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ABSTRACT

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the small business management occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Twelve duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety--hazard; and on the second page: science; math--number systems; and communications (performance modes, examples, and skills and concepts). The duties include: supervising purchase of merchandise, hiring of personnel, maintenance of equipment, personnel, and building maintenance; managing merchandise, operating procedures, merchandise promotions, business operating policies, physical facilities, and business finance; and insuring coverage of business losses. The document concludes with supplementary materials, and a glossary of business terms. (BP)

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Occupational Analysis

CE 004195

SMALL BUSINESS MANAGER

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Instructional Materials Laboratory
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AN ANALYSIS OF THE SMALL BUSINESS MANAGING OCCUPATION

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FOREWORD

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

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

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

The project resulted in producing one hundred two trained vocational instructors capable of conducting and assisting in a comprehensive analysis of various occupations. Occupational analysis data were generated for sixty-one occupations. The analysis included a statement of the various tasks performed in each occupation. For each task the following items were identified: tools and equipment; procedural knowledge; safety knowledge; concepts and skills of mathematics, science and communication needed for successful performance in the occupation. The analysis data provided a basis for generating instructional materials, course outlines, student performance objectives, criterion measures as well as identifying specific supporting skills and knowledge in the academic subject areas.

PREFACE

The small business manager is responsible for the successful operation of an individually owned small business. His/her duties would predominantly be those of supervision and management. Although, depending upon the size or nature of the business, the manager might be called upon to perform, as well as supervise, certain everyday, menial tasks. It cannot be assumed, however, that his/her job would consist of more than director of operations. The work situation would dictate which duties would be applicable in individual cases. The stated duties are designed to be general enough that they could be applied to the operation of any small business.



ACKNOWLEDGMENT

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JOB DESCRIPTION

A retail small business manager is responsible for the operation of a retail small business. This individual is responsible for performing either personally or through subordinates, the following duties: purchasing merchandise, managing merchandise, hiring of personnel, supervising maintenance of equipment and building, establishing and managing operating procedures, personnel supervision and merchandise promotions, establishing and managing operating policies, managing facilities of business, managing business finances, insuring coverage of business losses, and keeping of business records. The performance of these duties is dependent upon the size and nature of a retail business.

Duty A Supervising Purchase of Merchandise

- 1 Determine merchandise to be purchased
- 2 Select sources of merchandise
- 3 Determine quantity of merchandise
- 4 Order merchandise
- 5 Supervise recording of merchandise ordered

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<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Previous sales records Merchandise catalogs Supplier outlets and manufacturers Professional assistance</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Consider consumer demands Consider type of business Consider previous merchandise and sales Consider competitors Consider merchandise availability Test sample merchandise Review and evaluate merchandise Consult professional assistance Decide on merchandise</p>	<p>SAFETY – HAZARD</p>
<p>DECISIONS</p> <p>Choose merchandise to be carried or handled</p>	<p>CUES</p> <p>Analyze knowledge gathered in steps, keeping in mind what is best for the business</p>	<p>ERRORS</p> <p>Selection of wrong merchandise</p>

TASK STATEMENT) DETERMINE MERCHANDISE TO BE PURCHASED

SCIENCE	MATH - NUMBER SYSTEMS
<p><u>Professionalism</u></p> <ol style="list-style-type: none"> 1. Maintain capacity to foster trust 2. Maintain capacity to foster confidentiality 3. Maintain capacity to foster cooperation 4. Maintain capacity to generate integrity 5. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables 6. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability <p><u>Supervision</u></p> <ol style="list-style-type: none"> 1. Grant appropriate regard for customer's unique needs 2. Communicate pride in establishment 	
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 6. Touching 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talking to suppliers 2. Reading product descriptions 3. Writing merchandise reports 4. Hear sales talks 5. See merchandise 6. Physically examine merchandise
<p><u>SKILLS/CONCEPTS</u></p> <p>(REFER COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM 6. TCM 	

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY HAZARD
<p>Catalogs</p> <p>Previous sources</p> <p>Attend trade shows</p> <p>Visit manufacturing source</p> <p>Calculator</p> <p>Adding machine</p>	<p>Steps:</p> <p>Determine available sources of merchandise</p> <p>Consider past experience with source</p> <p>Consider policies of sources, service, returns, credit, guarantee, and assistance</p> <p>Consider reputation of source</p> <p>Consider cost of merchandise with source-discounts</p> <p>Consider quantity of merchandise available with source</p> <p>Consider quality of merchandise</p> <p>Consider assortment of merchandise</p> <p>Consider delivery time schedule of source</p>	
<p><u>DECISIONS</u></p> <p>Select correct source of merchandise</p>	<p><u>CUES</u></p>	<p><u>ERRORS</u></p> <p>Selection of wrong source</p>

SCIENCE

Professionalism

1. Maintain capacity to foster trust
2. Maintain capacity to foster confidentiality
3. Maintain capacity to foster cooperation
4. Maintain capacity to generate integrity
5. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables
6. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability

Supervision

1. Grant appropriate regard for customer's unique needs
2. Communicate pride in establishment

MATH - NUMBER SYSTEMS

1. Rational numbers
2. Use of numbers (without calculation)-counting, ordering, indexing
3. Use of computing devices and mechanical aids-calculators (electric, mechanical), adding machine
4. Fundamental Operations (calculation)
5. Basic arithmetic skills and concepts-(See Appendix B)
6. Basic measurement skills and concepts (See Appendix B)

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening
5. Viewing
6. Touching

EXAMPLES

1. Talking to suppliers
2. Reading product descriptions
3. Writing merchandise reports
4. Hear sales talks
5. See merchandise
6. Physically examine merchandise

SKILLS/CONCEPTS
(REFER TO COMMUNICATION CODE)

1. SCM
2. RCM
3. WCM
4. LCM
5. VCM
6. TCM

(TASK STATEMENT) DETERMINE QUANTITY OF MERCHANDISE

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Budget statement Promotions plan Inventory control report Calculator, adding machine</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Consider consumer demands Consider business capital available Determine physical space of business Determine potential sales Consider source quantity discounts Consider merchandise spoilage and obsolescence Consider possible business promotions</p>	<p>SAFETY - HAZARD</p>
<p><u>DECISIONS</u></p> <p>Establish quantity of merchandise to purchase</p>	<p><u>CUES</u></p> <p>Refer to above steps, think what is best for the business</p>	<p><u>ERRORS</u></p> <p>Purchase of inaccurate quantity of merchandise</p>

TASK STATEMENT)

DETERMINE QUANTITY OF MERCHANDISE

<p style="text-align: center;">SCIENCE</p> <p><u>Professionalism</u></p> <ol style="list-style-type: none"> 1. Maintain capacity to foster trust 2. Maintain capacity to foster confidentiality 3. Maintain capacity to foster cooperation 4. Maintain capacity to generate integrity 5. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables 6. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability <p><u>Supervision</u></p> <ol style="list-style-type: none"> 1. Grant appropriate regard for customer's unique needs 2. Communicate pride in establishment 	<p style="text-align: center;">MATH - NUMBER SYSTEMS</p> <ol style="list-style-type: none"> 1. Rational numbers 2. Use of numbers (without calculations)-counting, indexing 3. Fundamental operations (calculations) 4. Basic arithmetic skills and concepts-ratio and proportion 5. Use of computing devices and mechanical aids-adding machine, calculators (electric, mechanical) 6. Basic measurement skills and concepts-6a,b,c.;7a,b,c., d,e,f.;8; 9 (See Appendix B) <p>Establish quantity of merchandise</p>	
<p>COMMUNICATIONS</p>		
<p style="text-align: center;"><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 6. Touching 	<p style="text-align: center;"><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talking to suppliers 2. Reading product descriptions 3. Writing merchandise reports 4. Hear sales talks 5. See merchandise 6. Physically examine merchandise 	<p style="text-align: center;"><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM 6. TCM

(TASK STATEMENT) ORDER MERCHANDISE

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Order blanks Purchase orders Catalogs Source price quotations Calculator Adding machine</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Follow particular source order procedure Follow established business ordering policies Place order</p>	<p>SAFETY - HAZARD</p> <p>18</p>
<p>DECISIONS</p>	<p>CUES</p>	<p>ERRORS</p> <p>Inaccurate order</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p><u>Professionalism</u></p> <ol style="list-style-type: none"> 1. Maintain capacity to foster confidentiality 2. Maintain capacity to foster cooperation 3. Maintain capacity to cope with conflict behavior 4. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability 5. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables 	<ol style="list-style-type: none"> 1. Rational numbers 2. Use of numbers (without calculation)-counting 3. Fundamental Operations-calculation 4. Basic Arithmetic Skills and Concepts 5. Use of Computing Devices and Mechanical Aids-adding machine, calculators (electric, mechanical) 6. Basic Measurement Skills and Concepts-1,4,6,6,7,8,9c, d,e,f (See Appendix B)
<p>COMMUNICATIONS</p>	
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Oral ordering of merchandise 2. Reading of forms and reports 3. Writing orders and reports
<p><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 	

(TASK STATEMENT) SUPERVISE RECORDING OF MERCHANDISE ORDERED

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Filing records of orders Calculator Adding machine</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: See that order is properly and accurately recorded</p>	<p>SAFETY - HAZARD</p> <p>20</p>
<p>DECISIONS</p> <p>Is merchandise being properly ordered</p>	<p>CUES</p> <p>Examine recording procedures</p>	<p>ERRORS</p> <p>Inaccurate purchase records</p>

<p style="text-align: center;">MATH -- NUMBER SYSTEMS</p>	
<ol style="list-style-type: none"> 1. Rational numbers 2. Use of numbers (without calculations)-recording 3. Fundamental operations (calculations) 4. Use of computing devices and mechanical aids-adding machine, calculators (electric, mechanical) 5. Basic measurement skills and concepts-measurement: non-geometric (time, money) 	
<p style="text-align: center;">SCIENCE</p>	
<p>Professionalism A,B,C,F,G (See Appendix A) <u>SUPERVISION</u> D,E,G,H,I (See Appendix A)</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	
<p>COMMUNICATIONS</p>	
<p style="text-align: center;"><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 	<p style="text-align: center;"><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Orally instructing employees in recording 2. Check records
<p style="text-align: center;"><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 	

Duty B Managing Merchandise

- 1 Supervise receiving of merchandise shipment
- 2 Supervise stocking or storage of merchandise
- 3 See that inventory records are kept
- 4 Manage proper inventory control

(TASK STATEMENT) SUPERVISE RECEIVING OF MERCHANDISE SHIPMENT

TOOLS, EQUIPMENT, MATERIALS,
OBJECTS ACTED UPON

Record filing system
Receiving reports

PERFORMANCE KNOWLEDGE

Steps:
Verify accurate merchandise
Verify accurate amount received
Verify condition of merchandise
See that receipt of order is
properly recorded

SAFETY — HAZARD 2.3

DECISIONS

Is merchandise being properly
received

CLUES

Follow receiving procedure

ERRORS

Receiving of improper merchandise,
amount or condition of merchandise
Order improperly recorded

SCIENCE	MATH - NUMBER SYSTEMS
<p><u>Professional</u> A, B, C, D, F, G (See Appendix A)</p> <p><u>Supervision</u> D, E, I (See Appendix A)</p> <p>Conscious awareness of the need for the balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p> <p>Inhibitors of efficient job performance-A, B, D, F (See Appendix A)</p> <p>Conditions for health and growth-directed job performance-A, B, F (See Appendix A)</p>	<p>Rational numbers</p> <p>Use of numbers (without calculation)-counting, indexing, assign numbers to shipments or individual merchandise measurement</p> <p>Fundamental Operations (calculation) Addition Subtraction Multiplication Division</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 6. Touching 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to handlers of merchandise 2. Verify orders 3. Record shipments 4. Hear reports on condition of merchandise 5. View condition of merchandise 6. Test condition of merchandise
	<p><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. NCM 4. LCM 5. VCM 6. TCM

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(TASK STATEMENT) SUPERVISE STOCKING OR STORAGE OF MERCHANDISE

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: See that merchandise is properly inventoried according to business policies</p>	<p>SAFETY -- HAZARD 25</p>
<p><u>DECISIONS</u></p> <p>Is merchandise properly stored</p>	<p><u>CUES</u></p> <p>Follow business procedure for inventory control</p>	<p><u>ERRORS</u></p> <p>Improper stocking or storage of merchandise</p>

<p>SCIENCE</p> <p><u>Professionalism</u> A,B,C,D,F,G (See Appendix A)</p> <p><u>Supervision</u> D,E,H,I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expression basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p> <p>Inhibitors of efficient job performance-A,B,D,E (See Appendix A)</p> <p>Conditions for health and growth-directed job performance-A,B,F (See Appendix A)</p>	<p>MATH - NUMBER SYSTEMS</p> <p>Basic measurement skills and concepts-measurement: geometric (area, volume)</p> <p>Measurement: non-geometric-(temperature, weight and liquid)</p> <p>The above is for determination of storage area</p>
<p>COMMUNICATIONS</p>	
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Listening 3. Viewing 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to stock people 2. Listen to suggestions 3. View stocking procedure
	<p><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. LCM 3. VCM

(TASK STATEMENT) SEE THAT INVENTORY RECORDS ARE KEPT

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Inventory records Inventory reports Calculator Adding machine</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Examine inventory records periodically</p>	<p>SAFETY - HAZARD</p> <p>217</p>
<p><u>DECISIONS</u></p> <p>Are records properly kept</p>	<p><u>CUES</u></p> <p>Follow procedures for keeping inventory records</p>	<p><u>ERRORS</u></p> <p>Inaccurate inventory records</p>

TASK STATEMENT) SEE THAT INVENTORY RECORDS ARE KEPT

<p style="text-align: center;">MATH - NUMBER SYSTEMS</p>	<p>Rational numbers Use of numbers (without calculation)-recording Fundamental operations (calculation) Addition, subtraction, division, multiplication Use of computing devices and mechanical aids-adding machine, calculators, (electric, mechanical) Basic measurement skills and concepts-measurement: non-geometric (time-money)</p>	
<p style="text-align: center;">SCIENCE</p>	<p>Professionalism A,B,C,D,F,G (See Appendix A) Supervision D,E,H,I (See Appendix A) Conscious awareness of the need for a balance between tension and relaxation Conscious awareness of physical expressions basic to peak physical performance Conscious awareness of qualities basic to optimal mental performance Inhibitors of efficient job performance-A,B,D,E (See Appendix A) Conditions of healthy and growth directed job performance-A,B,F (See Appendix A)</p>	
<p>COMMUNICATIONS</p>		
<p style="text-align: center;"><u>PERFORMANCE MODES</u></p>	<p style="text-align: center;"><u>EXAMPLES</u></p>	<p style="text-align: center;"><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. LCM
<ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Listening 	<ol style="list-style-type: none"> 1. Talk to recorders 2. Examine records 3. Hear feedback from recorders 	<p style="text-align: right;">28</p>

(TASK STATEMENT) MANAGE PROPER INVENTORY CONTROL

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Inventory records Inventory reports Sales records</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: See that inventory policies are followed</p>	<p>SAFETY – HAZARD</p>
<p>DECISIONS</p> <p>Are proper inventory controls being followed</p>	<p>CUES</p> <p>Follow inventory policies</p>	<p>ERRORS</p> <p>Improper inventory control</p>

TASK STATEMENT) MANAGE PROPER INVENTORY CONTROL

<p>SCIENCE</p> <p><u>Professionalism</u> A,B,C,D,F,G (See Appendix A) <u>Supervision</u> D,E,H,I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expression basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p> <p>Inhibitors of efficient job performance-A,B,D,E (See Appendix A)</p> <p>Conditions of healthy and growth directed job performance-A,B,F (See Appendix A)</p>	<p>MATH - NUMBER SYSTEMS</p>
<p style="text-align: center;">COMMUNICATIONS</p>	
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 6. Touching 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to handlers of merchandise 2. Verify orders 3. Record shipments 4. Hear reports on condition of merchandise 5. View condition of merchandise 6. Test condition of merchandise
<p><u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM 6. TCM 	

Duty C Supervising Hiring of Personnel

- 1 Develop sources of applicants**
- 2 Select employees**
- 3 Place personnel**

(TASK STATEMENT) DEVELOP SOURCES OF APPLICANTS

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Newspaper and journals Employment agency Colieges Schools Existing employee records</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Determine sources of applicants, such as schools, colleges, newspapers, employment agencies, referrals, in house Evaluate sources Select those sources appropriate to business Implement best sources of employees</p>	<p>SAFETY -- HAZARD</p>
<p><u>DECISIONS</u></p> <p>Determine sources of applicants</p>	<p><u>CUES</u></p> <p>Realize type of employees gathered from various sources</p>	<p><u>ERRORS</u></p> <p>Selection of inappropriate employee source</p>

<p style="text-align: center;">SCIENCE</p>	<p style="text-align: center;">MATH — NUMBER SYSTEMS</p>															
<p>Professionalism</p> <ol style="list-style-type: none"> 1. Maintain capacity to foster trust 2. Maintain capacity to foster confidentiality 3. Maintain capacity to foster cooperation 4. Maintain capacity to generate integrity 5. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables 6. Exhibit qualities of self-confidence, self-control self-reliance, self-respect and adaptability <p>Supervision</p> <ol style="list-style-type: none"> 1. Grant conscious attention to smoothly flowing team work 2. Grant appropriate regard for customer's unique needs 3. Communicate pride in establishment 	<p style="text-align: center;">COMMUNICATIONS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;"><u>PERFORMANCE MODES</u></th> <th style="text-align: left; padding: 5px;"><u>EXAMPLES</u></th> <th style="text-align: left; padding: 5px;"><u>SKILLS/CONCEPTS</u></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. Speaking</td> <td style="padding: 5px;">1. Talk to sources of applicants</td> <td style="padding: 5px;">1. SCM</td> </tr> <tr> <td style="padding: 5px;">2. Reading</td> <td style="padding: 5px;">2. Read source lists</td> <td style="padding: 5px;">2. RCM</td> </tr> <tr> <td style="padding: 5px;">3. Writing</td> <td style="padding: 5px;">3. Contact sources by letter</td> <td style="padding: 5px;">3. WCM</td> </tr> <tr> <td style="padding: 5px;">4. Listening</td> <td style="padding: 5px;">4. Feedback from sources</td> <td style="padding: 5px;">4. LCM</td> </tr> </tbody> </table>	<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>	1. Speaking	1. Talk to sources of applicants	1. SCM	2. Reading	2. Read source lists	2. RCM	3. Writing	3. Contact sources by letter	3. WCM	4. Listening	4. Feedback from sources	4. LCM
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>														
1. Speaking	1. Talk to sources of applicants	1. SCM														
2. Reading	2. Read source lists	2. RCM														
3. Writing	3. Contact sources by letter	3. WCM														
4. Listening	4. Feedback from sources	4. LCM														

(TASK STATEMENT) SELECT EMPLOYEES

TOOLS, EQUIPMENT, MATERIALS,
OBJECTS ACTED UPON

Application forms

Interview records

Tests

Reference materials

PERFORMANCE KNOWLEDGE

Steps:

- Select procedures for hiring
- Evaluate procedures for action
- Implement proper procedures for selection
- Select potential employees
- Judge effectiveness of selection procedure

SAFETY - HAZARD

34

DECISIONS

Selection of employees

CUES

Keep in mind appropriate procedure for selection of employees

ERRORS

Improper selection of employees

SCIENCE

MATH - NUMBER SYSTEMS

Hiring

1. Exhibit capacity to ascertain personal qualities (skills, knowledge, character, flexibility and learning capacity)
 2. Exhibit capacity to foster truth
 3. Exhibit capacity to accurately reflect plant environment and job expectations
- Professionalism - A,B,C,D,F,G, (See Appendix A)
Supervision A,D,E,F,G,I (See Appendix A)

Conscious awareness of physical expressions basic to peak physical performance

Conscious awareness of qualities basic to optimal mental performance

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening

EXAMPLES

1. Talking to sources of applicants
2. Read source lists
3. Contact sources by letter
4. Feedback from sources

SKILLS/CONCEPTS

REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM

(TASK STATEMENT) PLACE PERSONNEL

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Interview records Tests Reference materials Application forms</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Determine strengths and weaknesses of personnel Review job requirements Place appropriate personnel for each position</p>	<p>SAFETY -- HAZARD³⁶</p>
<p><u>DECISIONS</u></p> <p>Which employee would be best for each position</p>	<p><u>CUES</u></p> <p>Pay particular attention to employee abilities and position requirements</p>	<p><u>ERRORS</u></p> <p>Selection of inadequate employee for particular position</p>

SCIENCE

Professionalism
A, B, C, D, F, G (See Appendix A)

Supervision
A, D, E, F, G, I (See Appendix A)

MATH — NUMBER SYSTEMS

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening

EXAMPLES

1. Talk to supervisors
2. Read recommendations
3. Record placements
4. Feedback form supervisors

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM

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Duty D Managing Operating Procedures

- 1 Determine business operating procedures**
- 2 Implement proper business operating procedures**
- 3 Review operating procedures**

38

(TASK STATEMENT) DETERMINE BUSINESS OPERATING PROCEDURES

29

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Business references Professional assistance</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Analyze business operations Consider all operating procedures Evaluate those procedures Modify procedures to meet business needs Choose procedures appropriate to business operation</p>	<p>SAFETY -- HAZARD</p>
<p>DECISIONS Selection of proper operating procedures</p>	<p>CUES Pay attention to needs of business</p>	<p>ERRORS Improper choice of operating procedure</p>

ASK STATEMENT) DETERMINE BUSINESS OPERATING PROCEDURES

<p style="text-align: center;">SCIENCE</p> <p>Professionalism A, B, C, D, F, G (See Appendix A)</p> <p>Supervision B, C, D, E, F, H, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p>	<p style="text-align: center;">MATH - NUMBER SYSTEMS</p>
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40

<p>COMMUNICATIONS</p>	
<p style="text-align: center;"><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<p style="text-align: center;"><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to assistants 2. Read business references 3. Record procedures 4. Feedback from assistants 5. Viewing
<p style="text-align: center;"><u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM 	<p style="text-align: center;">40</p>

(TASK STATEMENT) IMPLEMENT PROPER BUSINESS OPERATING PROCEDURES

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Manual of business procedures Memos Audio-visual aids Operating forms Instructional institutions Seminars</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Instruct employees in operating procedures Supervise employee applications of procedures</p>	<p>SAFETY — HAZARD 41</p>
<p>DECISIONS</p> <p>Decide on proper implementation procedures</p>	<p>CUES</p> <p>Keep in mind operating procedures which are necessary</p>	<p>ERRORS</p> <p>Improper use of operating procedures</p>

<p>SCIENCE</p> <p><u>Professionalism</u> A, B, C, D, F, G (See Appendix A)</p> <p><u>Supervision</u> D, E, F, H, I (See Appendix A)</p>	<p>MATH - NUMBER SYSTEMS</p>
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COMMUNICATIONS

<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)
1. Speaking	1. Talk to assistants	1. SCM
2. Reading	2. Read business references	2. RCM
3. Writing	3. Record procedures	3. WCM
4. Listening	4. Feedback for assistants	4. LCM
5. Viewing	5. View business operations	5. VCM
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(TASK STATEMENT) REVIEW OPERATING PROCEDURES

4.7

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Evaluation forms Manual on operating procedures Audio-visual aids</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Periodic observation of procedures Re-instruction of operating procedures when necessary Evaluation of operating procedures</p>	<p>SAFETY - HAZARD</p>
<p><u>DECISIONS</u></p> <p>Are operating procedures effective</p>	<p><u>CUES</u></p> <p>Keep in mind the established operating procedures</p>	<p><u>ERRORS</u></p> <p>Inefficient business operation</p>

<p>SCIENCE</p> <p><u>Professionalism</u> A, B, C, D, F, G (See Appendix A)</p> <p><u>Supervision</u> B, C, D, E, F, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p> <p>Inhibitors of efficient job performance - A, B, D, E (See Appendix A)</p> <p>Conditions for health and growth-directed job performance - A, B, F (See Appendix A)</p>	<p>MATH - NUMBER SYSTEMS</p>
<p>COMMUNICATIONS</p>	
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to assistants 2. Read business references 3. Record procedures 4. Feedback from assistants 5. View business operations
<p><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM <p style="text-align: right;">AG</p>	

Duty E Supervising Maintenance of Equipment

- 1 Check condition of equipment
- 2 Determine needed equipment repairs
- 3 Decide repair or replacement

(TASK STATEMENT) CHECK CONDITION OF EQUIPMENT

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Operating manuals Equipment check sheets Referral forms Maintenance</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Make periodic observations of equipment Establish system of employee referral on condition of equipment Maintain service record of equipment</p>	<p>SAFETY -- HAZARD</p> <p>Use machine properly-possible employee body harm</p>
<p><u>DECISIONS</u></p> <p>Is equipment repair needed</p>	<p><u>CUES</u></p> <p>Proper function of equipment</p>	<p><u>ERRORS</u></p> <p>Faulty operation of equipment</p>

TASK STATEMENT) CHECK CONDITION OF EQUIPMENT

<p>SCIENCE</p> <p>Supervision 1. Grant conscious attention to smoothly flowing team work 2. Maintain regard for differing views on maximum efficiency of the operations</p>	<p>MATH - NUMBER SYSTEMS</p>
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COMMUNICATIONS

<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)
1. Speaking	1. Talk to employees about condition of equipment	1. SCM
2. Reading	2. Read service records	2. RCM
3. Writing	3. Record condition	3. WCM
4. Listening	4. Feedback from employees	4. LCM
5. Viewing	5. View condition of equipment	5. VCM

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<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Referral forms Service manuals Maintenance records Operating manuals</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Make visual or mechanical observation of machines Check employee maintenance referral forms Check maintenance records Check operation manuals Obtain professional assistance</p>	<p>SAFETY – HAZARD</p> <p>Proper use of equipment-employee harm</p>
<p><u>DECISIONS</u></p> <p>What repairs are needed for equipment</p>	<p><u>CUES</u></p> <p>Know proper maintenance of equipment</p>	<p><u>ERRORS</u></p> <p>Improper maintenance of equipment</p>

TASK STATEMENT) DETERMINE NEEDED EQUIPMENT REPAIRS

SCIENCE

MATH -- NUMB. & SYSTEMS

Professionalism

A, B, C, D, F, G (See Appendix A)

Supervision

D, E, F, H, I (See Appendix A)

Conscious awareness of the need for a balance between tension and relaxation

Conscious awareness of qualities basic to optimal mental performance

COMMUNICATIONS

PERFORMANCE MODES

1. Reading
2. Speaking
3. Writing
4. Listening
5. Viewing

EXAMPLES

1. Read service records
2. Talk to employees about condition of equipment
3. Record condition
4. Feedback from employees
5. View condition of equipment

SKILLS/CONCEPTS

1. RCM
2. SCM
3. WCM
4. LCM
5. VCM

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(TASK STATEMENT) DECIDE REPAIR OR REPLACEMENT

50

TOOLS, EQUIPMENT, MATERIALS,
OBJECTS ACTED UPON

Maintenance records
Service and operating manuals
Catalogs (equipment)

PERFORMANCE KNOWLEDGE

Steps:
Check maintenance records
Consider cost factors
Consider obsolescence of equip-
ment
Obtain professional assistance

SAFETY - HAZARD

DECISIONS

Should equipment be repaired or
replaced

CUES

Overall knowledge of proper
maintenance and efficiency of
equipment

ERRORS

Improper life expectancy of
equipment

ASK STATEMENT) DECIDE REPAIR OR REPLACEMENT

<p style="text-align: center;">SCIENCE</p> <p>Professionalism A, B, C, D, F, G (See Appendix A) Supervision D, E, F, H, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<p style="text-align: center;">MATH - NUMBER SYSTEMS</p> <ol style="list-style-type: none"> 1. Fundamental Operations (calculation) 2. Basic Arithmetic Skills and Concepts-Property of comparison (equality/equivalence; inequality/greater than/less than) 3. Basic Measurement Skills and Concepts-Measurement: non-geometric (time and money)
<p>COMMUNICATIONS</p>	
<p style="text-align: center;"><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<p style="text-align: center;"><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to employees about condition of equipment 2. Read service records 3. Record condition 4. Feedback from employees 5. View condition of equipment
<p style="text-align: center;"><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM 	

Duty F Supervising Personnel

- 1 Plan working schedule
- 2 Schedule employees
- 3 Evaluate employee performance
- 4 Provide for employee needs

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(TASK STATEMENT) PLAN WORKING SCHEDULE

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

Previous working schedules
Employee records
Budget
Calculator

PERFORMANCE KNOWLEDGE

Steps:
Determine needed jobs
Determine workers needed for each job
Determine number of hours for each job
Check previous schedules
Prepare working plan to fit budget

SAFETY -- HAZARD

DECISIONS

Determine most effective work schedule

CUES

Keep in mind necessary job and employee capabilities

ERRORS

Inefficient use of employees and improper business operations

<p style="text-align: center;">SCIENCE</p>	<p><u>Professionalism</u> A, B, C, D, F, G (See Appendix A) <u>Supervision</u> A, D, E, F, G, H, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<p style="text-align: center;">MATH - NUMBER SYSTEMS</p>	<ol style="list-style-type: none"> 1. Rational numbers 2. Use of numbers (with calculation)-counting, coordinate system 3. Fundamental operations (calculation) 4. Use of computing devices and mechanical aids-calculators (electric, mechanical) 5. Basic measurement skills and concepts-measurement: non-geometric (time and money)
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<p>COMMUNICATIONS</p>		
<p style="text-align: center;"><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 	<p style="text-align: center;"><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to supervisors 2. Read business reports 3. Write schedule 4. Feedback from supervisors 	<p style="text-align: center;"><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM



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<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Personal records Previous work schedules Seniority lists Union contracts Regulations: federal and state</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Determine employee capabilities Consult previous work schedules Consider employee seniority Consider unions Regulations: federal and state Consider employee vacations and leave of absence Consider employee behavioral habits</p>	<p>SAFETY - HAZARD</p>
<p><u>DECISIONS</u></p> <p>Determine proper scheduling of employees</p>	<p><u>CUES</u></p> <p>Consider employee needs</p>	<p><u>ERRORS</u></p> <p>Improper use of employees</p>

SCIENCE

MATH - NUMBER SYSTEMS

Professionalism

A, B, C, D, F, G (See Appendix A)

Supervision

A, D, E, F, G, H, I (See Appendix A)

Conscious awareness of the need for a balance between tension and relaxation

Conscious awareness of physical expressions basic to peak physical performance

Conscious awareness of qualities basic to optimal mental performance

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COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening

EXAMPLES

1. Talk to supervisors
2. Read business records
3. Write schedule
4. Feedback from supervisors

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM

(TAS. STATEMENT) EVALUATE EMPLOYEE PERFORMANCE

TOOLS, EQUIPMENT, MATERIALS,
OBJECTS ACTED UPON

Personal records
Evaluation forms
Job criteria

PERFORMANCE KNOWLEDGE

Steps:
Establish criteria for acceptable employee performance
Observe employee performance and compare with criteria
Determine if employee performance is acceptable
Commend or criticize employee performance
Consult past employee performance records

SAFETY -- HAZARD

DECISIONS

Are employee performances adequate

CUES

Keep in mind employee performance required

ERRORS

Inefficient employee performance

TASK STATEMENT) EVALUATE EMPLOYEE PERFORMANCE

<p>SCIENCE</p> <p><u>Professionalism</u> A,B,C,D,E,F,G (See Appendix A) Inhibitors of efficient job performance-A,B,C,D,E</p> <p><u>Supervision</u> A,D,E,F,H,I (See Appendix A)</p> <p>Conditions of healthy and growth directed job performance (See Appendix A)</p>	<p>MATH — NUMBER SYSTEMS</p>
<p>COMMUNICATIONS</p>	
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Viewing 5. Listening 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to supervisors 2. Read performance records 3. Record evaluations 4. Observe employee performance 5. Feedback from supervisors
<p><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. VCM 5. LCM <p style="text-align: right;">58</p>	

PROVIDE FOR EMPLOYEE NEEDS

(TASK STATEMENT)

TOOLS, EQUIPMENT, MATERIALS,
OBJECTS ACTED UPON

- Questionnaires
- Suggestion box
- Professional advice and services
- Calculator

PERFORMANCE KNOWLEDGE

- Steps:
- Determine needs
 - Determine what needs are practical to satisfy
 - Set up plan that will provide for needs
 - Implement plan

SAFETY - HAZARD

DECISIONS

What needs should be provided for employee

CUES

Keep in mind feasibility of needs

ERRORS

Needs of employees not satisfied

TASK STATEMENT) PROVIDE FOR EMPLOYEES NEEDS

<p>SCIENCE</p> <p><u>Professionalism</u> A,B,C,D,E,F,G (See Appendix A) Inhibitors of efficient job performance (A,B,C,D,E)</p> <p><u>Supervision</u> A,D,E,F,H,I (See Appendix A)</p> <p>Conditions of healthy and growth directed job performance (See Appendix A)</p>	<p>MATH - NUMBER SYSTEMS</p>
<p><u>Professionalism</u> A,B,C,D,E,F,G (See Appendix A) Inhibitors of efficient job performance (A,B,C,D,E)</p> <p><u>Supervision</u> A,D,E,F,H,I (See Appendix A)</p> <p>Conditions of healthy and growth directed job performance (See Appendix A)</p>	<p>Rational numbers Use of numbers (without calculation)-counting, coordinate system Fundamental Operations (calculation) Addition, subtraction, division, multiplication Basic arithmetic skills and concepts-4,5,6,7, (See Appendix B) Use of computing devices and mechanical aids-calculator (electric and mechanical) Basic arithmetic skills and concepts-read and interpret tables, charts, and graphs (number line/coordinate graph; 2-dimensional and 3-dimensional), representational graphs</p> <p>The above is for questionnaires</p>
<p>COMMUNICATIONS</p>	
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to employees 2. Read suggestions 3. Write proposed improvements 4. Feedback from employees
<p><u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 	<p>65</p>

Duty G Managing Merchandise Promotions

- 1 Determine merchandise promotions
- 2 Select promotional program
- 3 Implement method of promotion
- 4 Evaluate promotional program

(TASK STATEMENT) DETERMINE MERCHANDISE PROMOTIONS

62

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Professional assistance Past promotion records Consumer surveys Reference materials Calculator</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Consider needed promotions Consider practicality of promotion Consult professional assistance Consider consumer behavior Observe competitors Consider past promotions</p>	<p>SAFETY – HAZARD</p>
<p><u>DECISIONS</u></p> <p>Determine necessary promotions</p>	<p><u>CUES</u></p> <p>Promotional needs of business</p>	<p><u>ERRORS</u></p> <p>Wrong choice of promotions</p>

SCIENCE

Professionalism
A, F, C, D, F, G, (See Appendix A)
Supervision
C, F, G, I (See Appendix A)

MATH - NUMBER SYSTEMS

The following is for surveys
1. Rational numbers
2. Use of numbers (without calculation)--counting, coordinate system
3. Fundamental operations (calculation)
4. Basic arithmetic skills and concepts - 4,5,6,7 (See Appendix B)
5. Use of computing devices and mechanical aids--calculator (electric, mechanical)
6. Basic measurement skills and concepts --Read and interpret tables, charts and graphs--maps, number line/coordinate graph (2-dimensional and 3-dimensional), representational graphs

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening
5. Viewing

EXAMPLES

1. Talking to assistants
2. Read business records
3. Record merchandise
4. Feedback from assistants
5. Visual analysis of promotions

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM
5. VCM

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

- Reference materials
- Promotional records
- Professional assistance
- Consumer surveys
- Calculator

PERFORMANCE KNOWLEDGE

- Steps:
- Review promotional budget
 - Analyze consumer behavior
 - Consult professional assistance
 - Observe competition
 - Consider tailor promotions
 - Consider previous experience
 - Consider type of business
 - Consider practicality of promotion
 - Select most appropriate promotional program

SAFETY — HAZARD

DECISIONS

Decide upon promotional program for business

CUES

Keep in mind what is best for business

ERRORS

Inappropriate promotional program

ASK STATEMENT)	MATH -- NUMBER SYSTEMS
<p><u>Professionalism</u> A, B, C, D, F, G (See Appendix A)</p> <p><u>Supervision</u> C, F, G, I (See Appendix A)</p>	<ol style="list-style-type: none"> 1. Rational numbers 2. Use of numbers (without calculation)--counting, coordinate system 3. Fundamental Operations (calculation) 4. Basic Arithmetic Skills and Concepts--finding a percent of a number and what percent one number is of another; changing fractions to decimal and decimals to fractions; ratio and proportion; rounding off decimals to whole numbers 5. Use of Computing Devices and Mechanical Aids--calculator (electric, mechanical) 6. Basic Measurement Skills and Concepts--4,5,6,7 (See Appendix B) 7. Read and interpret tables, charts and graphs--maps, number line/coordinate graph (2-dimensional and 3-dimensional), representational graphs
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<ol style="list-style-type: none"> 1. Talking to assistants 2. Read business records 3. Record merchandise promotions 4. Feedback from assistants 5. Visual analysis of promotions
<u>SKILLS/CONCEPTS</u>	
<p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 4. VCM 	

(TASK STATEMENT) IMPLEMENT METHOD OF PROMOTION

66

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Professional assistance Promotional records Reference materials</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Consider possible ways of implementing methods Consult professional advice Consult past experience Communicate promotional program Activate promotional program</p>	<p>SAFETY - HAZARD</p>
<p>DECISIONS</p>	<p>CUES</p>	<p>ERRORS</p> <p>Improper implementation of promotion</p>

MATH - NUMBER SYSTEMS

SCIENCE

Professionalism
A, B, C, D, F, G (See Appendix A)

Supervision
A, C, E, F, G, H, I (See Appendix)

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening
5. Viewing

EXAMPLES

1. Talking to assistants
2. Read business records
3. Record merchandise promotions
4. Feedback from assistants
5. Visual analysis of promotions

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM
5. VCM

(TASK STATEMENT) EVALUATE PROMOTIONAL PROGRAM

68

<p>TOOLS, EQUIPMENT, MATERIALS, SUBJECTS ACTED UPON</p> <p>Evaluation forms Professional assistance Evaluation criteria manual Reference materials</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Set criteria for evaluation Evaluate promotional program Record evaluation</p>	<p>SAFETY - HAZARD</p>
<p><u>DECISIONS</u></p> <p>Is promotional program effective</p>	<p><u>CUES</u></p> <p>Keep in mind criteria for evaluation</p>	<p><u>ERRORS</u></p> <p>Incorrect evaluation of promotional program</p>

MATH - NUMBER SYSTEMS

SCIENCE

Professionalism
A, B, C, D, F, G, (See Appendix A)

Supervision
C, D, E, F, G, I (See Appendix A)

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening
5. Viewing

EXAMPLES

1. Talking to assistants
2. Read evaluation criteria
3. Record evaluations
4. Feedback from assistants
5. Visual evaluation

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM
5. VCM

Duty H Managing Business Operating Policies

- 1 Determine business operating policies**
- 2 Communicate business operating policies**
- 3 Implement policies**
- 4 Evaluate established policies**

TASK STATEMENT) DETERMINE BUSINESS OPERATING POLICIES

71

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Business reference Professional assistance</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Analyze needed policies Consider all operations Consider past policies Consult professional assistance Consider competitors Evaluate policies Modify policies</p>	<p>SAFETY - HAZARD</p>
<p>DECISIONS</p> <p>Decide on what operating policies are needed for business</p>	<p>CUES</p> <p>Keep policies in tune with operating procedures</p>	<p>ERRORS</p> <p>Improper choice of business operating policies</p>

SCIENCE	MATH - NUMBER SYSTEMS						
<p>Professionalism A, B, C, D, F, G (See Appendix A)</p> <p>Supervision C, D, E, F, G, H, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<p>COMMUNICATIONS</p> <table border="1"> <thead> <tr> <th data-bbox="884 1365 1398 2026">PERFORMANCE MODES</th> <th data-bbox="884 703 1398 1365">EXAMPLES</th> <th data-bbox="884 31 1398 703">SKILLS/CONCEPTS (REFER TO COMMUNICATIONS CODE)</th> </tr> </thead> <tbody> <tr> <td data-bbox="982 1365 1398 2026"> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing </td> <td data-bbox="982 703 1398 1365"> <ol style="list-style-type: none"> 1. Talk to assistants 2. Read business references 3. Record procedures 4. Feedback from assistants 5. View business operations </td> <td data-bbox="982 31 1398 703"> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM </td> </tr> </tbody> </table>	PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS (REFER TO COMMUNICATIONS CODE)	<ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<ol style="list-style-type: none"> 1. Talk to assistants 2. Read business references 3. Record procedures 4. Feedback from assistants 5. View business operations 	<ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS (REFER TO COMMUNICATIONS CODE)					
<ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<ol style="list-style-type: none"> 1. Talk to assistants 2. Read business references 3. Record procedures 4. Feedback from assistants 5. View business operations 	<ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM 					

72

72



(TASK STATEMENT) COMMUNICATE BUSINESS OPERATING POLICIES

73

TOOLS, EQUIPMENT, MATERIALS,
OBJECTS ACTED UPON

- Manuals
- Audio-visual aids
- Forms
- Professor assistance
- Business reference

PERFORMANCE KNOWLEDGE

- Steps:
- Choose policies that are most effective for business operations
 - Analyze best mode or modes to communicate policies
 - Inform all persons who will be effected by policies
 - Evaluate choice of communication media

SAFETY - HAZARD

DECISIONS

How best to communicate business operation policies

CUES

Consider the structure of the business and what has worked in past
Keep in mind appropriate communication technique

ERRORS

Ineffective communication of policies

SCIENCE

Professionalism
A, B, C, D, F, G (See Appendix A)

Supervision
C, D, E, F, G, H, I (See Appendix A)

Conscious awareness of the need for a balance between tension and relaxation

Conscious awareness of physical expressions basic to peak physical performance

Conscious awareness of qualities basic to optimal mental performance

MATH — NUMBER SYSTEMS

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening
5. Viewing

EXAMPLES

1. Talk to assistants
2. Read business reference
3. Record procedures
4. Feedback from assistants
5. View business operations

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM
5. VCM

71A

(TASK STATEMENT) IMPLEMENT POLICIES

75

TOOLS, EQUIPMENT, MATERIALS,
OBJECTS ACTED UPON

Manuals
Professional assistance

PERFORMANCE KNOWLEDGE

Steps:
Consider possible ways of
implementing policies
Consult professional assistance
Review past policies
Activate policies

SAFETY – HAZARD

DECISIONS

CUES

ERRORS

Policies not implement properly

TASK STATEMENT) IMPLEMENT POLICIES

<p style="text-align: center;">SCIENCE</p> <p><u>Professionalism</u> A,B,C,D,F,G (See Appendix A)</p> <p><u>Supervision</u> C,D,E,G,H,I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<p style="text-align: center;">MATH - NUMBER SYSTEMS</p>
<p>COMMUNICATIONS</p>	
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to assistants 2. Read business reference 3. Record procedures 4. Feedback from assistants 5. View business operations
<p><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM 	

TASK STATEMENT) EVALUATE ESTABLISHED POLICIES

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

- Evaluation forms
- Professional assistance
- Evaluation criteria manual
- Reference materials

PERFORMANCE KNOWLEDGE

- Steps:**
- Select criteria for evaluation
 - Evaluate policies according to criteria
 - Record evaluation

SAFETY - HAZARD 77

DECISIONS

Are policies effective

CUES

Keep in mind criteria for policies

ERRORS

Incorrect evaluation of policies

SCIENCE	MATH - NUMBER SYSTEMS
<p><u>Professionalism</u> A, B, C, D, F, G (See Appendix A)</p> <p><u>Supervision</u> C, D, E, F, G, H, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talking to assistants 2. Read evaluation criteria 3. Record evaluations 4. Feedback from assistants 5. Visual evaluation
	<p><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM

Duty I Managing Physical Facilities of Business

- 1 Analyze business physical facilities**
- 2 Decide on most effective physical facilities**
- 3 Arrange physical facilities to implement business**
- 4 Evaluate physical facilities**

TASK STATEMENT) ANALYZE BUSINESS PHYSICAL FACILITIES

80

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

Blueprints.
Federal and state regulations
Professional assistance
Competitor's facilities
Calculator
Measuring instruments

PERFORMANCE KNOWLEDGE

Steps:
Review past records of physical facilities
Analyze competitor's facilities
Review present facilities
Consult professional assistance

SAFETY - HAZARD

DECISIONS

Determine appropriateness of business physical facilities

CUES

Keep in mind physical facilities in relation to business operations

ERRORS

Inappropriate use of physical facilities

MATH - NUMBER SYSTEMS

1. Rational numbers
2. Fundamental Operations (calculation)
3. Basic Arithmetic Skills and Concepts-4,5,6,7 (See Appendix B)
4. Use of Computing Devices and Mechanical Aids-calculators (electric, mechanical)
5. Basic Measurement Skills and Concepts-Instruments: ruler and tape; 9c,d,e,f (See Appendix B)

SCIENCE

Professionalism
A,B,C,D,F,G (See Appendix A)

Supervision
B,C,D,E,F,G,H,I (See Appendix A)

Conscious awareness of the need for a balance between tension and relaxation

Conscious awareness of physical expressions basic to peak physical performance

Conscious awareness of qualities basic to optimal mental performance

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening
5. Viewing

EXAMPLES

1. Talk to assistants
2. Read business references
3. Record analysis
4. Feedback from assistants
5. Visual analysis

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM
5. VCM

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

Federal and state regulations
 Business records
 Professional assistance
 Business references

PERFORMANCE KNOWLEDGE

Steps:
 Determine needs of business
 Establish standards according
 to business needs
 Consult professional assistance
 Use standards to decide on
 business facilities
 Decide on facilities

SAFETY - HAZARD

DECISIONS

What facilities are best for the
 business

CUES

Keep in mind needs of business

ERRORS

Inappropriate use of physical
 facilities

SCIENCE

MATH -- NUMBER SYSTEMS

Professionalism
 A, E, C, D, F, G (See Appendix A)

Supervision
 B, C, D, E, F, G, H, I (See Appendix A)

Conscious awareness of the need for a balance between tension and relaxation

Conscious awareness of physical expressions basic to peak physical performance

Conscious awareness of qualities basic to optimal mental performance

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening
5. Viewing

EXAMPLES

1. Talk to assistants
2. Read business references
3. Record analysis
4. Feedback from assistants
5. Visual analysis

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM
5. VCM

(TASK STATEMENT) ARRANGE PHYSICAL FACILITIES TO IMPLEMENT BUSINESS

TOOLS, EQUIPMENT, MATERIALS,
OBJECTS ACTED UPON

Reference materials
Professional assistance
Business records

PERFORMANCE KNOWLEDGE

Steps:
Consider possible ways of
arranging facilities
Consult professional assistance
Consider past experience
Arrange physical facilities to
best carry out business
operations

SAFETY - HAZARD

DECISIONS

What is the most efficient
method to arrange facilities

CUES

Keep implementation of business
in mind

ERRORS

Improper arrangement of
facilities

<p style="text-align: center;">SCIENCE</p> <p><u>Professionalism</u> A, B, C, D, F, G, (See Appendix A)</p> <p><u>Supervision</u> B, C, D, E, F, G, H, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<p style="text-align: center;">MATH -- NUMBER SYSTEMS</p>
<p>COMMUNICATIONS</p>	
<p style="text-align: center;"><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<p style="text-align: center;"><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to assistants 2. Read business references 3. Record analysis 4. Feedback from assistants 5. Visual analysis
<p style="text-align: center;"><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM 	<p style="text-align: right;">85</p>

(TASK STATEMENT) EVALUATE PHYSICAL FACILITIES

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

- Set criteria manual
- Reference materials
- Professional assistance
- Business records

PERFORMANCE KNOWLEDGE

- Steps:**
- Set criteria for evaluation
 - Evaluate physical facilities on criteria
 - Consult professional assistance
 - Record evaluation

SAFETY - HAZARD

DECISIONS

Are physical facilities appropriate for effective business operations

CUES

Keep in mind criteria for evaluation

ERRORS

Improper evaluation of facilities

Professionalism

A, B, C, D, F, G (See Appendix A)

Supervision

B, C, D, E, F, G, H, I (See Appendix A)

Conscious awareness of the need for a balance between tension and relaxation

Conscious awareness of physical expressions basic to peak physical performance

Conscious awareness of qualities basic to optimal mental performance

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening
5. Viewing

EXAMPLES

1. Talking to assistants
2. Read evaluation criteria
3. Record evaluation
4. Feedback from assistants
5. Visual evaluation

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM
5. VCM

Duty J Managing Business Finance

- 1 Establish operating budget**
- 2 Allocate business expenditures to business areas**
- 3 Evaluate operating budget**

RR

(TASK STATEMENT) ESTABLISH OPERATING BUDGET

89

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Professional assistance Business records Reference materials Calculation</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Determine needs of business Determine costs of these needs Review previous budgets Consult professional assistance Determine projected capital available Decide on priority of expense Formulate budget in written form</p>	<p>SAFETY – HAZARD</p>
<p><u>DECISIONS</u></p> <p>Is budget in line with needs of business</p>	<p><u>CUES</u></p> <p>Keep in mind the amount and availability of capital</p>	<p><u>ERRORS</u></p> <p>Misappropriation of funds</p>

<p style="text-align: center;">SCIENCE</p> <p><u>Professionalism</u> A,B,C,D,F,G (See Appendix A) <u>Supervision</u> E,F,I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<p style="text-align: center;">MATH - NUMBER SYSTEMS</p> <ol style="list-style-type: none"> 1. Rational numbers 2. Use of numbers (without calculation)-recording 3. Basic Arithmetic Skills and Concepts-3,4,5,6,7 (See Appendix B) 4. Fundamental Operations (calculation) 5. Use of Computing Devices and Mechanical Aids-calculators (electric and Mechanical) 6. Basic Measurement Skills and Concepts-Measurement: non-geometric (time and money); read and interpret tables, charts and graphs, representational graphs
<p>COMMUNICATIONS</p>	
<p style="text-align: center;"><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 	<p style="text-align: center;"><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to assistants 2. Read business records 3. Record budget analysis 4. Feedback from assistants
<p style="text-align: center;"><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 	

(TASK STATEMENT) ALLOCATE BUSINESS EXPENDITURES TO BUSINESS AREAS

TOOLS, EQUIPMENT, MATERIALS,
OBJECTS ACTED UPON

Business records (budget)

PERFORMANCE KNOWLEDGE

Steps:
 Refer to established budget
 Set criteria for budget allocations
 Notify areas of their planned budget
 Communicate budget procedures

SAFETY - HAZARD

DECISIONS

Are funds properly allocated

CUES

Keep in mind planned budget

ERRORS

Improper allocation of planned budget

ALLOCATE BUSINESS EXPENDITURES TO BUSINESS AREAS

ASK STATEMENT)

<p>SCIENCE</p> <p>Professionalism A, B, C, D, F, G, (See Appendix A)</p> <p>Supervision E, F, I (See Appendix A)</p>	<p>MATH - NUMBER SYSTEMS</p> <p>Use of numbers (without calculation)-recording</p>
<p>COMMUNICATIONS</p>	
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to assistants 2. Read business records 3. Record budget analysis 4. Feedback from assistants
<p><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 	<p>102</p>

(TASK STATEMENT) EVALUATE OPERATING BUDGET

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Business records Calculator Reference materials</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Review budget Review expenditures being made Consider possible alterations in budget Make changes where needed</p>	<p>SAFETY – HAZARD</p>
<p><u>DECISIONS</u></p> <p>Are finances properly budgeted</p>	<p><u>CUES</u></p> <p>Consider changing economics trends and needs of business</p>	<p><u>ERRORS</u></p> <p>Inefficient budgeting of money</p>

ASK STATEMENT)	EVALUATE OPERATING BUDGET
<p style="text-align: center;">SCIENCE</p> <p><u>Professionalism</u> A, B, C, D, F, G (See Appendix A)</p> <p><u>Supervision</u> E, F, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<p style="text-align: center;">MATH -- NUMBER SYSTEMS</p> <ol style="list-style-type: none"> 1. Rational numbers 2. Use of numbers (without calculation)-recording 3. Fundamental Operations (calculator.) 4. Basic Arithmetic Skills and Concepts-3,4,5,6,7 (See Appendix B) 5. Use of Computing Devices and Mechanical Aids-calculator (electric, mechanical) 6. Basic Measurement Skills and Concepts-non-geometric (time and money); read and interpret tables, charts and graphs (representational graphs)
COMMUNICATIONS	
<p style="text-align: center;"><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<p style="text-align: center;"><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talking to assistants 2. Read evaluat criteria 3. Record evaluations 4. Feedback from assistants 5. Visual evaluation
SKILLS/CONCEPTS	
<p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM 	

Duty K Insuring Coverage of Business Losses

- 1 Decide insurance needs of business
- 2 Select business coverage
- 3 Purchase business coverage
- 4 Revise and update business coverage

TASK STATEMENT) DECIDE INSURANCE NEEDS OF BUSINESS

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Professional assistance Business records Business references Calculator</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Assess insurance needs Consult professional assistance Review past experience Determine priority of insurance needs</p>	<p>SAFETY - HAZARD</p>
<p><u>DECISIONS</u></p> <p>What insurance coverage is necessary for business</p>	<p><u>CUES</u></p> <p>Keep in mind needed coverage for losses of business</p>	<p><u>ERRORS</u></p> <p>Improper coverage of business losses</p>

<p style="text-align: center;">SCIENCE</p> <p><u>Professionalism</u></p> <ol style="list-style-type: none"> 1. Maintain capacity to foster trust 2. Maintain capacity to foster confidentiality 3. Maintain capacity to foster cooperation 4. Maintain capacity to generate integrity 5. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables 6. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability <p><u>Supervision</u></p> <ol style="list-style-type: none"> 1. Grant appropriate regard for customer's unique needs 2. Communicate pride in establishment 	<p style="text-align: center;">MATH - NUMBER SYSTEMS</p> <ol style="list-style-type: none"> 1. Rational numbers 2. Fundamental Operations (calculation) 3. Basic Arithmetic Skills and Concepts-3,4,5,6,7 (See Appendix B) 4. Use of Computing Devices and Mechanical Aids-calculators (electric and mechanical) 5. Basic Measurement Skills and Concepts-Measurement: non-geometric (time and money); read and interpret tables, charts and graphs (number line/coordinate graph) 2-dimensional and 3-dimensional, representative graphs 	
<p>COMMUNICATIONS</p>		
<p style="text-align: center;"><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<p style="text-align: center;"><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to assistants 2. Read business references 3. Record procedures 4. Feedback from assistants 5. View business operations 	<p style="text-align: center;"><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM

TASK STATEMENT) SELECT BUSINESS COVERAGE

TOOLS, EQUIPMENT, MATERIALS,
OBJECTS ACTED UPON

- Reference materials
- Professional assistance
- Business records
- Calculator

PERFORMANCE KNOWLEDGE

- Steps:
- Determine available source of insurance
 - Consider past experience with source
 - Consider policies of source
 - Consider reputation of source
 - Consider cost of insurance with source
 - Consider coverage available

SAFETY -- HAZARD

98

DECISIONS

What is best source to meet insurance needs

CUES

Keep in mind above steps

ERRORS

Wrong choice of insurance source

SCIENCE

Professionalism

1. Maintain capacity to foster trust
2. Maintain capacity to foster confidentiality
3. Maintain capacity to foster cooperation
4. Maintain capacity to generate integrity
5. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables
6. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability

Supervision

1. Grant appropriate regard for customer's unique needs
2. Communicate pride in establishment

MATH -- NUMBER SYSTEMS

1. Rational numbers
2. Use of numbers (without calculation)-counting, ordering indexing
3. Use of Computing Devices and Mechanical Aids-adding machines, calculators (electric and mechanical)
4. Fundamental Operations (Calculation)
5. Basic Arithmetic Skills and Concepts
6. Basic Measurement Skills and Concepts- (See Appendix B)

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening
5. Viewing

EXAMPLES

1. Talking to assistants
2. Read business references
3. Record procedures
4. Feedback from assistants
5. View business operations

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM
5. VCM

TASK STATEMENT) PURCHASE BUSINESS COVERAGE

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Policy applications Purchase orders Source of price quotations</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Follow particular source order procedure Follow established business ordering policies Place order</p>	<p>SAFETY - HAZARD</p> <p>100</p>
<p>DECISIONS</p>	<p>CUES</p>	<p>ERRORS</p> <p>Inaccurate order</p>

SCIENCE

Professionalism

1. Maintain capacity to foster trust
 2. Maintain capacity to foster confidentiality
 3. Maintain capacity to foster cooperation
 4. Maintain capacity to generate integrity
 5. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables
 6. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability
- Supervision
1. Grant appropriate regard for customer's unique needs
 2. Communicate pride in establishment

MATH - NUMBER SYSTEMS

1. Rational numbers
2. Use of numbers (without calculation)-counting
3. Fundamental Operations (Calculation)
4. Basic Arithmetic Skills and Concepts
5. Use of Computing Devices and Mechanical Aids-adding machines, calculators (electric and mechanical)
6. Basic Measurement Skills and Concepts - 1,4,6,7,8, 9c, (See Appendix B)

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing

EXAMPLES

1. Oral ordering of merchandise
2. Reading of forms and reports
3. Write orders and reports

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM

(TASK STATEMENT) REVISE AND UPDATE BUSINESS COVERAGE

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

Reference materials

Professional assistance

Business records

Calculator

PERFORMANCE KNOWLEDGE

Steps:

Review coverage

Consider additional needs

Alter coverage as needed

SAFETY -- HAZARD

DECISIONS

Is the insurance on the business appropriate

CUES

ERRORS

Business insurance inappropriate

<p style="text-align: center;">SCIENCE</p> <p><u>Professionalism</u> Maintain capacity to foster trust Maintain capacity to foster confidentiality Maintain capacity to foster cooperation Maintain capacity to generate integrity Maintain capacity to function efficiently when encountering fast changing, multiple, personal needs situational variables Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability</p> <p><u>Supervision</u> Grant appropriate regard for customer's unique needs Communicate pride in establishment</p>	<p style="text-align: center;">MATH - NUMBER SYSTEMS</p> <p>Rational numbers Use of numbers (without calculation)-counting, ordering, indexing Use of computing devices and mechanical aids-adding machines, calculators (electric and mechanical) Fundamental operations (calculations) Addition, subtraction, division, multiplication Basic arithmetic skills and concepts Basic measurement skills and concepts (See Appendix B)</p>	
<p>COMMUNICATIONS</p>		
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talking to assistants 2. Review policies 3. Record analyses 4. Feedback from assistants 	<p><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM

Duty L Supervising Maintenance of Business Building

- 1 Evaluate condition of building**
- 2 Determine and decide business maintenance**
- 3 Implement building maintenance**

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

Professional assistance
Business records

PERFORMANCE KNOWLEDGE

Steps:
Make periodic observation
of building
Consult maintenance records
Consult professional assistance

SAFETY - HAZARD

DECISIONS

Does building need repair

CUES

Know proper condition of building

ERRORS

Improper maintenance evaluation



MATH - NUMBER SYSTEMS

Professionalism
A, B, C, D, F, G

(See Appendix A)

Supervision
B, C, E, F, I

(See Appendix A)

Conscious awareness of the need for a balance between tension and relaxation

Conscious awareness of physical expressions basic to peak physical performance

Conscious awareness of qualities basic to optimal mental performance

1. Rational numbers
2. Fundamental Operations (Calculation)
3. Use of Computing Devices and Mechanical Aids- Calculators (electric and mechanical)
4. Basic Measurement Skills and Concepts-Instruments: ruler, compass, tape-Measurement: non-geometric-time and money; Read and interpret tables, charts and graphs-scales drawings/floor plans/blueprints

SCIENCE

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening
5. Viewing

EXAMPLES

1. Talking to assistants
2. Read evaluation criteria
3. Record evaluations
4. Feedback from assistants
5. Visual evaluation

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM
5. VCM

(TASK STATEMENT) DETERMINE AND DECIDE BUSINESS MAINTENANCE

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p>	<p>PERFORMANCE KNOWLEDGE</p>	<p>SAFETY – HAZARD</p>
<p>Business records Professional assistance</p>	<p>Steps: Determine needed maintenance of building Consult budget allocations Estimate cost of maintenance Consult business assistance Check maintenance records Determine maintenance priorities</p>	
<p><u>DECISIONS</u> What business maintenance should be performed</p>	<p><u>CUES</u> Keep in mind proper maintenance of building</p>	<p><u>ERRORS</u> Improper maintenance of building</p>

<p style="text-align: center;">SCIENCE</p> <p><u>Professionalism</u> A, B, C, D, F, G (See Appendix A)</p> <p><u>Supervision</u> B, C, E, F, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<p style="text-align: center;">MATH -- NUMBER SYSTEMS</p> <ol style="list-style-type: none"> 1. Fundamental Operations (Calculation) 2. Basic Arithmetic Skills and Concepts-Property of comparison (equality/equivalence and inequality/ greater than/less than 3. Basic Measurement Skills and Concepts-Measurement non-geometric (time and money)
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COMMUNICATIONS	
<p style="text-align: center;"><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<p style="text-align: center;"><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to assistants 2. Read business references 3. Record procedures 4. Feedback from assistants 5. View business operations
SKILLS/CONCEPTS	
(REFER TO COMMUNICATIONS CODE)	
<ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM 	

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(TASK STATEMENT) IMPLEMENT BUILDING MAINTENANCE

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Professional assistance Business records Calculator Blueprints Measuring instruments</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Consider needed building maintenance Determine available sources of maintenance Consider past experience Consider source costs Request maintenance from appropriate source</p>	<p>SAFETY - HAZARD</p>
<p>DECISIONS</p> <p>What way should building maintenance be performed</p>	<p>CUES</p> <p>Consider knowledge gained in steps</p>	
	<p>ERRORS</p> <p>Implementation of maintenance</p>	

(TASK STATEMENT) IMPLEMENT BUILDING MAINTENANCE

<p>SCIENCE</p> <p><u>Professionalism</u> A, B, C, D, F, G (See Appendix A)</p> <p><u>Supervision</u> B, C, E, F, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<p>MATH -- NUMBER SYSTEMS</p> <p>Rational numbers</p> <ol style="list-style-type: none"> 1. Fundamental Operations 2. Use of Computing Devices and Mechanical Aids--Calculators (electrical and mechanical) 3. Basic Measurement Skills and Concepts--Instruments: ruler, compass, tape; Read and interpret tables, charts and graphs - scale drawings/floor plans/blueprints
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COMMUNICATIONS

<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to assistants 2. Read business references 3. Record procedures 4. Feedback from assistants 5. View business operations 	<p><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM
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APPENDIX A

PROFESSIONALISM

- A. Maintain capacity to foster trust
- B. Maintain capacity to foster confidentiality
- C. Maintain capacity to foster cooperation
- D. Maintain capacity to generate integrity
- E. Maintain capacity to cope with conflict behavior
- F. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables
- G. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability

SUPERVISION

- A. Distribute personnel with regard to leadership qualities and experience for optimum team performance
- B. Maintain customers illusion of privacy by avoiding excessive noise or movement
- C. Grant appropriate regard for customer's personal space (convenience and special interest)
- D. Grant conscious attention to smoothly flowing team work
- E. Maintain regard for differing views on maximum efficiency of the operations
- F. Grant appropriate regard for customer's unique needs
- G. Exhibit capacity to ascertain best service for the particular party type requested
- H. Show and describe facilities with appropriate speed and clarity
- I. Communicate pride in establishment

INHIBITORS OF EFFICIENT JOB PERFORMANCE (FEAR, ANXIETY, RIGIDITY, INFLEXIBILITY AND TENSION)
RESULTING FROM:

- A. Excessive anticipation of expected events
- B. Excessive pre-occupation with fantasy
- C. Excessive pre-occupation with past experiences
- D. Excessive identification with one's social role (as an external index of self)
- E. Excessive attachment to fixed-projected time sets (e.g. schedules, appointments, deadlines, etc.)
- F. Excessive attachment to personal values sets which inhibit open inter-personal communication
- G. Excessive mental activity to the complete exclusion of intuitive body expressions

CONDITIONS FOR HEALTH AND GROWTH-DIRECTED JOB PERFORMANCE

- A. Awareness of one's changing emotional states
- B. Awareness of one's changing physical states
- C. Awareness of one's unlimited intellectual activities
- D. Awareness of one's diverse, intuitive (creative) capacities
- E. Capacity to perceive, quickly integrate, and function well in the face of unexpected situational variables
- F. Capacity to maintain open-mindedness and composure in the far seemingly different, eccentric or clashing values expressed behaviorally or verbally

APPENDIX B

BASIC ARITHMETIC SKILLS AND CONCEPTS

Set of Real Numbers

Irrationals/Rationals

Fractions/Decimals

Integers (. . . -3, -2, -1, 0, +1, +2, +3,)

Whole Numbers (0, 1, 2, 3,)

Counting Numbers (1, 2, 3, 4,)

Fundamental Operations (calculation)

Addition algorithm

Subtraction algorithm

Multiplication algorithm

Division algorithm

Order of operation, i.e., use of parentheses in simplifying arithmetic expressions

Basic Skills

1. Reduction of fraction
2. Changing mixed numbers to improper fractions
3. Changing percents to fractions and fractions to percents
4. Finding a percent of a number and what percent one number is of another
5. Changing fractions to decimals and decimals to fractions
6. Ratio and proportion
7. Estimation: rounding off decimals and whole numbers

APPENDIX B CONTINUED

BASIC MEASUREMENT SKILLS AND CONCEPTS

1. "Measure sense"/role of "unit"
2. Instruments
3. Given an instrument of measure, determine precision and/or accuracy with respect to relative error, significant digits and tolerance
4. Metric and English measure and conversion
5. Rate
6. Measurement: geometric
 - a. linear
 - b. area
 - c. volume
 - d. angle
7. Measurement: non-geometric
 - a. time
 - b. money
 - c. temperature
 - d. weight
 - e. liquid
 - f. dry
 - g. speed
 - h. pressure
8. Conversion from one standard unit to another
9. Read and interpret tables, charts and graphs
 - c. scale drawings/floor plans/blueprints
 - d. maps
 - e. number line/coordinate graph (2-dimensional and 3-dimensional)
 - f. representational graphs

APPENDIX C
COMMUNICATIONS CODE

Performance Modes

Speaking (SCM)

Skills/Concepts

1. Terminology/general vocabulary
2. Implying
3. Enunciation
4. Clarity of expression
5. Persuasion and sales technique
6. Logic
7. Gestures
8. Facial and body features
9. Poise
10. Usage

Reading (RCM)

1. Comprehension
2. Detail/inference
3. Informational reports
4. Recommendation reports
5. Progress reports
6. Proposals
7. Definition
8. Terminology

Writing (WCM)

1. Penmanship
2. Spelling
3. Memo format
4. Description
5. Reports (see above for types)
6. Business letters (format/content)
7. Terminology/general vocabulary
8. Clarity of expression
9. Logic
10. Usage

Performance Modes

Listening (LCM)

Skills/Concepts

1. Auditory discrimination
2. Detection of propaganda devices
3. Discriminate facts from non facts
4. Recognize opinions
5. Concentration
6. Logic (ordering of thoughts and opinions)
7. Word definition
8. Note taking

Viewing (VCM)

1. Visual analysis (see the parts in relation to the whole)
2. Memory (short and long term retention)
3. Logic (ordering of thoughts and perceptions)
4. Recognition of symbols, codes and emblems

Touching (TMC)

1. Size
2. Shape
3. Consistency
4. Texture

GLOSSARY

- Account - a record of a business transaction or deal
- Accountant - one who is skilled at keeping business records
- Accounts receivable - a record of what is owed to an account
- Analysis - breaking an idea or a problem down into its parts or a good examination of the parts of anything
- Articles of incorporation - a legal document filed with the state which sets forth the purposes and regulations for a corporation
- Asset - anything of worth that is owned
- Bad debts - money owed to an account that the agent cannot collect
- Balance - (1) the amount of money remaining in an account, (2) when the amounts of money in a positive (credit) account and a negative (debit) account are equal
- Balance sheet - an important business record which shows what a business owns and owes at any one time
- Business venture - taking financial risks in a commercial enterprise
- Capital - available money to invest or the total of accumulated assets available for production
- Capital requirement - a list (or schedule) of expenses which must be met to establish a business
- Cash - money in hand or readily available
- Cash receipts - the money received by a business from customers
- Chain of command - the proper lines of authority between the head of an organization, its managers and supervisors and its workers
- Contract - an agreement regarding mutual responsibilities between two or more parties
- Controllable expenses - those expenses which can be controlled or restrained by the business' employees
- Corporation - a business venture comprising a group of individuals or objects treated by the law as an individual
- Co-signers - joint signers of a loan agreement, pledging to meet the obligations in case of default
- Debit - debts recorded
- Debts - that which is owed
- Default - failure to pay a debt or meet an obligation
- Demand - an order to comply with an obligation

Depreciation - a decrease in value through age, wear or deterioration
 Economic - pertaining to money or financial matters
 Embezzlement - to steal or take by fraud another's property for one's own use
 Enterprise - a business firm or a business undertaking
 Entrepreneur - a person who organizes and manages a business
 Equity capital - venture money
 Factors - (1) something which contributes to a result, (2) a finance company specializing in high risk loans (usually at high interest rates)
 Financial statement - a record of total assets and liabilities
 Financing - obtaining money resources
 Fixed expenses - those costs which do not vary from one period to the next
 Franchise (franchisor, franchisee) - a right or privilege to deal in a certain line or brand of goods and services
 Functional - performing a function or carrying out a characteristic action
 Gross - overall total before deductions
 Income - money coming in
 Industry ratio - the standard or "average" percentage of expenses spent by firms in a similar type of business, i.e. firms in the same industry
 Interest - the cost of borrowing money
 Inventory - a list of present or current assets
 Invest - lay out money for any purpose from which a profit is expected
 Lease - a long term rental agreement
 Liability - debts or that which is owed
 Liability insurance - risk protection for accidents for which a business is liable
 Limited partnership - a legal partnership where some owners are allowed to assume responsibility only up to the amount invested
 Line position - a place of authority in a "line," organization
 Liquidate - to settle a debt or to convert to cash
 Loan - money lent at interest
 Management - the art of conducting and supervising a business
 Marketing - all the functions involved in purchasing and selling
 Merchandise - goods bought and sold in a business
 Motivation - strong influence or incentive
 Net - what is left after deducting all charges
 Nonrecurring - one time; not repeating
 Objective - something toward which effort is directed; something to accomplish
 Obsolescence - declined in value because of replacement by new and/or better things

Operating costs - expenditures arising out of current business activities
Operating organization - the plan for doing business
Operating ratios - the relationship of costs from business activities
Organize - to put in order
Owner manager - one who operates his/her own business
Ownership organization - the legal structure for a business
Partnership - a legal business relationship where individuals share responsibilities, resources and profits
Payable - ready to be paid
Personnel - persons collectively in the employ of a business
Pledge - to bind by a promise, to give possession of something of value as security on a loan
Posting - to enter in an account
Pricing - to set a value upon something
Principal - property or capital assets as opposed to income; also, one who is directly concerned in a business enterprise
Profit - financial gain; returns over expenditures
Profit and loss statement - a list of the total amount of sales less expenses and costs to show the amount of "profit or loss" for doing business
Profit margin - an allowance above expenditures in a price
Proprietorship - subject to exclusive ownership
Ratio - the relationship of one thing to another
Receivable - ready for payment
Regulations - rules or laws (affecting a business)
Reserve - that which is held back or stored for future use or in case of emergency
Retail - selling directly to the consumer
Retained - protected or guaranteed
Service business - a retail business which deals in activities for the benefit of others
Share - one of the equal parts into which the ownership of a corporation is divided
Site - a plot of ground set aside for a particular use
Stabilizing - to make stable; to be less subject to ups and downs
Statistics - a collection of accurate numerical data; classified facts which can be stated in numbers
Stock - an ownership share in a corporation (another word for share); accumulated merchandise



Tangible - something that is real
Trade credit - permission to buy from suppliers on open account
Transfer - to remove from one place to another or from one person to another
Volume - an amount or quantity (of business)
Wholesale - selling for resale