellectual health</p> <p>Conscious awareness of physical expressions basic to peak physical performance: body rhythm, breathing coordinated with body movement, body balance and posture, movement from tension to relaxation and vice versa</p> <p>Conscious awareness of qualities basic to optimal mental performance: attention, observation, concentration, mental alertness, mental quietude, mental clarity, and organization</p>	<p>Addition, subtraction, multiplication, and division algorithms</p> <p>Order of operations, i.e., use of parentheses in simplifying arithmetic expressions</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <p>Speaking</p> <p>Listening</p>	<p><u>EXAMPLES</u></p> <p>Communicate orally</p> <p>Listening to employee</p> <p><u>SKILLS/CONCEPTS</u></p> <p>Terminology, enunciation, clarity of expression</p> <p>Concentration, note taking</p>

## GLOSSARY

**Benefit Plans** — Programs which directly serve employees, such as hospitalization, life insurance, retirement plans, stock options, profit sharing, etc.

**Exit Interview** — An interview conducted when an employee voluntarily terminates his/her employment with a company.

**House Organ** — A periodical published by a business firm for its employees.

**Job Analysis** — A critical evaluation of the operations, duties, and relationships of jobs. It is used in grading and evaluating jobs, and in establishing a wage and salary structure.

**Job Description** — A written record of the organizational relationships, responsibilities, and specific duties that constitute a given job or position. It defines responsibilities and work assignments that are sufficiently different from those of other jobs to warrant a specific title.

**Labor Grievance** — A complaint which has been formally presented, in writing, to a management representative or to a union official.

**Labor Relations** — Relations between management and unionized labor.

**Personnel** — Persons collectively in the employ of a business.

**Trade Association** — An association of business firms or merchants for the unified promotion of their common interests.