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**Madonna R. Garcia, MRC, VRTWC
Vocational Rehabilitation Counselor/VRC**

Mailing Address:

**Calworx
1317 N. San Fernando Blvd, #158
Burbank CA 91504
Tel 831-428-3855
Fax 818-301-3288**

**Subsequent Injuries Benefits Trust Fund
Department of Industrial Relations
Division of Workers Compensation
160 Promenade Circle, Ste. 350
Sacramento, CA 95834**

**Natalia Foley Esq.
Law Offices of Natalia Foley
8018 E. Santa Ana Cyn Rd Stem100-215
Anaheim Hills CA 92808**

**Employee: Kevin Williams
SIF #: SIF 125224618
D.O.I: 9/9/2018-3/20/2019
Employer: Walmart**

Subsequent Injuries Benefit Trust Fund Vocational Opinion

I have been requested by Attorney Natalia Foley to perform a forensic vocational analysis and report addressing Mr. Williams ability to compete in the open labor market based upon his subsequent industrial injury as well as his pre-existing illnesses and injuries that have created labor disabling conditions that would diminish Mr. William's ability to compete in the open market.

Introductory Comments

My assignment included a face-to-face interview with Mr. Williams, a review of his occupational history, medical history and records, physician assessment of his medical conditions and labor disablement and appointment involving percentage of disability apportioned to the subsequent injury, and pre-existing injuries and illnesses, vocational assessments, transferable skills, the labor market analysis and Mr. Williams is amenable to vocational rehabilitation.

A thorough evaluation was conducted of Mr. Williams through vocational testing, research through the OASYS system, the Employment Development Department (EDD), the Dictionary of Occupational titles, the Social Security Administration (SSA), the Occupational Employment Quarterly (OEQ), and pertinent case law to determine Mr. Williams pre-injury labor disablement, as well as the post-injury labor market access and ability to compete in the open labor market.

I explained to Mr. Williams my position as an Applicant Vocational Expert and informed his that I would not be providing ongoing vocational counseling. I informed his that the information derived during the evaluation would not be considered confidential and that my findings and opinions would be summarized in a report that would be provided to his attorneys and the Subsequent Injuries Benefits Trust Fund.

Date and Time of Evaluation

My evaluation occurred with Mr. Williams on May 5, 2021. I conducted the evaluation with Mr. Williams and had full view of his entire body throughout the assessment.

Evaluation Timeframes

9 hours for file review of medical and psychological records, 8 hours of face-to-face time, 6 hours of vocational rehabilitation testing and scoring, 6 hours of interpreting and analysis of the CAPS and Raven Standard Progressive Matrices, 6 hours of research (DOT, OASYS, SSA) and 9 hours of report writing, proofreading, and editing time for a total of professional time. A total of 44 hours of professional time. An itemized invoice is attached to this report outlining my work in this matter.

Background Information

Mr. Williams was casually dressed and well-groomed for his scheduled evaluation. Mr. Williams was forthcoming and cooperative throughout the interview.

I interviewed Mr. Williams to obtain information regarding his educational background, employment history, medications, subjective physical tolerances in addition to administering vocational testing.

Mr. Williams was born on February 17, 1964 in Hollywood, California. He was 57 years old at the time of this report. He reported a Social Security Number (SSN) of xxx-xx-5680.

Transportation Information

Mr. Williams produced a current Class C California driver's license with a number of xxxx3938 and an expiration date of February 17, 2023. He stated that he had no vehicle code violations or accidents currently on his driving record.

Mr. Williams indicated that he would be willing to travel approximately fifteen (30) minutes to work in one direction should he be able to work. He said that he has a reliable vehicle which he could utilize for employment purposes.

Mr. Williams explained that he would not be willing to use public transportation because of the physical strain it would put on his body given his conditions. He would not be willing to relocate. Mr. Williams should he be able to work, he would be available to work Monday through Friday during the day.

Social History

Mr. Williams is married.

He is not required to perform elder care.

Legal History

Mr. Williams indicated that he did not have any felony or misdemeanor convictions.

Educational Background

Mr. Williams communicate in English fluently.

He stated that he completed high school at Narbone High School and graduated. He said that he was an average student and received average grades. Mr. Williams was never held back a grade and does not have any learning disabilities. He did attend college at Wilmington University and studied Applied Technology in December 2020. He also obtained certificate in Computer Information Systems/CIS and CISCO Networking CCNP Exam at Caffey College in June 2015.

Military History

Mr. Williams was not in the military.

Current Sources of Income

Mr. Williams indicated that he does not meet his monthly expenditures.

Mr. Williams states that his monthly expenditures which includes his mortgage, utilities, food, clothing and which is about \$2750 and receives compensation of \$385/week from EDD including extra \$300 for the pandemic benefit. He also receives \$457 from his pension. Mr. Williams stated that he also pays for his own medical thru Covered CA/Kaiser.

Current Work Status

Mr. Williams is currently not working.

Employment History.

Employer Name: Walmart- Chino, CA - 8/2/2015 to 4/2/2019

Job Title: IT Tech

Job Description: Mr. Williams was employed as an IT Tech in which he performed support, function, or process, for systems, installed, business management system, software, and security software. He was responsible for daily maintenance, install, repair hardware and peripheral equipment. Set up workstations, merged into network, and software/hardware compliance. Maintained weekly PM's, tested the network monitor, ensure network was secure and integrity. Troubleshoot routine issues maintain information technology software, and repaired systems issues.

Employer Name: Fed Ex – Chino, CA - 7/2014 to 8/2015

Job Title: Parcel Sorter

Job Description: Mr. Williams was employed as a Parcel Sorter in which he did Sorting, loading, palletizing, scanning, quality assurance, and operation of powered industrial equipment. Unload, load, lift, push, and stack package and Sort packages to correct location according to label, load chart or scanner.

Employer Name: Menlo Worldwide Logistics – Walnut, CA - 9/2008 to 7/2009

Job Title: Material Handler Lead

Job Description: Mr. Williams was employed as a Material Handler Lead in which he Manager of lumping team prepared, managed multiple priorities in fast-paced environment. Hiring and trained new employees and certified on power equipment. Monitor workplace performance and lead training initiatives to improve employees.

Employer Name: Coastal Pacific Foods Distributor – Ontario, CA – 4/2007 to 9/2008

Job Title: Outbound Picker

Job Description: Mr. Williams was employed as an Outbound Picker in which he pulled groceries cases, non-foods off warehouse floor and stacked on pallets. Verified data integrity and accuracy.

Employer Name: Whole Food Market – Vernon, CA – 5/2004 to 6/2008

Job Title: Receiving Put Away Driver

Job Description: Mr. Williams was employed as a Driver in which he was sealing and tagging containers, confirming accuracy of orders, securing with stretch wrap.

Employer Name: Dedicate Management Group - San Bernardino, CA - 4/2003 to 5/2004

Job Title: Assistant Manager

Job Description: Mr. Williams was employed as an Assistant Manager in which his job requires him managed multiple priorities in fast-paced environment and did the hiring and trained new employees and certified on power equipment as well as monitoring workplace performance and lead training initiatives to improve employees.

Employer: UPS Logistics - Ontario, CA – 6/2002 to 1/2003

Job Title: Receiving Lead

Job Description: Mr. Williams was employed as a Receiving Lead person in which he received daily shipments, verified shipment integrity and accuracy. put-a- way and replenish and Managed multiple priorities in fast-paced environment.

Employer: VONS Grocery Company – South El Monte, CA – 5/1985 to 9/1998

Job Title: Order Selector/Steward

Job Description: Mr. Williams was employed as an Order Selector/Steward in which he was locating and selecting the specific warehouse items to fulfill the stores order and placing prepared orders on dock for loading, inspected orders to ensure correct.

Activities of Daily Living

During my interview, Mr. Williams completed the Activities of Daily Living (ADL) questionnaire with my assistance. I asked Mr. Williams questions regarding how his disabilities affect his activities of daily living. Mr. Williams noted that he had some difficulty washing and drying himself and dressing himself. Mr. Williams reported having much difficulty doing light housework such as cleaning and doing laundry. He also has much difficulty with cooking and yardwork activities. Mr. Williams also stated some difficulty driving car most especially getting in and out of the car and opening and closing doors. Mr. Williams vision reports difficulty watching TV or reading a book and writing as well as seeing up close and seeing things far. Mr. Williams also have difficulty sleeping at night and it generally takes him about 1-2 hours to fall asleep and he usually wakes up around 7:00 a.m.

Mr. Williams subjective physical tolerances includes difficulty sitting and standing for long periods of time. Mr. Williams reported difficulty walking on a flat surface, walking on incline and difficulty walking down on a decline. Mr. Williams also reported difficulty crouching, bending, stooping, crawling, kneeling and maintaining his balance. Mr. Williams also reported that is both difficult to walk up and down a flight. He also reported difficulty with moving forward flexion of neck and twisting of neck left and right.

Mr. Williams also reported reaching above shoulder level with both left and right arm. Mr. Williams reported difficulty push and pulling object and gripping a glass of water or carrying a gallon of milk with one or both hands. Mr. Williams also reported difficulty lifting more than 5 lbs. and much more difficulty lifting more than 10 lbs. and 20 lbs. and much more difficulty lifting more than 50 lbs.

Mr. Williams reported difficulty with fine finger manipulation like turning screws/bolts, using a cell phone or texting and have trouble with repetitive movements and simple and firm grasping. Mr. Williams also reported difficulty with his sensory functions, with him feel, smell, taste sensations. Mr. Williams also reported difficulty with talking and speaking clearly both the left ear and the right ear. (See attachment: Activities of Daily Living, Appendix A)

Current Treatment, Therapy and Physical Condition

Mr. Williams does not participate in physical therapy.

Current Medications

Mr. Williams provided a list of his medications

Lists of Medications

Gabapentin – 600 ml 3x/day

Mirtazapine - 15 ml 1x/day

Clonazepam - 2ml 3x/day

Effects of Medication on Full Time Employment

Mr. Williams takes medication as indicated above that severely limits his ability to function in a full-time work setting. Medication usage could limit an employer from fully considering Mr. Williams from full time gainful employment.

Mr. Williams takes Gabapentin - 600 ml 3x/day is an anti-epileptic drug and it is also called an anticonvulsant. It affects chemicals and nerves in the body that are involved in the cause of seizures and some types of pain. Side effects of gabapentin include ataxia, dizziness, drowsiness, fatigue, fever, nystagmus disorder, sedated state, and viral infection.

Mr. Williams also takes Mirtazapine -15 ml 1x/day which is an antidepressant. Mirtazapine is used to treat major depressive disorder in adults. Side effects drowsiness, dizziness, increased appetite and weight gain.

Mr. Williams also takes Clonazepam - 2ml 3x/day which is a benzodiazepine and works by enhancing the activity of certain neurotransmitters in the brain. Side effects include drowsiness, dizziness, feeling tired or depressed, memory problems and problems with walking or coordination.

Activities of Daily Living

	Without difficulty	With SOME difficulty	With MUCH difficulty	FOR HOW LONG PERIOD OF TIME	UNABLE TO DO
<u>SELF-CARE, PERSONAL HYGIENE</u>					
Comb your hair	X				
Wash and dry yourself		X			
Dress yourself including shoes			X		
Light Housework cleaning, laundry	X				
Heavy Housework vacuuming, sweeping, mopping		X			
Cooking	X				
Yard Work					X
Other Housework: Describe:					
<u>TRAVEL</u>					
Driving a car				X	
Get in and out of cars	X				
Opening and Closing Car Door	X				
<u>VISION</u>					

Watch Television (with glasses on)	X				
Read a Book	X				
Seeing up close	X				
Seeing things far – with glasses	X				
<u>SLEEP</u>					
Sleep at Night			X		
Nap During the Day		X			

Subjective Physical Tolerance

	Without difficulty	With SOME difficulty	With MUCH difficulty	FOR HOW LONG A PERIOD OF TIME	UNABLE TO DO
What, if anything makes sitting more comfortably?	By putting a pillow behind me, near lower back				
Sit			X		
Stand			X		

Walk on a Flat Surface				X	
Walk on an Incline		X			
Walk on a Decline		X			
Is it easier to walk up or down an incline?					
Crouching			X		
Bending			X		
Stooping			X		
Crawling		X			
Kneeling		X			
<u>Maintaining Balance</u>					
Do you require a device to maintain your balance? Describe:	NO				
Walking up 1 flight of 10 steps			X		
Walking Down 1 flight of 10 steps		X			

Is it easier to walk up or down a flight of 10 steps?	DOWN				
Forward flexion of neck			X		
Twisting of neck Right			X		
Twisting of neck left or Left			X	Can hear my neck cracking	
Is your Dominant Hand: RIGHT or LEFT	No				
Reach above shoulder level with RIGHT Arm		X			
Reach above shoulder level with LEFT Arm		X			
Reaching at shoulder level with RIGHT Arm	X				
Reaching at shoulder level with LEFT Arm	X				
Reach below shoulder level with RIGHT Arm	X				
Reach below shoulder level with LEFT Arm	X				
Push/Pull light objects			X		
Gripping a glass of water	X				
Carrying a gallon of milk with one or both hands	X				
Lift more than 5 lbs.		X			
Lift more than 10 lbs.		X			

Lift more than 20 lbs.				I DO NOT TRY TO LIFT OVER 15lbs	
Lift more than 50 lbs.					X
Fine finger manipulation (turning screws/bolts, using a cell phone or texting)		X			
Simple grasping		X			
Firm Grasping		X			
Typing		X			
Writing		X			

Feel what you touch	X				
Smell the food you eat	X				
Taste the food you eat	X				
Talking/Speak clearly	X				
Hearing from LEFT ear	X				
Hearing from RIGHT ear	X				

Medical Records Review:

Dr. Lawrence Richman Neurological Evaluation Report 5/20/2021

Dr. Richman stated on his report that Mr. Williams had history of continuous trauma associated with musculoskeletal symptoms and complaints involving the cervical, bilateral shoulders, lumbar spine and lower limbs due to his employment at Wal-Mart and history of continuous trauma associated with stress from hostility and sexual harassment due to his employment at Wal-Mart and sleep disturbance related to the patient's complaints from his employment at Wal-Mart.

Mr. Williams also loss of two kidneys with being born with three kidneys, leaving him with one kidney and no industrial causation, to be addressed by a board certified internal medical specialist/nephrologist. Also, Mr. Williams had history of cataracts to be addressed by an ophthalmologist and prior history of a healed left wrist fracture sustained in 1996 which is non-industrial.

Dr. Richman stated on his report that Mr. Williams had industrial claim for both emotional stress and musculoskeletal complaints including his shoulders and upper limbs. He has a history of sleep disturbance and the patient may have underlain obstructive sleep apnea. He has pre-existing loss of anatomic variance of two kidneys on one side leaving him with one kidney. Mr. Williams's cataracts and visual acuity also need to be addressed by a board-certified ophthalmologist.

Dr. Babak Kamkar, OD, Optometry Report 4/28/2021

Dr. Kamkar reports that the subjective factors of examinee's ocular conditions include ocular irritations, photophobia, glare sensitivity, and blurry vision. The diagnostic objective findings in this case were dry eye syndrome, photophobia (Visual disturbances) and reduced visual acuity and the natural causes, such as superficial punctate keratitis have likely produced the ocular factors in this case. Dr. Kamkar stated on his report that the industrial injury in this case did not cause any visual impairment. The level of pre-existing ocular impairment matches the current level.

Dr. Kamkar stated on his report that Mr. Williams suffers from dry eye syndrome. Work preclusions include any job that increases dry eyes, such as working in windy environments, working long hours in front of a computer screen, working in air-conditioned rooms, or working with aerosolized chemicals. He also suffers from sensitivity to light and glare. Work preclusions include working outdoors under the sun and working under bright artificial lights, such as stadiums and concert halls. Due to his disabling glare at any occupation involves driving at night can be hazardous to him and others. Examples include delivery services, bus and transportation jobs, emergency vehicle jobs, police or security jobs, ride sharing jobs, chauffeur, etc. These work preclusions existed prior to his industrial injury, limiting his ability to compete in the workplace.

SUBSEQUENT INJURY PSYCHIATRIC DIAGNOSES

- AXIS 1:** **EPISODE OF MENTAL/CLINICAL DISORDER**
Major Depression, Single Episode, Moderate with
Anxious Distress (296.22)
Pain Disorder Associated with Both Psychological Factors and
a General Medical Condition (307.89)
Insomnia Related to Anxious Disorder (327.02)
Male Hypoactive Sexual Desire Disorder (625.8)
- AXIS 11:** **PERSONALITY DISORDER**
- AXIS 111:** **PHYSICAL DISORDERS AND CONDITIONS**
Status per the review of the medical records above.
- AXIS IV:** **SEVERITY OF PSYCHOSOCIAL STRESSORS**
Severe
- (1)Sequel to work-related injury, including cognitive, physical,
and emotional problems, as well as occupational and financial
problems.
- (2)Non-Industrial and concurrent stressful issues were
identified and these include:
- AXIS V:** **GLOBAL ASSESSMENT OF FUNCTIONING (GAF)**
Current - 48

Dr. Phan stated on his report psychiatric diagnoses of Anxiety and Depression of Mr. Williams in which he reported continuous episodes of anxiety, stress and depression due to chronic pain and disability status.

Dr. Nhan stated on his report that Mr. Williams had developed psychiatric symptoms. Mr. Williams currently suffers from Major Depression, Single Episode, Moderate with Anxious Distress; Pain Disorder Associated with Both Psychological Factors and a General Medical Condition; Insomnia Related to Anxious Disorder and Male Hypoactive Sexual Desire Disorder. These disorders and his functional limitations qualified him for a GAF of 48 - which is equivalent to a WPI of 34%.

Dr. Nhan stated that Mr. Williams's subsequent psychiatric injury was not predominantly caused by the actual events of employment, because he had pre-existing psychiatric conditions that interfered with his employment prior to the subsequent injuries, such as being fired for fighting with colleagues regarding anger issues and this issue is clearly seen via an examination of his GAF and WPI scores prior to and subsequent to his injuries. Mr. Williams's prior GAF score of 50 equates to a WPI of 30%. Following his subsequent injuries, his psychiatric condition deteriorated significantly. The increase in depressive and anxiety symptoms resulted in a decrease of his GAF to 48 - which means his disability increased by 4% to 34%. The subsequent injuries disability does not represent the predominant cause of his overall disability rating.

Dr. Nhan stated on his report that Mr. Williams psychiatric disability is permanent and stationary. Mr. Williams's psychiatric injury is labor disabling and requires the following work restrictions: part-time schedule with frequent breaks due to his fragile and emotional states (from his depression, anxiety, and anger), flexible schedule to accommodate Mr. Williams's need for weekly psychotherapy and flexible schedule to accommodate Mr. Williams's sleep disorder, no assignment of excessive job pressures such as multiple, frequent deadlines, or frequently working with difficult people. Due to his cognitive difficulties from his depression and anxiety, Mr. Williams requires the following: accommodation of increased time due to slower pace and persistence, understanding supervisor to break larger tasks into a series of smaller ones, frequent feedback on performance with sensitivity to Mr. Williams's struggles with criticism and feedback and time to reconnect with co-workers given Mr. Williams's deteriorated social and frequent feedback on performance by an understanding supervisor to accommodate Mr. Williams's low self-esteem. Mr. Williams had a pre-existing psychiatric disability that was permanent and stationary, ratable, and work limiting. His rating was as follows: Preexisting Psychiatric Impairment: WPI from GAF of 50. Mr. Williams's psychiatric condition was aggravated by the subsequent injuries and he subsequently experienced psychiatric deterioration and the increase of his psychiatric impairment is not due solely to the subsequent injuries.

General Observations During Vocational Interview

The evaluation of Mr. Williams took place on February 24, 2021. Mr. Williams said that he did not consume any medication prior to the evaluation. He was cooperative and talkative and had normal response timing. Mr. Williams was moving around a lot in his chair but did get up to stretch. He was able to answer all my interview questions completely and asked a few questions his self. He used his right hand to mark the vocational testing material. He held the pen between his index finger and his thumb. Mr. Williams used his right hand to turn the pages of the vocational testing material.

Observations During the Raven

Mr. Williams started the Raven Standard Progressive Matrices and he understood the directions for the Raven. Mr. Williams displayed normal response timing for someone who was taking the assessment for the first time.

Observations During the CAPS Assessment

Mr. Williams understood the directions for test one (1) of the CAPS completely without repeated instruction. He explained that he understood the directions before proceeding with the assessment.

He answered both example questions correctly for test one (1) of the CAPS. He stated he never considered the concept of mechanical reasoning was involved in everyday life.

Mr. Williams understood the directions for test two (2) of the CAPS completely without repeated instruction. He explained that he understood the directions before proceeding with the assessment. He answered one (1) of two (2) example questions correctly for test two (2) of the CAPS.

On test three (3) of the CAPS Mr. Williams was asked to read and explain the directions for the test. He explained that he understood the directions before proceeding with the assessment. He answered both example questions correctly for test three (3) of the CAPS.

Mr. Williams seemed more relaxed and comfortable during test three (3). He said that he did not like to read, but he did complete the test. He stated that it was not difficult.

Mr. Williams understood the directions for test four (4) of the CAPS completely without repeated instruction. He explained that he understood the directions before proceeding with the assessment. He answered both example questions correctly for test four (4) of the CAPS.

On test five (5) of the CAPS Mr. Williams was asked to read and explain the directions for the test. He demonstrated a basic understanding; however, I provided his further explanation to ensure that Mr. Williams understood the directions. He explained that he understood the directions before proceeding with the assessment. He answered one (1) of three (3) example questions correctly for test five (5) of the CAPS.

Mr. Williams understood the directions for test six (6) of the CAPS completely without repeated instruction. He explained that he understood the directions before proceeding with the assessment. He answered both example questions correctly for test six (6) of the CAPS.

He said that he was feeling good about taking this test. He explained that he was no longer worried about the interpretation of his scores and that he liked this test.

Upon completion of the vocational assessment, Mr. Williams stated that on a scale of one (1) to ten (10), with ten (10) being the most severe, his pain level was a ten (10). He expressed pain in his back, neck stiffness, shoulder tightness and some cramping in his fingers and hands. Mr. Williams was very cooperative and pleasant throughout this evaluation.

Vocational Testing Administered

I administered vocational testing to Mr. Williams on May 11, 2021.

He was given the Raven Standard Progressive Matrices using a paper report.

The CAPS exam was similarly provided in computer form.

Mr. Williams test scores were utilized to aid me in identifying his level of aptitudes and abilities. Further observation of Mr. Williams during the completion of vocational testing can also be used to establish how he follows directions and is able to maintain a workstation.

An explanation regarding the vocational assessments given to Mr. Williams and the norms used to score Mr. William's assessment results are found in Appendix A. He completed the following assessments.

RAVEN Standard Progressive Matrices:

Mr. Williams was fifty- seven (57) years old when he was given the Raven Standard Progressive Matrices test on May 11, 2021. After the vocational interview, he took the test using a paper report and answer sheet. The Raven Standard Progressive Matrices Test is a measure of abstract reasoning and reflects on the ability to solve problems and take in information. (Please see attachment, Appendix B)

The Raven Standard Progressive Matrices (Raven) is a non-verbal measure of the general factor involved in intelligence. The Raven is a pattern recognition test. It is a 60-item test used in measuring abstract reasoning and regarded as a non-verbal estimate of fluid intelligence. It is made of 60 multiple choice questions, listed in order of difficulty. The Abstract tests will almost always be part of assessment for a job. It is used in situations where the examiners want to measure the ability of an individual that is not based on educational background, cultural or linguistic deficiencies. Although these tests seem to have no direct connection with the content of the job you are applying for, they provide an idea of the extent to which you can find solutions and whether you can work flexibly with unfamiliar information. It is thus an indicator of the applicant's IQ. The RAVEN test is composed of geometric figures that require the test taker to select among a series of designs the one that most accurately represents or resembles the one shown in the stimulus material.

Mr. William's test scores were utilized to aid me in identifying him level of aptitudes and abilities. Further observation of Mr. Williams during the completion of vocational testing can also be used to establish how he follows directions and is able to maintain a workstation.

During the test, I have provided the explanation regarding the vocational assessments given to Mr. Williams and the norms used to score for the test. Mr. Williams started the Raven Standard Progressive Matrices and he understood the directions for the Raven Standard Progressive Matrices. Mr. Williams displayed normal response timing for someone who was taking the assessment for the first time.

Mr. Williams completed the Raven Standard Progressive Matrices and after completion of the assessment, he was asked if he needed to take a break. Mr. Williams said he would like to continue the test and break in between.

Mr. William's test results showed that he scored in **GRADE III "Intellectually average", if a score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it.**

GRADE I "Intellectually superior", if a score lies at or about the 95th percentile for people of the same age groups.

GRADE II "Definitely above the average in intellectual capacity", if a score lies at or above the 75th percentile. (It may be designated II+ if it lies at or above the 90th percentile.)

GRADE III "Intellectually average", if a score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it.)

GRADE IV "Definitely below average in intellectual capacity", if a score lies at or below the 25th percentile (it may be designated IV-, if it lies at or below the 10th percentile.)

GRADE V "Intellectually impaired", if a score lies at or below the 5th percentile for that age group.

Intelligence Test: RAVEN MATRICES

Mr. William's test results showed that he scored in category GRADE IV- "Definitely below average in intellectual capacity", if a score lies at or below the 25th percentile (it may be designated IV-, if it lies at or below the 10th percentile.)

Mr. Williams scored 23 correct out of 60 items. For practical purposes, it is convenient to consider certain percentages of the population and to group people's score accordingly. In this way it is possible to classify a person according to the score she obtains as the following:

GRADE III "Intellectually average", if a score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it.)

The result of Raven Progressive Matrices (RPM) shows that Mr. Williams is ""Average in intellectual capacity""

CAPS: Career Ability Placement Survey

The CAPS consist of eight (8) tests. Test one (1) measures Mechanical Reasoning, test two (2) measures Spatial Relations, test three (3) measures Verbal Reasoning, test four (4) measures Numerical Ability, test five (5) measures Language Usage, test six (6) measures Work Knowledge, test seven (7) measures a person's Perceptual Speed and Accuracy, and test eight (8) measures an individual's Manual Speed and Dexterity. The test is described as follows:

Vocational Observations During the CAPS Assessment:

Mr. Williams was very cooperative and pleasant throughout this evaluation. Mr. Williams was administered the CAPS. He completed eight (8) of eight (8) assessments, which were relevant to determine his aptitudes and abilities. (Please see attachment – Appendix B).

Mr. Williams have attained the following results from CAPS:

Vocational Observations During the CAPS Assessment

Mr. Williams was administered the CAPS. He completed eight (8) of eight (8) assessments which were relevant to determine her aptitudes and abilities. (Please see attachment – Appendix B). Move this sentence above, after the last sentence.

Mr. Williams has attained the following results from CAPS

Mr. Williams scored 20th percentile score in Mechanical Reasoning. This is considered low. The mechanical reasoning test measures how well you understand mechanical principles and the laws of physics. This ability is important especially in courses in Industrial Arts and occupations in Technology as well as jobs in Science.

Mr. Williams scored the 20th percentile score in Spatial Relations. This is low. This test measures how well you can visualize or think in three dimensions and mentally picture the position of objects from a diagram or picture. This ability is important in courses in Art and Industrial Arts and jobs in Science, Technology, and Arts.

Mr. Williams scored 20th percentile score in Verbal Relations. This is low. This test measures how well you can reason with words and your facility for understanding and using concepts expressed in words. This ability is important in general academic success and in Jobs requiring written or oral communication, especially professional level occupations in Communication, Science and service involving high levels of responsibility and decision making.

Mr. Williams scored 40th percentile score in Numerical Ability. This is considered low. This test measures how well you can reason with and use numbers and work with quantitative materials and ideas. This ability is important in school courses and Jobs in fields of Science and Technology involving mathematics, chemistry, physics, or engineering, and in Business and Clerical fields.

Mr. Williams scored 10th percentile score in Language Usage. This is low. This test measures how well you can recognize and use standard grammar, punctuation and capitalization. This ability is especially important in Jobs requiring written or oral communication and in Clerical Jobs as well as professional level occupations in Science, and in all levels of Business and Service.

Mr. Williams scored 30th percentile score in Word Knowledge. This is considered average. This test measures how well you can understand the meaning and precise use of words. This is important in Communication and all professional level occupations involving high levels of responsibility and decision making.

Mr. Williams scored 20th percentile score in Perceptual Speed and Accuracy; this is considered low. This test measures how well you can perceive small details rapidly and accurately within a mass of letters, numbers, and symbols. This ability is important in office work and other jobs requiring fine visual discrimination.

Mr. Williams scored 10th percentile score in Manual Speed and Dexterity, which is low. This test measures how well you can make rapid and accurate movements with your dominant hand. This ability is important in Arts, Skilled and Technology, skilled occupations and other jobs requiring use of the hands.

Career Ability Placement Survey (CAPS)

The CAPS consists of eight (8) tests. Test one (1) measures Mechanical Reasoning, test two (2) measures Spatial Relations, test three (3) measures Verbal Reasoning, test four (4) measures Numerical Ability, test five (5) measures Language Usage, test six (6) measures Work Knowledge, test seven (7) measures a person's Perceptual Speed and Accuracy, and test eight (8) measures an individual's Manual Speed and Dexterity. The test is described as follows:

Mechanical Reasoning:

Measures how well you understand mechanical principles and the laws of physics. This ability is important especially in courses in Industrial Arts and occupations in Technology as well as jobs in Science.

Spatial Relations:

Measures how well you can visualize or think in three dimensions and mentally picture the position of objects from a diagram or picture. This ability is important in courses in Art and Industrial Arts and jobs in Science, Technology, and Arts.

Verbal Reasoning:

Measures how well you can reason with words and your facility for understanding and using concepts expressed in words. This ability is important in general academic success and in Jobs requiring written or oral communication, especially professional level occupations in Communication, Science and service involving high levels of responsibility and decision making.

Numerical Ability:

Measures how well you can reason with and use numbers and work with quantitative materials and ideas. This ability is important in school courses and Jobs in fields of Science and Technology involving mathematics, chemistry, physics, or engineering, and in Business and Clerical fields

Language Usage:

Measures how well you can recognize and use standard grammar, punctuation and capitalization. This ability is especially important in Jobs requiring written or oral communication and in Clerical Jobs as well as professional level occupations in Science, and in all levels of Business and Service

Word Knowledge:

Measures how well you can understand the meaning and precise use of words. This is important in Communication and all professional level occupations involving high levels of responsibility and decision making.

Perceptual Speed and Accuracy:

Measures how well you can perceive small detail rapidly and accurately within a mass of letters, numbers, and symbols. This ability is important in office work and other jobs requiring fine visual discrimination.

Manual Speed and Dexterity:

Measures how well you can make rapid and accurate movements with your dominant hand. This ability is important in Arts, Skilled and Technology, skilled occupations and other jobs requiring use of the hands.

Data was collected for the 2007 norms between January 2004 through May 2007 from samples of eighth (8th) through twelfth (12th) grade students totaling twenty-two thousand eight hundred and four (22,804) participants. The participants were taken from various regions of the United States: Midwest, Northeast, South and West. I used the norms of the tenth (10th), eleventh (11th), and twelfth (12th) graders:

A College sample of one thousand eight hundred and ninety-eight (1,898) students was gathered from data obtained from 1998 through 2002. This data showed differences from normative samples in the past and are reflected on the current CAPS Summary Score Sheet.

When scoring the CAPS vocational test this Consultant considered either the Summary Score Sheet for the tenth (10th), eleventh (11th), and twelfth (12th) grades College Norms, or Preliminary Norms for Spanish-speaking high school students and adults.

The CAPS is scored on a stanine basis. A stanine is a nine (9) point scale used for normalized test scores. These nine (9) stanine are described as follows:

An Individual's Career Profile compares their present abilities to abilities required on jobs in fourteen (14) major occupational areas described as follows:

Science, Professional occupations involve responsibility for the planning and conducting of research and the accumulation and application of systematized knowledge in related branches of mathematical, medical life and physical sciences.

Science, Skilled occupations involve observation and classification of facts in assisting in laboratory research and its application in the fields of medicine and life and physical sciences.

Technology, Professional occupations involve responsibility for engineering and structural design in the manufacture, construction or transportation of products or utilities.

Technology, Skilled occupations involve working with one's hands in a skilled trade concerned with construction, manufacture installation or repair of products in related fields of construction.

Consumer Economics occupations are concerned with the preparation and packaging of foods and the production, care and repair of clothing and textile products.

Outdoor occupations are concerned with activities performed primarily out-of-doors involving the growing and tending of plants and animals and the cultivation and accumulation of crops and natural resources in the areas of agriculture and nature as in forestry park services, fishing, and mining.

Business, Professional occupations involve positions of high responsibility in the organization, administration and efficient functioning of businesses and governmental bureaus about finance and accounting, management, and business promotion.

Business, Skilled occupations are concerned with sales and production and the correlated financial and organizational activities of businesses.

Clerical occupations involve recording, posting and filing of business records requiring great attention to detail, accuracy, neatness, orderliness and speed in office work and in resultant contact with customers about compilation of records.

Communication occupations involve skill in the use of language in the creation or interpretation of literature or in the written and oral communication of knowledge and ideas.

Arts, Professional occupations involve individualized expression of creative or musical talent and ability in fields of design, fine arts and performing arts

Arts, Skilled occupations involve application of artistic skill in fields of graphic arts and design.

Service, Professional occupations include positions of high responsibility involving interpersonal relations in caring for the personal needs and welfare of others in fields of social service, health, and education.

Service, Skilled occupations involve providing services to persons and catering to the tastes, desires and welfare of others in fields of personal service, social and health related service, and protection and transportation.

TSA: Transferrable Skills Analysis

To assist in my analysis, I used the OASYS system to analyze a computerized transferrable skills analysis.

The **OASYS** is system used to analyze a computerized transferrable skills analysis. The OASYS system is a computerized aided Vocational Expert support system. The system matches an individual's skills to employer demands. The OASYS system is used to gain access to the following aggregate resources:

- Dictionary of Occupational Titles (DOT)
- National Employment Outlook
- State Employment Outlook
- Census Wage Data
- O-Net Occupational Information

The **OASYS** program provides vocational options that remain available for Mr. Williams due to his functional limitations. However, these results are subject to further analysis by me based upon my training, experience, and knowledge of the workforce. Further research was conducted with the Employment Development Department (EDD), the Social Security Administration (SSA), and the Occupational Employment Quarterly (OEQ) in helping make my determinations.

The EDD supplies information regarding the types of occupations available within geographical areas including the salaries available for various occupations. The EDD lists potential occupations available to Mr. Williams in his geographical area. (see attachment on Appendix B)

Work History Summary and Corresponding DOT Codes

Mr. Williams prior work experience includes positions as a Record Processor (Please see Attachment on Appendix C). Both occupations were used as part of the transferrable skills analysis.

OASYS System Settings

The OASYS system accessed in Los Angeles, Long Beach and Anaheim, California Metropolitan Division (MD) to determine Mr. Williams transferability of skills. The OASYS system factored in information for the labor market from year June 2020 which is the most recent data available. Mr. Williams entire work history was used to determine transferability of skills.

The **DOT** occupations have a Specific Vocational Preparation (SVP) level. This is defined as the amount of lapsed time required by a typical worker to learn the techniques, acquire the information and develop the facility needed for average performance in a specific Job-worker situation.

The DOT defines the SVP levels as follows:

Level	Time
1.	Short demonstration only
2.	Anything beyond short demonstration up to and including 1 month
3.	Over 1 month up to and including 3 months
4.	Over 3 months up to and including 6 months
5.	Over 6 months up to and including 1 year
6.	Over 1 year up to and including 2 years
7.	Over 2 years up to and including 4 years
8.	Over 4 years up to and including 10 years
9.	Over 10 years

The **Occupational Employment Quarterly (OEQ)** states that unskilled employment has an SVP level of one (1) or two (2), semi-skilled employment has an SVP level of three (3) to four (4), and skilled employment has an SVP level greater than four (4).

I agree with these definitions of unskilled, skilled, and skilled employment after reviewing SVP as defined by the DOT. Mr. Williams work history shows that he had the capacity to work at an SVP level of 3, which is considered skilled.

Further research was also conducted with the Social Security Administration (SSA) SSR §404.1568 Skill Requirements which states the following about semi- skilled work:

“(b) Skilled work is any worker who has special skill, training, knowledge which they can then apply to their work. A skilled worker may have attended a college, university or technical school. Alternatively, a skilled worker may have learned their skills on the job. These skills often lead to better outcomes economically. The definition of a skilled worker has seen change throughout the 20th century largely due to the industrial impact of the Great Depression and World War II. Further changes in globalization have seen this definition shift further in Western Countries, with many jobs moving from manufacturing-based sectors to more advanced technical and service-based roles. Examples of university educated skilled labor include engineers, scientists, doctors and teachers, while examples of vocationally educated workers include crane operators, CDL truck drivers, machinist, drafters, plumbers, craftsmen, cooks and accountants.

Mr. Williams subjective physical tolerances were not used in the determination of him transferability of skills.

The **OASYS** system was set to review Potential Matches, which are jobs that Mr. Williams has the potential to perform according to him education, abilities, and personal interests. Potential Matches are based on worker traits and may require a career change.

The **OASYS** system is unable to consider a full range of psychiatric limitations. As it relates to psychiatric limitations, the OASYS system can consider the following “situations”:

- Directing, controlling, or planning activities of Others
- Performing repetitive or short-cycle work
- Influencing people in their opinions, attitudes, and judgements
- Performing a variety of duties
- Expressing personal feelings
- Working alone or apart in physical isolation from Others
- Performing effectively under stress
- Attaining precise set limits, tolerances, and standards
- Working under specific instructions
- Dealing with people
- Making judgements and decisions

The **OASYS** system was set to consider a pre-injury functional ability at a Sedentary level of physical functioning, which was Mr. Williams level of physical functioning primarily performed prior to him subsequent industrial injury. The Dictionary of Occupational Title (DOT) defines a Sedentary level of functioning as Sedentary Work- Exerting up to ten (10) pounds of force frequently to lift, carry, push, pull, or otherwise move objects, including the human body. Sedentary work involved sitting most of the time but may involve walking or standing for brief periods of time.

Results of Transferable Skills Analysis

The OASYS system found two (2) positions that Mr. Williams could have performed prior to his subsequent industrial injury. Given the limitations, the jobs with the same work fields meaning same work requirements includes jobs in Computer Tech and Support Technician but Mr. Williams lacks training in this area and will be requiring training in the field.

SKILL TRANSFER COMPONENTS

The OASYS system determined that Mr. Williams, given his functional limitations, has incurred a ninety-two (92) percent loss of labor market access. Mr. Williams will not be able to work due to the physical demands of the job. This job requires lifting, carrying, pushing, pulling 20 lbs. occasionally, frequently up to 10 lbs. constantly. This job also requires walking, standing frequently, pushing and or pulling of arm. Also, this job requires reaching and occasionally extending hands and arms and handling occasionally, holding, grasping, turning, or otherwise working with hand or hands. This job also requires fingering and occasional picking, pinching otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

The results of the OASYS Program and the results of the transferable skills analysis in all vocational probability contributed to my opinion that Mr. Williams is unable to return to work in any position or occupation. (Please see attachment on Appendix C)

It is also my opinion that Mr. Williams is unable to return to work in any position or occupation based on the synergistic effect of his functional limitations.

The functional limitations assigned to Mr. Williams further erodes the labor market that would be available to him at a Sedentary level of physical functioning. A sedentary level of jobs is defined as one which involves sitting, a certain amount of walking and standing is often necessary in carrying out job duties. There are limited jobs or increasingly fewer jobs for Mr. Williams that he can do due to this "eroding the occupational base" for sedentary work. With Mr. Williams multiple work-related limitations, the occupational base for sedentary work has been significantly eroded to the point that there are no sedentary jobs he is capable of doing due to his physical limitations.

The OASYS system does produce occupations occurring at an SVP of one (1) or two (2). Jobs in these categories are considered simple jobs that do not require multiple steps to complete job tasks. These jobs were taken in consideration during the completion of the transferable skills analysis. However, the loss of capacity of his bilateral upper extremities significantly reduce the labor market available Mr. Williams at a Sedentary level of physical functioning.

Mr. Williams psychiatric limitations that cause his Anxiety and Depression explained work limitations and preclusions which means that Mr. Williams has difficulty functioning in social, occupational, or school settings (e.g., few friends, conflicts with peers or co-workers). A few of the impairments of functioning include:

1. Activities of Daily Living- Mild Impairment
2. Social Functioning- Mild Impairment
3. Concentration- Mild Impairment
4. Adaptation- Mild Impairment

Mr. Williams has mild impairments in activities of daily living, social functioning, concentration and adaptation as well as depression, anxiety, low self-esteem and other psychological factors, all of which would also contribute to Mr. William's labor disablement. Mr. William's job as a Deli Person. It will be difficult for Mr. Williams to function socially, especially in an occupational setting like him work where he has to interact on a constant basis with the patient as well as him co-workers.

The synergistic effect of the previously mentioned functional limitations resulting from Mr. Williams pre-existing non-industrial and industrial injuries, combined with him cumulative trauma industrial injury of Mr. Williams in all vocational probability has incurred a total loss of labor market access.

Amenableness to Rehabilitation

Methods of Rehabilitation

- 1) Modified Work
- 2) Alternative Work
- 3) Direct Placement
- 4) On-the-Job-Training (OJT)
- 5) Vocational Training
- 6) Self-Employment

Methods #1 and #2: Mr. Williams employer has been unable to offer permanent modified or alternative work accordingly; Mr. Williams is not amenable to this form of vocational rehabilitation. Mr. Williams employer which consists of no more than 5 employers will have undue hardship since the Recor Processor job cannot be modified or cannot be alternated because the job requires to perform the essential functions of the job in which Mr. Williams would not be able to do because the job requires constant use of him hands to handle him work and also the frequent bending and twisting of him body as well as sitting and standing for long periods of time.

Methods #3 and #4: Mr. William's direct placement and OJT (On the Job Training) will not also apply home since both requires and demands the essential function of the job in which Record Processor job which involves performing many tasks requiring interpersonal, physical and technical skills. The functional limitations assigned by his doctor's compromise Mr. Williams to the point that him post-injury occupational base will be completely eroded rendering him not amenable to this form of vocational rehabilitation.

Method #5

Vocational retraining programs would provide Mr. Williams with new or enhanced skills for new types of work. However, the training programs available for him are extremely limited given the significant functional limitations assigned by the doctors noted above. Participating in vocational training programs will require for him to participate with the vocational programs such as doing work evaluations and vocational trainings to prepare him for employment.

Vocational rehabilitation retraining plans may produce new employment opportunities for Mr. Williams but it is clear that the functional limitations assigned to Mr. Williams is a complete loss of labor market access. Mr. Williams is very limited in participating in any of the vocational training program and it will be physically demanding for him to participate in the vocational evaluation and assessment process for employment purposes. Mr. William's ability to compete in the open labor market has been completely eroded due to the fact that it will be physically demanding for him to engage in the vocational training program process for employment purposes.

Method #6:

Self-employment is one of the most "rigorous, high risk" type of plans. At the very least a market analysis, competition location, pricing, income/revenue projection and an evaluation of the plan to be developed, implemented, and maintained over time is required in my opinion and considering the disabling effects of Mr. Williams industrial conditions, it would be futile to spend the limited available resources to conduct such an evaluation.

Therefore, when considering the synergistic effect of Mr. Williams pre-existing non-industrial and industrial functional limitations, combined with the functional limitations resulting from him industrial injury. Mr. Williams amenability to rehabilitation is significantly impaired meaning that vocational rehabilitation will not return him to the open labor market.

Transferrable Skills Analysis

I used the OASYS system to analyze a computerized transferrable skills analysis. The OASYS system is a computerized aided Vocational Expert support system. The system matches an individuals' skills to employer demands. The OASYS system is used to gain access to the following aggregate resources:

Dictionary of Occupational Titles (DOT)

National Employment Outlook

State Employment Outlook

Census Wage Data

O-Net Occupational Information

The OASYS program provides vocational options that remain available for Mr. Williams due to his functional limitations. However, these results are subject to further analysis by me based upon my training, experience, and knowledge of the workforce. Further research was conducted with the Employment Development Department (EDD), the Social Security Administration (SSA), and the Occupational Employment Quarterly (OEQ).

The EDD supplies information regarding the types of occupations available within geographical areas including the salaries available for various occupations. The EDD lists potential occupations available to Mr. Williams in his geographical area.

Work History Summary and Corresponding DOT Codes

Mr. Williams prior work experience includes positions as a Deli Person. These occupations were used as part of the transferrable skills analysis. Mr. Williams prior work history as a Record Processor.

OASYS System Settings:

The OASYS system accessed the Los Angeles, Long Beach - Anaheim California Metropolitan Division (MD) to determine Mr. William's transferability of skills.

The OASYS system factored in information for the labor market from year June 2020, which is the most recent data available. Mr. Williams entire work history was used to determine transferability of skills.

The DOT occupations have a Specific Vocational Preparation (SVP) level. This is defined as the amount of lapsed time required by a typical worker to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific Job-worker situation.

The DOT defines the SVP levels as follows:

Level	Time
	Short demonstration only
	Anything beyond short demonstration up to and including 1 month
	Over 1 month up to and including 3 months
	Over 3 months up to and including 6 months
	Over 6 months up to and including 1 year
	Over 1 year up to and including 2 years
	Over 2 years up to and including 4 years
	Over 4 years up to and including 10 years
	Over 10 years

The Occupational Employment Quarterly (OEQ) states that unskilled employment has an SVP level of one (1) or two (2), semi-skilled employment has an SVP level of three (3) to four (4), and skilled employment has an SVP level greater than four (4). I agree with these definitions of unskilled, skilled, and skilled employment after reviewing SVP as defined by the DOT.

Mr. Williams work history shows that he had the capacity to work at an SVP level of 9, which is considered skilled

Further research was also conducted with the Social Security Administration (SSA) SSR §404.1568 Skill Requirements which states the following about semi- skilled work:

“(b) Skilled work is work which needs some skills but does require doing the more complex work duties. A skilled worker is any worker who has special skill, training, knowledge, and These workers can be either blue-collar or white-collar workers, with varied levels of training or education. Semi-skilled work may require alertness and close attention to watching machine processes; or inspecting, testing or otherwise looking for irregularities; or tending or guarding equipment, property, materials or persons against loss, damage or injury; or other types of activities which are similarly less complex than skilled work, but more complex than unskilled work. A job may be classified as semi-skilled coordination and dexterity are necessary, as when hands or feet must be moved quickly to do repetitive tasks.”

Mr. Williams non-industrial vocational factors i.e., failure to graduate high school, or economic conditions were not used in the determination of his transferability of skills.

Mr. Williams subjective physical tolerances was not used in the determination of his transferability of skills.

The OASYS system was set to review Potential Matches which are jobs that Mr. Williams has the potential to perform according to his education, abilities, and personal interests. Potential Matches are based on worker traits and may require a career change.

The OASYS system is unable to consider a full range of psychiatric limitations. As it relates to psychiatric limitations, the OASYS system can consider the following “situations”:

Directing, controlling, or planning activities of other

Performing repetitive or short-cycle work

Influencing people in their opinions, attitudes, and judgements

Performing a variety of duties

Expressing personal feelings

Working alone or apart in physical isolation from Others

Performing effectively under stress

Attaining precise set limits, tolerances, and standards

Working under specific instructions

Dealing with people

Making judgements and decisions

The OASYS system does not consider a full range of functional limitations as set forth Dr. Flores including preclusions from repetitive movements of the neck, prolonged static postures, undue emotional stress, complicated work, sustained attention, human resource related activities, and safety-intensive work environments.

The OASYS system also does not consider the need for a part-time schedule with frequent breaks due to his fragile and emotional state, accommodation of increased time due to slower pace and persistence and his need for frequent feedback on performance recommended by the SIBTF evaluators.

The OASYS system was set to consider a pre-injury functional ability at a Sedentary level of physical functioning, which was Mr. William's level of physical functioning primarily performed prior to his subsequent industrial injury. The DOT defines a Sedentary level of functioning as:

“S- Sedentary Work- Exerting up to ten (10) pounds of force frequently to lift, carry, push, pull, or otherwise move objects, including the human body. Sedentary work involved sitting most of the time but may involve walking or standing for brief periods of time.

Based on the functional limitations as set forth by Dr. Flores, the OASYS system was set to review occupations occurring at Sedentary level of physical functioning.

The Ability Profile which shows the settings used in the OASYS system to determine Mr. William's transferability of skills has been attached to this report.

Results of Transferable Skills Analysis

The OASYS system found positions/areas that Mr. Williams could have performed prior to his subsequent industrial injury. Given the limitations as outlined by Dr. Flores, the OASYS system found position/areas that Mr. Williams could be considered but with limitations. These jobs include the following: Food Preparation Worker and Meat Machine Operator (see attached vocational report)

Materials, Products, Subjects Matter, and Services

The OASYS system determined that Mr. Williams given his functional limitations has incurred a ninety-two (92) percent loss of labor market access.

However, as noted above, the OASYS system fails to consider a full range of the functional limitations put forth by his doctor.

The results of the OASYS system were subject to further analysis by me based on my training, experience and knowledge of the workforce, research conducted with the Employment Development Department (EDD) the Social Security Administration (SSA), and relevant case law.

The EDD provides information regarding the types of occupations available within the geographical area and salaries available for various occupations. I conducted research with the EDD to determine potential occupations available to Mr. Williams in his geographical area.

My additional research and the results of the transferable skills analysis, in all vocational probability, contributed to my opinion that Mr. Williams is unable to return to work in any position or occupation.

It is also my opinion that Mr. Williams is unable to return to work in any position or occupation based on the synergistic effect of the functional limitations described by his doctor.

According to SSA Policy SSR 83-12, Titles II and XVI: Capability to do Other Work. The Medical-Vocational Rules as a Framework for Evaluating Exertional Limitations Within a Range of Work or Between Ranges of Work, “Loss of major use of an upper extremity is rather definitive in that this is a considerable absence of functional ability.”

According to SSA Policy SSR 83-14 Titles II and XVI Capability to do Other Work – The Medical Vocational Rules as a Framework for Evaluating a Combination of Exertional and Nonexceptional Impairments. “For example, section 201.00(h) of Appendix 2 calls attention to the fact that bilateral manual dexterity is necessary for the performance of substantially all unskilled sedentary occupations.”

According to SSA policy SSR 85-15, Titles II and XVI Capability to do Other Work – The Medical-Vocational Rules as a Framework for Evaluating Solely Non-Exertional Impairments Section 2(c), “Significant Limitations of reaching or handling, therefore, may eliminate many occupations a person could Otherwise do.”

SSA Policy SSR 96-9p, Polley Interpretation Ruling Titles II and XVI. Determining Capability to Do Other Work – Implications of A Residual Functional Capacity for Less Than A Full Range of Sedentary Work indicates the following regarding hand usage:

“Manipulative limitations: Most skilled Sedentary Jobs require good use of both hand and fingers: i.e., bilateral manual dexterity Fine movements of small objects require use of the fingers, e.g., to pick or pinch Most skilled sedentary jobs require good use of hands and fingers for repetitive hand, finger actions. Any *significant* manipulative limitation of an individuals’ ability to handle and work with small objects with both hands will result in a significant erosion of the skilled sedentary occupational base.” and also his psychiatric impairments due to his disabling conditions affects his ability to perform any daily employment activities.

The functional limitations assigned to Mr. Williams significantly erodes the labor market that would be available to him at a Sedentary level of physical functioning.

The functional limitations assigned to Mr. Williams further erodes the labor market that would be available to him at a Sedentary level of physical functioning.

The OASYS system does produce occupations occurring at an SVP of one (1) or two (2).

Jobs in these categories are considered simple jobs that do not require multiple steps to complete job tasks. These jobs were taken in consideration during the completion of the transferable skills analysis.

The synergistic effect of the previously mentioned functional limitations resulting from Mr. Williams pre-existing non-industrial and industrial injuries, combined with his cumulative trauma industrial injury of Mr. Williams in all vocational probability, has incurred a total loss of labor market access.

My use of synergism is supported by Dr. Flores and treating doctors who states the following on his report:

“It is apparent that the degree of disability caused by the combination of both disabilities is greater than that which would have resulted from the subsequent injury alone.”

The use of synergism is based on the case of *State of California Department of Health, Fairview State Hospital v. Worker’s Compensation Appeals Board for the State of California and Matilda McDonald* (WCAB No. 76ANA62716, Civil No. 29080) Court of Appeal Fourth Appellate District, Division 2, which explains that on September 3, 1981 a Workers’ Compensation Judge issued a Supplemental finding and Award finding showing due cause to reopen, and that Ms. McDonald was one hundred percent (100%) permanently disabled due to the combined effect of his psychiatric and orthopedics disabilities. The Appeals Board issued an Opinion and Decision After Reconsideration affirming the judge’s decision on May 20, 1982.

The use of synergism is a standard further strengthened by the Opinion and Order Denying Petition for Reconsideration dated September 15, 2015 regarding the State of California Workers’ Compensation Appeals Board Panel Decision regarding *Cindy Kenzy v Flour Creations State Compensation Insurance Fund*, WCAB No ADJ7009098. The decision explained the finding that Ms. Kenzy was one hundred percent (100%) permanently disabled as follows:

“We agree with the WCJ’s determination that when viewing the record, including the multiple work limitations/restrictions and ‘synergistic effect’ as discussed by the vocational consultant, therefore is substantial evidence in support of his determination of 100 % permanent disability due solely to industrial factors.” rehabilitation will not return his to the open labor market.

Accommodations

I have considered workplace accommodations. Employers are required to provide reasonable accommodations to allow an individual to complete the essential functions of their job.

As indicated above, employers must provide reasonable accommodations to Mr. Williams to perform essential functions of any job he could obtain in the open labor market considering the extensive functional limitations assigned by Dr. Flores, I believe employers in the open labor market would be unable to accommodate Mr. Williams due to the synergistic effect of his myriad of functional limitations.

Montana Factors

Montana Factors are taken from the case of *Argonaut Ins. Co v Industrial Acc. Com (Montana)* (1962) 57 CaL2d 589 [27 Cal Comp Cases 130) Montana Factors include ability to work, health willingness and opportunities for persons similarly situated.

I believe Mr. Williams ability to work and health, willingness and opportunities to work, skill and education, general condition of the labor market and employment opportunities for individuals that are similarly situated render Mr. Williams unable to return to suitable gainful employment in the open labor market. I have addressed said Montana Factors as follows:

Opinion and Conclusion

Based on research with the sources noted above, considering the synergistic effect of Mr. Williams functional limitations, while also considering his pre-existing non-industrial and industrial injuries, combined with his industrial injury, I believe Mr. Williams has incurred a one hundred percent (100%) loss of labor market access. This determination is an accurate representation of Mr. Williams level of disability. In this case, the vocational evidence comes in contrast to the usual application of the schedule for rating permanent disabilities.

The schedule should not apply in this case as the actual effect of the industrial injury and the pre-existing problems leads to a total loss of earnings and total permanent disability. To the extent a mechanical application of the schedule might lead to a different result, the actual facts of this case contradict the application. In my opinion Mr. Williams qualifies as one hundred percent (100%) totally vocationally permanently disabled.

I have determined that Mr. Williams is not amenable to any form of vocational rehabilitation. His functional limitations combined with the intensity, duration, and nature of his chronic and disabling pain will preclude his pre-injury skills and academic accomplishments. I do not believe that Mr. Williams is amenable to any form of vocational rehabilitation and thus has sustained a total loss in his capacity to meet any occupational demands (AMA Guides). This results in Mr. Williams experiencing a total loss of labor market access (*Leboeuf*), and a total loss of future earning capacity (2005 PDRS) irrespective of any "Impermissible factors".

I reserve the right to augment or change my opinion based upon any additional medical, legal, or vocational documentation that becomes available for further review.

I hope that the information noted above is of value to you. I would like to thank you for the opportunity to provide a Vocational Opinion regarding Mr. Williams. If you should have any questions or require any further information, please contact me.

On May 11, 2021 at your request, I had the opportunity to examine Mr. Williams, regarding our stated vocational opinion about Mr. Williams current work preclusions, limitations, transferable skills and labor disablement.

I have personally obtained the history from the client conducted the examination, reviewed the records and prepared this report. I have provided the vocational testing results, transferability of skills and conducted a final review and made any necessary changes. I certify my signature below that the opinions stated above are my own.

I declare under the penalty of perjury that the information contained in this report and its attachments if any, is true and correct to the best of my knowledge, except as to information that I have indicated I received from others. As to that information, I declare under penalty of perjury that the information accurately describes that information provided to me and, except as noted, hereby that I believe it to be true. I further declare under penalty of perjury that this has not been a violation of Labor Code section 139.32.

This report may contain sensitive material which may be distressing to certain employees and may be misunderstood. Per ethical standards, this report should be provided to an employee only by a Vocational Expert who is qualified to carefully assess the employee, assume the professional responsibility for the disclosure of the information relative to the employee and explain the information in an accurate manner.

The information contained in this report, and all attachments, is confidential, privileged and may also be proprietary business information that is intended only for the personal and confidential use of the recipients(s) named above. If the reader of this report is not the intended recipient or an agent responsible for delivering it to the intended recipient, you are hereby notified that you have received this report in error and any review, dissemination, distribution or copying of this report is strictly prohibited. If you received this communication in error, please notify the sender immediately and delete the original report.

Signed in the County of Los Angeles, California on August 4, 2021

Respectfully submitted,

Madonna R. Garcia

**Madonna R. Garcia, MRC, VRTWC
Vocational Rehabilitation Counselor**

Masters of Rehabilitation Counseling (MRC)
Vocational Return to Work Counselor (VRTWC)
Vocational Rehabilitation Counselor (VRC)
Clinical Rehabilitation Counselor (CRC)

APPENDIX A

Vocational Testing

Raven Standard Progressive Matrices (Raven)

The Raven Standard Progressive Matrices (Raven) is a non-verbal measure of the general factor involved in intelligence. Problem solving The Raven very fundamental cognitive performance which is relatively uninfluenced by cultural influences The Raven is a pattern recognition test for practical purposes, it is convenient to consider certain percentages of the population and to group people's scores accordingly in this way, it is possible to classify a person according to the score they obtained as:

GRADE I “Intellectually superior”, if a score lies at or about the 95th percentile for people of the same group.

GRADE II “Definitely above the average in intellectual capacity”, if a score lies at or above the 75th percentile. (It may be designated II+ if it lies at or above the 90th percentile.)

GRADE III “Intellectually average”, if a score lies between the 25th and the 75th percentiles. (It may be designated as III+, if it is above the 50th percentile, and III-, if it is below it.

GRADE IV “Definitely below average in intellectual capacity”, if a score lies at or below the 25th percentile (it may be designated IV-, if it lies at or below the 10th percentile.)

GRADE V “Intellectually impaired”, if a score lies at or below the 5th percentile for that group.

I used the table as found in Henry R. Burke's article, *Raven Progressive Matrices* (1938) to interpret Mr. William's assessment score. Burke addresses norms, reliability, and validity with the comparison of veterans in vocational counseling from 1964 through 1972. This included a group of five hundred and fifty (550) veterans in psychiatric screening. Burke also studied veterans receiving screenings from 1973 through 1978, the number of participants was two thousand four hundred and sixteen (2416).

Burke (1972) published a set of American norms on the untimed routine administration of the Raven Progressive Matrices (1938) to five hundred and sixty-seven (567) male black and white East Orange Veteran's administration hospital patients who had been referred (1964-1772) for vocational counseling. These norms might be considered to have general applicability because veterans roughly represent a cross-section of the general male population, and true sex differences of the Raven have not been demonstrated reliably (Court & Kennedy, 1976).

According to Burke, “From 1973 to 1978 the untimed use of the Raven matrices was continued routinely in the counseling Center, and it also was used in the routine post-admission test screening of black and white veteran patients from the Psychiatric Service.”

The Raven can be administered online or on paper. The Raven is sold for two (2) different specialties, Talent Assessment and Clinical Assessment. An individual does not require a master’s degree to administer the Raven. The Talent Assessment, which is the same test as the Clinical Assessment. However, The Raven in a Clinical Assessment requires its user to possess a master’s degree

Career Ability Placement Survey (CAPS)

The CAPS consist of eight (8) tests. Test one (1) measures Mechanical Reasoning, test two (2) measures Spatial Relations, test three (3) measures Verbal Reasoning, test four (4) measures Numerical Ability, test five (5) measures Language Usage, test six (6) measures Work Knowledge, test seven (7) measures a person’s Perceptual Speed and Accuracy, and test eight (8) measures an individual’s Manual Speed and Dexterity. The test is described as follows:

Mechanical Reasoning:

Measures how well you understand mechanical principles and the laws of physics. This ability is important especially in courses in Industrial Arts and occupations in Technology as well as jobs in Science.

Spatial Relations:

Measures how well you can visualize or think in three dimensions and mentally picture the position of objects from a diagram or picture. This ability is important in courses in Art and Industrial Arts and jobs in Science, Technology, and Arts.

Verbal Reasoning:

Measures how well you can reason with words and your facility for understanding and using concepts expressed in words. This ability is important in general academic success and in Jobs requiring written or oral communication, especially professional level occupations in Communication, Science and service involving high levels of responsibility and decision making.

Numerical Ability:

Measures how well you can reason with and use numbers and work with quantitative materials and ideas. This ability is important in school courses and Jobs in fields of Science and Technology involving mathematics, chemistry, physics, or engineering, and in Business and Clerical fields

Language Usage:

Measures how well you can recognize and use standard grammar, punctuation and capitalization. This ability is especially important in Jobs requiring written or oral communication and in Clerical Jobs as well as professional level occupations in Science, and in all levels of Business and Service.

Word Knowledge:

Measures how well you can understand the meaning and precise use of words. This is important in Communication and all professional level occupations involving high levels of responsibility and decision making.

Perceptual Speed and Accuracy:

Measures how well you can perceive small detail rapidly and accurately within a mass of letters, numbers, and symbols. This ability is important in office work and Other jobs requiring fine visual discrimination.

Manual Speed and Dexterity:

Measures how well you can make rapid and accurate movements with your dominant hand. This ability is important in Arts, Skilled and Technology, skilled occupations and Other jobs requiring use of the hands.

Data was collected for the 2007 norms between January 2004 through May 2007 from samples of eighth (8th) through twelfth (12th) grade students totaling twenty-two thousand eight hundred and four (22,804) participants. The participants were taken from various regions of the United States: Midwest, Northeast, South and West. I used the norms of the tenth (10th), eleventh (11th), and twelfth (12th) graders:

A College sample of one thousand eight hundred and ninety-eight (1,898) students was gathered from data obtained from 1998 through 2002. This data showed differences from normative samples in the past and are reflected on the current CAPS Summary Score Sheet.

When scoring the CAPS vocational test this Consultant considered either the Summary Score Sheet for the tenth (10th), eleventh (11th), and twelfth (12th) grades College Norms, or Preliminary Norms for Spanish-speaking high school students and adults.

The CAPS is scored on a stanine basis. A stanine is a nine (9) point scale used for normalized test scores. These nine (9) stanines are described as follows:

An Individual's Career Profile compares their present abilities to abilities required on jobs in fourteen (14) major occupational areas described as follows:

Science, Professional occupations involve responsibility for the planning and conducting of research and the accumulation and application of systematized knowledge in related branches of mathematical, medical life and physical sciences.

Science, Skilled occupations involve observation and classification of facts in assisting in laboratory research and its application in the fields of medicine and life and physical sciences.

Technology, Professional occupations involve responsibility for engineering and structural design in the manufacture, construction or transportation of products or utilities.

Technology, Skilled occupations involve working with one's hands in a skilled trade concerned with construction, manufacture installation or repair of products in related fields of construction.

Consumer Economics occupations are concerned with the preparation and packaging of foods and the production, care and repair of clothing and textile products.

Outdoor occupations are concerned with activities performed primarily out-of-doors involving the growing and tending of plants and animals and the cultivation and accumulation of crops and natural resources in the areas of agriculture and nature as in forestry park services, fishing, and mining.

Business, Professional occupations involve positions of high responsibility in the organization, administration and efficient functioning of businesses and governmental bureaus about finance and accounting, management, and business promotion.

Business, Skilled occupations are concerned with sales and production and the correlated financial and organizational activities of businesses.

Clerical occupations involve recording, posting and filing of business records requiring great attention to detail, accuracy, neatness, orderliness and speed in office work and in resultant contact with customers about compilation of records.

Communication occupations involve skill in the use of language in the creation or interpretation of literature or in the written and oral communication of knowledge and ideas.

Arts, Professional occupations involve individualized expression of creative or musical talent and ability in fields of design, fine arts and performing arts

Arts, Skilled occupations involve application of artistic skill in fields of graphic arts and design.

Service, Professional occupations include positions of high responsibility involving interpersonal relations in caring for the personal needs and welfare of Others in fields of social service, health, and education.

Service, Skilled occupations involve providing services to persons and catering to the tastes, desires and welfare of Others in fields of personal service, social and health related service, and protection and transportation.

APPENDIX B

COPSystem

Interests (COPS)

Accessible COPS Interest Inventory Information

Your interest scores on the COPS are reported in terms of 14 copsystem career clusters. A raw score is listed with a percentile score for each career cluster. The percentile score is your approximate position on each scale as compared to other people at your education level that have taken the COPS. If your percentile score is near 50, about half (50%) of others fall below you. The higher your score the greater your interest is compared to others.

Accessible COPS Interest Inventory Results

Career Cluster	Raw Score	Percentile Score
Science Professional	10	37
Science Skilled	10	42
Technology Professional	15	57
Technology Skilled	20	89
Consumer Economics	8	39
Outdoor	8	27
Business Professional	15	53
Business Skilled	10	45
Clerical	18	83
Communication	10	52
Arts Professional	11	47
Arts Skilled	12	52
Service Professional	11	32
Service Skilled	8	28

Your Highest Career Groups on the COPS are:

Technology Professional; Technology Skilled; Clerical;

COPS Interest Inventory Information

The following results are for sighted individuals.

Your interest profile is plotted below. A percentile number is printed inside the bars. Each number shows your approximate position on each scale as compared to other people at your educational level who have taken the COPS. If your score is near 50, about half (50%) of others fall below you. The higher your score the greater your interest is compared to others.

Your Highest Career Groups on the COPS are:

Technology Professional; Technology Skilled; Clerical;

Abilities (CAPS)

Accessible CAPS Career Profile Information

The CAPS Career Profile compares your ability scores to the 14 copsystem career clusters. You will hear the name of each career cluster followed by a cutoff score and your score. You receive a plus if your score is above the cutoff score. The plus indicates that your measured abilities are currently at a high enough level for probable success in most occupations in that cluster. Remember, for success it is necessary that you continue to get the training and skills needed in these clusters. In interpreting your profile, concentrate on the scores with pluses that are the farthest above the cutoff score. Consider whether other things you know about yourself are consistent with your profile. Some of your ability scores may not have pluses. If you are interested in careers in these areas and motivated to do well, you may want to take classes or participate in other activities to improve your skills.

Accessible CAPS Career Profile Results

Career Cluster	Cutoff Score	Your Score	Plus
Science Professional	52	22	false
Science Skilled	30	26	false
Technology Professional	40	26	false
Technology Skilled	8	20	true
Consumer Economics	8	22	true
Outdoor	4	9	true
Business Professional	40	42	true
Business Skilled	20	38	true
Clerical	30	45	true
Communication	40	38	false
Arts Professional	40	26	false
Arts Skilled	30	13	false

Service Professional	40	48	true
Service Skilled	4	11	true

CAPS Career Profile Information

The following is for sighted individuals.

Your score is marked with a plus if it is in the solid green portion or at the upper edge of the lightest shaded portion of each career cluster. The plus indicates that your measured abilities are currently at a high enough level for probable success in most occupations in that cluster. Remember, for success it is necessary that you continue to get the training and skills needed in these clusters. In interpreting your profile, concentrate on the distance of your scores from the dark shaded area. Peaks in the profile may not be significant because the shaded areas are different heights. Consider whether other things you know about yourself are consistent with your profile. Some of your ability scores may appear in the darker green portion of the Career Profile. If you are interested in careers in these areas and motivated to do well, you may want to take classes or participate in other activities to improve your skills. Your COPSsystem Comprehensive Career Guide will help you in these choices.

Accessible CAPS Ability Profile Information

The CAPS Ability Profile lists your scores in each individual CAPS tests. You will hear a list of each test followed by your score. Values range from one to nine. This score relates your abilities as compared to others at your educational level. If your score is 5 or near the 50th percentile, about half of another fall below you. The higher your score, the greater your ability.

Accessible CAPS Ability Profile Results

Ability	Your Score
Mechanical Reasoning	3
Spatial Relations	1
Verbal Reasoning	5
Numerical Ability	6
Language Usage	3
Word Knowledge	5
Perceptual Speed and Accuracy	4
Manual Speed and Dexterity	5

CAPS Ability Profile Information

Your scores are represented by a bar that shows your abilities compared to others at your educational level. If your score is near 50, about half (50%) of others fall below you. The higher your score, the greater your ability. See your COPSsystem Comprehensive Career Guide for a further description of your results.

Work Values (COPES)

Accessible COPES Work Values Information

The COPES results compare your work values scores to others who have taken the COPES. Each work value scale consists of two pairs, one of which is more important to you. Your scores are listed according to the value that is more important to you. Your three most extreme scores are listed at the end of the COPES results. These three highest values areas are related to the 14 copsystem career clusters in the summary section.

Accessible COPES Work Values Results

- You are more toward Investigative than Accepting.
- You are more toward Carefree than Practical.
- You are more toward Conformity than Independence.
- You are more toward Leadership than Supportive.
- You are more toward Flexibility than Orderliness.
- You are more toward Recognition than Privacy.
- You are more toward Realistic than Aesthetic.
- You are more toward Reserved than Social.

COPES Work Values Information

Your scores are represented by a bar that shows your work values as compared to others who have taken the COPES. Scores to the left of the center show a preference for values listed on the left of your profile. Scores to the right of the center show a preference for values listed on the right of your profile. The closer a score is to either end of the profile, the more important that work value probably is to you. Your three most important scores are marked with a darker bar. If your score on one of the scales falls at or close to the center, you are moderately concerned with that work value. Select the 'Read More' button for a description of these values.

Needs Assessment Summary

You indicated that you are interested in an occupational training course.

You have indicated that you need additional help in the following areas:

Academics

- reading skills

Job Skills

- how to interview for a job
- how to keep a job

Planning Skills

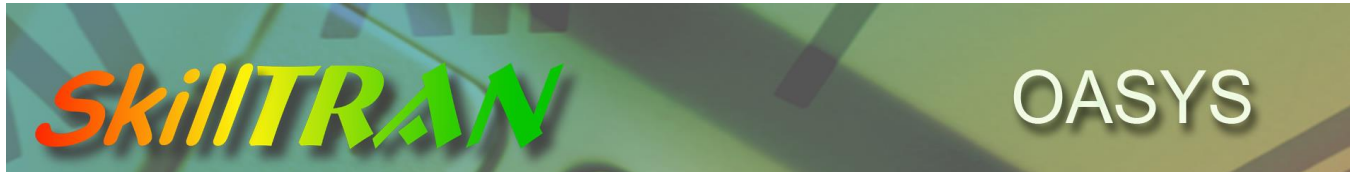
- None of the above.

Summary

Those career groups below where your interests, abilities, and values match are marked in gold and show you the clusters you may wish to explore. First consider those clusters where your interests, abilities, and values are high and all three are gold. Next, consider those groups where you have silver icons where interests and values or where interests and abilities match. The bronze icons indicate one match either for interest, abilities, or values in a particular cluster. Your COPSsystem Comprehensive Career Guide will help you in your career exploration

APPENDIX C

OASYS:



Report produced from SkillTRAN Online Services - by SkillTRAN LLC - www.skilltran.com

Name: Kevin Williams

CLIENT DATA

Kevin Williams
2070 Avenida Hacienda
Chino Hill, CA 91709

Labor Market Area

Commuting Range: 35 miles from Zip Code 91709
County: SAN BERNARDINO
MSA: Riverside-San Bernardino-Ontario, CA

WORK HISTORY

DOT Code	DOT Title	Strength	SVP	Years	Months	CWF
039.264 -010	Microcomputer Support Specialist	M	7	4	0	y
003.161 -014	Electronics Technician	L	7	4	0	y

DOT Code: 039.264-010 Microcomputer Support Specialist

Description

DOT Code: 039.264-010 Microcomputer Support Specialist

Installs, modifies, and makes minor repairs to microcomputer hardware and software systems and provides technical assistance and training to system users: Inspects microcomputer equipment and reads order sheet listing user requirements to prepare microcomputer for delivery. Installs or assists service personnel in installation of hardware and peripheral components, such as monitors, keyboards, printers, and disk drives on user's premises, following design or installation specifications. Loads specified software packages, such as operating systems, word processing, or spreadsheet programs into computer. Enters commands and observes system functions to verify correct system operation. Instructs user in use of equipment, software, and manuals. Answers client's inquiries in person and via telephone concerning systems operation; diagnoses system hardware, software, and operator problems; and recommends or performs minor remedial actions to correct problems based on knowledge of system operation. Replaces defective or inadequate software packages. Refers major hardware problems to service personnel for correction. Attends technical conferences and seminars to keep abreast of new software and hardware product developments.

Occupational Requirements

SVP: 7

Situations: V T P J

Data, People, Things: 2 6 4

GED

R	M	L
4	3	4

Environmental Conditions

W	C	H	W	N	V	A	M	E	H	R	E	T	O
E	O	O	T	O	I	T	V	L	I	A	X	X	T
N	N	N	N	3	N	N	N	N	N	N	N	N	N

Aptitudes

G	V	N	S	P	Q	K	F	M	E	C
2	3	3	3	3	3	2	3	3	5	4

Physical Demands

Str	CL	BA	ST	KN	CR	CW	RE	HA	FI
M	O	N	F	F	F	O	F	F	F

Cross

Reference

Codes

Related Codes

- **OGA:**
 - 039 Computer Related, NEC
- **O*NET:**
 - 15-1232.00 Computer User Support Specialists
- **SOC:**
 - 15-1232 Computer User Support Specialists
- **Census:**
 - 1050 Computer Support Specialists
- **NOC:**
 - 22.82 User support technicians

Interests

- **GOE:**
 - 05.05.05 Electrical-Electronic System Install & Repair
- **RIASEC:**
 - ICR Investigative - Conventional - Realistic

Training

Industry

- **Industry:**
 - 705 Professional and Kindred
- **NAICS:**
 - 3122 Tobacco Manufacturing
 - 326 Plastics and Rubber Products Manufacturing
 - 3312 Steel Product Manufacturing from Purchased Steel
 - 333413 Industrial and Commercial Fan and Blower and Air Purification Equipment Manufacturing
 - 3341 Computer and Peripheral Equipment Manufacturing
 - 334111 Electronic Computer Manufacturing
 - 334112 Computer Storage Device Manufacturing
 - 3344 Semiconductor and Other Electronic Component Manufacturing
 - 3345 Navigational, Measuring, Electromedical, and Control Instruments Manufacturing
 - 3346 Manufacturing and Reproducing Magnetic and Optical Media
 - 334613 Blank Magnetic and Optical Recording Media Manufacturing

- 334614 Software and Other Prerecorded Compact Disc, Tape, and Record Reproducing
- 339 Miscellaneous Manufacturing
- 4234 Professional and Commercial Equipment and Supplies Merchant Wholesalers
- 4251 Wholesale Electronic Markets and Agents and Brokers
- 4412 Other Motor Vehicle Dealers
- 442 Furniture and Home Furnishings Stores
- 443 Electronics and Appliance Stores
- 451 Sporting Goods, Hobby, Musical Instrument, and Book Stores
- 4542 Vending Machine Operators
- 4543 Direct Selling Establishments
- 4811 Scheduled Air Transportation
- 4862 Pipeline Transportation of Natural Gas
- 493 Warehousing and Storage
- 51111 Newspaper Publishers
- 5112 Software Publishers
- 5171 Wired Telecommunications Carriers
- 518 Internet Service Providers, Web Search Portals, and Data Processing Services
- 5222 No depository Credit Intermediation
- 5241 Insurance Carriers
- 5242 Agencies, Brokerages, and Other Insurance Related Activities
- 525 Funds, Trusts, and Other Financial Vehicles
- 5411 Legal Services
- 5412 Accounting, Tax Preparation, Bookkeeping, and Payroll Services
- 5413 Architectural, Engineering, and Related Services
- 5415 Computer Systems Design and Related Services
- 541511 Custom Computer Programming Services
- 5416 Management, Scientific, and Technical Consulting Services
- 5417 Scientific Research and Development Services
- 5419 Other Professional, Scientific, and Technical Services
- 5511 Management of Companies and Enterprises
- 5611 Office Administrative Services
- 5613 Employment Services
- 56142 Telephone Call Centers
- 6111 Elementary and Secondary Schools
- 6112 Junior Colleges
- 6113 Colleges, Universities, and Professional Schools
- 6221 General Medical and Surgical Hospitals
- 7132 Gambling Industries

- 8114 Personal and Household Goods Repair and Maintenance
- 9991 Federal government, excluding postal service
- 9992 State government, excluding education and hospitals
- 9993 Local government, excluding education and hospitals

DOT Code: 003.161-014 Electronics Technician

Description

DOT Code: 003.161-014 Electronics Technician

May be designated according to specialization in electronic applications as Computer-Laboratory Technician (profess. & Kin.); Development-Instrumentation Technician (profess. & Kin.); Electronic-Communications Technician (profess. & kin); Electronics Technician, Nuclear Reactor (profess. & kin); Experimental Electronics Developer (aircraft mfg.); Systems-Testing-Laboratory Technician (profess. & Kin.).

Lays out, builds, tests, troubleshoots, repairs and modifies developmental and production electronic components, parts, equipment, and systems, such as computer equipment, missile control instrumentation, electron tubes, test equipment, and machine tool numerical controls, applying principles and theories of electronics, electrical circuitry, engineering mathematics, electronic and electrical testing, and physics: Discusses layout and assembly procedures and problems with ELECTRONICS ENGINEER (profess. & Kin.) 003.061-030 and draws sketches to clarify design details and functional criteria of electronic units. Assembles experimental circuitry (breadboard) or complete prototype model according to engineering instructions, technical manuals, and knowledge of electronic systems and components. Recommends changes in circuitry or installation specifications to simplify assembly and maintenance. Sets up standard test apparatus or devises test equipment and circuitry to conduct functional, operational, environmental, and life tests to evaluate performance and reliability of prototype or production model. Analyzes and interprets test data. Adjusts, calibrates, aligns, and modifies circuitry and components and records effects on unit performance. Writes technical reports and develops charts, graphs, and schematics to describe and illustrate system's operating characteristics, malfunctions, deviations from design specifications, and functional limitations for consideration by engineers in broader determinations affecting system design and laboratory procedures. May operate bench lathes, drills, or other machine tools to fabricate parts, such as coils, terminal boards, and chassis. May check functioning of newly installed equipment in aircraft, ships, and structures to evaluate system performance under actual operating conditions. May instruct and supervise other technical personnel.

Occupational Requirements

SVP: 7

Situations: V T J

Data, People, Things: 1 6 1

GED

R	M	L
5	5	4

Environmental Conditions

W	C	H	W	N	V	A	M	E	H	R	E	T	O
E	O	O	T	O	I	T	V	L	I	A	X	X	T
N	N	N	N	3	N	N	N	O	N	N	N	N	N

Aptitudes

G	V	N	S	P	Q	K	F	M	E	C
2	2	2	2	2	3	2	2	2	4	4

Physical Demands

Str	CL	BA	ST	KN	CR	CW	RE	HA	FI
L	N	N	N	N	N	N	F	F	F

Cross

Reference

Codes

Related Codes

- **OGA:**
 - 003 Electrical/Electronic Engineering
- **O*NET:**
 - 17-3023.00 Electrical and Electronic Engineering Technologists and Technicians
- **OOH:**
 - **Q335** [Electrical and electronics engineering technicians](#)
- **SOC:**
 - 17-3023 Electrical and Electronic Engineering Technologists and Technicians
- **Census:**
 - 1551 Electrical and Electronic Engineering Technologists and Technicians
- **NOC:**
 - 22.41 Electrical and electronics engineering technologists and technicians

Interests

- **GOE:**
 - 05.01.01 Engineering: Research
- **RIASEC:**
 - RI Realistic - Investigative

Training

- **CIP - Classification of Instructional Programs:**
 - 15.0303 Electrical, Electronic and Communications Engineering Technology/Technician
 - 15.0305 Telecommunications Technology/Technician
 - 15.0306 Integrated Circuit Design
 - 15.0399 Electrical and Electronic Engineering Technologies/Technicians, Other
 - 15.0616 Semiconductor Manufacturing Technology
 - 15.1201 Computer Engineering Technology/Technician
 - 15.1202 Computer Technology/Computer Systems Technology
- **Career Pathways:**
 - 15.1026 Electrical Technician
 - 16.4004 Electrical/Electronic Technicians

Industry

- **Industry:**
 - 123 Aircraft Manufacturing
 - 705 Professional and Kindred
- **NAICS:**
 - 23821 Electrical Contractors
 - 23822 Plumbing, Heating, and Air-Conditioning Contractors
 - 3221 Pulp, Paper, and Paperboard Mills
 - 3222 Converted Paper Product Manufacturing
 - 325 Chemical Manufacturing
 - 3251 Basic Chemical Manufacturing
 - 3252 Resin, Synthetic Rubber, and Artificial Synthetic Fibers and Filaments Manufacturing
 - 3253 Pesticide, Fertilizer, and Other Agricultural Chemical Manufacturing
 - 3254 Pharmaceutical and Medicine Manufacturing
 - 3255 Paint, Coating, and Adhesive Manufacturing
 - 3256 Soap, Cleaning Compound, and Toilet Preparation Manufacturing
 - 3259 Other Chemical Product and Preparation Manufacturing
 - 326 Plastics and Rubber Products Manufacturing
 - 3261 Plastics Product Manufacturing
 - 3262 Rubber Product Manufacturing
 - 333316 Photographic and Photocopying Equipment Manufacturing

- 333318 Other Commercial and Service Industry Machinery Manufacturing
- 3336 Engine, Turbine, and Power Transmission Equipment Manufacturing
- 3342 Communications Equipment Manufacturing
- 3343 Audio and Video Equipment Manufacturing
- 3344 Semiconductor and Other Electronic Component Manufacturing
- 3345 Navigational, Measuring, Electromedical, and Control Instruments Manufacturing
- 3353 Electrical Equipment Manufacturing
- 335312 Motor and Generator Manufacturing
- 3364 Aerospace Product and Parts Manufacturing
- 336414 Guided Missile and Space Vehicle Manufacturing
- 336611 Ship Building and Repairing
- 4236 Household Appliances and Electrical and Electronic Goods Merchant Wholesalers
- 425 Wholesale Electronic Markets and Agents and Brokers
- 4911 Postal Service
- 5121 Motion Picture and Video Industries
- 515 Broadcasting (except Internet)
- 5152 Cable and Other Subscription Programming
- 517 Telecommunications
- 5171 Wired Telecommunications Carriers
- 5172 Wireless Telecommunications Carriers (except Satellite)
- 518 Internet Service Providers, Web Search Portals, and Data Processing Services
- 54133 Engineering Services
- 54138 Testing Laboratories
- 5414 Specialized Design Services
- 541512 Computer Systems Design Services
- 54171 Research and Development in the Physical, Engineering, and Life Sciences
- 5613 Employment Services
- 5619 Other Support Services
- 6113 Colleges, Universities, and Professional Schools
- 811211 Consumer Electronics Repair and Maintenance

ABILITY PROFILE

Strength

	From Work History	Adjusted Ability
Maximum	M (Medium)	S (Sedentary)

Physical Demands

	From Work History	Adjusted Ability
Posture		
CL - Climbing	Occasional	Never
BA - Balancing	Never	Never
ST - Stoop/Bending	Frequent	Never
KN - Kneeling	Frequent	Never
CR - Crouching	Frequent	Never
CW - Crawling	Occasional	Never
Manipulation		
RE - Reaching	Frequent	Never - Frequent
HA - Handling	Frequent	Never - Frequent
FI - Fingering	Frequent	Never - Frequent
Tactile/Communication		
FE - Feeling	Occasional	Never
TA - Talking	Frequent	Never
HE - Hearing	Frequent	Never - Frequent
TS - Tasting/Smelling	Never	Never
Vision		
NE - Near Acuity	Frequent	Never - Frequent
FA - Far Acuity	Occasional	Never
DE - Depth Perception	Occasional	Never
AC - Accommodation	Frequent	Never - Frequent
CV - Color Vision	Frequent	Never

FV - Field of Vision	Never	Never
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Environmental Conditions

	From Work History	Adjusted Ability
Exposure to Work Settings		
WE - Exposure to Weather	Never	Never
CO - Extreme Cold (non-weather)	Never	Never
HO - Extreme Heat (non-weather)	Never	Never
WT - Wet and/or Humid (non-weather)	Never	Never
NO - Noise Intensity	Moderate	Very Quiet - Loud
VI - Vibration	Never	Never
AT - Atmospheric Conditions (Fumes, dust, odors)	Never	Never
Hazardous Conditions		
MV - Proximity to Moving Mechanical Parts	Never	Never
EL - Exposure to Electrical Shock	Occasional	Never
HI - Working in High Exposed Places	Never	Never
RA - Exposure to Radiation	Never	Never
EX - Working with Explosives	Never	Never
TX - Exposure to Toxic or Caustic Chemicals	Never	Never
OT - Other Environmental Conditions	Never	Never

General Education Development

	From Work History	Adjusted Ability
R - Reasoning	5 (Scientific)	1 (Grade 1-3) - 3 (Grade 7-8)
M - Math	5 (Statistics)	1 (Grade 1-3) - 2 (Grade 4-6)
L - Language	4 (High School)	1 (Grade 1-3) - 3 (Grade 7-8)

Specific Vocational Preparation

	From Work History	Adjusted Ability
SVP	7 (2-4 Years (BA/BS))	1 (Short Demo Only) - 4 (3-6 Months)

Aptitudes

	From Work History	Adjusted Ability
Cognition		
G - General Learning Ability	2 (Above Average)	4 (Below Average) - 3 (Average)
V - Verbal	2 (Above Average)	5 (Minimal/No Ability) - 3 (Average)
N - Numerical	2 (Above Average)	5 (Minimal/No Ability) - 4 (Below Average)
Perception		
S - Spatial Perception	2 (Above Average)	5 (Minimal/No Ability) - 4 (Below Average)
P - Form Perception	2 (Above Average)	5 (Minimal/No Ability) - 3 (Average)
Q - Clerical Perception	3 (Average)	5 (Minimal/No Ability) - 4 (Below Average)
C - Color Discrimination	4 (Below Average)	5 (Minimal/No Ability)
Dexterity		
K - Motor Coordination	2 (Above Average)	5 (Minimal/No Ability) - 4 (Below Average)

F - Finger Dexterity	2 (Above Average)	5 (Minimal/No Ability) - 4 (Below Average)
M - Manual Dexterity	2 (Above Average)	5 (Minimal/No Ability) - 4 (Below Average)
E - Eye-Hand-Foot Coordination	4 (Below Average)	5 (Minimal/No Ability)

Work Situations / Temperaments

	From Work History	Adjusted Ability
People Situations		
D - Directing, Controlling, Planning		
I - Influencing Opinions, Attitudes, Judgments		
E - Expressing Personal Feelings		
A - Working Alone or Apart from Others		
U - Working Under Specific Instructions		
P - Dealing with People	In Work History	
Performance Situations		
R - Repetitive or Short Cycle Work		
V - Variety of Work Activities	In Work History	
S - Performing Effectively Under Stress		
T - Attaining Precise Set Limits, Tolerances, and Standards	In Work History	
J - Making Judgments and Decisions	In Work History	

Worker Functions Demonstrated

D – Data	P - People	T - Things
1 - Coordinating	6 - Speaking-Signaling	1 - Precision Working
2 - Analyzing		4 - Manipulating

Worker Functions Excluded

D – Data	P - People	T - Things
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Worker Functions Included in the Occupational Search

D – Data	P - People	T - Things
0 - Synthesizing	0 - Mentoring	0 - Setting Up
1 - Coordinating	1 - Negotiating	1 - Precision Working
2 - Analyzing	2 - Instructing	2 - Operating- Controlling
3 - Compiling	3 - Supervising	3 - Driving-Operating
4 - Computing	4 - Diverting	4 - Manipulating
5 - Copying	5 - Persuading	5 - Tending
6 - Comparing	6 - Speaking-Signaling	6 - Feeding/Off bearing
	7 - Serving	7 - Handling
	8 - Taking Instructions/Helping	

OGA Code	Occupational Group Arrangement (OGA)
039	Computer Related, NEC
003	Electrical/Electronic Engineering

SOC Code	Standard Occupational Classification (SOC)
15-1232	Computer User Support Specialists
17-3023	Electrical and Electronic Engineering Technologists and Technicians

GOE Code	Guide for Occupational Exploration (GOE)
05.05.05	ELECTRICAL-ELECTRONIC SYS INSTALLATION AND REPAIR
05.01.01	RESEARCH

DIC Code	DOT Industry Classification Designation (DIC)
705	PROFESSIONAL AND KINDRED OCCUPATIONS

SPECIAL NOTES

- For search purposes, unadjusted physical and environmental conditions are assumed to be unlimited and are therefore excluded in searches.
- Average Aptitudes assume a minimum middle third of the scales. No superior or above average values are reduced.
- Completion of regular High School assumes minimum of GED - RML = 333 and minimum average aptitudes.
- Lack of experience, unwillingness, or inability to supervise others excludes occupations from searches with a DPT - People Code = Supervising.

SKILL TRANSFER COMPONENTS

Work Fields

Code	Title	SVP
111	Electrical-Electronic Fabricating-Installing-Repairing*	7
211	Appraising	7
233	Data Processing	7
244	Engineering	7
296	Teaching	7

Components of Combination Work Fields

Code	Title	SVP
051	Abrading	7
053	Boring	7
061	Fitting-Folding	7

071	Bolting-Screwing	7
072	Nailing	7
073	Riveting	7
081	Welding	7
083	Soldering-Brazing	7
163	Winding	7

MPSMS

Code	Title	SVP
571	Office, Computing, and Accounting Machines	7
587	Electronic Components and Accessories	7
590	Transportation Equipment	7
703	Electrical, Electronic Engineering	7

LIST OF SELECTED DOT OCCUPATIONS

No Occupations Found

DATA SOURCES

Source	Publication	Year	Web Link
U.S. Dept. of Labor	Revised 4th Edition of the Dictionary of Occupational Titles	1991	
U.S. Dept. of Labor	Errata corrections and subsequent	1992-1998	www.skilltran.com/index.php/support-area/documentation/161-dot-changes

	revisions to the DOT		
U.S. Dept. of Labor	Revised Handbook for Analyzing Jobs	1991	www.skilltran.com/index.php/support-area/documentation/1991rhaj
U.S. Dept. of Labor	Selected Characteristics of Occupations (SCO)	1993	
U.S. Dept. of Labor	Guide for Occupational Exploration (GOE)	1979	Guide for Occupational Exploration
U.S. Dept. of Labor - Bureau of Labor Statistics	Standard Occupational Classification (SOC)	2010/2018	Standard Occupational Classification
U.S. Dept. of Labor - Bureau of Labor Statistics	Occupational Employment and Wages Survey (OEWS)	May 2020	Occupational Employment and Wages Survey
U.S. Dept. of Labor - Employment and Training Administration	O*NET Online (O*NET)	Current	O*NET Online
U.S. Dept. of Labor - Bureau of Labor Statistics	Employment Projections - National	Sept 2020 for 2019 --> 2029	Employment Projections

U.S. Dept. of Labor - Bureau of Labor Statistics	Employment Projections - State/SubState	Various	Employment Projections - State/SubState and various state-specific projections sites
U.S. Dept. of Labor	Labor Force Statistics from the Current Population Survey (CPS)	Current	Current Population Survey
U.S. Dept. of Education - Institute of Education Sciences - National Center for Education Statistics	College Navigator	Current	College Navigator
U.S. Dept. of Labor	Occupational Outlook Handbook (OOH)	Current	Occupational Outlook Handbook
U.S. Dept. of Labor	Current Employment Statistics (CES)	Current	Current Employment Statistics
U.S. Dept. of Labor	Occupational Requirements Survey (ORS)	2018, 2020	ORS Survey
U.S. Dept. of Census	County Business Patterns (CBP)	2019	County Business Patterns - Documentation

U.S. Dept. of Census	North American Industry Classification System (NAICS)	2017	North American Industry Classification System
U.S. Dept. of Census	Public Use Microdata sample (PUMS)	2015-2019	American Community Survey (ACS)
SkillTRAN LLC	Various Alternate Titles Contributed by SkillTRAN Staff and Customers	1982-present	SkillTRAN Data Resources
SkillTRAN LLC	Proprietary Crosswalk between NAICS and DOT	1985-present	SkillTRAN Data Resources

DOT Code: 039.264-010 – Record Processor/Microcomputer Support Specialist

Specific Vocational Preparation (SVP)

Level 7:(Between 2 and 4 years)

Skilled Work. The usual amount of time spent by the typical worker to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific job. Includes vocational education, apprenticeship, in-plant training, on-the-job training, and essential experience gained on other jobs.

General Education Development (GED)

Reasoning Development - level 4:

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 - level 3:

Compute discount, interest, profit, and loss; commission, markup, and selling price; ratio and proportion, and percentage. Calculate surfaces, volume, weights, and measures.

Algebra: Calculate variables and formulas; monomials and polynomials; ratio & proportion variables; and square roots & radicals.

Geometry: Calculate plane and solid figures; circumference, area and volume. Understand kinds of angles, and properties of pairs of angles.

Language Development - level 4:

Reading: Read novels, poems, newspapers, periodicals, journals, manuals, dictionaries, thesauruses, and encyclopedias.

Writing: Prepare business letters, expositions, summaries, and reports, using prescribed format and conforming to all rules of punctuation, grammar, diction and style.

Speaking: Participate in panel discussions, dramatizations, and debates. Speak extemporaneously on a variety of subjects.

Physical Requirements

Strength: Medium Work

Lifting, Carrying, Pushing, Pulling 20 - 50 Lbs. occasionally, 10 - 25 Lbs. frequently or up to 10 Lbs. constantly.

Climbing: Occasionally

Ascending or descending ladders, stairs, scaffolding, ramps, poles, and the like, using feet, and legs or hands and arms. Body agility is important.

Stooping: Frequently

Bending body downward and forward by bending spine at the waist, requiring full use of the lower extremities and back muscles.

Kneeling: Frequently

Bending legs at knees to come to rest on knee or knees.

Crouching: Frequently

Bending body downward and forward by bending legs and spine.

Crawling: Occasionally

Moving about on hands and knees or hands and feet.

Reaching: Frequently

Extending hand(s) or arm(s) in any direction.

Handling: Frequently

Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch or shift automobile gears.

Fingering: Frequently

Picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.

Talking: Frequently

Expressing or exchanging ideas by means of the spoken word to impart oral information to clients or to the public and to convey detailed spoken instructions to other workers accurately, loudly, or quickly.

Hearing: Frequently

Perceiving the nature of sounds by ear.

Near Acuity: Frequently

Clarity of vision at 20 inches or less.

Far Acuity: Occasionally

Clarity of vision at 20 feet or more.

Color Vision: Occasionally

Ability to identify and distinguish colors.

Environmental Conditions

Noise Intensity Level: Moderate

Such as a business office; department store; grocery store; light traffic.

Work Situations (Temperaments)

V Performing a variety of duties.

Work situations that involve frequent changes of tasks using different techniques, procedures, or degrees of attentiveness without loss of efficiency or composure.

T Attaining precise set limits, tolerances, and standards.

Work situations that involve adhering to and achieving exact levels of performance, using precision measuring instruments, tools, and machines to attain precise dimensions. Preparing exact verbal and numerical records. Complying with precise instruments and specifications for materials, methods, procedures, and techniques to attain specified standards.

P Dealing with people.

Work situations that involve interpersonal relationships in a job setting beyond giving and receiving work instructions.

J Making judgments and decisions.

Work situations that involve solving problems, making evaluations, or reaching conclusions based on subjective or objective criteria, such as the five senses, knowledge, past experiences, or quantifiable or factual data.

DOT Aptitudes

General Learning Ability Level 2 (High, Upper Third, Not Top 10th Percentile)

The ability to "catch on" or understand instructions and underlying principles; the ability to reason and make judgments. Closely related to doing well in school.

Verbal Aptitude Level 3 (Average, Middle Third)

The ability to understand meanings of words and to use them effectively; to comprehend language, understand relationships between words and to understand meanings of whole sentences and paragraphs.

Numerical Aptitude Level 3 (Average, Middle Third)

The ability to perform arithmetic operations quickly and accurately.

Spatial Aptitude Level 3 (Average, Middle Third)

The ability to think visually of geometric forms & to comprehend two dimensional representations of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

Form Perception Level 3 (Average, Middle Third)

The ability to perceive pertinent detail in objects or in pictorial or graphic material. Ability to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.

Clerical Perception Level 3 (Average, Middle Third)

The ability to perceive detail in verbal or tabular material. Ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation.

Motor Coordination Level 2 (High, Upper Third, Not Top 10th Percentile)

The ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make movement response accurately and swiftly.

Finger Dexterity Level 3 (Average, Middle Third)

The ability to move fingers, and manipulate small objects with fingers, rapidly or accurately.

Manual Dexterity Level 3 (Average, Middle Third)

The ability to move hands easily and skillfully. The ability to work with hands in placing and turning motions.

Eye-Hand-Foot Coordination Level 5 (Bottom 10th Percentile)

The ability to move the hand and foot coordinately with each other in accordance with visual stimuli.

Color Discrimination Level 4 (Low, Lower Third, Not Bottom 10th Percentile)

The ability to match or discriminate between colors in terms of hue, saturation, and brilliance, identify a particular color or color combination from memory and be able to perceive harmonious or contrasting color combinations.

Work Functions (Data People Things)

Data: 2 - Analyzing

Examining and evaluating data. Presenting alternative actions in relation to the data is frequently involved.

People: 6 - Speaking-Signaling

Talking with or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

Things: 4 - Manipulating

Using body members, tools or special devices to work, move, guide, or place objects or materials. Some latitude for judgment with regard to precision attained and selecting appropriate tool, object or material, although this is readily apparent.

Work Fields

Data Processing 233

Planning, developing, testing, and executing a systematic sequence of activities or operations to process alphabetic, numeric, and symbolic data or to solve problems by means of computer systems.

Teaching 296

Instructing and training people and animals.

Electrical-Electronic Fabricating-Installing-Repairing* 111

Fabricating, installing, and repairing objects that have electrical and electronic functioning elements, by any combination of the following work fields: Abrading, Bolting-Screwing, Boring, Fitting- Folding, Nailing, Riveting, Soldering-Brazing, Welding, and Winding.