



# **ACT WorkKeys<sup>®</sup> Job Profile Report**

**For the Customer Service  
Representative Job**

**GCOMM, Inc.  
Filerville, Arkansas**

**February 2005**

**Note: This sample report is meant for illustrative purposes only. The results for the Customer Service Representative job have been simulated and should not be viewed as actual results for the job. Portions of this report have been modified in order to reduce the size of the electronic file.**

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# Table of Contents

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Table of Contents.....	2
Executive Summary.....	3
Recommendations.....	6
Job Profiling Procedure.....	9
Skill Analysis Documentation.....	11
Subject Matter Expert Demographics.....	21
WorkKeys Terminology.....	23
WorkKeys and Content Validation.....	26
Skill Descriptions.....	30
Final Task Lists.....	33

## Executive Summary

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This job profile report presents the results of an ACT WorkKeys<sup>®</sup> job analysis of the Customer Service Representative (CSR) job at the GCOMM, Inc. (GCOMM) site in Filerville, Arkansas. The profile was conducted by Filerville Community College's ACT authorized job profiler Margaret L. Allen, Ph.D., to establish task lists and identify the WorkKeys skill levels necessary for selection into and effective performance of the CSR job at GCOMM.

Dr. Allen toured GCOMM's Filerville facility with Jane Phillips, Customer Service Representative Supervisor, on January 28, 2005. Dr. Allen job shadowed Shelly Fisk and Jossie Barr, Customer Service Representatives, for four hours the same day. CSRs are responsible for interviewing applicants for telephone service, talking with customers by phone or in person, and receiving orders for installation, turn-on, discontinuance, or change in services.

Dr. Allen met with the first group (Group A) of six subject matter experts (SMEs) on February 1 and 2, 2005, and met with the second group (Group B) of six different SMEs on February 3 and 4, 2005. During the profile sessions, the groups developed task lists that accurately and completely describe the job. GCOMM may use these lists to assist with the review of its job description, selection procedure, performance appraisal system, and training program. The SMEs reviewed eight WorkKeys skills and determined that seven are required: Applied Mathematics, Listening, Locating Information, Observation, Reading for Information, Teamwork, and Writing. The Applied Technology skill is not required. Each group identified appropriate levels for job entry and for effective performance.

The results of these sessions, with respect to the Listening and Observation skills, were reconciled on February 7, 2005. During the reconciliation session, a representative sample of SMEs from both groups met to discuss the differences in skill levels chosen and to reach consensus as to the appropriate skills level required for the job.

The profile results shown in Table 1 indicate skill requirements for job entry and the profile results shown in Table 2 indicate the skill requirements for effective performance.

Following the *Uniform Guidelines on Employee Selection Procedures (1978)*, entry into the CSR job at GCOMM was defined as an employee's first day in the job prior to completing the six-week training course. Employees should be expected to come into the job with the skills shown; they are not expected to learn these skill levels while in the job. The final entry-level skill requirements reported here are recommended as cutoff scores on the WorkKeys assessments for entry into the CSR job. Effective performance is the point at which an employee performs competently without continuous supervision. GCOMM defines this as being when a CSR can handle an average of 15 calls per hour and receive ratings of "good" from the supervisor on all monitored calls. This level of performance is typically achieved after completing the six-week training course and six months on the job. The final results shown in Table 2 indicate skill requirements for effective performance and may be used for training purposes.

**Table 1. Entry-Level Profile Results**

<b>WorkKeys Skill</b>	<b>Skill Level Range</b>	<b>Group A</b>	<b>Group B</b>	<b>Final Entry Level</b>
Applied Mathematics	3–7	4	4	4
Applied Technology	3–6	N/A	N/A	N/A
Listening	1–5	3	2	2
Locating Information	3–6	4	4	4
Observation	3–6	3	3	3
Reading for Information	3–7	4	4	4
Teamwork	3–6	3	3	3
Writing	1–5	3	3	3

**Table 2. Effective Performance Level Profile Results**

<b>WorkKeys Skill</b>	<b>Skill Level Range</b>	<b>Group A</b>	<b>Group B</b>	<b>Final Effective Level</b>
Applied Mathematics	3-7	4	4	4
Applied Technology	3-6	N/A	N/A	N/A
Listening	1-5	4	3	3
Locating Information	3-6	4-5	4	4
Observation	3-6	3	4	3
Reading for Information	3-7	5	5	5
Teamwork	3-6	3	3	3
Writing	1-5	3	3	3

## Recommendations

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There are several issues to consider before using the skill levels established by the profile to set expectations for potential and current employees in the Customer Service Representative job.

- The WorkKeys assessment scores should be used in conjunction with other criteria as determined by GCOMM (e.g., interviews, employment history, application reviews) when making selection or other high-stakes employment-related decisions.
- GCOMM is not required to administer WorkKeys assessments for all of the skills included in the profile. Administering two or three WorkKeys assessments along with using other selection measures (e.g., structured interviews) for the screening of applicants into the profiled job should provide sufficient information. Using all the profiled skill requirements as standards for selection may result in the pool of applicants being too small.
- For selection and promotion purposes, GCOMM should consider using these WorkKeys assessments: *Observation* and *Locating Information*. If GCOMM chooses to administer additional assessments, *Reading for Information* and *Writing* should be considered. This recommendation is based on the number of tasks identified by the SMEs as requiring each skill, the criticality of those tasks to the performance of the job, and the profiler's examination of the SMEs' ranking of the skills. For example, the SMEs ranked Teamwork as very critical to job performance, but they only identified three tasks as requiring Teamwork, and these were not high in criticality. Therefore, the use of the *Teamwork* assessment for selection and promotion purposes is not recommended. If GCOMM would like to use different WorkKeys assessments, the profiler should be consulted regarding the number of tasks and the criticality of the tasks associated with each related skill. The reasons for assessing individuals on those skills should then be documented.
- For training and development purposes, GCOMM should consider using the following WorkKeys assessments: *Observation*, *Locating Information*, *Reading for Information*, *Writing*, *Applied Mathematics*, *Listening*, and *Teamwork*. Training on skills at the

beginning of the list may provide more impact than training on skills at the end of the list because the skills at the beginning of the list are more critical to performance of the job.

- If GCOMM would like to use the profile results for placement of applicants at any additional locations, then a profile should be conducted at each location, even if the job titles are the same. The purpose of this is to have adequate representation of incumbents and of the work performed at the additional location(s). If the job does not yet exist at a location (e.g., a new facility), but the jobs are anticipated to be the same (i.e., using similar equipment), then these profile results can be used for selection purposes until subject matter experts at the new facility become available. At that time, profiling should be conducted at the new facility to confirm that the job requirements are the same.
- The use of assessment scores for making decisions regarding reductions in force should be carefully considered given the potential for litigation. Use of actual measures of employee performance such as performance appraisal results and attendance records should be taken into account when making decisions of this nature.
- If the selection system does not yield enough qualified candidates, modification of the selection system or a component of the selection system may increase the size of the applicant pool. Recruiting efforts could be increased (e.g., by increasing advertising efforts to cover a larger geographic area), requirements of the job could be modified, or training could be adjusted to address skill gaps. If the job is modified, the profiler should be consulted to reevaluate the profile.
- For the WorkKeys assessments to be as useful as possible, their placement within the selection process should be considered carefully. In general, selection tools should be used in an order that allows the most economical and efficient measures to be placed at the beginning of the process. For example, if an employer's selection battery consists of (a) one-on-one interviews and (b) WorkKeys assessments, the employer may wish to administer the assessments prior to conducting interviews. One-on-one interviewing of candidates may take significantly more staff time, so administering assessments to groups of candidates first may be more efficient because it can reduce the number of interviews.
- When WorkKeys is used for training and development purposes and English as a second language (ESL) or literacy issues exist for the employees in the job, ACT recommends

that the company consider using the WorkKeys *Readiness* assessment. The WorkKeys *Readiness* assessment is designed to determine if individuals are prepared to take the operational WorkKeys assessments that require reading and/or math skills. These include *Reading for Information*, *Applied Mathematics*, *Locating Information*, *Business Writing*, and *Applied Technology*. The profile results show that Reading for Information and Applied Mathematics skills are required. Therefore results from both the math and reading sections can be used.

## Job Profiling Procedure

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WorkKeys job profiling is conducted by job profilers who have been trained and authorized by ACT WorkKeys Industrial/Organizational Psychologists. The profiling procedure is designed to systematically develop accurate profiles through a **task analysis** that is used to select the tasks most critical to a job, and a **skill analysis** that is used to identify the skills and skill levels required at the entry level and for effective performance on that job.

**Task Analysis.** The first step in conducting the profile was to develop a Final Task List showing the critical tasks of the job. Each group worked to develop one list. To begin the task analysis, Dr. Allen first developed an Initial Task List using the *Dictionary of Occupational Titles* database in the WorkKeys profiling software, GCOMM job descriptions, resources from similar job profiles, and information gathered from the tour of the facility. The job profiler then met with the SME groups to tailor the Initial Task List to make sure that the resulting Final Task Lists would accurately and completely describe the job. The SMEs deleted any task statements they considered unrelated to the job, revised some task statements, and added tasks they considered critical to the job. Then they evaluated each task in terms of its Importance and the time they spend on that task relative to the time they spend on other tasks (Relative Time Spent). The mean Importance rating for each task was multiplied by the mean Relative Time Spent rating for each task to produce the Criticality rating for each task. These ratings represent aggregate information rather than information reached by the consensus of the SMEs. The criticality information was used to sort the task statements, placing the most critical tasks at the beginning of the list. The groups confirmed that the tasks on their respective lists were critical to the job. The Final Task Lists can be found in the Final Task List section of this report.

**Skill Analysis.** Each SME group completed a skill analysis to identify the on-the-job behaviors associated with the WorkKeys skills under consideration and to identify how the skills are used on the job. The skills were reviewed one at a time, and the SMEs finished the analysis for one skill before going on to the next. The job profiler gave each SME a copy of the skill definition, read the definition aloud, and then answered any SME questions. Once the SMEs understood the definition of a WorkKeys skill and had determined its relevance to

the job, they independently identified the tasks on their Final Task Lists that require the skill and specified how employees use the skill to perform the tasks.

The job profiler then presented detailed descriptions of the WorkKeys skill levels to the SMEs and showed them examples of problems or situations employees deal with at each level. The SMEs reviewed eight WorkKeys skills: Applied Mathematics, Applied Technology, Listening, Locating Information, Observation, Reading for Information, Teamwork, and Writing. They determined that seven are required, and they identified appropriate levels for job entry and for effective performance.

Following the *Uniform Guidelines on Employee Selection Procedures (1978)*, entry into the CSR job at GCOMM was defined as an employee's first day in the job prior to completing the six-week training course. Employees should be expected to come into the job with the skills shown; they are not expected to learn these skill levels while in the job. The final entry-level skill requirements are recommended as cutoff scores on the WorkKeys assessments for entry into the CSR job. Effective performance is the point at which an employee performs competently without continuous supervision. GCOMM defines this as being when a CSR can handle an average of 15 calls per hour and receive ratings of "good" from the supervisor on all monitored calls. This level of performance is typically achieved after completing the six-week training course and six months on the job.

The results of the profile sessions, with respect to the Listening and Observation skills, were reconciled on February 7, 2005. During the reconciliation session, a representative sample of SMEs from both groups met to discuss the differences in skill levels chosen and to reach consensus as to the appropriate skill level.

The final results shown in the last column of Table 1 indicate skill requirements for job entry. These criteria may be used for selecting employees for the job. The final results shown in Table 2 indicate skill requirements for effective performance and may be used for training purposes. A summary of the SMEs' discussion of each skill can be found in the Skill Analysis Documentation section of this report.

# Skill Analysis Documentation

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**Note:** For illustrative purposes, this section only contains the Observation, Locating Information, and Reading for Information skills. An actual report would include all of the skills profiled.

The WorkKeys skills are presented in order, from those most critical to job performance to those least critical.

## OBSERVATION

The WorkKeys Observation skill is an employee's skill in paying attention to and remembering work-related instructions, demonstrations, and procedures and in noticing details among distractions. The SMEs in both groups indicated that the Observation skill is required for performing 100% of their tasks. CSRs spend almost all of their time working with computer screens and following established procedures to accomplish their tasks. They have to watch for error messages, incomplete record messages, and incorrect codes. CSRs may have to find information on one computer screen and remember that information when they are on a different screen when handling more complicated customer complaints, customized sales plans, investigations of fraud or misuse of calling cards, and errors in customers accounts. They also use Observation skills when they complete software and customer service training. The Observation skill is extremely important when they train new CSRs. The experienced CSRs watch new CSRs while they are on the phone with customers and make sure that the new CSRs enter the information correctly into forms and computer screens.

The SMEs were shown Observation skill Levels 3 through 5. In determining the level of skill necessary for the tasks of the job, the SMEs considered the following five characteristics:

- the complexity of the procedures,
- how fast the information is presented,
- the availability of hints or reminders,
- the amount of distractions, and
- the subtlety of the differences in details that they must notice.

Both groups agreed that Level 3 is required for job entry. Employees with Level 3 Observation skills can pay attention to and remember a straightforward procedure. The task is performed at a slow pace, generally under the employees' control, and in a routine, predictable manner. There are no extra details or distractions, and obvious hints or reminders prompt employees that the task needs to be done, how and when it should be completed, and whether it is done correctly.

According to the SMEs, new CSRs need Level 3 Observation skills at job entry to successfully complete the six-week training.

- **Complexity:** The procedures are straightforward even after they are fully trained.
- **Pace:** During training, information is presented at a slow pace and will be explained again at their request. While trainees spend time observing experienced CSRs, the majority of their time is spent in the classroom, which is a very controlled environment. They always have control over the pace of a call because they can only enter information as fast as they can type.
- **Hints and Reminders:** The computer gives error messages if they miss something, and a supervisor is always present to answer questions or review their work. Scripts and charts provide clear reminders as to what to do next or what additional information is needed.
- **Distractions:** They report minimal distractions.
- **Details:** There are no extra details that they need to notice.

Group A decided that Level 3 skills are also required for effective performance of the job. According to this group, the complexity, pace, availability of hints and reminders, amount of distractions, and the subtlety of the differences in details that they must notice do not differ from the time they begin the job to the time they become effective. This is because the six-week training course consists largely of on-the-job training, and by the time the course is complete the CSR has been performing all of the tasks required of an effective CSR. Therefore, a higher skill level is not required for effective performance.

Group B decided that Level 4 Observation skills are required for being effective on the job. However, the only task they were able to identify that requires Level 4 Observation skills was when they train new CSRs. Employees with Level 4 Observation skills can pay attention to and remember a straightforward procedure that involves more than one part. The tasks are performed at a moderate pace, and some extra details and distractions are present. The procedure is normally routine and somewhat under the employees' control, but employees must watch for important details and use their judgement to decide which information to pay attention to. The employees' attention is directed toward important details.

The majority of the Group B SMEs have trained new CSRs and explained why this task requires Level 4 skills:

- **Complexity:** The procedures are straightforward but contain more than one part because the observer (experienced CSR) has to watch what the new CSRs (trainees) enter into the fields on the computer screen while at the same time paying attention to the conversation going on between the CSR and the customer.
- **Pace:** The observer has little control over the conversation or what the new CSR is doing on the computer. However, new CSRs tend to work at a slow pace. The observer can write notes to the new CSR or if the situation becomes very difficult can take over computer operation. Sometimes, the observer simply keeps notes of what is done wrong and what should be done to correct the problem. Then changes can be made after the phone conversation is concluded.
- **Hints and Reminders:** The computer gives error messages if the new CSR misses something on a screen. However, if the correct screen is not showing on the computer, the observer must rely on memory in order to prompt the new CSR.
- **Distractions:** People tend to interrupt frequently because they do not understand that observers need to pay attention even when they are not actually talking to a customer.
- **Details:** The observer needs to notice if the new CSR has completed all of the required fields on the required screens.

During the reconciliation session, the SMEs decided that CSRs could be effective on their job and never train a new CSR. In addition, this task was rated very low for criticality by both groups of SMEs. The CSRs that train have been on the job for many years and are considered to be outstanding (i.e., beyond effective) performers. Therefore, Level 3 Observation skills are required for both entry and effective performance.

## **LOCATING INFORMATION**

The WorkKeys Locating Information skill is an employee's skill in using information taken from workplace graphics such as diagrams, maps, floor plans, tables, forms, graphs (including bar charts, pie charts, and line graphs), flowcharts, and instrument gauges. Employees use this skill when they find information in a graphic or insert information into a graphic. They also use it when they compare, summarize, and analyze information found in related graphics.

The groups indicated that the WorkKeys Locating Information skill is required for performing 85% (Group A) and 87% (Group B) of the tasks on their Final Task Lists. The CSRs must use this skill for performing tasks such as:

- communicating with customers to select and purchase telephone services,
- entering account information into the computer database,
- sharing new product and service information with customers,
- training new Customer Service Representatives,
- handling billing complaints,
- assembling delinquent account form letters to customers with the agreed terms,
- opening new customer accounts, and
- managing customer database information.

Materials that the CSRs use when locating information on the job include:

- computer screens (e.g., prospect, reported outages),
- troubleshooting charts,
- pricing charts,

- the Sales Goals Projection Report, and
- the Price Quote worksheet.

Forms that the CSRs complete on the job include:

- Follow-up Contact form,
- Information Requested order form,
- Sales Goals Report,
- Call Charge Log,
- computer printouts such as for prospect information or completed service,
- some of the scripts,
- marketing materials,
- form letters, and
- training materials.

The Locating Information skill level required for a job is determined by the complexity of the graphic(s) used to accomplish a task, and the complexity of the task(s) performed. The SMEs compared the tasks of their job to WorkKeys Locating Information skill Levels 3 through 6.

The SMEs in both groups stated that Level 4 Locating Information skills are necessary for job entry. An employee with Level 4 Locating Information skills can read straightforward workplace graphics. The employee can find several pieces of information in one or more graphics, understand how graphics are related to each other, and summarize information from one or more straightforward graphics. In addition, the employee can identify trends shown in one or more straightforward graphics, and compare information and trends shown in one or more straightforward graphics.

According to the SMEs, CSRs need Level 4 Locating Information skills upon entry into the job because they must read straightforward computer screens and tables, find several pieces of information, and summarize and compare information they see on these screens. For

example, CSRs perform tasks that involve entering several pieces of information (e.g., name, street address, transaction codes, service plans) on a computerized form. These include setting up new customer accounts, making changes to current customer accounts, and issuing work orders. The CSRs often have to assist customers with comparing GCOMM's calling plans to competitor's plans and with comparing various GCOMM plans to the customer's needs. This often requires the CSR to refer to marketing information that includes a few simple charts and graphs. CSRs also have to complete forms, summarize the information on the completed form, and enter it into the computer or provide it verbally to the customer.

Three of the six SMEs in Group A and all of the SMEs in Group B decided that Level 4 skills are also required for performing the job effectively because CSRs are required to perform all of the tasks in the six-week training course that they are expected to perform to be effective. However, the remaining three SMEs in Group A stated that to be effective, Level 5 Locating Information skills are required. An employee with Level 5 Locating Information skills can read complicated workplace graphics. The graphics are sometimes in a less common format and may be detailed. The employee can work with one or more graphics at a time, sort through distracting information, and summarize information from one or more detailed graphics. In addition, the employee can identify trends shown in one or more detailed or complicated graphics, and compare information and trends from one or more complicated graphics.

The three SMEs indicated that Level 5 skills are required because while effective employees may perform the same tasks as new employees, they use more complex materials. These SMEs stated that they receive an individual reward for retaining customers and for selling new services to customers in addition to the rewards given to sales teams. They argued that customers can read marketing literature themselves so CSRs have to provide them with more convincing information. These SMEs said that they gain this information by reading additional literature that is made available to all employees (such as sales reports, new product development reports, and product manuals). This literature often contains complicated tables, graphs, and diagrams along with distracting information that they have to sort through.

The Locating Information skill was not addressed in the reconciliation session. The majority of the SMEs in the two groups agreed that Level 4 Locating Information skills are required to perform the job effectively. The three SMEs who stated that Level 5 Locating Information skills are required gave examples of tasks that would be performed by CSRs who are attempting to increase their rewards for high sales. These SMEs did report that they had achieved the highest sales records for the previous year, but conceded that Level 5 skills are not necessary to effectively perform the tasks of the job. GCOMM may consider providing voluntary training to CSRs who are interested in increasing their sales; however, Locating Information Level 5 skills are not required to be considered an effective performer.

## **READING FOR INFORMATION**

The WorkKeys Reading for Information skill is an employee's skill in reading and understanding work-related written texts. The SMEs in the two groups indicated that the Reading for Information skill is required for performing 33% (Group A) and 30% (Group B) of the tasks on their Final Task Lists. The employees must use this skill when performing tasks such as:

- sharing information about current and/or new products or services with customers;
- maintaining their knowledge of products, services, and sales procedures;
- adhering to company rules, policies, and safety procedures;
- deciding which form letter is appropriate for the customer's situation; and
- reviewing call notes in customer call histories.

Materials that the Customer Service Representatives read on the job include:

- procedure manuals,
- product brochures or notices,
- memos posted on company bulletin boards,
- prepared scripts outlining typical conversations with customers,
- marketing materials describing available services and service plans,
- information contained within computer help screens,

- technical manuals,
- policy statements,
- company update memos,
- scripts,
- help screens,
- training materials,
- form letters, and
- electronic mail.

When evaluating the level of the Reading for Information skill necessary for the tasks of the job, the SMEs considered the difficulty of the written texts employees must read and how hard it is for employees to find and make use of the information they need in them. The SMEs evaluated their work situation in comparison to WorkKeys Reading for Information skill Levels 3 through 6.

The SMEs in both groups agreed that Level 4 Reading for Information skills are required for entry into the CSR job. At Level 4, the reading materials are straightforward, but do contain a number of details. These materials use common words, but do have some harder words, too. An employee with Level 4 Reading skills can identify important details that may not be clearly stated and use the reading material to figure out the meaning of words that are not defined. The employee can apply instructions with several steps to a situation that is the same as the situation in the reading materials, and choose what to do when changing conditions call for a different action.

According to the SMEs, a CSR needs Reading for Information Level 4 skills because the reading materials used during CSR training contain passages that have a number of procedural steps and associated details along with longer sentences explaining specific customer service problems and how to resolve them. The vocabulary includes common words and some harder words. CSRs must be able to apply instructions (some of which involve several steps) to situations that are the same as those described in the materials.

Reading materials that fit this definition also include the scripts and marketing materials that incumbents use with customers to explain plan options or equipment specifications. CSRs must determine what information from the reading materials applies to the current situation. Other resources that require Level 4 Reading for Information skills include procedure manuals, product brochures, and company memos.

The SMEs in both groups found that Level 5 Reading for Information skills are required for effective performance of the job. At Level 5, the reading materials have many details. An employee with Level 5 Reading skills can figure out the correct meaning of a word based on how the word is used and identify the correct meaning of an acronym that is defined in the document. The employee can identify the meaning of a technical term or of jargon that is defined in the document, apply technical terms and jargon and relate them to stated situations, apply straightforward instructions to a new situation that is similar to the one described in the material, and apply complex instructions that include conditionals to situations described in the materials.

According to the SMEs, CSRs need Level 5 Reading for Information skills in order to use materials such as technical manuals, policy statements, company update memos, and some electronic mail. When identifying the course of action that will best accomplish their goals, they must apply information given in these reading materials to situations that are not directly described but are similar. For example, they use Level 5 Reading for Information skills when they use the troubleshooting chart to read the appropriate action to take to resolve a customer's service problem. These reading materials often have paraphrased definitions of specialized words. To perform the job effectively, CSRs are required to move beyond the specific script in order to match a client's specialized needs with the products and services available at GCOMM. This level of skill is gained during the mandatory training workshops that provide computerized practice scenarios to familiarize incumbents with new or revised scripts or marketing material describing GCOMM's new products and/or services. For example, the CSR will use information found by reading documents such as scripts, marketing materials, and retention plans to assist current or prospective customers with plan changes or the purchase of additional services or equipment. Reading these materials allows the CSR to answer customer questions and to change the service

recommendations as well. CSRs improve their skills by gaining experience over time in performing the job.

## Subject Matter Expert Demographics

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Two job profiling sessions were conducted. Group A met on February 2 and 3, 2005, and Group B met on February 3 and 4, 2005. Each group had six SME participants. The results of these sessions, with respect to the Listening and Observation skills, were reconciled on February 7, 2005. During the reconciliation session, a representative sample of SMEs from both groups (three from each group) met to discuss the differences in skill levels chosen and to reach consensus as to the appropriate skill levels. SME demographic information is provided below.

<b>Job Status</b>	<b>Group A</b>	<b>Group B</b>
Incumbent	6	6

<b>Years in Profiled Job</b>	<b>Group A</b>	<b>Group B</b>
Average	5	4
Highest	15	10
Lowest	1.5	1

<b>Years with Company</b>	<b>Group A</b>	<b>Group B</b>
Average	6	4
Highest	15	1
Lowest	1.5	10

<b>Age</b>	<b>Group A</b>	<b>Group B</b>
Average	37	28
Highest	50	40
Lowest	28	20

<b>Gender</b>	<b>Group A</b>	<b>Group B</b>
Female	3	4
Male	3	2

<b>Racial/Ethnic Group</b>	<b>Group A</b>	<b>Group B</b>
African American/ Black, Non-Hispanic	2	3
Asian or Pacific Islander	1	0
Caucasian/White, Non- Hispanic	3	3

# WorkKeys Terminology

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This information is presented in the order that it typically appears during a job profile.

<b>WorkKeys Skills</b>	Applied Technology Applied Mathematics Business Writing Listening Locating Information	Reading for Information Observation Teamwork Writing
<b>Job Profiling</b>	A procedure to determine the most critical tasks for a job and to determine the WorkKeys skills and skill levels required to perform these tasks.	
<b>Job Profile</b>	The result of conducting one or more job profiling sessions which shows the most critical tasks for a job and the WorkKeys skills and skill levels required to perform a job.	
<b>Profiler</b>	An individual who has completed ACT's WorkKeys Job Profiling training program successfully. An ACT authorized profiler has been trained to: (1) Facilitate the job profiling process while using the SkillPro software (2) Generate a report of the profile results	
<b>SME</b>	Subject matter experts are employees currently performing the job or people knowledgeable about the job being profiled (e.g., supervisors or people who have been recently promoted from the job).	
<b>Profiling Session</b>	A focus group meeting facilitated by an ACT authorized job profiler. The job profiler meets with SMEs to perform a task analysis and skill analysis.	
<b>Initial Task List</b>	Prior to the profiling session, the profiler develops an Initial Task List using information compiled from databases (e.g., <i>Dictionary of Occupational Titles</i> and O*NET), job-related documentation (e.g., job descriptions, resources from similar job profiles, training materials), and information gathered from the tour of the facility.	

<b>Task Analysis</b>	<p>A task analysis consists of three parts:</p> <ol style="list-style-type: none"> <li>(1) The job profiler meets with the SME group to tailor (i.e., add, edit, and delete tasks) the Initial Task List, making sure that the Final Task List accurately and completely describes the job.</li> <li>(2) The SMEs independently rate each task for Importance and Relative Time Spent. (Definitions are shown below.)</li> <li>(3) The profiler calculates the criticality of each task using the SME ratings, and sorts the task statements by placing the most critical tasks at the beginning of the list. The SMEs review and confirm the order of the tasks. The product of the task analysis is the Final Task List.</li> </ol>
<b>Importance</b>	The importance of the task to the job.
<b>Relative Time Spent</b>	The amount of time spent performing a task relative to the amount of time spent on all the other tasks.
<b>Criticality</b>	The extent to which a task is critical to the job. To calculate Criticality, the profiler multiplies the mean Relative Time Spent rating by the mean Importance rating for each task. These ratings represent aggregate information rather than information reached by the consensus of the SMEs.
<b>Final Task List</b>	A list specifying the critical tasks for a job in statements that have been reviewed and edited by SMEs and then placed in criticality order using SME ratings.
<b>Skill Analysis</b>	<p>A skill analysis occurs after a task analysis is completed and consists of two parts:</p> <ol style="list-style-type: none"> <li>(1) The SME group identifies the on-the-job behaviors (i.e., tasks from the Final Task List) that are associated with the WorkKeys skills under consideration.</li> <li>(2) The SME group compares detailed descriptions of the WorkKeys skill levels to the tasks that require the specified skill. The job profiler seeks to bring the group to a consensus regarding the skill levels required at job entry and for effective performance.</li> </ol>

<b>Entry-Level</b>	Following the <i>Uniform Guidelines on Employee Selection Procedures (1978)</i> , WorkKeys defines entry as an employee’s first day performing the job. The entry-level skill requirements are recommended for use as cutoff scores on the related WorkKeys assessments.
<b>Effective Performance Level</b>	Effective performance is the point at which an employee performs competently without continuous supervision. Effective performance levels are provided for use as training goals.
<b>Replication</b>	Replication sessions are additional profiling sessions with different groups of SMEs. Replication sessions are used to make sure that the results are consistent from one group to another, especially when there are a large number of incumbents on the job.
<b>Reconciliation</b>	When SME groups do not agree on skill requirements (generally for job entry) the profiler meets with representative SMEs from each group to resolve the differences in a reconciliation session.
<b>Profile Report</b>	A summary generated by the profiler that includes the Final Task List, detailed descriptions of the session discussions of each skill, and recommendations for using the results.
<b>Assessment</b>	A test used to evaluate individuals' performance in a skill area. Scores on the WorkKeys assessments can be compared to the WorkKeys skill levels identified in a profile. The difference between the profiled level and a score indicates the need for training.
<b>Skill Gap</b>	When the profiled skill level is higher than the assessment score, the difference is referred to as a “skill gap.”
<b>Value-Added Reseller (VAR)</b>	A WorkKeys Value-Added Reseller provides a variety of workforce development services including profiling, assessment, and training to support employers in the local area.
<b>ACT Center™ Network</b>	ACT Centers support workforce development through a comprehensive set of distance-delivered and site-based services such as guidance, testing, and training. An ACT Center may also be a WorkKeys Value-Added Reseller.

# WorkKeys and Content Validation

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## RECOMMENDATIONS REGARDING VALIDATION

In developing the WorkKeys system, including WorkKeys assessments and job profiling, ACT has and will continue to be guided by professional documents such as the *Standards for Educational and Psychological Testing* (1999; developed by the American Education Research Association, American Psychological Association and National Council for Measurement in Education), the *Principles for the Validation and Use of Personnel Selection Procedures* (2002, Society for Industrial and Organizational Psychology); and the *Uniform Guidelines on Employee Selection Procedures* (1978), which has been adopted by the Equal Employment Opportunity Commission (EEOC) and various other federal agencies (Ref: 29 C.F.R. Part 1607). ACT believes that use of the WorkKeys assessments that is consistent with ACT's guidelines will meet the standards set forth in the professional standards.

An effective selection system and its components can predict an applicant's likelihood of success for a particular job. To be legally defensible against charges of disparate treatment or adverse impact, an employer must be able to establish a credible link between the job and the measures used to select employees. In other words, the validity of a test for selection purposes is generally based upon (1) the development of the test, and (2) the relationship between the test and the job.

Validation is a process of determining whether the procedure or instrument is effective in distinguishing individuals who will perform well on the job from those who will not perform well on the job. The *Guidelines* support using one of the following strategies:

- Content validation: requires evidence that the selection procedure is representative of the content of the job
- Criterion-related validation: requires statistical evidence of the relationship between performance on a selection procedure and job performance
- Construct validation: requires evidence of the relationship between a construct measured by the selection procedure and the related work behavior(s) for the job

Validation is not determined by only testing job incumbents and comparing their scores to the profile. Though this may be useful for determining individual employee training and development needs, it is not thorough enough to qualify as validity evidence according to the professional standards contained in the *Guidelines, Standards, and Principles*. While there are many reasons for this, it is primarily because there needs to be a way to compare test scores for a group of incumbents to their job performance before drawing a conclusion.

### **WorkKeys Test Development**

The development of the WorkKeys assessments was guided by professional standards for testing contained in the *Guidelines, Standards, and Principles*. For example, the items on the WorkKeys assessments go through a series of screens before the test development process is completed. Below is a description of characteristics of the WorkKeys tests to ensure that they are job related and fair to test takers:

- A. The assessments are criterion-referenced (they use job requirements as the reference).
- B. The test specifications are well defined.
- C. People who are familiar with various work situations and have insight into the use of a particular skill in different employment settings write the items.
- D. Items measure a particular workplace skill.
- E. Prior to construction of the released assessment, content and fairness experts review the items to determine possible differences in responses among racial groups and between men and women.
- F. Statistical analyses at the item and test level are conducted to monitor the performance of various subgroups. For example, a DIF (Differential Item Functioning) analysis, a statistical procedure for identifying bias for specified groups (e.g., race, gender) is run for each item.

Paper-and-pencil tests that are intended to replicate a work behavior are most likely to be appropriate when work behaviors are performed in paper-and-pencil form (e.g., editing and bookkeeping). Paper-and-pencil tests of effectiveness in interpersonal relations (e.g., sales or supervision), or physical activities (e.g., automobile repair), or ability to function properly

under danger (e.g., firefighters) generally are *not* close enough approximations of work behaviors to show content validity. For these behaviors, a different validity strategy would be more appropriate.

In order to demonstrate the content validity of a test of job knowledge, the following requirements must be met. There must be a defined, well-recognized body of information and knowledge, and the information must be prerequisite to performance of the required work behaviors. The work behavior(s) to which each knowledge is related should be identified on an item-by-item basis. The test should fairly sample the information that is actually used by the employee on the job, so the *level of difficulty of the test items* should correspond to the *level of difficulty of the knowledge as used in the work behavior*.

Additional technical information regarding the development of the WorkKeys assessments is available from ACT.

### **Relationship Between WorkKeys and the Job**

The WorkKeys system employs the content validation strategy to show the WorkKeys assessments reflect the content of the job. This allows employers, regardless of their size, to establish legally defensible validity evidence. First, WorkKeys test items are developed from samples of a variety of work situations so items on the assessment reflect situations that might be found on the job. Next, the job profiling process establishes a link between tasks performed on the job, the WorkKeys skills needed to perform the tasks, and the skills and skill levels measured with the WorkKeys assessments.

During job profiling, groups of subject matter experts are convened to describe the tasks performed on the job and the skills required for completing the tasks. SMEs are knowledgeable about the job and are representative of the job incumbents in terms of such characteristics as age, race, gender, national origin, and religion. Using definitions and sample items that match the specifications of the assessment, they then match the levels of skill needed for the job with the levels of skill measured by the WorkKeys assessments.

In order to establish a legally defensible employment selection system, as described by the *Guidelines*, employers must conduct a job analysis to establish both critical work behaviors and the knowledge, skills, and abilities needed for fulfilling these work behaviors. The

WorkKeys job profiling procedure was developed to meet this requirement by determining the critical tasks of a job (based on Importance and Relative Time Spent ratings) and their skill requirements. This is an essential component of the WorkKeys system.

# Skill Descriptions

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**Note: For illustrative purposes, this section only contains the Locating Information, skill description. An actual report would include skill descriptions for all of the skills.**

## LOCATING INFORMATION SKILL

The WorkKeys Locating Information skill is the skill people use when they work with workplace graphics such as charts, graphs, tables, forms, flowcharts, diagrams, floor plans, maps, and instrument gauges. Employees use this skill when they find information in a graphic or insert information into a graphic. They also use it when they compare, summarize, and analyze information found in related graphics.

There are four levels. Level 3 is the least complex and Level 6 is the most complex. At each new level, employees need more demanding skills in addition to the skills used at the previous levels. For example, Level 5 includes the skills used at Levels 3, 4, and 5. At Level 3, employees look for information in simple graphics and fill in information that is missing from simple graphics. At Level 6, employees may use the information in one or more complex graphics to draw conclusions and make decisions. The complexity can also increase as the quantity and/or density of the information increases.

When considering the level of Locating Information skill needed for the tasks employees complete on the job, you should think about the difficulty of both the graphics and the task. You might consider the following questions:

How difficult are the graphics? That is:

- How many graphics are used?
- Are the graphics simple or complicated?
- Do the graphics use elementary, common language or do they include unfamiliar, technical terms or symbols?
- How many extra details are included?

How complicated is the employee's task when using the graphics? That is:

- Is it only necessary to use information that is stated clearly?
- Does the information in the graphics need to be summarized or compared?
- Is the information in the graphics used to draw conclusions or make decisions?

### **LOCATING INFORMATION LEVEL 3**

Level 3 workplace graphics are elementary. They may be simple order forms, bar graphs, tables, flowcharts, maps, instrument gauges, or floor plans. At Level 3, employees use one graphic at a time.

When employees use Level 3 Locating Information skills on the job, they can:

- Find one or two pieces of information in a graphic.
- Fill in one or two pieces of information that are missing from a graphic (for example, they might fill in a bill number on a form).

### **LOCATING INFORMATION LEVEL 4**

Level 4 workplace graphics are straightforward. They may be basic order forms, diagrams, line graphs, tables, flowcharts, instrument gauges, or maps. At Level 4, employees may work with one or two graphics at a time.

When employees use Level 4 Locating Information skills on the job, they can use the skills described at Level 3, and they can:

- Find several pieces of information in one or more graphics.
- Understand how graphics are related to each other (for example, they might use a parts table and shipping ticket together).
- Summarize information from one or more straightforward graphics (for example, they might find how many oak trees in an inventory table are taller than four feet).
- Identify trends shown in one or more straightforward graphics (for example, they might use a line graph to find how sales of a product change from one month to another).
- Compare information and trends shown in one or more straightforward graphics.

## **LOCATING INFORMATION LEVEL 5**

Level 5 workplace graphics are complicated. The graphics are sometimes in a less common format (such as a three-dimensional bar graph). They may be detailed forms, tables, graphs, diagrams, maps, or instrument gauges. At Level 5, employees may work with one or more graphics at a time.

When employees use Level 5 Locating Information skills on the job, they can use the skills described at Levels 3 and 4, and they can:

- Sort through distracting information (that is, information in a graphic that may not be useful for the current task).
- Summarize information from one or more detailed graphics (for example, they might find the maple trees in an inventory table that are taller than four feet, are less than \$50, and are in the sales region).
- Identify trends shown in one or more detailed or complicated graphics (for example, they might use a detailed line graph to find how sales of five separate products changed from March to July).
- Compare information and trends from one or more complicated graphics.

## **LOCATING INFORMATION LEVEL 6**

Level 6 workplace graphics are very complicated. They contain large amounts of information and may have challenging formats (such as a wiring diagram, airplane control chart, or contour map). They may be very detailed graphs, charts, tables, forms, maps, and diagrams. At Level 6, employees may work with one or more graphics at a time, and connections between the graphics may be subtle.

When employees use Level 6 Locating Information skills on the job, they can use the skills described at Levels 3, 4, and 5, and they can:

- Draw conclusions based on one complicated graphic or several related graphics.
- Apply information from one or more complicated graphics to specific situations (for example, using multiple schedule forms and clinic maps, they might find times for several people to visit doctors, clinicians, and labs in various parts of a large hospital).
- Use the information to make decisions (for example, they might use handling forms, facility maps, and storage guidelines to figure out where to put a product that is highly flammable and/or corrosive).

### GROUP A

Tasks are presented in order, from those most critical to job performance to those least critical.

1. Assists customers in the selection and purchase of specialized telephone services, such as long distance plans, by using plan descriptions and text from relevant scripts to review and suggest options and to answer questions.
2. Calls prospective new customers to explain new services and products after reviewing the client's computer record for current plan and usage information and by using the appropriate script, marketing materials, and pricing charts.
3. Prevents customers from discontinuing their service if their reason is due to poor service or a competitor's better deal by offering special Retention Plans, beginning with the least expensive options.
4. Processes customer requests for refunds that are due to a move or change of special services in the middle of a billing cycle by locating the customer's record in the database and entering the appropriate debit or credit code in their billing screen.
5. Handles customer complaints concerning billing by identifying the nature of the problem, correcting minor billing errors, and forwarding other requests.
6. Processes orders for installation, discontinuance, or change in telephone service by inserting the appropriate transaction code in the client's computer record along with any special instructions (e.g., requested service date/time, dangerous dog in yard).
7. Determines if problems experienced by customers are due to hardware (e.g., boxes, cables, or telephone) by finding the problem on the Troubleshooting Chart and reading the action to take to the customer, which may involve issuing a work order.
8. Sells telephone services to preferred business accounts by offering special plans and upgrades outlined in the plan descriptions.
9. Contacts shift supervisors to report irregularities in the database such as when a recent sale or service was not documented appropriately or when a work order was not issued properly.
10. Investigates and corrects errors found in customer accounts by gathering information from the customer or the customer's record, comparing it for consistency, using the correct transactions to correct the account, and noting a description of the action taken.
11. Opens accounts for customers by adding a new record in the computer database and completing the required fields such as name, street address, billing address, and service plan option(s).

## GROUP A

Tasks are presented in order, from those most critical to job performance to those least critical.

12. Prepares for a sales call by finding the correct Prospect Screen that shows the services currently subscribed to by the customer, and using this information to determine the additional services to recommend and the script to follow.
13. Prepares for a sales call to a non-GCOMM customer by reviewing the printout showing the prospect's current phone company, number of people in household, and annual income to determine the appropriate script to follow.
14. Quotes prices for customized plans to non-GCOMM customers by using the Price Quote worksheet to ensure that all charges are included in the quote and that the plan is cheaper than their current phone company's deal.
15. Calculates charges for additional services when customers request services that are not included in their selected plan by using pricing charts, the Price Quote worksheet, and a calculator.
16. Suggests improvements in work methods and procedures by role playing behaviors, such as suggestive selling, and verbally conveying them to the supervisor for consideration.
17. Trains newcomers by allowing them to shadow calls (i.e., observe experienced CSR & their monitor), and then switching roles to have trainees answer calls and navigate through the customer account software while being supervised.
18. Assists customers in placing long-distance phone calls by asking them the nature of the problem and taking the appropriate action such as accessing their account, dialing the call for them, or connecting them to the appropriate service carrier company.
19. Documents customer reports of interrupted service by checking the Reported Outages screen to see if the customer's area is listed, apologizes for the service disruption, tells them when it is expected to return to normal, and thanks them for the call.
20. Manages delinquent accounts by calling customers, getting them to agree on a payment plan, setting dates and amounts of payments, documenting in the database, and sending a form letter with the agreed upon terms.
21. Participates in monthly team meetings to discuss sales goals and ways to increase sales, using information provided by marketing.
22. Recommends additional services to customers, such as additional phone lines, internet service, or caller ID, in order to increase sales after reviewing the customer's record in the database for existing service plan and current services.
23. Transfers customers to the billing department when billing adjustments exceed \$100 or if the customer is more than two months delinquent in making payments.
24. Attends training workshops to learn about new products, services, or software for maintaining customer accounts.

## GROUP A

Tasks are presented in order, from those most critical to job performance to those least critical.

25. Checks the Sales Goals Projection Report distributed to each team to see whether or not the team is meeting its goals.
26. Ensures that phones are answered quickly by looking to see how many representatives are on duty during the shift and how high the call volume is before deactivating the phone for lunch and other breaks.
27. Issues calling cards for customers through the customer's computer record by verifying the caller's identity, obtaining and entering the required information (e.g., name, number of cards), and using the appropriate transaction code to submit the request.
28. Sends an email request for service outlining a customer's problem to the appropriate department if the reported problem came after department office hours or if a transferred call is not answered by the appropriate department in a timely manner.
29. Activates phone to receive calls when on duty and deactivates the phone when off duty.
30. Checks for accuracy of customer name and mailing address each time a customer calls or writes by asking them for this information and comparing it to the information already in the database.
31. Enters additional account information obtained from customers into computer database such as the names of family members who are authorized to make changes to the account services.
32. Investigates potential fraud or misuse of calling cards by checking accounts that have been flagged by the computer for unusual use (such as calls exceeding \$100 in a one-day period) and attempting to contact the customer by phone and U.S. Mail.
33. Provides prospects and customers with information (e.g., service plan and equipment brochures) concerning company products and services, when it is requested in order to make a decision, by completing and submitting an Information Requested order form.
34. Recommends telephone models to customers if they are interested in purchasing or renting equipment from GCOMM using the marketing materials and identifying the customer's needs.
35. Records toll charges made in the Call Charge Log by writing down the name of the person called, phone number, reason for the call, and the employee's identification number.
36. Completes special forms (to be read by installation or repair crews) regarding unusual problems experienced by customers such as when service is being requested in an area that doesn't yet have the service available (e.g., caller ID, high speed internet).
37. Contacts customers in writing to obtain more information about their accounts by using the up-to-date form letter for that purpose and completing the Follow-up Contact form after five unsuccessful attempts to reach the customer by phone.

## GROUP A

Tasks are presented in order, from those most critical to job performance to those least critical.

38. Enters into the "No Call" list the names and telephone numbers of prospects contacted who request to be added to the list, and adds the "no call" code to the record for the prospect in the sales database.
39. Enters or updates prospect information such as names, addresses, purchases, and reactions or puts additional notes into the sales database during a phone solicitation call.
40. Notifies customers listed on the completed service printout who have specifically requested to be called or written when the service is completed because they are not at the residence and wouldn't get the notice left by the technician in a timely fashion.
41. Operates the in-house paging system to get the attention of an on-duty employee who has been requested by a caller, such as the shift supervisor, and indicates which line the call is on.
42. Prepares a verbal report on sales activities for the day, as required by the supervisor, that summarizes the types of products or services sold and reasons why customers bought or declined an offer.
43. Works safely to prevent on-the-job injuries such as carpal tunnel syndrome by performing the recommended finger-wrist exercises twice each shift and on breaks.

## GROUP B

Tasks are presented in order, from those most critical to job performance to those least critical.

1. Offers customers special plans beginning with the least expensive option to keep them from discontinuing service if their reason is due to poor service or a competitor's better offer.
2. Adjusts customer complaints concerning billing or services rendered by gathering information from the customer and computer database, comparing the information for consistency, determining the error, and correcting the account.
3. Assists customers to select and purchase specialized telephone services, such as long distance plans, by describing service features and cost benefits using marketing materials.
4. Credits customer accounts in the computer database for services not used when customer is moving or changing special services in the middle of a billing cycle.
5. Calls prospective non-GCOMM customers and explains types of services and products offered by GCOMM using appropriate script, marketing materials, and pricing charts.
6. Enters orders for installation, discontinuance, or change in telephone service into the computer upon customer request and issues a work order if a technician must make the change on-site.
7. Identifies type of equipment customer has by comparing the customer's description to diagrams, and notes the specific information when issuing work orders to make sure that the technician has the appropriate equipment when making the service call.
8. Calculates charges for services requested by current customers that are not included in any of the plans by using pricing charts, calculator, and Price Quote worksheet.
9. Completes the Price Quote worksheet when quoting prices for customized plans to ensure that all charges are included in the quote and that the plan is cheaper than their current phone company's deal.
10. Opens accounts for customers by creating new records in the computer database including name, address, and option(s).
11. Reads the printout showing the non-GCOMM customer's current phone company, number of people in household, and annual income and chooses the appropriate script to follow during the call.
12. Determines if problems experienced by customers are due to hardware (e.g., boxes, cables, or telephone) by looking up the problem on the troubleshooting chart, and either reads the guidance from the chart to the customer or issues a work order.
13. Investigates and corrects errors found in customer accounts by gathering information from the customer and computer database, comparing the information for consistency, checking for errors, and correcting the account using calculator or computer.

## GROUP B

Tasks are presented in order, from those most critical to job performance to those least critical.

14. Participates in monthly team meetings by discussing sales goals and ways to increase sales, using information provided by marketing.
15. Prepares for a sales call to a current GCOMM customer by pulling up the Prospect Screen, which shows the services currently subscribed to, and using this information to determine their needs for additional services.
16. Recommends additional services to customers, such as additional phone lines, three way calling, caller ID, data lines, and call waiting using marketing materials and pricing charts.
17. Activates phone to receive calls when on duty and deactivates phone when off duty by entering employee number and activation code or deactivation code based on the reason for deactivating, such as break or end of shift.
18. Attempts to find a time that will be convenient to a customer for a service call while ensuring that someone over the age of 18 will be at home using the Work Order Scheduling screen.
19. Determines if problems experienced by customers are due to outages in the service area by checking the email outages list and, if area is listed, explains why service is out, when it is expected to be back on, and apologizes and thanks them for calling.
20. Reads the sales goals line graph report for the week to see whether or not the team is meeting its goals.
21. Transfers customer's calls to appropriate department upon request or when company policies require that someone other than a Customer Service Representative solve the problem.
22. Contacts supervisors in person to report irregularities in the database such as when another customer service representative has made a change in an account based on an unauthorized person's request or has not completed the process to issue a work order.
23. Notifies the dispatcher when a customer calls to complain that the technician did not really fix the problem during the call and needs to return.
24. Secures a promise of payment from customers with delinquent accounts when they call about delinquent notices by getting them to agree on a payment plan, setting dates and amounts of payments, and documenting in database.
25. Arranges for customers to receive catalogs and information concerning company products and services, if the prospect requests more information or refuses to commit to anything over the telephone, by completing an Information Requested order form.
26. Assists customers to solve problems in placing long-distance phone calls by asking them what the problem is and taking the appropriate action such as accessing their account, making the call for them, or connecting them to another company.

## GROUP B

Tasks are presented in order, from those most critical to job performance to those least critical.

27. Attends orientation or other mandatory training programs to learn about products and how to operate software for maintaining customer accounts.
28. Enters special requests made by customers into computer database such as the names of people (such as family members) who are authorized to make changes to the account services or request billing information.
29. Investigates fraud or misuse of calling cards by checking accounts that have been flagged by the computer for unusual use (such as calls exceeding \$100 in a one-day period) and attempting to contact the customer by phone and mail.
30. Issues calling cards by determining how many the customer needs, whose name they will be issued in, setting the PIN number, and recording all information in the database.
31. Recommends types of hardware such as telephones to customers, if they are interested in purchasing or renting from GCOMM, using the marketing materials and identifying the customers' needs.
32. Sells telephone services to business accounts by offering the special plans for businesses using the marketing material and Price Quote sheet for businesses.
33. Trains newcomers by having them shadow calls and watch the computer screen, and then reviews with them (including the discussion with the customer, materials used, and the computer screens data was entered on).
34. Transfers customers to billing department when billing adjustments exceed \$100 or customer is more than two months delinquent in making payments.
35. Works in teams to ensure that phones are answered quickly by looking to see how many representatives are on duty and how high call volume is before taking a break.
36. Contacts customers in writing to obtain more information about their accounts by using the appropriate form letter and completing the Follow-up Contact form after 5 failed attempts to reach customer by phone.
37. Manages the customer information in the computer database by checking the accuracy of information such as name and mailing address each time a customer calls.
38. Reads computer printouts to determine if installation service is completed in order to notify customers that service has been installed.
39. Records names, addresses, purchases, and reactions of prospects solicited (in the sales database) and updates information from previously solicited prospects.
40. Sends an email outlining customer's problem to appropriate department if unable to transfer call and customer is more than two months delinquent in making payments or the billing adjustment exceeds \$100 limit.

## GROUP B

Tasks are presented in order, from those most critical to job performance to those least critical.

41. Works safely to prevent on-the-job injuries by performing finger/wrist exercises twice each shift and making sure equipment is safely stored.
42. Completes appropriate forms for crews regarding unusual problems experienced by customers such as when service is being requested in a new area that doesn't have any lines or an area has had severe storms.
43. Suggests improvements in work methods and procedures to the team, role plays the behaviors, and verbally conveys them to supervisor for submission to training department.
44. Watches trainees answer calls by listening to the discussion, watching the computer screen, and afterwards reviewing the procedure if the trainee needs more practice or additional information.
45. Writes toll charges down in the Call Charge Log including the name of person called, phone number, reason for call and employee's number.
46. Operates in-house paging system to get the attention of the person requested by a customer.