

Developments in Business Simulation & Experiential Exercises, Volume 13, 1986

“WHAT’S MY LINE?”

AN EXERCISE IN JOB ANALYSIS, DESCRIPTION, AND CLASSIFICATION

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ABSTRACT

This paper describes an experiential exercise that introduces students to the very important practices--and equally important challenges--of job analysis and description (via the Sentence Analysis Technique) and job classification. The administrative flexibility of this exercise makes it easy to use, and adaptable to large or small Management Principles or Human Resource Administration classes, as an interesting and involving in-class exercise, a take-home assignment, and/or a means of promoting class discussion. This paper contains sufficient information to conduct the exercise as it is described; sources of additional information are also noted.

PURPOSE

This exercise is intended to expose the student to certain important activities in the management function of staffing or human resource (personnel) administration, and to facilitate the student's understanding of the importance of these activities in relation to other personnel and management functions.

It is probably not an overstatement to suggest that the importance of job analysis cannot be overstated. Classic and contemporary writers in the field have made the same point--job analysis is fundamental to the effective management of any organization [e.g.: 1; 3; 5; 6]. The essence of job analysis is to provide accurate and thorough information about the various aspects of a specific job. This information is useful in a wide range of organizational managerial activities: understanding the nature, methods, and procedures of the work involved; writing job descriptions; manpower planning; recruitment and selection; test development and validation; training and executive development programs; job evaluation and wage and salary administration; performance appraisal; job restructuring; development of more effective work methods and procedures, and tools and equipment; and compliance with applicable laws and regulations [3; 5; 6].

A great deal has been written on the topic [e.g., see 6]; yet, job analysis appears to be underutilized or ignored by a majority of employers [5]. Such underutilization makes the need for job analyses no less important; it only makes the familiarizing of managers or prospective managers with job analysis procedures and techniques all the more important.

More and more legal emphasis is being placed on job analyses. The legal trend seems to be for courts to demand job analyses as the necessary foundations for various organizational selection, evaluation, and compensation activities. Further, while a comprehensive list of specific standards for acceptable job analyses has not been issued, it is increasingly clear that the courts are not finding acceptable those job analyses that are superficial, performed by unknowledgeable persons, incomplete, and/or not committed to written form [8].

A job analysis might include job titles, activities, and procedures; functional relationships between jobs; working

conditions and physical environment; social environment; conditions of employment; and perhaps other Job or work characteristics, depending on the specific purpose of the analysis [1; 3]. But training or instructing managers or prospective managers (viz., students) in the intricacies of comprehensive job analysis procedures and techniques is probably beyond the scope of most educational programs. Nonetheless, some exposure to available methods is imperative, given the existing (and increasing) importance of job analysis to effective organizational management.

This exercise provides students with the opportunity to use the U.S. Department of Labor--Manpower Administration's "Sentence Analysis Technique" to analyze and write descriptions for jobs with which they are (or may become) familiar, and then to use those analyses in classifying the jobs. This experience is intended to aid the student in understanding the content, process, and applications of both the techniques and the results of these practices, and to aid in developing the student's analytic and communications skills in these areas.

JOB DESCRIPTIONS

The six basic parts of a job description (occupational definition) present data about a job in a systematic fashion. In the order in which they appear in every definition in the Dictionary of Occupational Titles [2] (DOT), the parts are: (1) occupational code number; (2) occupational title; (3) industry designation; (4) alternate titles (if any); (5) body of the definition: (5a) lead statement, (5b) task element statements, (5c) "may" items; (6) undefined related titles (if any).

Occupational Title

The occupational base title is the title by which the occupation is known in the majority of establishments in which it is found. Master titles define common job tasks having a wide variety of job variables and a wide variety of titles; they are used to eliminate unnecessary repetition of tasks common to a large number of occupations (e.g., "supervisor"). A term title includes occupations with the same title but few common duties. Alternate titles are less commonly used synonyms for the base title. Undefined related titles, if applicable, appear at the end of the occupational definition; this type of title is for an occupation that is really a variation or specialization of the base occupation; it resembles the base title enough to accompany it, but differs from it enough to require an explanatory phrase and its own unique title. This exercise focuses on the base title, with the appropriate definition for that title to be generated. Body of the Definition

The body of the definition usually consists of two or three main parts: a lead statement, a number of task element statements, and "may" items. The lead statement summarizes the entire occupation, offering essential information such as: worker actions; objective or purpose of worker actions; machines, tools, equipment,

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or work aids (MTEWA) used by the worker; materials used, products made, subject matter dealt with, or services rendered (MPSMS); and instructions followed or judgments made. Task element statements indicate the specific tasks the worker performs to accomplish the overall job purpose described in the lead statement. Items describe duties required of workers in this occupation in some establishments but not in others; this does not mean that a worker will sometimes perform this activity, but rather that some workers will usually perform this activity.

The standard definition also contains some other elements that are not relevant to this exercise and therefore not described here (e.g.: italicized words, bracketed titles, unbracketed titles, Roman numerals, and statements of significant variables). Development of appropriate lead statements, task element statements, and “may” items will be the goal of the job analyses in this exercise.

Industry Designation

An industry designation is often used immediately after the occupational base title to differentiate between two or more occupations with identical titles but different duties. The industry designation often provides additional information about occupational characteristics (e.g., location). Occupations which occur in a number of industries, and do not vary widely in duties between industries, are designated “any industry” (“any ind.”). In this exercise, this information is provided along with the base title.

Occupational Code Number

The DOT occupational classification system uses a 9-digit number composed of three sets of three digits to provide a unique identification code for a particular job. The first three digits identify the occupational group; the first digit identifies the nine broad job “categories”; the second digit refers to a “division” within the category; the third digit defines the “occupational group” within the division. The middle three digits are the worker functions ratings of the tasks performed in the occupation: separate digits express the worker’s relationship to data, people, and things. The last three digits of the occupational code number indicate the alphabetical order of titles within the previously identified 6-digit code groups, thus assuring that every occupation will have a unique 9-digit occupational code number.

Derivation of occupational code numbers is a product of job classification procedures which, even though included in this exercise as an optional segment, is an integral part of a thorough job analysis.

THE SENTENCE ANALYSIS TECHNIQUE FOR JOB ANALYSIS AND DESCRIPTION

The Manpower Administration of the U.S. Department of Labor has described a relatively simple and straightforward method to assist the job analyst in stating a “job-worker situation” (i.e., a job description), in brief, declarative sentences in a standard, concise form [4]. This sentence analysis technique (SAT) will be used in this exercise to generate job descriptions, which can then be compared to those in the DOT. (Although this specific technique may not have been used to generate DOT definitions, it should yield job descriptions with formats and contents similar to those in the DOT.)

SAT Procedures

The framework for sentence analysis is constant: an implied subject, a verb, the immediate object of the verb, and a modifying infinitive phrase (infinitive + object).

1. The subject is always the worker identified by the job title, and is implied by not expressed.
2. The verb, which always begins the sentence, expresses the worker function, i.e., what the worker does in relation to data, people, and things.
3. The immediate object of the verb is the work object --the data, people, or things on/for/through which work is performed:
 - a. In case of a data function, the object is information in some form.
 - b. In case of a people function, the object is usually the people to whom a service is being rendered.
 - c. In case of a function, the object is a machine, tool, equipment, or work aid (MTEWA) through which the action of the verb is performed.
4. The infinitive phrase has a varying influence as modifier:
 - a. The infinitive is the work field, or methodologies and techniques used, which describes the goals of the worker functions (the worker function is performed in order “to...”).
 - b. The object of the infinitive is the materials, products, subject matter, and services (MPSMS) to which those methodologies and techniques are applied.

An SAT-format job analysis for BARTENDER is shown in Appendix I, and the DOT job description is contained in Appendix III. (In this example the job analysis was derived from the DOT definition; this backward process is for illustrative purposes, and does not reflect the normal or proper method for the use of job analysis vis-à-vis job descriptions.)

JOB CLASSIFICATION

Once a job has been described, it can be classified on the basis of the occupational group and worker functions involved. This classification information is expressed as the occupational code number. In order for jobs to be classified, access is needed to code number keys. Abridged versions of the keys contained in the DOT are included here in Appendices IV and V. As with job descriptions, the occupational codes generated in this portion of the exercise can be compared with those in the DOT.

Occupational Divisions

The first three digits of the nine-digit occupational code number identify the increasingly specific occupational classifications of “category,” “division,” and “group.” The keys for the category and division codes are contained in Appendix IV. (“Group” codes are not included to save time during the exercise, and space here.)

The classification process is accomplished in the context of this exercise by comparing the job description generated with the possible occupational classifications, and assigning the code number of the one that provides the best “fit” or match.

Worker Functions

All workers function to some degree in relation to data, people, and things. These relationships can be

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expressed by 24 worker functions, arranged hierarchically within those three areas according to complexity -the lower the number, the higher the complexity level of the function. A combination of the highest functions (lowest number) which the worker performs in relation to each area expresses the total level of complexity of the work situations and yields the middle three digits of the occupational code number. The classificatory worker functions, along with an abridged description of each function, are given in Appendix V; full definitions are in the DOT.

Classification of jobs using this system involves determining which general worker functions best describe each specific worker function identified in the job analysis and descriptions and assigning the appropriate code numbers. Arrangement of the lowest code number in each area in the order Data--People--Things yields the worker function portion (middle three digits) of the occupational code number.

The job classification of BARTENDER is illustrated in Appendix II, based on the job analysis information in Appendix I.

EXERCISE ADMINISTRATION

Preparation

A typical classroom setting is suitable. Students may work in small (2-5 person) groups, individually, or in the class as a whole.

This exercise is designed to take one full class period plus a few minutes at the beginning of the next class meeting. Inclusion of the job classification steps will extend the time required to two full class periods. The entire exercise can be completed in one period if the analysis of a job not in the DOT (viz., STUDENT) is completed in class; however, this deprives the students of the experience of having to collect detailed background information via appropriate research techniques.

Each student (or group of students) will need job analysis and classification worksheets (see examples in Appendices I and II) or blank paper, and pencils; access to a chalkboard may be helpful. The instructor will need a chalkboard or overhead projector, and job description and classification information for the job(s) to be analyzed. (Unless the instructor wishes to use the abridged information contained in the appendices of this paper, access to a DOT will be essential at some time before or during the exercise, and desirable throughout the exercise.)

Procedure

(Note: Possible variations in procedures, along with supplemental information, are provided in brackets for each step as appropriate.)

1. Instructor provides brief introduction of job analysis and description via short lecture, handouts, and/or reading assignments. [It may be more efficient to complete this step prior to the class period in which the exercise will be conducted.]

2. Instructor does a sample job analysis and description (e.g., BARTENDER, as shown in Appendices I and III), as lecture or via class discussion. [This step may also be completed prior to the class period in which the exercise will be conducted.]

3. Students, working individually or in small groups, and using job analysis worksheets (see Appendix I), prepare a job analysis and description; any job for which there is a

definition in the DOT may be used (of Appendix III). [Setting up intergroup competition (if it does not evolve naturally) may foster increased interest and effort from the students.]

4. A representative from each group, or select individuals, share their descriptions with the class (orally or via chalkboard), and the class combines and edits the descriptions until agreement is reached on a single unified job description.

5. The students' description is compared to the DOT description. "Accuracy scores" can be determined for the class description (and/or individual or group descriptions), by totalling the number of tasks correctly identified, minus the number not mentioned, and minus the number incorrectly included. [At the instructor's discretion, appropriate omissions and/or inclusions may be scored as correct, even though they differ from the DOT description; this possibility may serve as the impetus for lively class discussion.]

6. Repeat steps 3-5 (time permitting) for another job described in the DOT (e.g., see Appendices III and VI).

7. Conduct a follow-up discussion of job analysis and description, stressing the activities necessary to compile appropriate information before a job can be adequately analyzed and described (especially from a legal perspective), and mentioning additional tasks essential to effective personnel administration. [The importance of collecting both secondary and primary data (and primary data collection methods such as observation and interviewing) might be stressed.]

8. Students are instructed to do appropriate interviewing and other qualitative data collecting, and then to repeat step 3, for the job of STUDENTS for discussion at the next class meeting. [There is no DOT definition for this "job." This is suggested for this exercise because it is one with which students are intimately familiar, and for which there is much information that might be compiled. Also, since the DOT does not contain this "job," students will have to generate the analysis and description themselves. Note: Information on jobs not contained in the DOT may be requested from--or submitted to--the Division of Occupational Analysis, U.S. Employment Service, Employment and Training Administration, U.S. Department of Labor, Washington, D.C. 20213.]

9. At the beginning of the next class, repeat step 4, and use the results as the basis for reviewing job analysis and description, plus topics such as data gathering and synthesis, and other topics related to the personnel function. (This discussion should also serve as an introduction to job classification, if the following optional steps are to be included in the exercise.)

10. [Optional] Students use the occupational division codes (see Appendix IV) to generate the first two digits of the (9-digit) occupational code number for the jobs that have already been analyzed in this exercise, and/or for other job descriptions from the DOT. [The third digit of the first three-digit code number can be included if occupational group codes (and time) are available.]

11. [Optional] Students use a job analysis they completed in steps 3 and 4 (or 6 or 8) and a job classification worksheet (see Appendix II) and the worker functions codes (see Appendix V), to derive the middle three digits of the (9-digit) occupational code number. [The last three digits of the occupational code number, which deal with alphabetical arrangements within the 6-digit code groups, are omitted from this exercise, as they do

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not add appreciably to understanding job analysis, description, and classification procedures.]

12. [Optional] The results of steps 10 and 11 can be treated as in step 4, and then compared to the occupational code numbers contained in the DOT (or Appendices III or VI).

13. [Optional] A follow-up class discussion may be desirable to reinforce students' learning of the material presented and used in this exercise.

Again, it should be stressed to students that professional job analysis, definition, and classification procedures are considerably more complex and demanding than the simplified versions used in this exercise.

APPENDIX I SAMPLE JOB ANALYSIS WORKSHEET

Implied Subject
TITLE: BARTENDER

<u>Verb</u> <u>WORKER FUNCTION</u>	<u>Immediate Object</u> <u>DATA, PEOPLE, THINGS</u>	<u>Infinitive Phrase</u>	
		<u>Infinitive</u> <u>WORK FIELD</u>	<u>Obj. of Inf.</u> <u>MPSMS</u>
mixes & serves	alcohol & other beverages	to fill	orders
follows	standard recipes	to mix	drinks
mixes	ingredients	to prepare	drinks
serves	wine & beer	to fill	orders
operates	cash register	to collect	payments
places	bottles goods & glasses	to form	displays
may slice & pit	fruit	to garnish	drinks
may prepare	foods	to make	appetizers

APPENDIX II SAMPLE JOB CLASSIFICATION WORKSHEET

Title: **BARTENDER** Code: 312.474

First 3 Digits

<u>OCCUPATION</u>	<u>CODE</u>	<u>DESCRIPTION</u>
Category	3	service occupation
Group	1	food and beverage preparation and service
*Division	2	bartenders

[*Division listings omitted in exercise and App. IV.]

Second 3 Digits

<u>AREA</u>	<u>WORKER FUNCTIONS</u>	<u>HIERARCHY FACTOR</u>	<u>CODE</u>
Data	follows recipes	copying	5
	collects money	computing	4✓
People	serves customers	serving	7✓
Things	mixes drinks and ingredients	manipulating	4✓
	places displays	manipulating	4
	prepares fruits	manipulating	4
	and snacks		

Third 3 Digits

[Omitted in exercise and Appendix IV.]

APPENDIX III SAMPLE DOT [2; 7] JOB DESCRIPTIONS

BARTENDER (hotel & rest.) 312.474-010. Mixes and serves alcoholic and nonalcoholic drinks to patrons of bar, following standard recipes: Mixes ingredients, such as liquors soda, water, sugar, and bitters, to prepare cocktails and other drinks. Serves wine and draught or bottled beer. Collects money for drinks served. Orders or requisitions liquors and supplies. Places bottled goods and glasses to make attractive display. May slice and pit fruit for garnishing drinks. May prepare appetizers, such as pickles, cheese, and cold meats. When tending service bar, may be designated as SERVICE BARTENDER.

MANAGER, EMPLOYMENT (profess. & kin.) 166.167-030. Manages employment activities of establishment: Plans and directs activities of staff workers concerned with such functions as developing sources of qualified applicants, conducting screening interviews, administering tests, checking references and background, evaluating applicants' qualifications, and arranging for preliminary indoctrination and training for newly hired employees according to policy formulated by DIRECTOR, INDUSTRIAL RELATIONS (profess. & kin.). Keeps records and compiles statistical reports concerning recruitments, interviews, hires, transfers, promotions, terminations, and performance appraisals, utilizing knowledge of job requirements, valid selection processes, and legislation concerning equal employment practices. Coordinates employment activities, such as those concerned with preparing job requisitions; interviewing, selecting, and hiring candidates; on-the-job indoctrination and additional

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training; supervisory follow-up, development, and rating of employees; and conducting exit interviews. Analyzes statistical data and other reports concerning all aspects of employment function in order to identify and determine causes of personnel problems and to develop and present recommendations for improvement of establishment's employment policies, processes, and practices.

FACULTY MEMBER, COLLEGE OR UNIVERSITY (education) 090. 227-010. Conducts college or university courses for undergraduate or graduate students; Teaches one or more subjects, such as economics, chemistry, law, or medicine, within a prescribed curriculum. Prepares and delivers lectures to students. Compiles bibliographies of specialized materials for outside reading assignments. Stimulates class discussions. Compiles, administers, and grades examinations, or assigns this work to others. Directs research of other teachers or graduate students working for advanced academic degrees. Conducts research in particular field of knowledge and publishes findings in professional journals. Performs related duties, such as advising students on academic and vocational curricula, and acting as adviser to student organizations. Serves on faculty committee providing professional consulting services to government and industry. May be designated according to faculty rank in traditional hierarchy as determined by institution's estimate of scholarly maturity as ASSOCIATE PROFESSOR; PROFESSOR; or according to rank distinguished by duties assigned or amount of time devoted to academic work as RESEARCH ASSISTANT; VISITING PROFESSOR. May teach in two-year college and be designated TEACHER, JUNIOR COLLEGE; or in technical institute and be designated FACULTY MEMBER, TECHNICAL INSTITUTE. Additional titles: ACTING PROFESSOR; ASSISTANT PROFESSOR; CLINICAL INSTRUCTOR; INSTRUCTOR; LECTURER; TEACHING ASSISTANT.

APPENDIX IV OCCUPATIONAL DIVISION 2-DIGIT CODES (ABRIDGED)

(n.e.c. = not elsewhere classified; rd. - related)

0/1--PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS: 00/01=architecture, engineering, surveying. 02=Mathematics, physical sciences. 04=life sciences. 05=social sciences. 07=medical, health. 09=education. 10=museum, library, archival sciences. 11=law jurisprudence. 12=religion, theology. 13=writing. 14=art. 15=entertainment, recreation. 16=administrative specializations. 18=managers & officials, n.e.c. 19=misc. professional, technical, managerial.

2--CLERICAL AND SALES OCCUPATIONS: 20=stenography, typing, filing, & rd. 21=computing, account-recording. 22=production, stock clerks, & rd. 23=information, message distribution. 24=misc. clerical. 25=sales--services. 26=sales--consumable commodities. 27=sales--commodities, n.e.c. 29=misc. sales.

3--SERVICE OCCUPATIONS: 30=domestic service. 31=food & beverage preparation & serv. 32=lodging & rel. serv. 33=barbering, cosmetology, & rel. 34=amusement & recreation serv. 35= misc. personal serv. 36= apparel & furnishings serv. 37= protective serv. 38= building and rel. serv.

4--AGRICULTURAL, FISHERY, FORESTRY, AND RELATED OCCUPATIONS: 40=plant farming. 41=animal farming. 42=misc. agricultural & rel. 44=fishery & rel. 45=forestry. 46=hunting, trapping, & rel.

5--PROCESSING OCCUPATIONS: 50=processing of metal. 51=ore refining & foundry. 52=proc. of food, tobacco, & rel. 53=proc. of paper & rd. 54=proc. petroleum,

coal, natural & manufactured gas, & rel. 55=proc. of chemicals, plastics, synthetics, rubber, paint, & rel. 56=proc. of wood & wood products. 57=proc. of stone, clay, glass, & rd. 58=proc. of leather, textiles, & rel. 59=proc., n.e.c.

6--MACHINE TRADE OCCUPATIONS: 60=metal machining. 61= metalworking, n.e.c. 62/63=mechanics & machinery repairs. 64=paperworking. 65=printing. 66=wood machining. 67=machining stone, clay, glass, & rel. 68=textile. 69=machine trades, n.e.c.

7--BENCHWORK OCCUPATIONS: 70=fabrication, assembly, & repair of metal products, n.e.c. 71=fabr. & repair of scientific, medical, photographic, optical, horological, & rel. products. 72=assembly & repair of electrical equipment. 73=fabr. & repair of products made from assorted materials. 74=painting, decorating, & rd. 75=fabr. & repair of plastics, synthetics, rubber, & rel. products. 76=fabr. & repair of wood products. 77=fabr. & repair of sand, stone, clay, & glass products. 78=fabr. & repair of textile, leather, & rel. products. 79=bench work, n.e.c.

8--STRUCTURAL WORK OCCUPATIONS: 80=metal fabricating, n.e.c. 81=welders, cutters, & rd. 82=electrical assembling, installing, & repairing. 84=painting, plastering, waterproofing, cementing, & rd. 85=excavating, grading, paving, & rd. 86=construction, n.e.c. 89=structural work, n.e.c.

9--MISCELLANEOUS OCCUPATIONS: 90=motor freight. 91=transportation, n.e.c. 92=packaging & material handling. 93=extraction of minerals. 95=production & distribution of utilities. 96=amusement, recreation, motion picture, radio, & television, n.e.c. 97=graphic art work.

APPENDIX V WORKER FUNCTIONS--DESCRIPTIONS AND CODES (ABRIDGED)

DATA (4th digit) - Information, knowledge, & conceptions; include numbers, words, symbols, ideas, concepts, & oral verbalizations. 0=SYNTHESIZING - Integrating analyses of data to discover facts or develop knowledge. 1=COORDINATING- Determining times place, & sequence of actions to be taken. 2=ANALYZING-Examining and evaluating data; presenting alternatives. 3=COMPILING=Gathering, collating, or classifying information; reporting &/or carrying out action in relation to information. 4=COMPUTING = Performing & reporting arithmetic operations; counting not included. 5=COPYING=Transcribing, entering, or posting. data. 6=COMPARING=Judging the observable characteristics of data, people, things.

PEOPLE (5th digit) - Human beings; also animals dealt with on an individual basis as if they were human. 0=MENTORING-Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them. 1=NEGOTIATING= Exchanging ideas, information, & opinions with others to formulate policies and programs, & to arrive at decisions or solutions. 2 INSTRUCTING-Teaching subject matter to others, or training others. 3= SUPERVISING-Determining or interpreting work procedures for workers, assigning specific duties, maintaining harmony, promoting efficiency. A variety of responsibilities is involved in this function. 4=DIVERTING=Amusing others. 5= PERSUADING - Influencing others in favor of a product, service, or point of view. 6 = SPEAKING-SIGNALING = Conveying or exchanging information. 7 = SERVING Attending immediately to the needs or requests of people or animals. 8 TAKING INSTRUCTIONS- HELPING= Applies to "non-learning" helpers; no variety of responsibility is involved in this function.

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Things (6th digit) Inanimate objects as distinguished from human beings, substances, materials; machines, tools, equipment, products; has shape, form, & other physical characteristics. 0= SETTING UP= Adjusting machines or equipment to prepare them to perform their functions, change their performance, or restore proper functioning. 1= PRECISION WORKING-Using body members &/or tools or work aids on objects or materials to attain standards; requires use of considerable judgment. 2 = OPERATING-CONTROLLING = Starting, stopping, controlling, & adjusting the progress of machines or equipment. 3 = DRIVING-OPERATING = Starting, stopping, and controlling machines or equipment which must be guided; excludes manually powered and power-assisted machines. 4= MANIPULATING-Using body members, tools, or special devices to work, move, guide, or place objects or materials; involves some latitude of judgment with regard to precision attained. 5 = TENDING = Starting, stopping, and observing the functioning of machines and equipment; little judgment is involved in making these adjustments. 6 = FEEDING-OFFBEARING Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or run by others. 7 HANDLING = Using body members, handtools, &/or special devices to work, move, or carry objects or materials; little or no latitude for judgment with regard to selecting tools, objects, material, or standards.

APPENDIX VI SOME ADDITIONAL TITLES AND OCCUPATIONAL CODE NUMBERS

Accountant 160.167-010. Actor/Actress=150.047-010. Athlete (professional)=153.341-010. Bookie 187. 167-014. Doctor, Family Practitioner 070.101-026. Doctor, Surgeon 070.101-094. Dog-Catcher-379.673-010. Janitor (any ind.)=381.687-014. Manager, Advertising=164.117-010. Manager, Branch (any ind.)=183.117-010. Manager, Department (any ind.) = 189.167-022. Manager, Market 186.167-042. Manager, Merchandise=185.167-034. Manager, Office 160.167-010. Manager, Production (any ind.) a183.117 014. Manager, Sales (any ind.)-163.167-018. Sales Agent, Business Services=251.357-010. Sales Agent, Insurance 250. 257-010. Sales Agent, Real Estate =250.357-018. Sales Clerk (retail trade)=290.477-014. Salesperson, Automobile-273. 353-010. Secretary (clerical) 201.362-030. Wine-Maker=183.161-014.

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*Available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

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