Competency scales were developed for 10 direct-entry occupations and 10 vocational education programs as part of Project ACCESS, a project to assess women's life experience learning for entrance into employment and for advanced placement in vocational education programs. Development of the occupational scales involved employer interviews, followed by development and verification of a draft version of the scales. The vocational education scales were developed using interview information and/or program descriptions; verification followed. The scales were then used for a tryout of the competency matching process. Following a 12-page narrative section are 17 tables that show tryout data. The remainder of the report (125 pages) are these appendices: (1) script for job competency identification and rating sessions, (2) employer and vocational educator interview discussion record forms, (3) draft and revised occupational rating lists (airline reservation agent, bank clerk/teller, claims adjuster, credit/collection worker, electronics assembler, floral designer, home health aide, insurance sales agent, personnel worker, photo laboratory technician, social service aide), (4) interview discussion record forms covering letter, and (5) draft and revised vocational education rating lists (computer programmer, cook/chef, dispensing optician, drafter, electronics technician, graphic arts/lithographer, library technician, medical records technician, occupational therapy assistant, respiratory therapy worker, welder). (ILB)
RELATING WOMEN'S EXPERIENCE AND SKILLS TO

COMPETENCIES REQUIRED IN

SELECTED OCCUPATIONS AND VOCATIONAL EDUCATION PROGRAMS

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Project Report, Task Cl, Revised Competency Analysis

Credentialing Women's Life Experiences

(Project ACCESS)

Contract #300-78-0594

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# Contents

Relating Women's Experience and Skills to Competencies Required in Selected Occupations and Vocational Education Programs .......................... 1

Occupational Selection ........................................................................... 1

Competency Scale Development ................................................................. 3

Employment Related Scales ...................................................................... 4

Vocational Education Related Scales .......................................................... 5

Employment Tryout ................................................................................ 8

Vocational Education Tryout ..................................................................... 9

Summary and Conclusions ....................................................................... 11

References ............................................................................................... 13

Table 1: Mean Employer Ratings Compared with Mean EDS Self-Ratings of Employed Women ................................. 14

Table 2: Airline Reservation Agent Skills (Employed Women) ..................... 16

Table 3: Bank Clerk/Teller Skills (Employed Women) .................................. 17

Table 4: Claims Adjuster Skills (Employed Women) .................................... 18

Table 5: Credit/Collection Worker Skills (Employed Women) ...................... 19

Table 6: Electronics Assembler Skills (Employed Women) .......................... 20

Table 7: Floral Designer Skills (Employed Women) ..................................... 21

Table 8: Home Health Aide Skills (Employed Women) ............................... 22

Table 9: Insurance Sales Agent Skills (Employed Women) .......................... 24

Table 10: Personnel Worker Skills (Employed Women) .............................. 25

Table 11: Photo Laboratory Technician Skills (Employed Women) .............. 27
This report describes the development and revision of competency lists for several occupations and vocational education programs. The development of these lists was part of a project to assess women's life experience learning for entrance into employment and for advanced placement in vocational education programs.

The RFP indicated that the competency lists were to be used to determine the transferability of women's experientially-learned skills to employment and to vocational education. This transferability analysis was to involve a total of 20 occupational areas "for which there is a growing demand." These occupational areas were to be drawn from at least ten of the OE occupational clusters. In addition, the RFP specified that one-half of the occupations be "traditionally male-intensive." It was also specified that the job-related competencies be verified by employers and workers in "appropriate employing establishments," and that experienced vocational educators assess the competencies "with respect to appropriate placement in vocational programs."

Occupational Selection

The first step was to identify occupational areas which met the RFP specifications. In November 1978, a list of 24 such occupations was submitted to OE for review. Each occupation, according to Department of Labor predictions, was expected to grow more rapidly than average during the 1980's. Each occupation could, according to occupational literature, be learned on-the-job or in less than four years of vocational education. These occupations were: lithographer, photo
laboratory worker, collection worker, credit manager, personnel and labor relations worker, cook and chef, library technician and assistant, insurance agent and broker, travel agent, drywall installer and finisher, insulation worker, airline reservation and passenger agent, drafter, engineering and science technician, computer service technician, dental laboratory technician, medical record technician, dispensing optician, occupational therapy assistant, licensed practical nurse, home health aide, park and recreation worker, social service aide, and floral designer.

Additional investigation of these occupational areas, using both printed sources and interviews with employers, union officials, and vocational educators, led to the elimination of some of these areas and to the addition of others. In March 1979, the following list of occupational areas was prepared:

<table>
<thead>
<tr>
<th>On-the-job Training</th>
<th>Vocational Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airline reservation agent</td>
<td>Cook and chef</td>
</tr>
<tr>
<td>Bank clerk and teller</td>
<td>Credit manager</td>
</tr>
<tr>
<td>Collection worker</td>
<td>Dispensing optician</td>
</tr>
<tr>
<td>Floral designer</td>
<td>Drafter</td>
</tr>
<tr>
<td>Home health aide</td>
<td>Engineering and science technician</td>
</tr>
<tr>
<td>Insulation worker</td>
<td>Library technician</td>
</tr>
<tr>
<td>Insurance claims adjuster</td>
<td>Lithographer</td>
</tr>
<tr>
<td>Insurance sales agent</td>
<td>Medical record technician</td>
</tr>
<tr>
<td>Personnel and employee benefits worker</td>
<td>Occupational therapy assistant</td>
</tr>
<tr>
<td>Photo laboratory worker</td>
<td>Plumber</td>
</tr>
<tr>
<td>Social service aide</td>
<td>Respiratory therapy worker</td>
</tr>
<tr>
<td></td>
<td>Welder</td>
</tr>
</tbody>
</table>
Competency Scale Development

During January and February of 1979, the project staff determined how best to identify the competencies required in each occupation. Concern was expressed over reliance on existing materials, since the state-of-the-art review (Task Al) had found evidence (Witt & Naherny, 1975) that such materials tend to discriminate systematically "against virtually all nondegree, people-oriented, women's jobs." It was decided to use Primoff's (1975) job element technique. This technique involves holding two meetings with groups of workers and supervisors in each occupation. The first meeting is used to generate a list of all the skills, knowledge, and abilities needed in the occupation; the second meeting involves obtaining ratings of the importance of each of these. A script for these sessions was prepared (see Appendix A) and field tested. It was concluded that this technique was too difficult to implement because of the practical difficulties involved in assembling the same group of raters on two separate occasions.

It was decided, instead, to use a modification of the job element technique. The first step would be to collect a list of skills, knowledge, and abilities through interviews, supplemented by any existing documents describing the job tasks or the program courses and content. This information would then be used to develop draft rating lists. These rating lists would then be sent to a sample of workers and vocational educators for validation.

Interview discussion record forms were prepared to facilitate the compilation of information (see Appendix B).
Employment Related Scales. For each occupation, the LiS staff held interviews with two different employers in each of two cities. This information led to the elimination of insulation worker as a direct-entry occupation; it was replaced with electronics assembler.

The employer interviews yielded a number of interesting examples of how insisting that a skill be acquired in a given manner limits job opportunities. One bank officer told us that they would hire as bank tellers only those individuals who were able to use a typewriter. When we asked when and why the tellers used a typewriter, we were told that the job did not involve typing, but the bank had determined that individuals who could type were able to operate adding machines more rapidly. We then asked the bank officer if it would not be better to specify that applicants have good manual dexterity, and pointed out that this skill might be acquired in a number of ways, not just by learning to use a typewriter.

The information from the employer interviews was used to draft the competency lists for each occupation. These lists (Appendix C) were then sent for ratings by nine employers in each occupation. The employers were asked to rate each item with respect to its importance for selecting new employees. The following scale was used: 3 = superior worker, 2 = average worker, 1 = minimum job performance, 0 = not relevant. Mean ratings for each item were computed.

The most highly rated items from this process were reviewed for use in the competency matching process. New scales, using high-rated items which were also related to women's life experience learning (as
determined by the survey of women's experiences and skills—Task A4), were prepared. These new scales (Appendix D) were used in the tryout (Task B1) in two ways: (1) as a rating scale for each employer to use to indicate the relative importance of the skill in the particular work setting, and (2) in the Experience Description Summary (EDS) to determine the "best match" occupation(s) for each woman seeking employment. Transferability analyses were then carried out for most occupations; these are available in the report on Task A5. (An insufficient number of responses were received from personnel workers and social service aides.)

**Vocational Education Related Scales.** A somewhat different approach was used by the American Association of Community and Junior Colleges (AACJC), the subcontractor for the vocational education phase of this project. It had been originally planned that AACJC would visit colleges to collect materials describing the curriculum and courses in selected vocational education programs and to hold interviews with the faculty. Instead, during April 1979, AACJC mailed the interview discussion record form to "a random sample of women instructors and curricular program managers" to be used as a survey instrument (see Appendix E for a copy of the covering letter). Fourteen responses were received covering accounting, building construction technology, business management, clothing services and child care, dental hygiene, food services administration, legal secretary, medical assistant (2), "nontraditional careers for women," nursing, optical systems technician, physical therapy assistant, and secretarial skills programs, as well as one response from a librarian.
Since none of the information obtained related to the target programs for the project, AACJC was asked to conduct telephone interviews with individuals in each of the designated programs, and to ask them to supply the program descriptive material by mail. A total of ten such interviews, covering eight of the vocational education programs, were conducted during May 1979. This led to the elimination of credit manager and plumber as target occupations; they were replaced by computer programmer. No vocational program descriptions were obtained as a result of these telephone interviews. Consequently, a third round of college contacts was initiated, during the summer of 1979, to obtain these descriptions.

The information and descriptions obtained by AACJC were used by ETS to prepare draft competency rating scales for each vocational education program (Appendix F). Each scale was mailed to nine individuals who had been identified by AACJC as teaching in the designated program areas. Two types of ratings were requested: (1) for selecting students to enter the program, and (2) to identify students to receive advanced placement or course exemption. Since several of the vocational educators indicated that their program's philosophy was to accept all applicants, it was decided that the selection ratings were of limited utility. The transferability analysis, then, focused on the advanced placement ratings. The following scale related to advanced placement was used:

3 = very important, 2 = valuable, 1 = not useful, 0 = not relevant.

The most highly rated items were used to develop new scales (Appendix G) for the competency matching process in the vocational...
education tryout. Transferability analyses were then carried out for most of the programs; these analyses are available in the report on Task A6. (An insufficient number of responses were received from vocational educators in computer programming, dispensing optician, engineering and science technology, lithography, and welding programs.)

Tryout to Validate the Competency Lists

The project also included a tryout (Task B1) of the competency matching process. The purpose of the tryout, as stated in the RFP, was to "determine the validity of the competency analysis and inventory." The tryout is described in detail in the report on that task.

As that report notes, the original plan of the tryout was: (1) to administer the competency lists to women who were returning to paid work or entering vocational education programs; (2) to identify the best match between each woman's experientially-learned competencies and the job or program requirements; (3) to place approximately 100 women in jobs and approximately 150-200 women in vocational education programs on the basis of this competency matching, and (4) to monitor their performance for one year or two marking periods. As that report also notes, this tryout process was difficult to implement, especially in the vocational education programs.

The items in the competency lists are of two types: (1) transferable skills, which include what Fine (1957) calls functional skills (working with people, information, and things) and self-management skills (which are related to temperament or personality), and (2) job-specific skills, which include what Fine calls work-content or technical
skills. Many of the items on the list of transferable skills were derived from Sjogren's (1977) list of the most frequent occupationally transferable skills and characteristics. Some transferable skills were repeated in the lists of job-specific skills.

Employment Tryout. Only 49 of the 155 women who were counseled in the tryout actually entered employment. Therefore, these data should be treated with caution, both because of the small number of cases (due to missing data, not all women are included in all analyses) and because many of the women did not enter employment in their "best match" occupation.

The transferable skill self-ratings of the employed women and the employers' ratings of these women on the transferable skills are shown in Table 1. As can be seen, on over 75% of the items, the women rated themselves lower than did their employers. This finding underscores what has been found in other research with re-entry women—that is, lack of awareness of and low confidence in their own skills and abilities.

The employed women's self-ratings on the job-specific skills are shown in Tables 2 to 12. As can be seen, the women reported moderately high levels of skill on most items.

Employers' ratings of over-all job performance were correlated with the women's mean total scores on these job-specific scales. The results are shown in Table 13. As can be seen, the scales for insurance sales agent and credit/collection worker were most highly correlated with over-all job performance. The scales for airline reservation agent and claims adjuster did not correlate positively with job performance.
Vocational Education Tryout. AACJC was able to find only six women to enroll in the vocational education tryout. Of these, only three completed one semester. Therefore, there were insufficient data to conduct validity analyses of the vocational education competency scales.

Despite this problem, with the cooperation of two New Jersey community colleges, ETS has been able to collect information on a total of 22 adult women, nine enrolled in data processing, nine in electronics technology, and four in medical record technology programs. Again, caution is recommended in making inferences from these data because of the small number of individuals involved.

The transferable skill self-ratings are shown in Table 14. In order to provide a comparison group, the self-ratings of the employed women on the same items are also shown.

As can be seen, women enrolled in data processing rated themselves much higher on their ability to do simple arithmetic than did the employed women. They also rated themselves higher on their ability to be self-directed and work independently, to cooperate with others, to set priorities, to do precise and accurate detailed work, to do a repetitive task following set procedures, and to analyze and solve a problem. The women in data processing rated themselves much lower than did the employed women on their ability to sell a product or service; they rated themselves lower on their ability to negotiate between people and on their ability to interpret the feelings of others.

The women in electronics technology, when compared with the
employed women, rated themselves much higher on their ability to cooperate with others and on their ability to do simple arithmetic. They rated themselves more highly on their ability to analyze and solve a problem, to do precise and accurate detailed work, to do a repetitive task following set procedures, to evaluate a product using stated guidelines, to learn and apply new information and procedures, to use writing skills, and to keep neat and accurate records. They rated themselves lower than did the employed women on their ability to supervise others and to sell a product.

The women in the medical record technology program rated themselves much more highly than did the employed women on their ability to cooperate with others and to solicit and make constructive use of negative and positive feedback. They rated themselves more highly on their ability to be self-directed and work independently, to manage time and schedule activities, to establish rapport with people of diverse backgrounds, to be competitive, to do precise and accurate detailed work, to do a repetitive task following set procedures, to do simple arithmetic, to learn and apply new information and procedures, and to use writing skills. They rated themselves lower than did the employed women on their ability to negotiate between people.

This comparison shows that women who choose to enter vocational education programs, especially in nontraditional programs, such as data processing and electronics technology, have or feel that they have better skills in arithmetic than does the average woman returning to paid employment. This suggests that arithmetic refresher courses
would be valuable in helping adult women prepare to enter vocational education programs.

The mean job-specific skill self-ratings for these vocational education women are shown in Tables 15 to 17. As can be seen, the women in the data processing and medical record technology programs rated themselves higher on the specific skills than did the women in the electronics technology program. This suggests that the electronics technician scale may be less valid than the other two scales.

Summary and Conclusions

Competency scales were developed for ten direct-entry occupations and ten vocational education programs. The method of development for the occupational scales involved employer interviews, followed by development and verification of a draft version of the scales. The vocational education scales were developed on the basis of interview information and/or program descriptions; verification followed.

These scales were then used for a tryout of the competency matching process. Adult women completed the scales as part of an Experience Description Summary (EDS). The purpose of the EDS was to identify the "best match" between experientially-learned skills and job entrance or vocational education program requirements.

Follow-up on job performance was obtained for the employed women. All but two of the occupational scales were positively related to women's job performance. Data were obtained from adult women in three vocational education programs. Two of the vocational education scales appeared to be measuring program-relevant skills.
Because of the small number of cases on which the analyses in this report are based, caution is advised in making inferences from the data.
References

Fine, S. A. A reexamination of 'transferability of skills' - Parts I and II. Monthly Labor Review, 1957 (July), 803-810, and (August), 938-947.


Sjogren, D. Occupationally-transferable skills and characteristics. Columbus: The Ohio State University, Center for Vocational Education, 1977.

Table 1
Mean Employer Ratings Compared with Mean EDS Self-Ratings of Employed Women

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Employer</th>
<th>Women</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Take responsibility</td>
<td>2.8</td>
<td>2.4</td>
<td>- .4</td>
</tr>
<tr>
<td>2. Compile information</td>
<td>2.8</td>
<td>2.2</td>
<td>- .6</td>
</tr>
<tr>
<td>3. Be self-directed and work independently</td>
<td>2.7</td>
<td>2.2</td>
<td>- .5</td>
</tr>
<tr>
<td>4. Follow orders and accept supervision</td>
<td>2.7</td>
<td>2.6</td>
<td>- .1</td>
</tr>
<tr>
<td>5. Cooperate with other workers</td>
<td>2.7</td>
<td>1.8</td>
<td>-1.1</td>
</tr>
<tr>
<td>6. Be reliable, punctual, and conscientious</td>
<td>2.7</td>
<td>2.7</td>
<td>0</td>
</tr>
<tr>
<td>7. Do precise and accurate detailed work</td>
<td>2.7</td>
<td>2.0</td>
<td>- .7</td>
</tr>
<tr>
<td>8. Do a repetitive task following set procedures</td>
<td>2.7</td>
<td>1.7</td>
<td>-1.0</td>
</tr>
<tr>
<td>9. Deal effectively with people/customers</td>
<td>2.6</td>
<td>2.4</td>
<td>- .2</td>
</tr>
<tr>
<td>10. Show compassion for those with problems</td>
<td>2.6</td>
<td>2.7</td>
<td>+ .1</td>
</tr>
<tr>
<td>11. Establish rapport with people of various backgrounds</td>
<td>2.6</td>
<td>2.3</td>
<td>- .3</td>
</tr>
<tr>
<td>12. Do simple arithmetic computations</td>
<td>2.6</td>
<td>1.8</td>
<td>- .8</td>
</tr>
<tr>
<td>13. Keep neat and accurate records</td>
<td>2.6</td>
<td>2.2</td>
<td>- .4</td>
</tr>
<tr>
<td>14. Negotiate between two or more people/groups</td>
<td>2.5</td>
<td>2.3</td>
<td>- .2</td>
</tr>
<tr>
<td>15. Solicit and make use of negative and positive feedback</td>
<td>2.5</td>
<td>1.8</td>
<td>- .7</td>
</tr>
<tr>
<td>16. Respect confidential records and information</td>
<td>2.5</td>
<td>2.8</td>
<td>+ .3</td>
</tr>
<tr>
<td>17. Think and behave rationally in an emergency or confrontation</td>
<td>2.5</td>
<td>2.1</td>
<td>- .4</td>
</tr>
<tr>
<td>18. Sell a product/service</td>
<td>2.5</td>
<td>1.8</td>
<td>- .7</td>
</tr>
<tr>
<td>19. Carry out oral/written directions of some complexity</td>
<td>2.5</td>
<td>2.5</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 1 (continued)

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Employer</th>
<th>Women</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Refer others to sources of information and assistance</td>
<td>2.5</td>
<td>2.6</td>
<td>+ .1</td>
</tr>
<tr>
<td>21. Adjust schedule to unexpected changes; be flexible</td>
<td>2.4</td>
<td>2.6</td>
<td>+ .2</td>
</tr>
<tr>
<td>22. Interpret the feelings, ideas, and opinions of others</td>
<td>2.4</td>
<td>2.8</td>
<td>+ .4</td>
</tr>
<tr>
<td>23. Instruct others</td>
<td>2.4</td>
<td>2.1</td>
<td>- .3</td>
</tr>
<tr>
<td>24. Set priorities</td>
<td>2.4</td>
<td>2.0</td>
<td>- .4</td>
</tr>
<tr>
<td>25. Be competitive; strive to better performance</td>
<td>2.4</td>
<td>2.0</td>
<td>- .4</td>
</tr>
<tr>
<td>26. Analyze a problem; do problem-solving</td>
<td>2.4</td>
<td>1.9</td>
<td>- .5</td>
</tr>
<tr>
<td>27. Evaluate a product using stated guidelines</td>
<td>2.4</td>
<td>2.1</td>
<td>- .3</td>
</tr>
<tr>
<td>28. Supervise or manage others</td>
<td>2.4</td>
<td>2.2</td>
<td>- .2</td>
</tr>
<tr>
<td>29. Learn new information, rules, or procedures</td>
<td>2.4</td>
<td>2.1</td>
<td>- .3</td>
</tr>
<tr>
<td>30. Use writing skills</td>
<td>2.4</td>
<td>1.7</td>
<td>- .7</td>
</tr>
<tr>
<td>31. Manage time and schedule activities</td>
<td>2.3</td>
<td>2.0</td>
<td>- .3</td>
</tr>
<tr>
<td>32. Use oral communication effectively</td>
<td>2.3</td>
<td>2.1</td>
<td>- .2</td>
</tr>
<tr>
<td>33. Meet accountability demands of others</td>
<td>2.3</td>
<td>2.1</td>
<td>- .2</td>
</tr>
<tr>
<td>34. Observe safety precautions on the job</td>
<td>2.3</td>
<td>2.4</td>
<td>+ .1</td>
</tr>
<tr>
<td>35. Perform work under stress</td>
<td>2.2</td>
<td>2.1</td>
<td>- .1</td>
</tr>
<tr>
<td>36. Persuade or influence others</td>
<td>2.2</td>
<td>1.9</td>
<td>- .3</td>
</tr>
</tbody>
</table>
Table 2
Airline Reservation Agent Skills
(Employed Women)

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean Self-Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage time and schedule-activities</td>
<td>2.4</td>
</tr>
<tr>
<td>Advise people by telephone</td>
<td>2.6</td>
</tr>
<tr>
<td>Refer people to sources of information and assistance</td>
<td>2.7</td>
</tr>
<tr>
<td>Direct, control, and plan the activities of others</td>
<td>2.0</td>
</tr>
<tr>
<td>Do arithmetic computations</td>
<td>1.9</td>
</tr>
<tr>
<td>Learn new information quickly</td>
<td>2.0</td>
</tr>
<tr>
<td>Use a typewriter</td>
<td>1.4</td>
</tr>
<tr>
<td>Follow orders and accept supervision</td>
<td>2.6</td>
</tr>
<tr>
<td>Persuade others</td>
<td>2.2</td>
</tr>
<tr>
<td>Plan travel</td>
<td>2.4</td>
</tr>
<tr>
<td>Sell a product or service</td>
<td>1.8</td>
</tr>
<tr>
<td>Arrange group trips</td>
<td>1.7</td>
</tr>
<tr>
<td>Convey information by telephone</td>
<td>2.5</td>
</tr>
<tr>
<td>Obtain and verify information by telephone</td>
<td>2.6</td>
</tr>
<tr>
<td>Demonstrate knowledge of the United States and/or other countries</td>
<td>2.1</td>
</tr>
<tr>
<td>Use questioning skills</td>
<td>2.2</td>
</tr>
<tr>
<td>Use listening skills</td>
<td>2.4</td>
</tr>
</tbody>
</table>
Table 3
Bank Clerk/Teller Skills
(Employed Women)

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean Self-Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make change quickly and accurately</td>
<td>2.2</td>
</tr>
<tr>
<td>Greet and serve large numbers of people while maintaining a pleasant, alert manner</td>
<td>2.4</td>
</tr>
<tr>
<td>Understand simple checking and saving accounts</td>
<td>2.6</td>
</tr>
<tr>
<td>Respect and safeguard the privacy and confidentiality of financial records and transactions</td>
<td>3.0</td>
</tr>
<tr>
<td>Learn details of new procedures quickly</td>
<td>2.0</td>
</tr>
<tr>
<td>Interpret an organization and its system for the delivery of services to the public</td>
<td>2.0</td>
</tr>
<tr>
<td>Demonstrate sensitivity to and awareness of community attitudes and concerns</td>
<td>2.3</td>
</tr>
<tr>
<td>Establish rapport with individuals of diverse backgrounds</td>
<td>2.4</td>
</tr>
<tr>
<td>Establish and maintain financial records</td>
<td>2.2</td>
</tr>
<tr>
<td>Use business forms</td>
<td>2.0</td>
</tr>
<tr>
<td>Deal effectively with customers</td>
<td>2.3</td>
</tr>
<tr>
<td>Work as a cashier</td>
<td>1.6</td>
</tr>
<tr>
<td>Use an adding machine</td>
<td>1.8</td>
</tr>
<tr>
<td>Be punctual and careful</td>
<td>2.8</td>
</tr>
<tr>
<td>Follow orders and accept supervision</td>
<td>2.8</td>
</tr>
<tr>
<td>Handle unpleasant confrontations cheerfully</td>
<td>2.2</td>
</tr>
<tr>
<td>Inspire trust</td>
<td>2.8</td>
</tr>
<tr>
<td>Think and behave rationally when dealing with an emergency</td>
<td>2.6</td>
</tr>
<tr>
<td>Ability to:</td>
<td>Mean</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Develop and maintain current files</td>
<td>2.3</td>
</tr>
<tr>
<td>Keep records and prepare reports</td>
<td>2.2</td>
</tr>
<tr>
<td>Obtain and verify routine factual information</td>
<td>2.6</td>
</tr>
<tr>
<td>Present arguments and evidence to support a position</td>
<td>2.3</td>
</tr>
<tr>
<td>Establish rapport with individuals of diverse backgrounds</td>
<td>2.4</td>
</tr>
<tr>
<td>Determine the urgency of a problem and handle it appropriately</td>
<td>2.5</td>
</tr>
<tr>
<td>Respect the confidentiality of records and personal information</td>
<td>2.9</td>
</tr>
<tr>
<td>Deal with interpersonal problems</td>
<td>2.5</td>
</tr>
<tr>
<td>Identify the needs of a person in a crisis situation</td>
<td>2.4</td>
</tr>
<tr>
<td>Conduct negotiations with an awareness that compromise may be necessary</td>
<td>2.4</td>
</tr>
<tr>
<td>Establish priorities</td>
<td>2.6</td>
</tr>
<tr>
<td>Read insurance policies, contracts, legal agreements, etc. with understanding</td>
<td>1.6</td>
</tr>
<tr>
<td>Conduct a search of legal documents to obtain information</td>
<td>1.8</td>
</tr>
<tr>
<td>Select data to document a statement</td>
<td>2.0</td>
</tr>
<tr>
<td>Develop a plan to investigate a problem</td>
<td>2.0</td>
</tr>
<tr>
<td>Define and delimit the basic issues of a problem</td>
<td>2.2</td>
</tr>
<tr>
<td>Use contacts constructively when dealing with a problem</td>
<td>2.2</td>
</tr>
<tr>
<td>Gather information by interviews, confirming facts, and locating data</td>
<td>2.2</td>
</tr>
<tr>
<td>Prepare reports containing factual evidence</td>
<td>2.0</td>
</tr>
<tr>
<td>Do accurate detailed work</td>
<td>2.0</td>
</tr>
<tr>
<td>Perform work under stressful conditions</td>
<td>2.2</td>
</tr>
<tr>
<td>Do computations/arithmetic</td>
<td>2.0</td>
</tr>
<tr>
<td>Learn complex information</td>
<td>2.0</td>
</tr>
<tr>
<td>Elicit and convey information over the phone</td>
<td>2.3</td>
</tr>
<tr>
<td>Do fund raising by telephone</td>
<td>1.5</td>
</tr>
<tr>
<td>Demonstrate good oral communications skills</td>
<td>2.4</td>
</tr>
</tbody>
</table>
Table 5
Credit/Collection Worker Skills

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean Self-Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read, write, and speak English fluently</td>
<td>2.8</td>
</tr>
<tr>
<td>Understand legal and financial terms</td>
<td>1.8</td>
</tr>
<tr>
<td>Judge the value of cars, furnishings, and other objects</td>
<td>2.2</td>
</tr>
<tr>
<td>Establish and maintain detailed records</td>
<td>2.1</td>
</tr>
<tr>
<td>Encourage the development of &quot;common sense&quot;</td>
<td>2.6</td>
</tr>
<tr>
<td>Demonstrate knowledge of laws that can affect finances</td>
<td>1.8</td>
</tr>
<tr>
<td>Use techniques of conflict resolution</td>
<td>1.8</td>
</tr>
<tr>
<td>Be self-motivated, self-starting</td>
<td>2.4</td>
</tr>
<tr>
<td>Be competitive, strive to better performance</td>
<td>2.4</td>
</tr>
<tr>
<td>Work under close supervision</td>
<td>2.0</td>
</tr>
<tr>
<td>Remain calm, firm, and business-like during confrontations with people</td>
<td>2.9</td>
</tr>
<tr>
<td>Negotiate between people</td>
<td>2.5</td>
</tr>
</tbody>
</table>
Table 6

Electronics Assembler Skills
(Employed Women)

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean Self-Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work steadily at repetitive manual tasks</td>
<td>1.7</td>
</tr>
<tr>
<td>Use a soldering iron</td>
<td>0.6</td>
</tr>
<tr>
<td>Read a blueprint or diagram</td>
<td>1.1</td>
</tr>
<tr>
<td>Explain how things work</td>
<td>1.6</td>
</tr>
<tr>
<td>Do arithmetic computations</td>
<td>2.0</td>
</tr>
<tr>
<td>Attend to detail</td>
<td>2.2</td>
</tr>
<tr>
<td>Do electrical and/or small appliance repairs</td>
<td>0.7</td>
</tr>
<tr>
<td>Assemble children’s toys and/or play equipment</td>
<td>1.4</td>
</tr>
<tr>
<td>Do precise and accurate detailed work</td>
<td>1.8</td>
</tr>
<tr>
<td>Organize a project into its component parts and determine the sequence in which these activities need to be performed</td>
<td>1.7</td>
</tr>
<tr>
<td>Establish and maintain procedures to monitor work quality and quantity</td>
<td>1.6</td>
</tr>
<tr>
<td>Meet accountability demands of others</td>
<td>1.9</td>
</tr>
<tr>
<td>Observe safety precautions when using tools, equipment, and machines</td>
<td>2.3</td>
</tr>
<tr>
<td>Make mechanical repairs on household items</td>
<td>1.0</td>
</tr>
<tr>
<td>Do work utilizing hand tools</td>
<td>1.5</td>
</tr>
<tr>
<td>Do crafts, such as weaving, stained glass, macrame, jewelry making, etc.</td>
<td>1.9</td>
</tr>
<tr>
<td>Do knitting and crocheting and/or needlework</td>
<td>2.0</td>
</tr>
<tr>
<td>Be reliable and punctual</td>
<td>2.8</td>
</tr>
<tr>
<td>Be willing to continue learning new information</td>
<td>2.8</td>
</tr>
<tr>
<td>Work with hands quickly and with dexterity</td>
<td>2.2</td>
</tr>
</tbody>
</table>
### Table 7
**Floral Designer Skills**
*(Employed Women)*

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean Self-Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply principles of color, texture, and design</td>
<td>2.2</td>
</tr>
<tr>
<td>Use aesthetic guidelines (balance, proportion, etc.) in planning floral arrangements</td>
<td>1.6</td>
</tr>
<tr>
<td>Use scissors, knives, and wire cutters</td>
<td>2.0</td>
</tr>
<tr>
<td>Maintain cut flowers in proper condition</td>
<td>1.8</td>
</tr>
<tr>
<td>Visualize how a completed floral arrangement should look</td>
<td>1.8</td>
</tr>
<tr>
<td>Identify flowers and plants by name</td>
<td>1.6</td>
</tr>
<tr>
<td>Interact pleasantly with customers</td>
<td>2.4</td>
</tr>
<tr>
<td>Do simple arithmetic computations</td>
<td>2.0</td>
</tr>
<tr>
<td>Establish and maintain financial or sales records</td>
<td>2.1</td>
</tr>
<tr>
<td>Follow directions and accept supervision</td>
<td>2.4</td>
</tr>
<tr>
<td>Sell a product or service</td>
<td>1.8</td>
</tr>
<tr>
<td>Use artistic sense</td>
<td>2.0</td>
</tr>
<tr>
<td>Be creative</td>
<td>2.0</td>
</tr>
</tbody>
</table>
### Table 8

**Home Health Aide Skills**

*(Employed Women)*

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean Self-Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with the elderly</td>
<td>0.2</td>
</tr>
<tr>
<td>Work with young children</td>
<td>2.1</td>
</tr>
<tr>
<td>Supervise children</td>
<td>2.1</td>
</tr>
<tr>
<td>Show compassion for those with problems</td>
<td>2.7</td>
</tr>
<tr>
<td>Recognize and deal with medical emergencies</td>
<td>2.0</td>
</tr>
<tr>
<td>Think and behave rationally when dealing with an emergency</td>
<td>2.6</td>
</tr>
<tr>
<td>Provide standard first aid</td>
<td>1.9</td>
</tr>
<tr>
<td>Assure that a patient gets proper rest</td>
<td>2.2</td>
</tr>
<tr>
<td>Assure that a patient takes medication as ordered</td>
<td>2.3</td>
</tr>
<tr>
<td>Feed a patient</td>
<td>1.8</td>
</tr>
<tr>
<td>Maintain clean and hazard-free living quarters for a patient and/or family</td>
<td>2.2</td>
</tr>
<tr>
<td>Respect a patient's/family's need for privacy and confidentiality</td>
<td>2.5</td>
</tr>
<tr>
<td>Evaluate and adapt a home in terms of a patient's disability</td>
<td>1.6</td>
</tr>
<tr>
<td>Help a patient develop ways of coping with the demands of daily life</td>
<td>1.6</td>
</tr>
<tr>
<td>Assist a patient in the use of special equipment (wheelchair, crutches, etc.)</td>
<td>1.2</td>
</tr>
<tr>
<td>Encourage a patient to develop social skills</td>
<td>1.8</td>
</tr>
<tr>
<td>Care for the physical and emotional needs of a patient, family, and/or children</td>
<td>1.9</td>
</tr>
<tr>
<td>Maintain hygienic conditions for a patient</td>
<td>1.6</td>
</tr>
<tr>
<td>Provide for the physical and emotional comfort of a patient</td>
<td>1.6</td>
</tr>
<tr>
<td>Encourage and aid in the development of self-sufficiency for a patient within the limits of his/her illness</td>
<td>1.7</td>
</tr>
<tr>
<td>Document patient progress</td>
<td>1.4</td>
</tr>
<tr>
<td>Make oral reports about a patient</td>
<td>1.8</td>
</tr>
<tr>
<td>Recognize the side effects of common medication</td>
<td>1.6</td>
</tr>
<tr>
<td>Establish rapport with individuals of diverse backgrounds</td>
<td>2.4</td>
</tr>
<tr>
<td>Be tolerant of the varied life styles of people</td>
<td>2.6</td>
</tr>
<tr>
<td>Encourage the development of &quot;common sense&quot;</td>
<td>2.6</td>
</tr>
<tr>
<td>Perform work under stressful conditions</td>
<td>2.2</td>
</tr>
</tbody>
</table>
Table 8 (continued)

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow orders and accept supervision</td>
<td>2.7</td>
</tr>
<tr>
<td>Direct, control, and plan the activities of others</td>
<td>2.2</td>
</tr>
<tr>
<td>Be self-directed</td>
<td>2.4</td>
</tr>
<tr>
<td>Be flexible</td>
<td>2.6</td>
</tr>
<tr>
<td>Plan menus and prepare meals</td>
<td>2.4</td>
</tr>
<tr>
<td>Demonstrate a knowledge of the basic rules of nutrition</td>
<td>2.6</td>
</tr>
<tr>
<td>Evaluate the freshness and quality of meat, fish, poultry, fruit, vegetables, and dairy products</td>
<td>2.7</td>
</tr>
<tr>
<td>Evaluate the quality of purchases made</td>
<td>2.7</td>
</tr>
<tr>
<td>Observe special diet rules</td>
<td>2.2</td>
</tr>
<tr>
<td>Prepare and store food so as to conserve nutrients</td>
<td>2.5</td>
</tr>
<tr>
<td>Ability to:</td>
<td>Mean Self-Rating</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Influence other people</td>
<td>2.2</td>
</tr>
<tr>
<td>Interpret the feelings, ideas, and opinions of others</td>
<td>2.4</td>
</tr>
<tr>
<td>Work under stressful conditions</td>
<td>2.2</td>
</tr>
<tr>
<td>Do arithmetic computations</td>
<td>1.8</td>
</tr>
<tr>
<td>Analyze a problem and act on that analysis</td>
<td>2.2</td>
</tr>
<tr>
<td>Obtain and verify information</td>
<td>2.2</td>
</tr>
<tr>
<td>Present arguments and evidence to support a position</td>
<td>2.2</td>
</tr>
<tr>
<td>Make an effective oral presentation</td>
<td>2.0</td>
</tr>
<tr>
<td>Select insurance policies and plans that best meet a family's needs and circumstances</td>
<td>1.4</td>
</tr>
<tr>
<td>Establish rapport with individuals of diverse backgrounds</td>
<td>2.4</td>
</tr>
<tr>
<td>Assess potential markets</td>
<td>1.8</td>
</tr>
<tr>
<td>Develop goals and plans for an activity within the constraints of time, money, and personnel</td>
<td>2.2</td>
</tr>
<tr>
<td>Evaluate effectiveness in meeting goals and timetables</td>
<td>1.9</td>
</tr>
<tr>
<td>Identify the resources (people, time, money, authority) needed to accomplish an objective</td>
<td>2.4</td>
</tr>
<tr>
<td>Establish and maintain procedures to monitor work quality and quantity</td>
<td>1.8</td>
</tr>
<tr>
<td>Solicit and make constructive use of positive and negative feedback</td>
<td>1.8</td>
</tr>
<tr>
<td>Keep records of individual or group progress</td>
<td>2.2</td>
</tr>
<tr>
<td>Use contacts constructively</td>
<td>2.0</td>
</tr>
<tr>
<td>Deal with rejection</td>
<td>2.0</td>
</tr>
<tr>
<td>Deal with adversity</td>
<td>2.3</td>
</tr>
<tr>
<td>Motivate people</td>
<td>2.2</td>
</tr>
<tr>
<td>Work independently</td>
<td>2.6</td>
</tr>
<tr>
<td>Do fund raising</td>
<td>2.0</td>
</tr>
<tr>
<td>Direct the sale of a product or service</td>
<td>1.2</td>
</tr>
<tr>
<td>Organize a sales program</td>
<td>1.0</td>
</tr>
<tr>
<td>Compete with others</td>
<td>1.7</td>
</tr>
<tr>
<td>Be self-directed</td>
<td>2.2</td>
</tr>
</tbody>
</table>
Table 10
Personnel Worker Skills
(Employed Women)

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean Self-Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish and maintain detailed records or files</td>
<td>2.4</td>
</tr>
<tr>
<td>Write accurate, complete reports</td>
<td>2.3</td>
</tr>
<tr>
<td>Respect and observe precautions concerning confidentiality of information</td>
<td>2.9</td>
</tr>
<tr>
<td>Follow complex procedures precisely</td>
<td>2.1</td>
</tr>
<tr>
<td>Follow orders and accept supervision</td>
<td>2.6</td>
</tr>
<tr>
<td>Learn details of new procedures quickly</td>
<td>2.2</td>
</tr>
<tr>
<td>Meet accountability demands of others</td>
<td>1.9</td>
</tr>
<tr>
<td>Use a typewriter</td>
<td>1.3</td>
</tr>
<tr>
<td>Establish and maintain fiscal records and procedures</td>
<td>1.8</td>
</tr>
<tr>
<td>Explain the rationale for various kinds and amounts of insurance (health, life, etc.)</td>
<td>1.4</td>
</tr>
<tr>
<td>Develop specific goals and plans for a specific activity, operating within constraints of available time, space, and personnel</td>
<td>2.0</td>
</tr>
<tr>
<td>Identify methods of evaluating effectiveness in meeting goals and objectives</td>
<td>2.0</td>
</tr>
<tr>
<td>Establish priorities based on the importance of each objective to goal attainment and on the resources available</td>
<td>2.1</td>
</tr>
<tr>
<td>Work creatively within the structure of relationships and the setting of an organization</td>
<td>2.4</td>
</tr>
<tr>
<td>Delegate responsibility and establish accountability methods to determine if these responsibilities have been met</td>
<td>2.1</td>
</tr>
<tr>
<td>Help people see the relevance of their organizational experience to their long-range career goals and/or personal development</td>
<td>1.8</td>
</tr>
<tr>
<td>Develop and maintain a system of evaluating job performance</td>
<td>2.0</td>
</tr>
<tr>
<td>Conduct salary administration and/or performance reviews</td>
<td>1.6</td>
</tr>
<tr>
<td>Handle outplacements and/or job terminations</td>
<td>1.0</td>
</tr>
<tr>
<td>Plan and implement programs for staff development</td>
<td>1.6</td>
</tr>
<tr>
<td>Deal with employee relations problems</td>
<td>1.9</td>
</tr>
<tr>
<td>Plan and monitor a retirement program</td>
<td>1.2</td>
</tr>
<tr>
<td>Plan and implement personnel policies</td>
<td>1.6</td>
</tr>
<tr>
<td>Prepare job descriptions</td>
<td>1.7</td>
</tr>
<tr>
<td>Ability to:</td>
<td>Mean Self-Rating</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Select and/or recruit individuals for a variety of jobs</td>
<td>1.8</td>
</tr>
<tr>
<td>Provide orientation to personnel new to an organization</td>
<td>2.0</td>
</tr>
<tr>
<td>Arrange for and monitor the job training of personnel</td>
<td>1.5</td>
</tr>
<tr>
<td>Abide by an organization's standards</td>
<td>2.3</td>
</tr>
<tr>
<td>Obtain and verify routine factual information from individuals</td>
<td>2.4</td>
</tr>
<tr>
<td>Identify training needs</td>
<td>2.1</td>
</tr>
<tr>
<td>Develop training manuals</td>
<td>1.2</td>
</tr>
<tr>
<td>Determine the suitability of various training approaches for</td>
<td>1.4</td>
</tr>
<tr>
<td>individuals with different backgrounds and experiences</td>
<td></td>
</tr>
<tr>
<td>Establish rapport with individuals of diverse backgrounds</td>
<td>2.4</td>
</tr>
<tr>
<td>Use questioning skills</td>
<td>2.2</td>
</tr>
<tr>
<td>Use listening skills</td>
<td>2.6</td>
</tr>
<tr>
<td>Negotiate with others</td>
<td>2.3</td>
</tr>
<tr>
<td>Deal with unpleasant confrontations</td>
<td>2.0</td>
</tr>
<tr>
<td>Be outgoing and gregarious</td>
<td>2.2</td>
</tr>
</tbody>
</table>
### Table 11
Photo Laboratory Technician Skills
(Employed Women)

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make fine color discriminations</td>
<td>2.2</td>
</tr>
<tr>
<td>Work steadily at simple repetitive tasks, following a set procedure</td>
<td>1.9</td>
</tr>
<tr>
<td>Follow directions</td>
<td>2.6</td>
</tr>
<tr>
<td>Train others</td>
<td>2.5</td>
</tr>
<tr>
<td>Supervise others</td>
<td>2.6</td>
</tr>
<tr>
<td>Sit still for long periods of time</td>
<td>2.2</td>
</tr>
<tr>
<td>Evaluate a product using stated guidelines</td>
<td>2.4</td>
</tr>
<tr>
<td>Do precise and accurate detailed work</td>
<td>2.4</td>
</tr>
<tr>
<td>Take responsibility</td>
<td>2.7</td>
</tr>
<tr>
<td>Follow orders and accept supervision</td>
<td>2.6</td>
</tr>
<tr>
<td>Learn and apply rules</td>
<td>2.4</td>
</tr>
</tbody>
</table>
Table 12
Social Service Aide Skills
(Employed Women)

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean Self-Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carry out oral or written instructions</td>
<td>2.6</td>
</tr>
<tr>
<td>Accept supervision</td>
<td>2.8</td>
</tr>
<tr>
<td>Learn and apply the rules of an organization or agency</td>
<td>2.7</td>
</tr>
<tr>
<td>Develop or maintain current files</td>
<td>2.3</td>
</tr>
<tr>
<td>Keep records and prepare reports</td>
<td>2.2</td>
</tr>
<tr>
<td>Understand and fill out forms</td>
<td>2.3</td>
</tr>
<tr>
<td>Articulate the philosophy of an organization or agency</td>
<td>2.4</td>
</tr>
<tr>
<td>Interpret an organization and its system for the delivery of services to the public and to people in need</td>
<td>2.0</td>
</tr>
<tr>
<td>Identify groups to whom social services should be directed</td>
<td>2.2</td>
</tr>
<tr>
<td>Identify representatives of other organizations or of the government who should receive information about organizational or agency activities</td>
<td>2.0</td>
</tr>
<tr>
<td>Keep others informed about progress in written or in oral form</td>
<td>2.1</td>
</tr>
<tr>
<td>Establish rapport with individuals of diverse backgrounds</td>
<td>2.4</td>
</tr>
<tr>
<td>Establish rapport with a person seeking advice</td>
<td>2.4</td>
</tr>
<tr>
<td>Serve as a &quot;sounding board&quot; for those with problems</td>
<td>2.5</td>
</tr>
<tr>
<td>Use questioning skills</td>
<td>2.3</td>
</tr>
<tr>
<td>Use listening skills</td>
<td>2.4</td>
</tr>
<tr>
<td>Respect and observe precautions concerning the confidentiality of information</td>
<td>2.8</td>
</tr>
<tr>
<td>Provide advice and informal counseling</td>
<td>2.6</td>
</tr>
<tr>
<td>Gather information by conducting interviews, confirming facts, and locating background information</td>
<td>2.4</td>
</tr>
<tr>
<td>Prepare reports containing factual data and documentary or other evidence</td>
<td>2.0</td>
</tr>
<tr>
<td>Motivate and persuade people</td>
<td>2.0</td>
</tr>
<tr>
<td>Do typing</td>
<td>1.4</td>
</tr>
<tr>
<td>Do clerical work (filing, etc.)</td>
<td>2.0</td>
</tr>
<tr>
<td>Make written or oral reports</td>
<td>2.0</td>
</tr>
<tr>
<td>Refer others to sources of information and assistance</td>
<td>2.6</td>
</tr>
</tbody>
</table>
Table 12 (continued)

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean Self-Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret for non-English speakers</td>
<td>0.8</td>
</tr>
<tr>
<td>Show compassion</td>
<td>2.9</td>
</tr>
<tr>
<td>Show empathy</td>
<td>2.6</td>
</tr>
<tr>
<td>Write clearly</td>
<td>2.6</td>
</tr>
<tr>
<td>Take constructive criticism</td>
<td>2.4</td>
</tr>
</tbody>
</table>
Table 13
Correlation Between Women's Mean EDS Scale Self-Rating and Employers' Global Ratings of Their Job Performance

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airline Reservation Agent</td>
<td>-.26</td>
</tr>
<tr>
<td>Bank Clerk/Teller</td>
<td>.21</td>
</tr>
<tr>
<td>Claims Adjuster</td>
<td>-.02</td>
</tr>
<tr>
<td>Credit/Collection Worker</td>
<td>.61</td>
</tr>
<tr>
<td>Electronics Assembler</td>
<td>.32</td>
</tr>
<tr>
<td>Floral Designer</td>
<td>.46</td>
</tr>
<tr>
<td>Home Health Aide</td>
<td>.54</td>
</tr>
<tr>
<td>Insurance Sales Agent</td>
<td>.65</td>
</tr>
<tr>
<td>Photo Lab Technician</td>
<td>.41</td>
</tr>
</tbody>
</table>
Table 14
Transferable Skills Comparison – Employed Women and Women in Vocational Education

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Take responsibility</td>
<td>2.4</td>
<td>+0.2</td>
<td>2.7</td>
</tr>
<tr>
<td>2.</td>
<td>Deal effectively with people/customer</td>
<td>2.4</td>
<td>0</td>
<td>2.4</td>
</tr>
<tr>
<td>3.</td>
<td>Adjust schedule to unexpected changes; be flexible</td>
<td>2.6</td>
<td>-0.3</td>
<td>2.4</td>
</tr>
<tr>
<td>4.</td>
<td>Be self-directed and work independently</td>
<td>2.2</td>
<td>+0.6</td>
<td>2.3</td>
</tr>
<tr>
<td>5.</td>
<td>Interpret the feelings, ideas, and opinions of others</td>
<td>2.8</td>
<td>-0.7*</td>
<td>2.6</td>
</tr>
<tr>
<td>6.</td>
<td>Insure others</td>
<td>2.1</td>
<td>-0.3</td>
<td>2.0</td>
</tr>
<tr>
<td>7.</td>
<td>Perform work under stress</td>
<td>2.1</td>
<td>-0.2</td>
<td>2.0</td>
</tr>
<tr>
<td>8.</td>
<td>Negotiate between two or more people/groups</td>
<td>2.3</td>
<td>-0.9*</td>
<td>1.4</td>
</tr>
<tr>
<td>9.</td>
<td>Prepare and/or influence others</td>
<td>2.2</td>
<td>-0.5</td>
<td>1.8</td>
</tr>
<tr>
<td>10.</td>
<td>Follow orders and accept supervision</td>
<td>2.6</td>
<td>-0.3</td>
<td>2.4</td>
</tr>
<tr>
<td>11.</td>
<td>Cooperate with others</td>
<td>2.8</td>
<td>-0.6*</td>
<td>2.9</td>
</tr>
<tr>
<td>12.</td>
<td>Solicit and make use of negative and positive feedback</td>
<td>2.8</td>
<td>-0.4</td>
<td>1.6</td>
</tr>
<tr>
<td>13.</td>
<td>Manage time and schedule activities</td>
<td>2.0</td>
<td>+0.6</td>
<td>2.0</td>
</tr>
<tr>
<td>14.</td>
<td>Set priorities</td>
<td>2.0</td>
<td>-0.1</td>
<td>2.1</td>
</tr>
<tr>
<td>15.</td>
<td>Respect confidential records and information</td>
<td>2.8</td>
<td>-0.1</td>
<td>2.8</td>
</tr>
<tr>
<td>16.</td>
<td>Be reliable, punctual, and conscientious</td>
<td>2.7</td>
<td>-0.1</td>
<td>2.6</td>
</tr>
<tr>
<td>17.</td>
<td>Show compassion for those with problems</td>
<td>2.7</td>
<td>-0.3</td>
<td>2.6</td>
</tr>
<tr>
<td>18.</td>
<td>Establish rapport with individuals of diverse backgrounds</td>
<td>2.3</td>
<td>0</td>
<td>2.4</td>
</tr>
<tr>
<td>19.</td>
<td>Think and behave calmly and rationally in an emergency</td>
<td>2.1</td>
<td>-0.1</td>
<td>1.7</td>
</tr>
<tr>
<td>20.</td>
<td>Be competitive; strive to better performance</td>
<td>2.0</td>
<td>+0.1</td>
<td>2.0</td>
</tr>
<tr>
<td>21.</td>
<td>Analyze a problem; do problem solving</td>
<td>1.9</td>
<td>+0.5*</td>
<td>2.7</td>
</tr>
<tr>
<td>22.</td>
<td>Use oral communication effectively</td>
<td>2.1</td>
<td>-0.1</td>
<td>2.4</td>
</tr>
<tr>
<td>23.</td>
<td>Do precise and accurate detailed work</td>
<td>2.6</td>
<td>+0.6*</td>
<td>2.6</td>
</tr>
<tr>
<td>24.</td>
<td>Compile information</td>
<td>2.2</td>
<td>+0.2</td>
<td>2.4</td>
</tr>
<tr>
<td>25.</td>
<td>Do a repetitive task following set procedures</td>
<td>1.7</td>
<td>+0.7*</td>
<td>2.3</td>
</tr>
<tr>
<td>26.</td>
<td>Evaluate a product using stated guidelines</td>
<td>2.1</td>
<td>+0.1</td>
<td>2.6</td>
</tr>
<tr>
<td>27.</td>
<td>Supervise or manage others</td>
<td>2.1</td>
<td>-0.3</td>
<td>1.6</td>
</tr>
<tr>
<td>28.</td>
<td>Sell a product/service</td>
<td>1.8</td>
<td>-1.2**</td>
<td>1.3</td>
</tr>
<tr>
<td>29.</td>
<td>Do simple arithmetic computations</td>
<td>1.6</td>
<td>-0.1**</td>
<td>1.9</td>
</tr>
<tr>
<td>30.</td>
<td>Learn and apply new information, rules, or procedures</td>
<td>2.1</td>
<td>+0.1</td>
<td>2.6</td>
</tr>
<tr>
<td>31.</td>
<td>Meet accountability demands of others</td>
<td>2.1</td>
<td>+0.1</td>
<td>2.4</td>
</tr>
<tr>
<td>32.</td>
<td>Carry out oral/written directions of some complexity</td>
<td>2.5</td>
<td>+0.1</td>
<td>2.3</td>
</tr>
<tr>
<td>33.</td>
<td>Use writing skills</td>
<td>2.7</td>
<td>0</td>
<td>2.2</td>
</tr>
<tr>
<td>34.</td>
<td>Read oral and written materials</td>
<td>2.2</td>
<td>+0.1</td>
<td>2.7</td>
</tr>
<tr>
<td>35.</td>
<td>Refer others to sources of information and assistance</td>
<td>2.4</td>
<td>-0.3</td>
<td>2.3</td>
</tr>
<tr>
<td>36.</td>
<td>Observe safety procedures on the job</td>
<td>2.4</td>
<td>+0.2</td>
<td>2.7</td>
</tr>
</tbody>
</table>

* = Difference of +0.5 to +0.9
** = Difference of 1.0 or greater
Table 15
Job-Specific Skills Self-Ratings for
Nine Adult Women Enrolled in Data Processing

(Scale: 3 = do well; 2 = do moderately well;
1 = cannot do easily; 0 = cannot do)

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use step-by-step logical reasoning</td>
<td>2.7</td>
</tr>
<tr>
<td>Carry out oral and written instructions of some complexity</td>
<td>2.1</td>
</tr>
<tr>
<td>Learn and apply rules</td>
<td>2.8</td>
</tr>
<tr>
<td>Use problem-solving and decision-making skills</td>
<td>2.6</td>
</tr>
<tr>
<td>Analyze and summarize data</td>
<td>2.4</td>
</tr>
<tr>
<td>Make inferences from data</td>
<td>2.5</td>
</tr>
<tr>
<td>Develop and use charts to describe a program's or project's work flow</td>
<td>2.2</td>
</tr>
<tr>
<td>Perform arithmetic operations with signed numbers</td>
<td>2.8</td>
</tr>
<tr>
<td>Do simple algebra</td>
<td>2.3</td>
</tr>
<tr>
<td>Use a pocket calculator</td>
<td>2.9</td>
</tr>
<tr>
<td>Use a typewriter/computer terminal</td>
<td>2.4</td>
</tr>
<tr>
<td>Think logically</td>
<td>2.4</td>
</tr>
<tr>
<td>Do mechanical or home repairs</td>
<td>1.2</td>
</tr>
<tr>
<td>Organize a project into its component parts and determine the order in which these must be performed</td>
<td>2.6</td>
</tr>
</tbody>
</table>
Table 16  
Job-Specific Skills Self-Ratings for  
Nine Adult Women Enrolled in Electronics Technology  
(Scale: 3 = do well; 2 = do moderately well;  
1 = cannot do easily; 0 = cannot do) 

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make electrical wiring and small appliance repairs</td>
<td>1.2</td>
</tr>
<tr>
<td>Identify an electrical circuit and its components</td>
<td>1.1</td>
</tr>
<tr>
<td>Make mechanical repairs on household items</td>
<td>1.9</td>
</tr>
<tr>
<td>Care for the equipment used in a home</td>
<td>2.7</td>
</tr>
<tr>
<td>Care for and make minor repairs on an automobile</td>
<td>0.8</td>
</tr>
<tr>
<td>Use common hand tools correctly and safely</td>
<td>2.1</td>
</tr>
<tr>
<td>Use common measuring instruments</td>
<td>2.6</td>
</tr>
<tr>
<td>Observe safe work habits in a workshop</td>
<td>2.2</td>
</tr>
<tr>
<td>Use safety precautions when working with tools and machinery</td>
<td>2.2</td>
</tr>
<tr>
<td>Identify common mechanical drawing instruments</td>
<td>1.3</td>
</tr>
<tr>
<td>Make pictorial drawings</td>
<td>1.6</td>
</tr>
<tr>
<td>Convert a pictorial drawing to a schematic drawing</td>
<td>1.4</td>
</tr>
<tr>
<td>Prepare scale drawings</td>
<td>1.1</td>
</tr>
<tr>
<td>Identify commonly used house wiring symbols</td>
<td>1.2</td>
</tr>
<tr>
<td>Detect potential safety hazards in items</td>
<td>1.7</td>
</tr>
<tr>
<td>Identify and correct safety problems such as worn wiring</td>
<td>1.4</td>
</tr>
<tr>
<td>Carry out oral and written directions of some complexity</td>
<td>1.8</td>
</tr>
<tr>
<td>Learn and apply rules</td>
<td>2.6</td>
</tr>
<tr>
<td>Organize a project into its component parts and determine the order in which these must be performed</td>
<td>2.2</td>
</tr>
</tbody>
</table>
Table 16 (continued)

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and use flow charts</td>
<td>2.0</td>
</tr>
<tr>
<td>Establish and maintain procedures to monitor work quality and quantity</td>
<td>1.7</td>
</tr>
<tr>
<td>Analyze a problem</td>
<td>2.7</td>
</tr>
<tr>
<td>Solve a problem</td>
<td>2.6</td>
</tr>
<tr>
<td>Do precise and accurate detailed work</td>
<td>2.3</td>
</tr>
<tr>
<td>Do a repetitive task following a set procedure</td>
<td>2.2</td>
</tr>
<tr>
<td>Do arithmetic computations</td>
<td>2.7</td>
</tr>
<tr>
<td>Do stained glass work, jewelry making, or other crafts that involve soldering</td>
<td>0.9</td>
</tr>
<tr>
<td>Do arts and crafts that involve etching</td>
<td>1.0</td>
</tr>
<tr>
<td>Build a radio, hi-fi, or other electronic items from a kit</td>
<td>0.9</td>
</tr>
</tbody>
</table>
Table 17
Job-Specific Skills Self-Ratings for Four Adult Women Enrolled in Medical Records Technology

(Scale: 3 = do well; 2 = do moderately well; 1 = cannot do easily; 0 = cannot do)

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract information with accuracy</td>
<td>2.5</td>
</tr>
<tr>
<td>Code and catalogue or index information</td>
<td>2.0</td>
</tr>
<tr>
<td>Recognize and summarize patient information</td>
<td>2.5</td>
</tr>
<tr>
<td>Demonstrate familiarity with medical terminology</td>
<td>1.5</td>
</tr>
<tr>
<td>Demonstrate a basic knowledge of human anatomy terms</td>
<td>1.8</td>
</tr>
<tr>
<td>Spell correctly</td>
<td>2.8</td>
</tr>
<tr>
<td>Use correct medical terminology for common diseases and injuries</td>
<td>1.8</td>
</tr>
<tr>
<td>Define common medical terms</td>
<td>1.8</td>
</tr>
<tr>
<td>Use medical dictionaries and other medical terminology references</td>
<td>1.5</td>
</tr>
<tr>
<td>Treat medical information as confidential</td>
<td>2.2</td>
</tr>
<tr>
<td>Do alphabetical and numerical filing accurately</td>
<td>2.8</td>
</tr>
<tr>
<td>Do precise and accurate detailed work</td>
<td>2.5</td>
</tr>
<tr>
<td>Carry out oral and written instructions of some complexity</td>
<td>2.5</td>
</tr>
<tr>
<td>Learn and apply rules</td>
<td>2.8</td>
</tr>
<tr>
<td>Respect and observe precautions concerning confidentiality of information</td>
<td>3.0</td>
</tr>
<tr>
<td>Read, understand, and explain medical consent forms</td>
<td>2.2</td>
</tr>
<tr>
<td>Use a medical library</td>
<td>2.5</td>
</tr>
<tr>
<td>Work in a hospital, nursing home, or other medical setting</td>
<td>2.2</td>
</tr>
<tr>
<td>Keep accurate records of health care</td>
<td>1.5</td>
</tr>
</tbody>
</table>
### Table 17 (continued)

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather information by locating background data</td>
<td>2.2</td>
</tr>
<tr>
<td>Assist with the maintenance of medical records</td>
<td>1.5</td>
</tr>
<tr>
<td>Use a typewriter</td>
<td>2.2</td>
</tr>
<tr>
<td>Develop and maintain current files</td>
<td>2.2</td>
</tr>
<tr>
<td>Keep records and prepare reports from them</td>
<td>2.0</td>
</tr>
<tr>
<td>Obtain and verify routine information</td>
<td>2.0</td>
</tr>
<tr>
<td>Prepare reports containing factual data</td>
<td>2.0</td>
</tr>
</tbody>
</table>
Appendix A

Script for Job Competency Identification

and Rating Sessions
Draft of Job Competencies Identification Procedure for Use with Employees and Supervisors in Selected Occupations

I. For each occupation, arrange for meetings of 9-12 entry-level workers and supervisors of entry-level workers employed in or near the field test cities.

1. Set dates, times, and location for two three-hour sessions with each group. These sessions should be roughly a week to 10 days apart.

2. Arrange for flip chart, markers, tape recorder and tapes. For the second session, job element blanks and pencils will be needed.

3. Group should be representative of employees working at the entry level and holding the job title being studied. About one-half should have held their jobs for at least one year, and be considered superior workers. The others should be supervisors of entry-level workers. If women are employed on the site in these categories, they should represent at least one-third of the group, to the degree possible. The group should also be multi-racial and multi-ethnic insofar as possible. The group members should participate willingly.

4. Arrange for an introduction by a union and/or company officer, who will express their support for the procedure.

II. Develop a list of task analysis

1. Describe purpose of study.

"We are developing a way of matching the things that people have done and learned in their lives with the skills and competencies needed to perform well in a number of jobs. One of the jobs we are interested in is __________. We hope to help employers identify people who will do the job well.

"You have been selected because your company has identified you as superior workers and supervisors."

2. Generate list of tasks involved in job.

"The first thing we will do today is to make a list of the kinds of Tasks involved in the job of __________. Remember, these are the tasks that are required of the beginning worker."
"I will write down these tasks as you think of them. Don't be concerned if some of your suggestions are repetitive. If someone makes a suggestion that you do not agree with, be sure to say so and to suggest your own idea. After we have your list of job tasks, we will make a list of the skills and competencies needed to do each task.

What are the specific tasks that are performed by entry-level workers?"

Develop task list. Be sure that this list describes actual activities done on the job. If someone mentions a skill or competency needed to do a task say, "that seems to describe a skill or competency underlying this task (or job). We will get to these skills in a few minutes." If the group gets into difficulty in describing the job tasks, you may ask "What are the things a beginning worker does every day in this job? "What does the person in this job do when s/he starts work each morning?" Brief job descriptions for each occupation are attached; these may be helpful in starting task descriptions if the group is reticent.

When the panel seems to have completed the task description, say:

"Are there any other tasks that beginning workers do that we have not listed?"

If there are, these should be written down. If not, a short break should be taken while the flip charts listing the job tasks are taped up so that everyone can see them during the next step, generating the list of skills and competencies underlying each task.

III. Generating the list of skills and competencies.

"Our next activity is to develop a list of the skills and competencies that are necessary to do each of these tasks. I will write down all suggestions, and you will each have the opportunity to rate all the skills and competencies which are generated. In this step, we are not concerned with the specific tasks that must be done to perform the job. Rather, we are concerned with the
underlying skills and competencies which are needed to perform an important job task or to carry out the job as a whole.

"The first task is __________. What skills and competencies are needed to do __________? Think of people who do this well. What skills and competencies do they have which make them superior workers? Or, consider barely acceptable workers you have known. Which skills and competencies did they lack? In other words, what makes an entry-level (specify title) superior? What gives a worker trouble if it is missing?

"Remember that the job we are concerned with is an entry-level position."

The job analyst should write down every panel suggestion, with the exception of specific credentials. Go through all the tasks.

When the panel seems to have completed a fairly exhaustive list, the job analyst says:

"Are there any other skills and competencies which have been excluded?" (Pause)

If there are, these should be written down. Continue as time allows.

The list of skills and competencies attached can be used as stimuli if the panel is unable to generate many skills.

IV. Closing:

Thank participants. Tell them about the next session.

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

"At the end of that session, we will be taking down information in order to issue checks to you. You should receive the checks within two weeks after that session."
Draft of Job Competencies Rating Procedure for Use with Employees and Supervisors in Selected Occupations

I. Meeting has already been arranged before first session, but some new materials are needed and certain things should be checked.

1. Be sure that, as far as possible, the same group is coming back in its entirety to rate the competency lists.

2. Arrange for duplicated lists of the job skills and competencies for each rater and for Job Competency Blanks and pencils (an example of the Blank is attached). No taping equipment will be necessary for this session.

II. Explain the rating procedure.

When the panel returns, they should each be given a duplicated list of their suggestions and a sufficient number of Job Competency Blanks to rate all suggestions. The job analyst should say:

"I would like you to rate a list of competencies and knowledge that, with your help and the help of others, have been previously identified as necessary for performing well in the type of job you do. Before we begin to rate these, I'd like to explain the type of form on which you will be doing the ratings. When I passed out the forms, I gave you a 3-digit number. This is your Rater Number and should be written in the space on the top left side of the Job Competency Blank. Does everyone have a number? (If not, give them one.) This number will help us keep the ratings of each of you separate. Also, please fill in the date and the page number in the spaces provided. Each time you begin a new sheet, please fill in this information. Please note that this information also needs to be filled in on all the other pages you use.

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

"In the space labeled Rater Job Title please indicate your present title. Then please circle the appropriate letter where it
says Rater Sex. We would also like you to fill in the name of your company and your division, if that is appropriate, in the space labeled Company Name.

"Since we are using the same procedure at sites in several metropolitan areas, we are asking you to record which Area you located in. Finally, would you please indicate if you were involved in the identification of these competencies by circling the Y next to where it says Previous Participation. If this is the first time you have met with us, please circle the N.

Before we go on, does anyone have any questions? (If so, pause to answer them.)

"Please look at the list of competencies we handed out. You will notice that each one is numbered; use this number when rating each competency. It should be placed in the column labeled Competency Number and then proceed with each of the two ratings.

"Under the heading labeled Worker, rate each competency on the performance level expected of the worker. Is it a competency found only in superior workers, average/adequate workers, is it a minimum competency, or is it not relevant to this particular job?

"As an example, consider a competency called "The ability to quickly and accurately add a column of two-digit numbers." From your knowledge of the first year of training for this occupation, is this something only superior workers can do? If it is, you would give it a rating of 3. Is it something someone considered an averagely competent worker can do? If it is, you should give it a 2 as a rating. If it is something required for minimum competence in this occupation, a rating of 1 should be used. A zero rating would indicate a competency which you feel is not related to your occupation.

"Next we are interested in your opinion about another measure of the competency's importance to your job. We would like to know when an employee would need to acquire the competency. If the person would need to have this competency before they were employed, you would give it a rating of 3. If the competency could be acquired while on the job, give it a rating of 2. A rating of 1 would indicate that it is not necessary for adequate performance on the job, but it is desirable to know for advancement
on the job. And, again, a rating of 0 says that the competency is not relevant to this job.

"Please remember that on each line of your rating sheet there should be a competency number, a Worker rating, and an Acquisition of Skill rating. Are there any questions? (If so, pause to answer them.)

"We are interested in your individual ratings, so we ask that you work independently. If you have a question about the meaning of a competency or knowledge, raise your hand and we will attempt to clarify it.

"We have extra sheets and pencils here. If you have a question about filling out the form, I will be glad to help you. I will announce (one or two) breaks during the rating session. We have (approximately 2 to 2 1/2 hours) to complete the ratings. When you have finished the ratings, put your sheets in order and bring them to me. At that time, we will have you write your name, address, and Social Security number on a separate sheet so that we can arrange for checks to be issued and mailed to you. We'd like to thank you all for agreeing to participate in the project --your help is invaluable to us.

"Are there any questions before we begin?" (If so, answer them.)"

Breaks of about 10 minutes should be announced every hour. Participants should be warned when they have 30 minutes left to complete the ratings.

3. Collect rating sheets. As participants bring them up, check that the information on the first sheet is filled out, that all knowledges and competencies have been rated twice, once in each column, and that the rater has filled in the rater number and page number on each sheet, and has put the sheets in order. Staple them together, thank the participant, mention that their check should arrive within two weeks, and offer to send a copy of the results if they make a note to that effect by their name on the name/address/S.S. number sheet.
<table>
<thead>
<tr>
<th>Competency No.</th>
<th>Worker</th>
<th>Acquisition of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3 = Employee must know to enter job</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 = Can be learned on job</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 = Desirable to learn for advancement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0 = Not relevant</td>
</tr>
</tbody>
</table>

Check that the number you fill in corresponds to the competency you are rating:

- 3 = Competency found only in superior workers
- 2 = Competency necessary for average/adequate job performance
- 1 = Minimum competency for job
- 0 = Not relevant
Appendix B

Employer and Vocational Educator

Interview Discussion Record Forms
Project ACCESS - Employer's Occupational Competency Interview

Name

Job Title

Type of Business, Industry, or Service

Date City/State

Occupation:

- Airline reservation agent
- Bank clerk
- Collection worker
- Floral designer
- Homemaker-home health aide
- Insulation worker
- Other (specify)
- Insurance claims adjuster
- Insurance sales agent
- Personnel/employee benefits worker
- Photo lab technician
- Social service aide

1. Do most people entering this job learn it from:

   - on-the-job training
   - training elsewhere

   (If elsewhere, what kind of training and where obtained)

2. What are the kinds of competencies you look for when you are hiring someone to enter this job?
3. What are the kinds of skills or past experiences that help a person learn this job easily?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. What are the qualities that make for a superior entry-level worker in this job?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
5. If a person is a superior entry-level worker in this job, is s/he promoted or advanced to another job or level?  Yes ___  No ___

(If yes, what is that job level?  __________________________

____________________________________________________

____________________________________________________)

(If yes, what other qualities, in addition to those already discussed, are necessary to be promoted or advanced?  __________________________

____________________________________________________

____________________________________________________)
Project ACCESS - Vocational Educator Competency Interview

Name ____________________________________________

Job Title ________________________________________

School/College/Program ________________________________________

Department/Specialty ________________________________________

Date ___________________________ City/State _______________________

Career trained for in program:

- Cook/chef
- Credit manager
- Dispensing optician
- Drafter
- Engineering/science technician
- Library technician

Other (specify) ____________________________________________

1. Are there any special courses that are required prerequisites to enter this program? Yes __ No __
   (If yes, what? ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

2. Do you have any system to screen, interview, or select students who enter this program? Yes __ No __
   (If yes, describe the process ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
(If yes, what kinds of skills, previous experience, and personal qualities do you look for in someone entering this program? __________)

3. What are the courses or training components usually required of all students in this program? __________

4. Do you ever exempt a student from one of these courses or components?
   Yes ___ No ___
   (If yes, what kind of skills or previous experiences are necessary for exemption? __________

5. What kinds of skills or previous experiences make it easy for a student to learn what is taught in this program? __________
6. What are the qualities that help a student do well in this program?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. Are there other things, beside what you teach and what we have discussed, that are important for a person to be successful in a career as a

__________________________________________? Yes ___ No ___

(If yes, what are they? ____________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Appendix C

Draft Occupational Rating Lists
Airline Reservation Agent Rating List

Ability to:

- Manage time and schedule activities
- Set priorities
- Advise people by telephone
- Refer people to sources of information and assistance
- Demonstrate knowledge of the United States and/or other countries
- Speak a foreign language
- Do accurate detailed work
- Direct, control, and plan the activities of others
- Adjust to a variety of activities and to unexpected changes
- Do a repetitive task following set procedures
- Do arithmetic computations
- Speak accent-free English
- Answer questions quickly and accurately
- Work under pressure
- Memorize information
- Learn new information quickly
- Type 20 words per minute or faster
- Work at a regular pace
- Resist distraction
- Obtain and verify information by phone
- Convey information by phone
- Sit still for long periods of time
- Use a computer
- Use a typewriter
- Perform clerical tasks
- Follow orders and accept supervision
- Keep records and prepare reports
- Use communication skills to persuade others
- Keep others informed of progress in writing or verbally
- Establish rapport with individuals of different backgrounds
- Use questioning skills
Use listening skills
Know how to use business forms
Deal effectively with customers
Maintain correspondence with customers
Sell a product or service
Coordinate several simultaneous activities
Establish work flow and work loading procedures
Establish or maintain and monitor work quality and quantity
Solicit and make constructive use of negative and positive feedback
Manage effectively in high pressure situations
Meet accountability demands of others
Use problem-solving and decision-making skills

Experience in:
Planning travel
Paid work as a reservation or travel agent
Paid work as a stewardess
Office work (typing, filing)
Selling a product or service
Arranging group trips

Personal characteristics:
Tact
Good telephone manner
Good oral communication skills
Bank Clerk/Teller Rating List

Ability to:

- Do arithmetic computations quickly
- Establish and maintain neat, accurate, detailed financial records
- Make change quickly and accurately
- Follow moderately complex procedures precisely
- Type 40 words per minute
- Use computerized records and enter information into them
- Handle unpleasant confrontations cheerfully
- Greet and serve large numbers of people while maintaining a pleasant, alert manner
- Demonstrate understanding of simple checking and saving accounts
- Accept constructive criticism and benefit from it
- Follow orders and accept supervision
- Explain and interpret bank policies and services clearly and tactfully
- Understand and explain financial and legal terms
- Obtain and verify factual information regarding customers' financial status tactfully
- Demonstrate respect for and willingness to safeguard the privacy and confidentiality of customers' financial records and transactions
- Learn details of new procedures and services quickly
- Work under pressure
- Inspire trust
- Work steadily at repetitive tasks
- Take responsibility
- Translate information and facts to a level of understanding appropriate for the customer/client
- Interpret an organization and its system for delivery of services to the public
- Demonstrate sensitivity to and awareness of community attitudes and concerns
- Investigate credit options
- Describe how to shop for a loan or mortgage
- Select bank accounts, savings plans, and investments that best meet a family's needs and circumstances
Establish rapport with individuals of diverse backgrounds
Think and behave rationally when dealing with an emergency
Prepare budget projections based on cost trends and/or historical analysis
Present the rationale and justification for a budget
Establish and maintain fiscal records and procedures that will meet external audit requirements
Plan an investment program to meet specified needs and objectives
Monitor an investment program and evaluate its effectiveness
Plan and execute short-term investments
Discuss the social implications of investment decisions
Obtain information about the economic condition and activities of a company before making investment decisions
Assess needs to determine what financial support is required
Describe the essential elements of sales contracts related to the purchase of cars, household appliances, home furnishings, home improvements, and services
Demonstrate use of business forms
Deal effectively with customers
Demonstrate a knowledge of the various types of investments and their advantages/disadvantages
Demonstrate knowledge of laws that can affect finances
Identify potential sources of financial support
Obtain financial support for an activity or program
Describe the legal differences in various forms of home ownership and the advantages/potential problems of each
Prepare and send out default notices
Establish and maintain procedures to monitor work flow and quality
Manage effectively in high pressure situations
Process data
Make inferences from data
Make conclusions and recommendations from data
Analyze and summarize data
Bank Clerk/Teller Rating List (continued)

Experience in:
- Cashier work
- Retail sales
- Clerical work
- Using an adding machine
- Making and submitting budgets
- Bookkeeping and accounting
- Using a computer terminal
- Handling credit
- Obtaining and repaying loans
- Customer relations

Personal Characteristics:
- Good memory for details
- Punctual and careful in work habits
- Outgoing and cheerful
- Enjoys work with numbers
- Self-starting
- Conscientious
Claims Adjuster Rating List

Ability to:

- Manage time
- Set priorities
- Develop and maintain current files
- Keep records and prepare reports
- Obtain and verify routine factual information
- Present arguments and evidence to support a position
- Identify the people in agencies, organizations, and services who can eliminate "red tape"
- Translate information and facts to a level of understanding appropriate to an individual's background and experience
- Develop written materials
- Make an oral presentation
- Provide information about agencies that can help with problems
- Establish rapport with individuals of diverse backgrounds
- Establish rapport with a person seeking advice
- Serve as a "sounding board" for those with problems
- Identify problems and difficulties
- Determine the urgency of a problem and handle it appropriately
- Respect the confidentiality of records and personal information
- Deal with interpersonal problems
- Prevent or limit conflict between individuals
- Identify the needs of a person in a crisis situation
- Provide advice and informal counseling
- Conduct negotiations with an awareness that compromise may be necessary
- Establish priorities when dealing with an emergency
- Select the legal services and processes appropriate for a problem
- Read insurance policies, contracts, legal agreements, etc., with understanding
- Conduct a search of legal documents to obtain information
- Coordinate simultaneous projects or activities
- Organize a project into its component parts and determine the sequence in which these activities should be performed
Claims Adjuster Rating List (continued)

Establish work flow and work loading procedures
Delegate responsibility and establish methods to determine if these responsibilities have been met
Monitor work quality and quantity
Keep records of individual and group progress
Build good working relationships with others
Use problem-solving and decision-making skills
Select data to document a statement
Develop a plan to investigate a problem
Define and delimit the basic issues of a problem
Identify the individuals and groups concerned with a problem
Identify individuals and groups that can help with a problem
Use contacts constructively when dealing with a problem
Use reference resources
Gather information by conducting interviews, confirming facts, and locating data
Make inferences from data
Make field investigations and prepare related reports
Prepare reports containing factual data and documentary (or other) evidence
Do accurate detailed work
Adjust schedule to a variety of activities and unexpected changes
Do repetitive work following a set procedure
Influence other people
Interpret the feelings, ideas, and opinions of others
Perform work under stressful conditions
Instruct others
Do computation/arithmetic
"Think on your feet"
Learn complex information
Read or scan files and forms with understanding
Deal assertively with professionals in several fields
Claims Adjuster Rating List (continued)

Elicit and convey information over the phone

Experience in:
  Daily office work (filing, typing, etc.)
  Phone solicitation

Personal characteristics:
  Good oral communications skills
Collections Worker Rating List

Ability to:

Read, write, and speak English fluently
Work under close supervision
Understand legal and financial terms
Understand and follow moderately complex procedures for making loans, checking credit, verifying employment, and closing loans
Remain calm, firm, and business-like during confrontations with hostile persons
Judge the value of cars, furnishings, and other objects/properties as collateral for loans
Do repetitive work on the telephone
Establish and maintain detailed records or files
Write accurate, complete reports
Read and understand financial statements (profit and loss, balance sheet)
Maintain a regular rate of contacts with debtors
Maintain personal detachment from the work
Explain and interpret legal and financial procedures orally and in writing
Suggest methods of making payment and obtain agreement from the debtor
Take command of the conversation and bring debtors to the point of acknowledging the debt and committing themselves to repay it
Use computerized credit records, assessing and entering information
Instruct and train others to make calls
Supervise others
Manage a credit office
Learn to judge and evaluate applications
Deal with other people
Evaluate information
Influence other people
Perform work under stressful conditions
Negotiate between people
Persuade others
Analyze a problem
Collections Worker Rating List (continued)

Compile information about a problem
Encourage the development of "common sense"
Respect and observe precautions concerning confidentiality of information
Conduct negotiations with an awareness of the necessity of compromise
Establish procedures that encourage fiscal responsibility
Apply appropriate accounting and/or bookkeeping techniques in maintaining financial records
Establish and maintain fiscal records and procedures that will meet external audit or accountability requirements
Describe the essential elements of sales contracts related to the purchase of cars, household appliances, home furnishings, home improvements, and services
Collect and record monies due
Demonstrate knowledge of laws that can affect finances
Prepare and send out default notices
Use techniques of conflict resolution
Meet accountability demands of others

Experience in:
  Retail sales
  Managing a small business or franchise
  Insurance investigation
  Clerical work
  Paralegal work
  Telephone soliciting
  Fund raising door-to-door
  Obtaining and repaying loans
  Handling credit
  Making and submitting organizational budgets or committee budgets
  Bookkeeping and accounting for organization
  Obtaining small grants
  Leading and motivating people to accomplish tasks
  Work in a bank

£7
Collections Worker Rating List (continued)

Personal Characteristics:
- Self-motivated, self-starting
- Competitive, strives to better performance
- Ambitious to earn high income
- Outgoing and gregarious
- Enjoys working on commission
- Good credit rating
- Able to be bonded
- Good driving record
Electronics Assembler Rating List

Ability to:

- Demonstrate fine manual dexterity
- Work steadily at highly repetitive manual tasks
- Wire circuit boards
- Differentiate between components
- Use a soldering iron
- Read blueprints, schematics
- Build prototype circuits from sketches, verbal instructions
- Demonstrate interest in how things work; fixing things
- Do arithmetic computations
- Learn computer language, data processing
- Attend to detail
- Train others
- Supervise others
- Do electrical wiring and/or small appliance repairs
- Assemble children's toys and/or play equipment
- Do precise and accurate detailed work
- Prepare scale drawings
- Demonstrate skills in arts and crafts
- Organize a project into its component parts and determine the sequence in which these activities need to be performed
- Establish work flow procedures
- Develop and use flow charts and other visual materials to describe work flow
- Establish and maintain procedures to monitor work quality and quantity
- Meet accountability demands of others
- Care for and maintain household equipment
- Observe safety precautions when using tools, equipment, and machines
- Make mechanical repairs on household items

Experience in:

- Packing and stock work
- Factory experience in light industry
Work utilizing fine hand tools
Fine arts, such as painting or sculpture
Crafts, such as weaving, stained glass, macrame, jewelry making, doll and toy making, etc.
Knitting and crocheting
Needlework (needlepoint, embroidery, crewel)
Making clothes for children, adults
Furniture building or repair

Personal characteristics:
Reliable and punctual
Willing to do shift work
Good color discrimination
Steady hands
Willing to continue learning new technical information
Strong interest and ability in mathematics
Floral Designer Rating List

Ability to:

- Demonstrate fine manual dexterity
- Use scissors, knives, and wire cutters
- Apply principles of color, texture, and design in floral arranging
- Identify aesthetic guidelines for evaluating and planning floral arrangements (balance, proportion, etc.)
- Demonstrate knowledge and skills related to planting and transplanting
- Maintain cut flowers in proper condition
- Cope with problem insects and pests
- Visualize completed arrangements
- Demonstrate knowledge of seasonal availability of flowers
- Demonstrate knowledge of plant names
- Work quickly and steadily at repetitive tasks
- Follow directions and accept supervision
- Quote prices for arrangements based on the number and type of flowers used and work put in
- Establish and maintain financial or sales records
- Apply appropriate accounting and/or bookkeeping techniques in maintaining financial records
- Act as a cashier
- Do simple arithmetic computations
- Interact pleasantly with customers
- Persuade customers to accept a substitute when the flowers desired are unavailable
- Show customers arrangements that can be bought for a given price
- Design newspaper and magazine ads for flower shops
- Assist customers in selecting flowers or floral arrangements
- Use a typewriter
- Hand-letter attractively
- Supervise others
- Train others
- Work under pressure
Floral Designer Rating List (continued)

Deal with people
Evaluate a product
Sell a product or service

Experience in:
Retail sales
Lawn and garden maintenance
Drawing or painting
Sculpting
House plant care
Bookkeeping
Landscaping and garden design
Flower arranging
Growing flowering plants

Personal characteristics:
Able to stand on feet many hours at a time
Outgoing and gregarious
Good color vision
Available to work evenings and weekends
Artistic sense
Creativity
Home Health Aide Rating List

Ability to:

Keep patient clean
Keep patient as physically attractive as disease allows
Assure that patient gets proper rest
Assure that patient takes medication as ordered
Observe patient for unusual symptoms or signs
Feed patient
Prepare and store food so as to conserve nutrients
Maintain clean and hazard-free living quarters for patient/family
Laundor garments, towels, and linens according to manufacturers' directions
Baby-proof a home
Provide standard first aid
Do cardio-pulmonary resuscitation
Change sterile dressing
Assist patient in the use of toilet facilities
Make observational records of patients
Make oral reports about patients
Recognize the common side effects of medication
Help patients develop ways of coping with the demands of daily life
Relate to patient/family and doctors, visiting nurses, social workers in a responsible, courteous, caring manner
Respect patient's/family's need for privacy and confidentiality
Evaluate and adapt a home in relation to a patient's disability
Understand how to transfer and transport patients/clients
Assist patient in use of special equipment (wheel chair, crutches, braces)
Encourage the patient to develop social skills
Refer others to sources of information and assistance
Supervise children
Care for the physical and emotional needs of patient/family/children
Teach or train groups or individuals in preventive or remedial health care
Carry out oral and written instructions and directions
Establish rapport with individuals of diverse backgrounds
Encourage the development of "common sense"
Demonstrate understanding of and rapport with children
Keep others informed of patient progress
Work with the elderly
Work with physically handicapped persons
Work with seriously ill patients
Work with young children
Follow orders and accept supervision
Direct, control, and plan the activities of others
Adjust schedule to a variety of activities and to frequent, unexpected changes
Influence other people
Interpret feelings, ideas, and opinions of others
Perform work under stressful conditions
Negotiate between two or more people
Instruct others
Supervise others
Be self-directed
Demonstrate familiarity with the community
Provide information about agencies that can help with health, home, family, and other problems
Identify and use resources in the community that can enrich the life of the ill, elderly, or handicapped
Demonstrate sensitivity to and awareness of community attitudes and concerns
Observe special diet rules
Plan menus and prepare meals
Evaluate the freshness and quality of meat, fish, poultry, fruit, vegetables, and dairy products
Evaluate the cost and nutritional value of alternative methods of preparing the same foods
Evaluate the quality of purchases made
Serve attractive and palatable meals
Home Health Aide Rating List (continued)

Prepare meals or adapt recipes to meet special diet needs
Demonstrate knowledge and understanding of the basic rules of nutrition
Detect potential health and safety hazards
Identify and correct conditions in the home that are fire or safety hazards
Manage the overall maintenance of a home
Show compassion for those with problems
Recognize the nonverbal cues and behaviors that indicate tensions or problems
Recognize and deal with medical emergencies
Think and behave rationally when dealing with an emergency
Budget existing funds
Establish procedures to monitor income and expenditures
Maintain hygienic conditions for a patient
Document patient progress
Maintain needed supplies for a patient
Recognize and provide for the psychological/social needs of the ill or elderly
Provide for the physical and emotional comfort of a patient
Plan for and help patient enjoy appropriate exercise and recreation
Encourage and aid in the development of self-sufficiency for the patient within the limits of his/her illness

Experience in:
  Teaching or teacher's aide
  Nursing assistant
  Hospital volunteer
  Homemaking
  Parenting
  Care of ill, handicapped, or elderly family member
  Counseling
  Household work/cleaning service
  Volunteer first aid/rescue squad

Personal characteristics: 75
  Flexibility
Home Health Aide Rating List (continued)

A tolerance for varied lifestyles of people
Good health
Willingness to ask questions and bring up problems
Punctuality
Dependability
Insurance Sales Agent Rating List

Ability to:

Plan, direct, and supervise the activities of others
Adjust schedule to a variety of activities and frequent changes
Influence other people
Interpret the feelings, ideas, and opinions of others
Work under stressful conditions
Instruct others
Do arithmetic computations
Analyze a problem and act on that analysis
Sell a product or service
Keep records and prepare reports
Obtain and verify factual information
Interpret an organization and its systems for the delivery of services to the public and to people in need of assistance
Identify target audiences
Identify communications technique(s) appropriate to an audience
Publicize and promote organizational materials
Present arguments and evidence to support a position
Use communication skills to persuade others
Organize and conduct meetings
Keep others informed about progress in a written or verbal form
Translate information and facts to a level of understanding appropriate to the background and experience of an audience
Make an effective oral presentation to a group
Show sensitivity to and awareness of community attitudes and concerns
Select insurance policies and plans that best meet a family's needs and circumstances
Establish rapport with individuals of diverse backgrounds
Respect and observe precautions regarding confidentiality of information
Provide advice and informal counseling when necessary
Conduct negotiations with an awareness that compromise may be necessary
Establish or maintain financial or sales records
Establish or maintain fiscal records and procedures that will meet audit or accountability requirements

Demonstrate the rationale for various kinds and amounts of insurance

Assess potential markets

Deal effectively with customers

Maintain correspondence with customers

Read an insurance policy with understanding and to interpret it

Develop goals and plans for an activity within the constraints of time, money, and personnel

Identify methods of evaluating effectiveness in meeting goals and timetables

Identify the resources (people, time, money, authority) needed to accomplish an objective

Coordinate several simultaneous projects

Delegate responsibility and establish accountability methods to determine if those responsibilities have been met

Establish and maintain procedures and monitor work quality and quantity

Solicit and make constructive use of positive and negative feedback

Keep records of individual or group progress

Use methods of conflict resolution

Prepare cost estimates

Assess the impact of different factors on a problem

Use contacts constructively

Make field investigations and prepare reports

Train others

Deal with rejection

Deal with adversity

Motivate people

Process information quickly

Adapt to different types of people

Deal with people non-judgmentally

Work independently
Insurance Sales Agent Rating List (continued)

Experience in:
- Fund raising
- Direct sales of a product or service
- Organizing a sales program
- Training others
- Supervising others
- Retail sales
- Money management

Personal characteristics:
- Empathy
- Desire for advancement, achievement, success
- Self-confidence
- Competitiveness
- Good listener
- Self-direction
- Familiarity with the community
- Strong ego
- Gregarious
Personnel Worker Rating List

Ability to:

Read, write, and speak English fluently
Understand legal and financial terms
Establish and maintain detailed records or files
Write accurate, complete reports
Explain and interpret legal and financial procedures orally and in writing
Compile information about a problem
Respect and observe precautions concerning confidentiality of information
Demonstrate knowledge of laws that can affect finances
Do arithmetic computations quickly and accurately
Follow complex procedures precisely
Use computerized records and enter information into them
Follow orders and accept supervision
Learn details of new procedures quickly
Work steadily at repetitive tasks
Adjust to a variety of activities and to unexpected changes
Meet accountability demands of others
Use a typewriter/computer terminal
Establish and maintain fiscal records and procedures which will meet external audit and/or accountability requirements
Plan an investment program in keeping with organizational needs and objectives
Monitor an investment program and evaluate its effectiveness
Demonstrate knowledge of the fundamentals of investment by explaining which investments were made or considered and why
Demonstrate the rationale for various kinds and amounts of insurance (health, life, tenant, auto, etc.)
Develop specific goals and plans for a specific activity, operating within constraints of available time, space, and personnel
Identify methods of evaluating effectiveness in meeting goals and objectives
Establish priorities based on the importance of each objective to goal attainment and on the resources available
Work creatively within the structure of relationships and the setting of an organization
Coordinate the execution of simultaneous projects

Develop and use flow charts, pert charts, and other visual materials to describe the program's or project's work flow

Delegate responsibility and establish accountability methods to determine if these responsibilities have been met

Solicit and make constructive use of negative and positive feedback

Help workers to see the relevance of their organization experience to their long-range career goals and/or personal development

Develop and maintain a system of evaluating records of job performance

Conduct salary administration and performance reviews for paid workers

Handle out-placements and terminations

Prepare a staffing plan and present the rationale for it

Help supervisors deal with personnel problems

Plan and implement programs for staff development

Demonstrate knowledge of state and federal laws for employee compensation and benefits

Deal with employee relations problems and develop programs to meet employee relations needs

Plan and monitor a retirement program

Plan and implement personnel policies and review them regularly for needed changes

Develop an affirmative action program and monitor compliance

Develop practical plans of identifying needs, time, costs, and personnel

Prepare job descriptions

Select and/or recruit individuals for a variety of jobs

Develop and use techniques that will minimize conflicts between personnel

Prepare advertisements to recruit personnel

Provide orientation to personnel new to an organization

Arrange for and monitor the job training of personnel

Demonstrate a knowledge of the psychological principles which govern people's behavior in a work situation

Prepare cost estimates for the use of personnel and their time

Determine the cost-effectiveness of alternative plans for personnel allocation
Abide by an organization's standards
Use problem-solving and decision-making skills
Identify areas where change is needed
Select methods and data which will document the need for change
Develop plans for investigating a problem area
Assess the impact of different factors on a problem area by various data collection techniques, such as interviewing, surveying, public discussions, etc.
Obtain and verify routine factual information from individuals
Develop training manuals
Identify training needs
Determine the suitability of various training approaches for individuals with different backgrounds and experiences
Establish rapport with individuals of diverse backgrounds
Demonstrate questioning skills
Demonstrate listening skills
Read with understanding and interpret insurance policies, medical consent and release forms, contracts, and legal agreements
Describe employees' legal rights in regard to benefits, such as pension, profit-sharing, life insurance, health insurance, and stock options
Persuade others
Negotiate with others
Deal with unpleasant confrontations
Work with different types of professionals (doctors, lawyers, insurance people)
Experience in:
Paralegal work
Insurance work
Legal secretarial
Nursing
Administration
Employment counseling
Union representation
Personnel Worker Rating List (continued)

-84-

Business
Computer programming
Banking
Teaching
Training

Personal characteristics:
- Flexibility
- Outgoing and gregarious
- Well organized
- Attention to detail
- Good communications skills (both verbal and written)
Photo Laboratory Worker Rating List

Ability to:
Make fine color discriminations
Use safety precautions in working with chemical solutions
Demonstrate good eye-hand coordination
Work steadily at simple, repetitive tasks following a set procedure
Follow directions
Measure and mix chemicals
Learn to operate several different types of machine
Do simple arithmetic computations
Demonstrate interest in mechanical processes
Train others to operate machines
Supervise others
Cooperate with coworkers
Sit still for long periods of time
Evaluate a product using stated guidelines
Do precise and accurate detailed work
Take responsibility
Follow orders and accept supervision
Learn and apply rules
Demonstrate skills in arts and/or crafts

Experience in:
Work as an assembler
Work in a factory
Amateur photography

Personal characteristics:
Not allergic to photo chemicals
Punctual
Able to do shift work
Patient
Dependable
Social Service Aide Rating List

Ability to:

- Manage time and schedule activities
- Organize and schedule work and people
- Set priorities
- Coordinate an activity
- Compile information about a problem
- Write clearly
- Perform clerical tasks
- Type 20 words per minute
- Carry out oral or written instructions
- Accept supervision
- Learn and apply the rules of an organization or agency
- Use office equipment
- Develop or maintain current files
- Keep records and prepare reports
- Interview to elicit and record background information
- Understand and fill out forms
- Check public records for information
- Articulate the philosophy of an organization or agency
- Interpret an organization and its system for the delivery of services to the public and to people in need
- Identify target groups to whom services should be directed
- Identify representatives of other organizations or of the government who should receive information about organizational or agency activities
- Establish interchange with representatives of various interest groups
- Present arguments and evidence to support a position
- Organize and conduct meetings
- Keep others informed about progress in written or in oral form
- Identify those people in community agencies, organizations, and services who can eliminate "red tape"
- Translate information and facts to a level of understanding appropriate to the background and experience of the audience
- Make an effective oral presentation to a group
Social Service Aide Rating List (continued)

Serve as an interpreter or translator
Demonstrate familiarity with the community and its concerns
Identify and direct others to counseling services
Provide information about agencies that can help with health, home, family, and other problems
Make referrals to drug assistance programs
Arrange for assistance to released prisoners
Arrange for psychiatric help
Identify legal resources and services to help with physical or emotional health problems
Identify legal resources and services to help with legal, financial, consumer, drug, or alcohol problems
Identify legal resources and services to help with problems of age, sex, or race discrimination
Use information resources to locate community services and facilities
Describe the various kinds of federal, state, and local aid available for people, who is eligible, and how to obtain this assistance
Identify and refer others to tenant's rights, welfare rights, block associations, and other "grass roots" groups
Explain how organizational and community structures relate to a problem and to its potential solutions
Identify resources in the community that may enrich the life of the ill, elderly, or handicapped
Identify and direct others to resources relevant to different cultural, ethnic, and religious heritages
Select living quarters to meet a family's needs and circumstances
Describe the rights and responsibilities of a tenant or home owner
Build client confidence in an agency
Establish rapport with individuals of diverse backgrounds
Establish rapport with a person seeking advice
Serve as a "sounding board" for those with problems
Identify an individual's problems and difficulties
Recognize the nonverbal cues and behaviors that indicate tensions or problems
Social Service Aide Rating List (continued)

Use questioning skills
Use listening skills
Use techniques to help people talk spontaneously
Use techniques to control the interchanges in counseling
Take notes unobtrusively during counseling and/or interview
Do referral counseling
Do intake or entrance interviewing, screening, and placement
Determine the urgency of a problem and handle it appropriately
Respect and observe precautions concerning the confidentiality of client information
Demonstrate techniques to prevent or limit conflict between individuals
Demonstrate a knowledge of the capacities and needs of special groups (aged, handicapped, etc.)
Identify the special needs of individuals who have a sudden change in their environment (death, divorce, etc.) and ways to meet these needs
Provide advice and informal counseling
Establish priorities in dealing with problems in an emergency
Develop support systems to deal with emergencies
Identify and direct others to sources of food, clothing, and shelter during personal crises or emergencies
Identify areas where change is needed
Obtain information about the groups affected by a problem and the existing programs and factors that impact on the problem
Identify individuals and groups that can help to implement change in a problem area
Use contacts constructively when seeking assistance with a problem
Gather information by conducting interviews, confirming facts, and locating background data
Make field investigations and prepare reports
Prepare reports containing factual data and documentary or other evidence
Prepare reports including statistics
Train others to do a specific job or task
Interface with professionals and the community
Social Service Aide Rating List (continued)

Match services and people
Judge how much information to reveal to a client
Motivate and persuade people
Handle large and small groups
Take constructive criticism
Decide on an appropriate action to remedy a situation

Experience in:
- Secretarial work and/or typing
- Social work/counseling
- Clerical work (filing, photostating, etc.)
- Obtaining information from people by phone or interview
- Making written or oral reports
- Responding to telephone inquiries
- Keeping accounts
- Counseling groups or individuals
- Referring others to sources of information and assistance
- Working with youth groups
- Working with the elderly
- Working with the emotionally disturbed, mentally handicapped, or physically handicapped
- Helping others obtain their rights (consumer action, tenant groups, civil/legal rights, etc.)
- Organizing a group to solve a neighborhood or community problem
- Interpreting for non-English speakers
- Dealing with social service agencies

Personal characteristics:
- Compassion
- Empathy
- Desire to help others
Appendix D

Revised Occupational Rating Lists from
the Experience Description Summary
ABILITY TO:

1. MANAGE TIME AND SCHEDULE ACTIVITIES
2. ADVISE PEOPLE BY TELEPHONE
3. REFER PEOPLE TO SOURCES OF INFORMATION AND ASSISTANCE
4. DIRECT, CONTROL, AND PLAN THE ACTIVITIES OF OTHERS
5. DO ARITHMETIC COMPUTATIONS
6. LEARN NEW INFORMATION QUICKLY
7. USE A TYPEWRITER
8. FOLLOW ORDERS AND ACCEPT SUPERVISION
9. PERSUADE OTHERS
10. PLAN TRAVEL
11. SELL A PRODUCT OR SERVICE
12. ARRANGE GROUP TRIPS
13. CONVEY INFORMATION BY TELEPHONE
14. OBTAIN AND VERIFY INFORMATION BY TELEPHONE
15. DEMONSTRATE KNOWLEDGE OF THE UNITED STATES AND/OR OTHER COUNTRIES
16. USE QUESTIONING SKILLS
17. USE LISTENING SKILLS
ABILITY TO:

1. MAKE CHANGE QUICKLY AND ACCURATELY
2. GREET AND SERVE LARGE NUMBERS OF PEOPLE WHILE MAINTAINING A PLEASANT, ALERT MANNER
3. UNDERSTAND SIMPLE CHECKING AND SAVINGS ACCOUNTS
4. RESPECT AND SAFEGUARD THE PRIVACY AND CONFIDENTIALITY OF FINANCIAL RECORDS AND TRANSACTIONS
5. LEARN DETAILS OF NEW PROCEDURES QUICKLY
6. INTERPRET AN ORGANIZATION AND ITS SYSTEM FOR THE DELIVERY OF SERVICES TO THE PUBLIC
7. DEMONSTRATE SENSITIVITY TO AND AWARENESS OF COMMUNITY ATTITUDES AND CONCERNS
8. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
9. ESTABLISH AND MAINTAIN FINANCIAL RECORDS
10. USE BUSINESS FORMS
11. DEAL EFFECTIVELY WITH CUSTOMERS
12. WORK AS A CASHIER
13. USE AN ADDING MACHINE
14. BE PUNCTUAL AND CAREFUL
15. FOLLOW ORDERS AND ACCEPT SUPERVISION
16. HANDLE UNPLEASANT CONFRONTATIONS CHEERFULLY
17. INSPIRE TRUST
18. THINK AND BEHAVE RATIONALLY WHEN DEALING WITH AN EMERGENCY
CLAIMS ADJUSTER RATING LIST

ABILITY TO:

1. Develop and maintain current files
2. Keep records and prepare reports
3. Obtain and verify factual information
4. Present arguments and evidence to support a position
5. Establish rapport with individuals of diverse backgrounds
6. Determine the urgency of a problem and handle it appropriately
7. Respect the confidentiality of records and personal information
8. Deal with interpersonal problems
9. Identify the needs of a person in a crisis situation
10. Conduct negotiations with an awareness that compromise may be necessary
11. Establish priorities
12. Read insurance policies, contracts, legal agreements, etc., with understanding
13. Conduct a search of legal documents to obtain information
14. Select data to document a statement
15. Develop a plan to investigate a problem
16. Define and delimit the basic issues of a problem
17. Use contacts constructively when dealing with a problem
18. Gather information by interviews, confirming facts, and locating data
19. Prepare reports containing factual evidence
20. Do accurate detailed work
21. Perform work under stressful conditions
22. Do computations/arithmetic
23. Learn complex information
24. Elicit and convey information over the telephone
25. Do fund raising by telephone
26. Demonstrate good oral communications skills
ABILITY TO:

1. Read, write, and speak English fluently
2. Understand legal and financial terms
3. Judge the value of cars, furnishings, and other objects
4. Establish and maintain detailed records
5. Encourage the development of "common sense"
6. Demonstrate knowledge of laws that can affect finances
7. Use techniques of conflict resolution
8. Be self-motivated, self-starting
9. Be competitive, strive to better performance
10. Work under close supervision
11. Remain calm, firm, and business-like during confrontations with people
12. Negotiate between people
ABILITY TO:

1. WORK STEADILY AT REPETITIVE MANUAL TASKS
2. USE A SOLDERING IRON
3. READ A BLUEPRINT OR DIAGRAM
4. EXPLAIN HOW THINGS WORK
5. DO ARITHMETIC COMPUTATIONS
6. ATTEND TO DETAIL
7. DO ELECTRICAL AND/OR SMALL APPLIANCE REPAIRS
8. ASSEMBLE CHILDREN'S TOYS AND/OR PLAY EQUIPMENT
9. DO PRECISE AND ACCURATE DETAILED WORK
10. ORGANIZE A PROJECT INTO ITS COMPONENT PARTS AND DETERMINE THE SEQUENCE IN WHICH THESE ACTIVITIES NEED TO BE PERFORMED
11. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
12. MEET ACCOUNTABILITY DEMANDS OF OTHERS
13. OBSERVE SAFETY PRECAUTIONS WHEN USING TOOLS, EQUIPMENT, AND MACHINES
14. MAKE MECHANICAL REPAIRS ON HOUSEHOLD ITEMS
15. DO WORK UTILIZING HAND TOOLS
16. DO CRAFTS, SUCH AS WEAVING, STAINED GLASS, MACRAME, JEWELRY MAKING, ETC.
17. DO KNITTING AND CROCHETING AND/OR NEEDLEWORK
18. BE RELIABLE AND PUNCTUAL
19. BE WILLING TO CONTINUE LEARNING NEW INFORMATION
20. WORK WITH HANDS QUICKLY AND WITH DEXTERITY
FLORAL DESIGNER RATING LIST

ABILITY TO:

  1. APPLY PRINCIPLES OF COLOR, TEXTURE, AND DESIGN
  2. USE AESTHETIC GUIDELINES (BALANCE, PROPORTION, ETC.) IN PLANNING FLORAL ARRANGEMENTS
  3. USE SCISSORS, KNIVES, AND WIRE CUTTERS
  4. MAINTAIN CUT FLOWERS IN PROPER CONDITION
  5. VISUALIZE HOW A COMPLETED FLORAL ARRANGEMENT SHOULD LOOK
  6. IDENTIFY FLOWERS AND PLANTS BY NAME
  7. INTERACT PLEASANTLY WITH CUSTOMERS
  8. DO SIMPLE ARITHMETIC COMPUTATIONS
  9. ESTABLISH AND MAINTAIN FINANCIAL OR SALES RECORDS
 10. FOLLOW DIRECTIONS AND ACCEPT SUPERVISION
 11. SELL A PRODUCT OR SERVICE
 12. USE ARTISTIC SENSE
 13. BE CREATIVE
ABILITY TO:

1. WORK WITH THE ELDERLY
2. WORK WITH YOUNG CHILDREN
3. SUPERVISE CHILDREN
4. SHOW COMPASSION FOR THOSE WITH PROBLEMS
5. RECOGNIZE AND DEAL WITH MEDICAL EMERGENCIES
6. THINK AND BEHAVE RATIONALLY WHEN DEALING WITH AN EMERGENCY
7. PROVIDE STANDARD FIRST AID
8. ASSURE THAT A PATIENT GETS PROPER REST
9. ASSURE THAT A PATIENT TAKES MEDICATION AS ORDERED
10. FEED A PATIENT
11. MAINTAIN CLEAN AND HAZARD-FREE LIVING QUARTERS FOR A PATIENT AND/OR FAMILY
12. RESPECT A PATIENT'S/FAMILY'S NEED FOR PRIVACY AND CONFIDENTIALITY
13. EVALUATE AND ADAPT A HOME IN TERMS OF A PATIENT'S DISABILITY
14. HELP A PATIENT DEVELOP WAYS OF COPING WITH THE DEMANDS OF DAILY LIFE
15. ASSIST A PATIENT IN THE USE OF SPECIAL EQUIPMENT (WHEEL CHAIR, CRUTCHES, ETC.)
16. ENCOURAGE A PATIENT TO DEVELOP SOCIAL SKILLS
17. CARE FOR THE PHYSICAL AND EMOTIONAL NEEDS OF A PATIENT, FAMILY, AND/OR CHILDREN
18. MAINTAIN HYGIENIC CONDITIONS FOR A PATIENT
19. PROVIDE FOR THE PHYSICAL AND EMOTIONAL COMFORT OF A PATIENT
20. ENCOURAGE AND AID IN THE DEVELOPMENT OF SELF-SUFFICIENCY FOR A PATIENT WITHIN THE LIMITS OF HIS/HER ILLNESS
21. DOCUMENT PATIENT PROGRESS
22. MAKE ORAL REPORTS ABOUT A PATIENT
23. RECOGNIZE THE SIDE EFFECTS OF COMMON MEDICATION
24. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
25. BE TOLERANT OF THE VARIED LIFE STYLES OF PEOPLE
26. ENCOURAGE THE DEVELOPMENT OF "COMMON SENSE"
27. PERFORM WORK UNDER STRESSFUL CONDITIONS
28. FOLLOW ORDERS AND ACCEPT SUPERVISION
29. DIRECT, CONTROL, AND PLAN THE ACTIVITIES OF OTHERS
30. BE SELF-DIRECTED

CONTINUED ON THE NEXT PAGE
ABILITY TO:

31. BE FLEXIBLE
32. PLAN MENUS AND PREPARE MEALS
33. DEMONSTRATE KNOWLEDGE OF THE BASIC RULES OF NUTRITION
34. EVALUATE THE FRESHNESS AND QUALITY OF MEAT, FISH, POULTRY, FRUIT, VEGETABLES, AND DAIRY PRODUCTS
35. EVALUATE THE QUALITY OF PURCHASES MADE
36. OBSERVE SPECIAL DIET RULES
37. PREPARE AND STORE FOOD SO AS TO CONSERVE NUTRIENTS
ABILITY TO:

1. INFLUENCE OTHER PEOPLE
2. INTERPRET THE IDEAS, FEELINGS, AND OPINIONS OF OTHERS
3. WORK UNDER STRESSFUL CONDITIONS
4. DO ARITHMETIC COMPUTATIONS
5. ANALYZE A PROBLEM AND ACT ON THAT ANALYSIS
6. OBTAIN AND VERIFY FACTUAL INFORMATION
7. PRESENT ARGUMENTS AND EVIDENCE TO SUPPORT A POSITION
8. MAKE AN EFFECTIVE ORAL PRESENTATION
9. SELECT INSURANCE POLICIES AND PLANS THAT BEST MEET A FAMILY'S NEEDS AND CIRCUMSTANCES
10. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
11. ASSESS POTENTIAL MARKETS
12. DEVELOP GOALS AND PLANS FOR AN ACTIVITY WITHIN THE CONSTRAINTS OF TIME, MONEY, AND PERSONNEL
13. EVALUATE EFFECTIVENESS IN MEETING GOALS AND TIMETABLES
14. IDENTIFY THE RESOURCES (PEOPLE, TIME, MONEY, AUTHORITY) NEEDED TO ACCOMPLISH AN OBJECTIVE
15. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
16. SOLICIT AND MAKE CONSTRUCTIVE USE OF POSITIVE AND NEGATIVE FEEDBACK
17. KEEP RECORDS OF INDIVIDUAL OR GROUP PROGRESS
18. USE CONTACTS CONSTRUCTIVELY
19. DEAL WITH REJECTION
20. DEAL WITH ADVERSITY
21. MOTIVATE PEOPLE
22. WORK INDEPENDENTLY
23. DO FUND RAISING
24. DIRECT THE SALE OF A PRODUCT OR SERVICE
25. ORGANIZE A SALES PROGRAM
26. COMPETE WITH OTHERS
27. BE SELF-DIRECTED
ABILITY TO:

1. Establish and maintain detailed records or files
2. Write accurate, complete reports
3. Respect and observe precautions concerning confidentiality of information
4. Follow complex procedures precisely
5. Follow orders and accept supervision
6. Learn details of new procedures quickly
7. Meet accountability demands of others
8. Use a typewriter
9. Establish and maintain fiscal records and procedures
10. Explain the rationale for various kinds and amounts of insurance (health, life, etc.)
11. Develop specific goals and plans for a specific activity, operating within constraints of available time, space, and personnel
12. Identify methods of evaluating effectiveness in meeting goals and objectives
13. Establish priorities based on the importance of each objective to goal attainment and on the resources available
14. Work creatively within the structure of relationships and the setting of an organization
15. Delegate responsibility and establish accountability methods to determine if these responsibilities have been met
16. Help people see the relevance of their organizational experience to their long-range career goals and/or personal development
17. Develop and maintain a system of evaluating job performance
18. Conduct salary administration and/or performance reviews
19. Handle out-placements and/or job terminations
20. Plan and implement programs for staff development
21. Deal with employee relations problems
22. Plan and monitor a retirement program
23. Plan and implement personnel policies
24. Prepare job descriptions
25. Select and/or recruit individuals for a variety of jobs
26. Provide orientation to personnel new to an organization
27. Arrange for and monitor the job training of personnel

CONTINUED ON THE NEXT PAGE . . .
ABILITY TO:

28. ABIDE BY AN ORGANIZATION'S STANDARDS
29. OBTAIN AND VERIFY ROUTINE FACTUAL INFORMATION FROM INDIVIDUALS
30. IDENTIFY TRAINING NEEDS
31. DEVELOP TRAINING MANUALS
32. DETERMINE THE SUITABILITY OF VARIOUS TRAINING APPROACHES FOR INDIVIDUALS WITH DIFFERENT BACKGROUNDS AND EXPERIENCES
33. ESTABLISH RAPPORT WITH INDIVIDUALS OF DIVERSE BACKGROUNDS
34. USE QUESTIONING SKILLS
35. USE LISTENING SKILLS
36. NEGOTIATE WITH OTHERS
37. DEAL WITH UNPLEASANT CONFRONTATIONS
38. BE OUTGOING AND GREGARIOUS
PHOTO LABORATORY TECHNICIAN RATING LIST

ABILITY TO:

1. MAKE FINE COLOR DISCRIMINATIONS
2. WORK STEADILY AT SIMPLE REPEATED TASKS, FOLLOWING A SET PROCEDURE
3. FOLLOW DIRECTIONS
4. TEACH IN OTHERS
5. SUPERVISE OTHERS
6. STAY STILL FOR LONG PERIODS OF TIME
7. EVALUATE A PRODUCT, USING STATED GUIDELINES
8. DO PRECISE AND ACCURATE DETAILED WORK
9. TAKE RESPONSIBILITY
10. FOLLOW ORDERS AND ACCEPT SUPERVISION
11. LEARN AND APPLY RULES
-105-

SOCIAL SERVICE AIDE RATING LIST

ABILITY TO:

1. Carry out oral or written instructions
2. Accept supervision
3. Learn and apply the rules of an organization or agency
4. Develop or maintain current files
5. Keep records and prepare reports
6. Understand and fill out forms
7. Articulate the philosophy of an organization or agency
8. Interpret an organization and its system for the delivery of services to the public and to people in need
9. Identify groups to whom social services should be directed
10. Identify representatives of other organizations or of the government who should receive information about organizational or agency activities
11. Keep others informed about progress in written or in oral form
12. Establish rapport with individuals of diverse backgrounds
13. Establish rapport with a person seeking advice
14. Serve as a "sounding board" for those with problems
15. Use questioning skills
16. Use listening skills
17. Respect and observe precautions concerning the confidentiality of information
18. Provide advice and informal counseling
19. Gather information by conducting interviews, confirming facts, and locating background information
20. Prepare reports containing factual data and documentary or other evidence
21. Motivate and persuade people
22. Do typing
23. Do clerical work (filing, etc.)
24. Make written or oral reports
25. Refer others to sources of information and assistance
26. Interpret for non-English speakers
27. Show compassion
28. Show empathy
29. Write clearly
30. Take constructive criticism
Appendix E

Interview Discussion Record Form

Covering Letter (AACJC)
April, 1979

Dear AAWCJC Member:

A random sample of women instructors and curricular program managers have been selected to participate in the national study being conducted by Dr. Ruth Ekstrom of Educational Testing Service and Carol Eliason of CWO/AACJC. The program's goals and objectives are described in the enclosed folder.

We need your response to the attached survey instrument as rapidly as possible to meet USOE/BOAE deadlines. Please be sure to mail your reply soonest.

If you have any questions, please call Carol Eliason at 202-293-7050, or Ruth Ekstrom at 609-921-9000.

Thank you,

Carol Eliason
Director,
CWO/AACJC

P.S. We will add your name to our project dissemination list upon receipt of your questionnaire. If this survey is not appropriate to your current employment, please pass it on to another instructor, male or female, in your college.
Appendix F

Draft Vocational Education Rating Lists
Computer Programmer Rating List

Ability to:

Operate a keypunch accurately
Operate a sorter
Operate a reproducer to gang-punch cards
Establish a file in a computer
Obtain a file listing from a computer
Use a file editor to make file corrections, additions, and deletions
Use a file editor to enter a coded program into a computer
Load and execute a simple computer program
Differentiate between sequential processing and direct-access processing
Use terminals for data input/output
Use step-by-step logical reasoning
Write and execute programs in a computer language
Understand the capabilities and functions of a computer
Debug a computer program
Do set arithmetic
Convert from number base ten, number base two, eight, or sixteen
Do arithmetic operations in base two, eight, or sixteen
Perform arithmetic operations with signed numbers (+, -)
Construct truth tables for logical statements
Perform algebraic operations with polynomials
Perform algebraic operations with fractions
Use exponents
Solve linear equations
Solve quadratic equations
Solve simultaneous equations
Do accounting showing debit and credit balances
Do trial balance
Keep an accounting journal or ledger
Do double entry bookkeeping
Read and interpret a balance sheet
Keep a sales journal
Computer Programmer Rating List (continued)

- Compute trade and cash discounts
- Determine accounts receivable and payable
- Keep a cash receipts journal
- Compute delivery charges and sales taxes on merchandise sold
- Determine credit terms
- Develop and/or maintain a merchandise inventory
- Determine the value of plant assets and/or intangible assets
- Prepare and defend an income tax return
- Develop and/or maintain a payroll system
- Determine the value of stock and the earnings and dividends from stock
- Evaluate the advantages and disadvantages of various short- and long-term investments
- Determine the cost of a manufactured product including materials, labor, and overhead
- Carry out clerical tasks
- Carry out oral and written instructions of some complexity
- Learn and apply rules
- Develop and/or maintain office files
- Use data processing equipment
- Use unit pricing and other techniques to compare costs
- Determine from among several items which one is the best buy
- Investigate credit options
- Select bank accounts, savings plans, and investments that meet needs and circumstances
- Understand and interpret a budget
- Present the rationale and justification for a budget
- Prepare budget projections based on cost trends
- Establish procedures to monitor income and expenditures
- Monitor income and expenses to exercise fiscal control and/or adjust budget
- Apply appropriate accounting/bookkeeping techniques in maintaining financial records
- Establish and maintain fiscal records and procedures that will meet external audit requirements
Computer Programmer Rating List (continued)

Monitor an investment program and evaluate its effectiveness
Determine retail prices on the basis of cost and overhead when a product or service is sold
Organize a program or project into its component parts and determine the sequence in which these activities need to be performed
Establish work flow and work loading procedures
Develop and use flow charts, pert charts, and other visual materials to describe a program's or project's work flow
Establish and maintain procedures to monitor work quality and quantity
Determine the cost effectiveness of alternative plans
Make electrical wiring and small appliance repairs
Use problem-solving and decision-making skills
Make inferences from data
Analyze and summarize data
Do precise and accurate detailed work
Use a pocket calculator
Use an adding machine
Experience in:
Keeping accounts for all or part of a volunteer organization
Submitting a budget for all or part of a volunteer organization
Being responsible for the financial management of a volunteer organization
Retail sales
Office work
Home budgeting and financial record keeping
Money management
Bookkeeping/accounting
Bank clerk/teller
Scientific/technical work
Mechanical/repair work
Cook/Chef Rating List

Ability to:

Serve attractive and palatable meals
Produce a quality food product
Evaluate prepared food
Do quantity cooking or baking
Demonstrate knowledge and understanding of the basic elements of nutrition
Plan, write, and evaluate menus using nutrition principles, cost, and eye appeal as guidelines
Use cost/benefits ratios in menu planning
Determine food prices on the basis of cost and overhead factors
Use appropriate preparation, cooking, serving, and storage methods to conserve food nutrients
Evaluate the cost and nutritional value of alternative methods of preparing the same foods
Conserve energy in food preparation and storage
Evaluate the freshness and quality of meat, fish, poultry, fruit, vegetable, and dairy products
Use proper methods of receiving and storing perishable, canned, boxed, and frozen foods
Prevent common food storage problems
Use purchase orders and other procedures for ordering on the wholesale food market
Inventory food and paper products supplies
Determine the appropriate quantity of food to buy
Read food labels to evaluate quality and weight of contents
Identify grades and quality of food
Maintain correspondence with suppliers
Work with purveyors
Demonstrate techniques of portion control in preparing and serving food
Select and prepare meat and poultry products by boiling, sauteing, roasting, deep fat frying, stewing, braising, and broiling
Identify various cuts of meat
Select meats suitable for various preparation techniques
Meet sanitation and safety requirements in food handling
Cook/Chef Rating List (continued)

Set up work stations for quantity food preparation (snack bars, vegetable preparation, sandwich preparation, dishwashing, etc.)

Demonstrate the skills and knowledge required of a short-order cook

Design the menu, prepare and display food for a cold buffet

Design the menu, prepare and display food for a hot buffet

Set up a steam table for use in serving a cafeteria line

Use the basic tools of bulk food preparation (oven, mixer, chopper, knives, slicer, refrigerator, freezer, fryers, broilers, dishwasher, whips, spoons, ladles, tongs, etc.)

Select, use, and care for kitchen appliances and utensils

Apply safety rules in the use of kitchen equipment

Explain or provide first aid procedures for burns, cuts, choking, etc.

Operate and care for food preparation equipment using work habits and correct sanitary procedures

Use standardized recipes

Read written recipes

Follow written and oral instructions for dry or wet measurement

Use weights and measures accurately in a recipe

Extend or divide recipes

Demonstrate familiarity with gourmet cookbooks

Recognize and use menu terminology correctly

Serve as hostess/host in restaurant

Serve as waitress/waiter in restaurant

Assess potential markets for food

Evaluate customer consumption patterns

Deal effectively and willingly with customers

Make taste discriminations

Make smell discriminations

Work with hands quickly and with dexterity

Stand on feet for long periods of time

Take extremes of temperature

Be creative
Cook/Chef Rating List (continued)

Be patient
Develop goals and plans for an activity operating within the constraints of time, space, and personnel
Coordinate the execution of simultaneous projects
Establish and maintain procedures to monitor work quality and quantity
Set priorities
Work under pressure
Hire people
Evaluate employees
Solicit and make constructive use of negative and positive feedback
Prepare work schedule assignment sheets for chefs, cooks, salad makers, bakers, etc., to coordinate food production
Supervise dining room and kitchen staff
Motivate employees
Gain respect of employees
Prepare yeast breads, yeast rolls, and sweet goods
Prepare quick breads
Prepare butter cakes and icings
Decorate cakes in simple designs
Prepare various kinds of pie crusts and fillings and assemble them into finished pies
Prepare foam cakes (angel food, sponge, chiffon)
Prepare cookies
Prepare desserts, such as custards, cheesecakes, mousses, from scratch
Prepare food specialties for regional, ethnic, or cultural groups
Prepare meals or adapt recipes to meet special diet needs
Prepare salads
Prepare salad dressings
Prepare appetizers, canapes, and hors d'oeuvres
Prepare various types of soups
Prepare sauces and gravies
Prepare vegetables for quantity food service
Prepare potatoes, rice, and pasta
Prepare various seafood products
Prepare sandwiches
Prepare garnishes for food
Prepare egg and breakfast dishes
Prepare non-alcoholic beverages (such as punch) and coffee
Use regional and seasonal foods
Use convenience foods
Work with left-over foods
Identify and prepare fruit products

Experience in:
Paid work as a cook
Paid work as a waitress/waiter
Cooking and baking
Gourmet/international cooking
Quantity food preparation
Catering for small parties
Evaluating and purchasing food
Dispensing Optician Rating List

Ability to:

- Demonstrate knowledge of the terminology and principles of optics
- Demonstrate knowledge of the anatomy of the eye
- Demonstrate knowledge of the fundamentals of lens manufacturing
- Measure the distance between the pupils of the eyes
- Use lens measuring instruments
- Operate lens edging and beveling machines
- Use small hand tools (pliers, files, screwdrivers, etc.)
- Check eyeglasses for power and lens quality
- Read a lens prescription
- Insert lenses into frames
- Adjust frames to a customer
- Prepare a work order for eyeglasses
- Order eyeglasses
- Evaluate a product using specifications or guidelines
- Detect potential health and safety hazards in items
- Do arithmetic and computations
- Develop and/or maintain current files
- Keep records and prepare reports
- Be responsible for financial management
- Be responsible for day-to-day administration
- Supervise the work of others
- Assist in the maintenance of medical records
- Follow orders and accept supervision
- Do precise and accurate detailed work
- Establish rapport with individuals of diverse backgrounds
- Establish rapport with those seeking advice
- Show compassion for those with problems
- Recognize the nonverbal cues and behaviors that indicate problems
- Respect and observe precautions concerning confidentiality of patients/customers and their medical records
- Provide advice and informal counseling when appropriate
- Apply principles of color and design
Dispensing Optician Rating List (continued)

Use aesthetic guidelines in evaluation
Select items which will coordinate with clothing
Obtain and verify routine factual information
Recognize and deal with medical emergencies
Establish procedures to monitor income and expenditures
Survey and choose among suppliers of products or services
Determine prices on the basis of cost and overhead factors
Arrange for or oversee performance of advertising, publicity, marketing, or sales promotion
Maintain correspondence with suppliers and customers
Maintain supplies needed for patients/customers
Establish and maintain procedures to monitor work quality and quantity
Solicit and make constructive use of negative and positive feedback
Maintain time and salary records
Deal with employee relations problems
Care for and maintain the materials and equipment used in optical dispensing
Make simple mechanical repairs
Train others to do specific jobs or tasks

Experience in:
Working in a medical setting
Record keeping
Conducting visual activity screening examinations
Advising others on selecting becoming styles
Retail sales
Drafter Rating List

Ability to:

- Construct lines using drafting equipment
- Do technical lettering
- Apply geometric construction
- Do free-hand sketching
- Sketch objects using orthographic projection
- Show dimensions of objects drawn
- Draw sectional views of objects
- Identify the symbols used in architectural drafting
- Sketch a rough floor plan for a house
- Draw a final floor plan for a house
- Draw elevations for a house
- Draft a map showing subdivisions
- Draft a map showing contours and/or topography
- Make an isometric drawing
- Use basic terminology to describe screw threads and fasteners
- Make simplified drawings of threads
- Make schematic drawings of threads
- Use basic terminology to describe cams and gear parts
- Draw a line or curve chart from data
- Draw a bar chart from data
- Draw a pie chart from data
- Make a detailed working draft
- Work neatly and accurately
- Make an assembly working drawing
- Use standard block lettering
- Operate a blueprint machine
- Determine the type of house that can be built on a given lot
- Determine traffic and utilization areas for a house
- Draw a house foundation and footing plan
- Draw a wall section to scale
- Draw detailed sections of doors and windows
Drafter Rating List (continued)

- Draw the electrical layout for a residence
- Draw the plumbing layout for a residence
- Draw the heating and air conditioning layout for a residence
- Prepare door, window, interior, and exterior finish schedules for a residence
- Make tracings of simple architectural drawings
- Make minor alterations to drawings or tracings
- Draw simple construction details
- Visualize what is to be drawn
- Read a blueprint
- Use drafting instruments
- Identify the common methods and materials used in building construction
- Identify the typical work flow and methods used in machine shops and/or foundries
- Read mechanical drawings
- Express ideas by drawing
- Do simple carpentry and construction
- Do electrical wiring
- Do painting, wallpapering, etc.
- Do interior design planning
- Do precise and accurate detailed work
- Do a repetitive task following a set procedure
- Analyze a problem
- Follow orders and accept supervision
- Use principles of balance, proportion, etc., in planning home design
- Create original home designs
- Prepare scale drawings of a room or house
- Establish work flow and/or work loading procedures
- Develop flow charts, pert charts, and other visual materials
- Identify architectural styles

Experience in:
- Drawing
Drafter Rating List (continued)

Painting
Building trades
Electronics Technician Rating List

Ability to:

Calculate voltage, current, and power values for a DC source
Convert a meter into a voltmeter, ammeter, or ohmmeter
Determine the internal resistance of any DC power supply
Determine the load required for maximum power transfer from a DC power supply
Select the proper size and type of wire for a given application
Define basic electrical and magnetic terms
Calculate voltage, current, power, and phase shift values for an AC source
Identify a circuit and its components
Analyze a mathematically stated AC wave
Graph the voltage through a resistor and capacitor
Collect and evaluate data to determine the EMF and internal impedance of an AC power source
Construct and analyze a characteristic curve for a tube or semi-conductor diode
Calculate and draw the output voltages and waveforms in a rectifier circuit
Recognize the various types of rectifier circuits
Calculate the effects various types of filtering have on the output voltages of a power supply
Explain how current flows through a transistor
Explain how a transistor affects current
Explain what is meant by amplification
Determine how a transistor amplification will function
Calculate the component values used in common emitter amplifiers
Identify, from observing a circuit schematic, which of the circuit configurations is being used
Determine how a tube amplifier will function
Read simple orthographic drawings
Identify common mechanical drawing instruments
Make orthographic drawings
Read and construct pictorial drawings
Dimension basic isometric and orthographic drawings
Electronics Technician Rating List (continued)

Use common shop layout and measuring instruments
Use a micrometer and vernier caliper accurately
Use a drill press
Use a bench grinder
Observe safe work habits in a workshop
Use common tools correctly and safely
Identify various types of electrical drawings
Draw electrical and electronic symbols
Locate points identified on a schematic in equipment or components
Convert a pictorial drawing to a schematic
Draw a schematic of the power supply of a receiver
Identify commonly used industrial and house wiring symbols
Read and draw elementary ladder diagrams
Lay out a PC circuit, using recommended patterns
Describe the procedure for making a printed circuit using the photographic method
Process a PC board using the photo resist method
Connect and solder shielded cable, stranded wire, and solid wire
Conduct a test lead using alligator clips and a coaxial connector
Lace a wire harness
Breadboard and test a simple electronics project
Carry out oral and written directions of some complexity
Learn and apply rules
Detect potential safety hazards in items
Identify and correct safety problems, such as worn wiring
Prepare scale drawings
Establish work flow and work loading procedures
Organize a project into its component parts and determine the sequence in which these activities need to be performed
Develop and use flow charts and other visual materials
Establish and maintain procedures to monitor work quality and quantity
Care for the equipment used in a home
Care for and make minor repairs on an automobile
Use safety precautions when working with tools, equipment, and machinery
Make mechanical repairs on household items
Make electrical wiring and small appliance repairs
Do stained glass work, jewelry making, or other craft activities that involve soldering
Do art or arts and crafts projects that involve etching
Do precise and accurate detailed work
Do a repetitive task following a set procedure
Analyze a problem
Solve a problem
Do computations/arithmetic
Graphic Arts/Lithographer Rating List

Ability to:

- Develop photographic film - black and white, color
- Make photographic prints - black and white, color
- Make print enlargements
- Identify style, size, and families of type
- Measure copy size and line lengths in printer's measure and inches
- Write layout specifications
- Compute dimensions on layout
- Construct and design layouts
- Read and correct layouts
- Make dummies of layouts
- Maintain files of art for use in layouts
- Select paper and ink from sample books
- Figure printing costs
- Proofread and compare copy
- Mark errors on proofs for correction
- Cut acetate overlays
- Perform type setting operations
- Program and set-up composing machines
- Set copy
- Edit and correct composed copy
- Maintain and service composing machines
- Lay out and position paste-ups
- Locate and position windows on paste-ups
- Paste-up copy
- Prepare a darkroom for photo composition
- Shoot line copy
- Reduce and/or enlarge copy
- Use correct bellows and lens in making camera settings
- Use correct F stops and focal length in making camera settings
- Determine correct exposure time and filter factors in making camera settings
- Expose and process film and printing material
Graphic Arts/Lithographer Rating List (continued)

Maintain darkroom equipment and make minor repairs
Lay out and mark work for stripping
Open flats and opaque negatives
Strip changes and corrections into negatives
Maintain stripping and drafting tools
Determine plate exposure time
Develop photo offset plates
Operate an offset press
Do bindery operations by hand, by machine
Do precise and accurate detailed work
Do a task following a set procedure
Develop and maintain current files
Carry out oral or written instructions of some complexity
Coordinate the development of materials for production
Create audio-visual materials for media use
Apply principles of color and design
Use color, light, and space to create a specific kind of appearance
Use aesthetic guidelines (balance, proportion, etc.) in evaluating a plan or design
Prepare scale drawings
Care for and maintain materials and equipment
Observe proper safety precautions while using tools, equipment, and machines

Experience in:
Design and/or layout of newsletters, brochures, etc.
Coordinating printing of materials
Ordering printing supplies
Running printing equipment
Proofreading and editing
Painting
Photography
Library Technician Rating List

Ability to:

- Prepare library materials for circulation
- Use basic library tools, such as the card catalogue
- Use reference sources, such as the encyclopedia, dictionary, almanac, and bibliographies
- Use computerized information retrieval systems
- Check books in and out
- Repair books
- Inventory overdue books and send notices
- Assist in cataloguing new books
- Assist in ordering new books
- Read the shelves and correct shelving as necessary
- Identify the criteria used to select books, periodicals, pamphlets, and non-print materials
- Make out purchase orders for print and non-print materials
- Process orders, including checking in orders and filing orders
- Type catalogue cards
- File library catalogue cards correctly
- Use shelf list file
- Mark spines, stamp, and apply plastic jackets to books
- Prepare and maintain picture files
- Prepare and maintain clipping files
- Utilize library circulation procedures
- Identify common library classification systems
- Shelve materials according to a designated classification system
- Use call numbers to identify and locate books
- Use the Reader's Guide to Periodical Literature to locate material
- Prepare reports on daily circulation
- Type 40 words per minute
- Verify orders for books, periodicals, and non-print materials
- Use tape recorders, movie and film strip projectors, slide projectors, and similar audio-visual equipment
- Use microfilm and microform readers
Library Technician Rating List (continued)

Use mounting and laminating equipment
Prepare a bibliography on a topic covering both books and periodical material
Make and mount transparencies for use in an opaque projector
Do office work, such as typing, filing, and mimeographing
Respond to telephone inquiries for information
Deal with other people
Evaluate books and other materials
Do accurate detailed work
Do a repetitive task following a set procedure
Compile information
Carry out oral and written instructions
Accept supervision
Demonstrate the use of office equipment
Develop or maintain files
Use computers and data processing equipment
Obtain and verify factual information
Check public records for information
Choose appropriate audio-visual materials
Identify and use information resources to locate community services and facilities
Locate and direct others to information resources that can help with the evaluation of goods and services; evaluation of health and safety hazards; identification of best buys; etc.
Demonstrate sensitivity to and awareness of community concerns
Identify community social, educational, and cultural resources
Identify and use resources relevant to different cultural, ethnic, and religious heritages
Evaluate books and movies to determine their suitability for a child
Identify resources in the community that can be used to augment school and preschool activities
Develop displays and special exhibits
Prepare display materials
Library Technician Rating List (continued)

Maintain correspondence with suppliers
Tell stories to children
Assist parents, teachers, and others working with children in the selection of books and other materials
Gather information by confirming facts and locating background data
Limit the focus of research by conceptualizing issues and defining variables
Develop and maintain a collection of research materials
Assist in the development of bibliographies
Research genealogical and family history records
Help with library user services
Assist with circulation of library materials
Assist individuals with handicaps (e.g., visual) in locating and using special library materials that will meet their needs
Determine the needs of library users and refer them to the appropriate materials
Develop and maintain a collection of materials relevant to a specialty
Evaluate the appropriateness of non-print library materials for specific groups or activities
Write research reports
Train others to do specific jobs or tasks
Work with school-age children
Work with preschool-age children

Experience in:
Secretarial work/typing
Library work
Clerical work
Serving as a public or school library volunteer
Medical Record Technician Rating List

Ability to:
Type 40 words per minute
Demonstrate familiarity with medical terminology
Demonstrate a basic knowledge of human anatomy and anatomical terms
Spell correctly
Identify words that are misspelled
Define common medical terms
Use correct abbreviations for anatomic terms
Use correct abbreviations for medical procedures
Use correct abbreviations for laboratory tests
Use correct medical terminology for common diseases and types of injuries
Identify the types of tests, records, and clinical information important in the diagnosis and treatment of common medical problems
Define the terms commonly used in psychotherapy and psychiatry
Identify and describe common neurological signs and symptoms
Describe the symptoms of common diseases
Identify the medical procedures most frequently used in diagnosing and treating common medical problems
Change a typewriter ribbon
Adjust a typing chair
Use a transcriber machine
Use medical dictionaries and other medical terminology references
Use a Selectric typewriter
Proofread and correct typed material
Develop and/or maintain a medical records file
Evaluate a medical record as a legal document
Determine if an individual or agency is authorized to receive medical records and related information
Demonstrate familiarity with the methods of numbering and filing medical records
Supervise medical record management
Describe the common laws and medical policies governing medical record retention
Treat a medical record as a confidential document
Medical Record Technician Rating List (continued)

- Design medical record chart forms
- Use a computerized medical record system
- Do alphabetical and numerical filing accurately
- Analyze the advantages/disadvantages of using microfilm/computer medical records
- Define legal terms that are relevant in dealing with medical records
- Demonstrate familiarity with how the U.S. legal system pertains to hospitals
- Describe the types of consent involved in dealing with medical records
- Demonstrate familiarity with disease and operation classification systems
- Code common medical diagnoses and procedures
- Index and retrieve medical information using diagnostic and procedural codes
- Use disease and operation classifications
- Develop and maintain medical record indexes
- Develop and maintain a cancer registry
- Abstract medical information from records
- Retrieve medical information from indexes and registers
- Cope with day-to-day supervisory responsibilities in a medical records department
- Communicate new developments in medical records practice to hospital personnel
- Recognize the ethical responsibilities of medical record technicians
- Recognize deficiencies in medical records and identify the physician responsible for completing the deficiency
- Carry out discharge analysis of medical records
- Do precise and accurate detailed work
- Do a repetitive task following a set procedure
- Negotiate between two or more people
- Instruct others
- Supervise others
- Manage others
- Take responsibility
- Analyze a problem
- Compile information about a problem
Medical Record Technician Rating List (continued)

Carry out oral and written instructions of some complexity
Follow orders and accept supervision
Learn and apply rules
Develop and maintain current files
Use data processing equipment
Obtain and verify routine facts
Keep records and prepare reports from them
Keep others informed in writing or verbally
Identify those people in community agencies, organizations, and services who can eliminate "red tape"
Act as liaison between various departments of a hospital
Translate information and facts to a level of understanding appropriate to the background and experience of an individual
Describe the various kinds of federal and state medical aid available to people and who is eligible for each
Establish rapport with individuals of diverse backgrounds
Establish rapport with a person seeking information
Show compassion for those with problems
Use good questioning skills
Determine the urgency of a problem and handle it appropriately
Respect and observe precautions concerning confidentiality of patient information
Provide advice and informal counseling when appropriate
Recognize and deal with medical emergencies
Think and behave rationally when dealing with an emergency
Establish priorities in dealing with problems in an emergency
Perform emergency communication functions
Read with understanding and interpret medical consent and release forms
Recognize evidence of evasion and discrepancies in medical or legal records
Establish work flow procedures
Delegate responsibility and establish accountability methods to determine if these responsibilities have been met
Establish and maintain procedures to monitor work quality and quantity
Medical Record Technician Rating List (continued)

Meet accountability demands of others
Use problem-solving and decision-making skills
Use a library and other reference sources
Gather information by locating background data, confirming facts, and identifying trends
Limit the focus of research by defining variables and identifying the unit of analysis
Analyze and summarize data
Obtain and verify routine factual information
Prepare reports containing factual data
Write research reports

Experience in:
Working in a hospital, nursing home, or other medical setting
Working with physically or mentally ill individuals
Keeping accurate records of health care
Providing home health care for children, chronically ill or handicapped individuals, or the elderly
Doing office work, such as typing and filing
Working with a first aid or rescue squad
Assisting with the maintenance of medical records in a hospital or nursing home
Occupational Therapy Assistant Rating List

Ability to:
Work with the emotionally disturbed
Work with the mentally handicapped
Work with the physically handicapped
Work with the physically ill
Work with the elderly
Understand the characteristics of the general treatment principles for stroke, cerebral palsy, emotional and mental disfunctions
Identify and explain basic patient care procedures for disease and for disabilities
Demonstrate a knowledge of human development
Identify the most common psychiatric disorders
Recognize the common side effects of psychiatric medication
Keep patient as physically attractive as disease allows
Keep patient clean
Supply attractive, nutritious meals
Assure that patient gets proper rest
Assure that patient takes medication as ordered
Do cardio-pulmonary resuscitation
Provide standard first aid
Understand how to transfer and transport patient/client
Understand how to position a patient to prevent deformities and improve functioning
Make static splints
Examine/test use of prosthetic devices
Provide a safe environment for patient
Evaluate a home in relation to patient's disability
Establish long- and short-term therapeutic goals
Help patients develop better ways of coping with the demands of daily life
Use problem-solving techniques to adapt activities to the needs of a patient
Evaluate a patient's vocation and avocational interests in terms of specific disabilities
Assess patient performance in daily living skills
Occupational Therapy Assistant Rating List (continued)

Apply knowledge of anatomy and physiology to occupational therapy
Contribute to the planning of an occupational therapy program
Use occupational therapy activities to restore or develop performance skills
Understand the physical, emotional, and educational needs of an individual with a physical or emotional handicap
Analyze a craft in terms of sensory input, specific motions required, and therapeutic aspects
Use reference material to learn a new craft or to learn advanced techniques in a familiar craft
Do leather work
Do ceramic work
Do block printing
Make mosaics.
Teach card and board games
Do basket weaving
Do needlework (knit, crochet, embroider, etc.)
Use wood working tools
Weave on a lap, table, or floor loom
Use clay, metal, wood, yarn, and other craft materials
Sew and use sewing tools
Teach games requiring gross motor activity, such as bowling, volleyball, badminton, table tennis, and billiards
Teach simple horticulture
Teach music or drama
Do copper tooling
Use art media, such as finger paints, acrylics, tempura, pastels, and crayons
Do macrame
Play a musical instrument
Teach an activity or skill to an individual
Teach an activity to a group
Use group process as a therapeutic tool
Plan and organize cooperative and competitive activities and know when each is appropriate
Give proper care and maintenance to occupational therapy equipment
Operate an occupational therapy area with consideration for safety, organization, and housekeeping
Order supplies and equipment for an activity
Inventory supplies and equipment
Plan and carry out trips to sporting events, dramatic presentations, concerts, recreational areas, museums, etc., for patients/clients
Write step-by-step procedures for an activity
Observe patient for unusual signs
Write concise, understandable reports
Make observational records of patients
Report orally on a patient's condition
Record and report professional information
Carry out oral and written instructions and directions
Follow orders and accept supervision
Obtain and verify routine factual information
Make an effective oral presentation to a group
Establish rapport with individuals of diverse backgrounds
Show compassion for those with problems
Relate to patients and staff in a responsible, courteous, and caring manner
Provide information about agencies that can help with health, home, family, and other problems
Help arrange for psychiatric assistance
Assist others in obtaining funds for social programs and services
Identify and direct others to free or low-cost public services
Identify and use community resources that may enrich the life of the ill, elderly, or handicapped
Identify and select appropriate educational environments
Assist individuals with handicaps in locating and using materials which will meet their needs
Identify those people in community agencies, organizations, and services who can eliminate "red tape"
Encourage the development of self-sufficiency for a patient within the limits of his/her illness or handicap
Identify methods of evaluating effectiveness in meeting goals and objectives
Identify when a change or termination of therapy is appropriate
Identify and explain the basic concepts of health care delivery
Train groups or individuals in preventive or remedial health care
Recognize the nonverbal cues and behaviors that indicate tensions and problems
Encourage the development of "common sense"
Determine the urgency of a problem and handle it appropriately
Respect patients' need for privacy and confidentiality
Understand professional ethics and responsibilities
Understand the legal implications of therapy and therapy records
Manage time and schedule activities
Encourage the development of social skills
Use remotivation technique
Use reality orientation
Set and monitor instructional objectives
Use audio-visual materials
Help those being trained to see the relevance of their training experience to their long-range career goals and/or personal development
Develop positive student/client attitudes toward learning

Experience in:
Paid work as a teacher
Paid work as a nurse
Caring for an ill, elderly, or handicapped family member
Volunteer work assisting an occupational therapist in a hospital or nursing home
Respiratory Therapy Worker Rating List

Ability to:

Communicate effectively with patients
Observe hospital protocol and ethics
Take patient's vital signs
Use common pulmonary terms and symbols
Describe anatomy and physiology of the cardiovascular system
Describe anatomy and physiology of the respiratory system
Use aerosol therapy
Use simple oxygen delivery systems
Clean and sterilize equipment
Provide first aid for injuries
Work with ill children, adolescents, and/or adults
Teach or train individuals in preventive or remedial health care
Assist in maintenance of medical records
Deal with other people
Do precise and accurate detailed work
Do a repetitive task following a set procedure
Interpret others' feelings
Perform work under stressful conditions
Carry out oral and written directions of some complexity
Follow orders and accept supervision
Keep records and prepare reports
Translate information and facts to a level appropriate to an individual's background and experience
Establish rapport with individuals of diverse backgrounds
Show compassion for those with problems
Identify an individual's problems and difficulties
Recognize the nonverbal cues which indicate problems
Determine the urgency of a problem and handle it appropriately
Respect and observe the confidentiality of medical records
Recognize and deal with medical emergencies
Think and behave rationally when dealing with an emergency
Perform basic life support functions
Respiratory Therapy Worker Rating List (continued)

Provide general assistance in a hospital emergency room
Provide general assistance in a hospital outpatient department
Assist in a hospital pharmacy
Provide a safe environment for a patient
Provide effective medical care for a patient
Maintain supplies needed by a patient
Recognize and provide for the psychological needs of the ill
Provide for the physical and emotional comfort of a patient
Plan for and help patients enjoy appropriate exercise
Encourage and aid in the development of patient self-sufficiency within the limits set by the illness
Meet accountability demands of others
Care for and maintain the materials and equipment used in respiratory therapy
Observe safety precautions in using equipment and medicine

Experience in:
Paid work in nursing
Caring for the elderly or handicapped
Providing home health care
Work as a member of a first aid/rescue squad
Working with the ill in a hospital or nursing home
Welder Rating List

Ability to:

- Use the fundamentals of mathematics, as applied to addition, subtraction, multiplication, and division of whole numbers
- Work mathematical problems involving common fractions and decimals
- Do mathematical problems involving powers and roots
- Solve mathematical problems using simple algebraic rules and formulas
- Use basic geometry to determine areas and volumes
- Read and interpret the basic elements of a blueprint
- Interpret one, two, and three view mechanical drawings
- Understand size description and dimensioning procedures in mechanical drawing
- Interpret welding symbols and abbreviations used on blueprints
- Understand the common lines used in blueprints
- Understand the standard gauges used in wire, sheets, plates, and pipe
- Explain, from a blueprint, where to weld and the amount and type of weld to use
- Make mechanical drawings and sketches
- Make objects from metal to correspond with simple mechanical drawings
- Lay out sheet metal objects and bend them for welding
- Use and care for fabricating tools
- Use common hand tools, such as rules, calipers, and hacksaws
- Do basic operations on machine shop tools, such as drill press, engine lathe, and milling machine
- Follow safe and efficient work habits in a machine shop
- Perform bench work
- Do basic layout procedures
- Explain how the basic laws of physics, as related to topics such as heat, force, and energy, apply to welding work
- Explain how the properties of solids, liquids, and gases are related to welding
- Recognize the quality of welds
- Correct defects in a weld
- Describe the methods of testing welds
- Test a weld
Welder Rating List (continued)

Use and maintain oxyacetylene equipment for welding and cutting
Do soldering and/or brazing
Identify types of metal
Identify the correct joining process for a specified situation
Use electric arc welding equipment
Run high quality weld beads
Prepare metals for welding
Use safe work habits with welding equipment
Use the equipment necessary in gas shielded arc welding
Select the best shielding gas or gases for a specific job
Run beads and make fillet welds and butt welds using the metal inert gas process
Make satisfactory welds on aluminum, stainless steel, copper, and carbon steel
Identify the most frequently used piping layouts
Lay out and fabricate pipe welding joints
Do electrical wiring and small appliance repairs
Do plumbing repairs
Do simple carpentry and construction projects around the home
Assemble and/or repair children's toys and play equipment
Make layout plans for placement of furniture in a room
Plan layouts and design for posters, newsletters, etc.
Do arts and crafts work with stained glass or other craft involving soldering
Do jewelry making or other metal-working arts and crafts projects
Assemble radios, hi-fi sets, etc., from kits or components
Do precise and accurate detailed work
Do computations and arithmetic
Carry out oral and written directions of some complexity
Follow orders and accept supervision
Detect potential health and safety hazards
Prepare scale drawings of a room or house
Organize a project into its component parts and determine the sequence in which these activities need to be performed.

Establish work flow procedures.

Establish and maintain procedures to monitor work quality and quantity.

Care for and maintain materials and equipment.

Use proper safety precautions in working with tools, equipment, and machines.

Make mechanical repairs on household items.

Make minor repairs on an automobile.
Appendix G

Revised Vocational Education Rating Lists from the Experience Description Summary
ABILITY TO:

1. Use step-by-step logical reasoning
2. Carry out oral and written instructions of some complexity
3. Learn and apply rules
4. Use problem-solving and decision-making skills
5. Analyze and summarize data
6. Make inferences from data
7. Develop and use charts and other visual materials to describe a program's or project's work flow
8. Perform arithmetic operations with signed numbers (+, -)
9. Do simple algebra
10. Use a pocket calculator or other data processing equipment
11. Use a typewriter computer terminal
12. Think logically
13. Do mechanical work or repair home appliances
14. Organize a project into its component parts and determine the order in which these activities must be performed
ABILITY TO:

1. PLAN, WRITE, AND EVALUATE MENUS USING NUTRITIONAL PRINCIPLES, COST, AND EYE APPEAL AS GUIDELINES
2. EVALUATE THE COST AND NUTRITIONAL VALUE OF ALTERNATIVE METHODS OF PREPARING THE SAME FOODS
3. EVALUATE AND PURCHASE FOODS
4. EVALUATE THE FRESHNESS AND QUALITY OF MEAT, FISH, POULTRY, FRUIT, VEGETABLES, AND DAIRY PRODUCTS
5. DETERMINE THE APPROPRIATE QUANTITY OF FOOD TO BUY
6. DO COOKING AND BAKING
7. PREPARE FOOD IN QUANTITY (FOR LARGE GROUPS)
8. CATER FOOD FOR SMALL PARTIES
9. PREPARE SALADS AND SALAD DRESSINGS
10. PREPARE VARIOUS TYPES OF SOUPS, SAUCES, AND GRAVIES
11. PREPARE POTATOES, RICE, AND PASTA
12. PREPARE VARIOUS SEAFOOD PRODUCTS
13. PREPARE SANDWICHES
14. PREPARE EGG AND BREAKFAST DISHES
15. IDENTIFY AND PREPARE FRUIT PRODUCTS
16. PREPARE GARNISHES FOR FOOD
17. PREPARE VEGETABLES FOR QUANTITY FOOD SERVICE
18. WORK WITH LEFT-OVER FOODS
19. EVALUATE PREPARED FOOD
20. PRODUCE A QUALITY FOOD PRODUCT
21. USE WEIGHTS AND MEASURES ACCURATELY IN A RECIPE
22. MEET SANITATION AND SAFETY REQUIREMENTS IN HANDLING FOOD
23. APPLY SAFETY RULES IN THE USE OF KITCHEN EQUIPMENT
24. USE THE BASIC TOOLS OF BULK FOOD PREPARATION (OVEN, MIXER, CHOPPER, SLICER, ETC.)
25. RECOGNIZE AND USE MENU TERMINOLOGY CORRECTLY
26. SET PRIORITIES
27. WORK UNDER PRESSURE
28. SELECT MEATS SUITABLE FOR VARIOUS PREPARATION TECHNIQUES
29. WORK WITH HANDS QUICKLY AND WITH DEXTERITY
30. ESTABLISH AND MAINTAIN PROCEDURES TO MONITOR WORK QUALITY AND QUANTITY
ABILITY TO:

1. Do precise and accurate detailed work
2. Use small hand tools (pliers, files, screwdrivers, etc.)
3. Do arithmetic and computations
4. Advise others about selecting becoming styles
5. Show compassion for those with problems
6. Establish rapport with those seeking advice
7. Recognize the nonverbal cues and behaviors which indicate problems
8. Establish rapport with individuals of diverse backgrounds
9. Prepare a work order
10. Survey and choose among suppliers of products
11. Be responsible for day-to-day administration
12. Establish procedures to monitor income and expenditures
13. Determine prices on the basis of cost and overhead factors
14. Arrange for or oversee performance of advertising, publicity, marketing, or sales promotion
15. Maintain correspondence with suppliers and customers
16. Establish and maintain procedures to monitor work quality and quantity
17. Deal with employee relations problems
ABILITY TO:

1. SIT STILL FOR LONG PERIODS OF TIME
2. DRAW
3. EXPRESS IDEAS BY DRAWING
4. VISUALIZE WHAT IS TO BE DRAWN
5. SKETCH OBJECTS SO AS TO SHOW THREE DIMENSIONS
6. DRAW SECTIONAL VIEWS OF OBJECTS
7. SHOW DIMENSIONS OF OBJECTS DRAWN
8. DRAW A MAP SHOWING CONTOURS AND/OR TYPOGRAPHY
9. DRAW A LINE, BAR, OR PIE CHART FROM DATA
10. USE STANDARD BLOCK LETTERING
11. DO TECHNICAL LETTERING
12. READ A BLUEPRINT
13. USE DRAFTING INSTRUMENTS
14. WORK NEATLY AND ACCURATELY
15. DO PRECISE AND ACCURATE DETAILED WORK
16. ANALYZE A PROBLEM
17. FOLLOW ORDERS AND ACCEPT SUPERVISION
18. MAKE A DETAILED DRAWING
19. CREATE ORIGINAL HOME DESIGNS
20. DO HOME REPAIRS, CARPENTRY, OR CONSTRUCTION
ABILITY TO:

1. Make electrical wiring and small appliance repairs
2. Identify an electrical circuit and its components
3. Make mechanical repairs on household items
4. Care for the equipment used in a home
5. Care for and make minor repairs on an automobile
6. Use common hand tools correctly and safely
7. Use common measuring instruments
8. Observe safe work habits in a workshop
9. Use safety precautions when working with tools, equipment, and machinery
10. Identify common mechanical drawing instruments
11. Make pictorial drawings
12. Convert a pictorial drawing to a schematic drawing
13. Prepare scale drawings
14. Identify commonly used house wiring symbols
15. Detect potential safety hazards in items
16. Identify and correct safety problems, such as worn wiring
17. Carry out oral and written directions of some complexity
18. Learn and apply rules
19. Organize a project into its component parts and determine the sequence in which these activities need to be performed
20. Develop and use flow charts and other visual materials
21. Establish and maintain procedures to monitor work quality and quantity
22. Analyze a problem
23. Solve a problem
24. Do precise and accurate detailed work
25. Do a repetitive task following a set procedure
26. Do computations/arithmetic
27. Do stained glass work, jewelry making, or other craft activities that involve soldering
28. Do art or crafts projects that involve etching
29. Build a radio, hi-fi, or other electronic item from a kit or component parts
ABILITY TO:

1. Design or plan the layout of newsletters, brochures, etc.
2. Write layout specifications
3. Figure printing costs
4. Coordinate the printing of materials
5. Coordinate the development of materials for production
6. Edit and correct composed copy
7. Maintain files of art for use in layouts
8. Develop and maintain current files
9. Order supplies
10. Take photographs
11. Expose and process film
12. Use correct f stops and focal length in making camera settings
13. Determine correct exposure time in making camera settings
14. Use correct lens and bellows to take close-ups
15. Develop photographic film
16. Make photographic prints
17. Make photo enlargements
18. Apply the principles of color and design
19. Use color, light, and space to create a specific kind of appearance
20. Use aesthetic guidelines (balance, proportions, etc.) in evaluating a plan or design
ABILITY TO:

1. Use basic library tools, such as the card catalogue
2. Use reference books, such as the encyclopedia, dictionary, almanac, and bibliographies
3. Use library call numbers to identify and locate books
4. Use the reader's guide to periodical literature to locate material
5. Prepare a bibliography on a topic covering both books and periodicals
6. Assist in the development of bibliographies
7. Research genealogical and family history records
8. Help with library user services
9. Assist in circulation of library materials
10. Assist parents, teachers, and others working with children in the selection of books and other materials
11. Identify and use information resources to locate community services and facilities
12. Locate and direct others to information resources that can help with the evaluation of goods and services; the evaluation of health and safety hazards; the identification of best buys; etc.
13. Identify and use resources relevant to different cultural, ethnic, and religious heritages
14. Inventory overdue books and send notices
15. Assist in cataloguing new books
16. File library catalogue cards correctly
17. Prepare reports on library circulation
18. Make out purchase orders
19. Process orders, including checking in and filing
20. Type
21. Prepare and maintain files
22. Verify orders
23. Use tape recorders, movie and film strip projectors, slide projectors, and similar audio-visual equipment
24. Make and mount transparencies for use in an opaque projector
25. Deal with other people
26. Do accurate detailed work
27. Do a repetitive task following a set procedure
28. Carry out oral and written instructions

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ABILITY TO:

29. ACCEPT SUPERVISION
30. TRAIN OTHERS TO DO SPECIFIC JOBS OR TASKS
31. COMPILE INFORMATION
32. OBTAIN AND VERIFY FACTUAL INFORMATION
33. CHECK PUBLIC RECORDS FOR INFORMATION
34. GATHER INFORMATION BY CONFIRMING FACTS AND LOCATING BACKGROUND DATA
35. PREPARE DISPLAY MATERIALS
 MEDICAL RECORDS TECHNICIAN RATING LIST

ABILITY TO:

1. ABSTRACT INFORMATION WITH ACCURACY
2. CODE AND CATALOGUE OR INDEX INFORMATION
3. RECOGNIZE AND SUMMARIZE PERTINENT INFORMATION
4. DEMONSTRATE FAMILIARITY WITH MEDICAL TERMINOLOGY
5. DEMONSTRATE A BASIC KNOWLEDGE OF HUMAN ANATOMICAL TERMS
6. SPELL CORRECTLY
7. USE CORRECT MEDICAL TERMINOLOGY FOR COMMON DISEASES AND TYPES OF INJURIES
8. DEFINE COMMON MEDICAL TERMS
9. USE MEDICAL DICTIONARIES AND OTHER MEDICAL TERMINOLOGY REFERENCES
10. TREAT MEDICAL INFORMATION AS CONFIDENTIAL
11. DO ALPHABETICAL AND NUMERICAL FILING ACCURATELY
12. DO PRECISE AND ACCURATE DETAILED WORK
13. CARRY OUT ORAL AND WRITTEN INSTRUCTIONS OF SOME COMPLEXITY
14. LEARN AND APPLY RULES
15. RESPECT AND OBSERVE PRECAUTIONS CONCERNING CONFIDENTIALITY OF INFORMATION
16. READ, UNDERSTAND, AND EXPLAIN MEDICAL CONSENT FORMS
17. USE A LIBRARY AND OTHER REFERENCE SOURCES
18. WORK IN A HOSPITAL, NURSING HOME, OR OTHER MEDICAL SETTING
19. KEEP ACCURATE RECORDS OF HEALTH CARE
20. GATHER INFORMATION BY LOCATING BACKGROUND DATA, CONFIRMING FACTS, AND IDENTIFYING TRENDS
21. ASSIST WITH THE MAINTENANCE OF MEDICAL RECORDS IN A HOSPITAL OR NURSING HOME
22. USE A TYPEWRITER
23. DEVELOP AND MAINTAIN CURRENT FILES
24. KEEP RECORDS AND PREPARE REPORTS FROM THEM
25. OBTAIN AND VERIFY ROUTINE FACTUAL INFORMATION
26. PREPARE REPORTS CONTAINING FACTUAL DATA
ABILITY TO:

1. TEACH AN ACTIVITY OR SKILL TO AN INDIVIDUAL
2. TEACH AN ACTIVITY TO A GROUP
3. PLAN AND ORGANIZE COOPERATIVE AND COMPETITIVE ACTIVITIES AND KNOW WHEN EACH IS APPROPRIATE
4. WRITE STEP-BY-STEP PROCEDURES FOR AN ACTIVITY
5. ESTABLISH LONG TERM AND SHORT TERM GOALS
6. DEMONSTRATE A KNOWLEDGE OF HUMAN DEVELOPMENT
7. ENCOURAGE THE DEVELOPMENT OF SOCIAL SKILLS
8. ENCOURAGE THE DEVELOPMENT OF "COMMON SENSE"
9. RECOGNIZE THE NONVERBAL CLUES AND BEHAVIORS THAT INDICATE TENSIONS OR PROBLEMS
10. WRITE CONCISE, UNDERSTANDABLE REPORTS
11. CARRY OUT ORAL AND WRITTEN INSTRUCTIONS AND DIRECTIONS
12. OBTAIN AND VERIFY ROUTINE FACTUAL INFORMATION
13. IDENTIFY METHODS FOR EVALUATING EFFECTIVENESS IN MEETING GOALS AND OBJECTIVES
14. DO ARTS AND CRAFTS ACTIVITIES
15. GIVE PROPER CARE TO ARTS AND CRAFTS MATERIALS AND EQUIPMENT
16. USE REFERENCE MATERIAL TO LEARN A NEW CRAFT OR TO LEARN ADVANCED TECHNIQUES IN A FAMILIAR CRAFT
17. ANALYZE A CRAFT IN TERMS OF SENSORY INPUT AND THE SPECIFIC MOTIONS REQUIRED, AND THERAPEUTIC ASPECTS
18. PROVIDE A SAFE ENVIRONMENT FOR A PATIENT
19. OBSERVE A PATIENT FOR UNUSUAL SIGNS
20. MAKE OBSERVATIONAL RECORDS OF PATIENTS
21. REPORT ORALLY ON A PATIENT'S CONDITION
22. UNDERSTAND THE PHYSICAL, EMOTIONAL, AND EDUCATIONAL NEEDS OF AN INDIVIDUAL WITH A PHYSICAL OR EMOTIONAL HANDICAP
23. ASSESS PATIENT PERFORMANCE IN DAILY LIVING SKILLS
24. HELP PATIENTS DEVELOP BETTER WAYS OF COPING WITH THE DEMANDS OF DAILY LIFE
25. EVALUATE A PATIENT'S VOCATIONAL AND AVOCATIONAL INTERESTS IN TERMS OF SPECIFIC DISABILITIES
26. ADAPT ACTIVITIES TO THE NEEDS OF A PATIENT

CONTINUED ON THE NEXT PAGE . . .
ABILITY TO:

27. ENCOURAGE THE DEVELOPMENT OF SELF-SUFFICIENCY FOR A PATIENT WITHIN THE LIMITS OF HER/HIS ILLNESS OR HANDICAP

28. TRANSFER AND TRANSPORT A PATIENT CORRECTLY

29. WORK WITH EMOTIONALLY DISTURBED PEOPLE

30. WORK WITH MENTALLY HANDICAPPED PEOPLE

31. WORK WITH PHYSICALLY HANDICAPPED PEOPLE

32. WORK WITH PHYSICALLY ILL PEOPLE

33. WORK WITH THE ELDERLY

34. IDENTIFY AND EXPLAIN THE BASIC CONCEPTS OF HEALTH CARE DELIVERY

35. TRAIN GROUPS OR INDIVIDUALS IN PREVENTIVE OR REMEDIAL HEALTH CARE
ABILITY TO:

1. Carry out oral and written directions of some complexity
2. Deal with other people
3. Do precise and accurate detailed work
4. Perform work under stressful conditions
5. Translate information and facts to a level appropriate to an individual's background and experience
6. Establish rapport with individuals of diverse backgrounds
7. Show compassion for those with problems
8. Identify an individual's problems and difficulties
9. Communicate effectively with patients
10. Follow orders and accept supervision
11. Recognize the nonverbal clues which indicate problems
12. Perform life support functions in giving first aid
13. Determine the urgency of a problem and handle it appropriately
14. Recognize and deal with medical emergencies
15. Observe safety precautions in using equipment and medicine
16. Keep records and prepare reports
17. Take a patient's temperature, pulse, or other vital signs
18. Think and behave rationally when dealing with an emergency
19. Provide a safe environment for a patient
20. Meet accountability demands of others
21. Work as a member of a first aid/rescue squad
22. Work with the ill in a hospital or nursing home
ABILITY TO:

1. Work arithmetic problems involving common fractions and decimals
2. Use basic arithmetic or geometry to determine area or volume
3. Make mechanical drawings or sketches
4. Make objects that correspond to simple plans, patterns, or drawings
5. Identify types of metal
6. Do arts and crafts work with stained glass or other craft involving soldering
7. Do jewelry-making or metal-work crafts
8. Make craft objects out of tin
9. Organize a project into its component parts and determine the sequence in which these activities need to be performed
10. Establish work flow procedures
11. Establish and maintain procedures to monitor work quality and quantity