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## OCCUPATIONAL CLASSIFICATION

IOWA EMPLOYMENT SECURITY COMMISSION  
STAFF DEVELOPMENT DEPARTMENT  
DES MOINES, IOWA

May, 1974



## FORWARD

The purpose of this training unit is to provide training to Employment Service staff in the basic fundamentals of occupational classification, and through practice exercises, develop practical skill in the classification of application cards.

The unit may be used for training new Employment Service staff as well as for refresher training to experienced employees. It may be used as self study or in group training sessions.

Training in application taking and the Dictionary of Occupational titles, Volumes I and II, must have been completed before beginning this unit.

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opt, I E S C, 7/9/25



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## OCCUPATIONAL CLASSIFICATION

## I. INTRODUCTION

Occupational classification is defined as the process whereby an interviewer selects those facts about an individual which have occupational significance, and evaluates, summarizes and identifies them in terms of specific occupations or Areas of Work as defined in the DICTIONARY OF OCCUPATIONAL TITLES.

Primarily, the purpose of occupational classification is to facilitate the selection of job applicants by permitting application cards of applicants who possess similar or related qualifications to be grouped together in the files. The occupational titles and codes assigned:

- a. Indicate an applicant's qualifications and potential abilities.
- b. Facilitates consideration of the applicant for all job openings for which he qualifies.
- c. Links the interview of an applicant to the selection of the applicant for referral.

When an applicant comes into the local Employment office, he does so for the purpose of seeking assistance in selling the body of skills, knowledges, abilities, physical status, aptitude, traits, and interests which he possesses. Therefore, the occupational titles and codes assigned to his application card should reflect an interpretation and weighing of all the significant facts brought out during the interview.

Skills	-use of knowledge to execute or perform effectively and readily.
Knowledges	-background, adequacy of information, "know-how."
Ability	-proficiency in any kind of work or activity.
Physical Status	-the physical capacity to do the job, or ability to perform certain tasks of the job.
Aptitudes	-potential or undeveloped abilities
Interests	-choice of vocation, job satisfaction through desire to do that job.

## II. BASIC GUIDELINES FOR OCCUPATIONAL CLASSIFICATION

The basic rule of occupational classification states that an application card must have adequate coding:

- a. To reflect the kind of work the applicant knows how to do.
  - b. To reflect his potentialities.
  - c. To insure that he will receive consideration for a job.
1. All significant work experience of the applicant must be adequately covered in the occupational classification of the applicant.
  2. Only when an applicant cannot perform the duties of the job or he states he will not accept work in a specific occupation may the occupational title and code be omitted from the application card.
    - a. When a significant occupation is omitted from the occupational classification because of refusal to accept work, this refusal must be noted in the comments section.
    - b. A clear distinction must be made between refusal to accept work in an occupation and a preference for a certain occupation.
    - c. A classification in an occupation cannot be omitted merely because job possibilities in the occupation are limited; if the classification appears to be "dead-end" the interviewer must attempt to assign another classification.
    - d. If an applicant refuses work in an occupation he should be questioned as to his acceptance of jobs in a related occupation.
  3. Applications must be coded according to the rules of occupational classification e.g. not based solely upon labor market conditions, immediate job opportunities or for filing in a specific placement unit.
  4. The primary classification should not be narrowly interpreted to mean classification in the applicant's last job held or his longest employment. His total experience and training should be explored along with his placement potential and interests to arrive at a realistic classification. Therefore, the interviewer may assign either a DOT I or an entry code as a primary classification.
  5. Sound judgment must be exercised in assigning classifications. Major emphasis should be placed on assuring that any occupational classification assigned an applicant is practical and is assigned primarily to help him find suitable work.

## III. CLASSES OF EVIDENCE

In assigning a classification to an application card, there are several classes of information which should be considered as evidence of a worker's qualifications. They are:

- |                             |   |
|-----------------------------|---|
| a. Work experience          | -what the applicant has done on the jobs he held. |
| b. Training                 | -what he has learned.                             |
| c. Personal characteristics | -what he is as an individual.                     |

Each class of evidence must be examined in relation to its bearing on the other.

#### A. Work Experience

Each job or work experience of the applicant must be evaluated in the light of the following three factors:

Content - This is significant to the extent that it is composed of a number of tasks which require specific skills, knowledge, and ability on the part of the worker not usually possessed by an inexperienced worker.

Turn to the definition of AUTOMOBILE MECHANIC on page 32 of the D.O.T. I and notice the variety of tasks necessary to perform the job adequately.

Duration - This is significant to the extent that the worker remained on the job long enough to acquire the skills, knowledge and ability beyond that usually possessed by an inexperienced worker.

If the AUTOMOBILE MECHANIC has been on the job only a relatively short period he would not have had the time necessary to develop his skills beyond that of an inexperienced worker.

Recency - This is significant to the extent that the skills developed have not been lost through disuse, or due to technological changes in the field. An AUTOMOBILE MECHANIC who had not worked at his trade for the past 15 years would NEED ADDITIONAL TRAINING.

#### 1. Total Work Experience

The applicant's total work experience should be reviewed for possible additional classifications.

Additional classifications should be assigned in order to facilitate the consideration of the applicant for all jobs for which he is qualified. We know that there are many different jobs that require very similar experience, and that an applicant qualified in one job may be fully qualified in several others as well.

In general, therefore, we can say that the additional classifications based on work experience should reflect the skills, knowledge and ability of an applicant that are marketable.

Whenever pertinent proficiency test results are available, the interviewer uses the information to supplement his evaluation of an applicant's qualifications as shown by his work experience. It should be remembered that scores are not an absolute measure of an individual's qualifications, but that they are supplementary aids in reaching a final evaluation.

## 2. Leisure Time Activity

There are a great many leisure time activities which can be considered as part of an applicant's work experience. This and casual work experience may or may not qualify the applicant for additional classifications.

Leisure time activity and casual work experience are evaluated in the same way as regular work experience; that is, in accordance with the three factors of content, recency, and duration.

## B. Training

The purpose of any training which is vocationally significant is to prepare an individual to do a specific job or provide background information essential to a number of jobs in the same field. It is evaluated in the same manner as work experience.

1. Content - This is significant to the extent that through practice and study it has added to the applicant's skills necessary for the performance of a particular job or field of work.
  - a. Was the training adequate in terms of coverage and situations experienced?
  - b. Was training received at an accredited institution?
  - c. Did the applicant complete the training?
  - d. Was the grade or level of training adequate?
2. Duration - Duration is significant to the extent that the applicant has had sufficient time in which to develop, by practice and study, his skills, knowledge and abilities.
3. Recency - Recency is important to the extent that the skills, knowledges and abilities developed through training, have not been lost through disuse, and have adequately met technological changes in methods and procedures.

### C. Personal Characteristics

This class of evidence represents the evaluation made by an interviewer during the course of an interview and should be used carefully in conjunction with other evidences of the applicant's qualifications.

With respect to personal characteristics, we should consider the following:

1. Physical status
2. Aptitudes
3. Vocational interests

#### 1. Physical Status

This implies the physical capacity to do the job and is evaluated in the following three ways:

- a. The extent to which physical status affects the applicant's skills and ability for job performance. (A color-blind person cannot be a successful silk spotter.)
- b. The length of time the condition has existed. This will give some indication of the chronic nature of the disease and its relationship to the applicant's previous work experience.
- c. The possibility of the condition being subject to change. Will a particular occupation tend to produce a recurrence of a dormant ailment, or prevent a particular ailment from clearing up?

#### 2. Aptitudes

Aptitudes are potential abilities. They cannot be evaluated in any precise manner during an interview, but may be estimated by inference. The following may be used as indications of aptitudes:

- a. Test results may be used to determine the probability of an applicant's having the capacity to perform a job successfully.
- b. Success achieved in specific phases of the applicant's previous training or work experience provide clues to the presence of certain aptitudes.
- c. Leisure time activities involving skills, knowledge, and abilities similar to the occupation for which the applicant applies, is another source of evidence as to the individual's aptitude in that field.

### 3. Vocational Interests

In evaluating vocational interest, we must not only consider the applicant's statement, but we must know what, if anything, has been done about it or what there is about him which substantiates his choice.

The following types of evidence may be considered as substantiating:

- a. The type of electives chosen in school.
- b. Leisure time activity as it relates to applicant's choice of work.
- c. Work experience as it substantiates vocational choice.
- d. Tools and equipment owned that reflect interest in the field.
- e. Greater than casual knowledge of the duties, pay, hours and other conditions of work relating to the chosen field.

## IV. RELATIONSHIP BETWEEN CLASSES OF EVIDENCE

The next step in the process of classification is to consider the relationship between the classes of evidence which have previously been evaluated singly. By comparing each class of evidence with every other class the interviewer may discover:

1. Evidence From More Than One Source.  
Qualifications for which there appears strong corroborating evidence from more than one source. This provides an unquestionable basis for occupational classification; e.g., an individual who has had more work experience as an automobile mechanic and, in addition, has completed a training course in auto mechanics at an accredited vocational school.
2. Evidence From One Source Only.  
Qualifications which are indicated by one class of evidence alone. Strong evidence from work experience or training alone, likewise provides an unquestionable basis for an occupational classification.
3. Evidence From Personal Characteristics Only.  
A qualification from which the only evidence comes from the applicant's personal characteristics is used as a basis for an occupational classification only when there is no other qualification apparent from the other two sources.
4. Conflicting Evidence.  
Some qualifications for which two or more classes of evidence are inconsistent or even in conflict. These situations should be evaluated as follows:
  - a. Work experience outweighs training.
  - b. Work experience outweighs personal characteristics.
  - c. Training outweighs personal characteristics.

## V. ASSIGNING THE OCCUPATIONAL TITLES AND CODES

The interviewer develops one or more occupational titles which represents all of the work for which the applicant is capable. The interviewer then considers the order of relative significance of the assigned classifications.

### 1. Primary and additional titles

The one title which best represents the work which would make the maximum use of the applicant's background is designated as the primary occupational classification. Titles other than the primary title, are called additional occupational titles. No attempt is made to establish a sequence among the additional classifications. Each one is as important as the other.

### 2. Eliminating unnecessary additional coding

Unnecessary additional codes are eliminated through the following procedures:

- a. Any classifications implied by the primary or other classification.
  - (1) Classification for a broad occupational group is not given when a classification for a specific job within that group is to be assigned.
  - (2) Classification for a specific job is not given when the tasks involved are on a lower skill level in the same field or work as another classification.
  - (3) Separate classifications are not given for two or more specific jobs which carry the same code number.
- b. Any additional classification for an occupation or field of work which requires no occupation or characteristic other than a willingness to work.

The interviewer should try to make certain that a primary classification for a specific job in which local opportunity for employment is limited, is accompanied by at least one additional classification in which there is at least some local opportunity for employment.

## VI. STEPS INVOLVED IN OCCUPATIONAL CLASSIFICATION

The assignment of an occupational classification to an applicant usually takes place in three steps.

1. The interviewer determines the possible classifications of an applicant, by
  - a. evaluating work experience, training and personal characteristics
  - b. determining specific jobs or fields or work to which evidence points

- c. comparing the skills, knowledge and abilities (or potential) of the applicant with the qualifications required of the worker
  - d. considering the tentative classifications in relation to one another.
2. The interviewer tells the applicant the occupations or field of work for which he is classified and explains that he will be considered not only for these specific occupations but for other similar occupations for which he appears qualified.

By this means two things may be accomplished:

- a. The interviewer verifies the tentative classifications he has chosen.
- b. The applicant learns the specific jobs or fields of work for which he will be given consideration in referral.
- c. In addition, the applicant may indicate:
  - (1) that his preference is for work other than that indicated by the primary occupational title and code, or
  - (2) that he will not accept work in a specific occupation.

In the first instance, the interviewer will assign another occupational title and code as the primary title and code. If the applicant states he will not accept a particular job, the classification may be omitted from the ISES 511 Application Card. The refusal to accept work in this occupation should be shown under Comments.

However, if the applicant states that he will not accept employment in a specific occupation, he should be questioned as to his willingness to accept employment in related occupations. His job preferences should be explained under Comments.

- 3. The interviewer enters the classification/s on the ISES 511 Application Card.
- 4. An additional Application Card, ISES 515 is prepared for each occupational classification assigned to the applicant in addition to the primary classification and ISES 512 is selected in the same color as that of the corresponding ISES 511 Application Card. On the ISES 512 the additional occupational title is shown as the first title and code, and the primary as the second title and code.

EXAMPLE:

<u>ISES 511 APPLICATION</u>		
Primary-----	PAINTER (const.)	840.781
Additional--	TRUCK DRIVER, HEAVY (any. ind.)	905.883
Additional--	TOOL CLERK (clerical)	223.387
<u>ISES 512 ADDITIONAL</u>		
Additional--	TRUCK DRIVER, HEAVY (any. ind.)	905.883
Primary-----	PAINTER (const.)	840.883

	<u>ISES 512 ADDITIONAL</u>	
Additional--	TOOL CLERK (clerical)	223.387
Primary-----	PAINTER (const.)	840.883

The following information is entered on the ISES 512 Additional Application Card:

1. Selection factor blocks, as shown on primary card;
2. Items 1 through 10, as shown on primary card;
3. Additional occupational title and code on first line;
4. Primary occupational title and code on second line;
5. Skills, knowledge, and abilities; (optional)
6. Item 20, Date and last subsequent date (if any)



# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Automobile Mechanic for Reliance Garage, Inc.</p> <p>15 yrs., from 5-53 to 5-68</p> <p>Repairs and overhauls autos and trucks working mainly on Ford and Chevrolet trucks. Repairs or replaces parts such as pistons, rods, gears, valves and bearings. Overhauls and replaces carburetors, blowers, generators, distributors, starters, and pumps. Rebuilds parts such as crankshafts and cylinder blocks, using lathes, shapers, drill presses, and welding equipment. Rewires ignition system, lights, and instrument panel. Relines and adjusts brakes, aligns front end, repairs or replaces shock absorbers, and solders leaks in radiator. Uses mechanic's tools including micrometers, calipers, and thickness gages.</p> <p>2. Worked as Auto Mechanic Helper for same garage.</p> <p>2 yrs. from 6-51 to 5-53</p>	<p>1. Graduated from High School (regular academic course) 1951</p> <p>No vocationally significant training.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities</p> <p><u>Vocational Preference</u></p> <p>No expressed vocational preference except to follow occupations in which he has had experience.</p>

## CLASSIFICATION WORK CHART

Exercise No. 1  
Henry Nelson

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Machinist for Engle Aircraft Engine Parts Manufacturing Company.</p> <p>5 yrs., from 6-63 to 6-68</p> <p>Made and repaired airplane fittings, working from old parts, sketches, and blueprints. Set up and operated 15-inch bed engine lathe, turret lathe, Universal milling machine, and power hacksaw. Occasionally cut threads on power grinder. Worked to <math>\pm .0001</math> tolerance on steel barstock, brass, aluminum alloy castings. Measured work pieces with scale, vernier calipers, or micrometer.</p> <p>2. Worked as Engine Lathe Operator for Liberty Farm Machinery Company.</p> <p>3 yrs., from 5-60 to 5-63</p> <p>Operated a Dobbs and Hobson, Model "X" 15-inch bed engine lathe to machine small parts for farm machinery (binders, reapers, tractors). Worked on steel bar-stock. Machined to <math>\pm .0001</math> tolerance. Used vernier calipers or micrometer to measure. Occasionally set up lathe, following blueprints.</p> <p>3. Worked as Operator Helper for same company.</p> <p>2 yrs., from 6-58 to 5-60</p>	<p>1. Graduated from Columbus High School, 1958.</p> <p>Took metal machines training course, blueprint reading, and shop mathematics.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities.</p> <p><u>Vocational Preference</u></p> <p>Wants machinist, engine lathe, or milling machine work.</p>

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

Exercise No. 2  
Earl Martin

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Master Tailor for Martin &amp; Martin, Tailors.</p> <p>6 yrs., from 5-62 to 5-68</p> <p>Fitted and measured customers for men's coats and suits including evening wear. Cut paper or cloth patterns for all parts of suits and coats. Cut and sewed cloth. Used hand and/or machine sewing (single-needle Singer electric sewing machine). Marked some parts for machine sewing by assistant. Made alterations as required in connection with fittings.</p>	<p>Completed 4 yrs., apprenticeship with Parker Custom Tailors, 1961.</p> <p>Learned patternmaking and pattern cutting for men's suits and coats. Learned fitting, measuring, sewing, and making alterations.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities.</p> <p><u>Vocational Preference</u></p> <p>Wants custom tailoring job.</p>
<p>2. Worked as Pattern Cutter for Parker Custom Tailors.</p> <p>1 yr., from 5-61 to 5-62</p> <p>Cut paper and cloth patterns for all parts of men's and women's suits and coats, including evening wear. Made patterns from designer's sketches and measurements made of customer.</p>		

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

Exercise No. 3  
Arthur Jones

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Paint Salesman for Williams and Williams, Paint Wholesalers.</p> <p>5 yrs., from 4-63 to 4-68</p> <p>Contracted and solicited sales from retail paint and hardware stores. Know composition of outside and inside paints and enamels to be sold, quality, and comparison between other similar products. Sold in city only; arranged delivery of products; wrote up sales; knew price listings.</p> <p>2. Worked as a Paint Salesperson for Black &amp; White Hardware Store.</p> <p>2 yrs., from 6-61 to 4-63</p> <p>Sold paint and hardware supplies to customers in store. Advised customers on paint, estimated amount of paint needed. Wrote up sales tickets, operated cash register.</p> <p>3. Worked as stock clerk for Black &amp; White.</p> <p>1 yr. to 6-61</p> <p>Exercise No. 4 Edward Harris</p>	<p>1. Graduated from Holt High School (regular academic course). 1960</p> <p>No vocationally significant subjects.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities</p> <p><u>Vocational Preference</u></p> <p>Likes sales work and wants to continue selling paints to dealers concerning which he believes he has developed a thorough knowledge.</p>

CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Rigger in U. S. Navy.</p> <p>4 yrs., from 4-64 to 4-68</p> <p>Rigged cable-operated tackle and fillings on ship board from rope or wire cable for cargo booms, crane lines, life lines, radio aerials, and other riggings as required. Worked with manila or wire rope. Used oxyacetylene hand torch, wire cutters, and marlin pins to splice wire rope. Rigged "A" frames, gin poles, stiff leg derricks, and Chicago booms. No canvas work.</p>	<p>Graduated from Newton High School, 1957.</p> <p>No vocationally significant courses.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities.</p> <p><u>Vocational Preference</u></p> <p>Wants any type of rigging job.</p>
<p>2. Worked as Rigger for Northern Lumber Co.</p> <p>5 yrs., from 6-59 to 3-64</p> <p>Attached rigging to top of trees selected as spars, which are used in swinging or yarding logs from cutting area to landing. Climbed spar trees with safety belt, safety belt line, and climbing spurs. Cut off limbs as climbed, with saw; used hand cross-saw to cut off tree trunk at proper height. Attached block and pass line to tree with strap. Hauled up lead block, line block and tree shoes and secured with strap.</p>		

CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

Exercise No. 5  
Chester Lewis

(continued on next page)

# TRAINEE'S EXAMPLE SHEET

## Work Experience

Tied in main lines and guy lines.  
Has climbed in spruce and hemlock  
timber. Has climbed up to 200 feet.

Owns safety line, safety belt, calked  
shoes, and climbing spurs.

3. Worked as Stave-Blocker leader for  
Northern Lumber Co.

6 mos., from 11-58 to 4-59

Loaded split short stave blocks onto  
truck by hand to be carried from  
woods to mill.

4. Worked as Off Bearer for Continental  
Lumber Co.

1 yr., from 11-57 to 11-58

Caught pieces of lumber sawed to  
specified lengths as they fell from  
rip saw. Stacked by hand in piles.

5. Unemployed after graduation,  
Summer of 57.

Exercise No. 5 (Cont'd.)  
Chester Lewis

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

## Work Experience

1. Worked as Barrel Weigher for Petroleum Refining Co.  
  
2 yrs., from 6-66 to 6-68  
  
Weighed filled barrels of oil on platform scales. Determined net weight by deducting tare (weight on empty barrel, stamped on outside) from weight shown on scales. Determined contents of barrels in terms of gallons by consulting chart of corresponding weights. Stenciled contents of barrel (gallons and 1/10 gallons) on barrel head with fibro board stencil and inking brush. Rolled barrels on and off scales. Weighed from 150 to 500 barrels in 8-hour shift.
2. Worked as Yarn Weigher for Globe Woolen Textile Mills.  
  
3 yrs., from 6-63 to 6-66  
  
Received incoming shipments of woolen yarn. Weighed cases or packages on platform scales. Checked weight against invoice, according to list furnished by Chief Clerk. Indicated on invoice department to which yarn is to be allotted.
3. Various insignificant odd jobs  
2 yrs to 6-63.

Exercise No. 6  
William Lloyd

## Training

1. Completed 2 yrs. at Vernon High School, 1961.  
  
No significant vocational subjects.

## Personal Characteristics

### Physical Status

No physical disabilities.

### Vocational Preference

No special vocational preference. Would like job similar to ones held as weigher.

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Calculating Machine Operator for National Association of Wheat Processors.</p> <p>2½ yrs., from 12-65 to 5-68</p> <p>Used Monroe and Marchant electric calculators to find average costs of production, distribution of wheat, probable acreage, etc., Entered figures on tables. (Did not type tables.) Followed formula already worked out by statisticians for determining figures. Did multiplication, division, addition, and subtraction.</p>	<p>1. Graduated from Martinsburg High School (regular academic course), June 1965</p> <p>No vocationally significant subjects.</p> <p>2. Attended Comptometer Training School, November, 1965.</p> <p>Completed 5-week course in comptometer operation. Learned addition, subtraction, multiplication, division and square root.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities.</p> <p><u>Vocational Preference</u></p> <p>No expressed vocational preference.</p>

## CLASSIFICATION WORK CHART

Exercise No. 7  
Alice Smith

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Tracer for Modern Homes, Inc., manufacturers of prefabricated housing units.</p> <p>2 yrs., from 6-66 to 6-68</p> <p>Traced drawings made by Draftsman for plans for prefabricated houses of various designs. Used tracing paper (no cloth tracing) T-square, compass, and other regular drafting tools.</p>	<p>1. Graduated from Martinville High School, 1964</p> <p>Course included 4 semesters Mechanical Drawing.</p> <p>2. Completed 2-year drafting course at Columbia Polytechnical School, 1966.</p> <p>Learned use of all drafting tools; learned scale drawing from sketches and from working models.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities</p> <p><u>Vocational Preference</u></p> <p>Wants a job in drafting doing detailed drawing or working plans.</p>

CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as a Grinder and Chipper for the American Shipbuilding Co.</p> <p>2 yrs., from 5-66 to 5-68</p> <p>Operated chipping hammers and portable grinders to remove excess stock from rough steel plate to be fitted into ship construction. Removes sharp edges or burrs, using hand file.</p>	<p>1. Graduated from Township High School (regular Academic course), 1956</p> <p>No vocationally significant subjects.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities.</p> <p><u>Vocational Preference</u></p> <p>No special vocational preference. Will take any job in the skilled or semi-skilled category he has had.</p>
<p>2. Worked as Shingle Sawyer for Continental Lumber Company.</p> <p>2 weeks, from 4-15 to 4-30-66</p> <p>Operated an automatic, vertical circular saw to cut shingles from cedar. Inspected shingles as fell from saw for defects of knots, rotted parts, or other defects. Discarded defective shingles. Dropped good shingles in chute to be sent to Shingle Packer.</p> <p>(This is a higher skilled job (667.885), direct promotion from Shingle Packer. Applicant says, however, that on account of such short time he does not think he could do the saw operation now)</p>		
<p>3. Worked as Shingle Packer for Continental Lumber Co.</p> <p>3 yrs from 4-63 to 4-66</p>		

CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

Exercise No. 9  
George Brown

(Continued on next page)

# TRAINEE'S EXAMPLE SHEET

## Work Experience

3. Packed shingles into bundles for shipment.  
Counted to insure specified quantities.  
Bound bundles of 50 or 100 shingles using  
McKesson tying machine to tie bundles  
with wire. Loaded tied bundles by hand  
onto flat truck.
4. Worked as Rough Carpenter for various contractors;  
Johnson-Blending, 1 yr., from 4-61 to 4-63  
Fuller Construction Co., from 4-59 to 4-61  
Home Builders, Inc., 3 or 4 months, 1959  
Barrett Co., about 6 months, 1959

Put up framework for residence construction.  
Worked from blueprints or oral instructions.  
Used circular saw to cut lumber. Put up  
braces, joists, rafters, and studding. Built  
porch frames. Worked as helper on Barrett  
jobs for about 3 months.

5. Worked as member of crew in Logging Camp.

2½ yr., from 6-56 to 1-58

Did forestry work (tree planting) and duties  
clearing camp grounds, and cleaning camp buildings.

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Baker for Commerce Baking Company</p> <p>8 mos., from 9-67 to 5-68</p> <p>Mixed dough for loaf bread and rolls, occasionally for cakes and pastries, according to formulae. Tended baking ovens. Supervised 2 Baker's Helpers.</p>	<p>1. Completed 8th grade at Bellevue Grade School.</p> <p>2. Completed training in Baker's School, Camp Crockett, U. S. Army 384 hours, 6-65.</p> <p>Classroom instruction (96 hours) in bread, doughs, fermentation, proofing and baking, grains and flours, leavening agents, formulae, sanitation, equipment, and maintenance, bakery operations.</p> <p>Practical training (288 hours) in baking garrison and field bread under all conditions.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities.</p> <p><u>Vocational Preference</u></p> <p>Wants to return to machine punch press job. Does not want to continue in bakery work.</p>
<p>2. U.S. Army (Camp Malone)</p> <p>3 yrs., from 8-64 to 8-67</p> <p>Baked bread and pies for detachments of 50 to 500 men.</p>		
<p>3. Worked as Punch Press Operator for Victory Aircraft Mfg., Corp.</p> <p>2 yrs., from 5-62 to 5-64</p> <p>Set up and operated power press that automatically fed bars, blanks, or continuous roll of sheet metal into position under ram. Turned knobs to synchronize action of feed bar and pinch rollers, with feed and takeoff conveyor and automatic action of ram. Positioned and clamped feed guides. Threaded metal strip from play-out reel through pinch rollers, or loaded hopper with metal blanks.</p>	<p><u>Interviewer's Discussion</u></p> <p>Interviewer gave information that there were at present available openings in the bakery products business at high level of skill. Interviewer gave information that openings in aircraft manufacturing were declining. Punch press operation, of course, could exist in any of several other industries, though at present no openings were available. Mr. Cooper then said he would consider either kind of work.</p>	
<p>4. Various farm jobs after completing school.</p> <p>4 yrs to 5-62</p> <p>Exercise No. 10</p> <p>Charles Cooper</p>		

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as General Maid for Mrs. H. K. Delong, 1345 West Ave., Kenwood.</p> <p>4 yrs., from 3-64 to 3-68</p> <p>Prepared meals (luncheon and dinner) for family of four. Used menus prepared by employer. Purchased food. Cared for 2 children 8 and 10 yrs. old from 3 to 6 after school. Washed and ironed family clothes (no flat work). (Used automatic washing machine, Simplex mangle.) Cleaned house (8 rooms). Did not wash windows. Live in.</p>	<p>1. Attended Ajax Commercial Welding School 20 wks. 42 hrs. per week. Completed course 8-68.</p> <p>Learned arc and acetylene welding. Four positions. Passed ASME test, 8-30-68.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities.</p> <p><u>Vocational Preference</u></p> <p>Wants a job in which she can use welding training.</p> <p>Wants to leave household employment.</p>

## Interviewer's Discussion

Interviewer gave information that plants were doing limited hirings; openings for welding positions were not numerous. Discussed with applicant qualifications in household work. Applicant expressed her willingness to take either kind of work, if household opening of same kind of work had had in past was available, though would want welding as preference if opening should occur.

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

Exercise No. 11  
Jennie Hunt

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
No work experience.	<ol style="list-style-type: none"> <li>1. Graduated from Township High School (regular academic course) 1968. 1 sem. Typing.</li> <li>2. Attended Continental Business Machines Co., Training School to 8-68.</li> </ol> <p>Completed 4-week course in operation of CBM Key Punch Machine. Attained speed of 9000 strokes per hour.</p> <p>Class of practice exercises in punching data from sales and other dept. store records; and dummy insurance premium records and policy brief cards. However, these subject matters were chosen only for practice. Skill is the same regardless of data punched.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities.</p> <p><u>Vocational Preference</u></p> <p>No vocational preference except to make use of training received.</p>
<p>* Interviewer determined that at this speed she was competitive with experienced key punch operators.</p>		

## CLASSIFICATION WORK CHART

Exercise No. 12  
Mary Hayes

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>Coleman Manufacturing Company</p> <p>4 yrs. to 5-68</p> <p>Machinist Apprentice</p>	<p>1. Completed 4 yrs. formal Machinist apprenticeship May 1968 at the Coleman Manufacturing Company.</p> <p>Applicant presented list of machines proficient to operate and number of hours on each.</p> <p>Applicant presented list of departments in company and number of hours in each in which he worked to train for subsequent supervisory capacity, to read and interpret blueprints, to plan routing of work, learn equipment available in tool room, and types of material in stock room.</p> <p>Attended Edison Vocational School to gain supplementary training in blueprint reading, mechanical drawing, and machine operations for a 4-yr. total of 800 hours.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities.</p> <p><u>Vocational Preference</u></p> <p>Wants a job in a job machine shop, so he will not lose the variety of skills he has acquired in training.</p>

Exercise No. 13  
Carl Smith

CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Receptionist for Johnson and Johnson, Manufacturers and Distributors of Production Machinery.</p> <p>11 mos., from 6-67 to 5-68</p> <p>Was Receptionist for Sales Division. Received prospective clients, dealers, and sub-jobbers for the company, salesmen from other firms, and sales force, or personnel from other departments of the company. Scheduled for appointments or to see firm representative immediately according to her judgment of importance of visit. Scheduled road salesmen for interviews with heads of departments on their return from road. No switchboard or PBX work.</p>	<p>1. Attended night course, typing, Stover Business School.</p> <p>2 sem. 3 hrs. week--8-67 to 5-68 while working.</p> <p>Local Office typing test result was score of 55 wpm., accuracy A, 6-15-68.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities.</p> <p><u>Vocational Preference</u></p> <p>Wants a job either as Receptionist or Typist, or combination.</p>

## CLASSIFICATION WORK CHART

Exercise No. 14  
Gloria Brown

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Welder, Combination for Victory Shipbuilding Co.,</p> <p>2 yrs., from 6-66 to 6-68</p> <p>Used acetylene and arc hand welding torches to weld steel and steel alloy plates for ship bulkhead construction. Welded flat and horizontal positions.</p>	<p>Attended Ajax Commerical Welding School 20 weeks, 42 hrs. per week. Completed course 4-66.</p> <p>Took arc and acetylene welding. Four positions. Failed to pass ASME test.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities</p> <p><u>Vocational Preference</u></p> <p>Wants job as welder.</p>

## CLASSIFICATION WORK CHART

Exercise No. 15  
Virginia Smith

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as a salesman, Automotive parts, Smith &amp; Jones Company</p> <p>10 yrs. 10-58 to 12-68</p> <p>Sold small automotive parts, tools, oil and cleaning chemicals to garages, service stations, and car dealers in southern half of Iowa</p>	<p>Graduated Williamsburg High School - 1955</p>	<p><u>Physical Status</u></p> <p>No physical disabilities</p> <p><u>Vocational Preference</u></p> <p>Wants to get out of sales - tired of traveling.</p>
<p>2. Worked as Automobile Service Station Attendant at ABC Service Station</p> <p>2 yrs 1956 to 10-58</p>		
<p>3. Worked as Laborer for Superior Building Company</p> <p>9 mo 1955-56</p> <p>Helped carpenter in building new residences. Kept supplied with lumber.</p>	<p>Interviewer reviewed with the applicant, his statement about wanting to get out of sales. Applicant said he would like to continue in sales if he didn't have to be away from home overnight.</p>	

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as salesperson, general in Jones Department Store</p> <p>4 months 8-68 to 1-69</p> <p>Sold costume jewelry and novelties at counter in center aisle of main floor. Made out sales tickets, operated cash register, relieved clerk at other counter as assigned.</p>	<p>Finished 3 yrs. at Welton High School. Left 1962</p> <p>No significant vocational subjects.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities</p> <p><u>Vocational Preference</u></p> <p>Wants work in department store. No waitress</p>
<p>2. Worked as waitress at Busy Bee Cafe</p> <p>11 months to 7-68</p>		
<p>3. Housewife other than above.</p>		

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

Exercise No. 17  
Wilma White

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Tractor Operator for Atlas Engineering Co.</p> <p>3 yrs., from 1-65 to 2-68.</p> <p>Drove 90 hp caterpillar tractor to pull a 12 yd. LeTourneau scraper. Changed LeTourneau cables, and did tractor repair.</p>	<p>1. Finished 2 yrs. at Township High School Left 1958.</p> <p>No significant vocational subjects.</p>	<p><u>Physical Status</u></p> <p>Right leg amputated above knee, 2-68 as a result of tractor accident. Uses two crutches. No climbing, carrying or lifting; no working near moving objects, or walking on wet surfaces. Limited walking or standing.</p>
<p>2. Worked as Brick Sorter for Columbia Brick Co.</p> <p>2 yrs., from 1-63 to 1-65</p> <p>Sorts brick according to form, color, and surface characteristics. Examines bricks for defects, such as cracks, chipped edges, squareness and discolorment. Sorts into piles, discards unusable products. When left was averaging 2000 to 2500 small bricks per hour.</p>		<p><u>Vocational Preference</u></p> <p>Wants any kind of job he can do right away.</p>
<p>3. Worked as Truck Driver for Benson Construction Co., Building Construction.</p> <p>2 yrs., from 1-61 to 1-63</p> <p>Drove heavy Mack truck, hauling pipes, lumber, and brick for building construction.</p>	<p>Referred to Vocational Rehabilitation for information as to possibility of being fitted for artificial limb. Referral to be made possible, according to classification assigned in meantime.</p>	
<p>4. Other construction and brickyard laboring jobs.</p> <p>1958-1961</p>		

Exercise No. 18  
Robert Jones

## Interviewer's Discussion

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Sheet Metal Worker in U. S. Navy.</p> <p>2 yrs., from 5-66 to 5-68</p> <p>Laid out, fabricated, and installed any sheet metal parts for ship repair; cowlings, ventilators, ducts, dampers, and all water-tight shutters, or sections. Cut and assembled parts from blueprints or working drawings. Fabricated from galvanized bright and black iron, stainless steel, sheet zinc, and copper. Used bending brake, edger and forming machines, bar folder, and drill press. Used hand pneumatic chisel, pneumatic riveter, arc and acetylene hand-welding equipment and soldering iron. Operated power grinder to cut and thread—tool gage to measure pipe threads.</p>	<p>Completed basic training and Sheet Metal Training 11 mos., 5-66 Naval Training Station, Grand Island, Illinois</p> <p>Training in Mechanical Drawing; reading of blueprints; sheet metal pattern drafting, welding blueprint reading, technical sketching, working drawings from sketches. Mathematics; fractions, decimals, depths of cuts, micrometer reading, screw threads, speeds and feeds, spur gears.</p> <p>Sheet metal: Construction of ships, principles of cutting, angle forming, riveting, layout, and cutting. Use of machines and hand tools (bending, brakes, forming machines, etc., welding and riveting equipment shears and others).</p>	<p><u>Physical Status</u></p> <p>Right leg stiff at knee, result of bomb fragment wound, 5-68. Has not worked since 5-68. Cannot bend knee. Cannot kneel or crouch. Can stand for long periods and can walk easily. Interviewer determined in interview that certain parts of installation, in cramped quarters for example, could not be performed. Use of machines and hand tools enumerated could still be carried on; also layout.</p> <p><u>Vocational Preference</u></p> <p>Would like to keep on with sheet metal work.</p>

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Dictaphone Operator in Office of Columbia School of the Blind.</p> <p>1 yr., from 6-67 to 6-68</p> <p>Types correspondence, reports, newspaper and periodical articles, and other materials for office staff of Columbia School. Uses Ediphone or Dictaphone.</p>	<p>Completed 4 years training at Columbia School for the Blind.</p> <p>Training equivalent to academic course at regular high school, plus four years of typing, 2 yrs. of practice in use of Ediphone and Dictaphone. Learned to set up letters, drafts, and other material. Does not use special attachments on typewriter.</p>	<p><u>Physical Status</u></p> <p>Totally blind in both eyes. Result of accident with fireworks 5 yrs. of age. Is able to find way around inside of house or building easily. Does not attempt downtown streets alone. Sister will bring to place of business if placed on job.</p> <p><u>Vocational Preference</u></p> <p>Would like job as Dictaphone or Ediphone Operator.</p>
<p>2. Worked as Dictaphone Operator for Wilson Insurance, Inc.</p> <p>5 yrs., from 6-62 to 6-67.</p> <p>Operated Dictaphone in legal department. Typed briefs, case reports, and correspondence. Has occasionally done tabular work with tables when set up was uniform for setting of margins and stops on typewriter.</p>		

## CLASSIFICATION WORK CHART

Exercise No. 20  
Jane Atkins.

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Wood Calker for American Ship Building Co.</p> <p>10 yrs., from 6-58 to 4-68</p> <p>Calked seams of hull planking and wooden decks. Used cotton calking, oakum, and calking paint or marine glue. Hammered and tamped with calking irons on repair jobs. Did own twisting for oakum strands. Occasionally used electric melter to melt glue. On repair jobs, removed old calking with hooking iron.</p>	<p>1. Graduated from Spencer High School, 1956</p> <p>No vocationally significant subject.</p>	<p><u>Physical Status</u></p> <p>Three stiffened fingers on left hand caused by injury 2 months ago. Interviewer determined during interview that applicant could not perform twisting motion with fingers, on left hand. Applicant is able to grasp with whole hand, for example, as in holding and tamping with calking tools and mallets. Can bend, stoop, etc.</p> <p><u>Vocational Preference</u></p> <p>Wants to continue in calking occupations.</p>
<p>2. Infantryman in U. S. Army.</p> <p>2 yrs., from 6-56 to 6-58.</p>		

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Drill Press Operator Spencer Auto Parts Manufacturing Co.</p> <p>8 yrs, from 6-60 to 6-68</p> <p>Operated previously set-up single spindle drill presses to drill, ream countersink, and tap holes in metal and plastic parts on a production basis. Moves lever to feed tools into workpiece, and engages automatic feed. Uses gages, micrometers, and calipers to check for conformance to specifications.</p> <p>2. No other work experience.</p>	<p>1. Attended Powell High School for 2 yrs.</p> <p>No vocationally significant courses.</p> <p>Left school 1955 on account of illness (mastoid infection which resulted in deafness.)</p>	<p><u>Physical Status</u></p> <p>Totally deaf since 15 years of age, result of mastoid infection. Does lip reading.</p> <p><u>Vocational Preference</u></p> <p>Likes press work which she has been doing.</p>

CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

Exercise No. 22  
Clara Johnson

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Bus Boy for Stafford's Restaurant.</p> <p>Approx. 2 mos., during 1968 (Part time)</p> <p>Worked evenings and Saturdays as Bus Boy 5 to 8, and 11 to 8.</p> <p>2. Worked as Messenger (bicycle) for Acme Photographic Service.</p> <p>4 mos., during 1968. (Part time)</p> <p>Was Messenger Boy on Saturdays for Shopping News, taking proofs of ads and collecting news copy from customers, evenings, and Saturdays. Used own bicycle.</p>	<p>Is attending Barr Vocational School, taking Metal Trades Course. Attends week days, 9-4. Has completed 4 semesters each of Machine Shop Practice, Mechanical Drawing, and Shop Mathematics. Will attend one more year to complete course.</p> <p>Has had classroom instruction in operating engine lathes, turret lathes, planers, plus some practice in their set-up and operation; also practice punch press, drill press, power hacksaw, and other similar machines.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities.</p> <p><u>Vocational Preference</u></p> <p>Wants a part-time job while attending school. Attends school week days from 9-4. Would like a job related to training but would take any evening or Saturday job.</p>

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

Exercise No. 23  
John Hill

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
No work experience	<p>Graduated from Bradley Vocational High School, June, 1964. Took 4-year Home Economics course, specializing in Cooking.</p> <p>Training in cooking from regular household and quantity cooking recipes: pies, cakes, vegetables, salads, and meats (roasts and small cuts.)</p> <p>Practiced in school cafeteria. Served behind counter at various stations (hot dish, salads, deserts, beverages), once a week during Senior year. Some training in planning of basic menus, figuring calories from tables and food value for balanced diet.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities.</p> <p><u>Vocational Preference</u></p> <p>Does not want job in private home as cook or household helper. Would like waitress work (either floor or cafeteria) or entry job in kitchen of large hotel or restaurant, or institution.)</p>

## Interviewer's Discussion

Interviewer gave information that openings would possibly be available locally in hotels, restaurants, or institutions in cooking work or in food serving. Explained that openings in private households were numerous, but on account of her vocational preference and kind of training the local office need not consider her for these openings unless she would later want them to. Explained kind of openings that might be available in entry cooking which could lead to positions of higher skills. Explained food serving might also be an entry job. Interviewer indicated that local office would consider her for openings in institutional or commercial food serving or cooking.

Applicant indicated that she might accept household job if conditions were exceptionally good.

Exercise No. 24  
Mary Jane Stewart

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Infantry man in U. S. Army</p> <p>3 yrs., from 3-65 to 3-68</p> <p>2. Worked as Washer Operator for Vernon Laundry.</p> <p>6 yrs., from 4-59 to 1-65.</p> <p>Operated a Stevens Model "A" automatic washing machine to wash garments, flat work, curtains, and blankets. Mixed soap, bleaching, blueing or neutralizing solutions according to formulae. Fed proper solution to washer and regulated water and steam by hand valves to heat to proper temperature. Removed washed pieces after automatic operation of machine to drain water and re-rotate to whirl moisture from washed pieces. Worked in temperatures 80 to 100 degrees.</p> <p>3. Repaired approximately 30 electrical appliances in spare time prior to entry in Army. Repaired toasters, lamps, irons, and percolators for friends. Replaced defective wiring and parts such as toaster elements and percolator coils, using handtools, and soldering irons. Followed instructions in an electrical repairman's manual.</p> <p>Exercise No. 25 Frank Clark</p>	<p>1. Completed basic training course in U. S. Army, Infantry, 4-65.</p> <p>2. Graduated from school (regular academic course) 1-1959.</p> <p>No vocationally significant subjects.</p>	<p><u>Physical Status</u></p> <p>Medical discharge from U. S. Army, 3-68 for malaria. Attacks at about 3-month intervals. Must cease work and stay in bed three days after attack. Takes atabrin according to doctor's prescription. No lifting or carrying over 50 lbs. No work in hot surroundings or sudden temperature changes. Limited cold.</p> <p><u>Vocational Preference</u></p> <p>Wants any type of work he can do with his disability. Expressed interest in continuing his electrical appliance repair work.</p>

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as Carpenter in U.S. Army Camp Powell, and overseas.</p> <p>4 yrs., from 6-64 to 5-68</p> <p>Built forms and frame work for mess halls, recreation huts, barracks. Used electric rip and cross-cut saws. Worked from blueprints or oral instructions.</p> <p>2. Worked as Carpenter for Bennett Remodeling Co., did repair and construction work for stores and other business buildings.</p> <p>2 yrs., from 4-62 to 4-64.</p> <p>Did rough carpentry work in remodeling store fronts, preparatory to work of finish carpenter. Tore down old forms as necessary. Build frames, nailed joists, studding, rafters, and braces. Nailed on siding. Used cut-off saw for cutting and mitering. Worked from blueprints.</p>	<p>1. Williams High School Completed 10 grade.</p> <p>Attended evening class at Norton Vocational School in coremaking - 1½ mos. 4-62 to 5-62.</p> <p>Was given classroom instruction and demonstration on how to make one piece sand cores by hand for metal castings. No baking.</p>	<p><u>Physical Status</u></p> <p>No physical disabilities.</p> <p><u>Vocational Preference</u></p> <p>Would like carpentry work or core-making. Thinks would like machine core-making.</p>

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

Exercise No. 26  
Frank Morris

# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Superior Grocery Store</p> <p>6-66 to 6-68 (part time and summer)</p> <p>Produce Clerk - Sorts and bags fruit and vegetables, keeps produce bins filled.</p>	<p>1. Graduated from Jones High School - June 1968.</p> <p>U. S. Navy 6-68 to 12-68</p> <p>Completed 2½ months of a 6-month electronic technician school in Navy. Course included fundamentals of electricity and electronics. (Unable to complete because of illness.)</p>	<p><u>Physical Status</u></p> <p>No physical disabilities. Had pneumonia while in service and developed heart murmur. No evidence since discharge.</p> <p><u>Vocational Preference</u></p> <p>Wants to use Navy training - would like work in electronics. Does not plan further schooling.</p>

## CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

Exercise No. 27  
Kenneth Carpenter

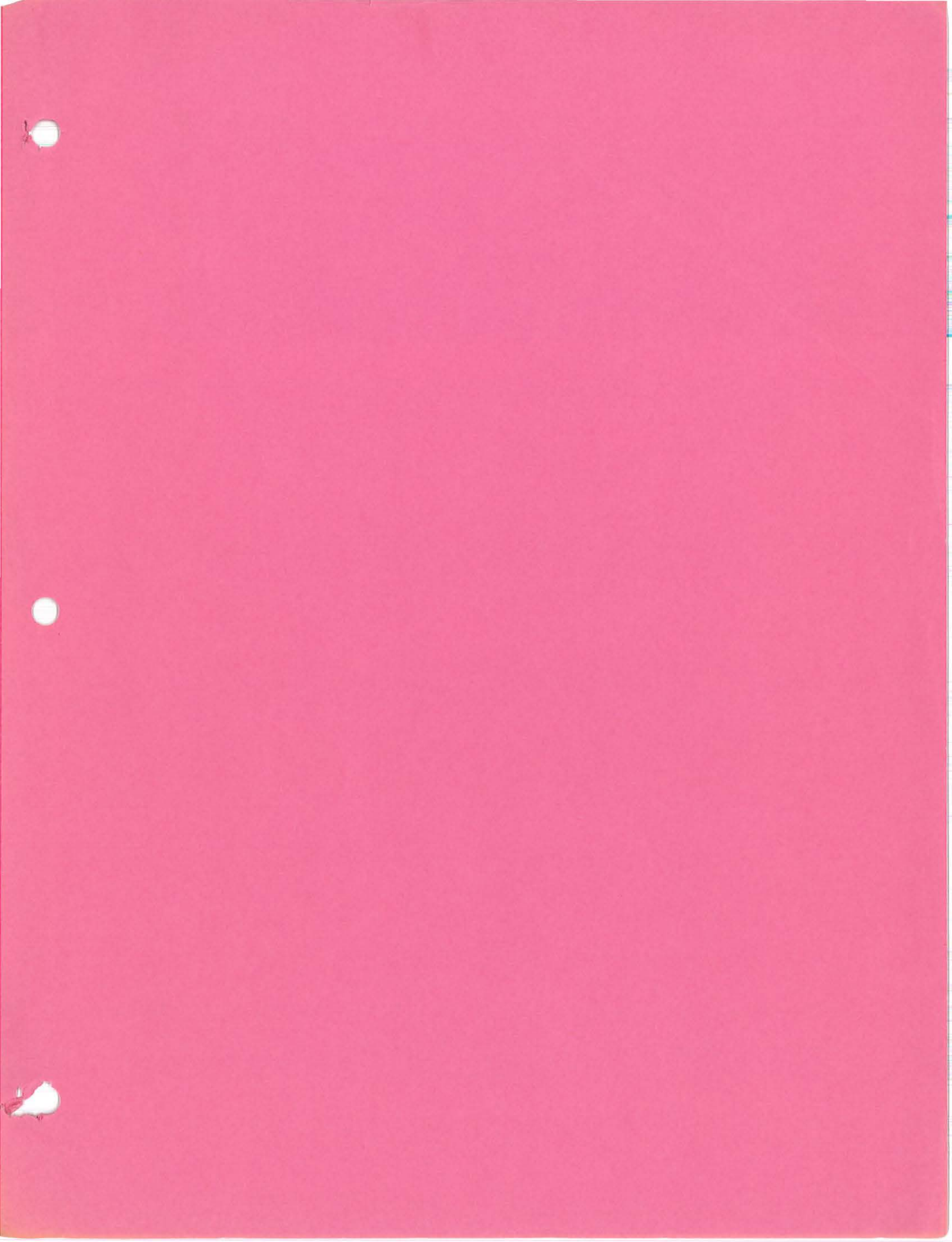
# TRAINEE'S EXAMPLE SHEET

Work Experience	Training	Personal Characteristics
<p>1. Worked as a Salesperson at the Imperial Used Furniture Store.</p> <p>2 yrs., 9-66 to 9-68</p> <p>Sold used furniture, beds, draperies, pictures, and some clothing in a second-hand store. Advises customer on selection; discusses fabric and construction of furniture. Makes out sales ticket, operates cash register.</p> <p>2. Housewife other than above.</p>	<p>1. Attended Clay High School for two years to 1950.</p> <p>No vocationally significant courses.</p>	<p><u>Physical Status</u></p> <p>Says in good health.</p> <p><u>Vocational Preference</u></p> <p>Wants to continue in sales work of some type. Recently moved to the city.</p>

CLASSIFICATION WORK CHART

WE	T	PC	OCCUPATIONAL TITLE	CODE

Exercise No. 28  
Clara Bluegrass



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