

CUSTOMER SERVICE ASSISTANT JOB ANALYSIS
AT A PUBLIC UTILITY COMPANY

By

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CHAPTER I

INTRODUCTION

The Customer Service Assistant (CSA) at a particular public utility company was considered by its upper management to be an important position. One of the company's Division Managers requested that the Personnel/Employment section improve the selection process for the CSA position. The objective was to decrease the selection time as well as find candidates who were well suited to the position. The individual who fills this position may be the customer's only contact with the company. Therefore, the image projected by this individual may be viewed by the customer as the "Company Image". This personal contact with the public is a unique aspect of the CSA position. Another factor that is unique to the position is the urgency to fill vacancies with qualified individuals. Although a position is vacated, the daily work load does not decrease and the timeliness of task completion remains unchanged. The customer is still a corporate priority and services must be provided without interruption.

Once the selection process was completed, lengthy training which further delayed the final starting date of a new employee was required. Therefore, the researcher was assigned the task of analyzing the position and developing a new selection system.

In 1981, approximately 45 Customer Service Assistant positions were vacated and filled by Personnel/Employment. As the company philosophy encouraged promotion from within, these positions were posted internally for employees to make application for promotion. Although this was an effective system, it took three to four weeks to complete the process for each position filled.

It was believed by management that a mini-assessment center would be helpful in dealing with this problem. The assessment center would be used to identify a pool of qualified employees who would be available to fill vacancies as they occurred. The assessment center would provide an opportunity to put candidates through task simulations in which they could interact while their behavior was being assessed.

The researcher decided to begin developing an assessment center by conducting an in-depth job analysis. This is necessary to identify job tasks and personal skills required of a CSA. Once identified, appropriate simulations could be developed.

Statement of Problem

The public utility company being studied did not have a current CSA job analysis which was needed for the development of an assessment center.

Purpose of Study

The purpose of the study was to gather information concerning job tasks and job behaviors critical to the success of a CSA. This information was then analyzed and grouped into skill categories or dimensions. The categories were identified for the possible development

of task simulations in which applicant's behavior would be observed and their skills evaluated.

Research Questions

The study was designed to answer the following questions:

1. Which specific job duties are most frequently performed by a Customer Service Assistant?
2. Which job duties performed by a Customer Service Assistant are perceived as most important?
3. How are the identified dimensions ranked in order of frequency?
4. How are the identified dimensions ranked in order of importance?
5. Which dimension skills are most frequently used in a large versus small district?
6. Which dimension skills are most important to a large versus small district?
7. Is there a significant difference in frequency and importance ratings between large and small districts?

Limitations of Study

The following restrictions applied to this study:

1. Subject to the inherent conditions of an interview situation.
2. Limited to use of personnel in one of four operating divisions within a public utility company.
3. The subordinate interviews are not available in the Customer Service Assistant job analysis.

Assumptions of the Study

The study reflected the following assumptions:

1. The interviewees answered all questions in an honest manner.
2. The results of the study would not in any way affect the incumbent's position.

Definitions of Terms

These terms used in this study are defined as follows:

Applicant: An individual seeking a specific position.

Assessment Center: A process used to evaluate an individual's ability to handle job-related problems in behavioral simulations.

Behavior: Observable actions of a person that can be specifically recorded.

Customer Service Assistant (CSA): An individual that deals with customers.

Dimension: Also referred to as skill categories. Used to classify types of observable behavior.

Incumbent: An individual that holds the targeted position.

Interview Guide: A structured set of questions to be asked to incumbents in the targeted position.

Job Analysis: The gathering of data which identifies specific tasks and responsibilities of a target position.

Simulation Exercise: An activity similar to actual job tasks encountered on the job.

Skill Categories: Also referred to as dimension. A title given to classify types of observable behavior.

Targeted Position: The position that is being analyzed or interviewed for.

Task Analysis Questionnaire: A behavioral questionnaire administered to incumbents to rate importance of job duties.

Organization of Study

Chapter I introduces the study, identifying the problem, purpose, research questions, limitations, assumptions and defines terminology used in the study. Chapter II provides a review of related literature concerning the use and development of the job analysis process. Chapter III discusses the methodology of the study including the instruments utilized, data analysis and population. Chapter IV reports the findings of the study. Chapter V summarizes the study, makes conclusions and provides recommendation for use of the data.

CHAPTER II

REVIEW OF LITERATURE

The literature relevant to a job analysis of the Customer Service Assistant is divided into three areas. These three areas are, 1) the directly related job description 2) indirectly related research addressing the uses of job analysis data and 3) the job analysis process in general. Each of these areas will be discussed below.

Job Description

The logical place to begin the research was to review the already existing job description which was provided by the public utility company. The description was divided into three categories: job summary, knowledge and skills required, and typical duties.

Job Summary:

Helping customers with service and billing problems.
Providing information regarding rates and assisting customers in all areas.

Knowledge and Skills Required:

Ability to communicate effectively. A friendly, yet businesslike manner in dealing with people. Ability to be tactful and polite. Ability to learn new and various procedures quickly and function effectively in assigned tasks. Ability to work under pressure. Proficient in use of CRT terminals and/or microfiche viewers; use of 10-key adding machine and calculator. Typing helpful but not necessary.

The ability to work in a careful and accurate in manner as mistakes can cause embarrassment and be serious in nature.

Typical Duties:

Answer inquiries and/or resolve problems of customers.

Prepare the proper documents and perform needed action on customer requests. Prepare documents to correct customers' records.

Provide information upon request on such matters as rate schedule applications, appliance operating costs, and conservation programs.

Accept payments from customers based upon service bills, account for money received and balance with receipted copies of paid bills.

Prepare cash receipts for posting to customer accounts.

Process past due customer bills and make routine or special collection effort as appropriate. This includes:

- a. Request action to discontinue customer's service when collection efforts fail, after proper notification.
- b. Routine or special effort to contact and collect from former customers who moved without settling service obligations.

Extend credit to customers where appropriate, to facilitate payment of obligations.

Inform supervisor of any information obtained from customer or situation affecting public relations.

May assist and/or relieve other departments with their work.

Operate radio equipment.

Answer emergency phones during storms and other outages.

Other duties as assigned.

As this job description was developed in May, 1974 it was determined that updated, more specific data were needed to effectively analyze the position. In order to achieve this objective, indirectly related literature was searched in an effort to determine how to conduct a job analysis and how the data could be used.

Uses of Job Analysis Data

Obtaining an analytical knowledge of job components helps administrators and scholars (1) detect weaknesses, duplications, or inefficiency in the present work procedures, (2) establish uniform classifications for similar work, (3) determine wage or salary schedules for jobs entailing various levels of skill or responsibility, (4) identify the competencies to seek when employing personnel, (5) assign workers to jobs in a manner that will achieve the best utilization of the available manpower, (6) set up training programs and prepare instructional

materials for prospective or in-service employees, (7) establish requirements for promotion, (8) make decisions concerning the transfer or retraining of personnel, and (9) develop a theoretical framework for studying administrative functions and structures (Van Dalen, 1962, p. 289).

As listed by Van Dalen, it was observed that the job analysis data could be used for a number of significantly important functions in the corporate environment. These ideas further prompted the researcher to utilize the collected data to determine salary and training needs in connection with the CSA position.

In addition to these uses Lopez, Kesselman and Lopez (1981) point out another very important function of the Job Analysis process.

In the past decade, government regulations concerning equal employment opportunity, as interpreted by the Federal courts in particular, have required employers to conduct objective job analyses to demonstrate the fairness and the relevancy of their selection procedures (Equal Employment Opportunity Commission, 1978). In an effort to overcome the problems inherent in current job analysis techniques, a trait-oriented approach was designed and applied to a variety of personnel situations (p. 479).

After reviewing various publications, Ash and Levine (1980) have developed a comprehensive list of job analysis uses with a brief description of each provided.

1. Job Description. A complete description should contain job identification information, a job summary, the job duties and accountabilities, and job specifications or employment standards information.
2. Job Classification. Job classification is the arrangement of jobs into classes, groups or families according to some systematic schema, such as organizational lines of authority, technology-based job/task content, or human behavior-based job content.
3. Job Evaluation. Job evaluation is the 'correct' slotting of jobs in terms of their relative worth both within an organization and in relation to the relevant labor market.

4. Job Design/Restructuring. Job design deals with the allocation and arrangement of organizational work activities and tasks into sets.
5. Personnel Requirements/Specifications (for acquisition and deployment, including recruitment, selection, and placement). Personnel requirements and specifications for a particular job should set forth the personal knowledges, skills, aptitudes, attributes, traits, and so that are related to successful performance of that job.
6. Performance Appraisal. Performance appraisal is a systematic evaluation of personnel on job-related dimensions. Its principal purpose is describing performance strengths and weaknesses within and between workers and providing the workers with specific feedback.
7. Worker Training. Training is a systematic process of influencing worker behavior to improve efficiency and effectiveness of task performance and to contribute to organizational performance.
8. Worker Mobility (career development, career ladders). Worker mobility is the movement of individuals into and out of positions jobs, and occupations.
9. Efficiency/Safety. Efficiency and safety in jobs depends upon information about people's work activities, including procedures, layout, standards, equipment design, and other physical facilities.
10. Workforce Planning (projection, skills-banking, worker profiles by job/task). Workforce planning includes activities by which an organization ensures that it has the right number and kind of people at the right places, and at the right times, performing jobs that maximize both the organization's service and/or profit objectives and its employees' needs for self-actualization and growth.
11. Legal/Quasilegal Requirements. Legal requirements refer to obligations imposed by legislative bodies or courts. Quasilegal requirements refer to regulations or guidelines established by government agencies such as the Equal Employment Opportunities Commission or the Occupational Safety and Health administration, or agreements with industrial or craft unions and other groups or organizations (pp. 54-56).

The combination of reports cited above gave a very complete look at the uses of the job analysis. As this report was intended to utilize the job analysis as a behavior identification tool for assessing skills,

the remainder of the research discusses procedures used in conducting a job analysis research project.

Job Analysis Process

To become familiar with the job analysis process the researcher studied Development Dimensions International (DDI) Manual on Job Analysis (1978) and the Assessment Design Inc. (ADI) Job Analysis Workshop Manual (1981). After reviewing these manuals, the following steps were identified as necessary to conduct a job analysis of the Customer Service Assistant position.

Need Identification

The first step was to review all available data concerning placement statistics of the targeted position. This allowed the researcher to identify the number of positions filled each year, and the average length of time needed to fill each position. Thus determining the need for an improved selection process.

Target Position Interview

The next step was to interview incumbents and superiors in various locations throughout the division. At this point a sample group was used to gather data about behavior skills required of incumbents.

Summary of Interview Data

The collected information was then organized into a manageable form. This was accomplished by grouping like information and eliminating duplicate statements.

Categorization of Interview Summary Data

Summary data were then categorized according to behavior skills. Similar behavior skills were identified as being a specific dimension.

Development of Task Analysis Questionnaire

A questionnaire was then designed and sent to all incumbents of the targeted position. The purpose of the questionnaire was to gather verification data concerning each dimension identified during interviews. This was accomplished by having each incumbent rank order skills according to frequency and importance.

Data Analysis of Task Analysis Questionnaire

The task analysis questionnaires were then analyzed. This allowed the researcher to determine which group of skills or dimensions were most vital to the position.

With the steps of the research clearly spelled out, information on interviewing techniques was needed to develop the interview guide and conduct the interviews in an effective manner. Many sources were used to gather this information. Without appropriate interviewing skills the interviewer could unintentionally sabotage the entire project in the first stage of development. Without proper techniques the interviewer might create an environment during the interview that would make it very difficult or impossible to obtain the information being sought.

Fear (1978) discusses many techniques for being a good interviewer. It is his belief that the interviewer must be a good sales person in order to convince the interviewee to open up and talk freely. Other

traits identified by Fear which may aid in achieving this initial objective are warmth and sensitivity. Along with these characteristics which are needed to kick off a good interview, the interviewer needs to also possess analytical abilities to critically interpret the collected data.

With knowledge on climate setting, the interviewer must develop questioning techniques to further increase the effectiveness of the interview. As discussed in the Personnel Psychology Service Center's Interviewing Institute Manual (1982) each question should be analyzed for relevance. Any questions that do not obtain information relevant to behavior required in the job do not achieve the purpose of the interview and may be eliminated.

Questions on the interview guide that are open-ended will encourage the applicant to talk rather than reply with a yes-no answer. The interviewer will gather much more information when the applicant is encouraged to talk. An example of an open-ended question versus a closed-ended one might be:

Tell me how you set priorities on your job.
As opposed to: Do you ever set priorities on your job?

Another questioning technique pointed out in the Interviewing Institute was that questions should not be leading or tell the applicant what the answer should be. Example:

You can work overtime, can't you?

According to DDI's Targeted Selection Manual (1981), the past behavior of an applicant predicts future behavior. Because of this assumption, it is believed that each question asked should be targeted at the individual's behavior rather than their beliefs or feelings. It

is further thought that each question should be made up of three parts. What was the situation being explained by the applicant, what was the applicant's actual role in the situation or project and finally what were the results of the action taken by the applicant. According to DDI, if this information is obtained by the interviewer the behavior of the applicant may be evaluated as well as the results of their behavior.

Summary

Each organization involved in the development of a job analysis completes the process in a unique manner. The basic steps listed here however, are generally common elements to the varying styles:

1. Needs Identification
2. Incumbent Interviews
3. Interview Data Categorization
4. Task Analysis Questionnaire
5. Questionnaire Data Analysis.

Particular care in developing and conducting interviews is extremely important to the success of the job analysis system. While the interview is an important part, of the job analysis, there is still the need for a follow-up questionnaire to validate the data that has been collected.

All in all, the job analysis is a many faceted project which demands constant updating. Because responsibilities are constantly changing, continued review is necessary to maintain a complete and accurate representation of any given position.

CHAPTER III

METHODOLOGY

The purpose of the study was to gather information concerning job tasks and job behaviors critical to the success of a Customer Service Assistant. There were seven basic steps involved in the job analysis conducted for the targeted position. The specific details of each step are discussed in this section of the research report beginning with 1) population and sample identification, 2) the development of the first data collection instrument, 3) collecting initial data, 4) initial data analysis, 5) the development of the second data collection instrument, 6) collection of secondary data and 7) secondary data analysis.

Population and Sample Identification

In examining the hiring data during the past 12 months, it was determined that 45 Customer Service Assistant positions were vacated and filled. It was also estimated that each position was vacant an average of 18 days before being filled. In an effort to improve the selection process a job analysis was conducted. In beginning the CSA job analysis, it was necessary to first identify the population and sample.

The operating division that was being studied consisted of seven districts. The researcher requested a computer printout of the

employees in the division and found that in the seven districts there was a total population of 70 Customer Service Assistants. It was determined that four Customer Service Assistants and two Customer Service Assistant Supervisors would be the individuals involved in the initial interviews.

As each district varies somewhat in size, location and type of customer, participants for the sample study were selected according to their location and length of service in the position. Selections were made in order to provide the study with short-term as well as long-term position holders and CSA's who deal with commercial and high income or low income residential customers.

As at least two methods of job analysis are generally used, the interviewing process was selected as the first method to be employed. Hence, the need for a job analysis interview guide.

Development of First Instrument

Before the job analysis interview guide was developed the type of information being sought had to be clearly identified. The purpose of the interview would be to specifically identify the general function of the work group. Furthermore, the particular duties, job related behavior and job related skills of the CSA would be specified.

Once it was determined exactly what information was needed the interview guide was developed. See Appendix A for a copy of the interview guide. One interview guide for both the incumbent and superior was developed with minor wording changes which were enclosed in parenthesis. The interview guide was patterned after those found in the manuals of job analysis produced by Development Dimensions

International (1978) and Assessment Design, Incorporated (1981).

Collecting Initial Data

The Division Manager was notified by memo of the intent and scheduled time of each interview. See Appendix B for a copy of the memo. He then notified all District Managers and they were asked to notify each individual in their area to be interviewed. For the purpose of this research, names have been eliminated from all memos and other reports.

With the notification of all interviewees and the completion of the interview guide the interviews were conducted. The interviewer went into each district office to conduct personal interviews at the incumbent's work location to enhance the level of comfort and relaxation of the interviewee. Each interview meeting was held in a quiet private office. The interviewer was cautious to maintain consistency in questioning and personal approach with each incumbent and superior interviewed. With the completion of the six interviews the analysis of collected data commenced.

Initial Data Analysis

Once the job analysis interviews were completed the data collected on summary sheets was organized into groups of common dimensions or behavior skills. See Appendix C for a list of common dimensions. The DDI dimension guidelines were used to help organize the interview data. The purpose of dimension groupings was to provide more easily managed information and identify necessary skills for the targeted position.

As an additional documentation tool, each dimension group was defined and job tasks listed according to specific dimensions. See Appendix D for dimension definitions and Appendix E for dimension job tasks.

With the analysis and grouping of data completed the second phase of the job analysis was initiated. The second step in analyzing the data was to rank order and validate information collected during interviews with the sample group. This process involved all incumbents.

Development of Second Instrument

A questionnaire was developed for the purpose of validating data collected during one-on-one interviews. See Appendix F for a copy of instructions and the questionnaire. Each of the 70 incumbents were sent a questionnaire. It was felt that all incumbents should be involved during the implementation of the second method. This was to create a feeling of ownership and support of the project on the part of all incumbents.

The questionnaire consisted of a listing of behavioral statements taken from the Dimension Groupings (Appendix E) data received during incumbent/superior interviews. Behavioral statements were grouped according to dimension groupings for analysis purposes. However, the dimension groups were not identified on the questionnaire as incumbents may have been confused by the headings.

Collection of Secondary Data

Cover memos, detailed instructions and questionnaires, were mailed to 70 incumbents for completion. See Appendix G for a copy of the memo.

Each incumbent was asked to complete the questionnaire by rating each statement according to frequency and importance. In addition, each questionnaire was coded to identify the district in which the incumbent was working.

It became apparent that all questionnaires were not going to be returned by the February 1, 1983 deadline. At that time the researcher contacted each District Manager by phone to inquire about the missing instruments. It was discovered that four of the original incumbents were no longer in these positions. This lowered the total number of incumbents to 66. Each District Manager was asked to encourage their employees to return the questionnaires.

Secondary Data Analysis

To analyze the questionnaire completed by the incumbents, the researcher solicited the assistance of the data programming department. All data were entered into the computer system and a program was designed to rank order data according to frequency and importance. The program was also designed to divide data by dimension and work location so the summary of data could be repeated in a like manner.

After all data were rank ordered, the Mann-Whitney U difference test was used to analyze the frequency and importance ratings of small districts compared to large districts.
$$U = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - R_1$$
 was the formula used to calculate the critical U value of 45 (Popham, Sirotnik, 1973, p. 297).

CHAPTER IV

PRESENTATION OF FINDINGS

The purpose of this study was to determine what skills and behaviors are important and frequently used by a CSA. This was accomplished by asking all incumbents of the target position to complete a questionnaire composed of 89 questions. The results, however, show responses to only 84 questions as five were duplicate questions. The responses were then sorted and analyzed through the use of a computer. In this section the CSA questionnaire responses are presented according to item frequency and item importance, dimension frequency and dimension importance, and by size of district according to importance and frequency of dimensions.

Response Rate

The questionnaire was originally administered to 70 incumbents of the target position. After talking with the seven District Managers, it was discovered that there were only 66 actual incumbents at the time the research was being conducted. With 66 total incumbents, the response rate calculated for a return of 61 completed questionnaires equaled a 92 percent return. Because of the high return rate on the first distribution of questionnaires, the researcher did not find it necessary to do a follow-up mail out.

Item Frequency And Item Importance

The responses to the questionnaire are presented in Table I according to frequency and perceived importance ratings of the 84 questionnaire items or job duties. Importance means ranged from 39.34 (item #58) to 12.62 (item #10). The range for frequency means was 58.85 (item #20) to 19.18 (item #10).

Items #20 (consideration), #84 (relationship-customer), and #58 (discuss bills) were rated as duties or skills most frequently required of a CSA. Items #10 (new programs), #51 (write-image), and #55 (complex letters) were identified as being required less frequently than the other duties and skills.

Reflected in Table I are the perceived importance ratings of each skill or duty. These are also listed according to item number. The Customer Service Assistants questioned believed that items #58 (discuss bills), #59 (questions) and #24 (problem bills) were the most important skills and duties. Items #10 (new programs), #51 (write-image), and #36 (list to discuss) were perceived as being least important.

In comparing frequency and perceived importance, customer service assistants rated discussing bills with customers (#58) as one of the top three duties by importance and frequency. Making suggestions for new programs (#10) and preparing written correspondence that projects a positive company image (#51) were considered least important as well as least frequently encountered.

TABLE I
 OVERALL FREQUENCY AND IMPORTANCE
 MEANS OF JOB ANALYSIS
 ITEMS

Item Number	Description	Frequency Mean	Importance Mean
1.	Not responsible jobs	41.14	25.57
2.	No procedures	40.16	25.24
3.	Eliminate problems	52.13	34.26
4.	Recommendation	37.04	23.77
5.	Provide information	45.08	26.22
6.	Recommend action	41.31	27.70
7.	Take action	41.80	28.36
8.	New procedures	35.57	22.78
9.	Question procedures	29.01	19.01
10.	New programs	19.18	12.62
11.	Additional work	31.14	20.16
12.	Planning	33.60	20.98
13.	Self-development	33.44	28.68
14.	Awareness	55.90	35.73
15.	Acknowledge	48.85	30.81
16.	Customer's self-esteem	57.21	37.21
17.	You're perceived	56.88	36.39
18.	Customer's attitudes	56.55	35.24
19.	Recognize peers	58.19	36.39
20.	Considerate	58.85	38.19
21.	Supervisor's decision	53.60	36.39

TABLE I (Continued)

Item Number	Description	Frequency Mean	Importance Mean
22.	Credit decision	57.04	38.68
23.	Cut-off decision	51.47	34.59
24.	Problem bills	57.21	38.85
25.	Alternatives	56.06	35.08
26.	Adjustments	52.78	36.72
27.	Unrelated information	51.63	33.60
28.	Customer needs	57.86	37.86
29.	Customer dissatisfaction	56.88	38.03
30.	"Special" needs	55.08	36.55
31.	Sources	51.47	35.90
32.	Subtle problems	50.16	34.75
33.	questioning	55.90	37.21
34.	To do list	41.14	23.27
35.	priorities	52.78	35.08
36.	List to discuss	24.75	14.59
37.	Materials	55.90	36.06
38.	Stress-deadlines	40.49	31.80
39.	Stress-environment	32.95	30.98
40.	Stress-disruptions	32.29	29.01
41.	Stress-responsibility	28.19	27.86
42.	Stress-arguments	25.73	25.73
43.	Stress-complaints	32.78	24.59
49.	Write memo	39.18	27.37
50.	Write nontechnical	33.11	22.29
51.	Write company image	20.16	14.42

TABLE I (Continued)

Item Number	Description	Frequency Mean	Importance Mean
52.	Write bills	33.44	26.72
53.	Reports	22.45	17.70
54.	Answer complaints	32.45	24.75
55.	Complex letters	22.45	18.19
56.	Summary letters	28.85	22.62
57.	Represent Company	52.45	35.73
58.	Discuss bills	58.36	39.34
59.	Questions	57.86	39.01
60.	Meeting-billing	51.47	34.75
61.	Meeting-credit	47.04	32.29
62.	Meeting-customers	57.21	38.36
63.	Meeting-Field Representative	45.00	32.83
64.	Meeting-districts	45.57	33.77
65.	Meeting-dial card cust.	42.13	32.62
66.	Meeting-peers	54.75	36.22
67.	Meeting-supervisor	55.08	37.04
68.	Meeting-departments	50.32	33.93
69.	Meeting-explain billing	56.06	38.19
70.	Explain procedures	53.27	38.03
71.	Explain increases	45.73	35.73
72.	Quick response	46.39	33.11
73.	Exceptions	44.42	31.80
74.	Unpopular decisions	48.36	33.77
75.	Customers word	46.72	32.95
76.	Ideas-customers	51.96	34.09

TABLE I (Continued)

Item Number	Description	Frequency Mean	Importance Mean
77.	Ideas-peers	41.96	26.72
78.	Get cooperation	54.59	34.59
79.	Gain commitment	55.73	35.57
80.	First impression	57.54	36.22
81.	Peer's work	38.19	28.36
82.	Follow-up	42.62	31.47
83.	Individual	56.72	37.70
84.	Relationship-customer	58.36	38.36
85.	Relationship-peer	57.37	37.37
86.	Other areas	41.14	28.19
87.	Listen-customers	57.54	38.19
88.	Listen-peer	55.40	34.91
89.	Listen-Superior	55.40	37.04

Dimension Frequency

In Table II, dimensions are listed in rank order by frequency. Impact, with a mean score of 56.89 and sensitivity with 55.99 as a mean were the two dimension skills most frequently utilized by a Customer Service Assistant. The dimensions they least frequently relied upon were written communication with a mean of 28.38, and tolerance for stress with 31.62 as a mean score.

TABLE II
RANK ORDERED MEANS OF
DIMENSIONS BY
FREQUENCY

Dimension	Frequency Mean N = 61
Impact	56.89
Sensitivity	55.99
Judgement	54.19
Analysis	53.72
Listening	53.42
Oral Communication	51.00
Persuasiveness	49.57
Adaptability	49.57
Risk Taking	44.23
Planning and Organization	43.93
Initiative	35.99
Tolerance Stress	31.62
Written Communication	28.38

Figure 1 is a Pie chart depicting frequency means grouped by dimension. The top number in each section indicated the dimension mean while the bottom number is the percent of the pie.

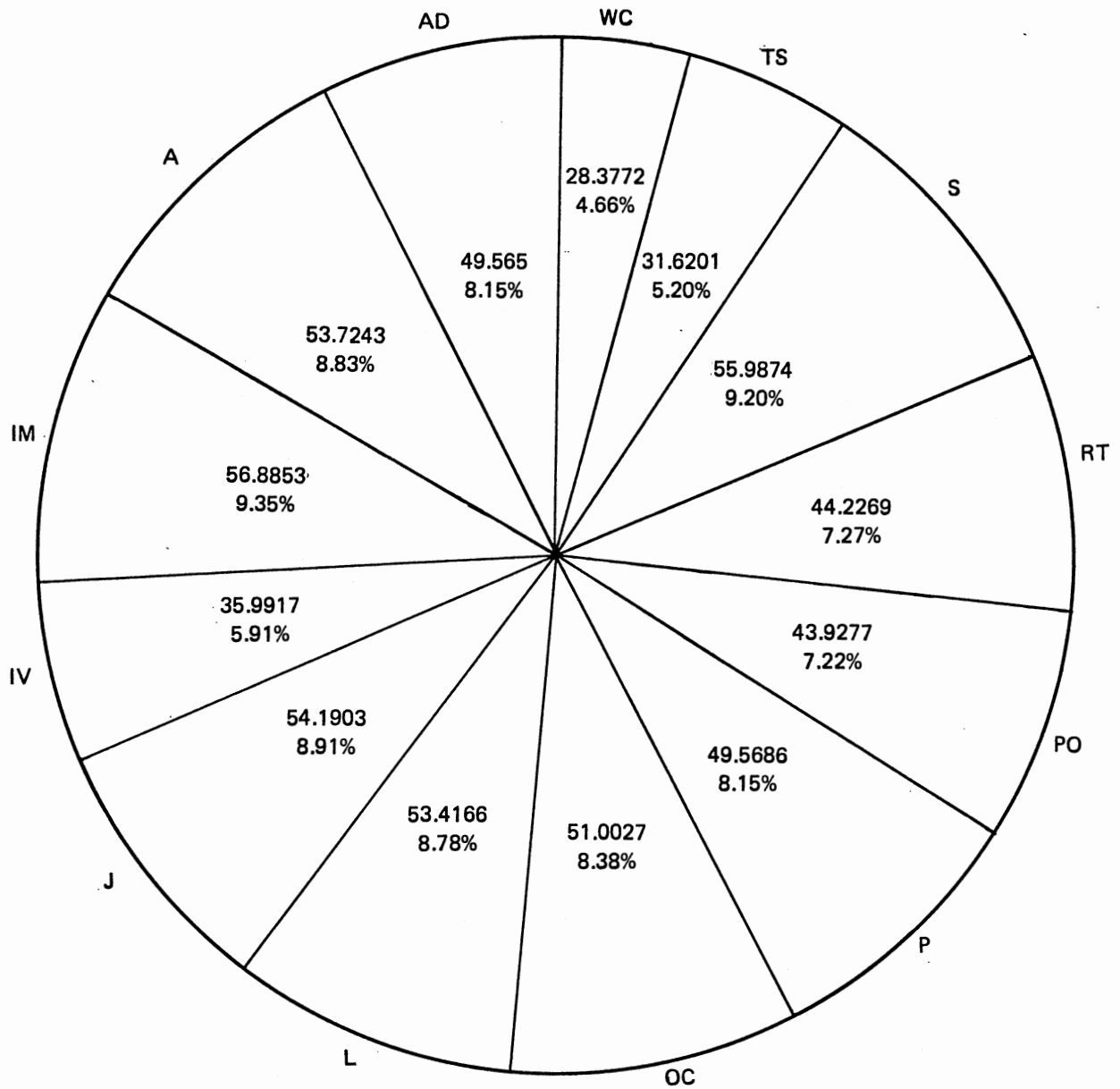


Figure 1. Pie Chart of Frequency Means Grouped by Dimension

Code	Dimension	Code	Dimension
AD	Adaptability	OC	Oral Communication
A	Analysis	P	Persuasiveness
IM	Impact	PO	Planning and Organization
IV	Initiative	RT	Risk Taking
J	Judgement	TS	Tolerance for Stress
L	Listening	WC	Written Communication

Dimension Importance

In Table III dimensions are listed according to importance. The most important dimensions, as reported by CSA's, were analysis with a mean score of 36.83 and judgement with 36.45 as the mean. Less important dimensions were identified as tolerance for stress with a mean of 29.60 and risk-taking with 31.82 as a mean score.

In observing Tables II and III it appears that frequency of a duty or behavior does not indicate equal importance. Although impact was rated first by frequency, it was rated third by importance. The number one importance rating, analysis, was the fourth dimension in the frequency rating.

Figure 2 is a pie chart of importance means grouped according to dimensions. The dimension means and pie percentages are indicated in the figure.

Size of District

The information from the questionnaire was broken down into small versus large districts. Small districts were identified as work locations with four or less Customer Service Assistants. Large districts were identified as having five or more CSA's. There were a total of three small districts with ten responses and four large districts with 49 responses. In addition there were three individuals who did not identify their locations.

TABLE III
RANK ORDERED MEANS OF
DIMENSIONS BY
IMPORTANCE

Dimension	Importance Mean N = 61
Analysis	36.83
Judgement	36.45
Impact	36.40
Sensitivity	35.84
Listening	35.66
Oral Communication	35.45
Adaptability	34.29
Persuasiveness	32.66
Risk Taking	31.82
Tolerance for Stress	29.60
Planning and Organization	27.75
Initiative	24.22
Written Communication	23.10

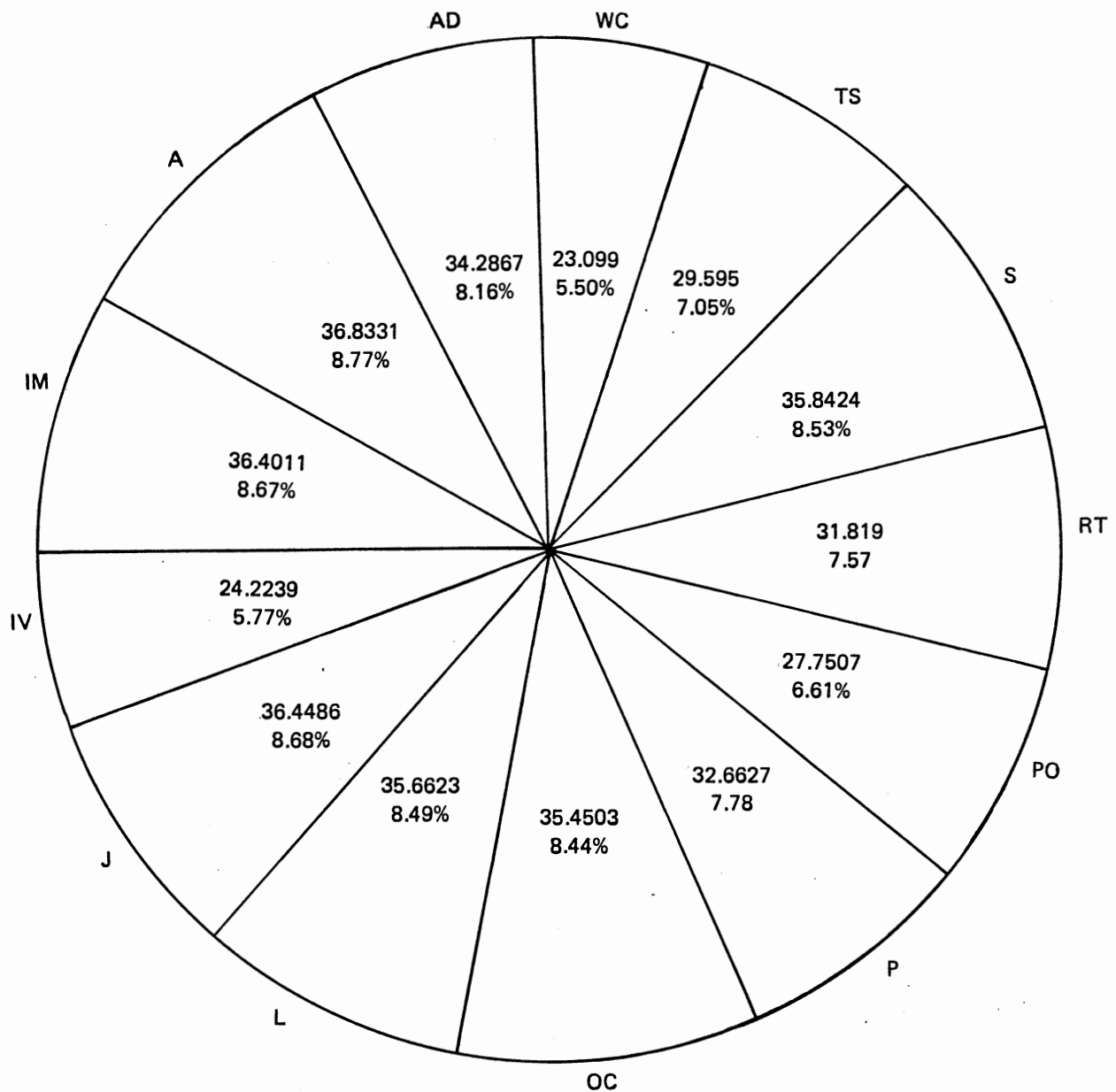


Figure 2. Pie Chart of Importance Means Grouped by Dimension

<u>Code</u>	<u>Dimension</u>	<u>Code</u>	<u>Dimension</u>
AD	Adaptability	OC	Oral Communication
A	Analysis	P	Persuasiveness
IM	Impact	PO	Planning and Organization
IV	Initiative	RT	Risk Taking
J	Judgement	TS	Tolerance for Stress
L	Listening	WC	Written Communication

Frequency by District

The frequency of use means of each dimension are presented by district size in Table IV. The dimension means were calculated from the individual item means. The frequency of use range for the large districts was from 57.52 for impact to 29.85 for written communication. The range for small districts was from 56.32 for listening to 25.31 for written communication. The unidentified individuals had a similar range of 57.62 for sensitivity to 31.67 for written communication.

The top three dimensions identified by large districts included impact (57.52), sensitivity (55.52), and judgement (55.09). The bottom three dimensions for large districts were written communication (29.85), tolerance for stress (32.09), and initiative (37.72).

Small districts identified the top three dimensions as listening (56.32), impact (56.11), and sensitivity (56.07). The bottom three included written communication (25.31), tolerance for stress (29.49), and initiative (33.63).

Unidentified individuals ranked the top three dimensions as sensitivity (57.62), impact (56.67), and listening (51.67). The bottom three dimensions were written communication (31.67), tolerance for stress (36.11), and initiative (36.15).

The largest difference between the large and the small districts was the difference in means scores for the listening dimension. Large districts gave it a mean of 51.68 while small districts gave it a mean of 56.32.

TABLE IV
 MEANS OF FREQUENCY OF USE
 OF DIMENSIONS BY
 DISTRICT SIZE

Dimension	Large District Mean N=49	Small District Mean N= 9	Unidentified District Mean N= 3
Adaptability	50.63	48.44	48.67
Analysis	53.46	55.45	49.58
Impact	57.52	56.11	56.67
Initiative	37.72	33.63	36.15
Judgement	55.09	54.61	49.33
Listening	51.68	56.32	51.67
Oral Communication	51.09	54.11	41.33
Persuasiveness	51.17	50.07	41.67
Planning & Organization	43.43	45.62	40.83
Risk Taking	46.01	43.54	39.17
Sensitivity	55.52	56.07	57.62
Tolerance for Stress	32.10	29.49	36.11
Written Communication	29.85	25.31	31.67

Importance by District

The importance of use means of each dimension are presented by district size in Table V. Again, the dimension means were calculated from the individual item means. The importance of use range for the large districts was from 37.23 for judgement to 20.06 for written communication. The range for small districts was from 38.96 for listening to 22.33 for written communication. The unidentified individuals had a range of 35.83 for analysis to 22.05 for initiative.

The top three dimensions for large districts were judgement (37.23), impact (36.55), and oral communication (36.22). The bottom three dimensions identified by large districts were written communication (20.06), initiative (25.11) and planning and organization (27.17).

Small districts rated listening (38.96), analysis (38.44) and oral communication (37.57) as highest in importance. Written communication (22.33), initiative (23.76) and planning and organization (28.33) were rated as least important.

Unidentified individuals ranked the top three dimensions in importance as analysis (35.83), sensitivity (35.71) and judgement (35.33). Their bottom three dimensions were initiative (22.05), oral communication (26.00) and planning and organization (28.33).

The most obvious difference in scores between large and small districts was the difference in mean scores for the listening dimension. Large districts gave it a mean of 34.19 while small districts gave it a mean of 38.96.

TABLE V
 MEANS OF PERCEIVED IMPORTANCE
 OF DIMENSIONS BY
 DISTRICT SIZE

Dimension	Large District Mean N=49	Small District Mean N=10	Unidentified District Mean N= 3
Adaptability	34.61	33.72	34.67
Analysis	35.88	38.44	35.83
Impact	36.55	37.22	33.33
Initiative	25.11	23.76	22.05
Judgement	37.23	35.78	35.33
Listening	34.19	38.96	31.67
Oral Communication	36.22	37.57	26.00
Persuasiveness	32.72	33.47	30.00
Planning & Organization	27.17	28.33	28.33
Risk Taking	33.12	29.31	34.17
Sensitivity	35.82	35.91	35.71
Tolerance for Stress	28.35	31.11	30.00
Written Communication	22.06	22.33	29.58

Difference Tests

Importance and frequency ratings were compared to determine whether there was a significant difference between large and small districts. In Table VI, dimension frequency means were rank ordered and an R_1 value of 172 was calculated. When the R_1 value was plugged into the Mann-Whitney U formula, it was found that the U value was 88. With a critical U value of 45, it was determined that there was a significant difference between large and small district frequency ratings.

In Table VII, dimension importance means for large and small districts were rank ordered. A R_1 value for group one was calculated from the ranking. When the difference test was applied, it was found that a significant difference U value of 94 existed.

Summary

Based on the responses of both large and small districts it was found that importance and frequency ratings of dimensions varied within these groups. Listening was considered, by the small districts, to be the most important as well as most frequently used skill dimension. When listening was rated by large districts it did not even rate in the top three dimensions. On the other hand, impact, sensitivity and oral communications were rated highly by both groups in either importance, frequency or both. The significant difference test results indicated

TABLE VI
RANKS OF DIMENSION FREQUENCY
MEANS BY LARGE AND
SMALL DISTRICTS

Dimension	Group One Large District		Group Two Small District	
	Mean Score	Rank	Mean Score	Rank
Adaptability	50.63	13	48.44	11
Analysis	53.46	17	55.45	21
Impact	57.52	26	56.11	24
Initiative	37.72	6	33.63	5
Judgement	55.09	20	54.61	19
Listening	51.68	16	56.32	25
Oral Communication	51.09	14	54.11	18
Persuasiveness	51.17	15	50.07	12
Planning & Organization	43.43	7	45.62	9
Risk Taking	46.01	10	43.54	8
Sensitivity	55.52	22	56.07	23
Tolerance for Stress	32.10	4	29.49	3
Written Communication	29.85	2	25.31	1
	$R_1 = 172$			

TABLE VII
 RANKS OF DIMENSION IMPORTANCE
 MEANS BY LARGE AND
 SMALL DISTRICTS

Dimension	Group One Large District		Group Two Small District	
	Mean Score	Rank	Mean Score	Rank
Adaptability	34.61	15	33.72	13
Analysis	35.88	18	38.44	25
Impact	36.55	21	37.22	22
Initiative	25.11	4	23.76	3
Judgement	37.23	23	35.78	16
Listening	34.19	14	38.96	26
Oral Communication	36.22	20	37.57	24
Persuasiveness	32.72	10	33.47	12
Planning & Organization	27.17	5	28.33	6
Risk Taking	33.12	11	29.31	8
Sensitivity	35.82	17	35.91	19
Tolerance for Stress	28.35	7	31.11	9
Written Communication	22.06	1	22.33	2
	$R_1 = 166$			

that a significant difference in ratings existed between large and small districts for frequency and importance of dimensions.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

In this chapter the study is concluded by discussing the results of the research in three sections. First, a summary of the study is offered. Then conclusions based on findings are considered. Finally, recommendations for practice and future study are discussed.

Summary

In a public utility company, customer satisfaction is very important. There is constant contact with customers in an effort to provide service as well as insure payment for services. In most cases the customers contact is with a Customer Service Assistant. Often this person is the only company representative the customer will ever encounter.

When a Customer Service Assistant position is vacated, it naturally slows the rate and therefore quality of customer service. Because of this, it became a management objective to find a faster more effective way of selecting qualified individuals to fill the target position.

In order to reach that objective, this study was conducted to reach a better understanding of the position. By identifying important and frequently used skills and duties of the position it was believed that better personnel selection could be made. Furthermore, qualified

individuals could be identified in advance and selections made from a pool of candidates at the time a position became available.

The study was intended to answer the following questions:

1) Which specific job duties are most frequently conducted by a Customer Service Assistant?, 2) Which job duties conducted by a CSA are perceived as most important?, 3) How are the identified dimensions ranked in order of frequency?, 4) How are the identified dimensions ranked in order of importance?, 5) Which dimension skills are most frequently used in a large versus small district? and, 6) Which dimension skills are most important to a large versus small district?

By interviewing a small group of four Customer Service Assistants and two supervisors, enough information about the job was compiled to develop a task analysis questionnaire. The questionnaire listed all skills and duties identified by the sample group. All incumbents of the target position were asked to rank order each item in order of frequency of use and importance. Responses were received from 92 percent (61) of the incumbents. Their responses were fed into a computer system for statistical analysis.

Conclusions

Based on the statistical analysis of the data collected from incumbents important and frequently used dimensions and tasks were identified. Job duties skills most frequently required of a CSA were identified as being considerate of customers feelings and developing a good working relationship with them. The most important duties were recognized as discussing and answering questions about customer's bills.

The dimensions rated by all incumbents as most frequently used were impact and sensitivity. However, the most important dimensions were identified as analysis and judgement. It was concluded that Customer Service Assistants perceived their most important task to be dealing with results. In an effort to achieve these results, they must frequently rely on people-oriented skills such as impact and sensitivity.

When large and small district ratings were compared, it was found that small districts rated listening as most important as well as most frequently used. In comparison, the large districts rated judgement as the most important and impact as most frequently used. Listening was rated as number seven on importance and number five on frequency of use.

It was therefore concluded that candidates being considered for a Customer Service Assistant must possess certain skills. It was further recognized that these skills vary somewhat depending on the size of the district. In small districts it was assumed that there is more personal contact with customers and therefore good listening skills were needed.

In a larger district it appeared that although sensitivity was important, judgement and impact were more vital skills for the Customer Service Assistant. The high ratings on impact and judgement may reflect a higher volume of customers which would require quicker results and less time to spend with each customer.

Recommendations

Practice

The data collected from the job analysis could be utilized in the following ways:

1. The organization can evaluate the job classification in respect to grade level and salary range. Unless these jobs continue to be upgraded it will be difficult to attract and retain high caliber individuals.

2. Training needs can be identified according to frequency and importance of duties and skills. This might help to develop training activities to improve weak skill areas.

3. To improve the selection process the data can be utilized to identify simulations that would be useful in an assessment center. This will allow for the development of a pool of qualified candidates.

4. The identified dimensions should be used for developing interview guides for actual one-on-one interviews.

5. A detailed job description should be developed from the collected data.

Future Study

Most companies and communities are constantly changing. In order to keep up with these changes reevaluation is necessary from time to time. Future studies are recommended to:

1. Observe changes in district size and how any change impacts the job duties of the CSA in that district.

2. A comparison study should be done to see if the quality of CSA's selected improves as a result of the study.

3. A comparison study should be done to see if the target position is filled in less time as a result of the study.

4. Task simulations should be developed to use for selection purposes.

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APPENDIXES

APPENDIX A

JOB ANALYSIS INTERVIEW GUIDE

INCUMBENT/SUPERIOR

1. Please describe the general function(s) of the area which you work in (supervise). In other words, what are the primary functions of the work group.
2. As a Customer Service Assistant (Supervisor) in this work group, what do you consider to be your (the CSA's) key duties and responsibilities?
 - What are the biggest challenges you face in this position? Why? How do you deal with these?
 - Describe typical day.
 - What kinds of planning is required of you?
 - What kind of analysis work do you perform?
3. What types of activities do you (they) get involved with that you would consider to be very important, but which only occur perhaps a few times a year?
 - Others involved
 - Role in the activity
4. In what ways do you (they) handle your (their) major responsibilities differently now than when you (they) were on the job? What caused you to change?
5. What skills do you see as necessary for someone to effectively function in your (the CSA) position?
 - Label
 - Definition
 - Which job activity
6. Assume that you were interested in finding out if an individual had the skills you mentioned. What type of activity or work situations would you like to see them do so you could observe those skills? Why?
7. If someone else would do exceptionally well in this position, what types of things would they do better than the "acceptable" individual? Why are these things important?
8. If someone else would do poorly in this position, what would be the reason most likely be? Why?

9. Give me some examples of decisions you (a CSA) might make on the job?
- How important
 - Who does it concern
 - How often
 - People, tasks, resources
10. What are the most difficult decisions you (they) must make?
11. What is the most difficult part of your (their) job?
12. What kinds of situations make your (their) job stressful?
13. What aspects of your job personally satisfy you? (Don't ask supervisor)
14. What aspects dissatisfy you? (Don't ask supervisor)
15. What kind of written communications do you (does a CSA) use to send information within the Company and to those outside the Company?
- Notes -Reports
 - Memos -Format
 - Letters -From Scratch
16. What kind of written communication do you (do they) usually receive from others in the Company and from people outside of the Company?
17. How important is technical knowledge for success in your (this) position as compared to communication skills?
- Is there any technical expertise that you (they) would be lost without?
18. What prior work experience would be helpful for someone in your (this) position? Why?
19. What internal or external training programs, workshops, etc., would be helpful to someone in your (this) position? Why?
20. How much formal/informal training did you (they) receive from the organization?

21. What are the minimal formal educational requirements for someone in your (this) position? Why?
22. How do you keep knowledgeable about the information in your field and/or about the activities of your peers?
23. Do you have any of the following materials which you could provide for me?

-Sample charts, tables, reports, and graphs used for routine job activities, any correspondence

24. Before we close, is there anything else about your (this) job which I should know to really understand it?

APPENDIX B

DIVISION MANAGER LETTER

FOR INTRA-COMPANY CORRESPONDENCE ONLY

SUBJECT JOB ANALYSIS-CUSTOMER SERVICE ASSISTANT Date _____TO DIVISION MANAGER Dept. _____ Office Location _____FROM BONNIE L. ADISKA Ext. _____ Dept. _____ Office Location _____

I have recently been requested to conduct a job analysis of the Customer Service Assistant position within the Division Operations area. The purpose of this analysis will be to provide information concerning the necessary knowledge, skills and responsibilities required in this position.

My second objective is to provide the organization with more objective information about the job to increase the internal promotion and selection process.

To complete this project, it will be necessary to interview 4 incumbents and 2 superiors of the targeted position. I would like to conduct interviews during the week of November 1, 1982 and anticipate each interview lasting approximately 2 hours.

In order to accomplish this goal, I will need your assistance in communicating objectives and scheduling needs with your District Managers and the interviewees. I would like to visit each office according to the following schedule:

November 2, Tuesday -- District #1

9:00 A.M. -- Superior Interview

1:00 P.M. -- Incumbent Interview

November 3, Wednesday -- District #2

9:00 A.M. -- Superior Interview

1:00 P.M. -- Incumbent Interview

November 4, Thursday -- District #3

9:00 A.M. -- Incumbent Interview

1:00 P.M. -- Incumbent Interview

Thank you for your interest and support of this project. If you have any questions or concerns, please don't hesitate to call.

BA:np

APPENDIX C

COMMON DIMENSIONS

Knowledge/Skills

- Technical/Professional Proficiency
- Technical/Professional Knowledge
- Technical-Machine Operation
- Process Operation

Decision Making

- * Analysis
- * Judgement
- Decisiveness
- Innovativeness
- * Risk Taking

Management

- * Planning and Organizing
- Delegation
- Control
- Development of Subordinates

Interpersonal/Sales

- * Sensitivity
- Individual Leadership
- Group Leadership
- Tenacity
- * Persuasiveness
- * Impact
- * Adaptability
- Independence

Personal/Motivational

- Job Motivation
- Work Standards
- * Initiative
- * Tolerance for Stress
- Energy

Communications

- * Listening
- * Oral Communication
- Oral Presentation
- * Written Communication

* Dimensions identified in the Customer Service Assistant job analysis interviews as important behaviors to the position.

APPENDIX D

DIMENSION DEFINITIONS

Adaptability: Maintaining effectiveness in varying environments, tasks, responsibilities, or people.

Analysis: Relating and comparing data from different sources, identifying issues, securing relevant information, and identifying relationships.

Impact: Creating a good first impression, commanding attention and respect, showing an air of confidence.

Initiative: Active attempts to influence events to achieve goals, self-starting rather than passive acceptance. Taking action to achieve goals beyond what is necessarily called for.

Judgement: Developing alternative courses of action and making decisions which are based on logical assumptions and which reflect factual information.

Listening: The use of information extracted from oral communication.

Oral Communication: Effective expression in individual or group situations.

Persuasiveness: Utilizing appropriate interpersonal styles and methods of communication to gain agreement or acceptance of an idea, plan or activity.

Planning and Organization: Establishing a course of action for self and/or others to accomplish a specific goal; planning proper assignments of personnel and appropriate allocation of resources.

Risk Taking: Taking or initiating action which involves a deliberate gamble in order to achieve a recognized benefit or advantage.

Sensitivity: Actions that indicates a consideration for the feelings and needs of others.

Tolerance for Stress: Stability or performance under pressure and/or opposition.

Written Communication: Clear expression of ideas in writing and in good grammatical form.

APPENDIX E
DIMENSION GROUPINGS AND
JOB TASKS

DECISION MAKING

Analysis

Much of a Customer Service Assistant's (CSA) time is spent analyzing the customer's situation and then resolving any complaints or questions in a fashion that is acceptable to the customer and stays within the company guidelines. Most analysis is done by way of CRT's, microfiche and information obtained from the customer concerning their account.

Judgement

After Analysis of the customer's problem, a CSA may have to make important decisions related to such things as cut-off, extensions of credit and the necessity of deposits prior to turn-on.

Risk-Taking

When working out payment arrangements with the customer a CSA must take a certain amount of risk as there is no guarantee that the customer will honor the agreement.

Planning and Organization

In order to keep track of customer transactions and provide appropriate follow-up action, a Customer Service Assistant will need to organize their work and time during each day. This includes the development of a system to keep track of each customer transaction.

Interpersonal

Sensitivity

A CSA deals with fairly delicate personal matters with Customers on a consistent basis. The CSA must be able to accurately perceive what the Customer's attitude or feelings are concerning the situation.

Persuasiveness

In many situations a CSA will rely on their ability to gain commitment and/or acceptance from a customer. This skill will usually be evidenced during negotiations for payment.

Impact

It is important for a CSA to have the ability to get along well with people and establish credibility with the customer. This behavior is critical for a Customer Service Assistant as a company representative making an impression on the customer.

Adaptability

As each customer is a unique individual with unique problems, a CSA must have the ability to change their approach and arrangements throughout the day. Often the time between customers is very limited and a CSA must quickly change their focus.

Personal/Motivational

Initiative

In most situations a CSA is allowed to work independently and must take it upon themselves to deal with problems that arise. This may include pointing out a situation that the customer is not aware of as well as follow-up and complete documentation of transactions.

Tolerance for Stress

Customers that come in to the office or phone have questions, problems or frustrations. They are on occasion angry or even hostile. A CSA must deal with these conditions at a constant pace during the day.

Communications

Listening

A CSA should accurately understand the oral communication of others and is able to use the data obtained. Listening to co-workers and customers to get key information to deal with an account may be an example of this area.

Oral Communication

Customer Service Assistants spend the majority of their time conversing with customers by telephone or during one-on-one encounters. They should exercise the ability to skillfully express themselves during these transactions.

Written Communications

Effective writing skills must be employed when responding to customer inquiries or complaints.

APPENDIX F

QUESTIONNAIRE/DIRECTIONS

INSTRUCTIONS

On the following pages, you will find a number of job activities listed which may or may not be a part of your particular job. You are asked to consider each activity and rate it according to how frequently you do the activity. Place your rating in the column labeled "Frequency". Use the following scale to make this rating:

FREQUENCY SCALE

(Averaging your activities over a year, how frequently do you do this activity as part of your job?)

- S = Several times each day
- D = Daily (Usually once per day)
- W = Weekly (Usually once per week)
- M = Monthly (Usually once per month)
- Y = (Usually once per year)
- N = Not done as part of your job

If you perform an activity five times every Monday, but do not perform the activity at any other time during the week, then the activity would average once per day and a "D" rating would be appropriate.

If you do not do the activity, you should make it "N" and go on to the next activity. However, if you perform the activity, regardless of how frequently then you should also rate the activity according to how important it is to successful performance in your job. This rating should be entered in the column labeled "Importance". Use the following scale to make this rating:

IMPORTANCE SCALE

(How important is this activity to successful performance of your job?)

- 4 = Absolutely essential. (A person could not possibly perform satisfactorily in your job without successfully performing this activity.)
- 3 = Essential. (It would be very difficult for a person to perform satisfactorily in your job without successfully performing this activity.)
- 2 = Useful, but not essential. (Performing this activity successfully would sometimes enhance performance on your job, but satisfactory performance would be expected without it.)
- 1 = Unnecessary. (Successful performance of this activity would almost never have anything to do with satisfactory performance on your job.)

CUSTOMER SERVICE ASSISTANT
JOB ANALYSIS QUESTIONNAIRE

<u>ACTIVITY</u>	<u>FREQUENCY</u>	<u>IMPORTANCE</u>
a) Make formal presentations to a group of people.	<u>M</u>	<u>2</u>
b) Read blueprints.	<u>N</u>	<u> </u>
c) Read annual reports.	<u>W</u>	<u>4</u>

Above are three job activities that may or may not be a part of your job. The "Frequency" and "Importance" columns have been filled in as an illustration to help clarify the process. The person who filled in the above example:

- a) makes formal presentation to groups about once every month (M) and feels that making the presentation is useful, but not essential to his/her on-the-job-success (2);
- b) never reads blueprints as part of his/her job (N) and, therefore, did not rate Importance, and continued on the next item.
- c) reads annual reports about once per week (W) and feels that the successful performance of this activity is absolutely essential to successful performance (4).

Please rate on the following pages each activity's frequency and importance to accomplishing your job.

There is space at the end of the questionnaire for additional remarks you feel would be helpful to us in analyzing your job.

JOB ANALYSIS QUESTIONNAIRE

CUSTOMER SERVICE ASSISTANT

	<u>Frequency</u>	<u>Importance</u>
1. Do a job for which you are not responsible because it will help your area or the company.	_____	_____
2. Take action in a situation where the action to be taken is not specified in some procedural manual.	_____	_____
3. Take action to eliminate <u>potential</u> problems.	_____	_____
4. Generate unsolicited recommendations to improve performance, production, work flow, etc.	_____	_____
5. Provide information above and beyond that which is requested or required of you.	_____	_____
6. Notify a superior of a problem and recommend a course of action for solution.	_____	_____
7. Take action on a project without specifically being asked to do so by your boss.	_____	_____
8. Try to do a job some new way you feel might be better.	_____	_____
9. Question the rationale for process or procedures which are currently in effect and recommend changes.	_____	_____
10. Suggest new programs for the company to consider to implement.	_____	_____
11. Ask for additional work or assignments.	_____	_____
12. Take additional time planning your activities.	_____	_____

13. Pursue additional self-development efforts i.e., education, in-house training, etc. _____
 14. Be aware of customers' attitudes towards company policies. _____
 15. Acknowledge special help provided by your peers. _____
 16. Maintain a customer's self-esteem during interactions. _____
 17. Understand how you are perceived by customers. _____
 18. Be aware of customers' attitudes on a variety of issues. _____
 19. Recognize peers as individuals and treat each with understanding _____
 20. Be considerate of customer's feelings when dealing with problems. _____
 21. Know when to notify your supervisor before making a decision. _____
- Make a decision concerning customers':
22. Credit extensions. _____
 23. Cut-offs. _____
 24. Problems on bills. _____
 25. Consider several different alternatives before making a decision. _____
 26. Make adjustments on bills. _____
 27. Analyze seemingly unrelated information in order to analyze a situation. _____

Identify:

- | | | |
|--|--|--|
| 28. Customer needs. | | |
| 29. Causes of customer dis-
satisfaction. | | |
| 30. "Special" customer needs. | | |
| 31. Gather information from several
sources to fully understand the
cause of a customer problem. | | |
| 32. Associate information from
different sources in order to
uncover subtle problems. | | |
| 33. Question people to get facts
before making decisions. | | |
| 34. Keep a to do list. | | |
| 35. Set priorities so that most
important work is done first. | | |
| 36. Prepare list of things to
discuss with customers. | | |
| 37. Have appropriate materials
available when needed. | | |
| 38. Feel Stress or pressure due to
time deadlines. | | |
| 39. Feel stress or pressure due to
work environment (e.g., noise,
etc.). | | |
| 40. Feel stress or pressure due to
schedule disruptions. | | |
| 41. Feel stress or pressure due to
too much responsibility. | | |
| 42. Feel stress or pressure due to
heated arguments with your boss
or a customer. | | |

43. Feel stress or pressure due to to customers complaints or problems when the company is at fault.

How important is it for you to work effectively when feeling stress or pressure due to:

44. Time deadlines?
45. Working environment (e.g., noise, etc.)?
46. Schedule disruptions?
47. Too much responsibility?
48. Heated arguments with your boss of a customer?
49. Respond in writing to brief notes and/or memos.
50. Prepare written communications in nontechnical terms.
51. Prepare written communications to project a favorable image of the company.
52. Prepare written communications to customers which explain why the customer should pay his/her bill.
53. Prepare periodic reports.
54. Answer complaint letters.
55. Write complex letters to people who have complained about some facet of the company's business, e.g., customer complaints.
56. Prepare reports summarizing customer transactions.
57. Deal with the public while representing the company.

58. Discuss bill problems with customers over the telephone or in person. _____
59. Respond to questions dealing with billing complaints, line locations, new meters, etc. _____
- Have one-on-one meetings or telephone discussions with:
60. Billing Department. _____
61. Credit Department. _____
62. Customers. _____
63. Field Representatives. _____
64. Other Districts. _____
65. Dial card customers. _____
66. Employees in your area. _____
67. Immediate supervisor. _____
68. Other departments. _____
- Phone discussions with customers concerning:
69. Bill inquiries. _____
70. Explanation of billing procedures. _____
71. Rate increases. _____
72. Take action where a quick response is necessary, yet all information is not available. _____
73. Make exceptions to accepted policy without delay when circumstances seem to warrant it. _____
74. Make decisions you feel are proper but which may be unpopular with a customer. _____

75. Take action when the customer's word is all you have to base your decision on. _____
76. Contribute ideas to customers on how to pay their bills. _____
77. Contribute ideas to peers on how to handle a customer complaint. _____
78. Get cooperation from customers. _____
79. Gain commitment from customers on paying their bills. _____
80. Make a good first impression with a customer. _____
81. Do a peer's work in their absence. _____
82. Follow-up with an account someone else started working on. _____
83. Deal with each customer on an individual basis. _____
- Develop a good working relationship with:
84. Customers. _____
85. Peers. _____
86. Work in other areas such as billing, credit, etc. _____
- Accomplish your objective by spending time listening to:
87. A customer. _____
88. A peer. _____
89. A superior. _____

APPENDIX G

INCUMBENT MEMO

FOR INTRA-COMPANY CORRESPONDENCE ONLY

SUBJECT CUSTOMER SERVICE ASSISTANT JOB ANALYSIS Date _____TO ALL CUSTOMER SERVICE ASSISTANTS Dept. _____ Office Location _____FROM B.L. ADISKA Ext. 2194 Dept. Personnel Office Location _____

During the past month, I have been gathering information regarding the responsibilities and activities associated with the job of persons who function as Customer Service Assistants in the company. To accomplish this, I interviewed selected Customer Service Assistants, obtaining questionnaire information from these interviews. The purpose of gathering the information was to help identify and validate the dimensions of behavior to be used in the selection system. The selection system provides a means of evaluating future candidates for Customer Service Assistant positions on dimensions which have been identified as being important for success.

On the basis of the information we have gathered, the dimensions of Customer Service Assistant behavior described in the attached questionnaire have been tentatively identified as being related to successful performance on the job. You are asked to complete this questionnaire by rating the importance and frequency of each of these dimensions so I may make a final selection of the dimensions to be assessed in the selection system. This information is necessary in order to insure the validity and legal defensibility of the selection system.

Please complete and return this questionnaire by February 1, 1983. If you have any questions regarding the questionnaire or the manner in which the information will be used, please don't hesitate to call me.

Thank you for your assistance.

BA:np
Attachment

/

VITA

Bonnie L. Adiska

Candidate for the Degree of
Master of Science

Thesis: CUSTOMER SERVICE ASSISTANT JOB ANALYSIS AT A PUBLIC UTILITY
COMPANY

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Ann Arbor, Michigan, October 22, 1950,
the daughter of Mr. and Mrs. Theodore Allen Adiska.

Education: Graduated from Lincoln Consolidate High School,
Ypsilanti, Michigan, in May, 1968; received Bachelor of Arts
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1976; completed requirements for the Master of Science degree
at Oklahoma State University in May, 1983.

Professional Experience: Training Specialist, Public Service
Company of Oklahoma, 1980-82; Employment Representative, Public
Service Company of Oklahoma, 1982-present; Member of American
Society for Training and Development, 1980-82; Member of Tulsa
Personnel Association, 1982-83; Member of Southwest Placement
Association, 1982-83; Member of Women in Energy, 1981-83;
Member of American Association for Adult and Continuing
Education, 1982-83.