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 occupation 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:

<table>
<thead>
<tr>
<th>How important is GETTING INFORMATION 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.

*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:

<table>
<thead>
<tr>
<th>What level of GETTING INFORMATION is needed to perform the occupation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follow a standard blueprint</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. 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>Importance Level</th>
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<tr>
<td>Very Important</td>
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<td>Extremely Important</td>
</tr>
</tbody>
</table>

1 2 3 4 5

* 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>
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<tbody>
<tr>
<td>Not Important*</td>
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</tbody>
</table>

1 2 3 4 5

* 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
---|---|---|---|---
1 | 2 | 3 | 4 | 5

* 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
---|---|---
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 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 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
---|---|---
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 the occupation?

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<tr>
<th>Rate</th>
<th>Description</th>
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<td>Extremely Important</td>
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</tbody>
</table>

* 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?

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Estimate the size of household furnishings to be crated</td>
</tr>
<tr>
<td>2</td>
<td>Estimate the time required to evacuate a city in the event of a major disaster</td>
</tr>
<tr>
<td>3</td>
<td>Estimate the amount of natural resources that lie beneath the world’s oceans</td>
</tr>
</tbody>
</table>

Highest Level

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 the occupation?

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</tbody>
</table>

* 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?

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine whether to remove a tree that has been damaged</td>
</tr>
<tr>
<td>2</td>
<td>Determine the value of property lost in a fire</td>
</tr>
<tr>
<td>3</td>
<td>Establish the value of a recently discovered ancient art work</td>
</tr>
</tbody>
</table>

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?

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 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

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 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 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

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 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 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

1 2 3 4 5 6 7

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?

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 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

1 2 3 4 5 6 7

Highest Level
11. Thinking Creatively

A. How important is THINKING CREATIVELY 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 THINKING CREATIVELY is needed to perform the occupation?

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

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

* 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
- Keep current on changes in maintenance procedures for repairing sports cars
- Learn information related to a complex and rapidly changing technology
13. Developing Objectives and Strategies

A. How important is DEVELOPING OBJECTIVES AND STRATEGIES to the performance of the occupation?

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<thead>
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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

A. How important is SCHEDULING WORK AND ACTIVITIES to the performance of the occupation?

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* 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
---|---|---|---|---
1 | 2 | 3 | 4 | 5

* 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

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

A. How important is PERFORMING GENERAL PHYSICAL 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 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

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 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

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 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

Highest Level
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>
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* 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

1 2 3 4 5 6 7

Highest Level

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?

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* 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

1 2 3 4 5 6 7

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?

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<th>Not Important*</th>
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* 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?

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* 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* 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 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

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 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 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

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 the occupation?

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* 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

[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 the occupation?

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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

[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 the occupation?

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* 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

| 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 the occupation?

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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

| 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 the occupation?**

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* 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

1 2 3 4 5 6 7

Highest Level

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### 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?**

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* 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

1 2 3 4 5 6 7

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?

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 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?

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 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?

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* 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?

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 the occupation?

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* 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?

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 the occupation?**

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* 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
- Teach a social sciences course to high school students
- Develop and conduct training programs for a medical school

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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 the occupation?**

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* 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
- Supervise a small number of subordinates in a well-paid industry
- Manage a severely downsized unit

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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 the occupation?

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* 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

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 the occupation?

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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?

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* 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?

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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
41. Monitoring and Controlling Resources

Monitoring and controlling resources and overseeing the spending of money.

A. How **important** is MONITORING AND CONTROLLING RESOURCES to the performance of the occupation?

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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

1 2 3 4 5 6 7