
HUTCH HELPS



A PUBLICATION OF HUTCHINGS COURT REPORTERS, LLC

SPRING 2006

HUTCHINGS COURT REPORTERS' STEPS TO PROCESS A JOB

Many of you have asked us to describe the steps we take to complete a job. In this issue, as well as in the Fall issue of Hutch Helps, we'd like to share some of the general job processing steps that Hutchings utilizes when working with a brand new reporter. You may be surprised to learn how much detail goes into the processing of every transcript!

New reporters working with Hutchings have the advantage of participating in our **Gateway Orientation Program** which provides extra support and mentoring that is critical to a smooth and successful start. The Gateway Program consists of special training sessions covering such topics as job processing procedures, transcript formatting, worksheet preparation, exhibit handling, professional issues, CAT system information, and Calendar protocol. Another benefit is the scopist program we implement for a new reporter's initial jobs.

PART I – An Overview of the Process

GETTING YOUR JOB INFORMATION

Hutchings emails you the job assignment. This email includes basic information about the job, and sometimes a full caption. Typically, the reporter will ask for the caption information and business cards at the job.

WORKSHEET & EXHIBIT INSTRUCTION FORMS

Your support TEAM at Hutchings needs clear and accurate information from you. We work with you on worksheet preparation during your orientation and Gateway period. Many of our CSRs use our "Form Wizard" to complete their worksheets on the computer.

GETTING THE JOB FROM YOUR LAPTOP TO US

New reporters in our Gateway Program work closely with our staff on their initial jobs. During this time, we answer many questions as the brand-new reporter prepares their first job files. Then, we can assign their job file to a Gateway Scopist.

GETTING THE JOB READY FOR SCOPING

The reporter is provided our format and "include" files during orientation so the transcripts will format perfectly! When the first job is taken, the reporter has one-on-one support to assist with the pre-edit and job review. The job file and exhibits are transmitted to our work distribution center and we assign it to one of our Gateway Scopists (see box above).

When the job is ready for proofing, the reporter is notified and arrangements are made for receipt of the rough file. Our staff and designated Gateway Reporters are available to assist with questions during proofing. Corrections are noted on the rough and it is returned to the Gateway Scopist to complete the corrections and prepare the transcript for final production. At this point, the reporter will complete the certificate for the job and prepare the invoice along with their parking receipt. The office will then put the transcript through a final detail process before mailing.

THE WORK OF A SCOPIST

In addition to word-by-word editing, Hutchings' scopists are responsible for suggestions on conflict resolution, punctuation review and all research. (The CSR provides a word list for those "un-researchable" words).

Scopists are available for the CSR to clarify dictionary suggestions, punctuation, formatting, etc. Scopists give the transcript their "eagle eye" and patient efforts during the editing and correction steps. Their helpful comments and advice are appreciated by our Gateway Reporters.

The Scopist provides a rough transcript for the CSR to proofread. Once proofing is finished, the CSR submits the rough transcript to the scopist who makes the corrections, completes all final detail, and forwards to one of Hutchings' processing centers for mailing.

HOW TO SELECT A CAT SYSTEM

from NCRA website: ncraonline.com - by James M. Mizanin, RDR, CRI, CMRS

Well, I thought this was going to be an easy article to write. My philosophy on students purchasing CAT equipment has always been very straightforward - Don't. So I wrote the article.

After reading it over and over, something just seemed wrong with the message. I was confident in my opinion, but my opinion was just that, a personal opinion. At this point I should probably confess that some of my opinions are based on historic experience, and not on future expectations, and most of my experiences are limited to the "employee" environment rather than the "independent contractor" environment. With that in mind, I scheduled a meeting with a CAT vendor to review the content of my article before submitting it.

I walked away from the meeting with a much clearer picture of what this article should reveal. Yes, the vendor slapped some sense into me. In fairness to all CAT vendors, this article will discuss CAT systems in general, and not highlight one system over another. For that reason, I will refer to my vendor as Lynn.

I explained to Lynn the following:

I had taught court reporting for more than 25 years, and witnessed many guest speakers explaining CAT systems and writing machines to students. I had sat through very informative, energetic, heart-warming presentations on how to select a CAT system, how the student version can be upgraded to the professional

version, and why this system is better than that system. I really couldn't call these events hard-core sales pitches, but the ultimate goal was to enlighten the student to give them the confidence to purchase the speaker's equipment. I understood that and had no real problem with it.

MY SYSTEM VS. YOUR SYSTEM

Most new graduates will enter the freelance court reporting market, and most new freelancers will be independent contractors as opposed to employees. As an independent contractor, the company cannot insist that you purchase a particular CAT system because of IRS ramifications, but the firm may have a preference. Sounds like a pretty good argument for not purchasing software while you're still in school.

If the firm hires you as an employee, consistency in equipment will be more important. If one reporter is having their machine overhauled, they can use an office machine or another reporter's machine. If one reporter is out of the office when a rush order comes in, the office can edit the job for them. But that only works if the reporters and everyone else on staff understand the equipment, the writer, and the CAT system.

The reporters in my office are employees. They go through a training process where they learn the next level of transcript production and dictionary maintenance. I've always felt they need to be on

our system for us to help them. We've had some reporters come to our office with software other than ours, and when that last-minute rush came in and the reporter was on a job, our hands were tied. Oh, and did I mention that the CAT system in our office is free to our employees? Sounds like another pretty good argument for not purchasing software while you're still in school.

My reporting firm's first CAT system was an easy choice since there was very little competition 25 years ago. I purchased my second CAT system five years later when PCs were available and affordable. Price was a major consideration in my decision, and the system I purchased still works to this day. My office knows the program inside out. Had I chosen a different system, I doubt if I would be more or less successful today. What mattered was that I was on a CAT system, any CAT system. Once there, you learn and improve.

I am a consultant to a court reporting program. The school committed to a CAT system more than 20 years ago. Price was a consideration in the decision, and they chose a system different from mine. Our students are taught this system (a newer version, of course), and the graduates have a pretty good working knowledge of transcript production and dictionary building.

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Here's where my "attitude adjustment" occurred. All NCRA-approved court reporting programs teach CAT. The students learn a particular system. Naturally, many want to continue using that system on the job. In reality, the students learn the functions necessary to enable them to work on any CAT system. Minor adjustments and modifications, and new reporters are just as comfortable on another CAT system. All CAT systems I know of work just fine. They may have different bells and whistles, different pricing, and different levels of sophistication, but they all do the basic job of transcript production. That much I knew. What I couldn't understand was why a student would even consider spending money for software that was free at school.

Lynn educated me. If a student purchases a CAT system while in school, they can practice their realtime writing, and work on dictionary building/maintenance at home at their convenience. The student version of CAT software is incredibly affordable, and students are purchasing it, getting comfortable with it, and entering the job market truly realtime ready. It's pretty impressive seeing a new grad entering the real workplace running instead of crawling, because they've become so familiar with a CAT system. There is so much to learn when starting out as a new reporter, limited CAT experience will be

just that much more of a burden.

WHEN SHOULD YOU PURCHASE/LEASE?

If you're going to purchase a CAT system, I would suggest doing so at 180 wam or higher. The end should be in sight. That's about the time you should be considering your career path choice – judicial reporting, CART, or captioning. This would be the time to start talking it up with family. Christmas, your birthday, and your anniversary are great opportunities to receive your equipment from loved ones. If he wants new golf clubs, you ask for a professional Stentura or a realtime-ready laptop.

HOW TO SHOP FOR A CAT SYSTEM:

You have to do your homework. I've seen single-page comparative worksheets listing CAT vendors down the side and the functions they perform or advantages listed across the top, so you can see at a glance which vendors offer what. You can attend an NCRA convention and create your own comparison sheet while visiting the vendors' booths and asking questions.

Call the local freelance and official reporters in your area and secure information about the CAT systems they use.

Get the inside scoop on what you are expected to provide, and what is provided for you. Talk to the head of their computer department. Ask if you can come in and see the equipment in operation. See if you can bring the whole class in for a field trip.

How about asking your CAT representative for a one-on-one demonstration? This is your

career we're talking about here.

WHAT TO LOOK FOR IN A CAT SYSTEM:

First, is there a student version available, and if so, here are some things to look for:

1. Affordability
2. Windows
3. Free updates
4. Support calls
5. Choice of dictionaries or dictionary conversion
6. Training tutorial/manual
7. Ability to do complete transcript production
8. Ability to practice captioning
9. Ability to practice CART reporting
10. Ability to write and practice realtime
11. Ability to write to the Internet

YOUR EMPLOYER'S PERSPECTIVE:

Two new grads seek employment at the same reporting firm. Both have passed their 225s and have completed the supplement courses. Attitude and appearance play a large part in who gets the job, but what about equipment? If one graduate has a professional writer and CAT system, the employer has one less thing to worry about, your training is minimized, and you can accept your first reporting assignment "on the run." You've made a financial commitment to your career, and it calls attention to your professional determination. There's a good chance you'll get the job.



A Verbivore Challenge

from On Air – May 2006 -- by Richard Letterer and Martha Barnette

Find the canines hiding in our language. In some cases, the "dog" in a word or phrase barks clearly, as in *dog days*. In other cases, a word or phrase bears no relationship to the word *dog* beyond a mere coincidence of sound. But each word or word grouping in the quiz you are about to take does begin with the letters "d-o-g" and are pronounced exactly like the name of the animal.

1. Established set of beliefs
2. Another word for "darn"
3. A stretch of land that bends
4. This dog swims underwater
5. Elementary form of swimming
6. Lil' abner lived in this dog
7. This dog writes clumsy ver
8. Shabby and worn
9. Exhausted
10. A poisonous plant
11. Used for identification
12. This dog is up a tree
13. this dog is also up a tree
14. Quick, easy gait
15. Fiercely disputed contest



[for answers, see page 6]

these objects, leaving a space or void next to them. This space is what I call the "triangle of life." The larger the object, the stronger, and the less it will compact.

TEN TIPS FOR EARTHQUAKE SAFETY

1) Most everyone who simply "ducks and covers" when buildings collapse are crushed to death. People who get under objects, like desks or cars, are crushed.

2) Cats, dogs and babies often naturally curl up in the fetal position. You should too in an earthquake. It is a natural safety/survival instinct. You can survive in a smaller void. Get next to an object, next to a sofa, next to a large bulky object that will compress slightly but leave a void next to it.

3) Wooden buildings are the safest type of construction to be in during an earthquake. Wood is flexible and moves with the force of the earthquake. If the wooden building does collapse, large survival voids are created. Also, the wooden building has less concentrated, crushing weight. Brick buildings will break into individual bricks. Bricks will cause many injuries but less squashed bodies than concrete slabs.



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NEW EARTHQUAKE SURVIVAL TIPS

Excerpted from Doug Copp's article on the "Triangle of Life"

The following 10 tips are excerpted from an article by Doug Copp, the Rescue Chief and Disaster Manager of the American Rescue Team International (ARTI), the world's most experienced rescue team.

These tips are different than what we have been taught all our lives – but he speaks from experience. He has crawled inside 875 collapsed buildings, worked with rescue teams from 60 countries, founded rescue teams in several countries, and is a member of many rescue teams from many countries. He was the United Nations expert in Disaster Mitigation for two years. He worked at every major disaster in the world since 1985, except for simultaneous disasters. Simply stated, when buildings collapse, the weight of the ceilings falling upon the objects or furniture inside crushes

these objects, leaving a space or void next to them. This space is what I call the "triangle of life."

The larger the object, the stronger, and the less it will compact.

4) If you are in bed during the night and an earthquake occurs, simply roll off the bed. A safe void will exist around the bed. Hotels can achieve a much greater survival rate in earthquakes, simply by posting a sign on the back of the door of every room telling occupants to lie down on the floor, next to the bottom of the bed during an earthquake.

5) If an earthquake happens and you cannot easily escape by getting out the door or window, then lie down and curl up in the fetal position next to a sofa, or large chair.

6) Most everyone who gets under a doorway when buildings collapse is killed. How? If you stand under a doorway and the doorjamb falls forward or backward you will be crushed by the ceiling above. If the door jam falls sideways you will be cut in half by the doorway. In either case, you will be killed!

7) Never go to the stairs. The stairs have a different "moment of frequency" (they swing separately from the main part of the building). The stairs and remainder of the building continuously bump into each other until structural failure of the stairs takes place. The people who get on stairs before they fail are chopped up by the stair treads - horribly mutilated. Even if the building doesn't collapse, stay away from the stairs. The stairs are a likely part of the building to be damaged. Even if the stairs are not collapsed by the earthquake, they may collapse later when overloaded by fleeing people. They should always be checked for safety, even when the rest of the building is not damaged.

8) Get near the outer walls of buildings or outside of them if possible. It is much better to be near the outside of the building rather than the interior. The farther inside you are from the outside perimeter of the building the greater the probability that your escape route will be blocked.

9) People inside of their vehicles are crushed when the road above falls in an earthquake and crushes their vehicles; which is exactly what happened with the slabs between the decks of the Nimitz Freeway. The victims of the San Francisco earthquake all stayed inside of their vehicles. They were all killed. They could have easily survived by getting out and sitting or lying next to their vehicles. Everyone killed would have survived if they had been able to get out of their cars and sit or lie next to them. All the crushed cars had voids 3 feet high next to them, except for the cars that had columns fall directly across them.

10) I discovered, while crawling inside of collapsed newspaper offices and other offices with a lot of paper, that paper does not compact. Large voids are found surrounding stacks of paper.

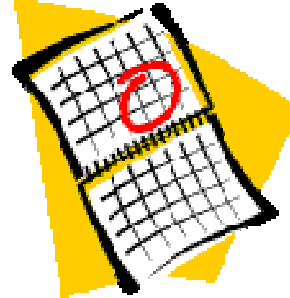
Spread the word to everyone you care about and save someone's life!



MARK YOUR CALENDARS!

CONVENTIONS, SEMINARS & EXAMS

CSR Examination June or July 2006
Location tba – See: courtreportersboard.ca.gov
NCRA Annual Convention August 3-6, 2006
New York, NY – See: ncraonline.com
CCRA Annual Convention October 6-8, 2006
Location tba – See: cal-ccra.org
Eclipse Software, San Diego
check for ongoing schedule of seminars
Locations tba – See: www.eclipsesandiego.com



Association of Reporters Training Schools (ARTS)

ARTS was founded to promote professional ethics within verbatim shorthand reporting schools, among students, and in the profession; to foster and maintain a cooperative spirit in educational excellence. The Association conducts continuing education seminars for the court reporting community in which the proceeds from the seminars are used to promote the reporting profession and support legislation affecting the court reporting industry as a whole. Check www.artseminars.com for an ongoing schedule of seminars!

SEMINAR: PROOFREADING!

- s Does the tortoise or the hare win the proofreading race?
- s Where do those quote marks go?
- s What is that word?
- s Tips on training a new proofreader.

Faculty: Nancy Patterson – Mrs. Patterson has taught seminars for NCRA and state associations in six states, as well as for ARTS. She is a California CSR, RPR, FAPR, and CRI. Mrs. Patterson is also the author of numerous books on shorthand theory, speed building, and practice material as well as textbooks on court reporting procedures.

DATES, LOCATIONS, AND TIMES:

Ⓟ Saturday, April 23, Orange County
South Coast College
2011 West Chapman Avenue
Orange

Ⓟ Saturday, May 21, San Diego
Court Reporting Institute
8665 Gibbs Drive, Suite 204
San Diego

Ⓟ Saturday, June 11, Los Angeles
Bryan College of Court Reporting
2333 Beverly Boulevard
Los Angeles

All seminars are from 8:00 AM to 12:00 PM -- for more information see: See: www.artseminars.com



STUDENT SECTION ON HUTCHINGS WEBSITE

HAVE YOU SEEN HUTCHINGS' WEBSITE LATELY? WE HAVE A SPECIAL SECTION ESPECIALLY FOR STUDENTS. PAST ISSUES OF HUTCH HELPS ARE POSTED – PLUS EMPLOYMENT OPPORTUNITIES, MENTOR PROGRAM INFORMATION, AND ARTICLES OF INTEREST.

SEE: WWW.HUTCHINGS.COM à HUTCHINGS CONNECTIONS à STUDENT CONNECTIONS



from page 4 – **A VERBIVORE CHALLENGE**, answers: 1. dogma; 2. doggone; 3. dogleg; 4. dogfish; 5. dog paddle; 6. Dogpatch; 7. doggerel; 8. dog-eared; 9. dog tired; 10. Dogbane; 11. dog tag; 12. dogberry; 13. dogwood; 14. dog trot; 15. dogfight

CAL-E-TIPS: briefs to share

cal*E*grams- march 2006

an online publication for members of the California Court Reporters Association - by Doreen Perkins, CCRA President-Elect



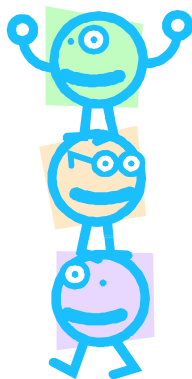
Looking for a quick brief for those hard to write words or common phrases? If you have a word or phrase that you would like a brief form for, let me know, and I will publish your requested brief in the next Cal-e-grams. If you have briefs that you would like to share with our members, please send them to Doreen Perkins, ortReptr1@aol.com or 1100 Van Ness, Dept. 50, Fresno, CA 93724-0002.

BRIEFS TO SHARE:

AcrossKRAOS
 ArbitrateARBT
 ArbitrationARBG
 BeneficialPW-PBL
 BeneficiaryPW-PB
 BenefitPW-PBT
 CalendarKALD
 ConductKUBGT
 Conducted.....KUBGD
 CrosswalkKRAUBG
 Driver's licenseTK-L
 Eminent domainEPLD
 EssentialSERB
 EssentiallySERBL
 EstateSTA*EUT
 FortunateFPBT
 FortunatelyFL
 FortuneFPB

IndemnityTKEPLT
 InterruptTRUPT
 InterruptionTRUPGS
 Judicial noticeSKWR-PB
 Lack of foundationHROUF
 Law and motionHRAUPLGS
 Law enforcementHRAE
 Leave to amendHRAPLD
 LicenseL
 Lis pendensHR-P
 LocateHROEBGT
 LocationHROEBGS
 Order to show causeORBG
 ProcessP
 Proof of servicePFS
 Punitive damagesP-PBDZ
 PursuantPAOURPBT
 Restraining orderRO
 StatusSTA*TS

Summary judgment
SPHUPLT
 TemporarilyTRAERL
 Temporary restraining order
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 Thank youTU
 The defendantT-D
 The plaintiffT-P
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 VacationSRAEUBGS
 Very wellSR-L
 WeekendWAOEBGD

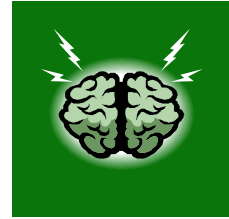


EMPLOYMENT OPPORTUNITIES

For the most current postings and for more information about the positions currently available at Hutchings – check our website, WWW.HUTCHINGS.COM à select HUTCH CONNECTIONS, select STUDENT CONNECTIONS, then look in the JOB OPPORTUNITIES section for the most up-to-date listings.

equal opportunity employer

10 WAYS TO MAINTAIN YOUR BRAIN



from alz.org - Alzheimer's Association Organization website

1. Head first

Good health starts with your brain. It's one of the most vital body organs, and it needs care and maintenance.

2. Take brain health to heart

What's good for the heart is good for the brain. Do something every day to prevent heart disease, high blood pressure, diabetes and stroke – all of which can increase your risk of Alzheimer's.

3. Your numbers count

Keep your body weight, blood pressure, cholesterol and blood sugar levels within recommended ranges.

4. Feed your brain

Eat less fat and more antioxidant-rich foods.

5. Work your body

Physical exercise keeps the blood flowing and may encourage new brain cells. Do what you can – like walking 30 minutes a day – to keep both body and mind active.

6. Jog your mind

Keeping your brain active and engaged increases its vitality and builds reserves of brain cells and connections. Read, write, play games, learn new things, do crossword puzzles.

7. Connect with others

Leisure activities that combine physical, mental and social elements may be most likely to prevent dementia. Be social, converse, volunteer, join a club or take a class.

8. Heads up! Protect your brain

Take precautions against head injuries. Use your car seat belts; unclutter your house to avoid falls; and wear a helmet when cycling.

9. Use your head

Avoid unhealthy habits. Don't smoke, drink excessive alcohol or use street drugs.

10. Think ahead - start today!

You can do something today to protect your tomorrow.

ATTENTION NEWLY LICENSED COURT REPORTERS

Are you interested in working for a support-oriented company that offers a comprehensive new-reporter orientation program, competitive rates, guaranteed commissions, flexible schedules, and a variety of work?

Hutchings is seeking court reporters in Los Angeles and San Fernando Valley.

Contact Jeff Koller at 800.697.3210 or jeffk@hutchings.com,
or fax your resume to him at 714.543.6441.

PROUD MEMBER OF:

Alliance for Independent Reporting Excellence (AIRE) ÷ California Court Reporters Association (CCRA)
National Court Reporters Association (NCRA) ÷ Reporters Association of Southern California (RASCAL)
(Formerly IASGRA - Los Angeles General Shorthand Reporters Association)



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