Questionnaire Changes Since December 2012 OMB Submission
### List of Questionnaire Modifications Since the December 31, 2012, OMB Submission

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Location of Change</th>
<th>Description of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishment Knowledge Questionnaire</td>
<td>Item 34 – Level of education</td>
<td>Revision of the clarifying text in the second and third response options.</td>
</tr>
<tr>
<td></td>
<td>Education and Training section, following Item 37</td>
<td>Addition of 2 questions on Certification and Apprenticeship: 38. If someone were being hired to perform this job, how important would it be to hold a job-related professional certification? &quot; and 39. How important is it to have completed a job-related apprenticeship to successfully perform this job?&quot; Response options for each question are 5-item Likert scales ranging from &quot;Not important&quot; to &quot;Extremely important&quot;.</td>
</tr>
<tr>
<td>Establishment Background Questionnaire</td>
<td>Item 5 – In what year were you born?</td>
<td>Updated answer field from 19_ _ to _ _ _ _ to accommodate respondents born after 1999.</td>
</tr>
<tr>
<td></td>
<td>Before change: Items 9, 10 After change: Items 10-13</td>
<td>Revised items on disabilities to make them identical to those used in the American Community Survey (ACS).</td>
</tr>
<tr>
<td></td>
<td>Item 9 – Level of education</td>
<td>Revision of the clarifying text in the second and third response options.</td>
</tr>
<tr>
<td></td>
<td>Separate page prior to the Association Membership items</td>
<td>Addition of the following section: “Your Professional Certifications” Please write the names of job-related professional certifications that you have earned. “Your Apprenticeship Certificates” Please write the names of job-related apprenticeship programs that you have completed.</td>
</tr>
<tr>
<td></td>
<td>Association Membership Item 1</td>
<td>Revised the wording of the question and added text to address instances when no associations are listed.</td>
</tr>
<tr>
<td>OE Knowledge Questionnaire</td>
<td>Item 34 – Level of education</td>
<td>Revision of the clarifying text in the second and third response options.</td>
</tr>
<tr>
<td></td>
<td>Education and Training section, following Item 37</td>
<td>Addition of 2 questions on Certification and Apprenticeship: 38. If someone were being hired to perform the occupation, how important would it be to hold a job-related professional certification? &quot; and 39. How important is it to have completed a job-related apprenticeship to successfully perform the occupation?&quot; Response options for each question are 5-item Likert scales ranging from &quot;Not important&quot; to &quot;Extremely important&quot;.</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>Location of Change</td>
<td>Description of change</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>OE Background Questionnaire</td>
<td>Item 12 – In what year were you born?</td>
<td>Updated answer field from 19_ _ to _ _ _ _ to accommodate respondents born after 1999.</td>
</tr>
<tr>
<td></td>
<td>Before change: Items 16, 17</td>
<td>Revised items on disabilities to make them identical to those used in the American Community Survey (ACS).</td>
</tr>
<tr>
<td></td>
<td>After change: Items 16-19</td>
<td>Revision of the clarifying text in the second and third response options.</td>
</tr>
<tr>
<td></td>
<td>Disability questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Item 15 – Level of education</td>
<td>Addition of the following section:</td>
</tr>
<tr>
<td></td>
<td>Separate page prior to the Association Membership items</td>
<td>“Your Professional Certifications”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Please write the names of job-related professional certifications that you have earned.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Your Apprenticeship Certificates”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Please write the names of job-related apprenticeship programs that you have completed.</td>
</tr>
<tr>
<td></td>
<td>Association Membership Item 1</td>
<td>Revised the wording of the question and added text to address instances when no associations are listed.</td>
</tr>
<tr>
<td>All questionnaires</td>
<td>Cover and Inside Cover</td>
<td>Updated return address to reflect relocation of the Research Operations Center</td>
</tr>
<tr>
<td></td>
<td>Inside Cover</td>
<td>Updated US DOL Mailstop to C4526</td>
</tr>
</tbody>
</table>
Establishment Method Questionnaires

- Knowledge Questionnaire
- Work Activities Questionnaire
- Work Context Questionnaire

As mentioned in the Supporting Statement, each sampled employee or association member will only be asked to complete one of the three domain questionnaires listed above. Each of these questionnaires also includes a Task Questionnaire and a Background Questionnaire.

The “Specific Tasks Performed on Your Job” and “Your Association Memberships” sections differ for each O*NET occupation. The following set of three sample questionnaires are for the occupation of Sales Managers.

Spanish versions of these questionnaires are available upon request.
Some Important Questions About The Knowledge Required For Your Occupation

Please return your completed questionnaire in the enclosed envelope to:
RTI Research Operations Center, 5265 Capital Blvd. Raleigh, NC 27616-2925
Sponsored by: The U.S. Department of Labor and the National O*NET Consortium
Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondents' obligation to reply to these reporting requirements is voluntary. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Labor, Office of Workforce Investment, Attn: O*NET Project, Frances Perkins Building, Mail Stop C4526, 200 Constitution Ave., NW, Washington, DC 20210 (OMB Control Number 1205-0421).

Return to: Research Triangle Institute
Research Operations Center
ATTN: O*NET Data Receipt
5265 Capital Boulevard
Raleigh, NC 27616-2925
Instructions for Making Knowledge Ratings

These questions are about work-related areas of knowledge. Knowledge areas are sets of facts and principles needed to address problems and issues that are part of a job. You will be asked about a series of different areas of knowledge and how they relate to your current job - that is, the job you hold now.

Each knowledge area in this questionnaire is named and defined.

For example:

**Economics and Accounting**  
Knowledge of economic and accounting principles and practices, the financial markets, banking, and the analysis and reporting of financial data.

You are then asked two questions about each knowledge area:

A. **How important is the knowledge area to the performance of your current job?**

For example:

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Mark your answer by putting an X through the number that represents your answer. Do not mark on the line between the numbers.

*If you rate the knowledge area as Not Important to the performance of your job, mark the one [X] then skip over question B and proceed to the next knowledge area.

B. **What level of the knowledge is needed to perform your current job?**

To help you understand what we mean by level, we provide you with examples of job-related activities at different levels. For example:

<table>
<thead>
<tr>
<th>What level of ECONOMICS AND ACCOUNTING knowledge is needed to perform your current job?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer billing questions from credit card customers</td>
</tr>
<tr>
<td>Develop financial investment programs for individual clients</td>
</tr>
<tr>
<td>Keep a major corporation’s financial records</td>
</tr>
</tbody>
</table>

Mark your answer by putting an X through the number that represents your answer. Do not mark on the line between the numbers.
1. **Administration and Management**

Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

A. **How important is ADMINISTRATION AND MANAGEMENT knowledge to the performance of your current job?**

   - Not Important*
   - Somewhat Important
   - Important
   - Very Important
   - Extremely Important

   * If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. **What level of ADMINISTRATION AND MANAGEMENT knowledge is needed to perform your current job?**

   - Sign a pay voucher
   - Monitor progress of a project to ensure timely completion
   - Manage a $10 million company

   1  2  3  4  5  6  7
   Highest Level

2. **Clerical**

Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

A. **How important is CLERICAL knowledge to the performance of your current job?**

   - Not Important*
   - Somewhat Important
   - Important
   - Very Important
   - Extremely Important

   * If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. **What level of CLERICAL knowledge is needed to perform your current job?**

   - File letters alphabetically
   - Type 30 words per minute
   - Organize a storage system for company forms

   1  2  3  4  5  6  7
   Highest Level
3. Economics and Accounting

Knowledge of economic and accounting principles and practices, the financial markets, banking, and the analysis and reporting of financial data.

A. How important is ECONOMICS AND ACCOUNTING knowledge to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of ECONOMICS AND ACCOUNTING knowledge is needed to perform your current job?

Answer billing questions from credit card customers Develop financial investment programs for individual clients Keep a major corporation’s financial records

1 2 3 4 5 6 7

Highest Level

4. Sales and Marketing

Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.

A. How important is SALES AND MARKETING knowledge to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of SALES AND MARKETING knowledge is needed to perform your current job?

Sell cakes at a bake sale Call a list of clients to introduce them to a new product line Develop a marketing plan for a nationwide telephone system

1 2 3 4 5 6 7

Highest Level
5. **Customer and Personal Service**

Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

A. How important is CUSTOMER AND PERSONAL SERVICE knowledge to the performance of your current job?

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of CUSTOMER AND PERSONAL SERVICE knowledge is needed to perform your current job?

---

6. **Personnel and Human Resources**

Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

A. How important is knowledge of PERSONNEL AND HUMAN RESOURCES to the performance of your current job?

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of PERSONNEL AND HUMAN RESOURCES knowledge is needed to perform your current job?
7. Production and Processing

Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.

A. How important is knowledge of PRODUCTION AND PROCESSING to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of PRODUCTION AND PROCESSING knowledge is needed to perform your current job?

Put a computer back into its packing materials

Supervise an appliance assembly line

Manage an international shipping company distribution center

1 2 3 4 5 6 7

Highest Level

8. Food Production

Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.

A. How important is knowledge of FOOD PRODUCTION to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of FOOD PRODUCTION knowledge is needed to perform your current job?

Keep an herb box in the kitchen

Operate a commercial fishing boat

Run a 100,000-acre farm

1 2 3 4 5 6 7

Highest Level
9. Computers and Electronics

A. How important is knowledge of COMPUTERS AND ELECTRONICS to the performance of your current job?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important

1  2  3  4  5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of knowledge of COMPUTERS AND ELECTRONICS is needed to perform your current job?

Operate a VCR to watch a pre-recorded training tape

Use a word processor

Create a program to scan computer disks for viruses

1  2  3  4  5  6  7

Highest Level

10. Engineering and Technology

Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.

A. How important is knowledge of ENGINEERING AND TECHNOLOGY to the performance of your current job?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important

1  2  3  4  5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of knowledge of ENGINEERING AND TECHNOLOGY is needed to perform your current job?

Install a door lock

Design a more stable grocery cart

Plan for the impact of weather in designing a bridge

1  2  3  4  5  6  7

Highest Level
11. **Design**

Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.

**A. How important is knowledge of DESIGN to the performance of your current job?**

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

**B. What level of knowledge of DESIGN is needed to perform your current job?**

Draw a straight line 4-3/16 inches long Draw plans for remodeling a kitchen Develop detailed plans for a high-rise office building

1 2 3 4 5 6 7

11. Design

Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.

12. **Building and Construction**

Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.

**A. How important is knowledge of BUILDING AND CONSTRUCTION to the performance of your current job?**

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

**B. What level of BUILDING AND CONSTRUCTION knowledge is needed to perform your current job?**

Choose the proper type of wood for adding a deck onto a house Fix a plumbing leak in the ceiling Build a high-rise office tower

1 2 3 4 5 6 7

12. Building and Construction
13. Mechanical

Knowledge of machines and tools, including their designs, uses, repair, and maintenance.

A. How important is MECHANICAL knowledge to the performance of your current job?

- Not Important*  - Somewhat Important  - Important  - Very Important  - Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of MECHANICAL knowledge is needed to perform your current job?

- Replace the filters in a furnace  - Replace a valve on a steam pipe  - Overhaul an airplane jet engine

13. Mechanical Knowledge of machines and tools, including their designs, uses, repair, and maintenance.

A. How important is knowledge of MATHEMATICS to the performance of your current job?

- Not Important*  - Somewhat Important  - Important  - Very Important  - Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of knowledge of MATHEMATICS is needed to perform your current job?

- Add two numbers  - Analyze data to determine areas with the highest sales  - Derive a complex mathematical equation

14. Mathematics

Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

A. How important is knowledge of MATHEMATICS to the performance of your current job?

- Not Important*  - Somewhat Important  - Important  - Very Important  - Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of knowledge of MATHEMATICS is needed to perform your current job?

- Add two numbers  - Analyze data to determine areas with the highest sales  - Derive a complex mathematical equation

15. Physics

Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes.

A. How important is knowledge of PHYSICS to the performance of your current job?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important

1  2  3  4  5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of PHYSICS knowledge is needed to perform your current job?

Use a crowbar to pry open a box

Calculate water pressure through a pipe

Design a cleaner burning gasoline engine

1  2  3  4  5  6  7

Highest Level

16. Chemistry

Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.

A. How important is knowledge of CHEMISTRY to the performance of your current job?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important

1  2  3  4  5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of CHEMISTRY knowledge is needed to perform your current job?

Use a common household bug spray

Use the proper concentration of chlorine to purify a water source

Develop a safe commercial cleaner

1  2  3  4  5  6  7

Highest Level
17. Biology

Knowledge of plant and animal organisms and their tissues, cells, functions, interdependencies, and interactions with each other and the environment.

A. How important is knowledge of BIOLOGY to the performance of your current job?

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of BIOLOGY knowledge is needed to perform your current job?

17. Biology

Knowledge of plant and animal organisms and their tissues, cells, functions, interdependencies, and interactions with each other and the environment.

A. How important is knowledge of BIOLOGY to the performance of your current job?

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of BIOLOGY knowledge is needed to perform your current job?

18. Psychology

Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

A. How important is knowledge of PSYCHOLOGY to the performance of your current job?

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of PSYCHOLOGY knowledge is needed to perform your current job?
19. Sociology and Anthropology

Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures, and their history and origins.

A. How important is knowledge of SOCIOLOGY AND ANTHROPOLOGY to the performance of your current job?

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of knowledge of SOCIOLOGY AND ANTHROPOLOGY is needed to perform your current job?

20. Geography

Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.

A. How important is knowledge of GEOGRAPHY to the performance of your current job?

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of knowledge of GEOGRAPHY is needed to perform your current job?
21. Medicine and Dentistry

**Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.**

**A. How important is knowledge of MEDICINE AND DENTISTRY to the performance of your current job?**

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

**B. What level of MEDICINE AND DENTISTRY knowledge is needed to perform your current job?**

- Use a band-aid
- Fill a tooth cavity
- Perform open heart surgery

22. Therapy and Counseling

**Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.**

**A. How important is knowledge of THERAPY AND COUNSELING to the performance of your current job?**

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

**B. What level of THERAPY AND COUNSELING knowledge is needed to perform your current job?**

- Put ice on a sprained ankle
- Provide job counseling to the unemployed
- Counsel an abused child

Highest Level
23. Education and Training

Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

A. How important is knowledge of EDUCATION AND TRAINING to the performance of your current job?

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of EDUCATION AND TRAINING knowledge is needed to perform your current job?

24. English Language

Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

A. How important is knowledge of the ENGLISH LANGUAGE to the performance of your current job?

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of ENGLISH LANGUAGE knowledge is needed to perform your current job?
25. Foreign Language
Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.

A. How important is knowledge of a FOREIGN LANGUAGE to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of FOREIGN LANGUAGE knowledge is needed to perform your current job?

- Say “please” and “thank you” in a foreign language
- Ask directions in a foreign city
- Write an English language review of a book written in a foreign language

26. Fine Arts
Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.

A. How important is knowledge of FINE ARTS to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of FINE ARTS knowledge is needed to perform your current job?

- Attend a popular music concert
- Play a minor part in a local theater play
- Design an artistic display for a major trade show

Highest Level
27. History and Archeology

Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.

A. How important is knowledge of HISTORY AND ARCHEOLOGY to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of knowledge of HISTORY AND ARCHEOLOGY is needed to perform your current job?

Take a class in US History Teach local history to school children Determine the age of bones for placing them in fossil history

1 2 3 4 5 6 7

Highest Level

28. Philosophy and Theology

Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.

A. How important is knowledge of PHILOSOPHY AND THEOLOGY to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of knowledge of PHILOSOPHY AND THEOLOGY is needed to perform your current job?

Watch a TV program on family values Understand another culture’s religious practices Compare the teachings of major philosophers

1 2 3 4 5 6 7

Highest Level
29. Public Safety and Security

A. How important is PUBLIC SAFETY AND SECURITY knowledge to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of PUBLIC SAFETY AND SECURITY knowledge is needed to perform your current job?

Use a seatbelt

Inspect a building site for safety violations

Command a military operation

1 2 3 4 5 6 7

Highest Level

30. Law and Government

A. How important is knowledge of LAW AND GOVERNMENT to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of knowledge of LAW AND GOVERNMENT is needed to perform your current job?

Register to vote in a national election

Prepare documents and title papers for the purchase of a new house

Serve as a judge in a federal court

1 2 3 4 5 6 7

Highest Level
**31. Telecommunications**

Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.

**A. How important is knowledge of TELECOMMUNICATIONS to the performance of your current job?**

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

**B. What level of TELECOMMUNICATIONS knowledge is needed to perform your current job?**

<table>
<thead>
<tr>
<th>Dial a phone</th>
<th>Install a satellite TV dish</th>
<th>Develop a new, world-wide telecommunications network</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Highest Level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**32. Communications and Media**

Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

**A. How important is knowledge of COMMUNICATIONS AND MEDIA to the performance of your current job?**

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

**B. What level of COMMUNICATIONS AND MEDIA knowledge is needed to perform your current job?**

<table>
<thead>
<tr>
<th>Write a thank you note</th>
<th>Be a radio disk jockey</th>
<th>Write a novel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest Level</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. How important is knowledge of TRANSPORTATION to the performance of your current job?

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of TRANSPORTATION knowledge is needed to perform your current job?

Please continue on next page
Instructions for Completing Education and Training Questions

In these questions, you are asked about the education and experience requirements for this job. Please read each question carefully and mark your answer by putting an X in the box beside your one best answer.

REQUIRED LEVEL OF EDUCATION

34. If someone were being hired to perform this job, indicate the level of education that would be required (please check only one box):

(Note that this does not mean the level of education that you personally have achieved.)

☐ Less than a High School Diploma
☐ High School Diploma – or the equivalent (for example, GED)
☐ Post-Secondary Certificate - awarded for training completed after high school (for example, in agriculture or natural resources, computer services, personal or culinary services, engineering technologies, healthcare, construction trades, mechanic and repair technologies, or precision production)
☐ Some College Courses
☐ Associate’s Degree (or other 2-year degree)
☐ Bachelor’s Degree
☐ Post-Baccalaureate Certificate - awarded for completion of an organized program of study; designed for people who have completed a Baccalaureate degree but do not meet the requirements of academic degrees carrying the title of Master.
☐ Master’s Degree
☐ Post-Master’s Certificate - awarded for completion of an organized program of study; designed for people who have completed a Master’s degree but do not meet the requirements of academic degrees at the doctoral level.
☐ First Professional Degree - awarded for completion of a program that
  o requires at least 2 years of college work before entrance into the program,
  o includes a total of at least 6 academic years of work to complete, and
  o provides all remaining academic requirements to begin practice in a profession.
☐ Doctoral Degree
☐ Post-Doctoral Training
If someone were being hired to perform this job, how much RELATED WORK EXPERIENCE would be required? (That is, having other jobs that prepare the worker for the job.)

- None
- Up to and including 1 month
- Over 1 month, up to and including 3 months
- Over 3 months, up to and including 6 months
- Over 6 months, up to and including 1 year
- Over 1 year, up to and including 2 years
- Over 2 years, up to and including 4 years
- Over 4 years, up to and including 6 years
- Over 6 years, up to and including 8 years
- Over 8 years, up to and including 10 years
- Over 10 years

If someone were being hired to perform this job, how much ON-SITE OR IN-PLANT TRAINING would be required? (That is, organized classroom study provided by the employer.)

- None
- Up to and including 1 month
- Over 1 month, up to and including 3 months
- Over 3 months, up to and including 6 months
- Over 6 months, up to and including 1 year
- Over 1 year, up to and including 2 years
- Over 2 years, up to and including 4 years
- Over 4 years, up to and including 10 years
- Over 10 years
37. If someone were being hired to perform this job, how much ON-THE-JOB TRAINING would be required? (That is, serving as a learner or trainee on the job under instruction of a more experienced worker.)

- None or short demonstration
- Anything beyond short demonstration, up to and including 1 month
- Over 1 month, up to and including 3 months
- Over 3 months, up to and including 6 months
- Over 6 months, up to and including 1 year
- Over 1 year, up to and including 2 years
- Over 2 years, up to and including 4 years
- Over 4 years, up to and including 10 years
- Over 10 years

38. If someone were being hired to perform this job, how important would it be to hold a job-related professional certification?

- Not important
- Somewhat important
- Important
- Very important
- Extremely important

39. How important is it to have completed a job-related apprenticeship to successfully perform this job?

- Not important
- Somewhat important
- Important
- Very important
- Extremely important
Instructions for Making Work Style Ratings

These questions are about work styles. A Work Style is a personal characteristic that can affect how well someone does a job. You will be asked about a series of different work styles and how they relate to your current job – that is, the job you hold now.

First, each work style is named and defined. For example:

**Stress Tolerance**

Job requires accepting criticism and dealing calmly and effectively with high-stress situations.

Then you are asked *How important is this characteristic to the performance of your current job?* For example:

How **important** is STRESS TOLERANCE to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Mark your answer by putting an X through the number that represents your answer. Do not mark on the line between the numbers.
40. Achievement/Effort
Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.

How important is ACHIEVEMENT/EFFORT to the performance of your current job?

1. Not Important
2. Somewhat Important
3. Important
4. Very Important
5. Extremely Important

41. Persistence
Job requires persistence in the face of obstacles.

How important is PERSISTENCE to the performance of your current job?

1. Not Important
2. Somewhat Important
3. Important
4. Very Important
5. Extremely Important

42. Initiative
Job requires a willingness to take on responsibilities and challenges.

How important is INITIATIVE to the performance of your current job?

1. Not Important
2. Somewhat Important
3. Important
4. Very Important
5. Extremely Important

43. Leadership
Job requires a willingness to lead, take charge, and offer opinions and direction.

How important is LEADERSHIP to the performance of your current job?

1. Not Important
2. Somewhat Important
3. Important
4. Very Important
5. Extremely Important
44. Cooperation
Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

How important is COOPERATION to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

45. Concern for Others
Job requires being sensitive to others’ needs and feelings, and being understanding and helpful to others on the job.

How important is CONCERN FOR OTHERS to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

46. Social Orientation
Job requires preferring to work with others rather than alone, and being personally connected with others on the job.

How important is SOCIAL ORIENTATION to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

47. Self-Control
Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

How important is SELF-CONTROL to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
48. Stress Tolerance  
Job requires accepting criticism and dealing calmly and effectively with high-stress situations.

How important is STRESS TOLERANCE to the performance of your current job?

Not Important  Somewhat Important  Important  Very Important  Extremely Important

1 2 3 4 5

49. Adaptability/Flexibility  
Job requires being open to change (positive or negative) and to considerable variety in the workplace.

How important is ADAPTABILITY/FLEXIBILITY to the performance of your current job?

Not Important  Somewhat Important  Important  Very Important  Extremely Important

1 2 3 4 5

50. Dependability  
Job requires being reliable, responsible, and dependable, and fulfilling obligations.

How important is DEPENDABILITY to the performance of your current job?

Not Important  Somewhat Important  Important  Very Important  Extremely Important

1 2 3 4 5

51. Attention to Detail  
Job requires being careful about details and thorough in completing tasks.

How important is ATTENTION TO DETAIL to the performance of your current job?

Not Important  Somewhat Important  Important  Very Important  Extremely Important

1 2 3 4 5
52. Integrity  
Job requires being honest and ethical.

How important is INTEGRITY to the performance of your current job?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extremely Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

53. Independence  
Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.

How important is INDEPENDENCE to the performance of your current job?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extremely Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

54. Innovation  
Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

How important is INNOVATION to the performance of your current job?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extremely Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

55. Analytical Thinking  
Job requires analyzing information and using logic to address work-related issues and problems.

How important is ANALYTICAL THINKING to the performance of your current job?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extremely Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Specific Tasks Performed on Your Job

Instructions: Please read the following position description and then answer the question that follows it by marking an X in the appropriate box below.

Sales Managers
Plan, direct, or coordinate the actual distribution or movement of a product or service to the customer. Coordinate sales distribution by establishing sales territories, quotas, and goals and establish training programs for sales representatives. Analyze sales statistics gathered by staff to determine sales potential and inventory requirements and monitor the preferences of customers.

Which of the following best describes how closely this description matches the duties and responsibilities of your current job?

☐ It describes almost exactly what I do.

☐ Most of it matches, but there are a few things that don't match what I do.

☐ Some things match, but most of it does not match what I do.

☐ It does not at all describe what I do.

Please proceed to the next page.
Specific Tasks Performed on Your Job (continued)

Instructions: The next section presents a list of tasks. A task is an action or set of actions performed together to accomplish an objective. This list is specific to the job you are describing.

For each task, please make the following three ratings: Relevance, Frequency, and Importance. These ratings are described as follows:

RELEVANCE. If the task is NOT RELEVANT at all to performance on the job, mark through the "0" in the NOT RELEVANT column. Carefully read the task before deciding whether it is RELEVANT or NOT RELEVANT to this job. If you select the "0" in the NOT RELEVANT column, however, there is no need to complete the IMPORTANCE and FREQUENCY ratings described below. If the task is part of this job, rate IMPORTANCE and FREQUENCY.

FREQUENCY. (Do not complete if NOT RELEVANT was selected.) Ask yourself, "How often is this task performed on this job?" For example, "Interact with potential customers" is a task that an employee in one job might perform only "once per week or less," but an employee in another job might perform "hourly or more often."

Rate the FREQUENCY with which a task is performed by marking through the appropriate number, from 1 (indicating that the task is performed once per year or less often) to 7 (indicating that the task is performed hourly or more often) on the FREQUENCY scale.

IMPORTANCE. (Do not complete if NOT RELEVANT was selected.) Ask yourself, "How important is this task to performance on this job?" For example, "Develop objectives and strategies to guide the organization" might be very important for an employee in one job, but less important for another job. For the second job, however, "Provide performance feedback to subordinates" might be very important.

Rate importance of the task for performance on the job by marking through the appropriate number, from 1 (indicating that the task is of no importance) to 5 (indicating that the task is extremely important) on the IMPORTANCE scale.

Please proceed to the next page.
<table>
<thead>
<tr>
<th>Frequency</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Relevant</td>
<td>Not Important</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>1. Direct and coordinate activities involving sales of manufactured products, services, commodities, real estate or other subjects of sale.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2. Resolve customer complaints regarding sales and service.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3. Determine price schedules and discount rates.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>4. Advise dealers and distributors on policies and operating procedures to ensure functional effectiveness of business.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5. Direct, coordinate, and review activities in sales and service accounting and record-keeping, and in receiving and shipping operations.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>6. Oversee regional and local sales managers and their staffs.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>7. Review operational records and reports to project sales and determine profitability.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>8. Monitor customer preferences to determine focus of sales efforts.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
</tr>
<tr>
<td>9. Direct clerical staff to keep records of export correspondence, bid requests, and credit collections, and to maintain current information on tariffs, licenses, and restrictions.</td>
<td>Not Relevant</td>
</tr>
<tr>
<td>10. Represent company at trade association meetings to promote products.</td>
<td>Not Relevant</td>
</tr>
<tr>
<td>11. Plan and direct staffing, training, and performance evaluations to develop and control sales and service programs.</td>
<td>Not Relevant</td>
</tr>
<tr>
<td>12. Direct foreign sales and service outlets of an organization.</td>
<td>Not Relevant</td>
</tr>
<tr>
<td>13. Assess marketing potential of new and existing store locations, considering statistics and expenditures.</td>
<td>Not Relevant</td>
</tr>
<tr>
<td>14. Prepare budgets and approve budget expenditures.</td>
<td>Not Relevant</td>
</tr>
<tr>
<td>15. Visit franchised dealers to stimulate interest in establishment or expansion of leasing programs.</td>
<td>Not Relevant</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
</tr>
<tr>
<td>0</td>
<td>Once per year or less</td>
</tr>
<tr>
<td>1</td>
<td>More than once per year</td>
</tr>
<tr>
<td>2</td>
<td>More than once per month</td>
</tr>
<tr>
<td>3</td>
<td>More than once per week</td>
</tr>
<tr>
<td>4</td>
<td>Daily</td>
</tr>
<tr>
<td>5</td>
<td>Several times per day</td>
</tr>
<tr>
<td>6</td>
<td>Hourly or more often</td>
</tr>
<tr>
<td>7</td>
<td>Not Relevant</td>
</tr>
</tbody>
</table>

16. Confer with potential customers regarding equipment needs and advise customers on types of equipment to purchase.

17. Confer or consult with department heads to plan advertising services and to secure information on equipment and customer specifications.
<table>
<thead>
<tr>
<th>Additional Relevant Tasks</th>
<th>Frequency</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please write in additional relevant tasks and provide a rating.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. ______________________</td>
<td>0</td>
<td>1 2 3 4 5 6 7 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. ______________________</td>
<td>0</td>
<td>1 2 3 4 5 6 7 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. ______________________</td>
<td>0</td>
<td>1 2 3 4 5 6 7 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ______________________</td>
<td>0</td>
<td>1 2 3 4 5 6 7 1 2 3 4 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. ______________________</td>
<td>0</td>
<td>1 2 3 4 5 6 7 1 2 3 4 5</td>
</tr>
</tbody>
</table>
Many workers are being asked to complete this survey. Your answers to these questions will help us know that workers with differing amounts of experience and different backgrounds are included.

Please read each question carefully and mark your answer by putting an X in the box beside your answer, or by writing an answer on the line provided.

1. **What is the title of your current job?** (PLEASE PRINT)

2. **For how long have you worked at this job?** (Mark one box)
   - □ Ten years or more
   - □ At least 6 years, but less than 10 years
   - □ At least 3 years, but less than 6 years
   - □ At least 1 year, but less than 3 years
   - □ At least 3 months, but less than 12 months
   - □ At least 1 month, but less than 3 months
   - □ Less than 1 month

3. **In your current job, are you employed by** (Mark one box)
   - □ Government
   - □ Private for-profit company
   - □ Nonprofit organization including tax exempt and charitable organizations
   - □ Self-employed
   - □ Family business
4. If you are working in the family business, is this business incorporated?
   ☐ Yes
   ☐ No
   ☐ Not working in a family business

5. In what year were you born?  ____  ____  ____  ____

6. Are you male or female? (Mark one box)
   ☐ Male
   ☐ Female

7. Are you Hispanic or Latino? (Mark one box)
   ☐ Yes
   ☐ No

8. What is your race? (Mark one or more boxes)
   ☐ American Indian or Alaska Native
   ☐ Asian
   ☐ Black or African American
   ☐ Native Hawaiian or Other Pacific Islander
   ☐ White
9. **Indicate the highest level of education that you have completed** (please check only one box):

- [ ] Less than a High School Diploma

- [ ] High School Diploma – or the equivalent (for example, GED)

- [ ] Post-Secondary Certificate - awarded for training completed after high school (for example, in agriculture or natural resources, computer services, personal or culinary services, engineering technologies, healthcare, construction trades, mechanic and repair technologies, or precision production)

- [ ] Some College Courses

- [ ] Associate's Degree (or other 2-year degree)

- [ ] Bachelor's Degree

- [ ] Post-Baccalaureate Certificate - awarded for completion of an organized program of study; designed for people who have completed a Baccalaureate degree but do not meet the requirements of academic degrees carrying the title of Master.

- [ ] Master's Degree

- [ ] Post-Master's Certificate - awarded for completion of an organized program of study; designed for people who have completed a Master's degree but do not meet the requirements of academic degrees at the doctoral level.

- [ ] First Professional Degree - awarded for completion of a program that
  - requires at least 2 years of college work before entrance into the program,
  - includes a total of at least 6 academic years of work to complete, and
  - provides all remaining academic requirements to begin practice in a profession.

- [ ] Doctoral Degree

- [ ] Post-Doctoral Training
10. Are you deaf or do you have serious difficulty hearing? ....... ☐ ☐

11. Are you blind or do you have serious difficulty seeing even when wearing glasses? ................................................................. ☐ ☐

12a. Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering, or making decisions? ................................................................. ☐ ☐

b. Do you have serious difficulty walking or climbing stairs? ..... ☐ ☐

c. Do you have difficulty dressing or bathing? ......................... ☐ ☐

13. Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor’s office or shopping? ............................................. ☐ ☐
Your Professional Certifications

1. Please write the names of job-related professional certifications that you have earned:
   a. ________________________________________________________________
   b. ________________________________________________________________
   c. ________________________________________________________________
   d. ________________________________________________________________
   e. ________________________________________________________________

Your Apprenticeship Certificates

2. Please write the names of job-related apprenticeship programs that you have completed:
   a. ________________________________________________________________
   b. ________________________________________________________________
   c. ________________________________________________________________
   d. ________________________________________________________________
   e. ________________________________________________________________
Your Association Memberships

Finally, we would like to know about the professional associations to which you belong.

1. Are you currently a member of the following job-related association(s)? (Please respond for each association listed.)

   Association of Sales Administration Managers  □ Yes □ No (14055)
   Association of Sales and Marketing Companies  □ Yes □ No (14056)
   North American Industrial Representatives Association □ Yes □ No (14169)
   Professional Sales Association  □ Yes □ No (14173)
   Sales and Marketing Executives International, Inc. □ Yes □ No (14177)

2. Please write in the names of any job-related associations to which you belong that are not listed above:
   a. ________________________________________________________________
   b. ________________________________________________________________
   c. ________________________________________________________________
Thank you so much for your participation in the O*NET Data Collection Program. We appreciate the time and effort you have taken to answer these questions.

Please make any comments about the survey or the O*NET Data Collection Program in general in the space below.
Some Important Questions About The Work Activities Of Your Occupation

Please return your completed questionnaire in the enclosed envelope to:
RTI Research Operations Center, 5265 Capital Blvd. Raleigh, NC 27616-2925
Sponsored by: The U.S. Department of Labor and the National O*NET Consortium
Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondents' obligation to reply to these reporting requirements is voluntary. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Labor, Office of Workforce Investment, Attn: O*NET Project, Frances Perkins Building, Mail Stop C4526, 200 Constitution Ave., NW, Washington, DC 20210 (OMB Control Number 1205-0421).

Return to: Research Triangle Institute
Research Operations Center
ATTN: O*NET Data Receipt
5265 Capital Boulevard
Raleigh, NC 27616-2925
Instructions for Making Work Activities Ratings

These questions are about work activities. A work activity is a set of similar actions that are performed together in many different jobs. You will be asked about a series of different work activities and how they relate to your current job - that is, the job you hold now.

Each activity in this questionnaire is named and defined.

For example:

<table>
<thead>
<tr>
<th>Getting Information</th>
<th>Observing, receiving, and otherwise obtaining information from all relevant sources.</th>
</tr>
</thead>
</table>

You are then asked to answer two questions about that activity:

A How important is the activity to your current job?

For example:

| How important is GETTING INFORMATION to the performance of your current job? |
|------------------|--------------------------------------------------------------------------------------------------|
| Not Important*   | Somewhat Important | Important | Very Important | Extremely Important |
| 1                | 2                   | 3         | 4              | 5                    |

Mark your answer by putting an X through the number that represents your answer.
Do not mark on the line between the numbers.

*If you rate the activity as Not Important to the performance of your job, mark the one [X] then skip over question B and proceed to the next activity.

B What level of the activity is needed to perform your current job?

To help you understand what we mean by level, we provide you with examples of job-related activities at different levels. For example:

| What level of GETTING INFORMATION is needed to perform your current job? |
|------------------|--------------------------------------------------------------------------------------------------|
| Follow a standard blueprint | Review a budget | Study international tax laws |
| 1                | 2                   | 3         | 4              | 5                    | 6 |

Mark your answer by putting an X through the number that represents your answer.
Do not mark on the line between the numbers.
1. **Getting Information**  
Observing, receiving, and otherwise obtaining information from all relevant sources.

A. **How important** is GETTING INFORMATION to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. **What level** of GETTING INFORMATION is needed to perform your current job?

- Follow a standard blueprint
- Review a budget
- Study international tax laws

1 2 3 4 5 6 7  
Highest Level

2. **Identifying Objects, Actions, and Events**  
Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

A. **How important** is IDENTIFYING OBJECTS, ACTIONS, AND EVENTS to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. **What level** of IDENTIFYING OBJECTS, ACTIONS, AND EVENTS is needed to perform your current job?

- Test an automobile transmission
- Judge the acceptability of food products
- Determine the reaction of a virus to a new drug

1 2 3 4 5 6 7  
Highest Level
3. Monitoring Processes, Materials, or Surroundings

Monitoring and reviewing information from materials, events, or the environment to detect or assess problems.

A. How important is MONITORING PROCESSES, MATERIALS, OR SURROUNDINGS to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of MONITORING PROCESSES, MATERIALS, OR SURROUNDINGS is needed to perform your current job?

Check to see if baking bread is done
Test electrical circuits
Check the status of a patient in critical medical care

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Highest Level

4. Inspecting Equipment, Structures, or Materials

Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

A. How important is INSPECTING EQUIPMENT, STRUCTURES, OR MATERIALS to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of INSPECTING EQUIPMENT, STRUCTURES, OR MATERIALS is needed to perform your current job?

Check that doors to building are locked
Inspect equipment in a chemical processing plant
Inspect a nuclear reactor

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Highest Level
5. **Estimating the Quantifiable Characteristics of Products, Events, or Information**

Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.

A. **How important is Estimating the Quantifiable Characteristics of Products, Events, or Information to the performance of your current job?**

Not Important*  Somewhat Important  Important  Very Important  Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. **What level of Estimating the Quantifiable Characteristics of Products, Events, or Information is needed to perform your current job?**

Estimate the size of household furnishings to be crated  Estimate the time required to evacuate a city in the event of a major disaster  Estimate the amount of natural resources that lie beneath the world’s oceans

6. **Judging the Qualities of Objects, Services, or People**

Assessing the value, importance, or quality of things or people.

A. **How important is Judging the Qualities of Objects, Services, or People to the performance of your current job?**

Not Important*  Somewhat Important  Important  Very Important  Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. **What level of Judging the Qualities of Objects, Services, or People is needed to perform your current job?**

Determine whether to remove a tree that has been damaged  Determine the value of property lost in a fire  Establish the value of a recently discovered ancient art work

Highest Level
7. **Evaluating Information to Determine Compliance with Standards**

Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

**A. How important is EVALUATING INFORMATION TO DETERMINE COMPLIANCE WITH STANDARDS to the performance of your current job?**

1. Not Important*  
2. Somewhat Important  
3. Important  
4. Very Important  
5. Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

**B. What level of EVALUATING INFORMATION TO DETERMINE COMPLIANCE WITH STANDARDS is needed to perform your current job?**

- Review forms for completeness
- Evaluate a complicated insurance claim for compliance with policy terms
- Make a ruling in court on a complicated motion

1.  
2.  
3.  
4.  
5.  
6.  
7. Highest Level

8. **Processing Information**

Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

**A. How important is PROCESSING INFORMATION to the performance of your current job?**

1. Not Important*  
2. Somewhat Important  
3. Important  
4. Very Important  
5. Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

**B. What level of PROCESSING INFORMATION is needed to perform your current job?**

- Tabulate the costs of parcel deliveries
- Calculate the adjustments for insurance claims
- Compile data for a complex scientific report

1.  
2.  
3.  
4.  
5.  
6.  
7. Highest Level
9. **Analyzing Data or Information**

Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.

A. **How important** is ANALYZING DATA OR INFORMATION to the performance of *your current job*?

- Not Important*
- Somewhat Important
- Important
- Very Important
- Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. **What level** of ANALYZING DATA OR INFORMATION is needed to perform *your current job*?

- Determine the location of a lost order
- Determine the interest cost to finance a new building
- Analyze the cost of medical care services for all hospitals in the country

1 2 3 4 5 6 7

Highest Level

10. **Making Decisions and Solving Problems**

Analyzing information and evaluating results to choose the best solution and solve problems.

A. **How important** is MAKING DECISIONS AND SOLVING PROBLEMS to the performance of *your current job*?

- Not Important*
- Somewhat Important
- Important
- Very Important
- Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. **What level** of MAKING DECISIONS AND SOLVING PROBLEMS is needed to perform *your current job*?

- Determine the meal selection for a cafeteria
- Select the location for a major department store
- Make the final decision about a company’s 5-year plan

1 2 3 4 5 6 7

Highest Level
11. Thinking Creatively

Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

A. How important is THINKING CREATIVELY to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of THINKING CREATIVELY is needed to perform your current job?

- Change the spacing on a printed report
- Adapt popular music for a high school band
- Create new computer software

1. 2. 3. 4. 5. 6. 7. Highest Level

12. Updating and Using Relevant Knowledge

Keeping up-to-date technically and applying new knowledge to your job.

A. How important is UPDATING AND USING RELEVANT KNOWLEDGE to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of UPDATING AND USING RELEVANT KNOWLEDGE is needed to perform your current job?

- Keep up with price changes in a small retail store
- Keep current on changes in maintenance procedures for repairing sports cars
- Learn information related to a complex and rapidly changing technology

1. 2. 3. 4. 5. 6. 7. Highest Level
13. Developing Objectives and Strategies

A. How **important** is DEVELOPING OBJECTIVES AND STRATEGIES to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What **level** of DEVELOPING OBJECTIVES AND STRATEGIES is needed to perform your current job?

- Plan the holiday schedule for an airline workforce
  
- Develop the plan to complete the merger of two organizations over a 3-year period
  
- Develop a 10-year business plan for an organization

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Highest Level

14. Scheduling Work and Activities

A. How **important** is SCHEDULING WORK AND ACTIVITIES to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What **level** of SCHEDULING WORK AND ACTIVITIES is needed to perform your current job?

- Make appointments for patients using a predetermined schedule
  
- Prepare the work schedule for salesclerks in a large retail store
  
- Schedule a complex conference program with multiple, parallel sessions

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Highest Level
15. Organizing, Planning, and Prioritizing Work

A. How important is ORGANIZING, PLANNING, AND PRIORITIZING WORK to the performance of your current job?

- Not Important
- Somewhat Important
- Important
- Very Important
- Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of ORGANIZING, PLANNING, AND PRIORITIZING WORK is needed to perform your current job?

- Organize a work schedule that is repetitive and easy to plan
- Plan and organize your own activities that often change
- Prioritize and plan multiple tasks several months ahead

15. Organizing, Planning, and Prioritizing Work

Developing specific goals and plans to prioritize, organize, and accomplish your work.

16. Performing General Physical Activities

A. How important is PERFORMING GENERAL PHYSICAL ACTIVITIES to the performance of your current job?

- Not Important
- Somewhat Important
- Important
- Very Important
- Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of PERFORMING GENERAL PHYSICAL ACTIVITIES is needed to perform your current job?

- Walk between work stations in a small office
- Paint the outside of a house
- Climb up and down poles to install electricity

16. Performing General Physical Activities

Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling materials.

- Walk between work stations in a small office
- Paint the outside of a house
- Climb up and down poles to install electricity

Highest Level
17. Handling and Moving Objects

Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.

A. How important is HANDLING AND MOVING OBJECTS to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of HANDLING AND MOVING OBJECTS is needed to perform your current job?

Change settings on copy machines
Arrange books in a library
Load boxes on an assembly line

1 2 3 4 5 6 7

Highest Level

18. Controlling Machines and Processes

Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).

A. How important is CONTROLLING MACHINES AND PROCESSES to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of CONTROLLING MACHINES AND PROCESSES is needed to perform your current job?

Operate a cash register Operate a drilling rig Operate a precision milling machine

1 2 3 4 5 6 7

Highest Level
19. Working with Computers

A. **How important** is WORKING WITH COMPUTERS to the performance of your current job?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important  

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. **What level** of WORKING WITH COMPUTERS is needed to perform your current job?

Enter employee information into a computer database  Write software for keeping track of parts in inventory  Set up a new computer system for a large multinational company  

20. Operating Vehicles, Mechanized Devices, or Equipment

A. **How important** is OPERATING VEHICLES, MECHANIZED DEVICES, OR EQUIPMENT to the performance of your current job?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important  

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. **What level** of OPERATING VEHICLES, MECHANIZED DEVICES, OR EQUIPMENT is needed to perform your current job?

Drive a car  Drive an 18-wheel tractor-trailer  Hover a helicopter in strong wind  

Highest Level
21. Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment

A. How important is DRAFTING, LAYING OUT, AND SPECIFYING TECHNICAL DEVICES, PARTS, AND EQUIPMENT to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of DRAFTING, LAYING OUT, AND SPECIFYING TECHNICAL DEVICES, PARTS, AND EQUIPMENT is needed to perform your current job?

Specify the lighting for a work area

Specify the furnishings for a new school

Draw the electronic circuitry for a high-speed scientific computer

1 2 3 4 5 6 7

Highest Level

22. Repairing and Maintaining Mechanical Equipment

Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.

A. How important is REPAIRING AND MAINTAINING MECHANICAL EQUIPMENT to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of REPAIRING AND MAINTAINING MECHANICAL EQUIPMENT is needed to perform your current job?

Make simple, external adjustments to a door hinge with ordinary hand tools

Adjust a grandfather clock

Overhaul a power plant turbine

1 2 3 4 5 6 7

Highest Level
23. Repairing and Maintaining Electronic Equipment

Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.

A. How important is REPAIRING AND MAINTAINING ELECTRONIC EQUIPMENT to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of REPAIRING AND MAINTAINING ELECTRONIC EQUIPMENT is needed to perform your current job?

Use knobs to adjust a television picture
Make repairs by removing and replacing circuit boards
Use complex test equipment to calibrate electronic equipment

1 2 3 4 5 6 7

Highest Level

24. Documenting/Recording Information

Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

A. How important is DOCUMENTING/RECORDING INFORMATION to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of DOCUMENTING/RECORDING INFORMATION is needed to perform your current job?

Record the weights of trucks that use the highways
Document the results of a crime scene investigation
Maintain information about the use of orbiting satellites for private industry communications

1 2 3 4 5 6 7

Highest Level
25. Interpreting the Meaning of Information for Others

Translating or explaining what information means and how it can be used.

A. How important is INTERPRETING THE MEANING OF INFORMATION FOR OTHERS to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of INTERPRETING THE MEANING OF INFORMATION FOR OTHERS is needed to perform your current job?

Interpret a blood pressure reading Interpret how foreign tax laws apply to U.S. exports Interpret a complex experiment in physics for general audiences

1 2 3 4 5 6 7

Highest Level

26. Communicating with Supervisors, Peers, or Subordinates

Providing information to supervisors, coworkers, and subordinates by telephone, in written form, e-mail, or in person.

A. How important is COMMUNICATING WITH SUPERVISORS, PEERS, OR SUBORDINATES to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of COMMUNICATING WITH SUPERVISORS, PEERS, OR SUBORDINATES is needed to perform your current job?

Write brief notes to others Report the results of a sales meeting to a supervisor Create videotaped presentation of a company’s internal policies

1 2 3 4 5 6 7

Highest Level
27. Communicating with People Outside the Organization

Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.

A. How important is COMMUNICATING WITH PEOPLE OUTSIDE THE ORGANIZATION to the performance of your current job?

- Not Important*
- Somewhat Important
- Important
- Very Important
- Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of COMMUNICATING WITH PEOPLE OUTSIDE THE ORGANIZATION is needed to perform your current job?

- Have little contact with people outside the organization
- Make standard presentations about available services
- Prepare or deliver press releases

1 2 3 4 5 6 7

Highest Level

28. Establishing and Maintaining Interpersonal Relationships

Developing constructive and cooperative working relationships with others and maintaining them over time.

A. How important is ESTABLISHING AND MAINTAINING INTERPERSONAL RELATIONSHIPS to the performance of your current job?

- Not Important*
- Somewhat Important
- Important
- Very Important
- Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of ESTABLISHING AND MAINTAINING INTERPERSONAL RELATIONSHIPS is needed to perform your current job?

- Exchange greetings with a coworker
- Maintain good working relationships with almost all coworkers and clients
- Gain cooperation from a culturally diverse group of executives hostile to your company

1 2 3 4 5 6 7

Highest Level
29. Assisting and Caring for Others

Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.

A. How important is ASSISTING AND CARING FOR OTHERS to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of ASSISTING AND CARING FOR OTHERS is needed to perform your current job?

Help a coworker complete an assignment  Assist a stranded traveler in finding lodging  Care for seriously injured persons in an emergency room

<table>
<thead>
<tr>
<th>Help a coworker complete an assignment</th>
<th>Assist a stranded traveler in finding lodging</th>
<th>Care for seriously injured persons in an emergency room</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Highest Level

30. Selling or Influencing Others

Convincing others to buy merchandise/goods or to otherwise change their minds or actions.

A. How important is SELLING OR INFLUENCING OTHERS to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of SELLING OR INFLUENCING OTHERS is needed to perform your current job?

Convince a coworker to assist with an assignment  Deliver standard arguments or sales pitches to convince others to buy popular products  Deliver major sales campaign in a new market

<table>
<thead>
<tr>
<th>Convince a coworker to assist with an assignment</th>
<th>Deliver standard arguments or sales pitches to convince others to buy popular products</th>
<th>Deliver major sales campaign in a new market</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Highest Level
31. Resolving Conflicts and Negotiating with Others
Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.

A. How important is RESOLVING CONFLICTS AND NEGOTIATING WITH OTHERS to the performance of your current job?

Not Important* | Somewhat Important | Important | Very Important | Extremely Important

1 | 2 | 3 | 4 | 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of RESOLVING CONFLICTS AND NEGOTIATING WITH OTHERS is needed to perform your current job?

- Apologize to a customer who complains about waiting too long
- Get two subordinates to agree about vacation schedules
- Negotiate a major labor-management contract

1 2 3 4 5 6 7

Highest Level

32. Performing for or Working Directly with the Public
Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.

A. How important is PERFORMING FOR OR WORKING DIRECTLY WITH THE PUBLIC to the performance of your current job?

Not Important* | Somewhat Important | Important | Very Important | Extremely Important

1 | 2 | 3 | 4 | 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of PERFORMING FOR OR WORKING DIRECTLY WITH THE PUBLIC is needed to perform your current job?

- Tend a highway toll booth
- Sell shoes in a popular shoe store
- Perform a monologue on national TV

1 2 3 4 5 6 7

Highest Level
33. Coordinating the Work and Activities of Others

Getting members of a group to work together to accomplish tasks.

A. How important is COORDINATING THE WORK AND ACTIVITIES OF OTHERS to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of COORDINATING THE WORK AND ACTIVITIES OF OTHERS is needed to perform your current job?

Exchange information during a shift change
Organize the cleanup crew after a major sporting event
Act as general contractor for building a large industrial complex

1 2 3 4 5 6 7

Highest Level

34. Developing and Building Teams

Encouraging and building mutual trust, respect, and cooperation among team members.

A. How important is DEVELOPING AND BUILDING TEAMS to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of DEVELOPING AND BUILDING TEAMS is needed to perform your current job?

Encourage two coworkers to stick with a tough assignment
Lead an assembly team in an automobile plant
Lead a large team to design and build a new aircraft

1 2 3 4 5 6 7

Highest Level
35. Training and Teaching Others

Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

A. How important is TRAINING AND TEACHING OTHERS to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of TRAINING AND TEACHING OTHERS is needed to perform your current job?

- Give coworkers brief instructions on a simple procedural change
- Teach a social sciences course to high school students
- Develop and conduct training programs for a medical school

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Highest Level

36. Guiding, Directing, and Motivating Subordinates

Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.

A. How important is GUIDING, DIRECTING, AND MOTIVATING SUBORDINATES to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of GUIDING, DIRECTING, AND MOTIVATING SUBORDINATES is needed to perform your current job?

- Work occasionally as a backup supervisor
- Supervise a small number of subordinates in a well-paid industry
- Manage a severely downsized unit

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Highest Level
37. Coaching and Developing Others

Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.

A. How important is COACHING AND DEVELOPING OTHERS to the performance of your current job?

- Not Important*
- Somewhat Important
- Important
- Very Important
- Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of COACHING AND DEVELOPING OTHERS is needed to perform your current job?

Show a coworker how to operate a piece of equipment
Provide on-the-job training for clerical workers
Coach a college athletic team

38. Providing Consultation and Advice to Others

Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.

A. How important is PROVIDING CONSULTATION AND ADVICE TO OTHERS to the performance of your current job?

- Not Important*
- Somewhat Important
- Important
- Very Important
- Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of PROVIDING CONSULTATION AND ADVICE TO OTHERS is needed to perform your current job?

Work in a position that requires little advising of others
Recommend a new software package to increase operational efficiency
Provide ideas for changing an organization to increase profitability

Highest Level
39. Performing Administrative Activities

Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.

A. How important is PERFORMING ADMINISTRATIVE ACTIVITIES to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of PERFORMING ADMINISTRATIVE ACTIVITIES is needed to perform your current job?

Complete routine paperwork on standard forms Complete tax forms required of self-employed people Serve as the benefits director for a large computer sales organization

1 2 3 4 5 6 7

Highest Level

40. Staffing Organizational Units

Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.

A. How important is STAFFING ORGANIZATIONAL UNITS to the performance of your current job?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of STAFFING ORGANIZATIONAL UNITS is needed to perform your current job?

Work in a position that has minimal staffing requirements Interview candidates for a sales position and make hiring recommendations Direct a large recruiting and employment program for a large international manufacturing organization

1 2 3 4 5 6 7

Highest Level
A. How **important** is MONITORING AND CONTROLLING RESOURCES to the performance of your current job?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What **level** of MONITORING AND CONTROLLING RESOURCES is needed to perform your current job?

- Work as a housekeeper responsible for keeping track of linens
- Work as a chef responsible for ordering food for the menu
- Serve as a financial executive in charge of a large company’s budget

1 2 3 4 5 6 7

Highest Level
Specific Tasks Performed on Your Job

Instructions: Please read the following position description and then answer the question that follows it by marking an X in the appropriate box below.

Sales Managers
Plan, direct, or coordinate the actual distribution or movement of a product or service to the customer. Coordinate sales distribution by establishing sales territories, quotas, and goals and establish training programs for sales representatives. Analyze sales statistics gathered by staff to determine sales potential and inventory requirements and monitor the preferences of customers.

Which of the following best describes how closely this description matches the duties and responsibilities of your current job?

☐ It describes almost exactly what I do.

☐ Most of it matches, but there are a few things that don't match what I do.

☐ Some things match, but most of it does not match what I do.

☐ It does not at all describe what I do.

Please proceed to the next page.
Specific Tasks Performed on Your Job (continued)

**Instructions:** The next section presents a list of tasks. A task is an action or set of actions performed together to accomplish an objective. This list is specific to the job you are describing.

For each task, please make the following three ratings: **Relevance**, **Frequency**, and **Importance.** These ratings are described as follows:

**RELEVANCE.** If the task is **NOT RELEVANT** at all to performance on the job, mark through the "0" in the NOT RELEVANT column. Carefully read the task before deciding whether it is **RELEVANT** or **NOT RELEVANT** to this job. If you select the "0" in the NOT RELEVANT column, however, there is no need to complete the IMPORTANCE and FREQUENCY ratings described below. If the task is part of this job, rate IMPORTANCE and FREQUENCY.

**FREQUENCY.** (Do not complete if NOT RELEVANT was selected.) Ask yourself, "How often is this task performed on this job?" For example, "Interact with potential customers" is a task that an employee in one job might perform only "once per week or less," but an employee in another job might perform "hourly or more often."

Rate the FREQUENCY with which a task is performed by marking through the appropriate number, from 1 (indicating that the task is performed once per year or less often) to 7 (indicating that the task is performed hourly or more often) on the FREQUENCY scale.

**IMPORTANCE.** (Do not complete if NOT RELEVANT was selected.) Ask yourself, "How important is this task to performance on this job?" For example, "Develop objectives and strategies to guide the organization" might be very important for an employee in one job, but less important for another job. For the second job, however, "Provide performance feedback to subordinates" might be very important.

Rate importance of the task for performance on the job by marking through the appropriate number, from 1 (indicating that the task is of no importance) to 5 (indicating that the task is extremely important) on the IMPORTANCE scale.

*Please proceed to the next page.*
<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Direct and coordinate activities involving sales of manufactured products, services, commodities, real estate or other subjects of sale.</strong></td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td><strong>2. Resolve customer complaints regarding sales and service.</strong></td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td><strong>3. Determine price schedules and discount rates.</strong></td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td><strong>4. Advise dealers and distributors on polices and operating procedures to ensure functional effectiveness of business.</strong></td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td><strong>5. Direct, coordinate, and review activities in sales and service accounting and record-keeping, and in receiving and shipping operations.</strong></td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td><strong>6. Oversee regional and local sales managers and their staffs.</strong></td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td><strong>7. Review operational records and reports to project sales and determine profitability.</strong></td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td><strong>8. Monitor customer preferences to determine focus of sales efforts.</strong></td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Frequency</td>
<td>Importance</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>Direct clerical staff to keep records of export correspondence, bid requests, and credit collections, and to maintain current information on tariffs, licenses, and restrictions.</td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Represent company at trade association meetings to promote products.</td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Plan and direct staffing, training, and performance evaluations to develop and control sales and service programs.</td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Direct foreign sales and service outlets of an organization.</td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Assess marketing potential of new and existing store locations, considering statistics and expenditures.</td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Prepare budgets and approve budget expenditures.</td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>Visit franchised dealers to stimulate interest in establishment or expansion of leasing programs.</td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Importance</td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>Not Relevant</td>
<td>0</td>
</tr>
<tr>
<td>16. Confer with potential customers regarding equipment needs and advise customers on types of equipment to purchase.</td>
<td>Once per year or less</td>
<td>More than once per year</td>
</tr>
<tr>
<td>17. Confer or consult with department heads to plan advertising services and to secure information on equipment and customer specifications.</td>
<td>Once per year or less</td>
<td>More than once per year</td>
</tr>
</tbody>
</table>
### Additional Relevant Tasks

Please write in additional relevant tasks and provide a rating.

1. ____________________________  
   0  1  2  3  4  5  6  7  1  2  3  4  5

2. ____________________________  
   0  1  2  3  4  5  6  7  1  2  3  4  5

3. ____________________________  
   0  1  2  3  4  5  6  7  1  2  3  4  5

4. ____________________________  
   0  1  2  3  4  5  6  7  1  2  3  4  5

5. ____________________________  
   0  1  2  3  4  5  6  7  1  2  3  4  5

### Frequency

<table>
<thead>
<tr>
<th>Description</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once per year or less</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than once per year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than once per month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than once per week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Several times per day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hourly or more often</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Importance

<table>
<thead>
<tr>
<th>Importance</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extremely Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Information About You

Many workers are being asked to complete this survey. Your answers to these questions will help us know that workers with differing amounts of experience and different backgrounds are included.

Please read each question carefully and mark your answer by putting an X in the box beside your answer, or by writing an answer on the line provided.

1. **What is the title of your current job?** (PLEASE PRINT)

2. **For how long have you worked at this job?** (Mark one box)
   - Ten years or more
   - At least 6 years, but less than 10 years
   - At least 3 years, but less than 6 years
   - At least 1 year, but less than 3 years
   - At least 3 months, but less than 12 months
   - At least 1 month, but less than 3 months
   - Less than 1 month

3. **In your current job, are you employed by** (Mark one box)
   - Government
   - Private for-profit company
   - Nonprofit organization including tax exempt and charitable organizations
   - Self-employed
   - Family business
4. If you are working in the family business, is this business incorporated?
   □ Yes
   □ No
   □ Not working in a family business

5. In what year were you born?   ___   ___   ___   ___

6. Are you male or female? (Mark one box)
   □ Male
   □ Female

7. Are you Hispanic or Latino? (Mark one box)
   □ Yes
   □ No

8. What is your race? (Mark one or more boxes)
   □ American Indian or Alaska Native
   □ Asian
   □ Black or African American
   □ Native Hawaiian or Other Pacific Islander
   □ White
9. **Indicate the highest level of education that you have completed** (please check only one box):

- [ ] Less than a High School Diploma
- [ ] High School Diploma – or the equivalent (for example, GED)
- [ ] Post-Secondary Certificate - awarded for training completed after high school (for example, in agriculture or natural resources, computer services, personal or culinary services, engineering technologies, healthcare, construction trades, mechanic and repair technologies, or precision production)
- [ ] Some College Courses
- [ ] Associate's Degree (or other 2-year degree)
- [ ] Bachelor's Degree
- [ ] Post-Baccalaureate Certificate - awarded for completion of an organized program of study; designed for people who have completed a Baccalaureate degree but do not meet the requirements of academic degrees carrying the title of Master.
- [ ] Master's Degree
- [ ] Post-Master's Certificate - awarded for completion of an organized program of study; designed for people who have completed a Master's degree but do not meet the requirements of academic degrees at the doctoral level.
- [ ] First Professional Degree - awarded for completion of a program that
  - requires at least 2 years of college work before entrance into the program,
  - includes a total of at least 6 academic years of work to complete, and
  - provides all remaining academic requirements to begin practice in a profession.
- [ ] Doctoral Degree
- [ ] Post-Doctoral Training
10. Are you deaf or do you have serious difficulty hearing? .......  □  □

11. Are you blind or do you have serious difficulty seeing even when wearing glasses? ................................................................. □  □

12a. Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering, or making decisions? ............................................................. □  □

   b. Do you have serious difficulty walking or climbing stairs? ..... □  □

   c. Do you have difficulty dressing or bathing? ......................... □  □

13. Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor’s office or shopping? .......................... □  □
Your Professional Certifications

1. Please write the names of job-related **professional certifications** that you have earned:
   
a.________________________________________________________________
   
b.________________________________________________________________
   
c.________________________________________________________________
   
d.________________________________________________________________
   
e.________________________________________________________________

Your Apprenticeship Certificates

2. Please write the names of job-related **apprenticeship programs** that you have completed:
   
a.________________________________________________________________
   
b.________________________________________________________________
   
c.________________________________________________________________
   
d.________________________________________________________________
   
e.________________________________________________________________
Your Association Memberships

Finally, we would like to know about the professional associations to which you belong.

1. Are you currently a member of the following job-related association(s)? (Please respond for each association listed.)
   - Association of Sales Administration Managers  □ Yes □ No (14055)
   - Association of Sales and Marketing Companies  □ Yes □ No (14056)
   - North American Industrial Representatives Association  □ Yes □ No (14169)
   - Professional Sales Association  □ Yes □ No (14173)
   - Sales and Marketing Executives International, Inc.  □ Yes □ No (14177)

2. Please write in the names of any job-related associations to which you belong that are not listed above:
   a. 
   b. 
   c. 
Thank you so much for your participation in the O*NET Data Collection Program. We appreciate the time and effort you have taken to answer these questions.

Please make any comments about the survey or the O*NET Data Collection Program in general in the space below.
Some Important Questions About The Work Context Of Your Occupation

Please return your completed questionnaire in the enclosed envelope to:
RTI Research Operations Center, 5265 Capital Blvd. Raleigh, NC 27616-2925
Sponsored by: The U.S. Department of Labor and the National O*NET Consortium
Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondents’ obligation to reply to these reporting requirements is voluntary. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Labor, Office of Workforce Investment, Attn: O*NET Project, Frances Perkins Building, Mail Stop C4526, 200 Constitution Ave., NW, Washington, DC 20210 (OMB Control Number 1205-0421).

Return to: Research Triangle Institute
Research Operations Center
ATTN: O*NET Data Receipt
5265 Capital Boulevard
Raleigh, NC 27616-2925
Instructions for Work Context Questionnaire

Instructions

In this questionnaire you will be asked about your working conditions. These questions are about your work setting and its possible hazards, the pace of your work, and your dealings with other people.

Read each question carefully and look closely at answer choices after each question. Put an X through the number for the answer that best describes your current job.

For example:

<table>
<thead>
<tr>
<th>How many hours do you work in a typical week?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 40 hours</td>
</tr>
</tbody>
</table>

Mark your answer by putting an X through the number that represents your answer.
Do not mark on the line between the numbers.
1. **How often does your current job require face-to-face discussions with individuals and within teams?**

   Never  Once a year or more but not every month  Once a month or more but not every week  Once a week or more but not every day  Every day

   1  2  3  4  5

2. **How frequently does your current job require public speaking (one speaker with an audience)?**

   Never  Once a year or more but not every month  Once a month or more but not every week  Once a week or more but not every day  Every day

   1  2  3  4  5

3. **How frequently does your current job require telephone conversation?**

   Never  Once a year or more but not every month  Once a month or more but not every week  Once a week or more but not every day  Every day

   1  2  3  4  5

4. **How frequently does your current job require electronic mail?**

   Never  Once a year or more but not every month  Once a month or more but not every week  Once a week or more but not every day  Every day

   1  2  3  4  5
5. How frequently does your current job require written letters and memos?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

6. How much contact with others (by telephone, face-to-face, or otherwise) is required to perform your current job?

<table>
<thead>
<tr>
<th></th>
<th>No contact with others</th>
<th>Occasional contact with others</th>
<th>Contact with others about half the time</th>
<th>Contact with others most of the time</th>
<th>Constant contact with others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

7. How important are interactions that require you to work with or contribute to a work group or team to perform your current job?

<table>
<thead>
<tr>
<th></th>
<th>Not important at all</th>
<th>Fairly important</th>
<th>Important</th>
<th>Very important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

8. In your current job, how important are interactions that require you to deal with external customers (as in retail sales) or the public in general (as in police work)?

<table>
<thead>
<tr>
<th></th>
<th>Not important at all</th>
<th>Fairly important</th>
<th>Important</th>
<th>Very important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
9. In your current job, how important are interactions that require you to coordinate or lead others in accomplishing work activities (not as a supervisor or team leader)?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not important at all</td>
</tr>
<tr>
<td>2</td>
<td>Fairly important</td>
</tr>
<tr>
<td>3</td>
<td>Important</td>
</tr>
<tr>
<td>4</td>
<td>Very important</td>
</tr>
<tr>
<td>5</td>
<td>Extremely important</td>
</tr>
</tbody>
</table>

10. How responsible are you for the health and safety of other workers on your current job?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No responsibility</td>
</tr>
<tr>
<td>2</td>
<td>Limited responsibility</td>
</tr>
<tr>
<td>3</td>
<td>Moderate responsibility</td>
</tr>
<tr>
<td>4</td>
<td>High responsibility</td>
</tr>
<tr>
<td>5</td>
<td>Very high responsibility</td>
</tr>
</tbody>
</table>

11. How responsible are you for work outcomes and results of other workers on your current job?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No responsibility</td>
</tr>
<tr>
<td>2</td>
<td>Limited responsibility</td>
</tr>
<tr>
<td>3</td>
<td>Moderate responsibility</td>
</tr>
<tr>
<td>4</td>
<td>High responsibility</td>
</tr>
<tr>
<td>5</td>
<td>Very high responsibility</td>
</tr>
</tbody>
</table>

12. How often are conflict situations a part of your current job?

<table>
<thead>
<tr>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
</tr>
<tr>
<td>Once a year or more but not every month</td>
</tr>
<tr>
<td>Once a month or more but not every week</td>
</tr>
<tr>
<td>Once a week or more but not every day</td>
</tr>
<tr>
<td>Every day</td>
</tr>
</tbody>
</table>
13. How often is dealing with unpleasant, angry, or discourteous people a part of your current job?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

14. How often is dealing with violent or physically aggressive people a part of your current job?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

15. How often does your current job require you to work indoors in an environmentally controlled environment (like a warehouse with air conditioning)?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

16. How often does your current job require you to work in an environment that is not environmentally controlled (like a warehouse without air conditioning)?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
17. How often does your current job require you to work outdoors, exposed to all weather conditions?

Never

1. Once a year or more but not every month
2. Once a month or more but not every week
3. Once a week or more but not every day
4. Every day
5. Never

18. How often does your current job require you to work outdoors, under cover (like in an open shed)?

Never

1. Once a year or more but not every month
2. Once a month or more but not every week
3. Once a week or more but not every day
4. Every day
5. Never

19. How often does your current job require you to work in an open vehicle or operating equipment (like a tractor)?

Never

1. Once a year or more but not every month
2. Once a month or more but not every week
3. Once a week or more but not every day
4. Every day
5. Never

20. How often does your current job require you to work in a closed vehicle or operate enclosed equipment (like a car)?

Never

1. Once a year or more but not every month
2. Once a month or more but not every week
3. Once a week or more but not every day
4. Every day
5. Never
21. **How physically close to other people** are you when you perform *your current job*?

I don’t work near other people (beyond 100 ft.)  I work with others but not closely (e.g., private office)  Slightly close (e.g., shared office)  Moderately close (at arm’s length)  Very close (near touching)

1  2  3  4  5

22. **In your current job, how often are you exposed to sounds and noise levels that are distracting and uncomfortable?**

Never  Once a year or more but not every month  Once a month or more but not every week  Once a week or more but not every day  Every day

1  2  3  4  5

23. **In your current job, how often are you exposed to very hot (above 90° F) or very cold (under 32° F) temperatures?**

Never  Once a year or more but not every month  Once a month or more but not every week  Once a week or more but not every day  Every day

1  2  3  4  5

24. **In your current job, how often are you exposed to extremely bright or inadequate lighting conditions?**

Never  Once a year or more but not every month  Once a month or more but not every week  Once a week or more but not every day  Every day

1  2  3  4  5
25. In your current job, how often are you exposed to **contaminants** (such as pollutants, gases, dust, or odors)?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a year or more but not every month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a month or more but not every week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a week or more but not every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

26. In your current job, how often are you exposed to cramped work space that requires getting into awkward positions?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a year or more but not every month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a month or more but not every week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a week or more but not every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

27. In your current job, how often are you exposed to **whole body vibration** (like operating a jackhammer or earth moving equipment)?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a year or more but not every month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a month or more but not every week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a week or more but not every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

28. How often does your current job require that you be exposed to **radiation**?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a year or more but not every month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a month or more but not every week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a week or more but not every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
29. **How often does your current job require that you be exposed to diseases or infection?** This can happen with workers in patient care, some laboratory work, sanitation control, etc.

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

30. **How often does your current job require that you be exposed to high places?** This can happen for workers who work on poles, scaffolding, catwalks, or ladders longer than 8 feet in length.

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

31. **How often does your current job require that you be exposed to hazardous conditions?** This can happen when working with high voltage electricity, flammable material, explosives, or chemicals. Do not include working with hazardous equipment.

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

32. **How often does your current job require that you be exposed to hazardous equipment?** This includes working with saws, close to machinery with exposed moving parts, or working near vehicular traffic (but not including driving a vehicle).

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
33. How often does your current job require that you be exposed to minor burns, cuts, bites, or stings?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a year or more but not every month</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Once a month or more but not every week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a week or more but not every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

34. How much time in your current job do you spend sitting?

<table>
<thead>
<tr>
<th>Time Distribution</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than half the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About half the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than half the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continually or almost continually</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

35. How much time in your current job do you spend standing?

<table>
<thead>
<tr>
<th>Time Distribution</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than half the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About half the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than half the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continually or almost continually</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

36. How much time in your current job do you spend climbing ladders, scaffolds, poles, etc.?

<table>
<thead>
<tr>
<th>Time Distribution</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than half the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About half the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than half the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continually or almost continually</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
37. How much time in your current job do you spend **walking or running**?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Less than half the time</th>
<th>About half the time</th>
<th>More than half the time</th>
<th>Continually or almost continually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

38. How much time in your current job do you spend **kneeling, crouching, stooping, or crawling**?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Less than half the time</th>
<th>About half the time</th>
<th>More than half the time</th>
<th>Continually or almost continually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

39. How much time in your current job do you spend **keeping or regaining your balance**?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Less than half the time</th>
<th>About half the time</th>
<th>More than half the time</th>
<th>Continually or almost continually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

40. How much time in your current job do you spend **using your hands to handle, control, or feel objects, tools, or controls**?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Less than half the time</th>
<th>About half the time</th>
<th>More than half the time</th>
<th>Continually or almost continually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
41. How much time in your current job do you spend bending or twisting your body?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Less than half the time</th>
<th>About half the time</th>
<th>More than half the time</th>
<th>Continually or almost continually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

42. How much time in your current job do you spend making repetitive motions?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Less than half the time</th>
<th>About half the time</th>
<th>More than half the time</th>
<th>Continually or almost continually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

43. In your current job, how often do you wear common protective or safety equipment such as safety shoes, glasses, gloves, hearing protection, hard hats, or life jackets?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

44. In your current job, how often do you wear specialized protective or safety equipment, such as breathing apparatus, safety harness, full protection suits, or radiation protection?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
45. **How serious a mistake** can you make on your current job (one you can’t easily correct)?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not serious at all</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairly serious</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Serious</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very serious</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extremely serious</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

46. **In your current job, what results do your decisions usually have on other people or the image or reputation or financial resources of your employer?**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moderate results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very important results</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

47. **In your current job, how often do your decisions affect other people or the image or reputation or financial resources of your employer?**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a year or more but not every month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a month or more but not every week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a week or more but not every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

48. **In your current job, how much freedom do you have to make decisions without supervision?**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No freedom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very little freedom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited freedom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some freedom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lot of freedom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

45. **How serious a mistake** can you make on your current job (one you can’t easily correct)?

46. **In your current job, what results do your decisions usually have on other people or the image or reputation or financial resources of your employer?**

47. **In your current job, how often do your decisions affect other people or the image or reputation or financial resources of your employer?**

48. **In your current job, how much freedom do you have to make decisions without supervision?**
49. **How automated is *your current job*?**

Not at all automated | Slightly automated | Moderately automated | Highly automated | Completely automated
---|---|---|---|---
1 | 2 | 3 | 4 | 5

50. **How important to *your current job* is being *very exact or highly accurate***?

Not important at all | Fairly important | Important | Very important | Extremely important
---|---|---|---|---
1 | 2 | 3 | 4 | 5

51. **How important to *your current job* are *continuous, repetitious physical activities* (like key entry) or *mental activities* (like checking entries in a ledger)?**

Not important at all | Fairly important | Important | Very important | Extremely important
---|---|---|---|---
1 | 2 | 3 | 4 | 5

52. **How much freedom do you have to determine the *tasks, priorities, or goals of your current job***?

No freedom | Very little freedom | Limited freedom | Some freedom | A lot of freedom
---|---|---|---|---
1 | 2 | 3 | 4 | 5
53. **How competitive is your current job?**

Not at all competitive | Slightly competitive | Moderately competitive | Highly competitive | Extremely competitive

1 | 2 | 3 | 4 | 5

54. **How often does your current job require you to meet strict deadlines?**

Never | Once a year or more but not every month | Once a month or more but not every week | Once a week or more but not every day | Every day

1 | 2 | 3 | 4 | 5

55. **How important to your current job is keeping a pace set by machinery or equipment?**

Not important at all | Fairly important | Important | Very important | Extremely important

1 | 2 | 3 | 4 | 5

56. **How regular is your work schedule on your current job?**

Regular (established routine, set schedule) | Irregular (changes with weather conditions, production demands, or contract duration) | Seasonal (only during certain times of the year)

1 | 2 | 3
57. **How many hours** do you work in a typical week on **your current job**?

<table>
<thead>
<tr>
<th>Choices</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 40 hours</td>
<td>1</td>
</tr>
<tr>
<td>40 hours</td>
<td>2</td>
</tr>
<tr>
<td>More than 40 hours</td>
<td>3</td>
</tr>
</tbody>
</table>
Specific Tasks Performed on Your Job

Instructions: Please read the following position description and then answer the question that follows it by marking an X in the appropriate box below.

Sales Managers
Plan, direct, or coordinate the actual distribution or movement of a product or service to the customer. Coordinate sales distribution by establishing sales territories, quotas, and goals and establish training programs for sales representatives. Analyze sales statistics gathered by staff to determine sales potential and inventory requirements and monitor the preferences of customers.

Which of the following best describes how closely this description matches the duties and responsibilities of your current job?

☐ It describes almost exactly what I do.

☐ Most of it matches, but there are a few things that don't match what I do.

☐ Some things match, but most of it does not match what I do.

☐ It does not at all describe what I do.

Please proceed to the next page.
Specific Tasks Performed on Your Job (continued)

Instructions: The next section presents a list of tasks. A task is an action or set of actions performed together to accomplish an objective. This list is specific to the job you are describing.

For each task, please make the following three ratings: Relevance, Frequency, and Importance. These ratings are described as follows:

**Relevance.** If the task is NOT RELEVANT at all to performance on the job, mark through the "0" in the NOT RELEVANT column. Carefully read the task before deciding whether it is RELEVANT or NOT RELEVANT to this job. If you select the "0" in the NOT RELEVANT column, however, there is no need to complete the IMPORTANCE and FREQUENCY ratings described below. If the task is part of this job, rate IMPORTANCE and FREQUENCY.

**Frequency.** (Do not complete if NOT RELEVANT was selected.) Ask yourself, "How often is this task performed on this job?" For example, "Interact with potential customers" is a task that an employee in one job might perform only "once per week or less," but an employee in another job might perform "hourly or more often."

Rate the FREQUENCY with which a task is performed by marking through the appropriate number, from 1 (indicating that the task is performed once per year or less often) to 7 (indicating that the task is performed hourly or more often) on the FREQUENCY scale.

**Importance.** (Do not complete if NOT RELEVANT was selected.) Ask yourself, "How important is this task to performance on this job?" For example, "Develop objectives and strategies to guide the organization" might be very important for an employee in one job, but less important for another job. For the second job, however, "Provide performance feedback to subordinates" might be very important.

Rate importance of the task for performance on the job by marking through the appropriate number, from 1 (indicating that the task is of no importance) to 5 (indicating that the task is extremely important) on the IMPORTANCE scale.

Please proceed to the next page.
<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Direct and coordinate activities involving sales of manufactured products, services, commodities, real estate or other subjects of sale.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. Resolve customer complaints regarding sales and service.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. Determine price schedules and discount rates.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. Advise dealers and distributors on policies and operating procedures to ensure functional effectiveness of business.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5. Direct, coordinate, and review activities in sales and service accounting and record-keeping, and in receiving and shipping operations.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6. Oversee regional and local sales managers and their staffs.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7. Review operational records and reports to project sales and determine profitability.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8. Monitor customer preferences to determine focus of sales efforts.</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Frequency</td>
<td>Importance</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Not Relevant</td>
<td>Not Important</td>
<td>Somewhat Important</td>
</tr>
<tr>
<td>Once per year or less</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>More than once per year</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>More than once per month</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Daily</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Several times per day</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Hourly or more often</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

9. Direct clerical staff to keep records of export correspondence, bid requests, and credit collections, and to maintain current information on tariffs, licenses, and restrictions.

10. Represent company at trade association meetings to promote products.

11. Plan and direct staffing, training, and performance evaluations to develop and control sales and service programs.

12. Direct foreign sales and service outlets of an organization.


15. Visit franchised dealers to stimulate interest in establishment or expansion of leasing programs.
<table>
<thead>
<tr>
<th>Task</th>
<th>Frequency</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Confer with potential customers regarding equipment needs and</td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>advise customers on types of equipment to purchase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Confer or consult with department heads to plan advertising</td>
<td>0</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>services and to secure information on equipment and customer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>specifications.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Additional Relevant Tasks

Please write in additional relevant tasks and provide a rating.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not Relevant</td>
<td>0</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
Information About You

Many workers are being asked to complete this survey. Your answers to these questions will help us know that workers with differing amounts of experience and different backgrounds are included.

Please read each question carefully and mark your answer by putting an X in the box beside your answer, or by writing an answer on the line provided.

1. What is the title of your current job? (PLEASE PRINT)

2. For how long have you worked at this job? (Mark one box)
   - Ten years or more
   - At least 6 years, but less than 10 years
   - At least 3 years, but less than 6 years
   - At least 1 year, but less than 3 years
   - At least 3 months, but less than 12 months
   - At least 1 month, but less than 3 months
   - Less than 1 month

3. In your current job, are you employed by (Mark one box)
   - Government
   - Private for-profit company
   - Nonprofit organization including tax exempt and charitable organizations
   - Self-employed
   - Family business
4. If you are working in the family business, is this business incorporated?
   - Yes
   - No
   - Not working in a family business

5. In what year were you born? ___ ___ ___ ___

6. Are you male or female? (Mark one box)
   - Male
   - Female

7. Are you Hispanic or Latino? (Mark one box)
   - Yes
   - No

8. What is your race? (Mark one or more boxes)
   - American Indian or Alaska Native
   - Asian
   - Black or African American
   - Native Hawaiian or Other Pacific Islander
   - White
9. **Indicate the highest level of education that you have completed** (please check only one box):

- [ ] **Less than a High School Diploma**
- [ ] **High School Diploma** – or the equivalent (for example, GED)
- [ ] **Post-Secondary Certificate** - awarded for training completed after high school (for example, in agriculture or natural resources, computer services, personal or culinary services, engineering technologies, healthcare, construction trades, mechanic and repair technologies, or precision production)
- [ ] **Some College Courses**
- [ ] **Associate's Degree** (or other 2-year degree)
- [ ] **Bachelor's Degree**
- [ ] **Post-Baccalaureate Certificate** - awarded for completion of an organized program of study; designed for people who have completed a Baccalaureate degree but do not meet the requirements of academic degrees carrying the title of Master.
- [ ] **Master's Degree**
- [ ] **Post-Master's Certificate** - awarded for completion of an organized program of study; designed for people who have completed a Master's degree but do not meet the requirements of academic degrees at the doctoral level.
- [ ] **First Professional Degree** - awarded for completion of a program that
  - requires at least 2 years of college work before entrance into the program,
  - includes a total of at least 6 academic years of work to complete, and
  - provides all remaining academic requirements to begin practice in a profession.
- [ ] **Doctoral Degree**
- [ ] **Post-Doctoral Training**
10. Are you deaf or do you have serious difficulty hearing? ........

11. Are you blind or do you have serious difficulty seeing even when wearing glasses? ..............................................................

12a. Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering, or making decisions? ..........................................................

b. Do you have serious difficulty walking or climbing stairs? .....

c. Do you have difficulty dressing or bathing? ............................

13. Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor’s office or shopping? .................................
Your Professional Certifications

1. Please write the names of job-related professional certifications that you have earned:
   a. ____________________________________________________________
   b. ____________________________________________________________
   c. ____________________________________________________________
   d. ____________________________________________________________
   e. ____________________________________________________________

Your Apprenticeship Certificates

2. Please write the names of job-related apprenticeship programs that you have completed:
   a. ____________________________________________________________
   b. ____________________________________________________________
   c. ____________________________________________________________
   d. ____________________________________________________________
   e. ____________________________________________________________
Your Association Memberships

Finally, we would like to know about the professional associations to which you belong.

1. Are you currently a member of the following job-related association(s)? (Please respond for each association listed.)

   - Association of Sales Administration Managers
     - Yes ☐ No ☐ (14055)
   - Association of Sales and Marketing Companies
     - Yes ☐ No ☐ (14056)
   - North American Industrial Representatives Association
     - Yes ☐ No ☐ (14169)
   - Professional Sales Association
     - Yes ☐ No ☐ (14173)
   - Sales and Marketing Executives International, Inc.
     - Yes ☐ No ☐ (14177)

2. Please write in the names of any job-related associations to which you belong that are not listed above:

   a. _________________________________________________________________
   b. _________________________________________________________________
   c. _________________________________________________________________
Thank you so much for your participation in the O*NET Data Collection Program. We appreciate the time and effort you have taken to answer these questions.

Please make any comments about the survey or the O*NET Data Collection Program in general in the space below.
Occupation Expert Method Questionnaires

- Knowledge Questionnaire
- Work Activities Questionnaire
- Work Context Questionnaire
- Task Questionnaire
- Background Questionnaire

As mentioned in the Supporting Statement, each Occupation Expert will be asked to complete all five O*NET questionnaires. The “Specific Tasks Performed on Your Job” and “Your Association Memberships” sections differ for each O*NET occupation. The following sample questionnaires are for the occupation of Sales Managers.
Some Important Questions About The *Knowledge* Required For The Occupation

Please return your completed questionnaire in the enclosed envelope to:
RTI Research Operations Center, 5265 Capital Blvd. Raleigh, NC 27616-2925
Sponsored by: The U.S. Department of Labor and the National O*NET Consortium
Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondents' obligation to reply to these reporting requirements is voluntary. Public reporting burden for this collection of information is estimated to average 25 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Labor, Office of Workforce Investment, Attn: O*NET Project, Frances Perkins Building, Mail Stop C4526, 200 Constitution Ave., NW, Washington, DC 20210 (OMB Control Number 1205-0421).
Instructions for Making Knowledge Ratings

These questions are about work-related areas of knowledge. **Knowledge areas** are sets of facts and principles needed to address problems and issues that are part of a job. You will be asked about a series of different areas of knowledge and how they relate to workers in the occupation. As an occupation expert, first consider the different knowledge areas needed by workers to perform the occupation. Then, with this information in mind, please answer each question as if you were performing work that is typical of the occupation.

Each knowledge area in this questionnaire is named and defined.

For example:

| Economics and Accounting | Knowledge of economic and accounting principles and practices, the financial markets, banking, and the analysis and reporting of financial data. |

You are then asked two questions about each knowledge area:

**A** *How important is the knowledge area to the performance of the occupation?*

For example:

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td><strong>X</strong></td>
<td>5</td>
</tr>
</tbody>
</table>

Mark your answer by putting an **X** through the number that represents your answer. Do not mark on the line between the numbers.

*If you rate the knowledge area as Not Important to the performance of the occupation, mark the one [**X**] then skip over question B and proceed to the next knowledge area.

**B** *What level of the knowledge is needed to perform the occupation?*

To help you understand what we mean by level, we provide you with examples of job-related activities at different levels. For example:

<table>
<thead>
<tr>
<th>What level of ECONOMICS AND ACCOUNTING knowledge is needed to perform the occupation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answer billing questions from credit card customers</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Mark your answer by putting an **X** through the number that represents your answer. Do not mark on the line between the numbers.
1. Administration and Management

Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

A. How important is ADMINISTRATION AND MANAGEMENT knowledge to the performance of the occupation?

* Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of ADMINISTRATION AND MANAGEMENT knowledge is needed to perform the occupation?

Sign a pay voucher Monitor progress of a project to ensure timely completion Manage a $10 million company

1 2 3 4 5 6 7

Highest Level

2. Clerical

Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

A. How important is CLERICAL knowledge to the performance of the occupation?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of CLERICAL knowledge is needed to perform the occupation?

File letters alphabetically Type 30 words per minute Organize a storage system for company forms

1 2 3 4 5 6 7

Highest Level
3. Economics and Accounting Knowledge of economic and accounting principles and practices, the financial markets, banking, and the analysis and reporting of financial data.

A. How important is ECONOMICS AND ACCOUNTING knowledge to the performance of the occupation?

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not Important*</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat Important</td>
</tr>
<tr>
<td>3</td>
<td>Important</td>
</tr>
<tr>
<td>4</td>
<td>Very Important</td>
</tr>
<tr>
<td>5</td>
<td>Extremely Important</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of ECONOMICS AND ACCOUNTING knowledge is needed to perform the occupation?

![Level Diagram]

Highest Level

4. Sales and Marketing Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.

A. How important is SALES AND MARKETING knowledge to the performance of the occupation?

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not Important*</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat Important</td>
</tr>
<tr>
<td>3</td>
<td>Important</td>
</tr>
<tr>
<td>4</td>
<td>Very Important</td>
</tr>
<tr>
<td>5</td>
<td>Extremely Important</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of SALES AND MARKETING knowledge is needed to perform the occupation?

![Level Diagram]

Highest Level
5. Customer and Personal Service

Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

A. How important is CUSTOMER AND PERSONAL SERVICE knowledge to the performance of the occupation?

Not Important* | Somewhat Important | Important | Very Important | Extremely Important
---|---|---|---|---
1 | 2 | 3 | 4 | 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of CUSTOMER AND PERSONAL SERVICE knowledge is needed to perform the occupation?

Process customer dry-cleaning drop off  Work as a day care aide supervising 10 children  Respond to a citizen’s request for assistance after a major disaster

1 2 3 4 5 6 7

Highest Level

6. Personnel and Human Resources

Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

A. How important is knowledge of PERSONNEL AND HUMAN RESOURCES to the performance of the occupation?

Not Important* | Somewhat Important | Important | Very Important | Extremely Important
---|---|---|---|---
1 | 2 | 3 | 4 | 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of PERSONNEL AND HUMAN RESOURCES knowledge is needed to perform the occupation?

Fill out a medical claim form  Interview applicants for a secretarial position  Design a new personnel selection and promotion system for the Army

1 2 3 4 5 6 7

Highest Level
7. Production and Processing  
Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.

A. **How important is knowledge of PRODUCTION AND PROCESSING to the performance of the occupation?**

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. **What level of PRODUCTION AND PROCESSING knowledge is needed to perform the occupation?**

- Put a computer back into its packing materials (1)
- Supervise an appliance assembly line (3)
- Manage an international shipping company distribution center (6)

Highest Level

8. Food Production  
Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.

A. **How important is knowledge of FOOD PRODUCTION to the performance of the occupation?**

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. **What level of FOOD PRODUCTION knowledge is needed to perform the occupation?**

- Keep an herb box in the kitchen (1)
- Operate a commercial fishing boat (4)
- Run a 100,000-acre farm (7)

Highest Level
9. Computers and Electronics

Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

A. How **important** is knowledge of COMPUTERS AND ELECTRONICS to the performance of the occupation?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What **level** of knowledge of COMPUTERS AND ELECTRONICS is needed to perform the occupation?

- Operate a VCR to watch a pre-recorded training tape
- Use a word processor
- Create a program to scan computer disks for viruses

\[1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7\]

Highest Level

10. Engineering and Technology

Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.

A. How **important** is knowledge of ENGINEERING AND TECHNOLOGY to the performance of the occupation?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What **level** of knowledge of ENGINEERING AND TECHNOLOGY is needed to perform the occupation?

- Install a door lock
- Design a more stable grocery cart
- Plan for the impact of weather in designing a bridge

\[1 \quad 2 \quad 3 \quad 4 \quad 5 \quad 6 \quad 7\]

Highest Level
11. Design

Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.

A. How important is knowledge of DESIGN to the performance of the occupation?

1. Not Important*
2. Somewhat Important
3. Important
4. Very Important
5. Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of knowledge of DESIGN is needed to perform the occupation?

Draw a straight line 4-3/16 inches long
Draw plans for remodeling a kitchen
Develop detailed plans for a high-rise office building

1
2
3
4
5
6
7

Highest Level

12. Building and Construction

Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.

A. How important is knowledge of BUILDING AND CONSTRUCTION to the performance of the occupation?

1. Not Important*
2. Somewhat Important
3. Important
4. Very Important
5. Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of BUILDING AND CONSTRUCTION knowledge is needed to perform the occupation?

Choose the proper type of wood for adding a deck onto a house
Fix a plumbing leak in the ceiling
Build a high-rise office tower

1
2
3
4
5
6
7

Highest Level
13. Mechanical

Knowledge of machines and tools, including their designs, uses, repair, and maintenance.

A. How important is MECHANICAL knowledge to the performance of the occupation?

- Not Important
- Somewhat Important
- Important
- Very Important
- Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of MECHANICAL knowledge is needed to perform the occupation?

- Replace the filters in a furnace
- Replace a valve on a steam pipe
- Overhaul an airplane jet engine

13. Mechanical

1. Replace the filters in a furnace
2. Replace a valve on a steam pipe
3. Overhaul an airplane jet engine

14. Mathematics

Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

A. How important is knowledge of MATHEMATICS to the performance of the occupation?

- Not Important
- Somewhat Important
- Important
- Very Important
- Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of knowledge of MATHEMATICS is needed to perform the occupation?

- Add two numbers
- Analyze data to determine areas with the highest sales
- Derive a complex mathematical equation

14. Mathematics

1. Add two numbers
2. Analyze data to determine areas with the highest sales
3. Derive a complex mathematical equation

1. Replace the filters in a furnace
2. Replace a valve on a steam pipe
3. Overhaul an airplane jet engine

13. Mechanical

1. Replace the filters in a furnace
2. Replace a valve on a steam pipe
3. Overhaul an airplane jet engine

14. Mathematics

1. Add two numbers
2. Analyze data to determine areas with the highest sales
3. Derive a complex mathematical equation
15. Physics

Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes.

A. How important is knowledge of PHYSICS to the performance of the occupation?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important
1  2  3  4  5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of PHYSICS knowledge is needed to perform the occupation?

Use a crowbar to pry open a box
1  2  3  4  5  6  7 Highest Level

Design a cleaner burning gasoline engine

16. Chemistry

Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.

A. How important is knowledge of CHEMISTRY to the performance of the occupation?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important
1  2  3  4  5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of CHEMISTRY knowledge is needed to perform the occupation?

Use a common household bug spray
1  2  3  4  5  6  7 Highest Level

Use the proper concentration of chlorine to purify a water source

Develop a safe commercial cleaner
17. Biology
Knowledge of plant and animal organisms and their tissues, cells, functions, interdependencies, and interactions with each other and the environment.

A. **How important is knowledge of BIOLOGY to the performance of the occupation?**

Not Important*  Somewhat Important  Important  Very Important  Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. **What level of BIOLOGY knowledge is needed to perform the occupation?**

Feed domestic animals

Investigate the effects of pollution on marine plants and animals

Isolate and identify a new virus

Highest Level

18. Psychology
Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

A. **How important is knowledge of PSYCHOLOGY to the performance of the occupation?**

Not Important*  Somewhat Important  Important  Very Important  Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. **What level of PSYCHOLOGY knowledge is needed to perform the occupation?**

Monitor several children on a playground

Understand the impact of alcohol on human responses

Treat a person with severe mental illness

Highest Level
19. Sociology and Anthropology

Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures, and their history and origins.

A. How important is knowledge of SOCIOLOGY AND ANTHROPOLOGY to the performance of the occupation?

Not Important* | Somewhat Important | Important | Very Important | Extremely Important
---|---|---|---|---
1 | 2 | 3 | 4 | 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of knowledge of SOCIOLOGY AND ANTHROPOLOGY is needed to perform the occupation?

Identify two cultures in a story as being different

Write a pamphlet about cultural differences

Create a new theory about the development of civilizations

1 | 2 | 3 | 4 | 5 | 6 | 7

Highest Level

20. Geography

Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.

A. How important is knowledge of GEOGRAPHY to the performance of the occupation?

Not Important* | Somewhat Important | Important | Very Important | Extremely Important
---|---|---|---|---
1 | 2 | 3 | 4 | 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of knowledge of GEOGRAPHY is needed to perform the occupation?

Know the capital of the United States

Identify Turkey on a world map

Develop a map of the world showing mountains, deserts, and rivers

1 | 2 | 3 | 4 | 5 | 6 | 7

Highest Level
21. Medicine and Dentistry

Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.

A. How important is knowledge of MEDICINE AND DENTISTRY to the performance of the occupation?

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of MEDICINE AND DENTISTRY knowledge is needed to perform the occupation?

22. Therapy and Counseling

Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.

A. How important is knowledge of THERAPY AND COUNSELING to the performance of the occupation?

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of THERAPY AND COUNSELING knowledge is needed to perform the occupation?
23. Education and Training

Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

**A. How important is knowledge of EDUCATION AND TRAINING to the performance of the occupation?**

* Not Important* | Somewhat Important | Important | Very Important | Extremely Important
---|---|---|---|---
1 | 2 | 3 | 4 | 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

**B. What level of EDUCATION AND TRAINING knowledge is needed to perform the occupation?**

- Show someone how to bowl
- Lead a quality improvement seminar
- Design a training program for new employees

1 2 3 4 5 6 7

Highest Level

24. English Language

Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

**A. How important is knowledge of the ENGLISH LANGUAGE to the performance of the occupation?**

* Not Important* | Somewhat Important | Important | Very Important | Extremely Important
---|---|---|---|---
1 | 2 | 3 | 4 | 5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

**B. What level of ENGLISH LANGUAGE knowledge is needed to perform the occupation?**

- Write a thank you note
- Edit a feature article in a local newspaper
- Teach a college English class

1 2 3 4 5 6 7

Highest Level
### 25. Foreign Language

Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.

**A. How important is knowledge of a FOREIGN LANGUAGE to the performance of the occupation?**

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

**B. What level of FOREIGN LANGUAGE knowledge is needed to perform the occupation?**

- Say “please” and “thank you” in a foreign language
- Ask directions in a foreign city
- Write an English language review of a book written in a foreign language

<table>
<thead>
<tr>
<th>Highest Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
</tbody>
</table>

### 26. Fine Arts

Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.

**A. How important is knowledge of FINE ARTS to the performance of the occupation?**

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

**B. What level of FINE ARTS knowledge is needed to perform the occupation?**

- Attend a popular music concert
- Play a minor part in a local theater play
- Design an artistic display for a major trade show

<table>
<thead>
<tr>
<th>Highest Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
</tbody>
</table>
27. History and Archeology

Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.

A. How important is knowledge of HISTORY AND ARCHEOLOGY to the performance of the occupation?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Important*</td>
<td>Somewhat Important</td>
<td>Important</td>
<td>Very Important</td>
<td>Extremely Important</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of knowledge of HISTORY AND ARCHEOLOGY is needed to perform the occupation?

- Take a class in US History
- Teach local history to school children
- Determine the age of bones for placing them in fossil history

28. Philosophy and Theology

Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.

A. How important is knowledge of PHILOSOPHY AND THEOLOGY to the performance of the occupation?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Important*</td>
<td>Somewhat Important</td>
<td>Important</td>
<td>Very Important</td>
<td>Extremely Important</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of knowledge of PHILOSOPHY AND THEOLOGY is needed to perform the occupation?

- Watch a TV program on family values
- Understand another culture’s religious practices
- Compare the teachings of major philosophers

Highest Level
29. Public Safety and Security

**Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.**

**A.** How important is PUBLIC SAFETY AND SECURITY knowledge to the performance of the occupation?

- Not Important *
- Somewhat Important
- Important
- Very Important
- Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

**B.** What level of PUBLIC SAFETY AND SECURITY knowledge is needed to perform the occupation?

- Use a seatbelt
- Inspect a building site for safety violations
- Command a military operation

Highest Level

30. Law and Government

**Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.**

**A.** How important is knowledge of LAW AND GOVERNMENT to the performance of the occupation?

- Not Important *
- Somewhat Important
- Important
- Very Important
- Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

**B.** What level of knowledge of LAW AND GOVERNMENT is needed to perform the occupation?

- Register to vote in a national election
- Prepare documents and title papers for the purchase of a new house
- Serve as a judge in a federal court

Highest Level
31. Telecommunications

Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.

A. How important is knowledge of TELECOMMUNICATIONS to the performance of the occupation?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important
1  2  3  4  5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of TELECOMMUNICATIONS knowledge is needed to perform the occupation?

Dial a phone  Install a satellite  TV dish  Develop a new, world-wide telecommunications network
1  2  3  4  5  6  7

Highest Level

32. Communications and Media

Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

A. How important is knowledge of COMMUNICATIONS AND MEDIA to the performance of the occupation?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important
1  2  3  4  5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of COMMUNICATIONS AND MEDIA knowledge is needed to perform the occupation?

Write a thank you note  Be a radio disk jockey  Write a novel
1  2  3  4  5  6  7

Highest Level
A. How important is knowledge of TRANSPORTATION to the performance of the occupation?

* Not Important*  Somewhat Important  Important  Very Important  Extremely Important

1  2  3  4  5

* If you marked Not Important, skip LEVEL below and go on to the next knowledge area.

B. What level of TRANSPORTATION knowledge is needed to perform the occupation?

Highest Level

Ride a train to work

Steer a large freighter through a busy harbor

Control air traffic at a busy airport

PLEASE CONTINUE ON NEXT PAGE
Instructions for Completing Education and Training Questions

In these questions, you are asked about the education and experience requirements for the occupation. Please read each question carefully and mark your answer by putting an X in the box beside your one best answer.

REQUIRED LEVEL OF EDUCATION

34. If someone were being hired to perform the occupation, indicate the level of education that would be required (please check only one box):

(Note that this does not mean the level of education that you personally have achieved.)

☐ Less than a High School Diploma
☐ High School Diploma – or the equivalent (for example, GED)
☐ Post-Secondary Certificate – awarded for training completed after high school (for example, in agriculture or natural resources, computer services, personal or culinary services, engineering technologies, healthcare, construction trades, mechanic and repair technologies, or precision production)
☐ Some College Courses
☐ Associate’s Degree (or other 2-year degree)
☐ Bachelor’s Degree
☐ Post-Baccalaureate Certificate - awarded for completion of an organized program of study; designed for people who have completed a Baccalaureate degree but do not meet the requirements of academic degrees carrying the title of Master.
☐ Master’s Degree
☐ Post-Master’s Certificate - awarded for completion of an organized program of study; designed for people who have completed a Master’s degree but do not meet the requirements of academic degrees at the doctoral level.
☐ First Professional Degree - awarded for completion of a program that
  o requires at least 2 years of college work before entrance into the program,
  o includes a total of at least 6 academic years of work to complete, and
  o provides all remaining academic requirements to begin practice in a profession.
☐ Doctoral Degree
☐ Post-Doctoral Training
35. If someone were being hired to perform the occupation, how much RELATED WORK EXPERIENCE would be required? (That is, having other jobs that prepare the worker for the job.)

- None
- Up to and including 1 month
- Over 1 month, up to and including 3 months
- Over 3 months, up to and including 6 months
- Over 6 months, up to and including 1 year
- Over 1 year, up to and including 2 years
- Over 2 years, up to and including 4 years
- Over 4 years, up to and including 6 years
- Over 6 years, up to and including 8 years
- Over 8 years, up to and including 10 years
- Over 10 years

36. If someone were being hired to perform the occupation, how much ON-SITE OR IN-PLANT TRAINING would be required? (That is, organized classroom study provided by the employer.)

- None
- Up to and including 1 month
- Over 1 month, up to and including 3 months
- Over 3 months, up to and including 6 months
- Over 6 months, up to and including 1 year
- Over 1 year, up to and including 2 years
- Over 2 years, up to and including 4 years
- Over 4 years, up to and including 10 years
- Over 10 years
37. If someone were being hired to perform the occupation, how much ON-THE-JOB TRAINING would be required? (That is, serving as a learner or trainee on the job under instruction of a more experienced worker.)

- [] None or short demonstration
- [] Anything beyond short demonstration, up to and including 1 month
- [] Over 1 month, up to and including 3 months
- [] Over 3 months, up to and including 6 months
- [] Over 6 months, up to and including 1 year
- [] Over 1 year, up to and including 2 years
- [] Over 2 years, up to and including 4 years
- [] Over 4 years, up to and including 10 years
- [] Over 10 years

38. If someone were being hired to perform the occupation, how important would it be to hold a job-related professional certification?

- [] Not important
- [] Somewhat important
- [] Important
- [] Very important
- [] Extremely important

39. How important is it to have completed a job-related apprenticeship to successfully perform the occupation?

- [] Not important
- [] Somewhat important
- [] Important
- [] Very important
- [] Extremely important
Instructions for Making Work Style Ratings

These questions are about work styles. A **Work Style** is a personal characteristic. You will be asked about a series of different work styles and how they relate to the occupation. As an occupation expert, first consider the different work styles needed by workers to perform the occupation. Then, with this information in mind, please answer each question as if you were performing work typical of the occupation.

First, each work style is named and defined. For example:

| Stress Tolerance | Job requires accepting criticism and dealing calmly and effectively with high-stress situations. |

Then you are asked *How important is this characteristic to the performance of the occupation?* For example:

<table>
<thead>
<tr>
<th>How important is STRESS TOLERANCE to the performance of the occupation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Important</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Mark your answer by putting an X through the number that represents your answer. Do not mark on the line between the numbers.
40. **Achievement/Effort**  
Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.

How **important** is ACHIEVEMENT/EFFORT to the performance of the occupation?

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

41. **Persistence**  
Job requires persistence in the face of obstacles.

How **important** is PERSISTENCE to the performance of the occupation?

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

42. **Initiative**  
Job requires a willingness to take on responsibilities and challenges.

How **important** is INITIATIVE to the performance of the occupation?

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

43. **Leadership**  
Job requires a willingness to lead, take charge, and offer opinions and direction.

How **important** is LEADERSHIP to the performance of the occupation?

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
44. Cooperation
Job requires being pleasant with others and displaying a good-natured, cooperative attitude.

How important is COOPERATION to the performance of the occupation?

Not Important Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

45. Concern for Others
Job requires being sensitive to others' needs and feelings, and being understanding and helpful to others.

How important is CONCERN FOR OTHERS to the performance of the occupation?

Not Important Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

46. Social Orientation
Job requires preferring to work with others rather than alone, and being personally connected with others.

How important is SOCIAL ORIENTATION to the performance of the occupation?

Not Important Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

47. Self-Control
Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

How important is SELF-CONTROL to the performance of the occupation?

Not Important Somewhat Important Important Very Important Extremely Important

1 2 3 4 5
48. Stress Tolerance
Job requires accepting criticism and dealing calmly and effectively with high-stress situations.

How important is STRESS TOLERANCE to the performance of the occupation?

Not Important | Somewhat Important | Important | Very Important | Extremely Important
---|---|---|---|---
1 | 2 | 3 | 4 | 5

49. Adaptability/Flexibility
Job requires being open to change (positive or negative) and to considerable variety in the workplace.

How important is ADAPTABLE/FLEXIBILITY to the performance of the occupation?

Not Important | Somewhat Important | Important | Very Important | Extremely Important
---|---|---|---|---
1 | 2 | 3 | 4 | 5

50. Dependability
Job requires being reliable, responsible, and dependable, and fulfilling obligations.

How important is DEPENDABILITY to the performance of the occupation?

Not Important | Somewhat Important | Important | Very Important | Extremely Important
---|---|---|---|---
1 | 2 | 3 | 4 | 5

51. Attention to Detail
Job requires being careful about details and thorough in completing tasks.

How important is ATTENTION TO DETAIL to the performance of the occupation?

Not Important | Somewhat Important | Important | Very Important | Extremely Important
---|---|---|---|---
1 | 2 | 3 | 4 | 5
52. **Integrity**  
Job requires being honest and ethical.

How important is INTEGRITY to the performance of the occupation?

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

53. **Independence**  
Job requires developing one’s own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.

How important is INDEPENDENCE to the performance of the occupation?

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

54. **Innovation**  
Job requires creativity and alternative thinking to develop new ideas for and answers to work-related problems.

How important is INNOVATION to the performance of the occupation?

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

55. **Analytical Thinking**  
Job requires analyzing information and using logic to address work-related issues and problems.

How important is ANALYTICAL THINKING to the performance of the occupation?

<table>
<thead>
<tr>
<th>Not Important</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Some Important Questions About The Work Activities Of The Occupation

Please return your completed questionnaire in the enclosed envelope to:
RTI Research Operations Center, 5265 Capital Blvd. Raleigh, NC 27616-2925
Sponsored by: The U.S. Department of Labor and the National O*NET Consortium
Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondents' obligation to reply to these reporting requirements is voluntary. Public reporting burden for this collection of information is estimated to average 25 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Labor, Office of Workforce Investment, Attn: O*NET Project, Frances Perkins Building, Mail Stop C4526, 200 Constitution Ave., NW, Washington, DC 20210 (OMB Control Number 1205-0421).

Return to: Research Triangle Institute
Research Operations Center
ATTN: O*NET Data Receipt
5265 Capital Boulevard
Raleigh, NC 27616-2925
Instructions for Making Work Activities Ratings

These questions are about work activities. A work activity is a set of similar actions that are performed together in many different jobs. You will be asked about a series of different work activities and how they relate to workers in the occupation. As an occupational expert, first consider the different work activities performed by workers in the occupation. Then, with this information in mind, please answer each question as if you were performing work that is typical of the occupation.

Each activity in this questionnaire is named and defined.

For example:

<table>
<thead>
<tr>
<th>Getting Information</th>
<th>Observing, receiving, and otherwise obtaining information from all relevant sources.</th>
</tr>
</thead>
</table>

You are then asked to answer two questions about that activity:

A How important is the activity to the occupation?

For example:

How important is GETTING INFORMATION to the performance of the occupation?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Mark your answer by putting an X through the number that represents your answer. Do not mark on the line between the numbers.

*If you rate the activity as Not Important to the performance of the occupation, mark the one [X] then skip over question B and proceed to the next activity.

B What level of the activity is needed to perform the occupation?

To help you understand what we mean by level, we provide you with examples of job-related activities at different levels. For example:

What level of GETTING INFORMATION is needed to perform the occupation?

<table>
<thead>
<tr>
<th>Follow a standard blueprint</th>
<th>Review a budget</th>
<th>Study international tax laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Highest Level</td>
</tr>
</tbody>
</table>

Mark your answer by putting an X through the number that represents your answer. Do not mark on the line between the numbers.
1. Getting Information

**Observing, receiving, and otherwise obtaining information from all relevant sources.**

**A. How important is GETTING INFORMATION to the performance of the occupation?**

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

**B. What level of GETTING INFORMATION is needed to perform the occupation?**

- Follow a standard blueprint
- Review a budget
- Study international tax laws

1 2 3 4 5 6 7

Highest Level

2. Identifying Objects, Actions, and Events

**Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.**

**A. How important is IDENTIFYING OBJECTS, ACTIONS, AND EVENTS to the performance of the occupation?**

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

**B. What level of IDENTIFYING OBJECTS, ACTIONS, AND EVENTS is needed to perform the occupation?**

- Test an automobile transmission
- Judge the acceptability of food products
- Determine the reaction of a virus to a new drug

1 2 3 4 5 6 7

Highest Level
3. Monitoring Processes, Materials, or Surroundings

Monitoring and reviewing information from materials, events, or the environment to detect or assess problems.

A. How important is MONITORING PROCESSES, MATERIALS, OR SURROUNDINGS to the performance of the occupation?

Not Important* Somewhat Important Important Very Important Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of MONITORING PROCESSES, MATERIALS, OR SURROUNDINGS is needed to perform the occupation?

Check to see if baking bread is done  Test electrical circuits  Check the status of a patient in critical medical care

Highest Level

4. Inspecting Equipment, Structures, or Materials

Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

A. How important is INSPECTING EQUIPMENT, STRUCTURES, OR MATERIALS to the performance of the occupation?

Not Important* Somewhat Important Important Very Important Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of INSPECTING EQUIPMENT, STRUCTURES, OR MATERIALS is needed to perform the occupation?

Check that doors to building are locked  Inspect equipment in a chemical processing plant  Inspect a nuclear reactor

Highest Level
5. Estimating the Quantifiable Characteristics of Products, Events, or Information

A. How important is ESTIMATING THE QUANTIFIABLE CHARACTERISTICS OF PRODUCTS, EVENTS, OR INFORMATION to the performance of the occupation?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of ESTIMATING THE QUANTIFIABLE CHARACTERISTICS OF PRODUCTS, EVENTS, OR INFORMATION is needed to perform the occupation?

- Estimate the size of household furnishings to be crated
- Estimate the time required to evacuate a city in the event of a major disaster
- Estimate the amount of natural resources that lie beneath the world’s oceans

1 2 3 4 5 6 7

Highest Level

6. Judging the Qualities of Objects, Services, or People

A. How important is JUDGING THE QUALITIES OF OBJECTS, SERVICES, OR PEOPLE to the performance of the occupation?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of JUDGING THE QUALITIES OF OBJECTS, SERVICES, OR PEOPLE is needed to perform the occupation?

- Determine whether to remove a tree that has been damaged
- Determine the value of property lost in a fire
- Establish the value of a recently discovered ancient artwork

1 2 3 4 5 6 7

Highest Level
7. Evaluating Information to Determine Compliance with Standards

Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

A. How important is EVALUATING INFORMATION TO DETERMINE COMPLIANCE WITH STANDARDS to the performance of the occupation?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of EVALUATING INFORMATION TO DETERMINE COMPLIANCE WITH STANDARDS is needed to perform the occupation?

- Review forms for completeness
- Evaluate a complicated insurance claim for compliance with policy terms
- Make a ruling in court on a complicated motion

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Highest Level

8. Processing Information

Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

A. How important is PROCESSING INFORMATION to the performance of the occupation?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of PROCESSING INFORMATION is needed to perform the occupation?

- Tabulate the costs of parcel deliveries
- Calculate the adjustments for insurance claims
- Compile data for a complex scientific report

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Highest Level
9. Analyzing Data or Information

Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.

A. How important is ANALYZING DATA OR INFORMATION to the performance of the occupation?

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of ANALYZING DATA OR INFORMATION is needed to perform the occupation?

- Determine the location of a lost order
- Determine the interest cost to finance a new building
- Analyze the cost of medical care services for all hospitals in the country

10. Making Decisions and Solving Problems

Analyzing information and evaluating results to choose the best solution and solve problems.

A. How important is MAKING DECISIONS AND SOLVING PROBLEMS to the performance of the occupation?

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of MAKING DECISIONS AND SOLVING PROBLEMS is needed to perform the occupation?

- Determine the meal selection for a cafeteria
- Select the location for a major department store
- Make the final decision about a company’s 5-year plan
11. Thinking Creatively

A. How important is THINKING CREATIVELY to the performance of the occupation?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important

①  ②  ③  ④  ⑤

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of THINKING CREATIVELY is needed to perform the occupation?

Change the spacing on a printed report

①  ②  ③

Adapt popular music for a high school band

④  ⑤

Create new computer software

⑥  ⑦

Highest Level

12. Updating and Using Relevant Knowledge

A. How important is UPDATING AND USING RELEVANT KNOWLEDGE to the performance of the occupation?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important

①  ②  ③  ④  ⑤

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of UPDATING AND USING RELEVANT KNOWLEDGE is needed to perform the occupation?

Keep up with price changes in a small retail store

①  ②

Keep current on changes in maintenance procedures for repairing sports cars

③  ④

Learn information related to a complex and rapidly changing technology

⑤  ⑥  ⑦

Highest Level
13. Developing Objectives and Strategies

Establishing long-range objectives and specifying the strategies and actions to achieve them.

A. How important is DEVELOPING OBJECTIVES AND STRATEGIES to the performance of the occupation?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of DEVELOPING OBJECTIVES AND STRATEGIES is needed to perform the occupation?

Plan the holiday schedule for an airline workforce

Develop the plan to complete the merger of two organizations over a 3-year period

Develop a 10-year business plan for an organization

1 2 3 4 5 6 7

Highest Level

14. Scheduling Work and Activities

Scheduling events, programs, and activities, as well as the work of others.

A. How important is SCHEDULING WORK AND ACTIVITIES to the performance of the occupation?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of SCHEDULING WORK AND ACTIVITIES is needed to perform the occupation?

Make appointments for patients using a predetermined schedule

Prepare the work schedule for salesclerks in a large retail store

Schedule a complex conference program with multiple, parallel sessions

1 2 3 4 5 6 7

Highest Level
15. Organizing, Planning, and Prioritizing Work

A. How important is ORGANIZING, PLANNING, AND PRIORITIZING WORK to the performance of the occupation?

Not Important* Somewhat Important Important Very Important Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of ORGANIZING, PLANNING, AND PRIORITIZING WORK is needed to perform the occupation?

Organize a work schedule that is repetitive and easy to plan

Plan and organize your own activities that often change

Prioritize and plan multiple tasks several months ahead

1 2 3 4 5 6 7

Highest Level

16. Performing General Physical Activities

A. How important is PERFORMING GENERAL PHYSICAL ACTIVITIES to the performance of the occupation?

Not Important* Somewhat Important Important Very Important Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of PERFORMING GENERAL PHYSICAL ACTIVITIES is needed to perform the occupation?

Walk between work stations in a small office

Paint the outside of a house

Climb up and down poles to install electricity

1 2 3 4 5 6 7

Highest Level
17. Handling and Moving Objects

A. How important is HANDLING AND MOVING OBJECTS to the performance of the occupation?

Not Important*   Somewhat Important   Important   Very Important   Extremely Important

1       2       3       4       5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of HANDLING AND MOVING OBJECTS is needed to perform the occupation?

Change settings on copy machines

Arrange books in a library

Load boxes on an assembly line

1       2       3       4       5       6       7

18. Controlling Machines and Processes

A. How important is CONTROLLING MACHINES AND PROCESSES to the performance of the occupation?

Not Important*   Somewhat Important   Important   Very Important   Extremely Important

1       2       3       4       5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of CONTROLLING MACHINES AND PROCESSES is needed to perform the occupation?

Operate a cash register

Operate a drilling rig

Operate a precision milling machine

1       2       3       4       5       6       7
19. Working with Computers

Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.

A. How important is WORKING WITH COMPUTERS to the performance of the occupation?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of WORKING WITH COMPUTERS is needed to perform the occupation?

- Enter employee information into a computer database
- Write software for keeping track of parts in inventory
- Set up a new computer system for a large multinational company

20. Operating Vehicles, Mechanized Devices, or Equipment

Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as forklifts, passenger vehicles, aircraft, or water craft.

A. How important is OPERATING VEHICLES, MECHANIZED DEVICES, OR EQUIPMENT to the performance of the occupation?

<table>
<thead>
<tr>
<th>Not Important*</th>
<th>Somewhat Important</th>
<th>Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of OPERATING VEHICLES, MECHANIZED DEVICES, OR EQUIPMENT is needed to perform the occupation?

- Drive a car
- Drive an 18-wheel tractor-trailer
- Hover a helicopter in strong wind

Highest Level
21. Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment

Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.

A. How important is DRAFTING, LAYING OUT, AND SPECIFYING TECHNICAL DEVICES, PARTS, AND EQUIPMENT to the performance of the occupation?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of DRAFTING, LAYING OUT, AND SPECIFYING TECHNICAL DEVICES, PARTS, AND EQUIPMENT is needed to perform the occupation?

Specify the lighting for a work area

Specify the furnishings for a new school

Draw the electronic circuitry for a high-speed scientific computer

1 2 3 4 5 6 7

Highest Level

22. Repairing and Maintaining Mechanical Equipment

Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.

A. How important is REPAIRING AND MAINTAINING MECHANICAL EQUIPMENT to the performance of the occupation?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of REPAIRING AND MAINTAINING MECHANICAL EQUIPMENT is needed to perform the occupation?

Make simple, external adjustments to a door hinge with ordinary hand tools

Adjust a grandfather clock

Overhaul a power plant turbine

1 2 3 4 5 6 7

Highest Level
23. Repairing and Maintaining Electronic Equipment

Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.

A. How important is REPAIRING AND MAINTAINING ELECTRONIC EQUIPMENT to the performance of the occupation?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of REPAIRING AND MAINTAINING ELECTRONIC EQUIPMENT is needed to perform the occupation?

Use knobs to adjust a television picture
Make repairs by removing and replacing circuit boards
Use complex test equipment to calibrate electronic equipment

24. Documenting/Recording Information

Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

A. How important is DOCUMENTING/RECORDING INFORMATION to the performance of the occupation?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of DOCUMENTING/RECORDING INFORMATION is needed to perform the occupation?

Record the weights of trucks that use the highways
Document the results of a crime scene investigation
Maintain information about the use of orbiting satellites for private industry communications

Highest Level
25. Interpreting the Meaning of Information for Others

**Not Important**

**Somewhat Important**

**Important**

**Very Important**

**Extremely Important**

A. How important is INTERPRETING THE MEANING OF INFORMATION FOR OTHERS to the performance of the occupation?

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of INTERPRETING THE MEANING OF INFORMATION FOR OTHERS is needed to perform the occupation?

Interpret a blood pressure reading

Interpret how foreign tax laws apply to U.S. exports

Interpret a complex experiment in physics for general audiences

![Levels of Importance]

Highest Level

26. Communicating with Supervisors, Peers, or Subordinates

Providing information to supervisors, coworkers, and subordinates by telephone, in written form, e-mail, or in person.

A. How important is COMMUNICATING WITH SUPERVISORS, PEERS, OR SUBORDINATES to the performance of the occupation?

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of COMMUNICATING WITH SUPERVISORS, PEERS, OR SUBORDINATES is needed to perform the occupation?

Write brief notes to others

Report the results of a sales meeting to a supervisor

Create videotaped presentation of a company’s internal policies

![Levels of Importance]

Highest Level
27. **Communicating with People Outside the Organization**

**Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.**

**A. How important is** COMMUNICATING WITH PEOPLE OUTSIDE THE ORGANIZATION **to the performance of the occupation?**

- Not Important*  
- Somewhat Important  
- Important  
- Very Important  
- Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

**B. What level of** COMMUNICATING WITH PEOPLE OUTSIDE THE ORGANIZATION **is needed to perform the occupation?**

- Have little contact with people outside the organization  
- Make standard presentations about available services  
- Prepare or deliver press releases

**28. Establishing and Maintaining Interpersonal Relationships**

**Developing constructive and cooperative working relationships with others and maintaining them over time.**

**A. How important is** ESTABLISHING AND MAINTAINING INTERPERSONAL RELATIONSHIPS **to the performance of the occupation?**

- Not Important*  
- Somewhat Important  
- Important  
- Very Important  
- Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

**B. What level of** ESTABLISHING AND MAINTAINING INTERPERSONAL RELATIONSHIPS **is needed to perform the occupation?**

- Exchange greetings with a coworker  
- Maintain good working relationships with almost all coworkers and clients  
- Gain cooperation from a culturally diverse group of executives hostile to your company

**Highest Level**
29. Assisting and Caring for Others
Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.

A. How important is ASSISTING AND CARING FOR OTHERS to the performance of the occupation?

- Not Important
- Somewhat Important
- Important
- Very Important
- Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of ASSISTING AND CARING FOR OTHERS is needed to perform the occupation?

Help a coworker complete an assignment
Assist a stranded traveler in finding lodging
Care for seriously injured persons in an emergency room

30. Selling or Influencing Others
Convincing others to buy merchandise/goods or to otherwise change their minds or actions.

A. How important is SELLING OR INFLUENCING OTHERS to the performance of the occupation?

- Not Important
- Somewhat Important
- Important
- Very Important
- Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of SELLING OR INFLUENCING OTHERS is needed to perform the occupation?

Convince a coworker to assist with an assignment
Deliver standard arguments or sales pitches to convince others to buy popular products
Deliver major sales campaign in a new market

Highest Level
31. Resolving Conflicts and Negotiating with Others

Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.

A. How important is RESOLVING CONFLICTS AND NEGOTIATING WITH OTHERS to the performance of the occupation?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of RESOLVING CONFLICTS AND NEGOTIATING WITH OTHERS is needed to perform the occupation?

Apologize to a customer who complains about waiting too long

Get two subordinates to agree about vacation schedules

Negotiate a major labor-management contract

1 2 3 4 5 6 7

Highest Level

32. Performing for or Working Directly with the Public

Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.

A. How important is PERFORMING FOR OR WORKING DIRECTLY WITH THE PUBLIC to the performance of the occupation?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of PERFORMING FOR OR WORKING DIRECTLY WITH THE PUBLIC is needed to perform the occupation?

Tend a highway toll booth

Sell shoes in a popular shoe store

Perform a monologue on national TV

1 2 3 4 5 6 7

Highest Level
33. Coordinating the Work and Activities of Others

Getting members of a group to work together to accomplish tasks.

A. How important is COORDINATING THE WORK AND ACTIVITIES OF OTHERS to the performance of the occupation?

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of COORDINATING THE WORK AND ACTIVITIES OF OTHERS is needed to perform the occupation?

34. Developing and Building Teams

Encouraging and building mutual trust, respect, and cooperation among team members.

A. How important is DEVELOPING AND BUILDING TEAMS to the performance of the occupation?

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of DEVELOPING AND BUILDING TEAMS is needed to perform the occupation?
35. Training and Teaching Others

Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

A. How **important** is TRAINING AND TEACHING OTHERS to the performance of the occupation?

* Not Important*  1  Somewhat Important  2  Important  3  Very Important  4  Extremely Important  5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What **level** of TRAINING AND TEACHING OTHERS is needed to perform the occupation?

Give coworkers brief instructions on a simple procedural change  1  Teach a social sciences course to high school students  4  Develop and conduct training programs for a medical school  6

36. Guiding, Directing, and Motivating Subordinates

Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.

A. How **important** is GUIDING, DIRECTING, AND MOTIVATING SUBORDINATES to the performance of the occupation?

* Not Important*  1  Somewhat Important  2  Important  3  Very Important  4  Extremely Important  5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What **level** of GUIDING, DIRECTING, AND MOTIVATING SUBORDINATES is needed to perform the occupation?

Work occasionally as a backup supervisor  1  Supervise a small number of subordinates in a well-paid industry  4  Manage a severely downsized unit  7

Highest Level
37. Coaching and Developing Others

A. How important is COACHING AND DEVELOPING OTHERS to the performance of the occupation?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of COACHING AND DEVELOPING OTHERS is needed to perform the occupation?

Show a coworker how to operate a piece of equipment
Provide on-the-job training for clerical workers
Coach a college athletic team

38. Providing Consultation and Advice to Others

A. How important is PROVIDING CONSULTATION AND ADVICE TO OTHERS to the performance of the occupation?

Not Important*  Somewhat Important  Important  Very Important  Extremely Important

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What level of PROVIDING CONSULTATION AND ADVICE TO OTHERS is needed to perform the occupation?

Work in a position that requires little advising of others
Recommend a new software package to increase operational efficiency
Provide ideas for changing an organization to increase profitability

Highest Level
39. Performing Administrative Activities

Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.

A. **How important** is PERFORMING ADMINISTRATIVE ACTIVITIES to the performance of the occupation?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. **What level** of PERFORMING ADMINISTRATIVE ACTIVITIES is needed to perform the occupation?

Complete routine paperwork on standard forms

Complete tax forms required of self-employed people

Serve as the benefits director for a large computer sales organization

1 2 3 4 5 6 7

Highest Level

40. Staffing Organizational Units

Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.

A. **How important** is STAFFING ORGANIZATIONAL UNITS to the performance of the occupation?

Not Important* Somewhat Important Important Very Important Extremely Important

1 2 3 4 5

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. **What level** of STAFFING ORGANIZATIONAL UNITS is needed to perform the occupation?

Work in a position that has minimal staffing requirements

Interview candidates for a sales position and make hiring recommendations

Direct a large recruiting and employment program for a large international manufacturing organization

1 2 3 4 5 6 7

Highest Level
A. How **important** is MONITORING AND CONTROLLING RESOURCES to the performance of the occupation?

* If you marked Not Important, skip LEVEL below and go on to the next activity.

B. What **level** of MONITORING AND CONTROLLING RESOURCES is needed to perform the occupation?

- Work as a housekeeper responsible for keeping track of linens
- Work as a chef responsible for ordering food for the menu
- Serve as a financial executive in charge of a large company’s budget

*Highest Level*
Some Important Questions About The Work Context Of The Occupation

Please return your completed questionnaire in the enclosed envelope to:
RTI Research Operations Center, 5265 Capital Blvd. Raleigh, NC 27616-2925
Sponsored by: The U.S. Department of Labor and the National O*NET Consortium
Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondents' obligation to reply to these reporting requirements is voluntary. Public reporting burden for this collection of information is estimated to average 25 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Labor, Office of Workforce Investment, Attn: O*NET Project, Frances Perkins Building, Mail Stop C4526, 200 Constitution Ave., NW, Washington, DC 20210 (OMB Control Number 1205-0421).

Return to: Research Triangle Institute
Research Operations Center
ATTN: O*NET Data Receipt
5265 Capital Boulevard
Raleigh, NC 27616-2925
Instructions for Work Context Questionnaire

Instructions

In this questionnaire you will be asked about working conditions. These questions are about the work setting and its possible hazards, the pace of work, and dealings with other people while on the job. As an occupational expert, first consider the different working conditions experienced by workers in the occupation. Then, with this information in mind, please answer each question as if you were performing work that is typical of the occupation.

Read each question carefully and look closely at answer choices after each question. Put an **X** through the number for the answer that best describes what workers experience in the occupation.

For example:

<table>
<thead>
<tr>
<th>How many hours do workers work in a typical week in the occupation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 40 hours</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Mark your answer by putting an **X** through the number that represents your answer. Do not mark on the line between the numbers.
1. How often does the occupation require **face-to-face discussions with individuals and within teams**?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How frequently does the occupation require **public speaking** (one speaker with an audience)?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. How frequently does the occupation require **telephone conversation**?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. How frequently does the occupation require **electronic mail**?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. How frequently does the occupation require written letters and memos?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
</tr>
<tr>
<td>Once a year or more but not every month</td>
<td>2</td>
</tr>
<tr>
<td>Once a month or more but not every week</td>
<td>3</td>
</tr>
<tr>
<td>Once a week or more but not every day</td>
<td>4</td>
</tr>
<tr>
<td>Every day</td>
<td>5</td>
</tr>
</tbody>
</table>

6. How much contact with others (by telephone, face-to-face, or otherwise) is required to perform the occupation?

<table>
<thead>
<tr>
<th>Contact Frequency</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>No contact with others</td>
<td>1</td>
</tr>
<tr>
<td>Occasional contact with others</td>
<td>2</td>
</tr>
<tr>
<td>Contact with others about half the time</td>
<td>3</td>
</tr>
<tr>
<td>Contact with others most of the time</td>
<td>4</td>
</tr>
<tr>
<td>Constant contact with others</td>
<td>5</td>
</tr>
</tbody>
</table>

7. How important are interactions that require workers to work with or contribute to a work group or team to perform the occupation?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important at all</td>
<td>1</td>
</tr>
<tr>
<td>Fairly important</td>
<td>2</td>
</tr>
<tr>
<td>Important</td>
<td>3</td>
</tr>
<tr>
<td>Very important</td>
<td>4</td>
</tr>
<tr>
<td>Extremely important</td>
<td>5</td>
</tr>
</tbody>
</table>

8. In the occupation, how important are interactions that require workers to deal with external customers (as in retail sales) or the public in general (as in police work)?

<table>
<thead>
<tr>
<th>Importance</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important at all</td>
<td>1</td>
</tr>
<tr>
<td>Fairly important</td>
<td>2</td>
</tr>
<tr>
<td>Important</td>
<td>3</td>
</tr>
<tr>
<td>Very important</td>
<td>4</td>
</tr>
<tr>
<td>Extremely important</td>
<td>5</td>
</tr>
</tbody>
</table>
9. In the occupation, how important are interactions that require workers to coordinate or lead others in accomplishing work activities (not as a supervisor or team leader)?

Not important at all | Fairly important | Important | Very important | Extremely important
---|---|---|---|---
1 | 2 | 3 | 4 | 5

10. In the occupation, how responsible are workers for the health and safety of other workers?

No responsibility | Limited responsibility | Moderate responsibility | High responsibility | Very high responsibility
---|---|---|---|---
1 | 2 | 3 | 4 | 5

11. In the occupation, how responsible are workers for work outcomes and results of other workers?

No responsibility | Limited responsibility | Moderate responsibility | High responsibility | Very high responsibility
---|---|---|---|---
1 | 2 | 3 | 4 | 5

12. How often are conflict situations a part of the occupation?

Never | Once a year or more but not every month | Once a month or more but not every week | Once a week or more but not every day | Every day
---|---|---|---|---
1 | 2 | 3 | 4 | 5
13. **How often is dealing with unpleasant, angry, or discourteous people** a part of the occupation?

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

14. **How often is dealing with violent or physically aggressive people** a part of the occupation?

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

15. **How often does the occupation require workers to work indoors in an environmentally controlled environment** (like a warehouse with air conditioning)?

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

16. **How often does the occupation require workers to work in an environment that is not environmentally controlled** (like a warehouse without air conditioning)?

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
17. How often does the occupation require workers to work outdoors, exposed to all weather conditions?

1             2             3             4             5

Never Once a year or more but not every month Once a month or more but not every week Once a week or more but not every day Every day

18. How often does the occupation require workers to work outdoors, under cover (like in an open shed)?

1             2             3             4             5

Never Once a year or more but not every month Once a month or more but not every week Once a week or more but not every day Every day

19. How often does the occupation require workers to work in an open vehicle or operating equipment (like a tractor)?

1             2             3             4             5

Never Once a year or more but not every month Once a month or more but not every week Once a week or more but not every day Every day

20. How often does the occupation require workers to work in a closed vehicle or operate enclosed equipment (like a car)?

1             2             3             4             5

Never Once a year or more but not every month Once a month or more but not every week Once a week or more but not every day Every day
21. **How physically close to other people** are workers when they perform the occupation?

<table>
<thead>
<tr>
<th>I don’t work near other people (beyond 100 ft.)</th>
<th>I work with others but not closely (e.g., private office)</th>
<th>Slightly close (e.g., shared office)</th>
<th>Moderately close (at arm’s length)</th>
<th>Very close (near touching)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

22. **In the occupation, how often are workers exposed to sounds and noise levels that are distracting and uncomfortable?**

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

23. **In the occupation, how often are workers exposed to very hot (above 90° F) or very cold (under 32° F) temperatures?**

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

24. **In the occupation, how often are workers exposed to extremely bright or inadequate lighting conditions?**

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
25. In the occupation, how often are workers exposed to **contaminants** (such as pollutants, gases, dust, or odors)?

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

26. In the occupation, how often are workers exposed to **cramped work space that requires getting into awkward positions**?

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

27. In the occupation, how often are workers exposed to **whole body vibration** (like operating a jackhammer or earth moving equipment)?

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

28. How often does the occupation require that workers be **exposed to radiation**?

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
29. **How often does the occupation require that workers be exposed to diseases or infection?** This can happen with workers in patient care, some laboratory work, sanitation control, etc.

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

30. **How often does the occupation require that workers be exposed to high places?** This can happen for workers who work on poles, scaffolding, catwalks, or ladders longer than 8 feet in length.

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

31. **How often does the occupation require that workers be exposed to hazardous conditions?** This can happen when working with high voltage electricity, flammable material, explosives, or chemicals. Do not include working with hazardous equipment.

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

32. **How often does the occupation require that workers be exposed to hazardous equipment?** This includes working with saws, close to machinery with exposed moving parts, or working near vehicular traffic (but not including driving a vehicle).

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
33. How often does the occupation require that workers be exposed to minor burns, cuts, bites, or stings?

Never 1
Once a year or more but not every month 2
Once a month or more but not every week 3
Once a week or more but not every day 4
Every day 5

34. How much time in the occupation do workers spend sitting?

Never 1
Less than half the time 2
About half the time 3
More than half the time 4
Continually or almost continually 5

35. How much time in the occupation do workers spend standing?

Never 1
Less than half the time 2
About half the time 3
More than half the time 4
Continually or almost continually 5

36. How much time in the occupation do workers spend climbing ladders, scaffolds, poles, etc.?

Never 1
Less than half the time 2
About half the time 3
More than half the time 4
Continually or almost continually 5
37. How much time in the occupation do workers spend walking or running?

<table>
<thead>
<tr>
<th>Never</th>
<th>Less than half the time</th>
<th>About half the time</th>
<th>More than half the time</th>
<th>Continually or almost continually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

38. How much time in the occupation do workers spend kneeling, crouching, stooping, or crawling?

<table>
<thead>
<tr>
<th>Never</th>
<th>Less than half the time</th>
<th>About half the time</th>
<th>More than half the time</th>
<th>Continually or almost continually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

39. How much time in the occupation do workers spend keeping or regaining their balance?

<table>
<thead>
<tr>
<th>Never</th>
<th>Less than half the time</th>
<th>About half the time</th>
<th>More than half the time</th>
<th>Continually or almost continually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

40. How much time in the occupation do workers spend using their hands to handle, control, or feel objects, tools, or controls?

<table>
<thead>
<tr>
<th>Never</th>
<th>Less than half the time</th>
<th>About half the time</th>
<th>More than half the time</th>
<th>Continually or almost continually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
41. **How much time in the occupation do workers spend bending or twisting their body?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than half the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About half the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than half the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continually or almost continually</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

42. **How much time in the occupation do workers spend making repetitive motions?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than half the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>About half the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than half the time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continually or almost continually</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

43. **In the occupation, how often do workers wear common protective or safety equipment such as safety shoes, glasses, gloves, hearing protection, hard hats, or life jackets?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a year or more but not every month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a month or more but not every week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a week or more but not every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

44. **In the occupation, how often do workers wear specialized protective or safety equipment, such as breathing apparatus, safety harness, full protection suits, or radiation protection?**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a year or more but not every month</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a month or more but not every week</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Once a week or more but not every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Every day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
45. In the occupation, how serious a mistake can workers make (one they can’t easily correct)?

<table>
<thead>
<tr>
<th>Not serious at all</th>
<th>Fairly serious</th>
<th>Serious</th>
<th>Very serious</th>
<th>Extremely serious</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

46. In the occupation, what results do workers’ decisions usually have on other people or the image or reputation or financial resources of their employers?

<table>
<thead>
<tr>
<th>No results</th>
<th>Minor results</th>
<th>Moderate results</th>
<th>Important results</th>
<th>Very important results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

47. In the occupation, how often do workers’ decisions affect other people or the image or reputation or financial resources of their employers?

<table>
<thead>
<tr>
<th>Never</th>
<th>Once a year or more but not every month</th>
<th>Once a month or more but not every week</th>
<th>Once a week or more but not every day</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

48. In the occupation, how much freedom do workers have to make decisions without supervision?

<table>
<thead>
<tr>
<th>No freedom</th>
<th>Very little freedom</th>
<th>Limited freedom</th>
<th>Some freedom</th>
<th>A lot of freedom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
49. **How automated is work in the occupation?**

Not at all automated  Slightly automated  Moderately automated  Highly automated  Completely automated

1  2  3  4  5

50. **How important to the occupation is being very exact or highly accurate?**

Not important at all  Fairly important  Important  Very important  Extremely important

1  2  3  4  5

51. **How important to the occupation are continuous, repetitious physical activities (like key entry) or mental activities (like checking entries in a ledger)?**

Not important at all  Fairly important  Important  Very important  Extremely important

1  2  3  4  5

52. **In the occupation, how much freedom do workers have to determine the tasks, priorities, or goals of their work?**

No freedom  Very little freedom  Limited freedom  Some freedom  A lot of freedom

1  2  3  4  5
53. How **competitive** is the occupation?

Not at all competitive  Slightly competitive  Moderately competitive  Highly competitive  Extremely competitive

1  2  3  4  5

54. How often does the occupation require workers to **meet strict deadlines**?

Never  Once a year or more but not every month  Once a month or more but not every week  Once a week or more but not every day  Every day

1  2  3  4  5

55. How important to the occupation is **keeping a pace set by machinery or equipment**?

Not important at all  Fairly important  Important  Very important  Extremely important

1  2  3  4  5

56. How **regular** is the work schedule in the occupation?

Regular (established routine, set schedule)  Irregular (changes with weather conditions, production demands, or contract duration)  Seasonal (only during certain times of the year)

1  2  3
57. **How many hours do workers work in a typical week in the occupation?**

<table>
<thead>
<tr>
<th>①</th>
<th>Less than 40 hours</th>
<th>②</th>
<th>40 hours</th>
<th>③</th>
<th>More than 40 hours</th>
</tr>
</thead>
</table>
Some Important Questions About The *Tasks* Of The Occupation

Please return your completed questionnaire in the enclosed envelope to:
RTI Research Operations Center, 5265 Capital Blvd. Raleigh, NC 27616-2925
Sponsored by: The US. Department of Labor and the National O'NET Consortium
Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondents' obligation to reply to these reporting requirements is voluntary. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Labor, Office of Workforce Investment, Attn: O*NET Project, Frances Perkins Building, Mail Stop C4526, 200 Constitution Ave., NW, Washington, DC 20210 (OMB Control Number 1205-0421).

Return to: Research Triangle Institute
Research Operations Center
ATTN: O*NET Data Receipt
5265 Capital Boulevard
Raleigh, NC 27616-2925
Specific Tasks Performed in the Occupation

**Instructions:** Please read the following position description and then answer the question that follows it by marking an X in the appropriate box below.

<table>
<thead>
<tr>
<th>Sales Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan, direct, or coordinate the actual distribution or movement of a product or service to the customer. Coordinate sales distribution by establishing sales territories, quotas, and goals and establish training programs for sales representatives. Analyze sales statistics gathered by staff to determine sales potential and inventory requirements and monitor the preferences of customers.</td>
</tr>
</tbody>
</table>

**Do you have expertise on the work performed in the occupation named and briefly described above?**

- [ ] I have expertise on almost all of the work performed in the occupation.
- [ ] I have expertise on many aspects of the work performed, but not on some aspects.
- [ ] I have expertise on some aspects of the work performed, but not on many aspects.
- [ ] I have no expertise on the work performed in the occupation.

*Please proceed to the next page.*
Specific Tasks Performed in the Occupation (continued)

Instructions: The next section presents a list of tasks. A task is an action or set of actions performed together to accomplish an objective. This list is specific to the occupation you are describing.

For each task, please make the following three ratings: Relevance, Frequency, and Importance. As an occupational expert, first consider the different tasks performed by workers in the occupation. Then, with this information in mind, please rate each task as if you were performing work that is typical of the occupation. The ratings are described as

RELEVANCE. If the task is NOT RELEVANT at all to performance of the occupation mark through the "0" in the NOT RELEVANT column. Carefully read the task before deciding whether it is RELEVANT or NOT RELEVANT to the occupation. If you select the "0" in the NOT RELEVANT column, however, there is no need to complete the IMPORTANCE and FREQUENCY ratings described below. If the task is part of the occupation, rate IMPORTANCE and FREQUENCY.

FREQUENCY. (Do not complete if NOT RELEVANT was selected.) Ask yourself, "How often is this task performed in the occupation?" For example,"Interact with potential customers" is a task that an employee in one occupation might perform only "once per week or less," but an employee in another occupation might perform "hourly or more often."

Rate the FREQUENCY with which a task is performed by marking through the appropriate number, from 1 (indicating that the task is performed once per year or less often) to 7 (indicating that the task is performed hourly or more often) on the FREQUENCY scale.

IMPORTANCE. (Do not complete if NOT RELEVANT was selected.) Ask yourself, "How important is this task to performance of the occupation?" For example, "Develop objectives and strategies to guide the organization" might be very important for an employee in one occupation, but less important for another occupation. For the second occupation, however, "Provide performance feedback to subordinates" might be very important.

Rate importance of the task for performance of the occupation by marking through the appropriate number, from 1 (indicating that the task is of no importance) to 5 (indicating that the task is extremely important) on the IMPORTANCE scale.

Please proceed to the next page.
<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Not Relevant</td>
<td>Not Important</td>
</tr>
<tr>
<td>1</td>
<td>Direct and coordinate activities involving sales of manufactured products, services, commodities, real estate or other subjects of sale.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>2</td>
<td>Resolve customer complaints regarding sales and service.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>3</td>
<td>Determine price schedules and discount rates.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>4</td>
<td>Advise dealers and distributors on policies and operating procedures to ensure functional effectiveness of business.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>5</td>
<td>Direct, coordinate, and review activities in sales and service accounting and record-keeping, and in receiving and shipping operations.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>6</td>
<td>Oversee regional and local sales managers and their staffs.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>7</td>
<td>Review operational records and reports to project sales and determine profitability.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td>8</td>
<td>Monitor customer preferences to determine focus of sales efforts.</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Importance</td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>9.</td>
<td>Direct clerical staff to keep records of export correspondence, bid requests, and credit collections, and to maintain current information on tariffs, licenses, and restrictions.</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>Represent company at trade association meetings to promote products.</td>
<td>0</td>
</tr>
<tr>
<td>11.</td>
<td>Plan and direct staffing, training, and performance evaluations to develop and control sales and service programs.</td>
<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>Direct foreign sales and service outlets of an organization.</td>
<td>0</td>
</tr>
<tr>
<td>13.</td>
<td>Assess marketing potential of new and existing store locations, considering statistics and expenditures.</td>
<td>0</td>
</tr>
<tr>
<td>14.</td>
<td>Prepare budgets and approve budget expenditures.</td>
<td>0</td>
</tr>
<tr>
<td>15.</td>
<td>Visit franchised dealers to stimulate interest in establishment or expansion of leasing programs.</td>
<td>0</td>
</tr>
<tr>
<td>Not Relevant</td>
<td>Frequency</td>
<td>Importance</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>Once per year or less</td>
<td>1 2 3 4 5 6 7</td>
</tr>
<tr>
<td></td>
<td>More than once per year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More than once per month</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More than once per week</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Daily</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Several times per day</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hourly or more often</td>
<td></td>
</tr>
</tbody>
</table>

16. Confer with potential customers regarding equipment needs and advise customers on types of equipment to purchase.

17. Confer or consult with department heads to plan advertising services and to secure information on equipment and customer specifications.
### Additional Relevant Tasks

Please write in additional relevant tasks and provide a rating.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>Not Relevant</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>Not Relevant</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Not Relevant</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Not Relevant</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>Not Relevant</td>
</tr>
</tbody>
</table>
Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondents' obligation to reply to these reporting requirements is voluntary. Public reporting burden for this collection of information is estimated to average 5 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Labor, Office of Workforce Investment, Attn: O*NET Project, Frances Perkins Building, Mail Stop C4526, 200 Constitution Ave., NW, Washington, DC 20210 (OMB Control Number 1205-0421).

Return to: Research Triangle Institute
Research Operations Center
ATTN: O*NET Data Receipt
5265 Capital Boulevard
Raleigh, NC 27616-2925
Background Information

Occupation Expert for: <Insert Occupation Title>

The goal of this project is to get accurate, up-to-date information on the occupation of <insert occupation title> from a diverse and representative set of experts in the field. Your answers to these questions will help us achieve this goal. Therefore, it is very important that you give accurate answers to these questions. Thank you for your assistance.

Please read each question carefully and mark your answer by putting an X in the box beside your answer or by writing an answer on the line provided. Please answer the following questions for the occupation of <insert occupation title>.

1. What is the title of your most recent job in this occupation? (Please print)

2. In your most recent job in this occupation, were you employed part-time or full-time? (Mark one box)
   - [ ] Part-time
   - [ ] Full-time

3. In your most recent job in this occupation, were you employed by (Mark one box)
   - [ ] Government
   - [ ] Private for-profit company
   - [ ] Non-profit organization, including tax-exempt and charitable organizations
   - [ ] Academic institution
   - [ ] Self-employed
   - [ ] Other (Please print) ________________________________
4. How much combined experience do you have performing work in this occupation, supervising workers in this occupation, and/or conducting training or teaching educational courses related to performing the work in this occupation? (Mark one box)

- Ten years or more
- At least 5 years, but less than 10 years
- At least 3 years, but less than 5 years
- At least 1 year, but less than 3 years
- Less than 1 year
- Never worked in this occupation in any capacity.

5. How much experience do you have performing work in this occupation? (Mark one box)

- Ten years or more
- At least 5 years, but less than 10 years
- At least 3 years, but less than 5 years
- At least 1 year, but less than 3 years
- Less than 1 year
- Never performed work in the occupation

6. When were you last employed in this occupation? (Mark one box)

- Currently employed in this occupation
- Within the last 6 months
- At least 6 months ago, but less than 1 year
- One year or more ago
- Never employed in this occupation
7. **How much experience do you have supervising workers in this occupation?**
   (Mark one box)
   - [ ] Ten years or more
   - [ ] At least 5 years, but less than 10 years
   - [ ] At least 3 years, but less than 5 years
   - [ ] At least 1 year, but less than 3 years
   - [ ] Less than 1 year
   - [ ] Never supervised workers in this occupation

8. **When were you last a supervisor of workers in this occupation?**
   (Mark one box)
   - [ ] Currently a supervisor of workers in this occupation
   - [ ] Within the last 6 months
   - [ ] At least 6 months ago, but less than 1 year
   - [ ] One year or more ago
   - [ ] Never supervised workers in this occupation

9. **How much experience do you have conducting training or teaching educational courses related to performing this occupation?**
   (Mark one box)
   - [ ] Ten years or more
   - [ ] At least 5 years, but less than 10 years
   - [ ] At least 3 years, but less than 5 years
   - [ ] At least 1 year, but less than 3 years
   - [ ] Less than 1 year
   - [ ] Never served as a trainer/teacher for workers in this occupation
10. When were you last conducting training or teaching educational courses related to performing this occupation? (Mark one box)

☐ Currently employed as a trainer/teacher of workers in this occupation
☐ Within the last six months
☐ At least 6 months ago, but less than 1 year
☐ One year or more ago
☐ Never served as a trainer/teacher of workers in this occupation

11. Are you male or female? (Mark one box)

☐ Male
☐ Female

12. In what year were you born? _______ _______ _______ _______

13. Are you Hispanic or Latino? (Mark one box)

☐ Yes
☐ No

14. What is your race? (Mark one or more boxes)

☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☐ White
15. Indicate the highest level of education that you have completed
   (Mark one box)

☐ Less than a High School Diploma

☐ High School Diploma – or the equivalent (for example, GED)

☐ Post-Secondary Certificate – awarded for training completed after high school (for example, in agriculture or natural resources, computer services, personal or culinary services, engineering technologies, healthcare, construction trades, mechanic and repair technologies, or precision production)

☐ Some College Courses

☐ Associate’s Degree (or other 2-year degree)

☐ Bachelor’s Degree

☐ Post-Baccalaureate Certificate – awarded for completion of an organized program of study; designed for people who have completed a Baccalaureate degree but do not meet the requirements of academic degrees carrying the title of Master

☐ Master’s Degree

☐ Post-Master’s Certificate – awarded for completion of an organized program of study; designed for people who have completed a Master’s degree but do not meet the requirements of academic degrees at the doctoral level

☐ First Professional Degree – awarded for completion of a program that
  • requires at least 2 years of college work before entrance into the program
  • includes a total of at least 6 academic years of work to complete, and
  • provides all remaining academic requirements to begin practice in a profession

☐ Doctoral Degree

☐ Post-Doctoral Training
16. Are you deaf or do you have serious difficulty hearing? ...........  

17. Are you blind or do you have serious difficulty seeing even when wearing glasses? .............................................................  

18a. Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering, or making decisions? .................................................................  

19. Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor’s office or shopping? .................................................................  

b. Do you have serious difficulty walking or climbing stairs? .....  

c. Do you have difficulty dressing or bathing? .........................
Your Professional Certifications

1. Please write the names of **job-related professional certifications** that you have earned:
   
   a. ____________________________________________
   
   b. ____________________________________________
   
   c. ____________________________________________
   
   d. ____________________________________________
   
   e. ____________________________________________

Your Apprenticeship Certificates

2. Please write the names of **job-related apprenticeship programs** that you have completed:
   
   a. ____________________________________________
   
   b. ____________________________________________
   
   c. ____________________________________________
   
   d. ____________________________________________
   
   e. ____________________________________________
Your Association Memberships

Finally, we would like to know about the professional associations to which you belong.

1. Are you currently a member of the following job-related association(s)? (Please respond for each association listed.)

   Association of Sales Administration Managers  □ Yes □ No (14055)
   Association of Sales and Marketing Companies    □ Yes □ No (14056)
   North American Industrial Representatives Association □ Yes □ No (14169)
   Professional Sales Association                  □ Yes □ No (14173)
   Sales and Marketing Executives International, Inc. □ Yes □ No (14177)

2. Please write in the names of any job-related associations to which you belong that are not listed above:

   a. ........................................................................................................
   b. ........................................................................................................
   c. ........................................................................................................
Thank you so much for your participation in the O*NET Data Collection Program. We appreciate the time and effort you have taken to answer these questions.

Please make any comments about the survey or the O*NET Data Collection Program in general in the space below.