Introduction

This report summarizes for each community service job the duties to be performed, SCAN skills to be developed, and basic skill requirements as well as the current and projected labor market by job title. Each community service job was analyzed and categorized into the appropriate job title with the United States Department of Labor Bureau of Labor Statistics Dictionary of Occupational Titles (D.O.T.). Labor market demand for these mostly entry level jobs was assessed using current metropolitan job opening surveys, U.S. Census occupational trends, Wisconsin Department of Industry, Labor and Human Resources county and state labor force projections, and the national job outlook for each listing. The following data sources were used:


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<th>Page</th>
</tr>
</thead>
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<tr>
<td>Physical Therapy Aide</td>
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<td>Planning Assistant</td>
<td>169</td>
</tr>
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<td>Psychiatric Aide</td>
<td>173</td>
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<td>Receptionist</td>
<td>177</td>
</tr>
<tr>
<td>Recreation Aide</td>
<td>181</td>
</tr>
<tr>
<td>Recreation Leader</td>
<td>185</td>
</tr>
<tr>
<td>Security Guard</td>
<td>189</td>
</tr>
<tr>
<td>Sewing Aide</td>
<td>193</td>
</tr>
<tr>
<td>Shipping/Receiving Clerk</td>
<td>197</td>
</tr>
<tr>
<td>Social Service Aide</td>
<td>201</td>
</tr>
<tr>
<td>Stock Clerk</td>
<td>205</td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>209</td>
</tr>
<tr>
<td>Tutor</td>
<td>213</td>
</tr>
<tr>
<td>Vehicle Maintenance</td>
<td>217</td>
</tr>
<tr>
<td>Volunteer Service Organizer</td>
<td>221</td>
</tr>
<tr>
<td>Waiter/Waitress</td>
<td>225</td>
</tr>
<tr>
<td>Yard Worker</td>
<td>229</td>
</tr>
</tbody>
</table>

[Missing pages are blank]
**Accounting Clerk**

<table>
<thead>
<tr>
<th>DOT Code: 216.482-010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Description:</strong> Performs any combination of following calculating, posting, and verifying duties to obtain financial data for use in maintaining accounting records:</td>
</tr>
<tr>
<td><strong>Duties:</strong> Compiles and sorts documents, such as invoices and checks, substantiating business transactions.</td>
</tr>
<tr>
<td>Verifies and posts details of business transactions, such as funds received and disbursed, and totals accounts, using calculator or computer.</td>
</tr>
<tr>
<td>Computes and records charges, refunds, cost of lost or damaged goods, freight charges, rentals, and similar items.</td>
</tr>
<tr>
<td><strong>Alternate Titles:</strong></td>
</tr>
<tr>
<td>GOE: 07.02.02 STRENGTH: S GED; R4 M3 L3 SVP:5</td>
</tr>
</tbody>
</table>
C5 Acquires and Evaluates Information - Identifies and obtains data from existing sources and evaluates relevance and accuracy. Competently performing the tasks of acquiring data and evaluating information includes analytic questions to determine specific information needs; selecting possible information and evaluating its appropriateness; and determining when new information must be created.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C7 Interprets and Communicates Information - Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information; and conveying information to others through a variety of means including oral presentation, written communication, etc.

C15 Understands Systems - Knows how social, organizational, and technological systems work and operates effectively within them. Demonstrating competence in understanding systems involves knowing the right people to ask for information and where to get resources; and functioning within the formal and informal codes of the social/organizational system.

C8 Uses Computers to Process Information - Employs computers to acquire, organize, analyze, and communicate information. Competently using computers to process information includes entering, modifying, retrieving, storing, and verifying data.

C6 Organizes and Maintains Information - Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion. Competently performing the tasks of organizing and maintaining information includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats; when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying, or more formal methods.
BASIC SKILL REQUIREMENTS

Accounting Clerk

Reasoning Development: Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral diagrammatic, or schedule form.

Mathematical Development: Compute discount, interest, profit and loss; commission, mark-up and selling price; ratio and proportion, and percentage. Calculate surfaces, volumes, weights, and measures. Algebra: Calculate variables and formulas; monomials and polynomials; ratio and proportion variables; and square roots and radicals. Geometry: Calculate plane and solid figures; circumference, area, and volume. Understand kinds of angles, and properties of pairs of angles.

Language development: Reading: Ability to read a variety of magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of equipment, and methods and procedures.

Writing: Write reports and essays with proper format, punctuation, spelling, and grammar, using all parts of speech.

Speaking: Speak before an audience with poise, voice control, and confidence, using correct English and well-modulated voice.

Estimated overall strength requirements of job: sedentary work

Typical time required to learn job skills: Over 6 months up to and including 1 year.

Accounting Clerk GOE: 07.02.02 STRENGTH: S GED: R4 M3 L3 SVP:5
CURRENT AND PROJECTED LABOR MARKET

Accounting Clerk

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bookkeepers, accounting/auditing clerks</td>
<td>270</td>
<td>103</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1980-1990:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1980</td>
<td>1990</td>
</tr>
<tr>
<td>Bookkeepers, accounting/auditing clerks</td>
<td>12,212</td>
<td>10,959</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1988-2000:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1988</td>
<td>2000</td>
<td>Number</td>
</tr>
<tr>
<td>Bookkeeping and accounting clerks</td>
<td>10,100</td>
<td>9,640</td>
<td>(460)</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1992-2005:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1992</td>
<td>2005</td>
<td>Number</td>
</tr>
<tr>
<td>Bookkeeping, auditing and accounting clerks</td>
<td>42,320</td>
<td>42,190</td>
<td>(130)</td>
</tr>
</tbody>
</table>

National Job Outlook:

Virtually all job openings for bookkeeping, accounting, and audit clerks through the year 2005 will be due to replacement needs. Each year, several hundred thousand jobs will become available as these clerks transfer to other occupations or leave the labor force. Turnover is lower than among other record clerk occupations, but a large size of the occupation ensures a number of openings and plentiful job opportunities for jobseekers. Many opportunities for temporary and part-time work should be available. Little change is expected in the employment of bookkeeping, accounting, and auditing clerks through 2005. A growing economy will result in more financial transactions and other activities and therefore, more demand for accounting services. However, automation of office functions is expected to continue, with resulting productivity increases. Virtually all new jobs will be created in small rapidly growing organizations. Large organizations are likely to continue the consolidation of departments to eliminate duplicate functions and reduce the demand for these clerks.
Asbestos Removal Worker

<table>
<thead>
<tr>
<th>DOT Code: 869.684-082</th>
</tr>
</thead>
</table>

**Job Description:** Removes asbestos from ceilings, walls, beams, boilers, and other structures, following hazardous waste handling guidelines.

**Duties:**
- Assembles scaffolding and seals off work area, using plastic sheeting and duct tape.
- Positions mobile decontamination unit or portable showers at entrance of work area.
- Builds connecting walkway between mobile unit or portable showers and work area, using handtools, limber, nails, plastic sheeting, and duct tape.
- Positions portable air evacuation and filtration system inside work area.
- Sprays chemical solution over asbestos covered surfaces, using tank with attached hose and nozzle, to soften asbestos.
- Cuts and scrapes asbestos from surfaces, using knife and scraper. Shovels asbestos into plastic disposal bags and seals bags, using duct tape.
- Cleans work area of loose asbestos, using vacuum, broom and dust pan.
- Places asbestos in disposal bags and seals bags, using duct tape.
- Dismantles scaffolding and temporary walkway, using handtools, and places plastic sheeting and disposal bags into transport bags. Seals bags, using duct tape, and loads bags into truck.

**Alternate Titles:** Asphalt-plant worker, asphalt raker, backer-up, bell-hole digger, brick cleaner.

**GOE:** 05.10.01 **STRENGTH:** H **GED:** R3 M2 L2
SCAN SKILLS TO BE DEVELOPED

Asbestos Removal Worker

C9 **Participates as a Member of a Team** - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C1 **Allocates Time** - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C19 **Applies Technology to Task** - Understands proper procedures for setting up and operating machines. Demonstrating competence in how to apply technology to task includes understanding how machines operate; setting up machines; and accurately interpreting machine output.

C3 **Allocates Material and Facility Resources** - Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them. Competent performance in managing material and facility resources includes safely and efficiently transporting or storing materials, maintaining them in good condition; and distributing them to the end user.

C16 **Monitors and Corrects Performance** - Diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance. Demonstrating competence in monitoring and correcting performance includes gathering information; detecting deviations; troubleshooting; and making changes to ensure quality of product.
BASIC SKILL REQUIREMENTS

Asbestos Removal Worker

Reasoning Development: Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development: Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language development: Reading: Passive vocabulary of 5,000-6,000 words. Ability to read at rate of 190-215 words per minute. (Reading level = ability to read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling, and pronunciation; i.e., ability to read instructions for assembling model cars and airplanes.)

Writing: Write compound and complex sentences, using cursive style, proper end punctuation, and employing adjectives and adverbs.

Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variations in word order, using present, perfect, and future tenses.

Estimated overall strength requirements of job: heavy work

Typical time required to learn job skills: Anything beyond short demonstration up to and including 1 month.

Asbestos Removal Worker GOE: 05.10.01 STRENGTH: H GED: R3 M2 L2 SVP: 2
CURRENT AND PROJECTED LABOR MARKET

Asbestos Removal Worker

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1980-1990:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1980</td>
<td>1990</td>
</tr>
<tr>
<td>Insulation workers</td>
<td>199</td>
<td>450</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1988-2000:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1988</td>
<td>2000</td>
<td>Number</td>
</tr>
<tr>
<td>Insulation workers</td>
<td>210</td>
<td>195</td>
<td>15</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1992-2006:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1992</td>
<td>2005</td>
<td>Number</td>
</tr>
<tr>
<td>Insulation workers</td>
<td>1,420</td>
<td>1,480</td>
<td>70</td>
</tr>
</tbody>
</table>

National Job Outlook:

Employment of insulation workers is expected to grow much faster than the average for all occupations through the year 2005, reflecting the demand for insulation associated with new construction and renovation as well as the demand for asbestos removal in existing structures. Renovation and retrofitting work in existing structures will increase demand. Asbestos removal will provide many jobs for insulation workers, not only because insulation workers often remove asbestos, but because they replace it with another insulating material. Despite this growth in demand, replacement needs will account for most job openings. This occupation has the highest turnover of all the construction trades. Since there are no strict training requirements for entry, many people with limited skills work as insulation workers for a short time and then move on to other types of work, creating many job openings.
Assembler

DOT Code: 739.687-030

Job Description: Performs any combination of following duties to assemble parts of various materials, such as plastic, wood, metal, rubber, or paper board, to produce small products, such as roller skates, toys, shoe lasts, musical instrument parts, or loudspeakers:

Duties: Positions parts in specified relationship to each other, using hand, tweezers, or tongs.

Bolts, screws, clips, cements, or otherwise fastens parts together by hand, using hand tools, portable powered tools, or bench machines.

Performs fastening, force fitting, or light cutting operations, using machines such as arbor presses, punch presses, taps, spot-welding or riveters.

Alternate Titles: assembler, small products

GOE: 06.04.23 STRENGTH: L GED: R2 M1 L1 SVP:2
C19 Applies Technology to Task - Understands proper procedures for setting up and operating machines, including computers and their programming systems. Demonstrating competence in how to apply technology to task includes understanding how machines operate; setting up machines; and accurately interpreting machine output.

C15 Understands Systems - Knows how social, organizational, and technological systems work and operates effectively within them. Demonstrating competence in understanding systems involves knowing the right people to ask for information and where to get resources; and functioning within the formal and informal codes of the social/organizational system.

C9 Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C3 Allocates Material and Facility Resources - Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them. Competent performance in managing material and facility resources includes safely and efficiently transporting or storing materials, maintaining them in good condition; and distributing them to the end user.

C16 Monitors and Corrects Performance - Diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance. Demonstrating competence in monitoring and correcting performance includes gathering information; detecting deviations; troubleshooting; and making changes to ensure quality of product.
BASIC SKILL REQUIREMENTS

Reasoning Development: Apply common sense understanding to carry out detailed but
uninvolved written or oral instructions. Deal with problems
involving a few concrete variables in or from standardized situations.

Mathematical Development: Add and subtract two digit numbers. Multiply and divide 10's and
100's by 2, 3, 4, 5. Perform the four basic arithmetic operations
with coins as part of a dollar. Perform operations with units such
as cup, pint, and quart; inch, foot, and yard; and ounce and pound.

Language development: Reading: Recognize meaning of 2,500 (two- or three-syllable)
words. Read at rate of 95-120 words per minute. Compare
similarities and differences between words and between series of
numbers.

Writing: Print simple sentences containing subject, verb, and
object, and series of numbers, names, and addresses.

Speaking: Speak simple sentences, using normal word order, and
present and past tenses.

Estimated overall strength requirements of job: light work

Typical time required to learn job skills: Anything beyond short demonstration up to
and including 1 month.

Assembler GOE: 06.04.23 STRENGTH: L GED: R2 M1 L1 SVP: 2
CURRENT AND PROJECTED LABOR MARKET

Assembler

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assemblers</td>
<td>349</td>
<td>31</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1980-1990:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assemblers</td>
<td>18,719</td>
<td>(3,980) (21.3%)</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1988-2000:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1988</td>
<td>2000</td>
<td>Number</td>
</tr>
<tr>
<td>Assemblers</td>
<td>16,740</td>
<td>12,755</td>
<td>(3,985)</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1992-2005:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1992</td>
<td>2005</td>
<td>Number</td>
</tr>
<tr>
<td>Hendworking occupations, incl. assemblers</td>
<td>100,570</td>
<td>107,110</td>
<td>6,540</td>
</tr>
</tbody>
</table>

National Job Outlook:

Employment of precision assemblers is expected to decline through the year 20005, with increasing automation offsetting any increase in employment that would have occurred due to industrial growth. Despite the expected decline in employment, a moderate number of job openings will occur as workers transfer to other occupations or leave the labor force.
Automobile Body Repairer

DOT Code:  807.381-010

Job Description: Repairs damaged bodies and body parts of automotive vehicles, such as automobiles, buses, and light trucks according to repair manuals, using hand tools and power tools.

Duties:

Examines damaged vehicles and estimates cost of repairs.

Removes upholstery, accessories, electrical and hydraulic window-and-seat-operating equipment, and trim to gain access to vehicle body and fenders.

Positions dolly block against surface of dented area and beats opposite surface to remove dents, using hammer.

Fills depressions with body filler, using putty knife.

Removes damaged fenders, panels, and grills, using wrenches and cutting torch and bolts or welds replacement parts in position, using wrenches or welding equipment.

Straightens bent automobile frames, using pneumatic frame straightening machine.

Files, grinds, and sands repaired surfaces, using power tools and hand tools.

Refinishes repaired surface, using paint spray gun and sander.

Aims headlights, aligns wheels, and bleeds hydraulic brake system.

Alternate Titles: automobile body worker; body-line finisher; body repairer, bus; dent remover; door repairer, bus; metal bumper; metal shrinker; metal worker; touch-up finisher, metal.

GOE: 05.05.06  STRENGTH M GED; R3 M3 L3 SVP:7
SCAN SKILLS TO BE DEVELOPED

C19 Applies Technology to Task - Understands proper procedures for setting up and operating machines. Demonstrating competence in how to apply technology to task includes understanding how machines operate; setting up machines; and accurately interpreting machine output.

C20 Maintains and Troubleshoots Technology - Prevents, identifies, or solves problems in machines, computers, and other technologies; and recognizes when to get help.

C9 Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C18 Selects Technology - Selects appropriate procedures, tools, or machines, including computers and their programs to produce desired results. Demonstrating competence in selecting technology includes determining desired outcomes and constraints; necessary methods and applicable technology; evaluating specifications; and judging which machine or tool will produce the results.

C3 Allocates Material and Facility Resources - Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them. Competent performance in managing material and facility resources includes safely and efficiently transporting or storing materials, maintaining them in good condition; and distributing them to the end user.
BASIC SKILL REQUIREMENTS

Automobile Body Repairer

Reasoning Development: Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development: Compute discount, interest, profit and loss; commission, mark-up and selling price; ratio and proportion, and percentage. Calculate surfaces, volumes, weights, and measures. Algebra: Calculate variables and formulas; monomials and polynomials; ratio and proportion variables; and square roots and radicals. Geometry: Calculate plane and solid figures; circumference, area, and volume. Understand kinds of angles, and properties of pairs of angles.

Language development: Reading: Ability to read a variety of magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of equipment, and methods and procedures.

Writing: Write reports and essays with proper format, punctuation, spelling, and grammar, using all parts of speech.

Speaking: Speak before an audience with poise, voice control, and confidence, using correct English and well-modulated voice.

Estimated overall strength requirements of job: medium work

Typical time required to learn job skills: Over 2 years up to and including 4 years.

Automobile Body Repairer GOE: 05.05.06 STRENGTH M GED: R3 M3 L3 SVP:7
CURRENT AND PROJECTED LABOR MARKET

Automobile Body Repairers

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Automobile mechanics</td>
<td>5,137</td>
<td>4,289</td>
<td>(848) (16.5%)</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive body repairers and related</td>
<td>1,170</td>
<td>1,300</td>
<td>130 (11.1%)</td>
<td>11 22</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Automotive body repairer and related</td>
<td>4,220</td>
<td>4,920</td>
<td>690 (16.4%)</td>
<td>53 100</td>
</tr>
</tbody>
</table>

National Job Outlook:

Employment of automotive body repairers is expected to increase faster than the average for all occupations through the year 2005. Opportunities should be best for persons with formal training in automotive body repair and mechanics. Requirements for body repairers will increase because as the number of motor vehicles in operation grows with the Nation's population, the number damaged in accidents will increase as well. New automobile designs increasingly have body parts made of steel alloys, aluminum and plastics -- materials that are more difficult to work with than the traditional steel body parts. Also, new, lighter weight automotive designs are prone to greater collision damage than older, heavier designs and, consequently, are more time consuming to repair. Nevertheless, the need to replace experienced repairers who transfer to other occupations or retire or stop working for other reasons will still account for the majority of openings.
Automobile Mechanic

DOT Code: 620.261.010

Job Description: Repairs and overhauls automobiles, buses, trucks, and other automotive vehicles.

Duties: Examines vehicle and discusses nature and extent of damage or malfunction. Plans work procedure, using charts, technical manuals, and experience.

Raises vehicle, using hydraulic jack or hoist, to gain access to mechanical units bolted to underside of vehicle. Removes unit, such as engine, transmission, or differential, using wrenches and hoist.

Disassembles unit and inspects parts for wear, using micrometers, calipers, and thickness gauges.

Repairs or replaces parts, such as pistons, rods, gears, valves, and bearings, using mechanic's hand tools.

Overhauls or replaces carburetors, blowers, generators, distributors, starters, and pumps.

Rebuilds parts, such as crankshafts and cylinders 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.

Mends damaged body and fenders by hammering out or filling in dents and welding broken parts. Replaces and adjusts headlights, and installs and repairs accessories, such as radios, heaters, mirrors, and windshield wipers.

Alternate Titles: garage mechanic.

GOE: 05.05.09 STRENGTH M GED; R4 M3 L3 SVP:7
SCAN SKILLS TO BE DEVELOPED

C19 Applies Technology to Task - Understands proper procedures for setting up and operating machines, including computers and their programming systems. Demonstrating competence in how to apply technology to task includes understanding how machines operate; setting up machines; and accurately interpreting machine output.

C20 Maintains and Troubleshoots Technology - Prevents, identifies, or solves problems in machines, computers, and other technologies; and recognizes when to get help.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C9 Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C11 Serves Clients/Customers - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C13 Negotiates to Arrive at a Decision - Works toward an agreement that may involve exchanging specific resources or resolving divergent interests. Demonstrating competence in negotiation involves setting realistic and attainable goals; presenting facts and arguments; listening to and reflecting on what has been said; clarifying problems and resolving conflicts; adjusting quickly to new facts/ideas; proposing and examining possible options; and making reasonable compromises.
BASIC SKILL REQUIREMENTS

Automobile Mechanic

Reasoning Development: Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral diagrammatic, or schedule form.

Mathematical Development: Compute discount, interest, profit and loss; commission, mark-up and selling price; ratio and proportion, and percentage. Calculate surfaces, volumes, weights, and measures. Algebra: Calculate variables and formulas; monomials and polynomials; ratio and proportion variables; and square roots and radicals. Geometry: Calculate plane and solid figures; circumference, area, and volume. Understand kinds of angles, and properties of pairs of angles.

Language development: Reading: Ability to read a variety of magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of equipment, and methods and procedures.

Writing: Write reports and essays with proper format, punctuation, spelling, and grammar, using all parts of speech.

Speaking: Speak before an audience with poise, voice control, and confidence, using correct English and well-modulated voice.

Estimated overall strength requirements of job: medium work

Typical time required to learn job skills: Over 2 years up to and including 4 years.
CURRENT AND PROJECTED LABOR MARKET

Automobile Mechanic

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Automobile mechanics</td>
<td>5,137</td>
<td>4,289</td>
<td>(848)</td>
<td>(16.5%)</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive mechanics</td>
<td>3,085</td>
<td>3,220</td>
<td>135</td>
<td>4.4%</td>
<td>11</td>
<td>73</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive mechanics</td>
<td>14,540</td>
<td>16,680</td>
<td>2,130</td>
<td>14.6%</td>
<td>164</td>
<td>411</td>
</tr>
</tbody>
</table>

National Job Outlook:

Job opportunities in automotive mechanics are expected to be plentiful for persons who complete automotive training programs in high school, vocational and technical schools, or community colleges. Persons whose programs include some basic electronics should have the best opportunities. Persons without formal mechanic training are likely to face competition for entry level jobs. Employment of automotive mechanics is expected to increase about as fast as the average for all occupations through the year 2005. Growth in mechanic employment in automobile dealerships, independent automotive repair shops, specialty car care chains, and other establishments will be offset somewhat by declining employment in gasoline service stations, because fewer stations offer repair services. Replacements will be needed as experienced workers transfer to other occupations or retire or stop working for other reasons.
Automobile Wrecker

<table>
<thead>
<tr>
<th>DOT Code:</th>
<th>620.684-010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Description:</td>
<td>Salvages usable parts from wrecked cars and trucks in auto salvage yard.</td>
</tr>
<tr>
<td>Duties:</td>
<td>Dismantles vehicles, using hand tools, bolt cutters, and oxyacetylene torch.</td>
</tr>
<tr>
<td></td>
<td>Cleans parts, using solvents and brush, or vapor-degreasing machine, and stores parts in bins according to condition and part number.</td>
</tr>
<tr>
<td></td>
<td>Sorts, piles, and load scrap on railroad cars or trucks.</td>
</tr>
<tr>
<td>Alternate Titles:</td>
<td>wrecking mechanic.</td>
</tr>
<tr>
<td>GOE:</td>
<td>05.12.15 STRENGTH H GED; R3 M2 L2 SVP:4</td>
</tr>
</tbody>
</table>
SCAN SKILLS TO BE DEVELOPED

C19  Applies Technology to Task - Understands proper procedures for setting up and operating machines. Demonstrating competence in how to apply technology to task includes understanding how machines operate; setting up machines; and accurately interpreting machine output.

C20  Maintains and Troubleshoots Technology - Prevents, identifies, or solves problems in machines, computers, and other technologies; and recognizes when to get help.

C9  Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C1  Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C18  Selects Technology - Selects appropriate procedures, tools, or machines, including computers and their programs to produce desired results. Demonstrating competence in selecting technology includes determining desired outcomes and constraints; necessary methods and applicable technology; evaluating specifications; and judging which machine or tool will produce the results.

C3  Allocates Material and Facility Resources -Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them. Competent performance in managing material and facility resources includes safely and efficiently transporting or storing materials, maintaining them in good condition; and distributing them to the end user.
BASIC SKILL REQUIREMENTS

Automobile Wrecker

Reasoning Development: Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development: Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language development:

Reading: Passive vocabulary of 5,000-6,000 words. Ability to read at rate of 190-215 words per minute. (Reading level = ability to read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling, and pronunciation; i.e., ability to read instructions for assembling model cars and airplanes.)

Writing: Write compound and complex sentences, using cursive style, proper end punctuation, and employing adjectives and adverbs.

Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variations in word order, using present, perfect, and future tenses.

Estimated overall strength requirements of job: heavy work

Typical time required to learn job skills: Over 3 months up to and including 6 months.
**Bus Person**

<table>
<thead>
<tr>
<th>DOT Code:</th>
<th>311.677-018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Description:</td>
<td>Performs any combination of following duties to facilitate food service:</td>
</tr>
<tr>
<td>Duties:</td>
<td>Carries dirty dishes from dining room to kitchen.</td>
</tr>
<tr>
<td></td>
<td>Wipes table tops and chairs, using damp cloth.</td>
</tr>
<tr>
<td></td>
<td>Replaces soiled table linens and sets tables with silverware and glassware.</td>
</tr>
<tr>
<td></td>
<td>Replenishes supply of clean linens, silverware, glassware, and dishes in dining room.</td>
</tr>
<tr>
<td></td>
<td>Supplies service bar with food, such as soups, salads, and desserts.</td>
</tr>
<tr>
<td></td>
<td>Serves ice water and butter to patrons.</td>
</tr>
<tr>
<td></td>
<td>Cleans and polishes glass shelves and doors of service bars and equipment, such as coffee urns and cream and milk dispensers. Makes coffee and fills fruit juice dispensers.</td>
</tr>
<tr>
<td>Alternate Titles:</td>
<td>dining room attendant</td>
</tr>
<tr>
<td>GOE:</td>
<td>09.05.02</td>
</tr>
<tr>
<td>STRENGTH:</td>
<td>M GED: R2 M1 L1 SVP:2</td>
</tr>
</tbody>
</table>
SCAN SKILLS TO BE DEVELOPED

Bus Person

C9 Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C11 Serves Clients/Customer - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C19 Applies Technology to Task - Understands proper procedures for setting up and operating machines. Demonstrating competence in how to apply technology to task includes understanding how machines operate; setting up machines; and accurately interpreting machine output.

C5 Acquires and Evaluates Information - Identifies and obtains data from existing sources and evaluates relevance and accuracy. Competently performing the tasks of acquiring data and evaluating information includes analytic questions to determine specific information needs; selecting possible information and evaluating its appropriateness; and determining when new information must be created.

C14 Works with Cultural Diversity - Works well with men and women from a variety of ethnic, social, or educational backgrounds. Demonstrating competence in working with cultural diversity involves understanding one’s own culture and those of others and how they differ; respecting the rights of others while helping them make cultural adjustments where necessary; basing impressions on individual performance, not on stereotypes; and understanding concerns of members of other ethnic and gender groups.
BASIC SKILL REQUIREMENTS

Reasoning Development: Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.

Mathematical Development: Add and subtract two digit numbers. Multiply and divide 10’s and 100’s by 2, 3, 4, 5. Perform the four basic arithmetic operations with coins as part of a dollar. Perform operations with units such as cup, pint, and quart; inch, foot, and yard; and ounce and pound.

Language development: Reading: Recognize meaning of 2,500 (two- or three-syllable) words. Read at rate of 95-120 words per minute. Compare similarities and differences between words and between series of numbers.

Writing: Print simple sentences containing subject, verb, and object, and series of numbers, names, and addresses.

Speaking: Speak simple sentences, using normal word order, and present and past tenses.

Estimated overall strength requirements of job: medium work

Typical time required to learn job skills: Anything beyond short demonstration up to and including 1 month.
CURRENT AND PROJECTED LABOR MARKET

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiters'/waitresses' assistants</td>
<td>40</td>
<td>199</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiters'/waitresses' assistants</td>
<td>2,555</td>
<td>2,414</td>
<td>(141)</td>
<td>(5.5%)</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

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<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining room and bartender helpers</td>
<td>2,545</td>
<td>2,930</td>
<td>385</td>
<td>15.1%</td>
<td>32</td>
<td>49</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dining room and bartender helpers</td>
<td>10,810</td>
<td>13,380</td>
<td>2,570</td>
<td>23.8%</td>
<td>198</td>
<td>438</td>
</tr>
</tbody>
</table>

National Job Outlook:

Job openings for food and beverage service workers are expected to be abundant through the year 2005. Most openings will arise from the need to replace the high proportion of workers who leave this very large occupation each year. There is a substantial movement into and out of the occupation because the limited formal education and training requirements for these jobs allow easy entry, and the predominance of part-time jobs is attractive to persons seeking a short-term source of income rather than a career. Many of these workers simply move to other occupations; others stop working to assume household responsibilities or to attend school. Employment of food and beverage service occupations is expected to grow as fast as the average for all occupations through the year 2005. Workers under the age of 25 have traditionally filled a significant proportion of food and beverage service jobs, particularly in fast-food restaurants. The pool of these young workers in the labor force is expected to shrink through the 1990's, but begin to grow after the year 2000. To attract and retain workers, many employers will be forced to offer higher wages, better benefits, more training, and increased opportunities for advancement and full-time employment.
Carpenter, Maintenance

<table>
<thead>
<tr>
<th>DOT Code</th>
<th>860.281-010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Description</td>
<td>Constructs and repairs structural woodwork and equipment in establishment, working from blueprints, drawings, or oral instructions.</td>
</tr>
<tr>
<td>Duties</td>
<td>Builds, repairs, and installs counters, cabinets, benches, partitions, floors, doors, building framework, and trim, using carpenter's hand tools and power tools. Installs glass in windows, doors, and partitions. Replaces damaged ceiling tile, floor tile, and wall coverings.</td>
</tr>
<tr>
<td>Alternate Titles</td>
<td>carpenter, repair.</td>
</tr>
<tr>
<td>GOE:</td>
<td>05.05.02</td>
</tr>
</tbody>
</table>
SCAN SKILLS TO BE DEVELOPED

C18 **Selects Technology** - Selects appropriate procedures, tools, or machines, including computers and their programs to produce desired results. Demonstrating competence in selecting technology includes determining desired outcomes and constraints; necessary methods and applicable technology; evaluating specifications; and judging which machine or tool will produce the results.

C9 **Participates as a Member of a Team** - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C15 **Understands Systems** - Knows how social, organizational, and technological systems work and operates effectively within them. Demonstrating competence in understanding systems involves knowing the right people to ask for information and where to get resources; and functioning within the formal and informal codes of the social/organizational system.

C19 **Applies Technology to Task** - Understands proper procedures for setting up and operating machines. Demonstrating competence in how to apply technology to task includes understanding how machines operate; setting up machines; and accurately interpreting machine output.

C7 **Interprets and Communicates Information** - Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information; and conveying information to others through a variety of means including oral presentation, written communication, etc.

C11 **Serves Clients/Customers** - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.
BASIC SKILL REQUIREMENTS

Carpenter, Maintenance

Reasoning Development: Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions furnished in written, oral diagrammatic, or schedule form.

Mathematical Development: Algebra: Deal with system of real numbers; linear, quadratic, rational, exponential, logarithmic, angle and circular functions, and inverse functions; related algebraic solution of equations and inequalities; limits and continuity, and probability and statistical inference. Geometry: Deductive axiomatic geometry, plane and solid; and rectangular coordinates. Shop Math: Practical application of fractions, percentages, ratio and proportion, mensuration, logarithms, slide rule, practical algebra, geometric construction, and essentials of trigonometry.

Language development: Reading: Ability to read a variety of magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of equipment, and methods and procedures.

Writing: Write reports and essays with proper format, punctuation, spelling, and grammar, using all parts of speech.

Speaking: Speak before an audience with poise, voice control, and confidence, using correct English and well-modulated voice.

Estimated overall strength requirements of job: medium work

Typical time required to learn job skills: Over 2 years up to and including 4 years
CURRENT AND PROJECTED LABOR MARKET  

Carpenter, Maintenance

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpenters</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment</th>
<th>Change, 1980-1990:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1980</td>
<td>1990</td>
</tr>
<tr>
<td>Carpenter, apprentice</td>
<td>33</td>
<td>47</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment</th>
<th>Change, 1988-2000:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1988</td>
<td>2000</td>
<td>Number</td>
</tr>
<tr>
<td>Carpenters</td>
<td>2,980</td>
<td>2,995</td>
<td>15</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment</th>
<th>Change, 1992-2005:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1992</td>
<td>2005</td>
<td>Number</td>
</tr>
<tr>
<td>Carpenters</td>
<td>22,930</td>
<td>25,530</td>
<td>2,800</td>
</tr>
</tbody>
</table>

National Job Outlook:

Job opportunities for carpenters are expected to be plentiful through the year 2005, due primarily to extensive replacement needs. Well over 100,000 jobs will become available each year as carpenters transfer to other occupations or leave the labor force. The total number of job openings for carpenters each year usually is greater than for other craft occupations because the occupation is large and turnover is high. Since there are no strict training requirements for entry, many people with limited skills take jobs as carpenters but eventually leave the occupation because they find they dislike the work or cannot find steady employment.
**Car Wash Attendant**

<table>
<thead>
<tr>
<th>DOT Code:</th>
<th>915.667-010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Description:</td>
<td>Performs duties in automatic car wash.</td>
</tr>
<tr>
<td>Duties:</td>
<td>Directs patron to entrance of wash station or guides automobile onto wheel track of automatic mechanism.</td>
</tr>
<tr>
<td></td>
<td>Cleans front and rear of vehicle, using brush and detergent.</td>
</tr>
<tr>
<td></td>
<td>Activates wash mechanism and observes operation to detect equipment malfunctions.</td>
</tr>
<tr>
<td></td>
<td>Notifies supervisor when malfunctions occur.</td>
</tr>
<tr>
<td></td>
<td>Receives payment from customer or issues change for coin-operated equipment.</td>
</tr>
<tr>
<td></td>
<td>Fills detergent and wax tanks, lubricates equipment, and replaces spray jets and hoses as needed.</td>
</tr>
</tbody>
</table>

GOE: 09.04.02 STRENGTH: L GED: R2 M2 L1 SVP: 2
SCAN SKILLS TO BE DEVELOPED

C11 **Serves Clients/Customers** - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C1 **Allocates Time** - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C9 **Participates as a Member of a Team** - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C3 **Allocates Material and Facility Resources** - Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them. Competent performance in managing material and facility resources includes safely and efficiently transporting or storing materials, maintaining them in good condition; and distributing them to the end user.

C19 **Applies Technology to Task** - Understands proper procedures for setting up and operating machines. Demonstrating competence in how to apply technology to task includes understanding how machines operate; setting up machines; and accurately interpreting machine output.
BASIC SKILL REQUIREMENTS

Reasoning Development: Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.

Mathematical Development: Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language development: Reading: Recognize meaning of 2,500 (two- or three-syllable) words. Read at rate of 95-120 words per minute. Compare similarities and differences between words and between series of numbers.

Writing: Print simple sentences containing subject, verb, and object, and series of numbers, names, and addresses.

Speaking: Speak simple sentences, using normal word order, and present and past tenses.

Estimated overall strength requirements of job: light work

Typical time required to learn job skills: Anything beyond short demonstration up to and including 1 month.
CURRENT AND PROJECTED LABOR MARKET

Car Wash Attendant

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handlers, helpers, laborers</td>
<td>2,642</td>
<td>891</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1980-1990:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1980</td>
<td>1990</td>
</tr>
<tr>
<td>Handlers, helpers, laborers</td>
<td>28,543</td>
<td>29,447</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1988-2000:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1988</td>
<td>2000</td>
</tr>
<tr>
<td>Handlers, helpers, laborers</td>
<td>22,810</td>
<td>20,985</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1992-2005:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1992</td>
<td>2005</td>
</tr>
<tr>
<td>Helpers, laborers and hand movers</td>
<td>95,320</td>
<td>112,030</td>
</tr>
</tbody>
</table>

National Job Outlook:

Job openings should be numerous for handlers, equipment cleaners, helpers and laborers because the occupation is very large and turnover is relatively high -- characteristic of occupations that require little formal training. Although employment is expected to grow about as fast as the average for all occupations through the year 2005, employment change for individual occupations will vary. Demand for handlers, equipment cleaners, helpers, and laborers will depend on growth on the industries that employ these workers, as well as growth of the skilled workers whom they assist. Employment growth also is affected by automation. Some of these jobs are repetitive and, therefore, easily replaced by new machines and equipment that can improve productivity and quality control. As more skilled jobs become automated or partially automated, such as those of assemblers, demand for these employees will decline, as will demand for workers who assist them. In addition to automation, many employers have adopted cost cutting measures such as job combinations, in which one employee performs the work previously done by two different types of workers. This may cause displacement of handlers, equipment cleaners, helpers, and laborers because their jobs may be assumed by more highly skilled workers who perform the skilled labor as well as the helper's work. In other cases, a helper may assist more than one type of worker, thereby reducing the number of helpers needed.
Cashier

DOT Code: 211.462-018

Job Description: Operates cash register to itemize and total customer's purchases in grocery, department or other retail store:

Duties: Reviews price sheets to note price changes and sale items.

Records prices and departments, subtotals taxable items, and totals purchases on cash register.

Collects cash, check, or charge payment from customer and makes change for cash transactions.

Stocks shelves and marks prices on items.

Counts money in cash drawer at beginning and end of work shift.

Alternate Titles:

GOE: 07.03.01 STRENGTH: L GED; R3 M2 L2 SVP:3
SCAN SKILLS TO BE DEVELOPED

Cashier

C11 **Serves Clients/Customer**s - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C9 **Participates as a Member of a Team** - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C15 **Understands Systems** - Knows how social, organizational, and technological systems work and operates effectively within them. Demonstrating competence in understanding systems involves knowing the right people to ask for information and where to get resources; and functioning within the formal and informal codes of the social/organizational system.

C14 **Works with Cultural Diversity** - Works well with men and women from a variety of ethnic, social, or educational backgrounds. Demonstrating competence in working with cultural diversity involves understanding one's own culture and those of others and how they differ; respecting the rights of others while helping them make cultural adjustments where necessary; basing impressions on individual performance, not on stereotypes; and understanding concerns of members of other ethnic and gender groups.

C9 **Participates as a Member of a Team** - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C8 **Uses Computers to Process Information** - Employs computers to acquire, organize, analyze, and communicate information. Competently using computers to process information includes entering, modifying, retrieving, storing, and verifying data.
BASIC SKILL REQUIREMENTS

Cashier

Reasoning Development: Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development: Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language development: Reading: Passive vocabulary of 5,000-6,000 words. Ability to read at rate of 190-215 words per minute. (Reading level = ability to read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling, and pronunciation; i.e., ability to read instructions for assembling model cars and airplanes.)

Writing: Write compound and complex sentences, using cursive style, proper end punctuation, and employing adjectives and adverbs.

Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variations in word order, using present, perfect, and future tenses.

Estimated overall strength requirements of job: Light work

Typical time required to learn job skills: Over 1 month up to and including 3 months.
CURRENT AND PROJECTED LABOR MARKET

Cashier

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cashiers</td>
<td>266</td>
<td>1,400</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1980-1990:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1980</td>
<td>1990</td>
</tr>
<tr>
<td>Cashiers</td>
<td>12,408</td>
<td>15,946</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment</th>
<th>Change, 1988-2000:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1988</td>
<td>2000</td>
<td>Number</td>
</tr>
<tr>
<td>Cashiers</td>
<td>8,825</td>
<td>8,910</td>
<td>85</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment</th>
<th>Change, 1992-2005:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1992</td>
<td>2005</td>
<td>Number</td>
</tr>
<tr>
<td>Cashiers</td>
<td>61,190</td>
<td>73,880</td>
<td>12,700</td>
</tr>
</tbody>
</table>

National Job Outlook:

Employment of cashiers is expected to increase about as fast as the average for all occupations through the year 2005 due to expanding demand for goods and services by a growing population. Although growth will account for numerous openings, most jobs will result from the need to replace experienced workers who transfer to other occupations or leave the labor force. As in the past, replacement needs will create a significant number of job openings, for the occupation is large and turnover is much higher than average. Opportunities for part-time work are expected to continue to be excellent.
Cleaner

DOT Code: 381.687-014

Job Description: Maintains premises of commercial, institutional, or industrial establishments, office buildings, hotels and motels, apartment houses, retirement homes, nursing homes, hospitals, schools, or similar establishments in clean and orderly condition, performing the following duties:

Duties: Cleans rooms, hallways, lobbies, lounges, rest rooms, corridors, elevators, stairways, and locker rooms and other work areas. Sweeps, scrubs, waxes and polishes floors, using brooms and mops and powered scrubbing and waxing machines.

Cleans rugs, carpets, upholstered furniture, and draperies, using vacuum cleaner.

Dusts furniture and equipment.

Polishes metalwork, such as fixture and fittings.

Washes walls, ceiling, and woodwork. Washes windows, door panels and sills.

Empties wastebaskets, and empties and cleans ashtrays.

Transports trash and waste to disposal area.

Replenishes bathroom supplies.

Replaces light bulbs.

Alternate Titles: housekeeper; janitor; building maintenance

GOE: 05.12.18 STRENGTH: H GED; R1 M1 L1 SVP:2
SCAN SKILLS TO BE DEVELOPED

C11 Serves Clients/Customers - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C9 Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C3 Allocates Material and Facility Resources - Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them. Competent performance in managing material and facility resources includes safely and efficiently transporting or storing materials, maintaining them in good condition; and distributing them to the end user.

C19 Applies Technology to Task - Understands proper procedures for setting up and operating machines. Demonstrating competence in how to apply technology to task includes understanding how machines operate; setting up machines; and accurately interpreting machine output.
BASIC SKILL REQUIREMENTS

Cleaner

Reasoning Development: Apply common sense understanding to carry out simple one- or two-step instructions. Deal with standardized situations with occasional or no variables in or from these situations encountered on the job.

Mathematical Development: Add and subtract two digit numbers. Multiply and divide 10’s and 100’s by 2, 3, 4, 5. Perform the four basic arithmetic operations with coins as part of a dollar. Perform operations with units such as cup, pint, and quart; inch, foot, and yard; and ounce and pound.

Language development: Reading: Recognize meaning of 2,500 (two- or three-syllable) words. Read at rate of 95-120 words per minute. Compare similarities and differences between words and between series of numbers.

Writing: Print simple sentences containing subject, verb, and object, and series of numbers, names, and addresses.

Speaking: Speak simple sentences, using normal word order, and present and past tenses.

Estimated overall strength requirements of job: heavy work

Typical time required to learn job skills: Anything beyond short demonstration up to and including 1 month.

Cleaner GOE: 05.12.18 STRENGTH: H GED: R1 M1 L1 SVP:2
CURRENT AND PROJECTED LABOR MARKET

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janitors and cleaners</td>
<td>137</td>
<td>381</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Janitors and cleaners</td>
<td>15,724</td>
<td>(208) (1.3%)</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment</th>
<th>Change, 1988-2000: Number &amp; Percent</th>
<th>Average Annual Openings: Growth &amp; Separations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janitors and cleaners, except maids</td>
<td>9,840</td>
<td>1,700 (17.3%)</td>
<td>142 769</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment</th>
<th>Change, 1992-2005: Number &amp; Percent</th>
<th>Average Annual Openings: Growth &amp; Separations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janitors and cleaners</td>
<td>48,200</td>
<td>6,370 (13.2%)</td>
<td>490 891</td>
</tr>
</tbody>
</table>

National Job Outlook:

Employment of janitors and cleaners and cleaning supervisors is expected to grow about as fast as the average for all occupations through the year 2005 as the number of office buildings, apartment houses, schools, factories, hospitals, and other buildings increases. The need to replace workers who transfer to other occupations or leave the labor force will create most job openings. The occupation of janitors and cleaners is easy to enter since there are few requirements for formal education and training, turnover is high, and part-time and temporary jobs are plentiful.
**Clerk-Typist**

<table>
<thead>
<tr>
<th><strong>DOT Code:</strong></th>
<th>203.362-010</th>
</tr>
</thead>
</table>

**Job Description:** Compiles data and operates typewriter or computer in performance of routine clerical duties to maintain business records and reports:

**Duties:**
- Types reports, business correspondence, application forms, shipping tickets, and other material.
- Files records and reports.
- Posts information to records.
- Sorts and distributes mail.
- Answers telephone.
- Performs similar duties.

**Alternate Titles:**

**GOE:** 07.06.02  **STRENGTH S GED:** R3 M2 L3 SVP:4
SCAN SKILLS TO BE DEVELOPED

C9 Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C11 Serves Clients/Customers - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C8 Uses Computers to Process Information - Employs computers to acquire, organize, analyze, and communicate information. Competently using computers to process information includes entering, modifying, retrieving, storing, and verifying data.

C7 Interprets and Communicates Information - Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information; and conveying information to others through a variety of means including oral presentation, written communication, etc.

C6 Organizes and Maintains Information - Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion. Competently performing the tasks of organizing and maintaining information includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats; when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying, or more formal methods.
BASIC SKILL REQUIREMENTS

Reasoning Development: Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development: Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language development: Reading: Ability to read a variety of magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of equipment, and methods and procedures.

Writing: Write reports and essays with proper format, punctuation, spelling, and grammar, using all parts of speech.

Speaking: Speak before an audience with poise, voice control, and confidence, using correct English and well-modulated voice.

Estimated overall strength requirements of job: sedentary work

Typical time required to learn job skills: Over 3 months up to and including 6 months.
CURRENT AND PROJECTED LABOR MARKET

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>General office clerks</td>
<td>316</td>
<td>310</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General office clerks</td>
<td>11,401</td>
<td>9,361</td>
<td>(2,040)</td>
<td>(17.9%)</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General office clerks</td>
<td>11,810</td>
<td>13,295</td>
<td>1,485</td>
<td>12.6%</td>
<td>124</td>
<td>475</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General office clerks</td>
<td>55,670</td>
<td>65,680</td>
<td>10,010</td>
<td>18.0%</td>
<td>770</td>
<td>930</td>
</tr>
</tbody>
</table>

National Job Outlook:

Employment of typists, word processors, and data entry keyers is expected to decline through the year 2005 despite rapid growth in the production of information and volume of business transactions. This is an indication of the significant productivity gains expected to continue among office workers due to increasing office automation. Technological advances and restructuring of work processes should enable fewer typists, word processors, and data entry keyers to handle a bigger workload. A couple of hundred thousand openings will still occur each year, however, as workers transfer to other occupations or leave the labor force.
Community Organizer

<table>
<thead>
<tr>
<th>DOT Code:</th>
<th>195.167-010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Description:</td>
<td>Plans, organizes, and coordinates programs with agencies and groups concerned with social problems of community:</td>
</tr>
</tbody>
</table>
| Duties: | Promotes and coordinates activities of agencies, groups, and individuals to meet identified needs.  
Studies and assesses strength and weakness of existing resources.  
Interprets needs, programs and services to agencies, groups, and individuals involved and provides leadership and assistance.  
Prepares reports and disseminates information.  
Maintains contact with representatives of other organizations to exchange and update information on resources and services available. |
| Alternate Titles: | community service consultant; information and referral director; program consultant |
| GOE: | 11.07.01 | STRENGTH: S GED; R5 M2 L5 SVP:8 |
Community Organizer

C13 **Negotiates to Arrive at a Decision** - Works toward an agreement that may involve exchanging specific resources or resolving divergent interests. Demonstrating competence in negotiation involves setting realistic and attainable goals; presenting facts and arguments; listening to and reflecting on what has been said; clarifying problems and resolving conflicts; adjusting quickly to new facts/ideas; proposing and examining possible options; and making reasonable compromises.

C14 **Works with Cultural Diversity** - Works well with men and women from a variety of ethnic, social, or educational backgrounds. Demonstrating competence in working with cultural diversity involves understanding one’s own culture and those of others and how they differ; respecting the rights of others while helping them make cultural adjustments where necessary; basing impressions on individual performance, not on stereotypes; and understanding concerns of members of other ethnic and gender groups.

C12 **Exercises Leadership** - Communicates thoughts, feelings, and ideas to encourage and motivate an individual or groups, including responsibly challenging existing procedures, policies, or authority. Demonstrating competence in exercising leadership includes making positive use of the rules/values followed by others; justifying a position logically and appropriately; establishing credibility through competence and integrity; and taking minority viewpoints into consideration.

C11 **Serves Clients/Customers** - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C10 **Teaches Others** - Helps others learn. Demonstrating competence in teaching others includes helping others to apply concepts conveying job information to allow others to see its applicability and relevance to tasks; and assessing performance and providing constructive feedback/reinforcement.

C5 **Acquires and Evaluates Information** - Identifies and obtains data from existing sources and evaluates relevance and accuracy. Competently performing the tasks of acquiring data and evaluating information includes analytic questions to determine specific information needs; selecting possible information and evaluating its appropriateness; and determining when new information must be created.
BASIC SKILL REQUIREMENTS

Reasoning Development: Apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions in mathematical or diagrammatic form. Deal with several abstract and concrete variables.

Mathematical Development: Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language development: Reading: Ability to read scientific and technical journals, abstracts, financial reports, and legal documents.

Writing: Write editorials, journals, speeches, manuals, and critiques.

Speaking: Conversant in the theory, principles, and methods of effective and persuasive speaking, voice and diction, phonetics, and discussion and debate.

Estimated overall strength requirements of job: sedentary work

Typical time required to learn job skills: Over 4 years up to and including 10 years.
Cook Helper

DOT Code: 317.687-010

Job Description: Assists workers engaged in preparing foods for hotels, restaurants, or ready-to-serve packages by performing any combination of the following duties:

Duties:
- Washes, peels, cuts, and seeds vegetables and fruits.
- Cleans, cuts, and grinds meats, poultry, and seafood.
- Dips food items in crumbs, flour, and batter to bread them.
- Stirs and strains soups and sauces.
- Weighs and measures designated ingredients.
- Carries pans, kettles, and trays of food to and from work stations, stove, and refrigerator.
- Stores foods in designated areas, utilizing knowledge of temperature requirements and food spoilage.
- Cleans work areas, equipment and utensils, segregates and removes garbage, and steam-cleans or hoses garbage containers.
- Distributes supplies, utensils, and portable equipment, using hand truck.

Alternate Titles:
GOE: 05.12.17 STRENGTH: M GED: R2 M1 L1 SVP:2
SCAN SKILLS TO BE DEVELOPED

Cook Helper

C9 Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C11 Serves Clients/Customers - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C19 Applies Technology to Task - Understands proper procedures for setting up and operating machines. Demonstrating competence in how to apply technology to task includes understanding how machines operate; setting up machines; and accurately interpreting machine output.

C5 Acquires and Evaluates Information - Identifies and obtains data from existing sources and evaluates relevance and accuracy. Competently performing the tasks of acquiring data and evaluating information includes analytic questions to determine specific information needs; selecting possible information and evaluating its appropriateness; and determining when new information must be must be created.
BASIC SKILL REQUIREMENTS

Cook Helper

Reasoning Development: Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.

Mathematical Development: Add and subtract two digit numbers. Multiply and divide 10's and 100's by 2, 3, 4, 5. Perform the four basic arithmetic operations with coins as part of a dollar. Perform operations with units such as cup, pint, and quart; inch, foot, and yard; and ounce and pound.

Language development: Reading: Recognize meaning of 2,500 (two- or three-syllable) words. Read at rate of 95-120 words per minute. Compare similarities and differences between words and between series of numbers.

Writing: Print simple sentences containing subject, verb, and object, and series of numbers, names, and addresses.

Speaking: Speak simple sentences, using normal word order, and present and past tenses.

Estimated overall strength requirements of job: medium work

Typical time required to learn job skills: Anything beyond short demonstration up to and including 1 month.

Cook Helper  GOE: 05.12.17  STRENGTH: M  GED: R2 M1 L1 SVP: 2
CURRENT AND PROJECTED LABOR MARKET

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen workers, food preparation</td>
<td>163</td>
<td>314</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen workers, food preparation</td>
<td>1,248</td>
<td>1,712</td>
<td>464</td>
<td>37.2%</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Food preparation workers</td>
<td>4,060</td>
<td>4,520</td>
<td>460</td>
<td>11.3%</td>
<td>38</td>
<td>181</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Food preparation workers</td>
<td>27,340</td>
<td>36,180</td>
<td>8,840</td>
<td>32.3%</td>
<td>680</td>
<td>704</td>
</tr>
</tbody>
</table>

National Job Outlook:

Job openings for chefs, cooks, and other kitchen workers are expected to be excellent through the year 2005. Growth in demand for these workers will create many new jobs, but most openings will arise from the need to replace the relatively high proportion of workers who leave this very large occupation each year. There is substantial turnover in many of these jobs because their limited requirements for formal education and training allow easy entry, and the many part-time positions are attractive to persons seeking a short-term source of income rather than a career.
**Data Entry Clerk**

**DOT Code:** 203.582-054

**Job Description:** Operates keyboard or other data entry device to enter data into computer or onto magnetic tape or disk for subsequent entry.

**Duties:**
- Enters alphabetic, numeric, or symbolic data from source documents into computer, using data entry device, such as keyboard or optical scanner, and following format displayed on screen.
- Compares data entered with source documents, or re-enters data in verification format on screen to detect errors.
- Deletes incorrectly entered data, and re-enters correct data.

**Alternate Titles:**

**GOE:** 07.06.01  **STRENGTH:** S  **GED:** R3 M2 L3  **SVP:** 4
SCAN SKILLS TO BE DEVELOPED

C8 Uses Computers to Process Information - Employs computers to acquire, organize, analyze, and communicate information. Competently using computers to process information includes entering, modifying, retrieving, storing, and verifying data.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C9 Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C19 Applies Technology to Task - Understands proper procedures for setting up and operating machines, including computers and their programming systems. Demonstrating competence in how to apply technology to task includes understanding how machines operate; setting up machines; and accurately interpreting machine output.

C16 Monitors and Corrects Performance - Diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance. Demonstrating competence in monitoring and correcting performance includes gathering information; detecting deviations; troubleshooting; and making changes to ensure quality of product.

C11 Serves Clients/Customers - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.
BASIC SKILL REQUIREMENTS

Data Entry Clerk

Reasoning Development: Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development: Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language development: Reading: Ability to read a variety of magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of equipment, and methods and procedures.

Writing: Write reports and essays with proper format, punctuation, spelling, and grammar, using all parts of speech.

Speaking: Speak before an audience with poise, voice control, and confidence, using correct English and well-modulated voice.

Estimated overall strength requirements of job: sedentary work

Typical time required to learn job skills: Over 3 months up to and including 6 months.

Data Entry Clerk GOE: 07.06.01 STRENGTH: S GED: R3 M2 L3 SVP:4
CURRENT AND PROJECTED LABOR MARKET

Data Entry Clerk

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data entry keyers</td>
<td>85</td>
<td>4</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1980-1990:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1980</td>
<td>1990</td>
</tr>
<tr>
<td>Data entry keyers</td>
<td>4,089</td>
<td>5,297</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1988-2000:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1988</td>
<td>2000</td>
<td>Number</td>
</tr>
<tr>
<td>Data entry keyers, except composing</td>
<td>2,355</td>
<td>2,125</td>
<td>(230)</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1992-2005:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1992</td>
<td>2005</td>
<td>Number</td>
</tr>
<tr>
<td>Data entry keyers, except composing</td>
<td>8,160</td>
<td>9,440</td>
<td>1,270</td>
</tr>
</tbody>
</table>

National Job Outlook:

Employment of typists, word processors, and data entry keyers is expected to decline through the year 2005 despite rapid growth in the production of information and volume of business transactions. This is an indication of the significant productivity gains expected to continue among office workers due to increasing office automation. Technological advances and restructuring of work processes should enable fewer typists, word processors, and data entry keyers to handle a bigger workload. A couple of hundred thousand openings will still occur each year, however, as workers transfer to other occupations or leave the labor force.
**Day Care Worker**

<table>
<thead>
<tr>
<th>DOT Code: 359.677-018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Description:</strong> Organizes and leads activities of prekindergarten children in nursery schools or in playrooms operated for patrons of theaters, department stores, hotels, and similar organizations.</td>
</tr>
<tr>
<td><strong>Duties:</strong> Helps children remove outer garments.</td>
</tr>
<tr>
<td>Organizes and participates in games, reads to children, and teaches them simple painting, drawing, handwork, songs, and similar activities.</td>
</tr>
<tr>
<td>Directs children in eating, resting, and toileting.</td>
</tr>
<tr>
<td>Helps children develop habits of caring for own clothing and picking up and putting away toys and books.</td>
</tr>
<tr>
<td>Maintains discipline.</td>
</tr>
<tr>
<td><strong>Alternate Titles:</strong> nursery school attendant; child-care leader; child-day-care center worker; day care worker.</td>
</tr>
<tr>
<td><strong>GOE:</strong> 10.03.03 STRENGTH L GED: R3 M2 L3 SVP:4</td>
</tr>
</tbody>
</table>
SCAN SKILLS TO BE DEVELOPED

C9 Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C15 Understands Systems - Knows how social, organizational, and technological systems work and operates effectively within them. Demonstrating competence in understanding systems involves knowing the right people to ask for information and where to get resources; and functioning within the formal and informal codes of the social/organizational system.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C7 Interprets and Communicates Information - Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information; and conveying information to others through a variety of means including oral presentation, written communication, etc.

C6 Organizes and Maintains Information - Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion. Competently performing the tasks of organizing and maintaining information includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats; when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying, or more formal methods.

C5 Acquires and Evaluates Information - Identifies and obtains data from existing sources and evaluates relevance and accuracy. Competently performing the tasks of acquiring data and evaluating information includes analytic questions to determine specific information needs; selecting possible information and evaluating its appropriateness; and determining when new information must be must be created.
BASIC SKILL REQUIREMENTS

Day Care Worker

Reasoning Development: Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development: Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language development: Reading: Ability to read a variety of magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of equipment, and methods and procedures.

Writing: Write reports and essays with proper format, punctuation, spelling, and grammar, using all parts of speech.

Speaking: Speak before an audience with poise, voice control, and confidence, using correct English and well-modulated voice.

Estimated overall strength requirements of job: light work

Typical time required to learn job skills: Over 3 months up to and including 6 months.

Day Care Worker GOE: 10.03.03 STRENGTH L GED: R3 M2 L3 SVP:4
CURRENT AND PROJECTED LABOR MARKET

Day Care Worker

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child care providers, workers, teach. asst.</td>
<td>32</td>
<td>36</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1980-1990:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1980</td>
<td>1990</td>
</tr>
<tr>
<td>Child care providers, workers, teach. asst.</td>
<td>3,703</td>
<td>4,501</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment</th>
<th>Change, 1988-2000:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1988</td>
<td>2000</td>
<td>Number</td>
</tr>
<tr>
<td>Child care workers</td>
<td>2,435</td>
<td>2,990</td>
<td>555</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment</th>
<th>Change, 1992-2005:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1992</td>
<td>2005</td>
<td>Number</td>
</tr>
<tr>
<td>Child care workers</td>
<td>15,860</td>
<td>23,990</td>
<td>8,130</td>
</tr>
</tbody>
</table>

National Job Outlook:

Employment of preschool workers is projected to increase much faster than the average for all occupations through the year 2005. Job openings should be plentiful as many preschool workers leave the occupation each year for other — often better paying — jobs, family responsibilities, or other reasons. The relatively high turnover, combined with an increased demand for preschool workers, is expected to create many openings. Qualified persons who are interested in this work should have little trouble finding and keeping a job.
Dietary Aide

DOT Code: 319.677-014

Job Description: Prepares and delivers food trays, performing any combination of following duties on tray line:

Duties:
- Reads production orders on color-coded menu cards on trays to determine items to place on tray.
- Places items, such as eating utensils, napkins, and condiments on trays.
- Prepares food items, such as sandwiches, salads, soups, and beverages.
- Places servings in blender to make foods for soft or liquid diets. Apportions and places food servings on plates and trays according to diet list on menu card.
- Examines filled tray for completeness and places on cart, dumbwaiter, or conveyor belt.
- Pushes carts to halls or ward kitchen.
- Serves trays to patients.
- Collects and stacks dirty dishes on cart and returns cart to kitchen.
- Washes dishes and cleans work area, tables, cabinets, and ovens. Collects and places garbage and trash in designated containers.

Alternate Titles: food service aide; food service worker

GOE: 09.05.02 STRENGTH: M GED: R3 M2 L2 SVP:2
SCAN SKILLS TO BE DEVELOPED

Dietary Aide

C9  Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C1  Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C11  Serves Clients/Customers - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C14  Works with Cultural Diversity - Works well with men and women from a variety of ethnic, social, or educational backgrounds. Demonstrating competence in working with cultural diversity involves understanding one's own culture and those of others and how they differ; respecting the rights of others while helping them make cultural adjustments where necessary; basing impressions on individual performance, not on stereotypes; and understanding concerns of members of other ethnic and gender groups.

C19  Applies Technology to Task - Understands proper procedures for setting up and operating machines. Demonstrating competence in how to apply technology to task includes understanding how machines operate; setting up machines; and accurately interpreting machine output.

C5  Acquires and Evaluates Information - Identifies and obtains data from existing sources and evaluates relevance and accuracy. Competently performing the tasks of acquiring data and evaluating information includes analytic questions to determine specific information needs; selecting possible information and evaluating its appropriateness; and determining when new information must be must be created.
BASIC SKILL REQUIREMENTS  

Reasoning Development: Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development: Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language Development: Reading: Passive vocabulary of 5,000-6,000 words. Ability to read at rate of 190-215 words per minute. (Reading level = ability to read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling, and pronunciation; i.e., ability to read instructions for assembling model cars and airplanes.)

Writing: Write compound and complex sentences, using cursive style, proper end punctuation, and employing adjectives and adverbs.

Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variations in word order, using present, perfect, and future tenses.

Estimated overall strength requirements of job: medium work

Typical time required to learn job skills: Anything beyond short demonstration up to and including 1 month.

Dietary Aide  GOE 09.05.02  STRENGTH: M GED: R3 M2 L2 SVP: 2
CURRENT AND PROJECTED LABOR MARKET

Dietary Aide

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dietary aides</td>
<td>40</td>
<td>180</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1980-1990:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1980</td>
<td>1990</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>Waiters'/waitresses' assistants</td>
<td>2,555</td>
<td>2,414</td>
</tr>
<tr>
<td></td>
<td>(141)</td>
<td>(5.5%)</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment</th>
<th>Change, 1988-2000:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1988</td>
<td>2000</td>
<td>Number</td>
</tr>
<tr>
<td>Food service, non-restaurant</td>
<td>610</td>
<td>755</td>
<td>145</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment</th>
<th>Change, 1992-2006:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1992</td>
<td>2005</td>
<td>Number</td>
</tr>
<tr>
<td>Food servers</td>
<td>1,660</td>
<td>1,940</td>
<td>280</td>
</tr>
</tbody>
</table>

National Job Outlook:

Job openings for food and beverage service workers are expected to be abundant through the year 2005. Most openings will arise from the need to replace the high proportion of workers who leave this very large occupation each year. There is a substantial movement into and out of the occupation because the limited formal education and training requirements for these jobs allow easy entry, and the predominance of part-time jobs is attractive to persons seeking a short-term source of income rather than a career. Many of these workers simply move to other occupations; others stop working to assume household responsibilities or to attend school. Employment of food and beverage service occupations is expected to grow as fast as the average for all occupations through the year 2005. Workers under the age of 25 have traditionally filled a significant proportion of food and beverage service jobs, particularly in fast-food restaurants. The pool of these young workers in the labor force is expected to shrink through the 1990's, but begin to grow after the year 2000. To attract and retain workers, many employers will be forced to offer higher wages, better benefits, more training, and increased opportunities for advancement and full-time employment.
Driver

DOT Code: 913.663-018

Job Description: Drives minibus, van, or lightweight truck to transport clients, trainees, or company personnel:

Duties: Drives vehicle from individual or central loading area to social services or rehabilitation center, training location, job site, or other destination according to assigned schedule.

Alternate Titles: shuttle bus driver; van driver

GOE: 09.03.01 STRENGTH: M GED: R2 M1 L1 SVP:2
SCAN SKILLS TO BE DEVELOPED

C11  Serves Clients/Customers - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C1  Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C6  Organizes and Maintains Information - Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion. Competently performing the tasks of organizing and maintaining information includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats; when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying, or more formal methods.

C14  Works with Cultural Diversity - Works well with men and women from a variety of ethnic, social, or educational backgrounds. Demonstrating competence in working with cultural diversity involves understanding one's own culture and those of others and how they differ; respecting the rights of others while helping them make cultural adjustments where necessary; basing impressions on individual performance, not on stereotypes; and understanding concerns of members of other ethnic and gender groups.

C3  Allocates Material and Facility Resources - Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them. Competent performance in managing material and facility resources includes safely and efficiently transporting or storing materials, maintaining them in good condition; and distributing them to the end user.

C13  Negotiates to Arrive at a Decision - Works toward an agreement that may involve exchanging specific resources or resolving divergent interests. Demonstrating competence in negotiation involves setting realistic and attainable goals; presenting facts and arguments; listening to and reflecting on what has been said; clarifying problems and resolving conflicts; adjusting quickly to new facts/ideas; proposing and examining possible options; and making reasonable compromises.
BASIC SKILL REQUIREMENTS

Reasoning Development: Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.

Mathematical Development: Add and subtract two digit numbers. Multiply and divide 10's and 100's by 2, 3, 4, 5. Perform the four basic arithmetic operations with coins as part of a dollar. Perform operations with units such as cup, pint, and quart; inch, foot, and yard; and ounce and pound.

Language development: Reading: Recognize meaning of 2,500 (two- or three-syllable) words. Read at rate of 95-120 words per minute. Compare similarities and differences between words and between series of numbers.

Writing: Print simple sentences containing subject, verb, and object, and series of numbers, names, and addresses.

Speaking: Speak simple sentences, using normal word order, and present and past tenses.

Estimated overall strength requirements of job: medium work

Typical time required to learn job skills: Anything beyond short demonstration up to and including 1 month.

Driver GOE: 09.03.01 STRENGTH: M GED: R2 M1 L1 SVP:2
Driver Helper

DOT Code: 292.667-010

Job Description: Aids sales route driver in providing sales, services, or deliveries of goods to customers over an established route, performing any combination of the following duties:

Duties: Loads and unloads truck at beginning and end of trip.

Carries merchandise from truck to customer's home or store.

Collects c.o.d. payments or obtains receipts.

Alternate Titles: route driver helper.

GOE: 08.02.07 STRENGTH: M GED: R2 M2 L2 SVP:2
SCAN SKILLS TO BE DEVELOPED

Driver Helper

C11 Serves Clients/Customers - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C6 Organizes and Maintains Information - Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion. Competently performing the tasks of organizing and maintaining information includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats; when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying, or more formal methods.

C14 Works with Cultural Diversity - Works well with men and women from a variety of ethnic, social, or educational backgrounds. Demonstrating competence in working with cultural diversity involves understanding one's own culture and those of others and how they differ; respecting the rights of others while helping them make cultural adjustments where necessary; basing impressions on individual performance, not on stereotypes; and understanding concerns of members of other ethnic and gender groups.

C3 Allocates Material and Facility Resources - Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them. Competent performance in managing material and facility resources includes safely and efficiently transporting or storing materials, maintaining them in good condition; and distributing them to the end user.

C13 Negotiates to Arrive at a Decision - Works toward an agreement that may involve exchanging specific resources or resolving divergent interests. Demonstrating competence in negotiation involves setting realistic and attainable goals; presenting facts and arguments; listening to and reflecting on what has been said; clarifying problems and resolving conflicts; adjusting quickly to new facts/ideas; proposing and examining possible options; and making reasonable compromises.
BASIC SKILL REQUIREMENTS

Reasoning Development: Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.

Mathematical Development: Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language development: Reading: Passive vocabulary of 5,000-6,000 words. Ability to read at rate of 190-215 words per minute. (Reading level = ability to read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling, and pronunciation; i.e., ability to read instructions for assembling model cars and airplanes.)

Writing: Write compound and complex sentences, using cursive style, proper end punctuation, and employing adjectives and adverbs.

Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variations in word order, using present, perfect, and future tenses.

Estimated overall strength requirements of job: medium work

Typical time required to learn job skills: Anything beyond short demonstration up to and including 1 month.
Escort

DOT Code: 353.667-010

Job Description: Guides visitors to destinations in industrial establishment:

Duties: Escorts visitors to office, department, or section of plant.

May collect and deliver mail and messages.

May issue identification badges and safety devices to visitors.

Alternate Titles:

GOE: 09.05.08 STRENGTH: L GED: R2 M1 L2 SVP:2
SCAN SKILLS TO BE DEVELOPED

C11 Serves Clients/Customers - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C14 Works with Cultural Diversity - Works well with men and women from a variety of ethnic, social, or educational backgrounds. Demonstrating competence in working with cultural diversity involves understanding one's own culture and those of others and how they differ; respecting the rights of others while helping them make cultural adjustments where necessary; basing impressions on individual performance, not on stereotypes; and understanding concerns of members of other ethnic and gender groups.

C6 Organizes and Maintains Information - Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion. Competently performing the tasks of organizing and maintaining information includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats; when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying, or more formal methods.

C3 Allocates Material and Facility Resources - Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them. Competent performance in managing material and facility resources includes safely and efficiently transporting or storing materials, maintaining them in good condition; and distributing them to the end user.

C13 Negotiates to Arrive at a Decision - Works toward an agreement that may involve exchanging specific resources or resolving divergent interests. Demonstrating competence in negotiation involves setting realistic and attainable goals; presenting facts and arguments; listening to and reflecting on what has been said; clarifying problems and resolving conflicts; adjusting quickly to new facts/ideas; proposing and examining possible options; and making reasonable compromises.
BASIC SKILL REQUIREMENTS

Reasoning Development: Apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Deal with problems involving a few concrete variables in or from standardized situations.

Mathematical Development: Add and subtract two digit numbers. Multiply and divide 10's and 100's by 2, 3, 4, 5. Perform the four basic arithmetic operations with coins as part of a dollar. Perform operations with units such as cup, pint, and quart; inch, foot, and yard; and ounce and pound.

Language development: Reading: Passive vocabulary of 5,000-6,000 words. Ability to read at rate of 190-215 words per minute. (Reading level = ability to read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling, and pronunciation; i.e., ability to read instructions for assembling model cars and airplanes.)

Writing: Write compound and complex sentences, using cursive style, proper end punctuation, and employing adjectives and adverbs.

Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variations in word order, using present, perfect, and future tenses.

Estimated overall strength requirements of job: light work

Typical time required to learn job skills: Anything beyond short demonstration up to and including 1 month.
**Food Service Worker**

**DOT Code:** 319.677-014

**Job Description:** Prepares and delivers food trays, performing any combination of following duties on tray line:

**Duties:**
- Reads production orders on color-coded menu cards on trays to determine items to place on tray.
- Places items, such as eating utensils, napkins, and condiments on trays.
- Prepares food items, such as sandwiches, salads, soups, and beverages.
- Places servings in blender to make foods for soft or liquid diets.
- Apportions and places food servings on plates and trays according to diet list on menu card.
- Examines filled tray for completeness and places on cart, dumbwaiter, or conveyor belt.
- Pushes carts to halls or ward kitchen.
- Serves trays to patients.
- Collects and stacks dirty dishes on cart and returns cart to kitchen.
- Washes dishes and cleans work area, tables, cabinets, and ovens. Collects and places garbage and trash in designated containers.

**Alternate Titles:** food service aide; dietary aide

**GOE:** 09.05.02 **STRENGTH:** M **GED:** R3 M2 L2 **SVP:** 2
SCAN SKILLS TO BE DEVELOPED

Food Service Worker

C11 Serves Clients/Customers - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C9 Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C19 Applies Technology to Task - Understands proper procedures for setting up and operating machines. Demonstrating competence in how to apply technology to task includes understanding how machines operate; setting up machines; and accurately interpreting machine output.

C5 Acquires and Evaluates Information - Identifies and obtains data from existing sources and evaluates relevance and accuracy. Competently performing the tasks of acquiring data and evaluating information includes analytic questions to determine specific information needs; selecting possible information and evaluating its appropriateness; and determining when new information must be must be created.
BASIC SKILL REQUIREMENTS

Food Service Worker

Reasoning Development: Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development: Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language development: Reading: Passive vocabulary of 5,000-6,000 words. Ability to read at rate of 190-215 words per minute. (Reading level = ability to read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling, and pronunciation; i.e., ability to read instructions for assembling model cars and airplanes.)

Writing: Write compound and complex sentences, using cursive style, proper end punctuation, and employing adjectives and adverbs.

Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variations in word order, using present, perfect, and future tenses.

Estimated overall strength requirements of job: medium work

Typical time required to learn job skills: Anything beyond short demonstration up to and including 1 month.
CURRENT AND PROJECTED LABOR MARKET

Food Service Worker

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food counter, fountain/related occupations</td>
<td>963</td>
<td>2,353</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1980-1990:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1980</td>
<td>1990</td>
</tr>
<tr>
<td>Food counter, fountain/related occupations</td>
<td>1,457</td>
<td>1,540</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1988-2000:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1988</td>
<td>2000</td>
<td>Number</td>
</tr>
<tr>
<td>Food service, non-restaurant</td>
<td>610</td>
<td>755</td>
<td>145</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1992-2005:</th>
<th>Average Annual Openings:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1992</td>
<td>2005</td>
<td>Number</td>
</tr>
<tr>
<td>Dining room and bartender helpers</td>
<td>10,810</td>
<td>13,380</td>
<td>2,570</td>
</tr>
</tbody>
</table>

National Job Outlook:

Job openings for food and beverage service workers are expected to be abundant through the year 2005. Most openings will arise from the need to replace the high proportion of workers who leave this very large occupation each year. There is a substantial movement into and out of the occupation because the limited formal education and training requirements for these jobs allow easy entry, and the predominance of part-time jobs is attractive to persons seeking a short-term source of income rather than a career. Many of these workers simply move to other occupations; others stop working to assume household responsibilities or to attend school. Employment of food and beverage service occupations is expected to grow as fast as the average for all occupations through the year 2005. Workers under the age of 25 have traditionally filled a significant proportion of food and beverage service jobs, particularly in fast-food restaurants. The pool of these young workers in the labor force is expected to shrink through the 1990's, but begin to grow after the year 2000. To attract and retain workers, many employers will be forced to offer higher wages, better benefits, more training, and increased opportunities for advancement and full-time employment.
General Office Clerk

DOT Code: 209.562-010

Job Description: Performs any combination of following and similar clerical duties requiring limited knowledge of systems or procedures:

Duties: Writes, types, or enters information into computer, using keyboard, to prepare correspondence, bills, statements, receipts, checks or other documents, copying information from one record to another.

Proofreads records or forms.

Counts, weighs, or measures material.

Sorts and files records.

Receives money from customers and deposits money in bank.

Addresses envelopes or packages by hand or with typewriter or addressograph machine.

Stuffs envelopes by hand or with envelope stuffing machine.

Answers telephone, conveys messages, and runs errands.

Stuffs envelopes by hand or with envelope stuffing machine.

Answers telephone, conveys messages, and runs errands.

Stamps, sorts, and distributes mail.

Stamps or numbers forms by hand or machine.

Photocopies documents, using photocopier.

Alternate Titles: office clerk, routine

GOE: 07.07.03 STRENGTH: L GED; R3 M2 L3 SVP: 3
SCAN SKILLS TO BE DEVELOPED

General Office Clerk

C9 Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C11 Serves Clients/Customers - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C8 Uses Computers to Process Information - Employs computers to acquire, organize, analyze, and communicate information. Competently using computers to process information includes entering, modifying, retrieving, storing, and verifying data.

C7 Interprets and Communicates Information - Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information; and conveying information to others through a variety of means including oral presentation, written communication, etc.

C6 Organizes and Maintains Information - Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion. Competently performing the tasks of organizing and maintaining information includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats; when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying, or more formal methods.
BASIC SKILL REQUIREMENTS

Reasoning Development: Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development: Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language development: Reading: Ability to read a variety of magazines, atlases, and encyclopedias. Read safety rules, instructions in the use and maintenance of equipment, and methods and procedures.

Writing: Write reports and essays with proper format, punctuation, spelling, and grammar, using all parts of speech.

Speaking: Speak before an audience with poise, voice control, and confidence, using correct English and well-modulated voice.

Estimated overall strength requirements of job: light work

Typical time required to learn job skills: Over 1 month up to and including 3 months.

General Office Clerk GOE: 07.07.03 STRENGTH: L GED: R3 M2 L3 SVP:3
CURRENT AND PROJECTED LABOR MARKET

General Office Clerk

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>General office clerks</td>
<td>316</td>
<td>310</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General office clerks</td>
<td>11,401</td>
<td>9,361</td>
<td>(2,040)</td>
<td>(17.9%)</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General office clerks</td>
<td>11,810</td>
<td>13,295</td>
<td>1,485</td>
<td>12.6%</td>
<td>124</td>
<td>475</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>General office clerks</td>
<td>55,670</td>
<td>65,680</td>
<td>10,010</td>
<td>18.0%</td>
<td>770</td>
<td>930</td>
</tr>
</tbody>
</table>

National Job Outlook:

Employment of typists, word processors, and data entry keyers is expected to decline through the year 2005 despite rapid growth in the production of information and volume of business transactions. This is an indication of the significant productivity gains expected to continue among office workers due to increasing office automation. Technological advances and restructuring of work processes should enable fewer typists, word processors, and data entry keyers to handle a bigger workload. A couple of hundred thousand openings will still occur each year, however, as workers transfer to other occupations or leave the labor force.
Handlers, Helpers and Laborers

<table>
<thead>
<tr>
<th>Job Description:</th>
<th>Assists more skilled production, construction, operating, and maintenance workers, or performs tasks that do not require significant training.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duties:</td>
<td>Performs a broad array of jobs, ranging from moving boxes and feeding machines to cleaning equipment and work areas.</td>
</tr>
<tr>
<td></td>
<td>Does tasks needed to make the work of more skilled employees flow smoothly.</td>
</tr>
<tr>
<td></td>
<td>Often does routine, physical work under close supervision. Follows oral and written instructions from supervisors or more experienced workers with little opportunity make decisions.</td>
</tr>
<tr>
<td></td>
<td>Must be familiar with duties of workers they help, as well as with the materials, tools, and machinery they use.</td>
</tr>
</tbody>
</table>
SCAN SKILLS TO BE DEVELOPED

Handlers, Helpers, and Laborers

C9 Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibily challenging existing procedures.

C11 Serves Clients/Customers - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C19 Applies Technology to Task - Understands proper procedures for setting up and operating machines. Demonstrating competence in how to apply technology to task includes understanding how machines operate; setting up machines; and accurately interpreting machine output.

C15 Understands Systems - Knows how social, organizational, and technological systems work and operates effectively within them. Demonstrating competence in understanding systems involves knowing the right people to ask for information and where to get resources; and functioning within the formal and informal codes of the social/organizational system.

C7 Interprets and Communicates Information - Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information; and conveying information to others through a variety of means including oral presentation, written communication, etc.
CURRENT AND PROJECTED LABOR MARKET  Handlers, Helpers, Laborers

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handlers, helpers, laborers</td>
<td>2,642</td>
<td>891</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Handlers, helpers, laborers</td>
<td>28,543</td>
<td>26,447</td>
<td>(2,096) (7.3%)</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Handlers, helpers, laborers</td>
<td>22,610</td>
<td>20,985</td>
<td>(1,625) (7.2%)</td>
<td>(135) 529</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpers, laborers and hand movers</td>
<td>95,320</td>
<td>112,030</td>
<td>16,720 (17.5%)</td>
<td>1,287 2,342</td>
</tr>
</tbody>
</table>

National Job Outlook:

Job openings should be numerous for handlers, equipment cleaners, helpers and laborers because the occupation is very large and turnover is relatively high — characteristic of occupations that require little formal training. Although employment is expected to grow about as fast as the average for all occupations through the year 2005, employment change for individual occupations will vary. Demand for handlers, equipment cleaners, helpers, and laborers will depend on growth on the industries that employ these workers, as well as growth of the skilled workers whom they assist. Employment growth also is affected by automation. Some of these jobs are repetitive and, therefore, easily replaced by new machines and equipment that can improve productivity and quality control. As more skilled jobs become automated or partially automated, such as those of assemblers, demand for these employees will decline, as will demand for workers who assist them. In addition to automation, many employers have adopted cost cutting measures such as job combinations, in which one employee performs the work previously done by two different types of workers. This may cause displacement of handlers, equipment cleaners, helpers, and laborers because their jobs may be assumed by more highly skilled workers who perform the skilled labor as well as the helper's work. In other cases, a helper may assist more than one type of worker, thereby reducing the number of helpers needed.
Home Health Aide

DOT Code: 354.377-014

Job Description: Cares for elderly, convalescent, or handicapped persons in patient’s home, performing any combination of following tasks:

Duties: Changes bed linens, washes and irons patient’s laundry, and cleans patient’s quarters.

Purchases, prepares, and serves food for patient and other members of family, following special prescribed diets.

Assists patients into and out of bed, automobile, or wheelchair, to lavatory, and up and down stairs.

Assists patient to dress, bathe, and groom self.

Massages patients and applies preparations and treatments, such as liniment or alcohol rubs and heat-lamp stimulation.

Administers prescribed oral medications under written direction of physician or as directed by home care nurse.

Accompanies ambulatory patients outside home, serving as guide, companion, and aide.

Entertains patient, reads aloud, and plays cards or other games with patient.

Performs variety of miscellaneous duties as requested, such as obtaining household supplies and running errands.

Alternate Titles: home attendant

GOE: 10.03.03 STRENGTH: M GED; R3 M2 L2 SVP:3
SCAN SKILLS TO BE DEVELOPED

C11 Serves Clients/Customers - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C9 Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C7 Interprets and Communicates Information - Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information; and conveying information to others through a variety of means including oral presentation, written communication, etc.

C6 Organizes and Maintains Information - Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion. Competently performing the tasks of organizing and maintaining information includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats; when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying, or more formal methods.

C5 Acquires and Evaluates Information - Identifies and obtains data from existing sources and evaluates relevance and accuracy. Competently performing the tasks of acquiring data and evaluating information includes analytic questions to determine specific information needs; selecting possible information and evaluating its appropriateness; and determining when new information must be must be created.
BASIC SKILL REQUIREMENTS

Home Health Aide

Reasoning Development: Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development: Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language development:

*Reading:* Passive vocabulary of 5,000-6,000 words. Ability to read at rate of 190-215 words per minute. (Reading level = ability to read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling, and pronunciation; i.e., ability to read instructions for assembling model cars and airplanes.)

*Writing:* Write compound and complex sentences, using cursive style, proper end punctuation, and employing adjectives and adverbs.

*Speaking:* Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variations in word order, using present, perfect, and future tenses.

Estimated overall strength requirements of job: medium work

Typical time required to learn job skills: Over 1 month up to and including 3 months.
CURRENT AND PROJECTED LABOR MARKET

Home Health Aide

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health aides, except nursing</td>
<td>142</td>
<td>248</td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Home health aides, except nursing</td>
<td>3,285</td>
<td>1,979</td>
<td>(1,306) (39.8%)</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Home health aides</td>
<td>2,940</td>
<td>4,385</td>
<td>1,445</td>
<td>49.1%</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Home health aides</td>
<td>6,160</td>
<td>11,720</td>
<td>5,570</td>
<td>90.4%</td>
</tr>
</tbody>
</table>

National Job Outlook:

A large number of job openings is expected for homemaker-home health aides, due to very rapid growth and very high turnover. Homemaker-home health aides is expected to one of the fastest growing occupations through the year 2005 — more than doubling in employment size. In addition to jobs created by the increase in demand for these workers, replacement needs are expected to produce numerous openings. Turnover is high, a reflection of the relatively low skill requirements, low pay, and high emotional demands of the work.
Houseworker, General

DOT Code: 301.474-010

Job Description: Performs any combination of following duties to maintain private home clean and orderly, to cook and serve meals, and to render personal services to family members:

Duties: Plans meals and purchases foodstuffs and household supplies. Prepares and cooks vegetables, meats, and other foods according to employer's instructions or following own methods.

Serves meals and refreshments.

Washes dishes and cleans silverware.

Oversees activities of children, assisting them in dressing and bathing.

Cleans furnishings, floors, and windows, using vacuum cleaner, mops, broom, cloths, and cleaning solutions.

Changes linens and makes beds.

Washes linens and other garments by hand or machine, and mends and irons clothing, linens, and other household articles using hand iron or electric ironer.

Answers telephone and doorbell.

Feeds pets.

Alternate Titles: housekeeper, home.

GOE: 05.12.18 STRENGTH: M GED; R3 M2 L2 SVP:3
SCAN SKILLS TO BE DEVELOPED

Houseworker, General

C1 Allocates Time - Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules. Competent performance in managing time includes properly identifying tasks to be completed; developing and following an effective, workable schedule; time to complete tasks, time available for completion, and task deadlines; and avoiding wasting time.

C11 Serves Clients/Customers - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

C9 Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C7 Interprets and Communicates Information - Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information; and conveying information to others through a variety of means including oral presentation, written communication, etc.

C14 Works with Cultural Diversity - Works well with men and women from a variety of ethnic, social, or educational backgrounds. Demonstrating competence in working with cultural diversity involves understanding one's own culture and those of others and how they differ; respecting the rights of others while helping them make cultural adjustments where necessary; basing impressions on individual performance, not on stereotypes; and understanding concerns of members of other ethnic and gender groups.

C15 Understands Systems - Knows how social, organizational, and technological systems work and operates effectively within them. Demonstrating competence in understanding systems involves knowing the right people to ask for information and where to get resources; and functioning within the formal and informal codes of the social/organizational system.
BASIC SKILL REQUIREMENTS

Housekeeper

Reasoning Development: Apply common sense understanding to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

Mathematical Development: Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate, and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all American monetary units.

Language development: Reading: Passive vocabulary of 5,000-6,000 words. Ability to read at rate of 190-215 words per minute. (Reading level = ability to read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling, and pronunciation; i.e., ability to read instructions for assembling model cars and airplanes.)

Writing: Write compound and complex sentences, using cursive style, proper end punctuation, and employing adjectives and adverbs.

Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct pronunciation, variations in word order, using present, perfect, and future tenses.

Estimated overall strength requirements of job: medium work

Typical time required to learn job skills: Over 1 month up to and including 3 months.

Housekeeper GOE: 05.12.18 STRENGTH: M GED: R3 M2 L2 SVP:3
CURRENT AND PROJECTED LABOR MARKET

Housekeeper

Milwaukee Metro Area Job Openings, ETI/SSRF Employer Survey, May 1995:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Full-Time Openings</th>
<th>Part-Time Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of Workers in the Milwaukee Metropolitan Labor Force, U.S. Census:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1980-1990:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1980 1990</td>
<td>Number Percent</td>
</tr>
<tr>
<td>Private household cleaners, servants, ironers</td>
<td>898 637</td>
<td>(261) (29.1%)</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for Milwaukee County:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1988-2000:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1988 2000</td>
<td>Number Percent</td>
</tr>
<tr>
<td>Cleaners and servants, private household</td>
<td>2,190 1,350</td>
<td>(840) (38.4%) (65)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29</td>
</tr>
</tbody>
</table>

DILHR Labor Force Projections for the State of Wisconsin:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Employment:</th>
<th>Change, 1992-2005:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1992 2005</td>
<td>Number Percent</td>
</tr>
<tr>
<td>Cleaners and servants, private household</td>
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<td>(840) (38.4%) (65)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29</td>
</tr>
</tbody>
</table>

National Job Outlook:

Job opportunities for people wishing to become private household workers are expected to be excellent through 2005, as the demand for these services continues to far outpace the supply of workers willing to provide them. Due to the limited supply of household workers, many employers have turned to domestic cleaning firms, child-care centers, and temporary help firms to meet their needs for household help. This trend is expected to continue. Although employment of private household workers is expected to decline through 2005, many jobs will be available because of the need to replace the large number of workers who leave these occupations every year.
### Job Developer

**DOT Code:** 166.267-034  

**Job Description:** Promotes and develops employment and on-the-job training opportunities for disadvantaged applicants:

**Duties:** Assists employers in revising standards which exclude applicants from jobs.

Demonstrates to employers effectiveness and profitability of employing chronically unemployed by identifying jobs that workers could perform.

Establishes relationships with employers regarding problems, complaints, and progress of recently paced disadvantaged applicants and recommends corrective action.

Assists employers in establishing wage scales commensurate with prevailing rates.

Promotes, develops, and terminates on-the-job training program opportunities with employers and assists in writing contracts.

Identifies need for and assists in development of auxiliary services to facilitate bringing disadvantaged applicants into job-ready status.

Informs business, labor and public about training programs through various media.

**Alternate Titles:**

GOE: 11.03.04 STRENGTH: S GED: R5 M3 L5 SVP:7
SCAN SKILLS TO BE DEVELOPED

C7 Interprets and Communicates Information - Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multi-media methods. Competently performing the tasks of communicating and interpreting information to others includes determining information to be communicated; identifying the best methods to present information; and conveying information to others through a variety of means including oral presentation, written communication, etc.

C11 Serves Clients/Customer - Works and communicates with clients and customers to satisfy their expectations. Demonstrating competence in serving clients and customers includes actively listening to customers; communicating in a positive manner; and efficiently obtaining additional resources to satisfy client needs.

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C9 Participates as a Member of a Team - Works cooperatively with others and contributes to group with ideas, suggestions, and effort. Demonstrating competence in participating as a member of a team includes doing own share of tasks necessary to complete a project; encouraging team members by listening and building on strengths; resolving differences; taking personal responsibility for accomplishing goals; and responsibly challenging existing procedures.

C6 Organizes and Maintains Information - Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion. Competently performing the tasks of organizing and maintaining information includes understanding and organizing information from computer, visual, oral and physical sources in readily accessible formats; when necessary, transforming data into different formats in order to organize them by the application of various methods such as sorting, classifying, or more formal methods.
BASIC SKILL REQUIREMENTS

Reasoning Development: Apply principles of logical or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions in mathematical or diagrammatic form. Deal with several abstract and concrete variables.

Mathematical Development: Compute discount, interest, profit and loss; commission, mark-up and selling price; ratio and proportion, and percentage. Calculate surfaces, volumes, weights, and measures. Algebra: Calculate variables and formulas; monomials and polynomials; ratio and proportion variables; and square roots and radicals. Geometry: Calculate plane and solid figures; circumference, area, and volume. Understand kinds of angles, and properties of pairs of angles.

Language development: Reading: Ability to read scientific and technical journals, abstracts, financial reports, and legal documents.

Writing: Write editorials, journals, speeches, manuals, and critiques.

Speaking: Conversant in the theory, principles, and methods of effective and persuasive speaking, voice and diction, phonetics, and discussion and debate.

Estimated overall strength requirements of job: sedentary work

Typical time required to learn job skills: Over 2 years up to and including 4 years.