The O*NET™ Career Exploration Tools are composed of the O*NET WORK IMPORTANCE LOCATOR, O*NET INTEREST PROFILER, O*NET WORK IMPORATANCE PROFILER, O*NET COMPUTERIZED INTEREST PROFILER and O*NET ABILITY PROFILER products and are owned by the U.S. Department of Labor, Employment and Training Administration (DOL/ETA). All O*NET Assessment/Counseling Tools are copyrighted. O*NET is a trademark of DOL/ETA.

The DOL/ETA developed the O*NET Career Exploration Tools as career counseling, career planning, and career exploration tools. In order for each tool to provide an objective assessment, extensive research and development was conducted to ensure that the directions, format, items, and score reports lead to valid assessment. The DOL/ETA adhered to the high standards of the American Psychological Association, the American Education Research Association, and the National Council on Measurement in Education in developing the O*NET Career Exploration Tools. In developing the tools, fairness analyses were conducted to ensure that score results were equally valid both from a statistical and a usability perspective.

Results provided from the O*NET Career Exploration Tools are part of a whole-person approach to the assessment process. They provide useful information that individuals can use to identify their strengths, the parts of work they like to do, and the parts of work that they may find important. Individuals can use results to identify training needs and occupations that they may wish to explore further. Individuals are strongly encouraged to use additional information about themselves with O*NET Career Exploration results when making career decisions.

As such, the use of the O*NET Career Exploration Tools is authorized for career exploration, career planning, and career counseling purposes only. Each O*NET Career Exploration Tool must be used consistent with its own "User’s Guide." No other use of these tools or any part of the tools is valid or authorized.

All users are bound by the terms of "Special Notice: User's Agreement." If you use any of the O*NET Career Exploration Tools, you have agreed to be bound by the terms of "Special Notice: User's Agreement."

If any of the O*NET Career Exploration Tools are used for a purpose or purposes other than career exploration, career planning, and career counseling purposes, it is a violation of this Agreement and neither the U.S. Department of Labor nor the Employment and Training Administration is liable for any misuse of the tools. The DOL/ETA reserves the right to pursue all legal remedies for violations of this "Special Notice: User's Agreement."

Recipients of federal assistance from the U.S. Department of Labor must ensure that individuals with disabilities are afforded an equal opportunity to use services based on the O*NET Career Exploration Tools. For further discussion of these obligations, see the U.S. Department of Labor's Equal Opportunity Guidance Letter No. 4. This document can be found at the Department of Labor’s Compliance Assistance web page at: http://www.dol.gov/oasam/regs/compliance/main.htm or by contacting the Department of Labor, Office of Compliance Assistance and Planning, Civil Rights Center.

No additional license is required to obtain, copy in whole, use or distribute the O*NET Career Exploration Tools. A user must not remove any copyright or trademark notice or proprietary legend contained within the O*NET Career Exploration Products. Further, all copies and related documentation must include the copyright and trademark notices. Users must abide by the following instructions on proper trademark usage when using the O*NET Career Exploration Products:

1. Since O*NET is trademarked, users must acknowledge the use of the O*NET Career Exploration Tools in and on their products. The trademark symbol must be properly displayed when referring to O*NET products. When using the O*NET™ name, users must use "O*NET" as an adjective, not as a noun or verb, followed by the proper generic product name. For example: "...with O*NET Career Exploration Tools," "...formulated from O*NET Career Exploration Tools," or "...includes information from the O*NET Career Exploration Tools," not "...includes O*NET." In addition, the O*NET name must not appear in the possessive form.

2. The version number of O*NET Career Exploration Tools must be clearly stated in and on user products.

3. "O*NET In It" bug with ™ symbol must appear in and on user products:

This graphic can be obtained from the National O*NET Consortium web site (http://www.onetcenter.org) under the listing, "Developer’s Corner."

O*NET Career Exploration Tools are provided "AS IS" without expressed or implied warranties. Certain components and/or files of the software have been licensed by third parties to the U.S. Department of Labor. Such third parties own and/or have copyrights or other rights in those components and these components of the software may not be distributed separately. You may contact the U.S. Department of Labor or the National Center for O*NET Development for a list of such components and third parties. Your use of this software and these components is subject to this "Special Notice: User's Agreement."

SPECIAL NOTICE: O*NET DEVELOPER'S AGREEMENT

Users intending to develop other products, software, or systems applications using O*NET Career Exploration Tools products must follow the “O*NET Developer’s Agreement,” which can be found on the “Developer’s Corner” at http://www.onetcenter.org or contact the National O*NET Consortium, North Carolina Employment Security Commission, P.O. Box 27625, Raleigh, NC 27611.
Acknowledgments

The O*NET® Work Importance Profiler™ was produced and funded by the O*NET project of the U.S. Department of Labor, Employment and Training Administration. The instrument was created through Department of Labor grants with the National O*NET Consortium, National Center for O*NET Development; the North Carolina Employment Security Commission, Southern Assessment Research and Development Center; the Utah Department of Employment Security, Western Assessment Research and Development Center; the New York Department of Labor, Eastern Assessment Research and Development Center; and the Michigan Employment Security Commission, Northern Assessment Research and Development Center.

The project was completed under the direction of David Rivkin and Phil Lewis. The Human Resources Research Organization (HumRRO) was the primary contractor in developing the instrument. Their team was led by Dr. Rodney McCloy. Trefoil Corporation and eGuidance Solutions developed the software for the instrument. Dr. Gary Carter, John Boyle, and Dan Connell initiated and participated in much of the research effort associated with developing the instrument. Claudette C. A. Archambault and Daniel Felker of Caliber Associates developed this guide.

Numerous research phases were conducted in developing the O*NET Work Importance Profiler. Each phase required multiple steps and the participation of a wide variety of staff, contractors, and pilot sites. Grateful acknowledgment for their prominent roles in this process is made to Jeannie Stroupe, Dr. Stephen Atkins, Helen Tannenbaum, Ray Dobrin, Enid Israelson, Ann Kump, Diana Williams, Dell Alston, Ronald Boese, Brenda Dunn and Jerry Pickett.

A special thanks is given to Dr. René V. Dawis who served as the overall technical advisor for the project and whose previous research inspired the work. Thanks is also given to Drs. Janet Wall and Jeffrey Worst for their assistance in developing the instrument and associated materials.
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Special Notice: Proper Use of O*NET Work Importance Profiler™ Results

Please pay particular attention to the proper use of the O*NET Work Importance Profiler results. Part of your responsibility as an administrator/user of the O*NET Work Importance Profiler is to ensure its proper use.

O*NET Work Importance Profiler results provide useful information that individuals can use to clarify what they find most important in jobs. They can use results to identify training needs and occupations that they may wish to explore further. Individuals are strongly encouraged to use additional information about themselves when making career decisions.

The results of the O*NET Work Importance Profiler are authorized for career exploration, career planning, and career counseling purposes only. No other use of this tool or any part of this tool is valid or authorized.

Please read the Special Notice: User’s Agreement before administering the O*NET Work Importance Profiler.

For further information on proper use of O*NET Work Importance Profiler results, contact:

National Center for O*NET Development
Attention: Customer Service
P. O. Box 27625
Raleigh, NC  27611

phone:  (919) 733-2790
fax:  (919) 715-0778
e-mail:  onet@ncmail.net
I. OVERVIEW OF O*NET® CAREER EXPLORATION TOOLS

The U.S. Department of Labor (DOL) developed the Occupational Information Network (O*NET) as a versatile, comprehensive occupational resource for defining skills and knowledge for today's jobs. The O*NET database replaces the Dictionary of Occupational Titles with a relational database containing comprehensive information about worker attributes, workplace requirements, occupational characteristics, and experience requirements useful to students, educators, employers, and workers. A division of the Department of Labor, the Office of Policy and Research developed a series of O*NET® Career Exploration Tools to help individuals identify information about themselves useful when deciding on a career. Specifically, these assessment tools help individuals discover three important pieces of information:

1. what they like to do,
2. what is important to them, and
3. what they do well.

The O*NET tools stress whole-person assessment. Participants are able to take a variety of valid and reliable assessment tools, each providing important information that can help them explore the world of work.

One of the main advantages of the tools is that users can link their results directly to occupational information in O*NET® OnLine (http://online.onetcenter.org). Participants will find a wealth of information about different occupations that they might wish to explore. The purpose of each O*NET Career Exploration Tool is listed in the table below.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Format</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>O*NET® Interest Profiler</td>
<td>Paper-and-pencil</td>
<td>Helps individuals identify work-related interests</td>
</tr>
<tr>
<td>O*NET® Computerized Interest Profiler</td>
<td>Computer-based</td>
<td>Helps individuals identify work-related interests</td>
</tr>
<tr>
<td>O*NET® Work Importance Locator</td>
<td>Paper-and-pencil</td>
<td>Helps participants decide what is important to them in a job</td>
</tr>
<tr>
<td>O*NET® Work Importance Profiler</td>
<td>Computer-based</td>
<td>Helps participants decide what is important to them in a job</td>
</tr>
<tr>
<td>O*NET® Ability Profiler</td>
<td>Paper-and-pencil</td>
<td>Helps individuals identify what they can do well</td>
</tr>
</tbody>
</table>

O*NET Career Exploration Tools are designed to be interactive and flexible. Individuals may take one or all of the tools, depending on their particular needs. They also may take the tools in conjunction with privately-developed career counseling materials. Four of the instruments (i.e., the Interest Profiler, the Computerized Interest Profiler, Work Importance Locator, and Work Importance Profiler) can be self-administered by a large percentage of clients without outside assistance. All of the O*NET tools provide individuals with results that are self-interpretable. Additionally, the tools and their associated reports also are useful for group settings, such as training programs, classrooms, and job search programs. This guide can help workforce
development professionals assist clients in using the tools and help them incorporate the tools into their programs.

This User’s Guide was developed for one of the O*NET tools, the **Work Importance Profiler (WIP)**. The purpose is to help those who will incorporate the WIP into their workforce development program to:

- understand the theory behind the WIP,
- understand how the WIP was developed,
- learn how to administer the WIP,
- interpret WIP Results, and
- incorporate the WIP into workforce development programs.

The WIP identifies work needs and values that are important to the participant (presented as WIP Results). The participant then indicates the level of education, training, and experience they currently have or expect to have by selecting a Job Zone. Using this information, the computer generates the Occupations Report, a list of occupations whose important work needs and values correspond with those of the participant. A counselor’s assistance in explaining the instrument and in interpreting WIP Results and the Occupations Report can be a valuable asset, particularly for younger participants and/or those who have less experience with assessment instruments of this type.

The remainder of this User’s Guide is divided as follows:

**II. Introduction to the WIP.** This chapter explains the purpose of the WIP and presents the Theory of Work Adjustment (upon which the WIP is based) in order to facilitate an understanding of the WIP process. There is an overview of the five steps of the WIP, including:

- the ranking phase (Step 1),
- the rating phase (Step 2),
- WIP Results (Step 3),
- selection of a Job Zone (Step 4), and
- the Occupations Report (Step 5).

Descriptions of the other O*NET instruments are also provided.

**III. Installing the WIP.** This chapter describes the computer requirements needed and provides directions on installing the WIP on a stand-alone computer. It also includes a list of the files installed and information on uninstalling the WIP program.

**IV. Self Administration of the WIP.** This chapter provides instructions for completing the first two steps of the WIP and includes definitions of important terms.

**V. Work Importance Profiler Results.** This chapter explains Steps 3, 4, and 5 of the WIP. It also provides information on what to do after generating the Occupations Report.
VI. **Other Ways to Administer the WIP.** Chapter VI discusses the different ways to administer the WIP, including group administration, one-on-one administration, and combining administration methods.

VII. **Vocational Training Program Activities.** This chapter gives suggestions for changing WIP results and for ways to explore the occupations of interest to clients.

VIII. **Saving Client Data.** Chapter VIII gives information on WIP data files and their potential uses.

IX. **Demo Version.** The section on the Demo Version describes the special features and uses of this version of the WIP.

X. **More Help.** This page provides contact information for the National Center for O*NET Development.

Additionally, there are two appendices:

- **Appendix A:** Network Installation of the WIP
- **Appendix B:** The Theory of Work Adjustment and Development of the WIP

Together, these chapters and appendices, along with the WIP, will provide you with the information needed to effectively use the instrument in your career counseling program.

**********

User’s Guides also are available for the other **O*NET Career Exploration Tools.** For more information on these guides or other O*NET products, contact the National Center for O*NET Development.

**Internet:** [http://www.onetcenter.org](http://www.onetcenter.org)

**e-mail:** onet@ncmail.net

**regular mail:** Customer Service  
National Center for O*NET Development  
Post Office Box 27625  
Raleigh, NC 27611

**fax:** (919) 715-0778
II. INTRODUCTION TO THE WIP

The O*NET® Work Importance Profiler (WIP) is a tool that assesses vocational work values—what people think is important in their work. The purpose of the WIP is to help participants identify their most important work values and the possible occupations that correspond with those work values. This chapter provides an introduction to the WIP, defines important terms, and describes the process for completing the instrument. More detailed instructions for administering the WIP are given in Chapter IV.

To help you understand the WIP process, this chapter presents background information and the five general steps that participants complete in taking the WIP, including:

- the purpose of the WIP and this User’s Guide,
- the Theory of Work Adjustment on which the WIP is based,
- work needs (Steps 1 and 2),
- work values and WIP Results (Step 3),
- Job Zones (Step 4), and
- the Occupations Report (Step 5).

Each of these sections is presented below.

**PURPOSE OF THE WIP AND THE USER’S GUIDE**

The purpose of the WIP is to help people discover aspects of work that are important to them (called work values) and some occupations that correspond with those work values. Participants receive an accurate and reliable profile of their work values that:

1. serves as a valuable piece of self-knowledge and career awareness by helping participants identify work needs and values important to them on their ideal job, and
2. directly links participants to the entire world of work via the 900 plus occupations within the O*NET database (http://online.onetcenter.org).

The WIP User’s Guide was developed for programs (e.g., schools, Employment Service offices, career information and delivery systems, out-placement programs) that will incorporate the WIP into their career exploration services. It helps users understand how to properly incorporate the WIP into programs by providing administration instructions and guidelines. Suggestions on how to help clients complete the WIP and interpret their results are provided in more detail in Chapters IV and V.

**THEORY OF WORK ADJUSTMENT**

The WIP is based on the Theory of Work Adjustment (TWA), which was developed from extensive research conducted at the University of Minnesota (Dawis & Lofquist, 1984). In simple terms, the Theory of Work Adjustment states that people derive satisfaction from their work and adjust to their work when:

1. they have the necessary skills and abilities to perform the job well, and
2. the job in turn satisfies important needs and values of the worker, such as giving them recognition and a safe and comfortable place to work.
The WIP is a way for individuals to identify their important work needs and work values so they can identify occupations that best satisfy these needs and values. A more complete discussion of the Theory of Work Adjustment and the development of the WIP is given in Appendix B.

**WORK NEEDS**

Work needs are aspects of jobs (or work settings) that are important to individuals. In the WIP, participants indicate the work needs that are most important to them on their ideal job. There are 21 work needs addressed in the WIP. The importance of each work need to the individual is assessed using a work need statement. In Exhibit II-1 below, work needs are presented in alphabetical order. Notice the corresponding need statements are preceded by the phrase, “On my ideal job, it is important that…”

**EXHIBIT II-1**

**WORK NEEDS AND CORRESPONDING NEEDS STATEMENTS**

<table>
<thead>
<tr>
<th>Work Need</th>
<th>Work Need Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability utilization</td>
<td>On my ideal job, it is important that…</td>
</tr>
<tr>
<td>Achievement</td>
<td>I make use of my abilities.</td>
</tr>
<tr>
<td>Activity</td>
<td>the work could give me a feeling of accomplishment.</td>
</tr>
<tr>
<td>Advancement</td>
<td>I could be busy all the time.</td>
</tr>
<tr>
<td>Authority</td>
<td>the job would provide an opportunity for advancement.</td>
</tr>
<tr>
<td>Autonomy</td>
<td>I could give directions and instructions to others.</td>
</tr>
<tr>
<td>Co-workers</td>
<td>I could plan my work with little supervision.</td>
</tr>
<tr>
<td>Company policies and practices</td>
<td>my co-workers would be easy to get along with.</td>
</tr>
<tr>
<td>Compensation</td>
<td>I would be treated fairly by the company.</td>
</tr>
<tr>
<td>Creativity</td>
<td>my pay would compare well with that of other workers.</td>
</tr>
<tr>
<td>Ethics*</td>
<td>I could try out my own ideas.</td>
</tr>
<tr>
<td>Independence</td>
<td>I would never be pressured to do things that go against my sense of right and wrong.</td>
</tr>
<tr>
<td>Recognition</td>
<td>I could work alone.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>I could receive recognition for the work I do.</td>
</tr>
<tr>
<td>Security</td>
<td>I could make decisions on my own.</td>
</tr>
<tr>
<td>Social service</td>
<td>the job would provide for steady employment.</td>
</tr>
<tr>
<td>Social status</td>
<td>I could do things for other people.</td>
</tr>
<tr>
<td>Supervision - human relations</td>
<td>I would be looked up to by others in my company and my community.</td>
</tr>
<tr>
<td>Supervision - technical</td>
<td>I have supervisors who would back up their workers with management.</td>
</tr>
<tr>
<td>Variety</td>
<td>I would have supervisors who train their workers well.</td>
</tr>
<tr>
<td>Working conditions</td>
<td>I could do something different everyday.</td>
</tr>
<tr>
<td></td>
<td>the job would have good working conditions.</td>
</tr>
</tbody>
</table>

*In Dawis and Lofquist (1984), the need “ethics” was labeled “moral values.” The label “ethics” is used in the WIP.*
Participants use the WIP to indicate the importance of each work need to them in two different steps. In Step 1, participants rank order the work need statements by comparing them to one another and ordering them according to their relative importance. In Step 2, they rate the work needs by indicating whether or not the need is important independent of the other work need statements. Each step is described below.

**Step 1: Rank Work Needs.** The ranking phase of the WIP requires participants to compare and rank work need statements against one another in order to indicate which needs are relatively more important to them on their ideal job. The computer presents a ranking screen similar to the one on the right to participants.

Notice that each work need statement is preceded by the phrase, “On my IDEAL JOB, it is important that….” This is used to remind participants that they should rank each work need statement according to its importance on their ideal job. They should rank these work need statements according to what they have experienced in their previous jobs, or what they are experiencing in their current job, or what they have learned about jobs from school, parents, relatives and friends. Participants should think about their total knowledge of jobs, and/or their actual experiences with jobs. They should think about the kinds of work they might prefer when they rank the work need statements.

**Q and A… Helping Participants Who Don’t Have Work Experience**

**Q. What if some participants do not have any, or have very little, prior work experience?**

**A.** It is important that guidance be provided to participants who have very little or no prior work experience. Encourage participants to think about what they know about different kinds of jobs from school activities and from talking to relatives, counselors, and friends. You can facilitate a job discussion or conduct a classroom exercise to talk about jobs the participants have heard about from their parents and friends. You can talk about various aspects of the jobs such as: the amount of training (e.g., quantity of time needed to work with experienced professionals to learn the job), the level of education (e.g., high school diploma or technical school), and the amount of experience (e.g., previous work-related experience required) needed to perform them.
To rank the statements on each screen, participants first select their most important work need from the list, then their second most important statement, and so on until all five statements are ranked to reflect the participant’s desired order of importance. A completed ranking screen will look similar to the one on the right. The rank for each work need appears on the screen in the box to the left of the work need statement.

Because only five of the work need statements are presented on a single screen, the participant completes 21 screens to rank all of the different combinations of work needs as compared to one another. This means that to rank each work need statement to the others, the participant will see each work need statement several times throughout the ranking phase.

The participant continues this ranking process until all 21 screens are finished. Once the ranking phase is complete, the computer stores the results for use in creating the WIP Results (as will be explained in Step 3). The participant then proceeds to the rating phase.

**Step 2: Rate Work Needs.** Participants again will see the work need statements. In the rating phase, participants indicate whether or not a work need statement is important to them on their ideal job independent of how they feel about other work needs. As shown on the screen below, the computer displays all 21 work need statements on a single screen. Participants specify either a “Y” for yes to indicate the work need is important to them, or an “N” for no, indicating that it is not important to them on their ideal job.

Again, it is vital for the participant to consider whether or not a work need is important to them on their ideal job. If they have previous work experience, they should think about their total experience in former or current jobs when rating the work need statements. If they have not worked before, they should think about the jobs they have heard about at school or from parents, relatives, and friends, and decide what aspects would be important to them. Just like in the ranking phase, the computer will store the participant’s results to create their WIP Results.

After the ranking and rating phases are complete, the computer combines the participant’s ranking and rating scores to create a unique profile called Work Importance Profiler Results.
These results are presented as “work values” that consist of different combinations of work needs that participants indicated were most important to them. Work values are presented, as opposed to individual needs, because they are more meaningful and easier for clients to use in exploring careers.

**WORK VALUES AND WIP RESULTS**

Work values are groups of related work needs. There are six work values: achievement, independence, recognition, relationships, support, and working conditions. Each work value comprises several needs as shown below:

- **The Achievement** work value involves the need to use one’s individual abilities and the need to obtain a feeling of accomplishment.

- **The Independence** work value refers to the need to perform tasks on one’s own and the need to use creativity in the workplace. It also involves the need to obtain a job where one can make his/her own decisions.

- **The Recognition** work value involves the need to have the opportunity for advancement, the need to obtain some prestige, and the need to have the potential for leadership.

- **The Relationships** work value encompasses the need for friendly co-workers, the need to be of service to others, and the need to not be forced to go against one’s sense of right and wrong.

- **The Support** work value involves the need for a supportive company, the need to be comfortable with management’s style of supervision, and the need for competent, considerate, and fair management.

- **The Working Conditions** work value refers to the need to have one’s pay compare well to that of others and the needs for job security and good working conditions. This work value also includes the need to be busy all the time and the need to have many different types of tasks on the job.

Exhibit II-2 on the following page presents the six work values and the corresponding needs that compose them.
### EXHIBIT II-2
### WORK VALUES AND WORK NEEDS

<table>
<thead>
<tr>
<th>Achievement work value contains two work needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability utilization is the need to use one’s individual abilities.</td>
</tr>
<tr>
<td>Achievement is the need to obtain a feeling of accomplishment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Independence work value is made up of three work needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity is the need to try out one’s own ideas.</td>
</tr>
<tr>
<td>Responsibility refers to the need to make one’s own decisions.</td>
</tr>
<tr>
<td>Autonomy is the need to work with little supervision.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recognition work value reflects a combination of four work needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advancement is the need to have opportunities for advancement.</td>
</tr>
<tr>
<td>Authority is the need to give directions and instructions to others.</td>
</tr>
<tr>
<td>Recognition is the need to receive recognition for the work one does.</td>
</tr>
<tr>
<td>Social status is the need to be looked up to by others in the company and community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationships work value merges three work needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-workers is the need to have co-workers who are easy to get along with.</td>
</tr>
<tr>
<td>Ethics is the need to do things that agree with one’s sense of right and wrong.</td>
</tr>
<tr>
<td>Social service is the need to do things for other people.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support work value is a combination of three work needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company policies and practices is the need to be treated fairly by the company.</td>
</tr>
<tr>
<td>Supervision - human relations is the need for supervisors who back up their workers with management.</td>
</tr>
<tr>
<td>Supervision - technical is the need for supervisors who train their workers well.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Working Conditions work value is made up of six work needs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity is the need to constantly be busy.</td>
</tr>
<tr>
<td>Compensation refers to the need to be well-paid in comparison to other workers.</td>
</tr>
<tr>
<td>Independence is the need to work alone.</td>
</tr>
<tr>
<td>Security is the need to have steady employment.</td>
</tr>
<tr>
<td>Variety is the need to have something different to do every workday.</td>
</tr>
<tr>
<td>Working conditions is the need to have good working conditions.</td>
</tr>
</tbody>
</table>

Notice that some of the work values contain work needs of the same name (i.e., the Achievement work value also has a need called “achievement,” the Recognition work value has a need called “recognition,” and the Working Conditions work value includes a “working conditions” need). In contrast, the “independence” need is included in the Working Conditions work value and not in the Independence work value. The combinations of needs that make up the work values, as well as the titles used to identify needs and work values, are based on the Theory of Work Adjustment (Dawis and Lofquist, 1984). The WIP results, which are discussed next, present participants with the work values that are most important to them.
Step 3: Present WIP Results. Next, the computer presents the WIP results, which are the work values that are most important to the participant. The screen that participants will see looks similar to the one on the right.

Each participant’s two most important work values appear in order of importance in red on the top portion of the screen, while the remaining four work values appear underneath them in black (also in order of importance). In this example, the two most important work values are Achievement and Relationships. This means that the Achievement and Relationships work values received the highest scores (calculated by the computer by combining the results from the rating and ranking phases) by the participant.

Because the work values are presented in the order that is most important to the individual, the WIP results will usually be different for each person. That is, any two individuals may or may not have work values in common that are important to them.

The WIP results are used to generate a list of possible occupations that the participant likely will find satisfactory. Continuing with the example above, the list of occupations will include those that most satisfy the Achievement and Relationships work values, and then in descending order, satisfy the Support, Independence, Working Conditions, and Recognition work values. (This occupation list will be explained in Step 5.)

The participant will have the opportunity to view more information about his/her WIP results. After the above screen appears, the participant will see a screen similar to the one on the right. Using this screen, individuals can obtain more information about their work values. After clicking on the square button next to the individual work value, the computer will present the work needs that are incorporated into each work value. Participants also view definitions for the work needs (similar to what is presented in Exhibit II-2).

The WIP results are useful for many reasons. First, the results serve as a self-awareness tool. Participants discover aspects of work that are important to them and generate a list of occupations (explained in Step 5) that are related to their work values. Second, the WIP results, used in combination with other O*NET Career Exploration Tools (as explained at the end of this chapter), can help participants create a more complete picture of their preferences for certain
occupations. Finally, knowing the work values that are most important can help participants decide what kinds of jobs they may want to explore that best satisfy their work needs and values.

Directly linked to the WIP is the O*NET database, which is used to generate a list of occupations that correspond with the participant’s most important work values. This list may identify and present occupations that the participant previously might not have explored. To generate this list, the participant must also select a Job Zone. The computer uses the WIP results and the participant’s Job Zone selection to generate the list of occupations to explore.

**JOB ZONES**

**Step 4: Select a Job Zone.** Job Zones refer to the amount of education, training, and experience that occupations require. The five Job Zones (1-5) differ in the level of preparation needed. For example, Job Zone 1 refers to occupations that require less preparation in order to satisfy job requirements, such as bus drivers and general office clerks. Conversely, Job Zone 5 refers to occupations that require substantial preparation in order to satisfy job requirements, such as medical doctors or lawyers.

The computer presents participants with the screen to the right, allowing them to view information (i.e., the level of education, training, or experience) about each Job Zone. On a later screen, they will need to select the Job Zone that reflects the level of education, training, and experience they currently have or are willing to acquire in the future.

Exhibit II-3 on the following page describes the overall experience, education and job training each Job Zone requires. Examples of possible occupations for all five Job Zones are also given.
**EXHIBIT II-3**
**JOB ZONES**

<table>
<thead>
<tr>
<th>Job Zone 1 - Little or No Preparation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Experience:</strong> No previous work-related skill, knowledge, or experience is needed for these jobs. For example, people can become general office clerks even if they never worked in an office.</td>
<td></td>
</tr>
<tr>
<td><strong>Education:</strong> These occupations may require a high school diploma or GED certificate. Some may require a formal training course to obtain a license.</td>
<td></td>
</tr>
<tr>
<td><strong>Job Training:</strong> People in these occupations need anywhere from a few days to a few months of training. Usually, an experienced worker can show the person how to perform the job.</td>
<td></td>
</tr>
<tr>
<td><strong>Examples:</strong> Bus drivers, forest and conservation workers, general office clerks, home health aides, and waiters/waitresses. These occupations often involve following instructions and helping others.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Zone 2 - Some Preparation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Experience:</strong> Some previous work-related skill, knowledge, or experience may be helpful in these occupations, but usually is not needed. For example, a drywall installer could benefit from experience in installing dry wall, but an inexperienced person could learn the job fairly easily.</td>
<td></td>
</tr>
<tr>
<td><strong>Education:</strong> These occupations usually require a high school diploma and may require some vocational training or job-related course work. In some cases, the person may need an associate’s or bachelor’s degree.</td>
<td></td>
</tr>
<tr>
<td><strong>Job Training:</strong> People in these occupations need anywhere from a few months to one year of working with experienced employees.</td>
<td></td>
</tr>
<tr>
<td><strong>Examples:</strong> Drywall installers, fire inspectors, flight attendants, pharmacy technicians, retail salespersons, and bank tellers. These occupations often allow people to use their knowledge and skills to help others.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Zone 3 - Medium Preparation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Experience:</strong> Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have gone through an apprenticeship program or several years of vocational training to perform the job.</td>
<td></td>
</tr>
<tr>
<td><strong>Education:</strong> Most occupations in this zone require training in vocational schools, related job experience, or an associate’s degree. Some may require a bachelor’s degree.</td>
<td></td>
</tr>
<tr>
<td><strong>Job Training:</strong> People in these occupations usually need one or two years of training, including both on-the-job experience and informal training with experienced workers.</td>
<td></td>
</tr>
<tr>
<td><strong>Examples:</strong> Dental assistants, electricians, fish and game wardens, legal secretaries, personnel recruiters, and recreational workers. These occupations often involve using communication and organizational skills to manage and train others.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Zone 4 - Considerable Preparation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Experience:</strong> A minimum of two to four years of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant needs four years of college and several years of accounting work to be considered qualified.</td>
<td></td>
</tr>
<tr>
<td><strong>Education:</strong> Most of these occupations require a four-year bachelor’s degree, but some do not.</td>
<td></td>
</tr>
<tr>
<td><strong>Job Training:</strong> Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.</td>
<td></td>
</tr>
<tr>
<td><strong>Examples:</strong> Accountants, chefs and head cooks, computer programmers, historians, and police detectives. These occupations often involve coordinating, supervising, managing, and/or training others.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Job Zone 5 - Extensive Preparation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Experience:</strong> Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to do their job.</td>
<td></td>
</tr>
<tr>
<td><strong>Education:</strong> At a minimum, a bachelor’s degree is required for these occupations. Many also require graduate school degrees such as an M.A./M.S. (master’s degrees), Ph.D. (doctoral degree), M.D. (medical degree), or J.D. (law degree).</td>
<td></td>
</tr>
<tr>
<td><strong>Job Training:</strong> Employees may need some on-the-job training, but most of these occupations require that one already have the necessary skills, knowledge, work-related experience, and/or training.</td>
<td></td>
</tr>
<tr>
<td><strong>Examples:</strong> Lawyers, instrumental musicians, physicists, counseling psychologists, and surgeons. These occupations often involve coordinating, training, supervising, or managing the activities of others. Very advanced communication and organizational skills are required.</td>
<td></td>
</tr>
</tbody>
</table>
Participants should select the Job Zone based on their career goals. For example, participants without a college degree who want to consider occupations utilizing their current education and experience should consider Job Zone 1 or 2. Participants who have completed a program in higher education, or who want to explore careers based on the completion of a degree, should select Job Zone 3, 4, or 5, depending on their experience and goals.

After participants select a Job Zone, the computer will generate a list of possible occupations by combining their WIP results with the Job Zone they selected.

**LIST OF POSSIBLE OCCUPATIONS**

**Step 5: Review the Occupations Report.** After combining the WIP results (Step 3) with the participant’s selected Job Zone (Step 4), the computer presents a list of possible occupations called the O*NET Work Importance Profiler Occupations Report. Just as the individual has a Work Importance Profile, each occupation also has a Work Importance Profile. The Occupations Report is generated by comparing the 21 work needs that make up the work values in the occupation’s profile to the 21 work needs in the participant’s profile. Different profiles and different Job Zones combine to identify different occupations.

Participants will see a screen similar to the one on the right when the computer presents their Occupations Report. This screen includes:

- the participant’s name,
- the date,
- the participant’s work values in order of importance (their two most important work values are highlighted)
- the Job Zone they selected, and
- a list of possible occupations.

In this example, 12 occupations are listed for the participant to consider. The Occupations Report also provides:

- the O*NET-SOC Code, and
- the O*NET Title for each occupation.

Participants are able to print these results for their reference and may use the codes and titles to obtain more detailed information about occupations in O*NET OnLine at their leisure. The web address of O*NET OnLine is [http://online.onetcenter.org](http://online.onetcenter.org).

Following are descriptions of the types of jobs participants should consider if the respective work values were the highest scores in their WIP results.
Participants who score high on the **Achievement** work value should explore jobs that allow them to see the results of their efforts, to obtain a feeling of accomplishment, and to use their abilities.

Participants who have a high **Independence** work value score should explore jobs where they can perform tasks on their own and where they can make their own decisions.

A high score on the **Recognition** work value indicates that the person prefers jobs that have good possibilities for advancement, provide some prestige, and have potential for leadership.

Participants who have high scores on the **Relationships** work value should explore jobs where co-workers are friendly and where they are allowed to be of service to others. They should look for jobs that do not make them do anything that goes against their sense of right and wrong.

A high score on the **Support** work value indicates that participants should explore jobs where the company supports its workers and where they are comfortable with the management’s style of supervision. They should focus on finding jobs where the company has a reputation for competent, considerate, and fair management.

Participants who score high on the **Working Conditions** work value consider pay, job security, and good working conditions when looking for jobs. In general, these people enjoy jobs that keep them busy all the time, let them work alone, and include many different types of tasks.

There are no right or wrong answers. The computerized WIP makes it easy for participants to perform the steps that will lead to a list of occupations they may find satisfying. Additional O*NET Tools, explained in the next section, also can help participants with their occupations search.

**DESCRIPTION OF OTHER O*NET CAREER EXPLORATION TOOLS**

The various **O*NET Career Exploration Tools** give people important pieces of information that are valuable to consider as they explore career options. The tools can be used as part of a whole-person approach to assessment for career exploration. The more people know about themselves, the more likely they will find satisfying and rewarding work. The Work Importance Profiler results are just a part of the information that can be used to explore careers. Following are descriptions of other O*NET instruments that can be used to discover possible jobs.

The paper-and-pencil version of the WIP, called the **O*NET Work Importance Locator**, is also available. It helps participants determine what is most important to them on their ideal job. This instrument is answered and scored in a booklet. The locator also provides lists of occupations that can be explored in O*NET OnLine.
The **O*NET Interest Profiler** helps users identify their work-related interests. Both electronic and paper-and-pencil versions are available. Users are provided with lists of occupations that they can explore further in O*NET OnLine. Occupations are presented based on the participant’s interest profile and Job Zone.

The **O*NET Ability Profiler** helps users identify what kinds of jobs they can do well. It can help users identify strengths and areas where they may need more education or training. Users are provided with a computer-generated score report, which includes occupations they can explore further in O*NET OnLine. The occupations presented are based on the user’s ability profile and selected Job Zone.
III. INSTALLING AND UNINSTALLING THE WIP:
STANDALONE COMPUTER INSTRUCTIONS

The automated version of the WIP can be administered via any computer that meets the minimum hardware requirements. Before installing the program, you should verify that you have the necessary hardware/software configuration on your computer.

CHECK YOUR HARDWARE AND SOFTWARE

The following hardware and software are required for installation of the WIP.

<table>
<thead>
<tr>
<th>Component</th>
<th>Recommended</th>
<th>Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer</td>
<td>Pentium</td>
<td>486</td>
</tr>
<tr>
<td>RAM</td>
<td>16 MB</td>
<td>8MB</td>
</tr>
<tr>
<td>Monitor</td>
<td>VGA 32,000 colors, 800 x 600</td>
<td>VGA 256 colors, 640 x 480</td>
</tr>
<tr>
<td>Pointing device</td>
<td>Mouse</td>
<td>Keyboard</td>
</tr>
<tr>
<td>Platform or Operating System</td>
<td>Windows 95/98/NT/2000/ME</td>
<td>Windows 95/98/NT/2000/ME</td>
</tr>
<tr>
<td>Free Hard Disk Space</td>
<td>5MB</td>
<td>5MB</td>
</tr>
</tbody>
</table>

While the WIP can run on a monitor with only 256 colors, it is best viewed with the monitor specifications recommended above. To check or reset the monitor resolution and color display:

<table>
<thead>
<tr>
<th>In this operating system...</th>
<th>Go to...</th>
<th>Look at...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows 95/98/NT/2000/ME</td>
<td>Start Menu, Settings, Control Panel, Display</td>
<td>Settings Tab</td>
</tr>
</tbody>
</table>

The WIP can be viewed with either large or small fonts. Note that to finalize the changes, most settings will require you to reboot your computer. Be careful to make these changes when other applications are closed and after you have saved any works in progress.

INSTALL THE WIP

Installing the WIP takes 3 to 4 minutes. It is good practice to close all other applications before beginning the process. This practice frees up memory for the installation process and avoids problems of losing data should the computer need rebooting. The steps in this section describe how to install the WIP on a single computer. Network installation is described in Appendix A. It is recommended that network installation be done by your system or network administrator.
Locate the previously downloaded O*NET Work Importance Profiler installation file, setup.exe, and follow the instructions below for installation. The instructions assume you are installing the WIP from a folder on drive C:. If you are using other drives, simply substitute the appropriate drive designations.

<table>
<thead>
<tr>
<th>Operation</th>
<th>Windows 95/98/NT/2000/ME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose</td>
<td>Run from the Start Menu</td>
</tr>
<tr>
<td>Type</td>
<td>C:&lt;path&gt;\setup.exe in the dialog box (e.g. C:\my download files\setup.exe)</td>
</tr>
<tr>
<td>Click/Press</td>
<td>Enter/OK</td>
</tr>
<tr>
<td>Options offered</td>
<td>Interest Profiler - Standard  Work Importance Profiler - Standard</td>
</tr>
<tr>
<td></td>
<td>Interest Profiler - Demo  Work Importance Profiler - Demo</td>
</tr>
<tr>
<td>Choose</td>
<td>Work Importance Profiler - Standard and/or Work Importance Profiler – Demo (Also check Interest Profiler – Standard and/or Demo for concurrent installation of both instruments.) (Next)</td>
</tr>
<tr>
<td>Options offered</td>
<td>Standalone Installation or Network Administrative Installation</td>
</tr>
<tr>
<td>Choose</td>
<td>Standalone Installation (Next)</td>
</tr>
<tr>
<td>Option offered</td>
<td>Choose destination location</td>
</tr>
<tr>
<td>Choose</td>
<td>Default directory/folder (C:\Program Files\ONET Assessment Tools) or select browse and type in directory/folder where you want the WIP program installed (Next)</td>
</tr>
<tr>
<td>Option offered</td>
<td>Select program manager group</td>
</tr>
<tr>
<td>Choose</td>
<td>Default directory/folder (ONET Assessment Tools) or select the name of the Program Manager group where you want the O*NET Assessment Tools icons added. (Next)</td>
</tr>
<tr>
<td>Option</td>
<td>Create desktop icons?</td>
</tr>
<tr>
<td>Choose</td>
<td>Select Default (Create icons on desktop) or clear the check box if you do not want icons created. (Next)</td>
</tr>
<tr>
<td>Option</td>
<td>Start installation (Next)</td>
</tr>
<tr>
<td>Click</td>
<td>Installation Complete (Finish)</td>
</tr>
</tbody>
</table>

Note: The program will use the default printer installed for your Windows applications.
FILES INSTALLED ON STANDALONE COMPUTERS

The following files comprise the WIP when installed on a single computer.

<table>
<thead>
<tr>
<th>File Name</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIP.EXE</td>
<td>Runs the standard version</td>
</tr>
<tr>
<td>WIPDEMO.EXE</td>
<td>Runs the demonstration version</td>
</tr>
<tr>
<td>WIPOUMAS.TXT</td>
<td>Data files used by the WIP</td>
</tr>
<tr>
<td>WIPOUSHR.TXT</td>
<td>Data files used by the WIP</td>
</tr>
<tr>
<td>WIPJZ.CSV</td>
<td>Data files used by the WIP</td>
</tr>
<tr>
<td>INSTALL.LOG</td>
<td>Installation log</td>
</tr>
<tr>
<td>UNWISE.EXE</td>
<td>The uninstaller</td>
</tr>
<tr>
<td>DAO2535.TLB</td>
<td>Visual Basic database library</td>
</tr>
<tr>
<td>RICHTX32.OCX</td>
<td>Updates to system files already installed</td>
</tr>
<tr>
<td>CLBCATQ.DLL</td>
<td>Updates to system files already installed</td>
</tr>
<tr>
<td>THREED32.OCX</td>
<td>Updates to system files already installed</td>
</tr>
</tbody>
</table>

UNINSTALLING THE WIP

To uninstall the WIP, use the automatic Uninstall option from the Start Menu, Settings, Control Panel, Add/Remove Programs. Scroll down the program listings and select O*NET Assessment Tools. Click on Add/Remove, then select Automatic.

Note: Uninstall will remove all of the O*NET Assessment Tools and the desktop icons.
IV. SELF ADMINISTRATION OF THE WIP

OVERVIEW OF THE WIP

The WIP is designed to be self-administered. The tool contains sufficient instructions for individuals to complete the WIP on their own. However, participants might need some guidance and encouragement to complete all the steps in the WIP, and that is where you can help. It will take participants approximately 20 to 30 minutes to complete, but there is no time limit.

Before administering the O*NET Work Importance Profiler (WIP), it is important that you walk through it to become familiar with all the steps required to complete the instrument. It is also helpful if you first read Chapter II, which explains the purpose of the WIP and defines important terms. While reading through this section of the User’s Guide, you may find it useful to follow along in the WIP. Pictures of some of the screens you will see are included so you can check your place in the program.

Q and A…

Frequently Asked Questions

Q. What reading level is the O*NET Work Importance Profiler designed for?
A. The WIP was designed for use with a wide variety of populations, including workers in transition, unemployed workers, college students, and high school students. It is suggested that clients have a minimum of an eighth grade reading level to take the WIP. Clients below an eighth grade reading level may not be able to adequately understand the information in the WIP.

Q. What age level is the O*NET Work Importance Profiler designed for?
A. The WIP was designed for clients who are approximately 16 years of age and older. The development of values is a process that occurs throughout a person’s lifespan and is modified by experiences. However, as individuals mature, values tend to become more stable. By the time people enter the 10th grade (approximately age 16), their values are stable enough to be measured reliably. While the development of values takes place in family, social, cultural, educational, and work settings, individuals younger than 16 may not have had enough exposure to a work environment to allow them to understand the descriptions of work included in the WIP (e.g., “…I would have supervisors who train their workers well.”).

Q. Can clients complete the O*NET Work Importance Profiler in one session?
A. Yes. The instrument was designed to be completed in one session. This will provide continuity to the administration process and will help clients better understand the information the WIP is trying to convey. It may not be possible to schedule a single session in which clients can complete the instrument and explore their results. If so, the session can be split in two – during the first one, clients can complete the instrument and save their results; the second session can be devoted to exploring their results.

To start the WIP, participants simply double-click on the WIP icon (similar to the one on the right) that appears on their computer’s desktop. In taking the WIP, participants will complete the following five steps:
**Step 1: Rank Work Needs.** In the ranking phase, participants rank the 21 work need statements against one another in order of importance on their ideal job. The computer stores the participant’s selections to later create the WIP results.

**Step 2: Rate Work Needs.** In the rating phase, participants indicate whether or not each work need is important to them. Again, the computer stores the participant’s results.

**Step 3: Present WIP Results.** After completing the ranking and rating phases, the computer combines the results to generate the participant’s WIP results. The WIP results present the work values participants selected as most important to them on their ideal job.

**Step 4: Select a Job Zone.** Job Zones refer to the level of preparation needed for jobs. After viewing their WIP results, participants select an appropriate Job Zone that ranges from 1 (which requires little formal education and experience) through 5 (which requires a substantial amount of education and experience).

**Step 5: Review the Occupations Report.** Once participants select a Job Zone, they will receive their customized list of possible occupations called the O*NET Work Importance Profiler Occupations Report. The list is generated according to the work values most important to the participant combined with their Job Zone.

A general description of these steps and the theoretical basis for the WIP are presented in Chapter II. The focus of Chapter IV is to provide explicit directions for moving through Steps 1 and 2 of the program. Steps 3, 4, and 5 are discussed in Chapter V.

---

**Helpful Hint...** You may want to discuss the steps of the WIP with participants before they start the instrument. A detailed explanation of these steps is presented in Chapter II.

---

**OPENING SCREENS**

After clicking on the desktop icon to open the WIP, the participant will view the following series of opening screens:

The O*NET preview screen includes the logo, version number of the software, copyright information, and a View User’s Agreement button in the upper left-hand corner. By clicking on the button you can print/view two user agreements. The Special Notice: User’s Agreement, which is geared for workforce development programs and private vendors, describes the regulations that individuals and programs should follow when using the WIP and other O*NET Career Exploration Tools. It emphasizes that the tools may only be used
for career exploration, career planning, and career counseling. Any other use of the instruments is in violation of the User Agreement. The U.S. Department of Labor and the Employment and Training Administration are not liable for any misuse of the tools.

The second agreement that can be viewed/printed, the Special Notice: Proper Use, is geared toward the end user—the individual client. It describes how results from the WIP should be used for career exploration and career counseling purposes only, and that results must not be used for employment selection and screening purposes. If an individual feels that his or her results are being improperly used, information is provided on contacting the National Center for O*NET Development.

There is a Press Enter or Click to Start button on the bottom right-hand corner of the screen. Participants should either press the enter key or click on this button to advance to the following screen.

Here the computer provides a brief introduction of the WIP. Participants are told that they will complete a computer-based questionnaire that will help them identify their most important work values and occupations that fit these work values. In the WIP, participants are introduced to several concepts, such as work needs and work values. These concepts are explained in the sections that follow.

Two screens provide instructions for moving through the program using either a mouse or the keyboard. Participants are told that completing the WIP is easy, even if they have limited experience working on computers.

The first instruction screen explains how to use the mouse to move through the program. The participant clicks on the forward arrow to move to the next screen, and clicks on the backward arrow to go back to the previous screen. At any time, participants can click on the red Stop key on the bottom left hand corner to exit the program.
The second screen explains that participants can also push the page down key to move to the next screen, and push the page up key to move to the previous screen. The button that is active (or ready to use) will be outlined, and participants push the enter key to select that button. To move to the next button, participants press the tab key or down arrow key, and to move to the previous button, they press the tab key while holding the shift key or use the up arrow key.

Keyboard directions can be printed out for reference using the Print Keyboard Directions button. This printout may be particularly useful for individuals who wish to use the keyboard and have limited computer experience.

**Helpful Hint…** At any time, participants can click on the STOP button to exit the program. However, they will lose the information they entered up to that point and will have to retake the WIP from the beginning.

**Q and A…**

**Completing the WIP**

**Q.** How can I help participants who are unfamiliar with computers and worry that they will do something to damage the program or equipment?

**A.** Assure them the WIP has been well tested and that there is nothing they can do to damage the program. Sit with them and have them page back and forth through the first few screens. You may want to help them complete the practice items.

**Q.** What if participants have a hard time using the mouse?

**A.** Allow participants to practice by moving back and forth through the first few screens. Remind them they can use the mouse or the keyboard to move back and forth between screens.

**Q.** What if participants are concerned they will make a mistake or the WIP will tell them something they do not want to hear?

**A.** Reassure them that they can always change their answers if they make a selection they do not want. Tell them they have the opportunity to rethink their selections and even take the WIP over again from the beginning if they desire.
After the keyboard directions, participants have an option. They can either read about other O*NET Career Exploration Tools or they can start the O*NET Work Importance Profiler.

**STARTING THE O*NET WORK IMPORTANCE PROFILER**

After opting to start the O*NET WIP, participants are presented with the Getting Started... introductory screen. They are informed that they will be asked for their name before beginning.

The next screen asks participants to supply their name which will appear on the individual’s Work Values Score Summary and the O*NET Work Importance Profiler Occupations Report.

These reports summarize individuals’ responses and provide a list of possible compatible occupations. It is recommended that the reports be printed out for later reference. (The network version of the WIP, which allows data to be stored, also requests an optional ID number.)
After filling in their names, participants have a choice. If this is the first time participants are completing the WIP, they should click the Yes button on this screen. If it is not their first time completing the WIP, they should click the No button and either enter their previous scores or retake the WIP.

---

**Q and A… Entering Previous Ratings or Retaking the WIP**

**Q.** What if this is not the first time participants are taking the WIP and they want to use their previous scores?

**A.** If participants want to use their previous scores, they will need the print-out of their previous WIP results, including the individual scores for each work need (discussed in Step 3). After entering their scores, they will then select a Job Zone and generate an Occupations Report. For information regarding WIP results, Job Zones, and the Occupations Report, see Chapter V.

**Q.** What if participants completed the WIP previously, but they are not happy with their results?

**A.** Participants can conduct a new search for occupations by selecting a single work value item. A single area search will produce a different Occupations Report, which may be more satisfying to them. Also, participants can retake the WIP from the beginning. It is recommended that participants wait at least a couple of days before retaking the WIP. They should consider reviewing their WIP results and the Job Zone they selected. They can talk with a counselor, teacher, friend, or family member for advice and guidance. If they do take the WIP again, participants will complete the ranking and rating phases, select a Job Zone, create a new set of WIP results, and receive a new list of occupations (described in Chapter V).

---

**FIRST TIME COMPLETING THE WIP**

If this is the first time the participant is taking the WIP, the program continues with an explanation of the purpose of the WIP.

The computer-based WIP is a questionnaire for people who would like to identify what is most important to them on their ideal job in order to consider occupations that fit with their most important work values. Participants are reminded that there are no right or wrong answers and that they should take their time to complete the WIP. After the introduction, participants will indicate aspects of jobs (called work needs) that are
important to them. Steps 1 and 2 are described on the following pages.

**STEP 1: RANK WORK NEEDS**

In this step, participants rank work needs in the order that reflects what is important to them on their ideal job. Work needs are aspects of jobs that are important to individuals. There is one work needs statement for each work need. The 21 work needs statements are listed below. Each screen in the WIP shows the work needs statements with the prompt:

“On my ideal job, it is important that…”

- I make use of my abilities.
- the work could give me a feeling of accomplishment.
- I could be busy all the time.
- the job would provide an opportunity for advancement.
- I could give directions and instructions to others.
- I could plan my work with little supervision.
- my co-workers would be easy to get along with.
- I would be treated fairly by the company.
- my pay would compare well with that of other workers.
- I could try out my own ideas.
- I would never be pressured to do things that go against my sense of right and wrong.
- I could work alone.
- I could receive recognition for the work I do.
- I could make decisions on my own.
- the job would provide for steady employment.
- I could do things for other people.
- I would be looked up to by others in my company and my community.
- I have supervisors who would back up their workers with management.
- I would have supervisors who train their workers well.
- I could do something different everyday.
- the job would have good working conditions.

As shown on the screen to the right, participants see an overview of this step. They rank each of the 21 work needs against one another in order to indicate which work needs are most important to them on their ideal job. Participants will be presented with 21 screens to complete the ranking phase as described in the sections that follow.
After the overview, participants are provided with instructions for rank ordering the work need statements, along with screens where they can practice ranking work need statements.

Participants are presented with only five need statements at a time. They will rank each work need against another in the order that reflects what is most important to them on their ideal job. Therefore, in order to rank each statement to the others, the participant will see every work need several times throughout the Ranking Phase. This first screen is for participants to practice selecting and ranking the work needs.

When ranking the work need statements, it is recommended that participants use their mouse. They also can use the arrow keys to highlight statements and press Enter to select the statement. First, they select a work need by moving their mouse cursor over their most important work need statement. Once the mouse is over the work need, three things happen:
- the statement turns gray,
- the text is temporarily italicized, and
- a question mark appears in the box to the left of the statement.

To complete their selection, the participant simply clicks once on the statement. In this example, the statement, “I could try out my own ideas,” is the most important work need.

Once participants select their most important need statement, the computer will do two things:
- insert the number “1” in the box to the left of the work need to indicate the rank of the statement as selected by the participant, and
- move the selected statement from its original place to the top of the list.

No matter which statement is selected first, that work need will move to the top of the list. Ranking the remaining work need statements follows the same pattern. Whichever statement is selected second will move to the second position (just under the first statement), and in the box to the left will appear the number “2” and so on. Notice that instructions appear on the top of the screen as shown above (e.g., “Now select the 2nd most important statement to you”). Participants
should continue selecting statements until they have rated each of the work needs by clicking on them in descending order of importance.

As shown on the screen to the right, once all five work needs are ranked, the screen changes color from blue to green.

After ranking the five work needs on a single screen, participants may decide to change the order in which they ranked the statements. The computer requires that participants practice changing the rank order of their 4th and 5th work need statements. Instructions for reordering the work needs statements are again provided on the top of the screen to guide participants.

To begin reordering these two work needs, participants deselect their 5th ranked statement by moving the mouse cursor over it and clicking once. In this example, the 5th statement is “I could be busy all the time”. Two things happen once the participant deselects the 5th work need statement:

- the ranking of “5” that was in the box to the left is removed and is replaced with a question mark,
- the background color of the screen changes back to blue.

Participants then deselect their 4th ranked work need statement by clicking it one time. In this example, the 4th statement is “I have supervisors who train their workers well”.

---

**Practice: Changing the Ranking of Your Work Statements**

**Step 2:** Highlight the 4th ranked statement, “I have supervisors who train their workers well”, and select it.

---

**Practice: Changing the Ranking of Your Work Statements**

Noted that you have unselected your 4th and 5th ranked statements.

**Step 3:** Highlight your new 4th ranked statement, “I could be busy all the time” and select it.

---

**Practice: Changing the Ranking of Your Work Statements**

**On my IDEAL JOB it is important that…**

1. I could try out my own ideas.
2. I could do things for other people.
3. The job would provide for steady employment.
4. I have supervisors who train their workers well.
5. I could be busy all the time.

---

**Practice: Changing the Ranking of Your Work Statements**

**On my IDEAL JOB it is important that…**

1. I could try out my own ideas.
2. I could do things for other people.
3. The job would provide for steady employment.
4. I have supervisors who train their workers well.
5. I could be busy all the time.
Participants then reorder the work need statements. First, they select the work need that was originally their 5th statement so that it becomes the 4th statement. In this example, “I could be busy all the time” is now the 4th ranked statement.

Finally, the participant selects the statement that was originally ranked 4th and it becomes the 5th ranked work need. In this example, “I have supervisors who train their workers well” is the new 5th ranked statement. Now that all the statements are again rank ordered, the screen changes back to green.

Once all five statements are rank ordered, if participants decide that they want to reorder more than two of the work needs, they simply deselect each of the statements in reverse order (e.g., start with number 5, then number 4, then number 3, etc.). To deselect a need statement, participants move their mouse over the statement and click on it once. After all the statements are deselected, participants can again rank order the work needs.

Participants continue with the ranking phase by clicking on the forward arrow button to move to the next screen. Once the participants complete all of the Practice Screens, the computer will present a sequence of 21 screens with different combinations of work needs. On each of the screens, participants rank the work needs statements in the order that reflects what is most important to them on their ideal job.

While in the ranking phase, participants can change their answers on previous screens at any time by using the back arrow button on the bottom right hand corner of the screen. After participants complete all 21 screens, they will be given a final opportunity to review all their ranking phase screens.
Participants will complete the rating phase next.

**STEP 2: RATE WORK NEEDS**

After the ranking phase, participants complete the rating phase. In the rating phase, participants are asked to independently consider each work need and rate whether or not it is important to them on their ideal job. Unlike the ranking phase, in the rating phase participants will rate the work need statements separately from one another.

Instructions on how to complete this section are provided on the screen. Here, participants are presented with all 21 work needs at the same time. This time, however, if the work need is important to them on their ideal job, they click once on “Y” for yes. If it is not important, they click once on “N” for no.

As participants rate each work need, the block turns gray. In this example, “Y” was selected to indicate that the work need “my pay would compare well with that of other workers” is important on their ideal job.

Changing a selected answer is straightforward. If participants select “Y” to indicate that the particular work need is important and want to change their answer because they decide that the work need is not important, they simply click on the “N.” Once all the blocks are gray, the rating phase is complete. Participants should review their answers, then click on the forward arrow to continue.
Once participants complete Step 1 (ranking phase) and Step 2 (rating phase), the data are combined to create the WIP results, as presented in the next chapter.

Q and A…

Q. What if participants do not understand why they are seeing the work need statements a second time?  
   A. Explain that in the rating phase, they are indicating if a single work need is important to them, while in the ranking phase, they were ranking work needs against one another. Just because a work need was placed on the bottom of the list in the ranking phase does not mean it is not important to the participant on their ideal job.

PREVIEW OF CHAPTER V

After participants complete the ranking and rating phases, they will:
- review their WIP results,
- learn about and select a Job Zone,
- review their list of occupations, and
- receive information regarding O*NET Career Exploration Tools.

Here is an example of the Work Importance Profiler Results screen.

Go on to Chapter V for an explanation of WIP results (step 3), Job Zones (step 4), and the WIP Occupations Report (step 5).
V. WORK IMPORTANCE PROFILER RESULTS

Chapter IV introduced you to the WIP and explained how to move through the WIP using either the mouse or keyboard. Also, instructions for completing the ranking phase (Step 1) and rating phase (Step 2) were provided. This chapter will describe the remaining steps in the WIP, including:

- how participants can interpret their WIP Results (Step 3),
- how participants can select the best Job Zone (Step 4), and
- how to generate an Occupations Report (Step 5).

Ways to use O*NET OnLine (http://online.onetcenter.org) to obtain information about the possible jobs (generated in Step 5) also are provided. Other O*NET Career Exploration Tools are described at the end of the chapter.

WIP RESULTS

During the ranking and rating phases, the computer stores the participants’ selections. In each phase, numeric values are assigned to the work needs based on their importance. For example, in the ranking phase, the computer stores a numeric value to represent the rank assigned by participants to each work need relative to other work needs. In the rating phase, the computer stores the absolute importance of each work need, which is independent of the importance assigned to other work needs.

Once the ranking and rating phases are complete, the computer merges the numeric values to compile participants’ WIP results. These results group similar work needs together and assign a single numeric value to them. These groups of related work needs are called work values. The formula below presents a summary of the first three steps in the WIP.

\[
\text{Step 1: Ranking work needs} \quad + \quad \text{Step 2: Rating work needs} \quad = \quad \text{Step 3: WIP Results}
\]

There are six work values: Achievement, Independence, Recognition, Relationships, Support, and Working Conditions. Exhibit V-1 on the following page presents the work values and the work needs that are combined to create them.
### EXHIBIT V-1
WORK NEEDS GROUPED BY WORK VALUES AND ASSOCIATED WORK NEED STATEMENTS

<table>
<thead>
<tr>
<th>WORK NEEDS GROUPED BY WORK VALUE</th>
<th>WORK NEED STATEMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Achievement Work Value</strong></td>
<td>On my ideal job, it is important that...</td>
</tr>
<tr>
<td>Ability utilization</td>
<td>... I make use of my abilities.</td>
</tr>
<tr>
<td>Achievement</td>
<td>... the work could give me a feeling of accomplishment.</td>
</tr>
<tr>
<td><strong>Independence Work Value</strong></td>
<td></td>
</tr>
<tr>
<td>Creativity</td>
<td>... I could try out my own ideas.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>... I could make decisions on my own.</td>
</tr>
<tr>
<td>Autonomy</td>
<td>... I could plan my work with little supervision.</td>
</tr>
<tr>
<td><strong>Recognition Work Value</strong></td>
<td></td>
</tr>
<tr>
<td>Advancement</td>
<td>... the job would provide an opportunity for advancement.</td>
</tr>
<tr>
<td>Authority</td>
<td>... I could give directions and instructions to others.</td>
</tr>
<tr>
<td>Recognition</td>
<td>... I could receive recognition for the work I do.</td>
</tr>
<tr>
<td>Social status</td>
<td>... I would be looked up to by others in my company and my community.</td>
</tr>
<tr>
<td><strong>Relationships Work Value</strong></td>
<td></td>
</tr>
<tr>
<td>Co-workers</td>
<td>... my co-workers would be easy to get along with.</td>
</tr>
<tr>
<td>Ethics*</td>
<td>... I would never be pressured to do things that go against my sense of right and wrong.</td>
</tr>
<tr>
<td>Social service</td>
<td>... I could do things for other people.</td>
</tr>
<tr>
<td><strong>Support Work Value</strong></td>
<td></td>
</tr>
<tr>
<td>Company policies and practices</td>
<td>... I would be treated fairly by the company.</td>
</tr>
<tr>
<td>Supervision - human relations</td>
<td>... I have supervisors who would back up their workers with management.</td>
</tr>
<tr>
<td>Supervision - technical</td>
<td>... I would have supervisors who train their workers well.</td>
</tr>
<tr>
<td><strong>Working Conditions Work Value</strong></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>... I could be busy all the time.</td>
</tr>
<tr>
<td>Compensation</td>
<td>... my pay would compare well with that of other workers.</td>
</tr>
<tr>
<td>Independence</td>
<td>... I could work alone.</td>
</tr>
<tr>
<td>Security</td>
<td>... the job would provide for steady employment.</td>
</tr>
<tr>
<td>Variety</td>
<td>... I could do something different every day.</td>
</tr>
<tr>
<td>Working conditions</td>
<td>... the job would have good working conditions.</td>
</tr>
</tbody>
</table>

* In Dawis and Lofquist (1984), the need “ethics” was labeled “moral values”. The label “ethics” is used in the WIP.
Step 3: Present WIP Results. The WIP results identify the work values that are important to participants as they indicated by the rating and ranking of work needs. The computer processes participants’ Step 1 and Step 2 answers to generate the WIP scores. Their WIP scores may be:

1. Differentiated: If at least one work value score is positive and different from the others, participants are shown their WIP results.
2. Negative: If all the work value scores are below 0, then users are presented with a letter explaining their scores.
3. Undifferentiated: If participants’ work value scores are not different enough, then they are presented with a letter explaining their scores.

If the scores generated by the computer are differentiated, then participants are immediately presented their WIP results. Otherwise, if participants receive either negative work value scores or work value scores that are not different enough from one another, they will first see a letter to explain their results. Each of these possible outcomes is discussed in sequence below.

If participants have differentiated scores, then they have at least one work value score that is positive and different than the other scores. In these cases, the computer will immediately present WIP results to participants.

On the right is an example of the WIP results screen. All six work values (each made up of several needs) are used to create participants’ WIP results and are presented in order of importance to them. In this example…

1. Achievement, and
2. Relationships

…are the participant’s two most important work values (presented in red text). The remaining work values in order of importance are:

3. Support,
4. Independence,
5. Working Conditions, and

Knowing the work values that are most important to participants on their ideal job can help them decide what kinds of careers they may want to explore. The more a job matches with participants’ most important work values, the more likely they are to be satisfied with that job.
If participants have **negative scores**, then none of the work values seem to be important to them. Instead of seeing their WIP results, participants will first see a letter similar to the one on the right. The letter explains that the Work Importance Profiler scores may not be very helpful because the aspects of work measured by the WIP do not appear to be especially important to the participant.

If participants have **undifferentiated scores** (scores that are not different enough from each other), then they have a flat profile. A flat profile means that none of the scores among the work values are significantly different from the others. Since all the work values received similar scores, none can be identified as more important than the other. The computer will present the participant with a letter similar to the one on the right.

In cases where the participant has negative scores or a flat profile, there are two options:

1. They can retake the WIP by clicking on the “Take WIP Again” button. The participant will start from the beginning with the ranking phase.
2. They may choose to review their WIP results using their current scores by selecting the “Continue” button.

At a minimum, it is recommended that participants with negative or undifferentiated scores print out their results by clicking once on the “Print Score Report” button on the bottom of the screen. (Participants with differentiated scores are given the opportunity to print their scores later.) The O*NET Work Importance Score Summary and O*NET Work Importance Score Details Report contain the numeric scores for each of the six work values and for each work need which underlies the work values, respectively. These participants also should consult with a career counselor familiar with the WIP to interpret their results. The negative or undifferentiated scores may have occurred because participants were distracted or tired when they took the WIP. It is also possible that the work needs measured may not be important to the participant.
After completing the Rating phase, participants are presented with their WIP results. They then see a screen similar to the one on the right. Their top two work values are listed in a larger red font and their remaining work values are listed in order of decreasing importance below the line.

Participants can click on the box to the right of each work value to attain additional information. After clicking on these boxes, the computer will display the work needs included in each work value and definitions for each work need.

When participants click on the “Print Work Values Score Summary” button on the bottom of the screen, the computer generates two printouts. Participants will receive their:

1. O*NET WIP Work Values Score Summary and
2. O*NET Work Importance Profiler Score Details Report.

The Score Summary and the Details Report contain the numerical scores for participants’ work values and work needs. Participants should be encouraged to obtain a printed copy of their Score Summary and Details Report for their future reference, especially if there is a possibility that they will take the WIP again. They will need their ratings from their Details Report if they want to come back to the WIP at a later time and input their scores, if they wish to discuss their ratings with a career counselor, or if they want to know how to use their ratings to explore careers.
The print-out of the Score Summary, as shown in the example on the right, contains the participant’s name, the date and time, and lists each of the six work values with its score. The Score Summary also identifies the types of jobs that should be explored under each work value.

A rating of 1 or greater indicates the work value is important to the participant. A score of 0 or less (a negative rating) means the particular work value is not important to the participant. The whole profile, rather than just the highest scoring work value(s), is related to the types of occupations the participant should consider.

The Details Report, as shown in the example to the right, lists the participant’s name, the date and time, and each of the 21 work needs with corresponding scores.

Again, a rating of 1 or greater indicates the work need is important to the participant. A score of 0 or less means the work need is not important to the participant. This profile is used by the WIP to generate the participant’s list of possible occupations.
JOB ZONES

At this point in the WIP process, the concept of Job Zones is introduced. The customized list of occupations in the O*NET Work Importance Profiler Occupations Report that participants receive at the end of the WIP is based on their work need scores plus the Job Zone they select.

Step 4: Select a Job Zone. Job Zones refer to the amount of education, training, and experience that occupations require in order to do the job.

There are five Job Zones (1-5). Job Zone 5 refers to occupations that require substantial preparation to gain employment, such as medical doctors or lawyers. Conversely, Job Zone 1 refers to occupations that require less preparation prior to employment, such as bus drivers and general office clerks.

Participants select a Job Zone based on either their current or their anticipated future level of education, training, and experience. Current Job Zone refers to the amount of education, training, and experience participants have now. The alternative is to select a Future Job Zone based on the level of education, training, and experience they plan to have in the future.

Job Zone information is important for participants to consider when exploring career options. It helps them get an accurate picture of how much preparation is required to pursue certain occupations. When exploring careers, it is not enough to just be interested in an occupation. Participants also must consider the amount of education, training, and experience needed to qualify for, and be successful in, occupations.
Participants can review the information in all five Job Zones (by clicking once on each folder) before selecting a Job Zone. This will give them a feel for the different levels of preparation required for different types of occupations. The Job Zone information can be printed by clicking on the “Print Job Zone Information” button.

Each Job Zone screen (such as the example on the left) summarizes the overall experience, education, and job training associated with that Job Zone. Examples of occupations that fall in that Job Zone are also provided. Notice that in the upper left-hand corner of this screen, the Job Zone level is specified (in this example, Job Zone 3) and the general amount of preparation needed is indicated. These screens help participants understand the basis for each of the five Job Zones.

Exhibit V-2 on the following page describes the overall experience, education, and job training each Job Zone requires. In addition, examples of possible occupations for each Job Zone are provided.
## JOB ZONES

### Job Zone 1 - Little or No Preparation

**Overall Experience:** No previous work-related skill, knowledge, or experience is needed for these jobs. For example, people can become general office clerks even if they never worked in an office.

**Education:** These occupations may require a high school diploma or GED certificate. Some may require a formal training course to obtain a license.

**Job Training:** People in these occupations need anywhere from a few days to a few months of training. Usually, an experienced worker can show the person how to perform the job.

**Examples:** Bus drivers, forest and conservation workers, general office clerks, home health aides, and waiters/waitresses. These occupations often involve following instructions and helping others.

### Job Zone 2 - Some Preparation

**Overall Experience:** Some previous work-related skill, knowledge, or experience may be helpful in these occupations, but usually is not needed. For example, a drywall installer could benefit from experience in installing drywall, but an inexperienced person could learn the job fairly easily.

**Education:** These occupations usually require a high school diploma and may require some vocational training or job-related course work. In some cases, the person may need an associate’s or bachelor’s degree.

**Job Training:** People in these occupations need anywhere from a few months to one year of working with experienced employees.

**Examples:** Drywall installers, fire inspectors, flight attendants, pharmacy technicians, retail salespersons, and bank tellers. These occupations often allow people to use their knowledge and skills to help others.

### Job Zone 3 - Medium Preparation

**Overall Experience:** Previous work-related skill, knowledge, or experience is required for these occupations. For example, an electrician must have gone through an apprenticeship program or several years of vocational training to perform the job.

**Education:** Most occupations in this zone require training in vocational schools, related job experience, or an associate’s degree. Some may require a bachelor’s degree.

**Job Training:** People in these occupations usually need one or two years of training, including both on-the-job experience and informal training with experienced workers.

**Examples:** Dental assistants, electricians, fish and game wardens, legal secretaries, personnel recruiters, and recreational workers. These occupations often involve using communication and organizational skills to manage and train others.

### Job Zone 4 - Considerable Preparation

**Overall Experience:** A minimum of two to four years of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant needs four years of college and several years of accounting work to be considered qualified.

**Education:** Most of these occupations require a four-year bachelor’s degree, but some do not.

**Job Training:** Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.

**Examples:** Accountants, chefs and head cooks, computer programmers, historians, and police detectives. These occupations often involve coordinating, supervising, managing, and/or training others.

### Job Zone 5 - Extensive Preparation

**Overall Experience:** Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to do their job.

**Education:** At a minimum, a bachelor’s degree is required for these occupations. Many also require graduate school degrees such as an M.A./M.S. (master’s degrees), Ph.D. (doctoral degree), M.D. (medical degree), or J.D. (law degree).

**Job Training:** Employees may need some on-the-job training, but most of these occupations require that one already have the necessary skills, knowledge, work-related experience, and/or training.

**Examples:** Lawyers, instrumental musicians, physicists, counseling psychologists, and surgeons. These occupations often involve coordinating, training, supervising, or managing the activities of others. Very advanced communication and organizational skills are required.
Participants should select the Job Zone most appropriate for their goals. Later in the program, they are given the opportunity to change their Job Zone if they become interested in viewing occupations requiring either more or less preparation.

After selecting a Job Zone, participants see a summary screen similar to the one on the right that shows their work values results and their Job Zone.

On this screen, participants have an option. They can change their Job Zone before viewing a list of possible occupations in their Occupations Report. Or, participants can select the “Search now, please” button, which will generate a customized list of possible occupations.

---

**Q and A…**

**Q.** What if the participant does not understand the concept of Job Zones?

**A.** Print the Job Zone information and walk through the parts of each zone. Point out how the zones differ by showing that the levels of preparation increase as you go from Job Zone 1 to Job Zone 5. The participant can then retain the printout for reference.

**Q.** What if participants have a difficult time deciding whether to use their current or future Job Zone?

**A.** If appropriate, suggest that participants with little work experience, or those who have not yet decided how much education to pursue, select a future Job Zone. This will encourage them to set higher occupational goals.

**Q.** What is the difference between Job Zones that are next to each other, like Job Zones 3 and 4?

**A.** The main difference is in the Overall Experience category within Job Zones. Even though the educational level between Job Zones may overlap, the level of experience is often different.

**Q.** What if participants need examples of additional occupations, such as those more familiar to them, that fit into a particular Job Zone?

**A.** Look at O*NET OnLine (http://online.onetcenter.org) to find other occupations in a particular Job Zone that may be more familiar to participants. Encourage participants to pay attention to the information provided for each of the Job Zones, including descriptions of the experience level and education required.

**Q.** How can the Job Zone information be made easier for individuals to understand?

**A.** You can explain Job Zones in terms of only the educational level required. For example, most occupations in Job Zone 1 require a high school diploma or GED. In Job Zone 2, high school and vocational schooling are required, and in Job Zone 3, an associate’s degree is required. Finally, in Job Zone 4, participants need a bachelor’s degree, while in Job Zone 5, a bachelor’s degree plus some graduate education are necessary.
LIST OF POSSIBLE OCCUPATIONS

Once participants are satisfied with the Job Zone they selected, the computer will present a screen containing their list of possible occupations. Just as participants have their own Work Importance Profiles, each occupation also has its own Work Importance Profile.

Step 5: Review the Occupations Report. The O*NET Work Importance Profiler Occupations Report is generated by matching a participant’s most important work needs (as indicated in their Profile) with the most important work needs in the occupations’ profiles. The computer generates a list of possible occupations according to how closely the jobs match the participant’s work values profiles, which are made up of their 21 need scores. Jobs with the strongest matches have a double carrot (>>) symbol to the left of the occupation title. The O*NET Work Importance Profiler Occupations Report, includes:

- the participant’s name,
- the date,
- the WIP results,
- the Job Zone selected by the participant,
- the number of occupations included in the Occupations Report, and
- a list of possible occupations, including the corresponding O*NET-SOC Code and Title.

Participants can browse the list of occupations contained in their Occupations Report by moving the scroll bar (which is located to the right of the list of possible occupations) up and down. Participants should click on the “Print Report” button to obtain a printout of all the jobs contained in the Occupations Report. The report will first list the occupations from their preferred Job Zone, followed by a listing of the occupations in the remaining four Job Zones. Participants should be encouraged to take advantage of the print option so they can continue to review their results and discuss them with others following their session.

Additionally, participants can click on the “Switch to Job Zone” button to select a new Job Zone and bring the occupations associated with that Job Zone to the top of the list.
RESEARCHING OCCUPATIONS USING O*NET

After reviewing the Occupations Report, the computer provides some information on using O*NET OnLine to obtain information about the participant’s list. Participants should refer to the printed list of occupations to search either by the O*NET-SOC Code or the O*NET Title. O*NET OnLine provides the following occupational information:

- worker characteristics,
- job requirements,
- work environment,
- work tasks, and
- employment outlook and salary ranges (through a link to America’s Career InfoNet – www.acinet.org/).

If, after reviewing their list of possible occupations, participants are happy with their results, O*NET OnLine is a resource for further exploring the jobs. If some participants are not happy with their results, the WIP suggests some options on the following screen (next page).
IS THE PARTICIPANT HAPPY WITH THEIR OCCUPATIONS REPORT?

When participants have reviewed their list of possible occupations, they should decide if they are happy with the list.

On this screen, participants have an option. If they think the WIP results describe what is important to them and they can picture working in one or more jobs in their list of occupations, they should select the “Yes” option on this screen.

However, if participants are unhappy with their results, they should select the “Unsure” button. After selecting this option, participants are presented with the following suggestions for what to do next:

- **Review their WIP results and Job Zone.** Participants can consider how their selections relate to their occupational goals.

- **Conduct a new search with a single work value item.** They can elect to search for a list of occupations based on a single work value. Perhaps by searching for jobs using only their most important work value (i.e., the first one listed in their WIP results), they will generate a more appealing list of occupations.

- **Pick a new Job Zone and search again.** The Job Zone they selected may be inappropriate for them. If they selected a future Job Zone, the computer may have generated a list that did not truly meet their career goals. They can review the Job Zone descriptions and select a new one.

- **Talk with a counselor, teacher, friend, or family member for advice.** Participants may need assistance in identifying what is important to them. Counselors and teachers can guide participants while they complete the WIP. Friends and family members may be helpful in discussing a participant’s past experiences with jobs.

- **Take the WIP again.** Participants may be having a bad day and simply need to take a break and retake the WIP at a later time. It is not recommended that they retake the WIP in the same day. Instead, participants should take some time to think about aspects of jobs that are important and are not important to them, then retake the WIP.

- **Try other O*NET Career Exploration Tools.** It is possible that the WIP does not measure all of the aspects of jobs that are important to the participant. Other O*NET Career Exploration Tools may help the participant more than the WIP.

Depending on the person, a combination of the above alternatives may be the most helpful.
SUMMARY OF O*NET CAREER EXPLORATION TOOLS

The more people know about themselves, the more likely they will find satisfying and rewarding work. Other O*NET tools that can be used to discover possible occupations include:

The paper-and-pencil version of the WIP, called the O*NET Work Importance Locator, is also available. It helps participants determine what is most important to them on their ideal job. This instrument is answered and scored in a booklet.

The O*NET Interest Profiler helps participants identify their work-related interests. Like the WIP, the Interest Profiler is a self-assessment tool that most participants can take on their own. Participants can link their results directly to occupations in O*NET OnLine. Both electronic and paper-and-pencil versions are available.

The O*NET Ability Profiler helps users identify the kinds of jobs they can do well. It can help the user identify strengths and areas for which they may need more education or training. This instrument requires standardized administration by a trained professional. Participants receive customized computer-generated score reports. The report includes O*NET occupations that best fit the participant’s Ability Profile and selected Job Zone.

For more information about O*NET Career Exploration Tools, contact O*NET by sending an e-mail message to onet@ncmail.net or checking the Web site at www.onetcenter.org.
VI. OTHER WAYS TO ADMINISTER THE WIP

In addition to administering the O*NET Work Importance Profiler (WIP) to an individual, the WIP can be given three other ways: group administration, one-on-one administration, and by combining administration methods. These methods are described below.

**GROUP ADMINISTRATION**

The WIP is also suited for group administration. Group administration means that a professional (e.g., counselor, teacher, program leader) directs the administration of the WIP to several participants at the same time and provides assistance to them. Group administration includes, but is not limited to, the following procedures:

- You may want to verbally guide participants through the WIP as they work at their terminals or work stations.
- You can answer participants’ questions regarding the WIP instructions, including how to click on boxes in the ranking phase and what to think about when completing items.
- You might find it useful to monitor participants as they rank and rate work needs and select a Job Zone, making sure they are not having problems working on the computer and that they know how to move back and forth through the instrument as needed.
- You can answer questions about specific items. For example, participants may not understand or be familiar with a particular work need or the meaning of Job Zones. However, when providing clarification, be sure not to influence participants as to whether they like or dislike the work need or Job Zone.
- You might answer questions regarding Job Zones and the list of occupations in a group session. You might want to go over the different sections of the list of occupations or talk about options for getting new results (e.g., changing Job Zones or doing a search for occupations based on a single work value). Chances are that in a group of participants, several people will have the same question about their results.
- You can have a separate session when you review participant results. Participants can share how they feel about their results. You can generate discussion by asking participants questions like: “What do you think about your profile(s)?,” “What do you think about the occupations listed?,” and “Why did you select a particular Job Zone?”
**Q and A…**

**Q. What locations are better for group administration?**

A. Just like individual administration, group administration should take place in locations where individual participants will be able to concentrate and focus on the WIP. There must be enough terminals or workstations to allow participants to work individually. A computer lab is ideal for this purpose.

**Q. When is it appropriate to administer the WIP in a group setting?**

A. You may want to make the WIP part of a career exploration activity in which participants talk about their results and how the WIP helped them discover information about themselves. You may want to use the group administration method with participants who cannot read at an eighth grade level, have limited computer experience, or have trouble with the English language.

**Q. How long will it take to conduct a group administration of the WIP?**

A. Group administration will take approximately one hour. This includes completing the items and discussing results.

**Q. Can group administration be held over two sessions?**

A. Yes, it is possible if absolutely needed. After the Ranking and Rating Phases, one could print the O*NET Work Importance Profiler Score Summary and Details Report. Participants could later continue the administration by entering in their work needs scores, selecting a Job Zone, generating their Occupations Report, and discussing options. However, breaking up the WIP session is not recommended because the O*NET Work Values Score Summary and Details Report have little meaning without the Occupations Report.

**Q. Are there certain things I should pay particular attention to during a group administration?**

A. You should make sure that participants are working independently and not selecting their answers, especially for the Ranking Phase, based on another person’s answers. Pay attention to all of the individuals in the group to ensure no one is getting lost or falling behind. Ask often for questions. Remind participants that the WIP is not a test.

**Q. How many participants can participate in the WIP group administration at one time?**

A. The maximum number of people for a group administration should be about 15-20 people. Larger groups will be difficult to monitor to ensure that everyone is following along. There is no minimum number of participants for a group administration.

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**One-on-One Administration**

You may want to provide assistance to an individual participant. For example, you may have a participant with poor reading skills, in which case a one-on-one session with each of you taking turns reading instructions would be helpful. You can provide assistance to the individual on specific items or check progress periodically to ensure he/she is completing the WIP without difficulty.
COMBINING ADMINISTRATION METHODS

Another option is to combine administration methods. For example, you may provide some assistance to individuals or you might have participants take the majority of the instrument on their own and provide assistance only during certain portions of the administration. For example, general directions can be provided to the group regarding the steps to complete the WIP. Then participants can be left to complete the WIP on their own. Finally, a group session can be held to discuss the list of occupations generated, how to obtain information regarding jobs, and other O*NET Career Exploration Tools that participants may find helpful.

Based on your experience with different individuals, you can decide the best manner for them to complete the WIP, either by themselves or with help, in a group setting, or some combination of methods.
VII. CAREER EXPLORATION ACTIVITIES

To help clients better understand their work values results, activities are presented below that you can incorporate into your career exploration and counseling program. These activities can be used individually by clients or in a group setting. Alternatively, you might decide to use a combination method and have clients work on some sections of the activities independently and other parts in a group.

**Change WIP results.**
After receiving their WIP Occupations Report, clients can change their results by asking for a new search based on only one work value area. This will help focus the results on a particular value that is most important to the client. Also, by looking at the listings of occupations in other Job Zones (following the selected Job Zone in the Occupations Report), clients can see how different amounts of education and training effect the occupations that a person might consider. If clients are dissatisfied with their WIP results, they can consider taking the WIP again at a later time.

**Explore occupations using O*NET OnLine.**
Clients can explore occupations which interest them by using O*NET OnLine ([http://online.onetcenter.org](http://online.onetcenter.org)). They can look at Snapshots of occupations to learn the most important attributes for performing those occupations. They can do a Skills Search to see if any of the occupations that matched their work values also match their skills. They can explore Related Occupations to see if they can find more occupations they may wish to consider. O*NET OnLine provides a myriad of career exploration opportunities that can be used to help clients get the most out of their O*NET Work Importance Profiler results.

**Use America's Job Bank (AJB) and other resources to look for jobs.**
AJB, which can be found on the Internet at [www.ajb.org](http://www.ajb.org), uses the O*NET classification system. Clients can see the type of job openings that exist for occupations they have selected to explore. If clients do not have access to the Internet through their school or home, they can go to their local employment service office or library to gain access. Clients also can try to find their occupations in the classified section of a newspaper.

**Use America’s Career InfoNET (ACINet) to find employment trends and wages related to occupations.**
ACINet can be found on the Internet at [www.acinet.org](http://www.acinet.org). It allows users to see typical wages and employment trends for occupations in different areas of the country. Clients also can learn about cost of living data locally and nationally and retrieve state profiles with labor market conditions.

**Clients can try their results out.**
Clients could visit an individual working in one of the occupations they are thinking of pursuing to see what the person does on the job. They can talk to employees to learn about their values and then compare these values to their own. You might want...
to have clients prepare a list of questions to ask employees. A few suggested questions are:

1) What does the person like and dislike about the job?
2) What does the person do on the job?
3) How are the person’s values satisfied on the job?
VIII. SAVING CLIENT DATA – NETWORK VERSION

The O*NET Work Importance Profiler (WIP) network version has a built-in system that facilitates the storage and retrieval of clients’ information. This section will describe:

- a few potential uses of the data,
- the file where the data is stored, and
- the “read me” file that the WIP provides to help counselors and administrators become familiar with the structure of the data file.

POTENTIAL USES OF WIP DATA

As a counselor or administrator, there are a number of reasons why you may want to store and have access to your clients’ work values data. In order to help clients see if their values have evolved or changed, you may want to have your clients take the WIP at two different points in time and compare their work values results. In addition, if you have a copy of your clients’ results and they should lose or misplace their Occupations Report, they will be able to avoid having to take the WIP over again. Finally, the WIP’s data file is useful for vocational psychologists and other researchers who seek to gather data on work values through research studies.¹

THE WIP’S DATA FILE

When the WIP is installed onto your computer, a file called WIPDATA.TXT is created. The location of the file can be specified when you are installing the WIP (for a detailed discussion of installation issues related to a network, see Appendix A). WIPDATA.TXT will contain the answers and summary results of each person who completes the WIP.²

“READ ME” FILE DESCRIBING WIPDATA.TXT

When the WIP is installed onto your computer, a “read me” file called WIPReadme.TXT is created. In addition, an icon labeled Work Importance Profiler Readme appears next to the WIP icon, providing easy access to the “read me” file. The file provides an overview of the WIPDATA.TXT file, including that it is an ASCII file, comma delimited, and that it stores each client’s record in sequential order.

¹ It is important to follow the American Psychological Association’s guidelines on confidentiality when conducting research studies using the WIP.
² If a client exits before completing the WIP, a warning will appear if he or she has not proceeded far enough in the program to add data to the data file.
A demonstration version of the O*NET Work Importance Profiler (WIP) is available. This version of the WIP has additional “Quick” or “Sample” keys that are designed to facilitate a quick navigation of the program. For example, there is a Quick key located on the screen where clients are asked to enter their name. If the Quick key is clicked, dummy information is entered into the entry fields. The user then can continue quickly moving through the rest of the WIP program. Listed below are the WIP screens that have the Quick or Sample key options in the demonstration version:

- About You (name screen, Quick key)
- Practice – Ranking Work Statements (Quick key)
- Ranking Phase (Sample key)
- Rating Phase (Sample key)

The screen shown here is the first page of the Ranking Phase. Notice the “Sample” key at the bottom center of the screen. By selecting this option, choices will be made for you so that you don’t have to go through all 21 ranking screens while demonstrating the WIP for a client or other interested party.

This version of the WIP may be of use to counselors/administrators who are first learning about the WIP, or to individuals who are giving presentations in which they wish to demonstrate the WIP quickly.
X. WHERE CAN I GET MORE HELP USING THE O*NET WORK IMPORTANCE PROFILER?

For more information about the O*NET Work Importance Profiler and its Occupations Report, you can contact the National Center for O*NET Development at:

Internet:  http://www.onetcenter.org

e-mail:  onet@ncmail.net

regular mail:  Customer Service
National Center for O*NET Development
Post Office Box 27625
Raleigh, NC 27611

fax:  (919) 715-0778
REFERENCES


Appendix A:

Network Installation and Uninstallation
O*NET WORK IMPORTANCE PROFILER (WIP)
NETWORK INSTALLATION AND UNINSTALLATION

Two important steps are required prior to network installation:

- Locate and remove any previous installations of the WIP.
- Determine location where data files will be written.

**REMOVE PREVIOUS INSTALLATIONS**

Any previous installations of the WIP should be uninstalled from both the network server and the administrative workstation before the current installation. Other workstation installations on the network do not have to be uninstalled if the following are true:

a. the same network directory or folder will be used, and
b. the location of the data collection files will not be changed.

**Note:** While the install process will never overwrite existing results data files, they will be removed by running Uninstall. Before beginning the installation process, copy these existing results data files. Instructions for uninstalling the WIP are provided at the end of this appendix.

**DETERMINE LOCATION WHERE RESULTS DATA FILES WILL BE WRITTEN**

When deciding where results data files should be stored, it is important to select a method that will safeguard the privacy and confidentiality of client data. Results only should be available to those who have a legitimate need to know (for example, the network administrator, the assessment administrator and the client taking the assessment). Assessment results are confidential and should not be disclosed to another individual or outside organization without the informed consent of the assessment taker.

As users work with the WIP, records of their results are created. These results data files are written to a file named WIPDATA.TXT. The network administrator must decide where this file is to be written. This decision applies to all workstations.

When prompted by the installation program, type in the path and directory. The workstation setup program will install a zero-length results data collection file within the specified directory. The installation process will create a new results file named WIPDATA.TXT. The installation process will not overwrite results data files. However, if the program has already been installed on the network, it will be overwritten with the new installation.

Upon completion of the installation process, readme file icons provide quick access to the WIPREADME.TXT file that describes the structure of the results data file, WIPDATA.TXT.
Below are two possible scenarios for collection of data:

A. **Use a shared network directory**
   In this scenario, data will be collected from all workstations into a single file in a single location on the network. This directory must be writable by all workstations and all users, and all workstations must access this directory using the same drive mapping. For example, if the F: drive is mapped to the root of a server volume, selecting F:\ONET Assessment Tools would result in all stations and all users writing to the results data file F:\ONET Assessment Tools\WIPDATA.TXT.

B. **Use a private network directory**
   In this scenario, the directory path points to a private location for each network administrator assigned identification number (ID). For example, in many networks each user is assigned a private directory mapped to the H: drive. In this case, selecting H:\ONET Assessment Tools would result in each user writing to a separate file on the network, in whatever volume H: is mapped to. Note that each user accesses and writes to a private results data file regardless of which workstation is being run by that user.

**INSTALLING THE O*NET WORK IMPORTANCE PROFILER ON A NETWORK**

Installing the WIP takes 3 to 4 minutes. It is good practice to close all other applications before beginning the process. This frees up memory for the installation process and avoids problems of losing data should the computer need rebooting. It is recommended that your system or network administrator perform the network installation.

The WIP supports file-server LANS as well as peer-to-peer networking among users of Windows 95/98/NT/2000/ME. The same basic program, SETUP.EXE, is used to set up either standalone or network installations. Network installation is a multistage process.

To install the WIP on a file-server LAN, you need supervisory rights. You should have read, write, create, modify, add, erase, and file scan access to any directory on the network server, and you should be able to create new directories. If your access privileges are restricted, contact your network supervisor.

From the designated administrative workstation, run SETUP.EXE. This installs the WIP files on the server. The network administrative setup is run from a client machine, not from the server.

On a file-server LAN, such as Novell or Windows NT, the installer should log in from a client workstation using an ID with supervisory rights. Any workstation on the network can be used. You will use this workstation to control which version of the WIP is available to all users. All the WIP files are installed in the network directory.

On Windows 95 or newer peer-to-peer networks or Windows NT networks, the installer must map a drive to the server. The installation will not function if the WIP is installed from the server itself, nor
will it function if installed using share names rather than drive mappings. Consult your system-
operating manual for directions on properly mapping a drive to a server.

Locate the previously downloaded O*NET Work Importance Profiler installation file, SETUP.EXE,
and follow the installation instructions provided in this guide. The instructions assume you are
installing the WIP from a folder on a network drive F: that is writeable by all workstations. If you are
using a different drive, simply substitute the appropriate drive designation.
## WIP Installation

<table>
<thead>
<tr>
<th>Operation</th>
<th>Windows 95/98/NT/2000/ME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose</td>
<td>Run from the Start Menu</td>
</tr>
<tr>
<td>Type</td>
<td>F:&lt;path&gt;\setup.exe in the dialog box (e.g. F:\my download files\setup.exe)</td>
</tr>
<tr>
<td>Click/Press</td>
<td>Enter/OK</td>
</tr>
<tr>
<td>Options offered</td>
<td>Interest Profiler - Standard, Work Importance Profiler - Standard, Interest Profiler - Demo</td>
</tr>
<tr>
<td>Choose</td>
<td>Work Importance Profiler - Standard and/or Work Importance Profiler - Demo (Also check Interest Profiler – Standard and/or Demo for concurrent installation of both instruments.) (Next)</td>
</tr>
<tr>
<td>Options offered</td>
<td>Standalone Installation or Network Administrative Installation</td>
</tr>
<tr>
<td>Choose</td>
<td>Network Administrative Installation (Next)</td>
</tr>
<tr>
<td>Options offered</td>
<td>Install Executable Files on Server or Install Client Files and Icons</td>
</tr>
<tr>
<td>Choose</td>
<td>Install Executable Files on Server (Next)</td>
</tr>
<tr>
<td>Option offered</td>
<td>Choose destination location</td>
</tr>
<tr>
<td>Choose</td>
<td>Default directory/folder (F:\ONET Assessment Tools*) or select Browse and type in directory/folder where you want the WIP program installed (Next)</td>
</tr>
<tr>
<td>Option offered</td>
<td>Select data directory</td>
</tr>
<tr>
<td>Choose</td>
<td>Default directory/folder (F:\ONET Assessment Tools*) or select Browse and type in directory/folder where you want the data collection files written. Refer to examples on page 56. (Next)</td>
</tr>
<tr>
<td>Option</td>
<td>Select program manager group</td>
</tr>
<tr>
<td>Choose</td>
<td>Default directory/folder (ONET Assessment Tools) or select the name of the Program Manager group where you want the O*NET Assessment Tools icons added. (Next)</td>
</tr>
<tr>
<td>Option</td>
<td>Create desktop icons?</td>
</tr>
<tr>
<td>Choose</td>
<td>Select Default (Create icons on desktop) or clear the check box if you do not want icons created. (Next)</td>
</tr>
<tr>
<td>Option</td>
<td>Start installation (Next)</td>
</tr>
<tr>
<td>Click</td>
<td>Installation Complete. (Finish)</td>
</tr>
</tbody>
</table>

**Note:** *The program will use the first network drive directory it comes to as the default directory/folder. The program will also use the default printer installed for your Windows applications.*
Run Setup.exe for Individual Workstations

From each of the remaining workstations on the network, locate and run Setup.exe. Each station is set up individually. This process only takes a few minutes per workstation.

<table>
<thead>
<tr>
<th>Operation</th>
<th>Windows 95/98/NT/2000/ME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose</td>
<td>Run from the Start Menu</td>
</tr>
<tr>
<td>Type</td>
<td>F:&lt;path&gt;setup.exe in the dialog box (e.g. F:\my_download files\setup.exe)</td>
</tr>
<tr>
<td>Click/Press</td>
<td>Enter/OK</td>
</tr>
<tr>
<td>Options offered</td>
<td>Interest Profiler - Standard Work Importance Profiler - Standard Interest Profiler - Demo Work Importance Profiler - Demo</td>
</tr>
<tr>
<td>Choose</td>
<td>Work Importance Profiler - Standard and/or Work Importance Profiler - Demo (Also check Interest Profiler – Standard and/or Demo for concurrent installation of both instruments.) (Next)</td>
</tr>
<tr>
<td>Options offered</td>
<td>Standalone Installation or Network Administrative Installation</td>
</tr>
<tr>
<td>Choose</td>
<td>Network Administrative Installation (Next)</td>
</tr>
<tr>
<td>Options offered</td>
<td>Install Executable Files on Server or Install Client Files and Icons</td>
</tr>
<tr>
<td>Choose</td>
<td>Install Client Files and Icons (Next)</td>
</tr>
<tr>
<td>Option offered</td>
<td>Choose destination location</td>
</tr>
<tr>
<td>Choose</td>
<td>Default directory/folder (F:\ONET Assessment Tools*) or select Browse and type in directory/folder where you want the WIP program installed (Next)</td>
</tr>
<tr>
<td>Option</td>
<td>Select program manager group</td>
</tr>
<tr>
<td>Choose</td>
<td>Default directory/folder (ONET Assessment Tools) or select the name of the Program Manager group where you want the O*NET Assessment Tools icons added. (Next)</td>
</tr>
<tr>
<td>Option</td>
<td>Create desktop icons?</td>
</tr>
<tr>
<td>Choose</td>
<td>Select Default (Create icons on desktop) or clear the check box if you do not want icons created. (Next)</td>
</tr>
<tr>
<td>Option</td>
<td>Start installation (Next)</td>
</tr>
<tr>
<td>Click</td>
<td>Installation Complete. (Finish)</td>
</tr>
</tbody>
</table>

Note: *The program will use the first network drive directory it comes to as the default directory/folder. The program will also use the default printer installed for your Windows applications.
Files Installed by Setup.exe for a Network Installation

Setup will install the following files into the network directory you have specified:

<table>
<thead>
<tr>
<th>File Name</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIPDEMO.EXE</td>
<td>Runs the demonstration version</td>
</tr>
<tr>
<td>WIP.EXE</td>
<td>Runs the standard version</td>
</tr>
<tr>
<td>WIPOUSHR.TXT</td>
<td></td>
</tr>
<tr>
<td>WIPOUMAS.TXT</td>
<td></td>
</tr>
<tr>
<td>WIPJZ.CSV</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data files used by the WIP and the WIPDEMO</td>
</tr>
<tr>
<td>UNWISE.EXE</td>
<td>The uninstaller</td>
</tr>
<tr>
<td>INSTALL.LOG</td>
<td>Installation log</td>
</tr>
<tr>
<td>DATALOCATION.TXT</td>
<td>Provides the location of the user data file, WIPDATA.TXT</td>
</tr>
<tr>
<td>WIPDATA.TXT</td>
<td>The WIP client/user data collection file, which is</td>
</tr>
<tr>
<td></td>
<td>installed in a user-designated location</td>
</tr>
<tr>
<td>WIPREADME.TXT</td>
<td>A text file that describes the structure of the user data</td>
</tr>
<tr>
<td></td>
<td>file, WIPDATA.TXT</td>
</tr>
<tr>
<td>RICHTX32.OCX</td>
<td>Updates to system files already installed</td>
</tr>
<tr>
<td>CLBCATQ.DLL</td>
<td></td>
</tr>
<tr>
<td>THREED32.OCX</td>
<td></td>
</tr>
<tr>
<td>DAO2535.TLB</td>
<td>Visual Basic database library</td>
</tr>
</tbody>
</table>

In addition, a number of shared dynamic-link libraries will be installed into the subdirectory DLLS located under the main installation directory. These may be used by the workstation setup process.

Troubleshooting

In the event of installation failure, please copy the file INSTALL.LOG (found in the server installation directory) and deliver it via e-mail to Customer Service Support at: onet@ncmail.net.

Test the Installation

It is a good practice to test any network installation before allowing user access. You should run the WIP from several workstations.
RUNNING THE WIP

From any network workstation, navigate to the Work Importance Profiler icon or Program Group on your desktop. If both versions of the WIP are loaded, two icons will appear. Double-click the WIP icon to run the WIP. The same process is used to run the Demonstration Version. This version will have an icon labeled “DEMO.”

UNINSTALLING THE O*NET WORK IMPORTANCE PROFILER FROM A NETWORK

The Uninstaller must be run from the network installation, as well as from each station where the workstation setup was performed. If you plan to install a new version of the WIP and will be keeping the data files (WIPDATA.TXT) and the network directory in the current locations, the WIP does not have to be uninstalled from the non-administrative workstations.

To uninstall the WIP, use the automatic Uninstall option from the Start Menu, Settings, Control Panel, Add/Remove Programs. Scroll down the program listing and select O*NET Assessment Tools. Click on Add/Remove.

When the Uninstaller is started, it will offer a choice of Automatic or Custom methods. The Automatic method is recommended. The custom method will allow you to choose exactly which files are removed. The Automatic method removes all O*NET Assessment Tools and desktop icons.

***Important note: The Uninstaller will remove data files and data directories, as well as the program files. If you want to retain your data, COPY THE WIPDATA.TXT FILES TO ANOTHER LOCATION BEFORE STARTING THE UNINSTALL PROGRAM.
Appendix B:

The Theory of Work Adjustment and Development of the O*NET Work Importance Profiler
THE THEORY OF WORK ADJUSTMENT AND DEVELOPMENT OF THE O*NET WORK IMPORTANCE PROFILER

This appendix presents a general summary of the theoretical and research foundations of the O*NET Work Importance Profiler (WIP). The first section of the appendix describes the theory upon which the WIP is based, the Theory of Work Adjustment. The second section discusses how the WIP was developed and presents the research evidence and psychometric qualities of the WIP. The intention is to provide this information to those users who want a fundamental understanding of the technical underpinnings of the WIP, so that they will be comfortable with the thinking and psychometric qualities of the tool. Other documents are available that present more complete and technical discussions of the WIP. For theoretical aspects, the book, Adjustment to Work (Lofquist & Dawis, 1969), gives a comprehensive treatment of the Theory of Work Adjustment. For technical underpinnings of the WIP, the report, Development of the O*NET Computerized Work Importance Profiler (McCloy, Waugh, Medsker, Wall, Rivkin, & Lewis, 1999), discusses the technical qualities of the WIP in detail.

THE THEORY OF WORK ADJUSTMENT

The O*NET Work Importance Profiler is based on the Theory of Work Adjustment (TWA). The TWA states that people derive satisfaction from their work and adjust to work when:

1. they have the necessary skills and abilities to perform the job well, and
2. the job in turn satisfies important needs and values of the worker.

Studies on work adjustment began in 1957 at the University of Minnesota under the direction of René Dawis and Lloyd Lofquist. The impetus of their research was to explore aspects of an individual’s work adjustment and develop assessment tools to measure and predict a worker’s adjustment to work. The Theory of Work Adjustment was first conceptualized in 1964 (Dawis, Lofquist, & Weiss, 1968; Weiss, Dawis, England, & Lofquist, 1964) and was given more comprehensive coverage in the book Adjustment to Work (Lofquist & Dawis, 1969).

The TWA is a comprehensive model of vocational adjustment based on the concept of correspondence between the individual and the work environment (Dawis & Lofquist, 1984), or the degree to which the requirements of the work environment and the requirements of the worker are met. The TWA proposes that occupational needs and abilities are essential elements of a person’s work personality, while worker requirements (e.g., skills and abilities needed to do a job) and reinforcer systems (e.g., rewards such as salary and bonuses) are significant aspects of the work environment. The greater the degree an individual worker’s skills and abilities match with those skills and abilities required by a particular job, the greater the satisfactoriness of the job. Additionally, the better workers’ needs and values are met by the reinforcers (e.g., salary, hourly wage, bonuses) available in the work environment, the more satisfied they will be with work. Dawis and Lofquist summarized the TWA as follows:

- The concept of work is defined as a mutually beneficial interaction between an individual and a work environment.
- The work environment requires that certain skills and abilities are needed to successfully perform the tasks of the job, and that the individual has the skills to perform the job.
In exchange for work performed, the individual requires compensation for work performance and certain preferred conditions, such as a safe and comfortable place to work.

The environment and the worker must continue to meet each other’s requirements for the interaction to be maintained. The degree to which the requirements of both are met is called correspondence.

Work adjustment is the process of achieving and maintaining correspondence. Individuals experience work adjustment if they are satisfied with the work environment. Satisfactoriness is achieved when the skills and abilities required by the work are provided by the worker.

Satisfaction and satisfactoriness result in tenure by employees (i.e., workers stay in their job), which is the principal indicator of work adjustment. Tenure can be predicted from the correspondence of an individual’s work personality with the work environment.

Work personalities and work environments can be described in terms of structure and style variables that are measured on the same dimensions (Dawis & Lofquist, 1984, pp. 9-10).

Therefore, to completely understand the TWA, the characteristics of both the worker and the work environment must be measured to determine the amount of correspondence between them. Two instruments designed to measure the abilities and needs of workers are:

- The General Aptitude Test Battery or GATB (U.S. Department of Labor, 1970), which measures work-related abilities, and

- The Minnesota Importance Questionnaire or MIQ (Rounds, Henly, Dawis, Lofquist, & Weiss, 1981), which measures workers’ needs and values.

A measurement instrument designed to assess the ability requirements (i.e., abilities the worker needs to do the job) and reinforcer systems (i.e., rewards the worker receives for doing the job) of work environments is called:

- The Minnesota Job Description Questionnaire or MJDQ (Borgen, Weiss, Tinsley, Dawis, & Lofquist, 1968), which provides a description of the work environment in need/value terms.

The statements from the MIQ used to measure the characteristics of the worker and those from the MJDQ used to measure the characteristics of the work environment are similar. Hence, the statements allow individuals’ needs/values to be matched with occupations’ need/values in terms of what satisfies workers the most on their ideal jobs.

The MIQ was the basis for the development of the WIP. The MIQ has been through three revisions since it was developed in 1964. Individuals completing the MIQ are asked to indicate the relative importance of 21 occupationally relevant need-reinforcer statements. These statements have been found to be important to job satisfaction and are grouped into six value dimensions that were created through a statistical procedure called factor analysis. These values are the basis for the work values contained in the WIP.
DEVELOPMENT OF THE WORK IMPORTANCE PROFILER

The research design employed for developing the WIP involved three studies: a Pre-Pilot Study, a Pilot Study, and a Main Study. (A paper-and-pencil version of the WIP, called the O*NET Work Importance Locator, and referred to as the WIL-P&P in this discussion, has also been developed.) Data for these studies were collected at four points in time, designated as Time 1, Time 2, Time 3, and Time 4. Each of the studies is summarized in the following sections of this Appendix.

Pre-Pilot Study

Prior to the Pre-Pilot Study, a draft version of the WIP was developed using items from the MIQ. Because the WIP was developed to be consistent with O*NET occupational descriptors, several items from the MIQ were revised. The WIP was designed so that it could be scored immediately and used for self-assessment. In addition, care was taken to make the tool easy to use for people inexperienced with computers.

The format of the WIP is based on the format of the MIQ and uses a multiple rank order item format. After going through instructions for using the keyboard and completing the WIP, the user is presented with 21 screens. At the beginning of each screen, the stem prompt, “On my ideal job it is important that…,” is provided. Each screen shows five need statements (e.g., “I could try out my ideas,” “I could be busy all the time”) that the user then ranks in order of importance to him/her. After completing the 21 screens, the WIP then asks users to rate each need statement as either important or not important. When this is completed, the user’s six work values are shown in order of importance. On another screen, there is also the option of viewing the scores for the work values and related work needs.

In the Pre-Pilot Study (Time 1) the WIP was first administered to several employees of the contractor firm that developed the WIP. Modifications were made as a result of this testing. Next, several staff members at the New York and North Carolina Assessment Research and Development Centers completed the WIP and provided feedback on the draft for further revision of the tool. A total of 10 contractor and government developers were involved in the Pre-Pilot Study of the WIP.

Pilot Study

The Pilot Study (Time 2) was conducted to get feedback and information useful for further refinement of the WIP. Forty-three employment center participants took the WIP at an employment center in Utah. Test administrators observed participants completing the tool. When the participants had finished, they completed a participant reaction form on which they commented about the WIP and rated its ease of use. The WIP was confirmed easy to use by an average positive response rate of 90% across the six items on the participant reaction form.

Pilot Study results were used to modify the WIP in preparation for the Main Study. The installation and data-backup programs were changed to simplify procedures. In addition, a printed keyboard layout was provided during the Pilot Study to help participants with little or no
computer experience to find the required keys. Other minor improvements were made in the instructions, content wording, and procedures of the WIP. The final version of the WIP contained the following sections, in order:

- introductory screens,
- mouse and keyboard training,
- identification block for participants to enter their name,
- guided ranking example and ranking instructions,
- ranking the items on relative importance (21 screens of 5 items),
- rating instructions,
- rating the 21 items on absolute importance,
- score feedback, and
- a work values explanation sheet.

After content and procedural revisions, the WIP was formatted and prepared for testing in the Main Study.

**Main Study**

Data for the Main Study were collected at Times 3 and 4. In the Main Study, the WIP and two other instruments—the WIL-P&P and the MIQ—were administered to employment center clients and junior college students. Participants in the Main Study took two of the three instruments, so that information on the same participants taking different measures would be available. The study design attempted to balance the pairing and ordering of the measures taken by participants so that all pairs and orders would be represented.

Two subsamples of participants were junior college students who took both the WIP and the WIL-P&P at both Times 3 and 4. These data were used to examine the test-retest reliability of the two tools. For test-retest reliability analysis, the sample size was 232 for the WIL-P&P and 213 for the WIP. Time 3 data from these junior college students and Time 3 data from the other subsamples of participants from employment center clients were used to analyze other psychometric properties of the WIP. Based on Time 3 data, and after cleaning the data for response inconsistencies, missing responses, and invalid responses, the overall sample sizes providing usable data in the Main Study for these analyses were 941 for the WIP, 1,199 for the WIL-P&P, and 550 for the MIQ.

The 941 WIP participants (with usable data) were fairly evenly split between males (47%) and females (53%). The sample was 47% White, 37% African American, 12% Hispanic, and the remainder distributed over other ethnic groups. The percentage of participants in racial/ethnic groups was deemed sufficiently large for statistical analyses and comparisons.

Several analyses were performed to determine if the WIP work values were related to gender, racial/ethnic group, or educational attainment. Other analyses were performed to assess the evidence of reliability and validity. Results of these analyses are summarized below.
Work Values and Education

A multivariate analysis of variance (MANOVA) was done on the WIP (as well as on the WIL-P&P and the MIQ) to determine if the level of education affected the magnitude of work value scores. The dependent variables were the six WIP work value scales, and the independent variable was the level of education. For the WIP, the following results were significant:

- Those with a 2-year or 4-year college degree scored higher on the Achievement value than those with a high school diploma or less.
- Those with a 2- or 4-year college degree scored lower on the Comfort value than those with a high school diploma.
- Those with a 2- or 4-year college degree scored lower on the Safety value than those with a high school diploma.
- Scores on the Autonomy value were greater for those with a 2- or 4-year college degree than those with a high school diploma or less.

Work Values and Gender and Racial/Ethnic Group

A two-way MANOVA was performed to determine if racial/ethnic group or gender affected the magnitude of the work value scores. Years of education were used as a covariate to remove the potential confounding influence of education. Only Whites, African Americans, and Hispanics were included in the analysis because of the small number of individuals in the other racial/ethnic groups. For the WIP, the following was found:

- Level of education was related to differences on the values of Achievement, Autonomy, Safety, and Comfort.
- African Americans and Hispanics tended to express higher value for Status than did Whites.
- Females tended to express higher value for Safety and Altruism than did males.

Evidence of Reliability of the WIP

The term reliability refers in general to the degree to which a measurement procedure is free from unsystematic errors of measurement and the degree to which it gives the same values if the measurement procedure is repeated. Reliability studies conducted for the WIP included obtaining test-retest, alternative form, and internal consistency reliability estimates.

Test-retest reliability. The WIP was administered in junior college classes and then re-administered in the same classes 4-8 weeks later. Each participant completed both the WIP and the WIL-P&P at each administration. The order of the two instruments was balanced. About one-half of the participants completed the WIP first (n = 234), while the others completed the WIL-P&P first (n = 269). At the second administration, each participant took the measures in the same order as at the first administration. For the WIP, 213 participants provided complete data at both administrations.

The correlations between the Time 1 and Time 2 results were computed for each need and value measured in the WIP. The correlations for the individual needs were moderate, ranging from .53 to .76 with a median of .63. The correlations for the values were less variable with a range of .59 to .66 and a median of .62. The top value was the same at Times 1 and 2 for about 66% of the
participants (averaging the results of the group that took the WIP first with the results of the
group that took the WIL-P&P first). For an average of 88% of the participants, the top value at
Time 1 was ranked either first or second at Time 2. At the time of second testing, the top need
(out of 21) was selected as either the first or second need 82% of the time. Correlations of Time
1 and Time 2 scores were moderately high ($r = .77, .72$) for the profiles of both the needs and
work values, respectively. Although the degree of reliability represented by these results was
deemed moderate, none of the results was particularly low. The results provide support for the
use of the WIP and, in particular, for the use of the top few needs or top one or two work values
for career exploration.

**Alternative form reliability.** The two work value profilers (WIP and WIL-P&P) were developed
to be alternative measures to each other and to the MIQ. Therefore, scores should correlate
highly among these instruments.

The WIP had moderate to moderately high correlations with the MIQ for both the needs and
values. The median correlations were .75 and .76 for the needs and values, respectively. The
WIP and MIQ thus appear to be measuring the same constructs. The needs that had significant
differences in wording between the WIP and the MIQ generally have low correlations between
instruments.

To analyze the similarity among the participants’ MIQ, WIP, and WIL-P&P profiles,
correlations were computed for both the need and value profiles of each participant. The
instruments were considered to be variables, and the needs were considered to be cases. The
median correlations between the profiles for each instrument pair ranged from .66 to .77. The
profile correlations were .05 - .10 higher for the needs than for the work values. Overall, the
WIP showed respectable correspondence with the MIQ and somewhat less correspondence with
the WIL-P&P.

**Internal consistency reliability.** The internal consistency reliabilities of the six work values
scales were estimated using coefficient alpha, an index of how well the items in a scale measure
the same construct. High values result when items are highly correlated and thus indicate that
the items are measuring the same construct. The alphas reported for WIP ranged from .50 to .86
for Time 1 and .46 to .84 for Time 2. The median alpha of .76 is somewhat lower than the ideal
level of internal consistency, but is deemed acceptable.

**Preliminary Evidence of Validity for the WIP**
The WIP was designed to measure the same constructs as the original MIQ. The WIP closely
paralleled the MIQ, but wording changes on items between the MIQ and WIP limit their
treatment as parallel or alternative forms. Preliminary validity analyses for the WIP focused on
the construct validity of the profiles to determine the degree to which the two instruments
measured the same constructs and whether the constructs were those identified by the Theory of
Work Adjustment. Specifically, exploratory and confirmatory factor analyses were conducted to
see if the factor structure of the needs (i.e., items) in the instruments reflected the six
hypothesized work values (i.e., scales) from the MIQ.
Two important conclusions were drawn from the construct validity analyses. First, the MIQ and the WIP appear to have very similar factor structures. The evidence is particularly strong considering that the WIP and the MIQ analyses had fewer than half of the subjects in common and several differences in item wordings. Second, the data provide moderate support for the present theoretical six-factor work values model.