

# WHAT'S NEXT?



**COMPETENCY  
CATEGORY:**

Work Place

**COMPETENCY  
NUMBER:**

H.75

**COMPETENCY:**

Demonstrate an understanding of the work to be accomplished.

**OBJECTIVE:**

Upon completion of this module, students will be able to demonstrate an understanding of the work to be accomplished.



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## INTRODUCTION

- When you are working, have you ever found yourself wondering what to do next?
- What is the range of tasks associated with your job?
- Have you ever read your job description?
- The focus of this module entitled “What’s Next?” is designed to help you to better understand the work to be accomplished.

## Administer Pre-Assessment

## OUTLINE

### A. Job Analysis

#### **Note to Specialist: It might be helpful to review module G.40 – Conduct a Job Analysis.**

1. A job analysis is the process used to identify and determine, in detail, the particular job duties, requirements and their importance for a given job.
2. The focus is on the job, not the person in the job.
3. A job analysis should collect information in the following areas:
  - a. Duties and tasks – The basic unit of a job is the performance of specific tasks and duties. Information to be collected about these items may include: frequency, duration, effort, skill, complexity, equipment, standards, etc.
  - b. Environment – This may have a significant impact on the physical requirements to be able to perform a job. The work environment may include unpleasant conditions such as offensive odors and temperature extremes.

There may also be definite risks to the incumbent such as noxious fumes, radioactive substances, hostile and aggressive people, and dangerous explosives.

- c. Tools and equipment – Some duties and tasks are performed using specific equipment and tools. Equipment may include protective clothing. These items need to be specified in a job analysis.
- d. Relationships – Supervision given and received. Relationships with internal and external people.
- e. Requirements – The knowledge, skills, and abilities (KSAs) required to perform the job. While an incumbent may have higher KSAs than those required for the job, a job analysis typically only states the minimum requirements to perform the job.

## B. How to conduct a job analysis

- 1. The following questions can help you to analyze each job in your organization:
  - a. What activities actually constitute the job? Is each really necessary? (For example – a secretary word processes, files, answers the phone.)
  - b. What is the relationship between each task? Is there a special sequence that the tasks must follow?
  - c. Do the tasks necessitate sitting, standing, crawling, walking, climbing, running, stooping, kneeling, lifting, carrying, digging, writing, operating, pushing, pulling, fingering, talking, listening, interpreting, analyzing, seeing, coordinating, etc.?
  - d. How many other employees are available to perform the job function?

- e. How much time is spent on the job performing each particular function?
- f. Would removing a function fundamentally alter the job?
- g. What happens if a task is not completed on time?
- h. Where are the essential functions of the job carried out?
- i. How is the work organized for maximum safety and efficiency?
- j. How do workers obtain necessary equipment and materials?
- k. What movements are required of employees to accomplish the essential functions of the job?
- l. What are the physical conditions of the job setting (hot, cold, damp, inside, outside, underground, wet, dry, dirty, greasy, noisy, etc.)?
- m. What are the social conditions of the job (works alone, works around others, works with the public, works under close supervision, works under minimal supervision, works under deadlines)?
- n. What are the physical requirements (lifting, driving, cleaning, etc.)?
- o. What are the general skills needed for the job (ability to read, write, add, etc.)?
- p. What specific training is necessary? Can this training be obtained on the job?
- q. What previous experience, if any, can replace or be substituted for the specific training requirements?

### C. How to use job analysis information

1. Once the job analysis has been completed, you will be in a better position to:
  - a. Perform your current job more successfully
  - b. Demonstrate an understanding of the work to be accomplished
  - c. Advance to a higher level position

**COMPLETE LEARNING ACTIVITY H.75-1**  
**“JOB DESCRIPTIONS”**

**COMPLETE LEARNING ACTIVITY H.75-2**  
**“JOB DESCRIPTIONS, PART II”**

D. Accepting responsibility

1. Now that you have an understanding of the work to be accomplished, the next step is to move forward and assume responsibility for taking action.
2. Employers are looking for employees who demonstrate responsibility and the ability to learn and solve problems.
3. Employers have no quarrel with the skill performance of today’s students, but they do have serious reservations when it comes to their non-technical abilities (employability skills, which include responsibility).
4. Studies suggest that employers place more importance on employability skills than job-specific skills.
5. Employers deem it important for workers to have an understanding of the work environment and the work to be accomplished.
6. In a recent study, employers catalogued the reasons for **not** hiring or retaining young people.
7. These include:

- a. Low grades or low levels of academic achievement
  - b. Poor attitudes, lack of self-confidence
  - c. Lack of goals, low motivation, lack of responsibility
  - d. Lack of enthusiasm, or little evidence of leadership potential
  - e. Lack of preparation for the interview
  - f. Unrealistic salary demands and expectations
  - g. Inadequate preparation for type of work
  - h. Lack of extracurricular activities
  - i. Inadequate basic skills (reading, writing, math)
8. One can easily see that employability skills are not merely attributes that employers desire in prospective employees; rather, many employers now **require** applicants to have these skills in order to be seriously considered for employment.
  9. Fully 87 percent of persons losing their jobs or failing to be promoted were found to have improper work habits and attitudes rather than insufficient job skills or knowledge.
  10. So the ideal combination of understanding the work to be accomplished and taking personal responsibility for that work is just what an employer is looking for.

E. Some final comments

1. To assist you in understanding the work to be accomplished, it is suggested that you:
  - a. Conduct your own informal job analysis
  - b. Review your job description from time to time

- c. Ask questions of your peers, supervisors and management
- d. Closely observe the work that is to be done
- e. Volunteer for new assignments
- f. Keep notes about various job tasks
- g. Read policy and procedure manuals

**COMPLETE LEARNING ACTIVITY H.75-3  
“GRADE IMPROVEMENT”**

**COMPLETE LEARNING ACTIVITY H.75-4  
“TASK ASSIGNMENT”**

**COMPLETE LEARNING ACTIVITY H.75-5  
“EMPLOYER COMMENTS”**

**COMPLETE LEARNING ACTIVITY H.75-6  
“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY H.75-7  
“SERVICE LEARNING”**

**COMPLETE READING ACTIVITY H.75  
“LISTEN...IT’S GOOD NEWS!”**

**COMPLETE MATH ACTIVITY H.75  
“A LITTLE KNOWLEDGE MAKES A BIG DIFFERENCE”**

**Administer Post-Assessment**

**LEARNING ACTIVITY H.75-1**  
**“JOB DESCRIPTIONS”**

**OBJECTIVE:** To review job descriptions to identify work responsibilities

**RESOURCES:** Sample job descriptions

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Using the sample job descriptions, have students write a job description for several teachers in their school.
2. Distribute the job descriptions to those teachers and ask them to critique the “accuracy.”
3. Invite several of these teachers to discuss their jobs with your class.
4. What are the similarities and differences among the jobs performed by the teachers?
5. Engage the class in a discussion.

**LEARNING ACTIVITY H.75-2**  
**“JOB DESCRIPTIONS, PART II”**

**OBJECTIVE:** To collect job descriptions from various employers

**RESOURCES:** None

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Have students collect sample job descriptions from various local employers.
2. List on board the specific duties or tasks each position requires.
3. Look for common skills, i.e. “employability skills” required for most positions.
4. Engage the class in a discussion of these skills.

**LEARNING ACTIVITY H.75-3**  
**“GRADE IMPROVEMENT”**

**OBJECTIVE:** To demonstrate an understanding of the work to be accomplished

**RESOURCES:** None

**SUGGESTED TIME:** 4 hours

**DIRECTIONS:**

1. Have students visit with at least two of their teachers to collect information about their current grades and what they might do to improve their classroom performance.
2. Discuss the results with each student and assist them in developing a plan of action to improve their results.
3. Track each student’s progress over the next grading period.
4. Discuss student’s progress over the next grading period.

**LEARNING ACTIVITY H.75-4  
“TASK ASSIGNMENT”**

**OBJECTIVE:** To demonstrate an understanding of the work to be accomplished

**RESOURCES:** Task assignment(s) made by Specialist

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

**Note to Specialist: Select a topic from Learning Activity H.75-6 “Journal Writing” or H.75-7 “Service Learning.”**

1. Assign students a major task to be accomplished.
2. Have students identify the critical steps that must be accomplished to complete the task.
3. Have students share their plans with the class.
4. Review each plan and offer suggestions for improvement.

**LEARNING ACTIVITY H.75-5**  
**“EMPLOYER COMMENTS”**

**OBJECTIVE:** To solicit employer comments regarding desirable employee behaviors

**RESOURCES:**

- Representatives from area employers
- Writing board

**SUGGESTED TIME:** 2 hours

**DIRECTIONS:**

1. Invite a representative from one of the local employers to address the class on the expectations of employees' understanding of the work to be accomplished.
2. Have students prepare suggested questions to ask of the resource person.
3. As the resource person is providing feedback, list the important points on the writing board.
4. Follow-up the presentation with a class discussion on the key points.

**LEARNING ACTIVITY H.75-6**  
**“JOURNAL WRITING”**

**OBJECTIVE:** Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. The Specialist can individualize this assignment by placing the page length in the blank space on the work sheet.

**LEARNING ACTIVITY H.75-6**  
**“JOURNAL WRITING”**  
**WORK SHEET**

**NAME:**

**DATE:**

**TOPIC:**

**DATE DUE:**

**PAGE LENGTH:**

**LEARNING ACTIVITY H.75-7**  
**"SERVICE LEARNING"**

**OBJECTIVE:** Students will participate in a service learning activity assigned by the Specialist

**RESOURCES:** Learning Activity H.75-7

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

<b>TYPES OF SUPPORT LINKAGES</b>		
<b>Direct Services to Students</b>	<b>Consultative and Technical Assistance</b>	<b>Information and Referral</b>
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

## COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

**SERVICE ACTIVITY ACTION PLAN**

<b>IMPLEMENTATION ACTIVITY/IDEA</b>	
<b>IMPLEMENTATION STEPS</b>	<b>RESOURCES NEEDED</b>

<b>PERSONNEL/AGENCIES/ COMMUNITY</b>	<b>REPRESENTATIVE INVOLVED RESPONSIBILITIES</b>
<b>POSSIBLE BARRIERS</b>	<b>CREATIVE SOLUTIONS</b>
<b>TIMEFRAME</b>	

**READING ACTIVITY H.75**  
**“LISTEN...IT’S GOOD NEWS!”**

**OBJECTIVE:** To read with comprehension

**RESOURCES:** Reading Activity H.75

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of Reading Activity H.75 and distribute to each student.
2. Have students read “Listen...It’s Good News!”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.

**“LISTEN...IT’S GOOD NEWS!”**

“Tom! I need to talk to you and Kyle in my office,” said Mr. Jacobs, smiling as he leaned out of his doorway. “It’s OK, you’re not in trouble!”

Tom picked up his clipboard and walked briskly toward the office. “You coming?” Tom asked, as he passed by Kyle.

Kyle looked up. “In the office?” he asked. “Did he ask for me?”

Tom stared at Kyle in disbelief and continued into the office. Kyle followed, still wondering.

Mr. Jacobs, president of Jacobs Supply, started, “Young men, first I want to congratulate you two for the job you’ve done in setting up the inventory systems.”

“Thank you, sir,” said Tom.

“Huh?” asked Kyle. He had been staring out of the office window.

Mr. Jacobs cleared his throat and repeated, “Congratulations! There’s just one more phase we need to complete in order to offer ‘just in time delivery’ to our clients, and here’s how we’ll do it...”

Tom leaned forward with his clipboard poised to take notes. Kyle looked at Tom and leaned back in his chair. “What a brown-noser,” Kyle thought. “Both those guys are gonna die of a heart attack worrying about business. Not me, man. I’ll let Tom get the scoop from Jacobs and I’ll ask him what I need to know. Works like a charm every time.”

Tom continued to listen intently, maintaining close eye contact with Mr. Jacobs. Occasionally, he would ask questions and paraphrase ideas back to Mr. Jacobs to make certain he understood correctly. Kyle continued to smile and nod his head occasionally, but eventually he ended up staring out of the window. Mr. Jacobs felt a little uneasy about Kyle’s daydreaming but said nothing.

Mr. Jacobs began to wrap up. “So, Tom, the good news is, I’m sending you to our extension locations out of state to set up the same systems. It’ll

mean a pretty good promotion for you, and a nice raise, too! I know it's the job you wanted. Can you leave tomorrow afternoon?"

Panic shot through Kyle with enough force to put all four legs of his chair on the floor. He had always relied on Tom to tell him what to do. Most of the time he had no understanding of the work to be accomplished.

"And Kyle," Mr. Jacobs continued, "I'm putting you in charge of wrapping up the system here, with a good raise, of course, if you do well."

It was amazing that Kyle was able to manage a smile. "Oh, thank you, sir," he forced out a response, in a half-convincing tone. Kyle was saying "Thank you" but was thinking, "I'm in big trouble!"

After the meeting, Kyle ran to Tom to get the information he needed to operate the 'just in time' delivery system. "I don't know what to tell you," said Tom. "Even if I did have the time, there is just too much to learn with such a short notice. I'm leaving tomorrow to set up the extension locations. Just do the best you can." Tom smiled, shook his hand, and walked off.

Kyle wandered around the warehouse for a while but spent most of the day staring at the materials left behind by Tom.

## READING RECALL

### PART I

**DIRECTIONS:** How well did you read? Complete the following sentences.

1. Tom and Kyle were called into Mr. Jacob's office because he was going to
  - a. \_\_\_ fire Kyle.
  - b. \_\_\_ fire Tom.
  - c. \_\_\_ promote both of them to new jobs.
  
2. Tom
  - a. \_\_\_ took notes during the meeting.
  - b. \_\_\_ was not interested in listening to Mr. Jacobs.
  - c. \_\_\_ was happy Kyle was taking a new job.
  
3. Tom was promoted to
  - a. \_\_\_ the extension locations out of state.
  - b. \_\_\_ Kyle's assistant.
  - c. \_\_\_ Mr. Jacobs' assistant.
  
4. When Kyle heard the news, he
  - a. \_\_\_ congratulated Tom.
  - b. \_\_\_ panicked.
  - c. \_\_\_ complained to Mr. Jacobs.
  
5. Kyle was placed in charge of
  - a. \_\_\_ all supply operations.
  - b. \_\_\_ wrapping up the system at Jacobs Supply.
  - c. \_\_\_ the out of state extension system.

6. After the meeting, Kyle ran to Tom for
- a. \_\_\_\_\_ a special note of congratulations.
  - b. \_\_\_\_\_ information to operate the system.
  - c. \_\_\_\_\_ the missing inventory items.

## PART II

**DIRECTIONS:** Use the following words to fill in the sentences below.

convincing	phase	disbelief	congratulate
occasionally	poised	inventory	paraphrase
amazing	extension		

1. According to Mr. Jacobs there was just one more \_\_\_\_\_ they needed to complete in order to offer “just in time delivery” to their clients.
2. Tom stared at Kyle in \_\_\_\_\_ and continued into the office.
3. Mr. Jacobs wanted to \_\_\_\_\_ Tom and Kyle for the job they had done in setting up the \_\_\_\_\_ system.
4. Tom leaned forward with his clipboard \_\_\_\_\_ to take notes.
5. Tom would \_\_\_\_\_ ask questions and \_\_\_\_\_ ideas back to Mr. Jacobs.
6. Kyle forced out a half \_\_\_\_\_ word of thanks.
7. It was \_\_\_\_\_ that Kyle was able to manage a smile.
8. Tom was being sent to the \_\_\_\_\_ locations.

**MATH ACTIVITY H.75**  
**“A LITTLE KNOWLEDGE MAKES A BIG DIFFERENCE”**

**OBJECTIVE:** To demonstrate the ability to perform various types of match calculations

**RESOURCES:** Work Sheet—Math Activity H.75

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of the work sheet for Math Activity H.75 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the math activity with your students.

**MATH ACTIVITY H.75**  
**“A LITTLE KNOWLEDGE MAKES A BIG DIFFERENCE”**  
**WORK SHEET**

**DIRECTIONS:** The following questions illustrate how the lack of one small piece of information or even a tiny misunderstanding can lead to huge errors. Solve the following problems to the best of your ability.

1. Greg has just gotten a job at a lumberyard. For the most part he does pretty good, but there is some terminology of which he has assumed the meaning. A customer has just ordered 96 board feet of 2'X4's and 40 board feet of 4'X4's. Now Greg thinks that a “board foot” is the same as a square foot, when in reality it is 1'X1'X1”. So, an 8' length of a 2X4 would equal 5.33 board feet ( $8 \times \frac{1}{3} \times 2$ ). Greg would calculate only the  $8 \times \frac{1}{3}$ , erroneously making each length worth  $2\frac{2}{3}$  board feet. Greg took the customer's order mentioned above and used his incorrect measures. What is the difference in board feet between Greg's measure and the correct measure?

- a. On the 2'X4's

- b. On the 4'X4's

2. Greg has also never learned that you calculate the area of a circle with the formula  $A=\pi r^2$  ( $\pi=3.14$ ). He has always calculated it like a square (length X width, or diameter<sup>2</sup>). A customer has ordered 50 circles of sheet metal with a diameter of 3'. The store charges \$1.25 per sq. ft. for the sheet metal. By how much did Greg overcharge the customer?

3. Janine works at the ABC insurance company and is in charge of ordering office supplies. She told the supplier she needed a large order of paper, 200 units. The supplier asked her if that was “gross.” Janine was only familiar with the term “gross” meaning “before deductions were taken” and since she knew that no deductions were going to be taken, she said “sure.” However, the supplier was referring to the measure of a gross being 12 dozen. How many packs of paper will be shipped to Janine?

4. Garth was looking to buy some land. His big misconception about land was that he thought an acre was defined as an average house lot (60'X100' or 6000 square feet) instead of 43,560 square feet. How many of "Garth's acres" could you fit into a real acre of land?

5. Clint was also looking for land, and like Garth, did not know what an acre was. However, Clint thought an acre was the same as a square mile (1 square mile = 640 acres). He thought he made a great deal when he purchased an acre of land sight unseen, but after he saw it, it was much smaller than he thought it would be. Clint paid \$11,000 for the land. If Clint's desired price for the land was \$11,000 for a square mile, how much would he have been willing to pay for an acre?

6. Devin bought a cabin cruiser and plotted a course for a Pacific island. The problem is that he used the scale for statute miles (5280 ft) instead of nautical miles (1.150779 statute miles). He plotted a course for 215 miles to the island. How far did Devin miss the island?

7. Kent landed a job with telephone sales for corporate services. He heard an ad that offered a special \$.20 per minute rate for all calls between 12:00 noon and 5:00pm. He became very excited and planned all of his calls for the week for this time. He logged a total of 1125 minutes in calls during the week and was expecting the cost to be \$225.00. Later, the phone company explained that the \$.20 rate

was for residential phone lines and that his were corporate. The corporate rate was still \$.75 per minute. How much more was Kent's bill than he expected?

8. Jenna and Kimmi planned a trip from Pennsylvania to California. They planned a total of three nights in hotels at a rate of \$95.00 per night. *But*, they forgot to calculate state sales tax of 8.5%, city tax of 3% and parking fees of \$5.00 per night. How much more money do they need to raise for their trip?

9. Carol and Leland started a flower shop and it was an instant success. Leland was in charge of paying the bills and tended to run late writing the checks. He was unaware that most of the terms of their bills were 3/10, net 30 which means they get a 3% discount if paid 10 days early and the full amount is due in 30 days. After that, a 5% late fee is charged, and another 5% for each month the bill is late. Although he never went more than a month late, Leland was late on every bill. Their total bills to be paid each month came to \$3,400. How much more did Leland have to pay than he **could** have?

10. Chas bought four new  $\frac{1}{4}$  ton trucks for his business. They came with 14" wheels which made the diameter of the tire 24". He believed he could get better gas mileage by putting 16" wheels on the trucks bringing the tire diameter to 26". Although he did improve mileage somewhat, the drivers noticed that the speedometer didn't seem correct. A mechanic told him that the speedometer would read

slower than the trucks were really traveling by the same ratio as the different circumferences of the tire sizes.

To solve the difference in speedometer readings do the following:

- a. Calculate the circumference of the 24" diameter tire and the 26" diameter tire.
- b. Divide the circumference of the 26" tire by the circumference of the 24" tire to determine the ratio of the 26" tire to the 24" tire.
- c. If you multiplied the distance traveled by one rotation of the tire by the *ratio*, you should get the distance traveled by one rotation of the 26" tire.
- d. You can calculate the correct speed by multiplying the speed shown on the speedometer by the *ratio* number.

Calculate the true speed of the trucks if the speedometer is showing:

- a. 55 mph

- b. 30 mph

c. 70 mph

**PRE-ASSESSMENT**  **POST-ASSESSMENT**

**DIRECTIONS:** Answer the following questions to the best of your ability.  
A listing of points as opposed to sentences is suggested.

1. What is a job analysis?

2. A job analysis collects information in 5 areas. What are they?

3. What can job analysis information be used for?

4. In addition to job skills, what do employers look for?

## ANSWER KEY

PRE-ASSESSMENT  POST-ASSESSMENT

1. What is a job analysis?
  - The process used to identify and determine, in detail, the particular job duties, requirements and their importance for a given job
2. A job analysis collects information in 5 areas. What are they?
  - Duties/tasks
  - Environment
  - Tools/equipment
  - Relationships
  - Requirements
3. What can job analysis information be used for?
  - Perform current job more successfully
  - Demonstrate an understanding of the work to be accomplished
  - Advance to a higher level position
4. In addition to job skills, what do employers look for?
  - Employees who demonstrate responsibility and the ability to learn and solve problems

**ANSWER KEY**  
**READING ACTIVITY**

**PART I**

1. Tom and Kyle were called into Mr. Jacob's office because he was going to
  - a.  fire Kyle.
  - b.  fire Tom.
  - c.  promote both of them to new jobs.
  
2. Tom
  - a.  took notes during the meeting.
  - b.  was not interested in listening to Mr. Jacobs.
  - c.  was happy Kyle was taking a new job.
  
3. Tom was promoted to
  - a.  the extension locations out of state.
  - b.  Kyle's assistant.
  - c.  Mr. Jacobs' assistant.
  
4. When Kyle heard the news, he
  - a.  congratulated Tom.
  - b.  panicked.
  - c.  complained to Mr. Jacobs.
  
5. Kyle was placed in charge of
  - a.  all supply operations.
  - b.  wrapping up the system at Jacobs Supply.
  - c.  the out of state extension system.

6. After the meeting, Kyle ran to Tom for
  - a.  a special note of congratulations.
  - b.  information to operate the system.
  - c.  the missing inventory items.

## PART II

1. According to Mr. Jacobs there was just one more phase they needed to complete in order to offer “just in time delivery” to their clients.
2. Tom stared at Kyle in disbelief and continued into the office.
3. Mr. Jacobs wanted to congratulate Tom and Kyle for the job they had done in setting up the inventory system.
4. Tom leaned forward with his clipboard poised to take notes.
5. Tom would occasionally ask questions and paraphrase ideas back to Mr. Jacobs.
6. Kyle forced out a half convincing word of thanks.
7. It was amazing that Kyle was able to manage a smile.
8. Tom was being sent to the extension locations.

**ANSWER KEY**  
**MATH ACTIVITY**

1.   a.   96 board feet  
     b.   120 board feet
2.   \$119.54
3.   28,800
4.   7.26
5.   \$17.18
6.   32.4 statute miles
7.   \$618.75
8.   \$32.78
9.   \$272.00
10.  a.   59.58 mph  
     b.   32.5 mph  
     c.   75.83 mph