DOCUMENT RESUME

ED 133 552
TITLE
Office Services Aid: Task List Competency Record.

INSTITUTION
Minnesota Instructional Materials Center, White Bear Lake.

SPONS AGENCY

REPORT NO
VT-103-414

PUB DATE
76

NOTE
50p.; For related documents see CE 009 579-590

EDRS PRICE
MF-$0.83 HC-$2.06 Plus Postage.

DESCRIPTORS
Business Education; Clerical Occupations; *Clerical Workers; Human Relations; Individual Development; *Job Skills; *Occupational Information; Office Occupations Education; Post Secondary Education; Records (Forms); Secondary Education; Student Evaluation; Student Records; *Task Analysis

IDENTIFIERS
Messengers; Minnesota

ABSTRACT
One of 12 in the secretarial/clerical area, this booklet for the vocational instructor contains a job description for the office services aid, a task list of areas of competency, an occupational tasks competency record (suggested as replacement for the traditional report card), a list of industry representatives and educators involved in developing the project, and statements of competencies and a separate competency record for the area of human relations and personal development. Job duties listed for the office services aide include handling mail and supplies, messenger and delivery services, operating equipment, and miscellaneous errands as assigned. Areas of competency in human relations and personal development are included (communication, self-development, personal appearance, office attitude, social and business etiquette, and job-seeking skills). Statements of competencies may be graded at either the secondary or postsecondary level, and the competency records are intended to follow the student through vocational training at both levels. Tasks in the task list are cross referenced with those in the booklets for other secretarial/clerical jobs. (MF)
Office Services Aid

TASK LIST

COMPETENCY RECORD

STATEWIDE CURRICULUM ARTICULATION PROJECT
FOR VOCATIONAL EDUCATION
3554 WHITE BEAR AVENUE
WHITE BEAR LAKE, MINNESOTA
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. JOB DESCRIPTION</td>
<td>1</td>
</tr>
<tr>
<td>II. TASK LIST</td>
<td>2</td>
</tr>
<tr>
<td>III. COMPETENCY RECORD</td>
<td>7</td>
</tr>
<tr>
<td>IV. REPRESENTATIVES</td>
<td>11</td>
</tr>
<tr>
<td>V. DEVELOPERS</td>
<td>12</td>
</tr>
<tr>
<td>VI. HUMAN RELATIONS and PERSONAL DEVELOPMENT</td>
<td>14</td>
</tr>
<tr>
<td>VII. COMPETENCY RECORD</td>
<td>21</td>
</tr>
</tbody>
</table>
CROSS REFERENCE SYSTEM

Task Lists in the secretarial/clerical area include: office services aid, typist, general office/typist, receptionist, secretary/non-shorthand, secretary/shorthand, educational office personnel, medical secretary, legal secretary, administrative assistant, correspondence specialist, correspondence supervisor, and data entry operator. All Task Lists contain an add-on list of human relations/personal development qualities desirable for graduates seeking secretarial/clerical positions.

The task lists for office services aid, typist, general office/typist, receptionist, secretary/non-shorthand, and secretary/shorthand are referred to as "GENERAL" secretarial/clerical lists and all additional lists are referred to as "SPECIALIZED" lists.

The * and the numbering system is the key to cross-referencing for the specialized lists. The specialized lists are compared to the lists for typist, general office/typist, receptionist, secretary/non-shorthand, and secretary/shorthand. When there is something on the specialized list that is not on the general lists a * appears. The position of the * indicates the level of change made in the AREA OF COMPETENCY, the Statement of Competency, or the Task. For example, if the * appears before the AREA OF COMPETENCY the entire AREA OF COMPETENCY is new. If the * appears before a Statement of Competency or Task then only that Statement or Task is new. If the * appears before a word then only that word is new or different. It may be necessary to refer to more than one general task list when comparing statements of competency.

The Task List for Data Entry Operator is not referenced to the general list because the tasks are unique in that area and need specialized training. The Task Lists for Correspondence Specialist and Correspondence Supervisor are not referenced to the general lists because tasks in these areas are applied to a word processing/correspondence center and the procedure for completing the tasks is different from the tasks in the general lists. The Task List for Correspondence Supervisor is cross-referenced as an add-on to the Correspondence Specialist Task List.
Industry representatives have made several suggestions to students who will seek employment upon completion of this occupational program. These suggestions are general in nature and describe the kind of individual whom they wish to hire. A competent worker is one who satisfactorily performs the tasks listed in this document and one who is mature and responsible. It is important that an employee have a positive attitude toward work and that he/she continues to learn on the job.
OFFICE SERVICES AIDE (Special Skills Person)

The office services aide performs a wide variety of duties which may include handling mail, messenger/courier duties, supplies, equipment responsibilities and miscellaneous errands as assigned by a supervisor.

The office services aide must have the ability to follow directions, interact with other employees, follow company policies and procedures, maintain good work habits, and exhibit dependability.

Graduates of this occupational program may find employment in any size or type of office.
The following Task List gives you, the vocational instructor, recommendations about what your students should be able to do when they take a job as an OFFICE SERVICES AID. It was developed by a working committee of secretarial/clerical instructors and industry representatives throughout the state of Minnesota.

The Task List on the following pages includes the Tasks and the AREAS OF COMPETENCY recommended for a graduate of the general secretarial/clerical occupational program.

As you utilize this task list, you will need to continue working with your local advisory committee and with other instructors in your geographic area. Judgments must be made, by you, concerning the amount of time to spend in teaching various tasks, the conditions surrounding the performance of each task and the performance level for each task that will be acceptable.
Office Services Aid

TASK LIST

AREA OF COMPETENCY: SUPPLIES

A. Handles supplies and is responsible for placing them in the proper area
   1. unpacks supplies
   2. delivers supplies
   3. places supplies on inventory shelves

AREA OF COMPETENCY: MAIL

A. Handles incoming mail for distribution
   1. receives or picks up mail at company designation
   2. sorts mail by department and/or individual
   3. delivers mail to office or persons as scheduled

B. Prepares outgoing mail for mailing
   1. weighs mail and stamps using
      (a) postage meter
      (b) manually
   2. sorts and bundles out of town and in town mail
   3. mails outgoing letters, packages, etc., as instructed
   4. delivers boxes, packages and mail both between offices and within the same office
   5. delivers and picks up copies to be reproduced
   6. prepares materials for mass mailing

* This task list is not referenced to the General Lists
AREA OF COMPETENCY: MESSENGER/COURIER DUTIES

A. Delivers to or receives materials as requested by supervisor
    1. makes deliveries by driving a car or truck (must have a valid driver’s license)
    2. makes deliveries by bicycle
    3. makes deliveries on foot
    4. uses a city map to find location of delivery
    5. uses resources (e.g., city directory) to determine address of delivery or collection points
    6. delivers on a scheduled basis
    7. operates heavy package delivery equipment (such as dollies)

AREA OF COMPETENCY: AUDIO-VISUAL SERVICES

A. Handles audio-visual equipment for the company
    1. delivers equipment to person or office requesting it for use
    2. sets up equipment after delivering it
    3. operates equipment
    4. returns equipment to storage

AREA OF COMPETENCY: REPROGRAPHIC SERVICES

A. Creates needed copies
    1. operates duplicating equipment
       (a) offset
       (b) photocopier
2. collates materials
   (a) manually
   (b) by machine
3. binds materials
   (a) manually
   (b) by machine
4. folds pages
   (a) manually
   (b) by machine
5. prepares routine duplication of micrographics as assigned by the supervisor

AREA OF COMPETENCY: SUPERVISED WORK EXPERIENCE, OFFICE SIMULATION, STUDENT ORGANIZATIONS (OPTIONAL)

I. A. Participates in supervised work experience training (co-op, internship)

I. B. Participates in a simulated office program

I. C. Participates in co-curricular student organizations
The COMPETENCY RECORD that appears in this section is suggested as a replacement for the traditional report card. It can be used to give employers, teachers, counselors, students and parents information about what each student can and cannot do.

The COMPETENCY RECORD should follow the student through his or her vocational training in the secondary and/or the post-secondary school. The recommended grading scale is shown on the COMPETENCY RECORD. The COMPETENCY RECORD on the following pages includes ALL the AREAS OF COMPETENCY recommended for a graduate of the Office Services Aid Occupational Program.
COMPETENCY RECORD

OCUPATIONAL PROGRAM: OFFICE SERVICES AID

NAME OF STUDENT ___________________________

This competency record tells what the student, who is named above, has demonstrated that he or she can do. A graduate is one who has demonstrated competent performance of all the tasks designated for this occupational program. This competency record is to be used as an expansion of and/or supplement to the traditional report card. Student performance can be rated at the secondary and/or post secondary level.

RATING SCALE:

- Performs task(s) with ability that consistently exceed(s) program minimum standards set for job entry level; very competent.  
- Performs task(s) at job entry level; competent.  
- Performs task(s) with periodic assistance.  
- Performs task(s) with constant assistance.  

1 - Is unable to perform task(s).  
T - Demonstrated ability to perform task(s) at or above job entry level by taking a challenge test.

FWPM - Actual production words per minute (FWPM) obtained by student.

SCHOOL(S) ATTENDED: _______________________

DATES ATTENDED ________________________

INSTRUCTOR'S NAME(S) ____________________

18
### AREA OF COMPETENCY: SUPPLIES

A. Handles supplies and is responsible for placing them in the proper area

Comments:

<table>
<thead>
<tr>
<th>MINIMUM PROGRAM STANDARD</th>
<th>SECONDARY RATING</th>
<th>YR.</th>
<th>INSTR.</th>
<th>POST SECONDARY RATING</th>
<th>YR.</th>
<th>INSTR.</th>
</tr>
</thead>
</table>

### AREA OF COMPETENCY: MAIL

A. Handles incoming mail for distribution

B. Prepares outgoing mail for mailing

Comments:

### AREA OF COMPETENCY: MESSENGER/COURIER DUTIES

A. Delivers to or receives materials as requested by supervisor

Comments:

### AREA OF COMPETENCY: AUDIO-VISUAL SERVICES

A. Handles audio-visual equipment for the company

Comments:
<table>
<thead>
<tr>
<th>AREA OF COMPETENCY: REPROGRAPHIC SERVICES</th>
<th>MINIMUM PROGRAM STANDARD</th>
<th>SECONDARY RATING</th>
<th>POST SECONDARY RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Creates needed copies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AREA OF COMPETENCY: SUPERVISED WORK EXPERIENCE, OFFICE SIMULATION, STUDENT ORGANIZATIONS (OPTIONAL)</th>
<th>MINIMUM PROGRAM STANDARD</th>
<th>SECONDARY RATING</th>
<th>POST SECONDARY RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.A. Participates in supervised work experience training (co-op, internship)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of business, institution, or agency:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of time:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| I.B. Participates in a simulated office program                                           |                          |                |                     |
| Length of program:                                                                       |                          |                |                     |

| I.C. Participates in co-curricular student organizations                                  |                          |                | 22                  |
| Name of organization:                                                                    |                          |                |                     |

Comments:

Statements of competencies can be graded at either the secondary or post-secondary level.
### INDUSTRY REPRESENTATIVES

The following industry representatives were involved in the development of the task list for this occupational program:

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City, State, Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Arlene O'Malley</td>
<td>3M Company, 22-14C 3M Center, St. Paul, MN 55101</td>
<td></td>
</tr>
<tr>
<td>Ms. Marilyn Grieg</td>
<td>1945 Oakdale, Apartment 117, West St., Paul, MN 55118</td>
<td></td>
</tr>
<tr>
<td>Ms. Nell Ingles</td>
<td>Univac Plant 8, 3333 Pilot Knob, Eagan, MN 55121</td>
<td></td>
</tr>
<tr>
<td>Ms. H. B. Eichinger</td>
<td>S.B. Foot - Kehning Bench Street, Red Wing, MN 55066</td>
<td></td>
</tr>
<tr>
<td>Ms. Mary Ruprecht</td>
<td>140 West Myrtle Street, Duluth, MN 55811</td>
<td></td>
</tr>
<tr>
<td>Ms. Cheri Hopkins</td>
<td>3601-16th Avenue South, Minneapolis, MN 55407</td>
<td></td>
</tr>
<tr>
<td>Ms. Kathleen Aubert</td>
<td>385 Washington, St. Paul, MN 55102</td>
<td></td>
</tr>
<tr>
<td>Ms. Kathleen Jankraus</td>
<td>St. Paul Companies, 385 Washington, St. Paul, MN 55102</td>
<td></td>
</tr>
<tr>
<td>Ms. Mary Challenger</td>
<td>First National Bank of Minneapolis, 120 South 6th Street, Minneapolis, MN 55402</td>
<td></td>
</tr>
<tr>
<td>Ms. Vicki St. Ores</td>
<td>American Hoist and Derrick Corporation Division, 63 South Robert, St. Paul, MN 55107</td>
<td></td>
</tr>
<tr>
<td>Ms. Barbara Mark</td>
<td>Olsten's Temporary Service, 173 Metro Square Building, St. Paul, MN 55101</td>
<td></td>
</tr>
<tr>
<td>Ms. Ann Thomas</td>
<td>Northwestern Bell Telephone, 408 St. Peter, Suite 100, St. Paul, MN 55102</td>
<td></td>
</tr>
<tr>
<td>Ms. Phylis Ward</td>
<td>Office Manager, Willmar AVTI, Box 1097, Willmar, MN 56201</td>
<td></td>
</tr>
</tbody>
</table>
DEVELOPERS

Curriculum Articulation Project

Dr. Laura J. Burger, Director
Ms. Deena B. Allen, Curriculum Specialist
Statewide Curriculum Articulation Project
3554 White Bear Avenue
White Bear Lake, MN  55110

Ms. Connie Kohls, Curriculum Specialist
Statewide Curriculum Articulation Project
Brainerd A.V.T.I.
300 Quince Street
Brainerd, MN  56401

Muriel Copp
Red Wing A.V.T.I.
Red Wing, MN  55066

Lois Johnson
Dakota County A.V.T.I.
P.O. Drawer K
Rosemount, MN  55068

Judy Nelson
Tech High
12th Avenue and 7th Street So.
St. Cloud, MN  56301

Willa Campbell
St. Cloud A.V.T.I.
1601 Ninth Avenue
St. Cloud, MN  56301

Doris Duray
Red Wing Sr. High
525 East Avenue
Red Wing, MN  55066

Ray Stapleton
46th Avenue and 4th Street
Duluth High School
Duluth, MN  55807

Sue Carlson
Rumstone Cooperative Center
511 Hawthorne Street
Alexandria, MN  56308

Sue Thompson
Simley High School
2920 East 80th Street
Inver Grove Heights, MN  55075

Frank Jordon
Richfield Sr. High
8100 Harriet South
Richfield, MN
-DEVELOPERS continued-

Cheryl Boche  
So. Washington Co. Schools  
Park High  
8040 80th Street South  
Cottage Grove, MN  55016

Sylvia Lee  
Hennepin Technical Center  
North Campus  
9000 North 77th Avenue  
Brooklyn Center, MN  55445

Dorothy Hansen  
Hennepin Technical Center  
9200 Flying Cloud Drive  
South Campus  
Eden Prairie, MN  55343

Eva Sova  
St. Cloud A.V.T.I.  
St. Cloud, MN  56301

Richard Olson  
Granite Falls A.V.T.I.  
Granite Falls, MN  56241
Secretarial/clerical personnel work with people. For this reason additional competencies in the area of Human Relations and Personal Development are needed by the student who wishes to become employed. People work together when they have an understanding of themselves and their co-workers and when they willingly make appropriate adjustments in their own behavior.

The STATEMENTS OF COMPETENCY shown in the following section of this task list represent the minimal Human Relationship and Personal Development skills needed by graduates of secretarial/clerical programs. It should be recognized that students will continue to learn about themselves and others through daily experiences they have in their careers.
HUMAN RELATIONS AND PERSONAL DEVELOPMENT

AREA OF COMPETENCY: COMMUNICATIONS

A. Demonstrates acceptance of people in a friendly business-like manner

1. Interacts verbally with people in communicating a message
   a. Enunciates clearly
   b. Uses correct grammar and appropriate choice of words
   c. Shows/demonstrates tact
   d. Responds courteously
   e. Uses a pleasant speaking tone, rate, and volume

2. Asks, remembers, and uses persons' names in communicating with people

3. Interacts non-verbally with people in communicating a message
   a. Recognizes the meaning of facial expression
   b. Recognizes the meaning of body language
   c. Recognizes the meaning of eye contact
   d. Recognizes the meaning of hidden messages

B. Listens to and responds to the messages received from co-workers, supervisors and visitors

1. Takes notes when receiving instructions.
2. Periodically looks at the person who is speaking to obtain visual cues.
3. Asks for clarification when the message is not understood.
4. Concentrates on one thing at a time as directions are given.

C. Gives directions and responds to other people

1. Makes use of an understanding of human behavior.
2. Displays an ability to be assertive without being offensive.
3. Deals effectively with angry or defensive co-workers/customers.
4. Recognizes the uniqueness of and differences in individuals.

AREA OF COMPETENCY: SELF-DEVELOPMENT

A. Demonstrates a disposition for continued personal growth and understanding of self.
1. thinks positively about himself/herself and his/her future
2. does not show off to bolster his/her self-confidence
3. waits for what he/she wants
4. makes up his/her mind decisively
5. admits his/her shortcomings
6. recognizes and builds on his/her strengths without becoming vain
7. seeks out new ways to develop his/her talents
8. has a realistic self-image based upon the way that others see him/her
9. has a positive attitude about self and others

B. Displays personal development for social living

1. handles personal finances
2. chooses lifestyle and housing options
   a. displays an ability to live and work with others harmoniously
3. chooses safe and reliable transportation
4. identifies personal biases, prejudices, and stereotypes

C. Shows emotional maturity

1. tolerates frustrations
2. thinks for himself/herself
3. is calm and exerts extra effort to keep on an even level
4. tackles unpleasant tasks without self-pity
5. takes responsibility for his/her own actions
6. understands his/her role in group dynamics
7. takes orders without becoming obstinate
8. is motivated by a long-range plan, not by whims or desires of each passing week
9. does not nurse grudges or try to get even

D. Maintains professional maturity

1. has clearly defined career goals
   a. views his/her job professionally, rather than as only a means of obtaining a pay check
   b. sees job satisfaction as part of good mental health
   c. sets realistic goals based on his/her abilities

AREA OF COMPETENCY: PERSONAL APPEARANCE

A. Maintains good physical fitness behavior patterns

1. gets sufficient sleep
2. shows good nutrition
3. gets proper exercise
4. has annual dental and medical check-ups
5. has good posture

B. Shows good visual poise

1. demonstrates an appropriate method of standing, walking, sitting, bending, and lifting

C. Selects and wears proper office attire

1. is groomed attractively and tastefully
   a. wears clean, wrinkle free garments
   b. wears flattering colors and garment styles for his/her figure
   c. chooses accessories that are appropriate for work
      (1) fades
      (2) fashions
   d. coordinates colors of garments and accessories worn together
   e. plans a wardrobe for a limited budget
   f. wears shoes that are quiet, polished, fastened, and in good repair
   g. shops for clothing that is well constructed so that it will last

D. Has good personal hygiene habits

1. bathes his/her body regularly
2. uses antiperspirant
3. has clean hair, skin, teeth, nails, and breath
4. wears clean clothes that have been laundered properly
5. removes hair properly and regularly from selected areas of the body
6. applies cosmetics in a skillful way to enhance features
7. subtly applies body fragrances

AREA OF COMPETENCY: OFFICE ATTITUDE

A. Relates to male and female co-workers of all ages, skills, backgrounds, and positions

1. contributes to a team effort
   a. requests and/or gives assistance to other people
   b. handles constructive/non-constructive criticism and profits from it
   c. declines invitations gracefully
   d. responds cheerfully and gives praise when appropriate
   e. is supportive and encouraging to co-workers
2. assumes individual job responsibility
3. deals effectively with friction and tension within the office
   a. co-workers who don't assume full share of workload
   b. moodiness of co-workers/supervisors
   c. favoritism among staff
   d. personal problems which interfere with work
   e. offensive language or behavior of co-workers, supervisor or customers
   f. improper hygiene of co-workers which is offensive to others
   g. angry customers
   h. chronic complainers
   i. short-tempered co-workers, supervisor or self

B. Supports company and employer by exhibiting professionalism
1. shows loyalty to company
2. follows the company's policies
3. maintains confidentiality of company/institutional information
4. anticipates needs of supervisor
5. demonstrates cost control
   a. conserve supplies
   b. use time efficiently
   c. develop and improve personal work methods and procedures
6. displays good housekeeping habits
   a. cleans and maintains work area
   b. cleans and organizes employer's work area as instructed
   c. makes coffee and keeps coffee area neat and clean
7. shows professional commitment to his/her employer
   a. shows flexibility and willingness to try new approaches
   b. is versatile and willing to adopt his/her behavior to new situations
   c. willingly works overtime to meet scheduled deadlines
   d. asserts his/her feeling, needs, and competence in communicating with his/her employer about salary, benefits, and company policy

C. Shows that he/she is dependable in the office situation
1. has work habits that insure work being accomplished on time and correctly
2. arrives at work on time and maintains scheduled working hours
3. plans and schedules work assignments and priorities
4. takes reasonable coffee breaks and lunch breaks
5. has a good attendance record with sick leave and personal days taken when necessary
6. pays attention to detail so that high quality work is maintained consistently
7. follows through to completion work that has been started

D. Shows initiative in gaining professional advancements

1. seeks job/self enhancement experiences
   a. updates his/her skills and knowledge through formal education, in-house training, and informal communication
   b. participates in professional organizations
2. selects or rejects job promotions based on opportunity, personal goals, and circumstances
   a. examines alternatives and engages in career planning
      (1) long term
      (2) short term

AREA OF COMPETENCY: SOCIAL AND BUSINESS ETIQUETTE

A. Displays proper social etiquette

1. etiquette for social functions (e.g., introductions, table manners, common courtesy)

B. Displays proper business etiquette

1. converses with co-workers and guests in a socially acceptable manner, within the time constraint of the office situation
   a. office business (non-confidential)
   b. personal business
   c. social events
   d. topics of general interest
2. uses the informal communications network (grapevine) within the office in a positive way
3. refrains from contributing to office gossip
4. addresses superior properly (e.g. Mr., Dr., Ms., etc.)
   a. formal
   b. non-formal

**AREA OF COMPETENCY: JOB SEEKING SKILLS**

A. Identifies job opportunities for which he/she is qualified
   1. checks school bulletin board
   2. reads newspaper ads
   3. contacts employment agencies
      a. state
      b. private
   4. uses personal contacts

B. Prepares for job interview
   1. writes and types a resume
   2. composes and types a letter of application
   3. contacts a prospective employer
   4. arrives on time
   5. conveys an optimistic outlook and willingness to learn

C. Participates in a job interview
   1. dresses and grooms himself/herself appropriately
   2. obtains job information from perspective employer
      a. job requirements
      b. benefits
      c. environment
      d. salary
      e. opportunity for advancement
      f. company's purpose and function

D. Follows up on the job interview
   1. sends an acknowledgment letter
   2. makes a phone call
This competency record tells what the student, who is named above, has demonstrated that he or she can do. A graduate is one who has demonstrated competent performance of all the tasks designated for this occupational program. This competency record is to be used as an expansion of and/or supplement to the traditional report card. Student performance can be rated at the secondary and/or post secondary level.

<table>
<thead>
<tr>
<th>RATING SCALE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Performs task(s) with ability that consistently exceed(s) program minimum standards set for job entry level; very competent.</td>
<td>1 - Is unable to perform task(s).</td>
</tr>
<tr>
<td>4 - Performs task(s) at job entry level; competent.</td>
<td>T - Demonstrated ability to perform task(s) at or above job entry level by taking a challenge test.</td>
</tr>
<tr>
<td>3 - Performs task(s) with periodic assistance.</td>
<td>PWPM - Actual production words per minute (PWPM) obtained by student.</td>
</tr>
<tr>
<td>2 - Performs task(s) with constant assistance.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL(S) ATTENDED:</th>
<th>DATES ATTENDED</th>
<th>INSTRUCTOR'S NAME(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### AREA OF COMPETENCY: COMMUNICATIONS

<table>
<thead>
<tr>
<th></th>
<th>MINIMUM PROGRAM STANDARD</th>
<th>SECONDARY</th>
<th>POST SECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Demonstrates acceptance of people in a friendly-business-like manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Listens to and responds to the messages received from co-workers, supervisors and visitors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Gives directions and responds to other people</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

---

### AREA OF COMPETENCY: SELF-DEVELOPMENT

<table>
<thead>
<tr>
<th></th>
<th>MINIMUM PROGRAM STANDARD</th>
<th>SECONDARY</th>
<th>POST SECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Demonstrates a disposition for continued personal growth and understanding of self</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Displays personal development for social living</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Shows emotional maturity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Maintains professional maturity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

---

### AREA OF COMPETENCY: PERSONAL APPEARANCE

<table>
<thead>
<tr>
<th></th>
<th>MINIMUM PROGRAM STANDARD</th>
<th>SECONDARY</th>
<th>POST SECONDARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Maintains good physical fitness behavior patterns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Shows good visual poise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Selects and wears proper office attire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Maintains good personal hygiene habits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

43

44
### AREA OF COMPETENCY: OFFICE ATTITUDE

**A.** Relates to male and female co-workers of all ages, skills, backgrounds, and positions

**B.** Supports company and employer by exhibiting professionalism

**C.** Shows that he/she is dependable in the office situation

**D.** Shows initiative in gaining professional advancements

### AREA OF COMPETENCY: SOCIAL AND BUSINESS ETIQUETTE

**A.** Displays proper social etiquette

**B.** Displays proper business etiquette

### AREA OF COMPETENCY: JOB SEEKING SKILLS

**A.** Identifies job opportunities for which he/she is qualified

**B.** Prepares for job interview

**C.** Participates in a job interview
<table>
<thead>
<tr>
<th>MINIMUM PROGRAM STANDARD</th>
<th>SECONDARY</th>
<th>POST SECONDARY</th>
</tr>
</thead>
</table>

| D. Follow-up on the job interview |

Comments:

Statements of competencies can be graded at either the secondary or post-secondary level.
Developers: Human Relations and Personal Development

Ms. Linda Anderson
Hutchinson A.V.T.I.
Hutchinson, MN 55350

Ms. Linda Jeffries
Moorhead A.V.T.I.
810 Fourth Avenue South
Moorhead, MN 55560

Ms. Ann Ellinson
Moorhead A.V.T.I.
810 Fourth Avenue South
Moorhead, MN 55560

Mr. Milo Loken
Hennepin Technical Center North
9000 North 77th Avenue
Brooklyn Center, MN 55445

Ms. Mary Ruprecht
Word Processing Management Consultant
140 West Myrtle Street
Duluth, MN 55801

Ms. Willa Campbell
St. Cloud A.V.T.I.
St. Cloud, MN 56301

Miss Shirley Buckholz
Minnetonka High School
1830 Highway 7
Minnetonka, MN 55343

Ms. Cheryl Boche
South Washington Co. Schools
Park High
Cottage Grove, MN 55075

Ms. Katheryn Simonson
Brainerd A.V.T.I.
300 Quince Street
Brainerd, MN 56401

Ms. Marlene Paulcowitz
916 A.V.T.I.
3300 Century Avenue
White Bear Lake, MN 55110

Mr. Frank Starke
Alexandria A.V.T.I.
Alexandria, MN 56308

Ms. Kathy Jyngen
Alexandria A.V.T.I.
Alexandria, MN 56308

Mr. Dave Teske
Hutchinson A.V.T.I.
Hutchinson, MN 55350