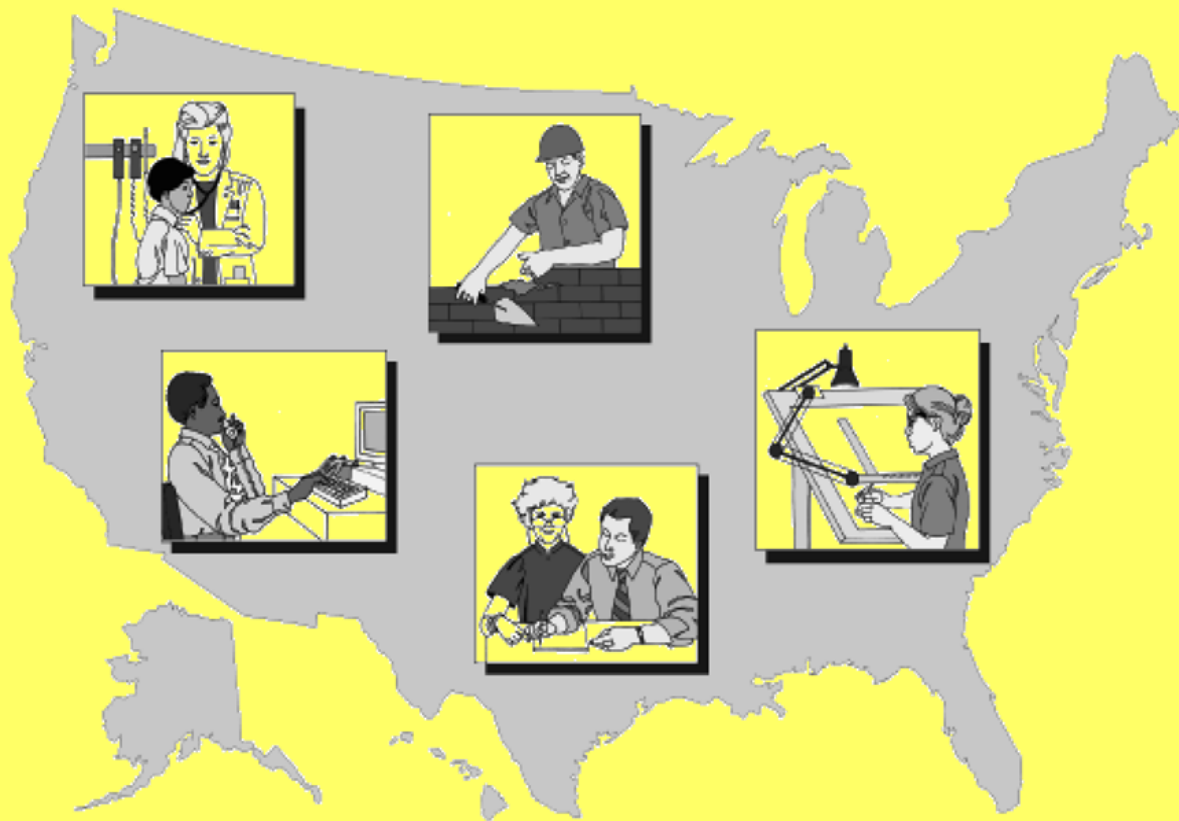


Form B  
OMB#1205-0421  
Expires: 9/30/2018  
Ver.: 1/13 - 01

# Some Important Questions About The *Work Activities* Of The Occupation



Please return your completed questionnaire in the enclosed envelope to:  
RTI Research Operations Center, 5265 Capital Blvd. Raleigh, NC 27616-2925  
Sponsored by: The U.S. Department of Labor and the National O\*NET Consortium

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondents' obligation to reply to these reporting requirements is voluntary. Public reporting burden for this collection of information is estimated to average 25 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Labor, Office of Workforce Investment, Attn: O\*NET Project, Frances Perkins Building, Mail Stop C4526, 200 Constitution Ave., NW, Washington, DC 20210 (OMB Control Number 1205-0421).

Return to: Research Triangle Institute  
Research Operations Center  
ATTN: O\*NET Data Receipt  
5265 Capital Boulevard  
Raleigh, NC 27616-2925

## Instructions for Making Work Activities Ratings

These questions are about work activities. A work activity is a set of similar actions that are performed together in many different jobs. You will be asked about a series of different work activities and how they relate to workers in the occupation. As an occupation expert, first consider the different work activities performed by workers in the occupation. Then, with this information in mind, please answer each question as if you were performing work that is typical of the occupation.

Each activity in this questionnaire is named and defined.

For example:

**Getting Information**

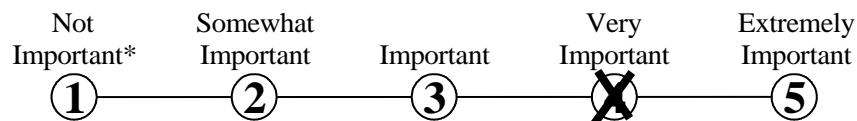
**Observing, receiving, and otherwise obtaining information from all relevant sources.**

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

**A** *How important is the activity to the occupation?*

For example:

How important is GETTING INFORMATION to the performance of the occupation?



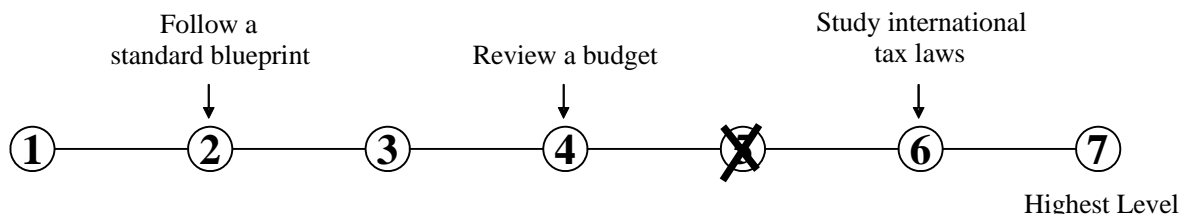
Mark your answer by putting an X through the number that represents your answer.  
Do not mark on the line between the numbers.

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

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

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

What level of GETTING INFORMATION is needed to perform the occupation?

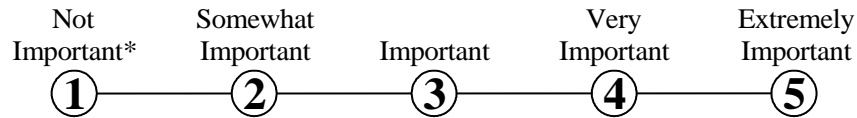


Mark your answer by putting an X through the number that represents your answer.  
Do not mark on the line between the numbers.

## 1. Getting Information

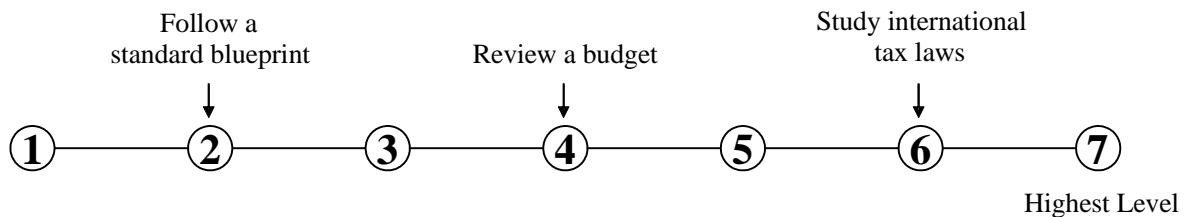
Observing, receiving, and otherwise obtaining information from all relevant sources.

A. How important is GETTING INFORMATION to the performance of the occupation?



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

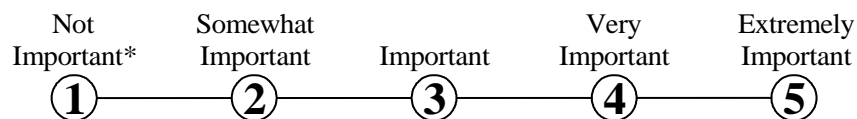
B. What level of GETTING INFORMATION is needed to perform the occupation?



## 2. Identifying Objects, Actions, and Events

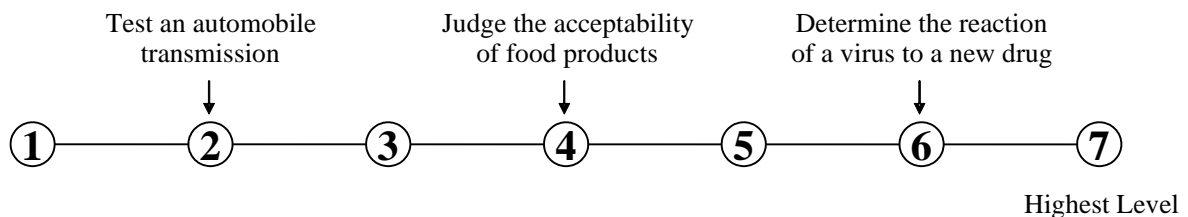
Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

A. How important is IDENTIFYING OBJECTS, ACTIONS, AND EVENTS to the performance of the occupation?



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

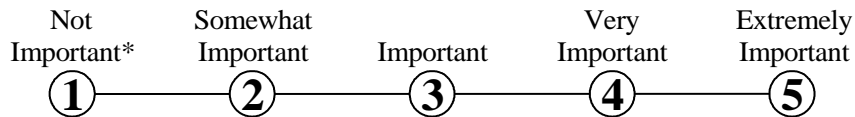
B. What level of IDENTIFYING OBJECTS, ACTIONS, AND EVENTS is needed to perform the occupation?



### 3. Monitoring Processes, Materials, or Surroundings

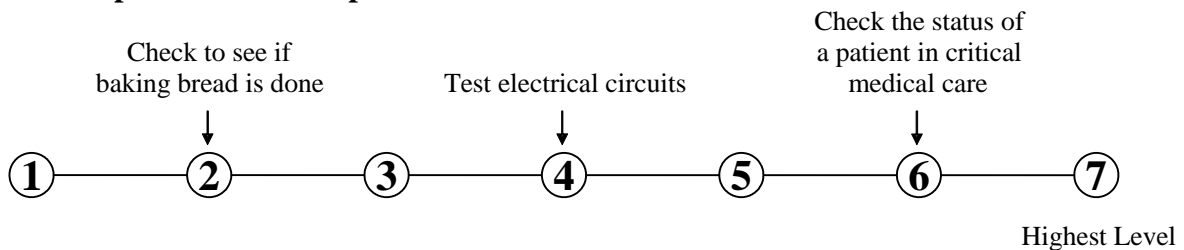
Monitoring and reviewing information from materials, events, or the environment to detect or assess problems.

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



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

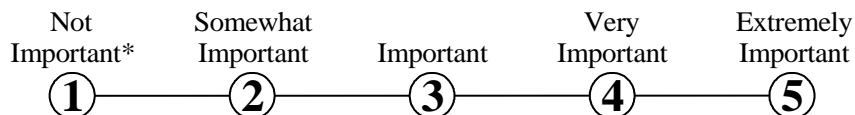
B. What level of MONITORING PROCESSES, MATERIALS, OR SURROUNDINGS is needed to perform the occupation?



### 4. Inspecting Equipment, Structures, or Materials

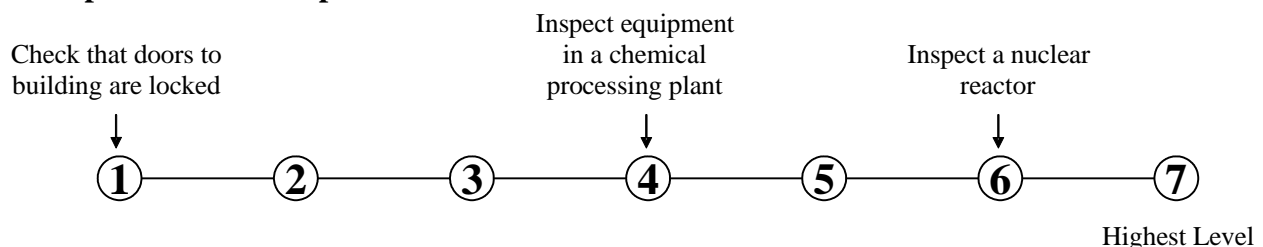
Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

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



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

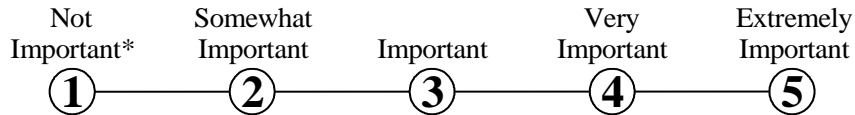
B. What level of INSPECTING EQUIPMENT, STRUCTURES, OR MATERIALS is needed to perform the occupation?



## 5. Estimating the Quantifiable Characteristics of Products, Events, or Information

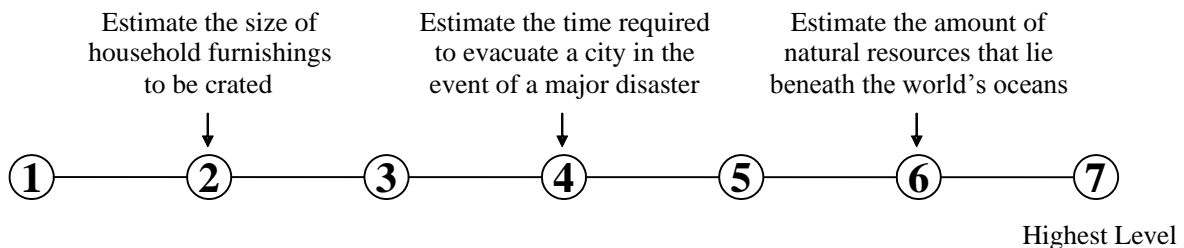
Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.

A. How important is ESTIMATING THE QUANTIFIABLE CHARACTERISTICS OF PRODUCTS, EVENTS, OR INFORMATION to the performance of the occupation?



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

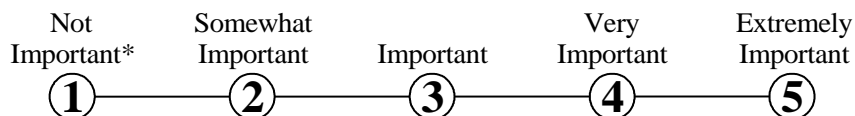
B. What level of ESTIMATING THE QUANTIFIABLE CHARACTERISTICS OF PRODUCTS, EVENTS, OR INFORMATION is needed to perform the occupation?



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

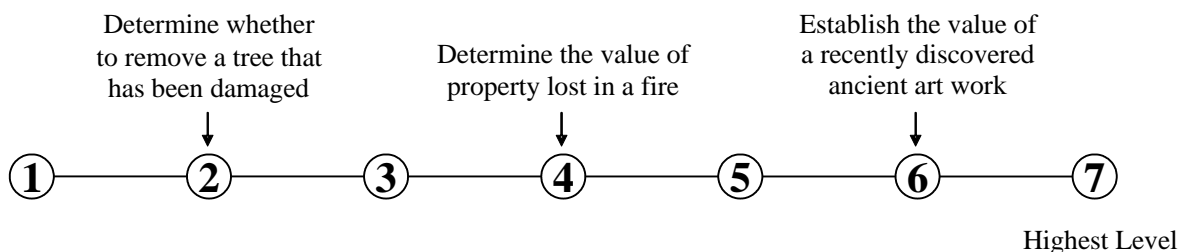
Assessing the value, importance, or quality of things or people.

A. How important is JUDGING THE QUALITIES OF OBJECTS, SERVICES, OR PEOPLE to the performance of the occupation?



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

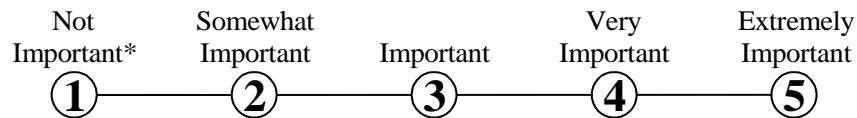
B. What level of JUDGING THE QUALITIES OF OBJECTS, SERVICES, OR PEOPLE is needed to perform the occupation?



## 7. Evaluating Information to Determine Compliance with Standards

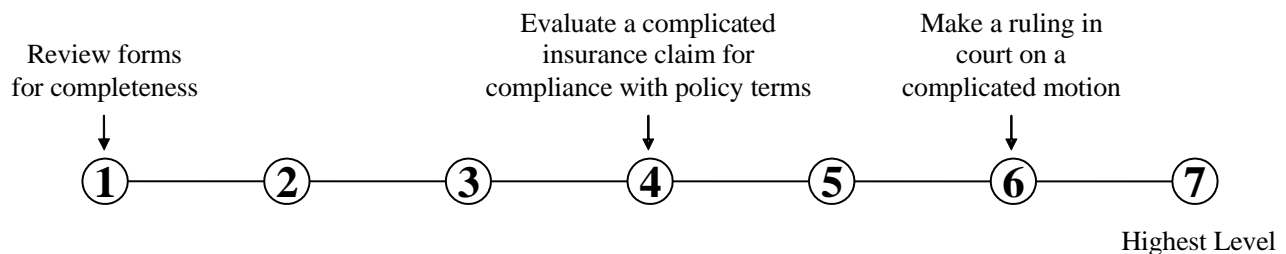
Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

A. How important is EVALUATING INFORMATION TO DETERMINE COMPLIANCE WITH STANDARDS to the performance of the occupation?



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

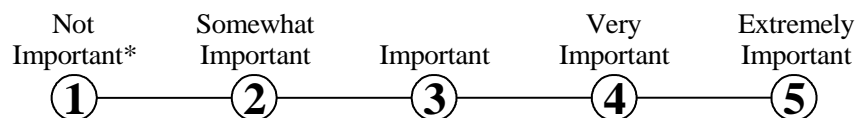
B. What level of EVALUATING INFORMATION TO DETERMINE COMPLIANCE WITH STANDARDS is needed to perform the occupation?



## 8. Processing Information

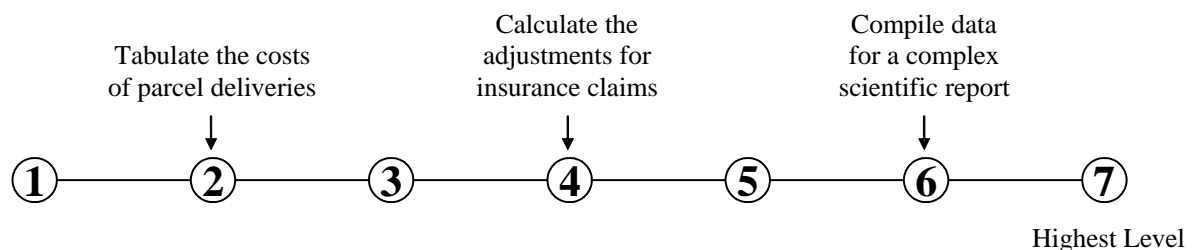
Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

A. How important is PROCESSING INFORMATION to the performance of the occupation?



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

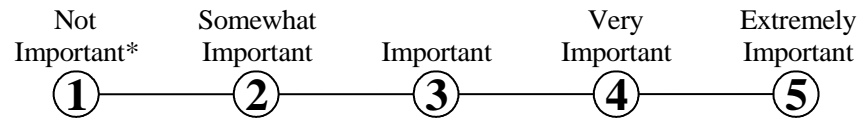
B. What level of PROCESSING INFORMATION is needed to perform the occupation?



## 9. Analyzing Data or Information

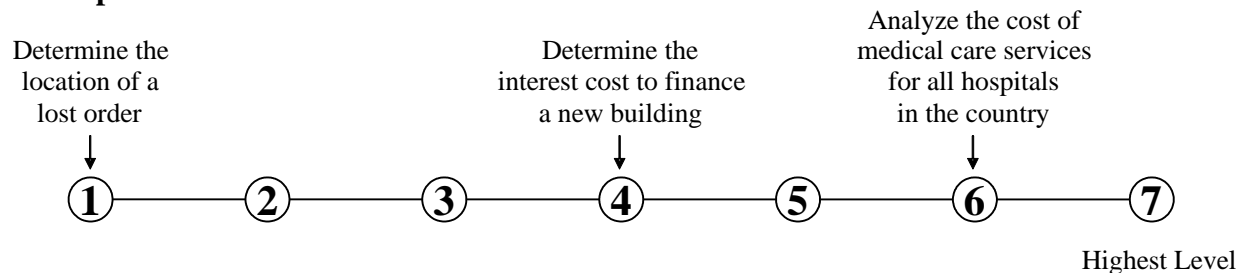
Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.

A. How important is ANALYZING DATA OR INFORMATION to the performance of the occupation?



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

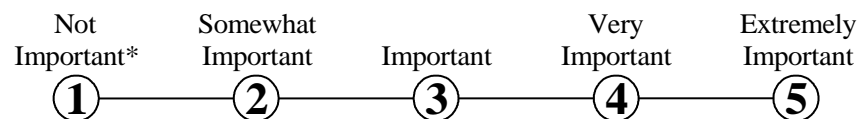
B. What level of ANALYZING DATA OR INFORMATION is needed to perform the occupation?



## 10. Making Decisions and Solving Problems

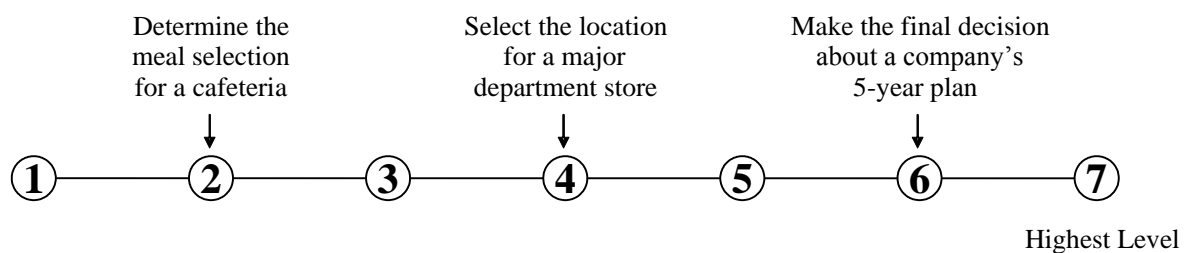
Analyzing information and evaluating results to choose the best solution and solve problems.

A. How important is MAKING DECISIONS AND SOLVING PROBLEMS to the performance of the occupation?



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

B. What level of MAKING DECISIONS AND SOLVING PROBLEMS is needed to perform the occupation?

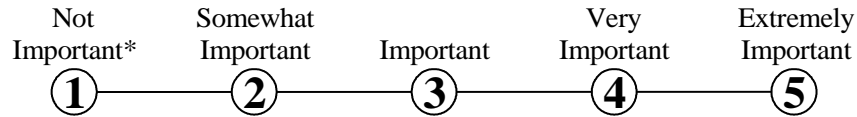




## 11. Thinking Creatively

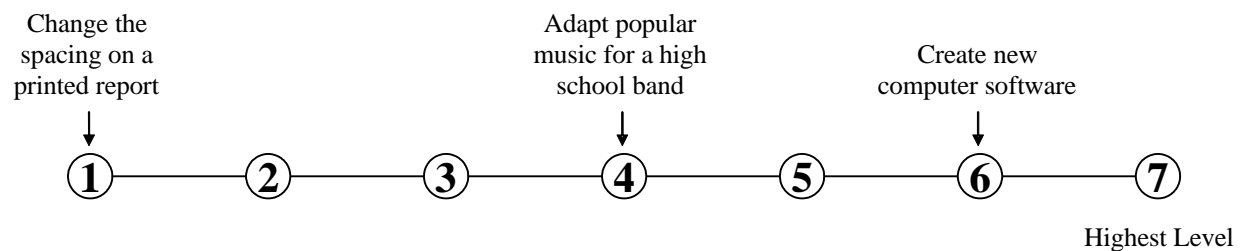
Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

A. How important is THINKING CREATIVELY to the performance of the occupation?



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

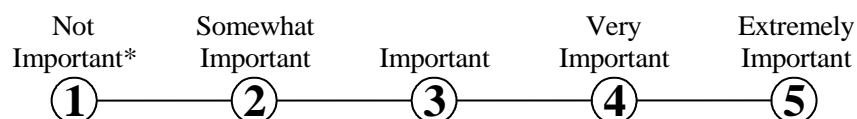
B. What level of THINKING CREATIVELY is needed to perform the occupation?



## 12. Updating and Using Relevant Knowledge

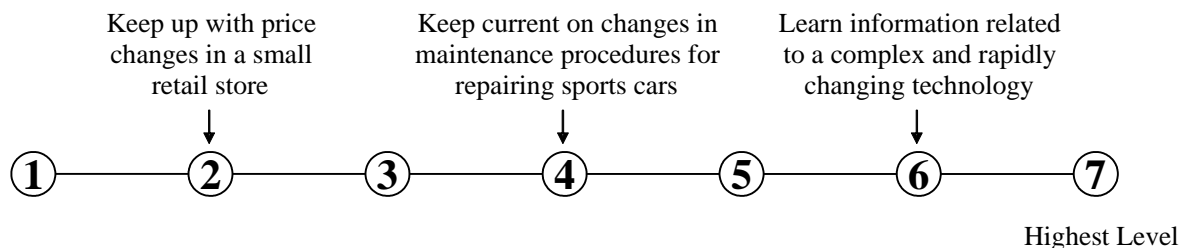
Keeping up-to-date technically and applying new knowledge to the job.

A. How important is UPDATING AND USING RELEVANT KNOWLEDGE to the performance of the occupation?



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

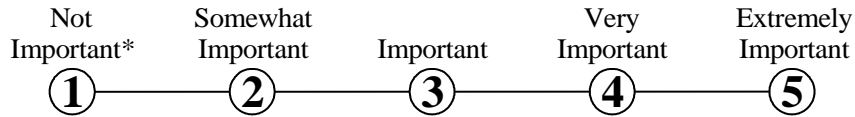
B. What level of UPDATING AND USING RELEVANT KNOWLEDGE is needed to perform the occupation?



### 13. Developing Objectives and Strategies

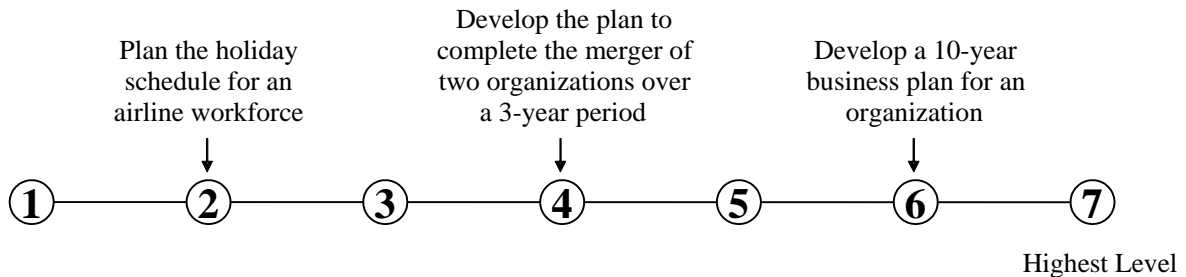
Establishing long-range objectives and specifying the strategies and actions to achieve them.

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



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

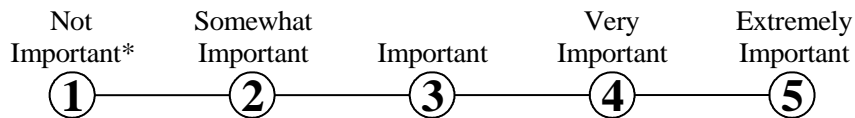
B. What level of DEVELOPING OBJECTIVES AND STRATEGIES is needed to perform the occupation?



### 14. Scheduling Work and Activities

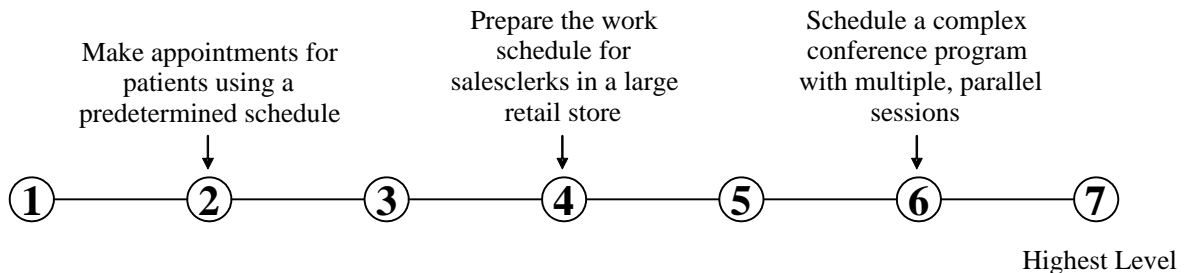
Scheduling events, programs, and activities, as well as the work of others.

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



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

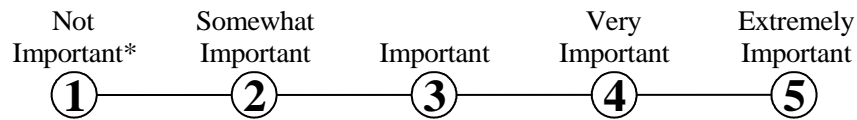
B. What level of SCHEDULING WORK AND ACTIVITIES is needed to perform the occupation?



## 15. Organizing, Planning, and Prioritizing Work

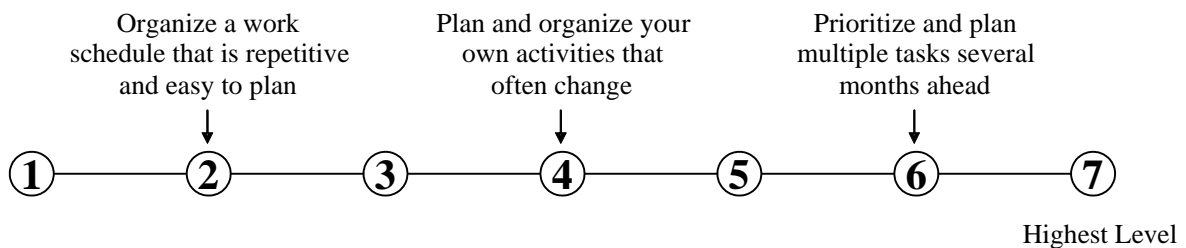
Developing specific goals and plans to prioritize, organize, and accomplish the work.

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



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

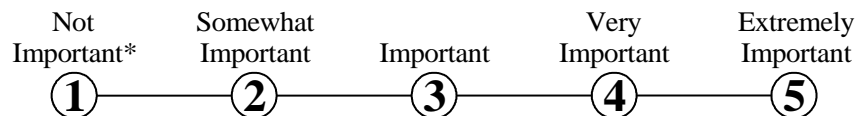
B. What level of ORGANIZING, PLANNING, AND PRIORITIZING WORK is needed to perform the occupation?



## 16. Performing General Physical Activities

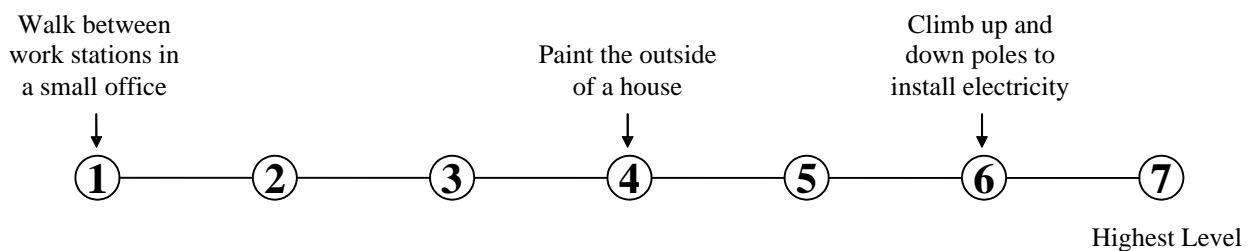
Performing physical activities that require considerable use of arms and legs and moving the whole body, such as climbing, lifting, balancing, walking, stooping, and handling materials.

A. How important is PERFORMING GENERAL PHYSICAL ACTIVITIES to the performance of the occupation?



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

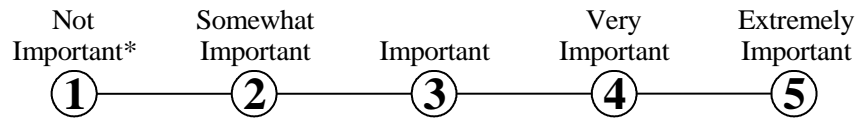
B. What level of PERFORMING GENERAL PHYSICAL ACTIVITIES is needed to perform the occupation?



## 17. Handling and Moving Objects

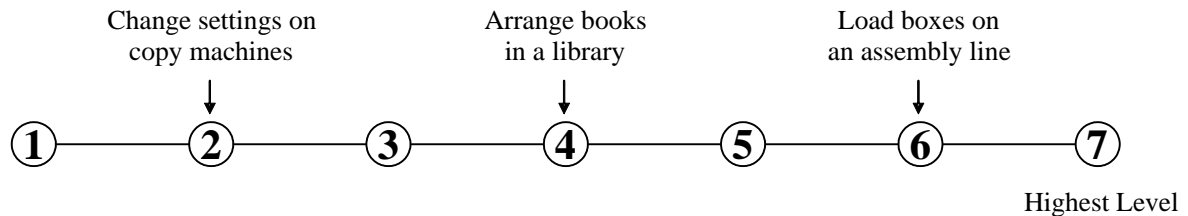
Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.

A. How important is HANDLING AND MOVING OBJECTS to the performance of the occupation?



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

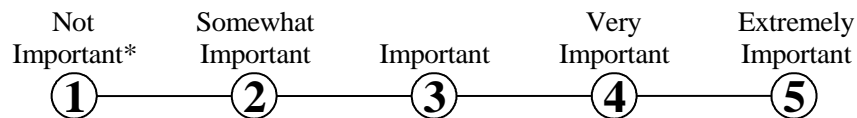
B. What level of HANDLING AND MOVING OBJECTS is needed to perform the occupation?



## 18. Controlling Machines and Processes

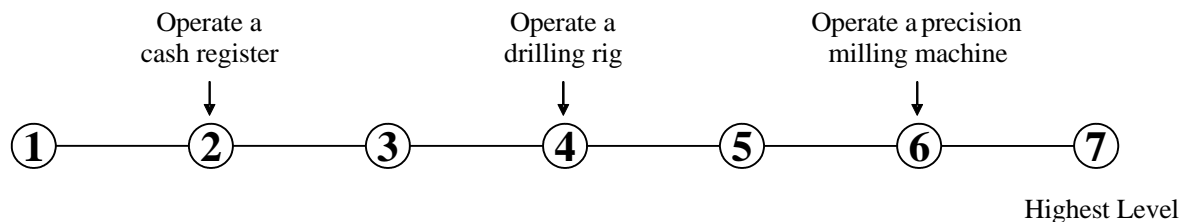
Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).

A. How important is CONTROLLING MACHINES AND PROCESSES to the performance of the occupation?



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

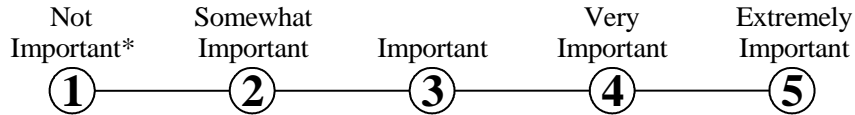
B. What level of CONTROLLING MACHINES AND PROCESSES is needed to perform the occupation?



## 19. Working with Computers

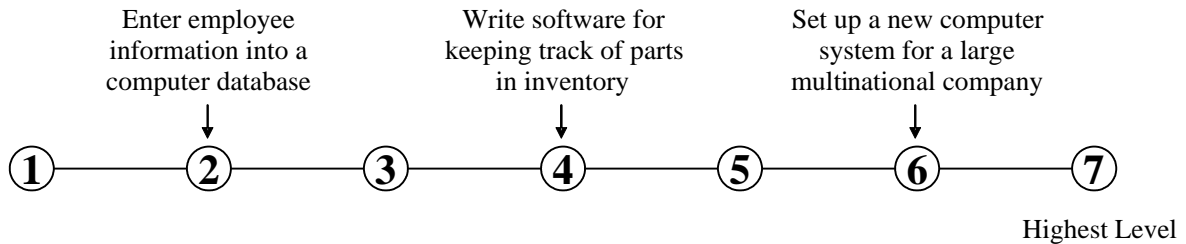
Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.

A. How important is WORKING WITH COMPUTERS to the performance of the occupation?



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

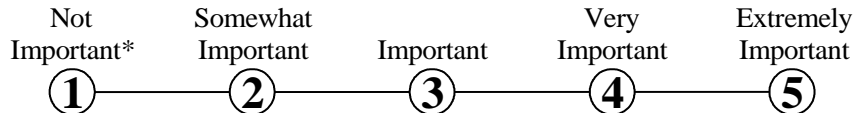
B. What level of WORKING WITH COMPUTERS is needed to perform the occupation?



## 20. Operating Vehicles, Mechanized Devices, or Equipment

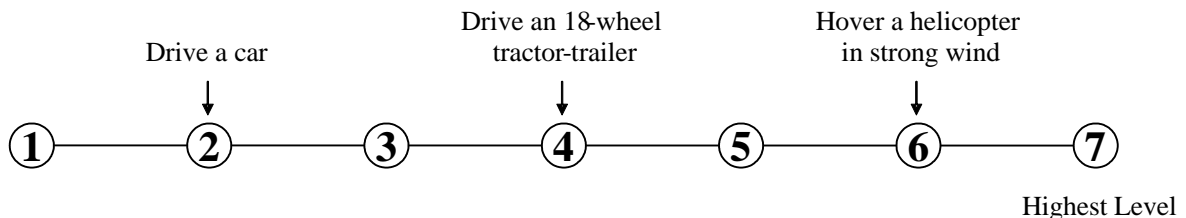
Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as forklifts, passenger vehicles, aircraft, or water craft.

A. How important is OPERATING VEHICLES, MECHANIZED DEVICES, OR EQUIPMENT to the performance of the occupation?



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

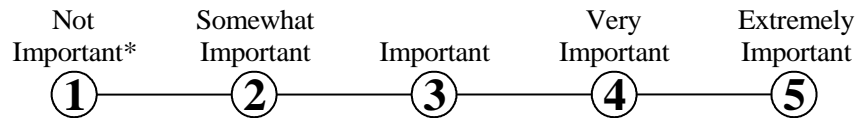
B. What level of OPERATING VEHICLES, MECHANIZED DEVICES, OR EQUIPMENT is needed to perform the occupation?



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

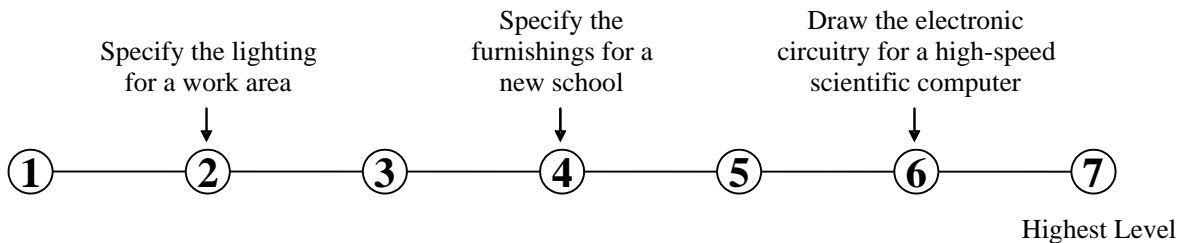
Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.

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



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

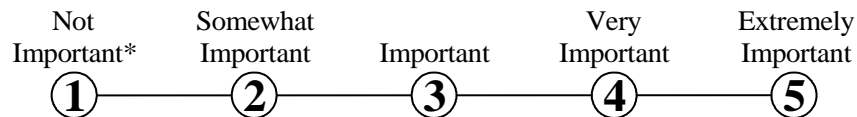
B. What level of DRAFTING, LAYING OUT, AND SPECIFYING TECHNICAL DEVICES, PARTS, AND EQUIPMENT is needed to perform the occupation?



## 22. Repairing and Maintaining Mechanical Equipment

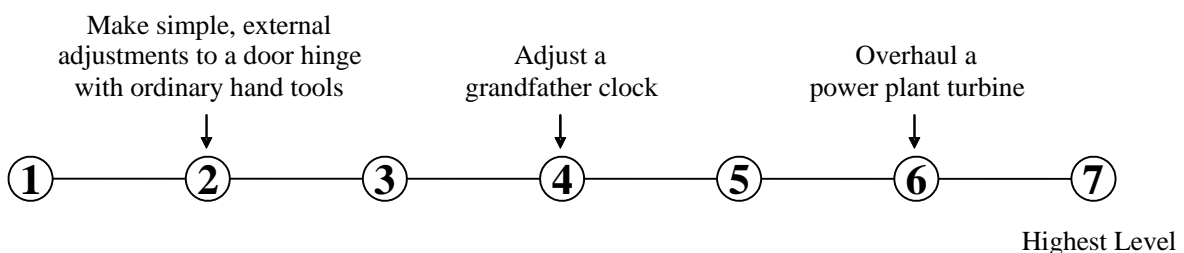
Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.

A. How important is REPAIRING AND MAINTAINING MECHANICAL EQUIPMENT to the performance of the occupation?



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

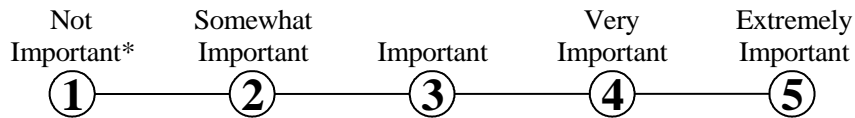
B. What level of REPAIRING AND MAINTAINING MECHANICAL EQUIPMENT is needed to perform the occupation?



## 23. Repairing and Maintaining Electronic Equipment

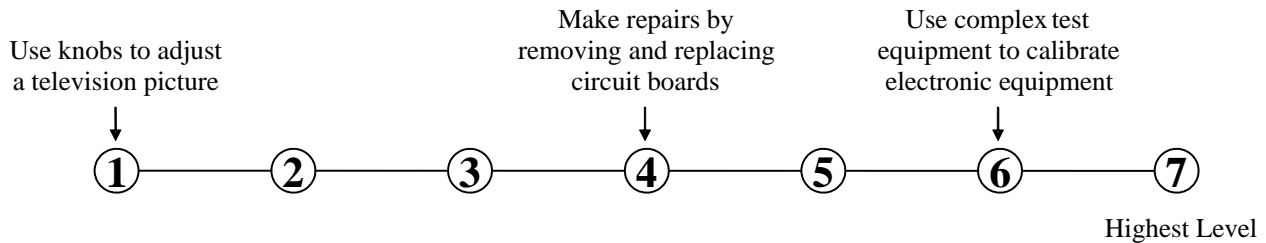
Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.

A. How important is REPAIRING AND MAINTAINING ELECTRONIC EQUIPMENT to the performance of the occupation?



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

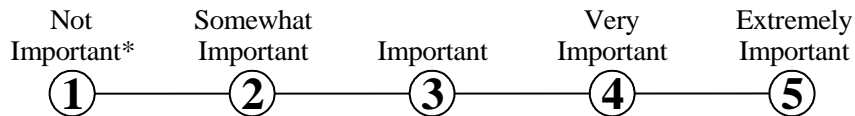
B. What level of REPAIRING AND MAINTAINING ELECTRONIC EQUIPMENT is needed to perform the occupation?



## 24. Documenting/Recording Information

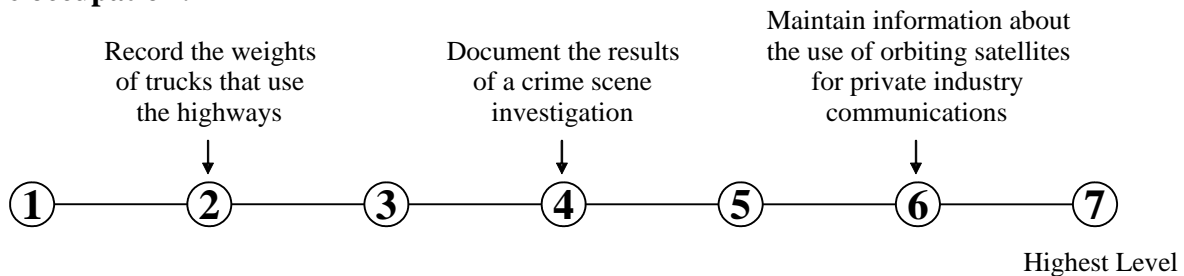
Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

A. How important is DOCUMENTING/RECORDING INFORMATION to the performance of the occupation?



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

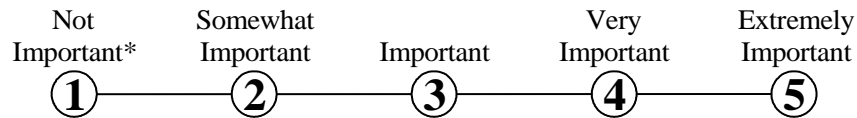
B. What level of DOCUMENTING/RECORDING INFORMATION is needed to perform the occupation?



## 25. Interpreting the Meaning of Information for Others

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

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



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

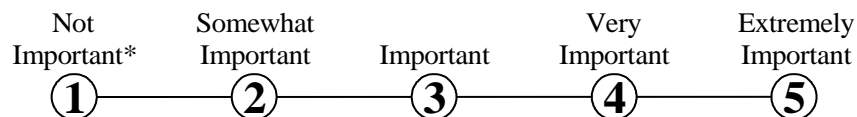
B. What level of INTERPRETING THE MEANING OF INFORMATION FOR OTHERS is needed to perform the occupation?



## 26. Communicating with Supervisors, Peers, or Subordinates

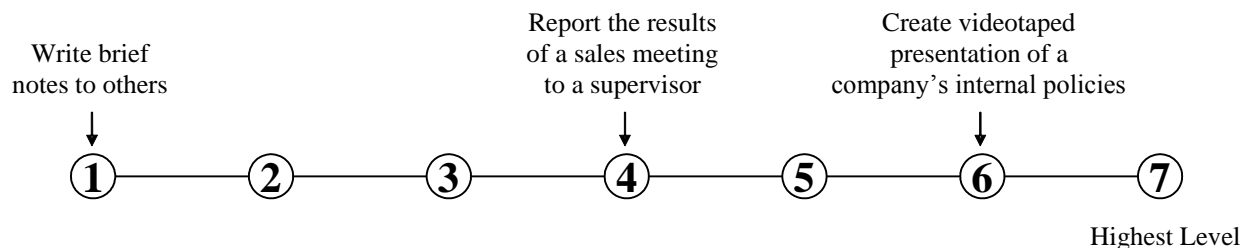
Providing information to supervisors, coworkers, and subordinates by telephone, in written form, e-mail, or in person.

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



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

B. What level of COMMUNICATING WITH SUPERVISORS, PEERS, OR SUBORDINATES is needed to perform the occupation?



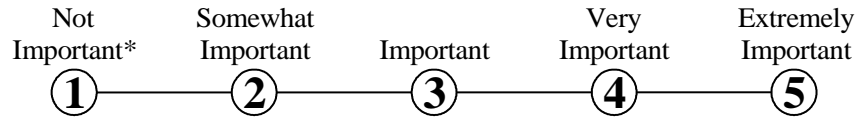




## 29. Assisting and Caring for Others

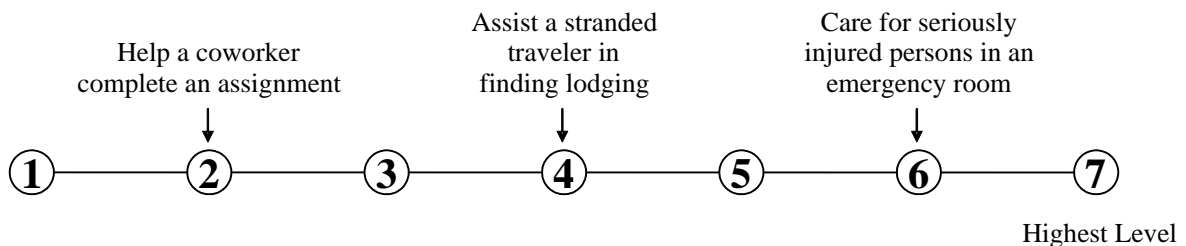
Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.

A. How important is ASSISTING AND CARING FOR OTHERS to the performance of the occupation?



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

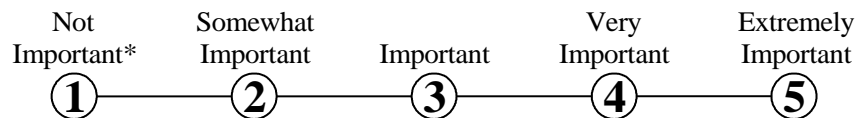
B. What level of ASSISTING AND CARING FOR OTHERS is needed to perform the occupation?



## 30. Selling or Influencing Others

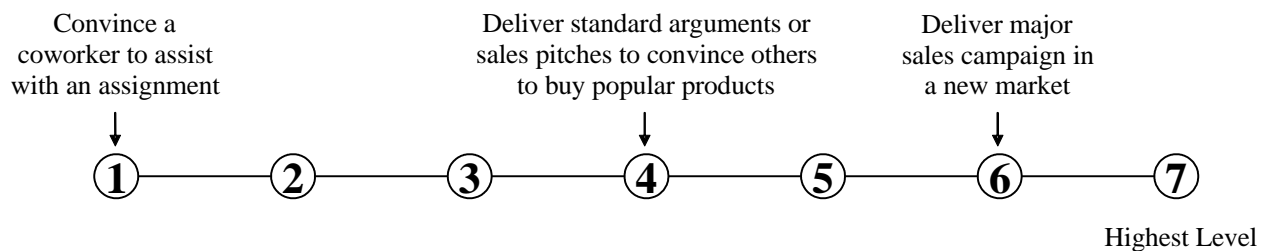
Convincing others to buy merchandise/goods or to otherwise change their minds or actions.

A. How important is SELLING OR INFLUENCING OTHERS to the performance of the occupation?



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

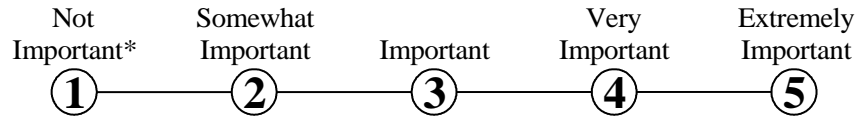
B. What level of SELLING OR INFLUENCING OTHERS is needed to perform the occupation?



## 31. Resolving Conflicts and Negotiating with Others

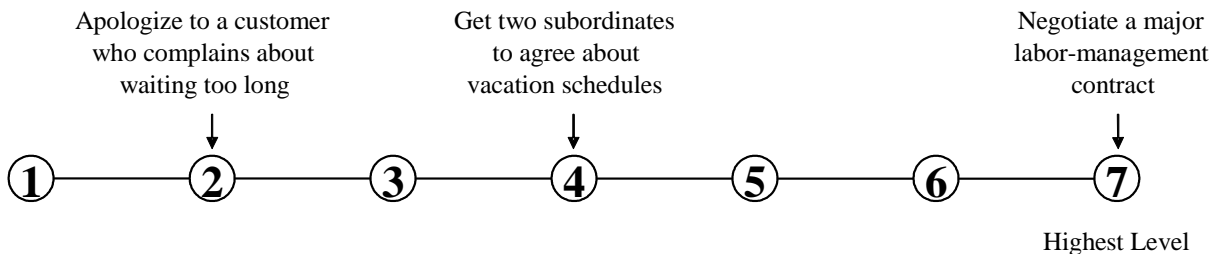
Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.

- A. How important is **RESOLVING CONFLICTS AND NEGOTIATING WITH OTHERS** to the performance of the occupation?



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

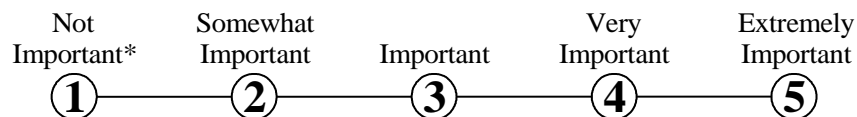
- B. What level of **RESOLVING CONFLICTS AND NEGOTIATING WITH OTHERS** is needed to perform the occupation?



## 32. Performing for or Working Directly with the Public

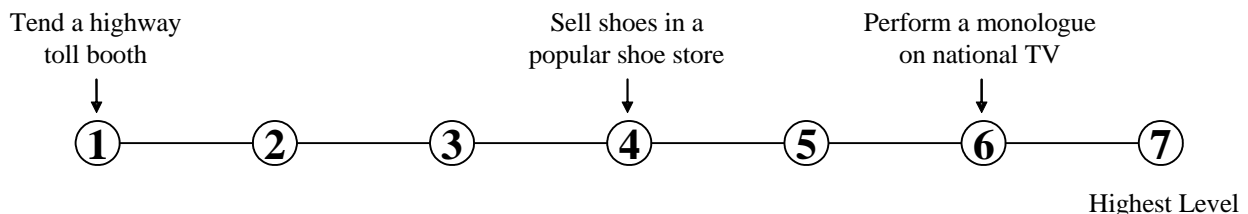
Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.

- A. How important is **PERFORMING FOR OR WORKING DIRECTLY WITH THE PUBLIC** to the performance of the occupation?



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

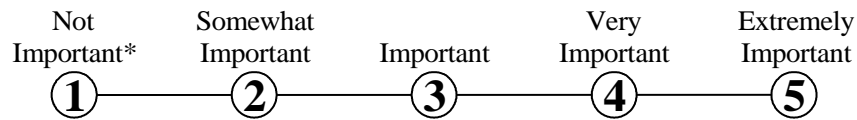
- B. What level of **PERFORMING FOR OR WORKING DIRECTLY WITH THE PUBLIC** is needed to perform the occupation?



### 33. Coordinating the Work and Activities of Others

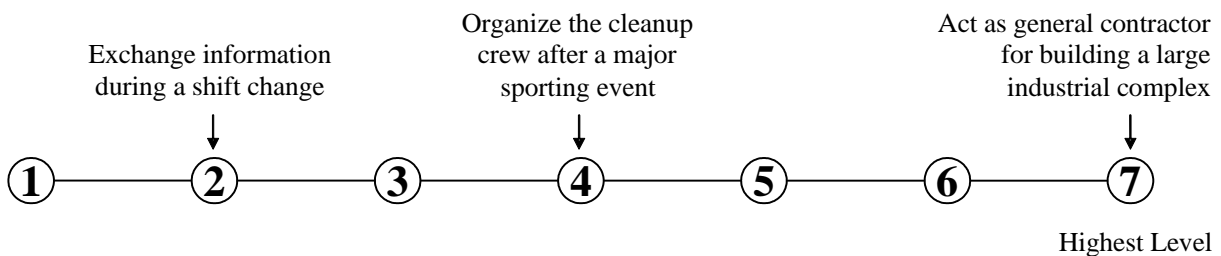
Getting members of a group to work together to accomplish tasks.

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



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

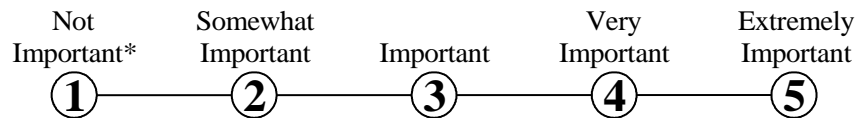
B. What level of COORDINATING THE WORK AND ACTIVITIES OF OTHERS is needed to perform the occupation?



### 34. Developing and Building Teams

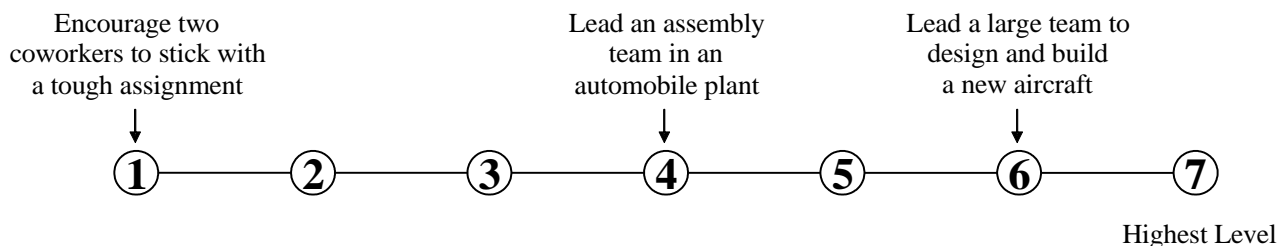
Encouraging and building mutual trust, respect, and cooperation among team members.

A. How important is DEVELOPING AND BUILDING TEAMS to the performance of the occupation?



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

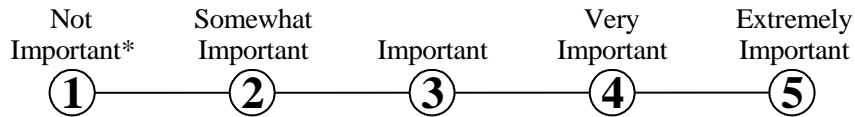
B. What level of DEVELOPING AND BUILDING TEAMS is needed to perform the occupation?



### 35. Training and Teaching Others

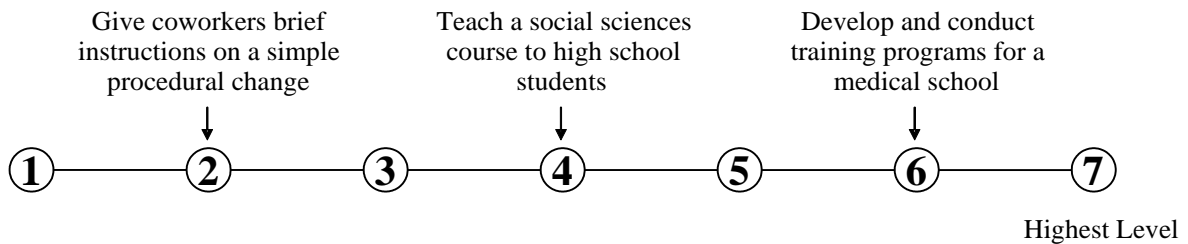
Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

A. How important is TRAINING AND TEACHING OTHERS to the performance of the occupation?



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

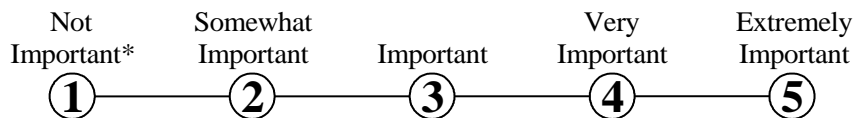
B. What level of TRAINING AND TEACHING OTHERS is needed to perform the occupation?



### 36. Guiding, Directing, and Motivating Subordinates

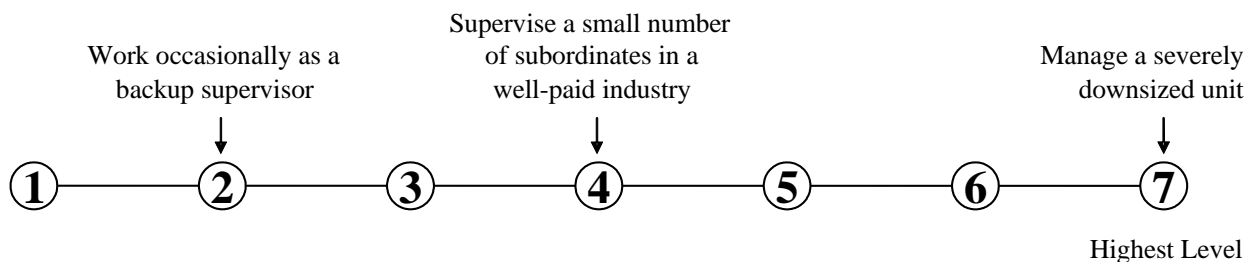
Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.

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



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

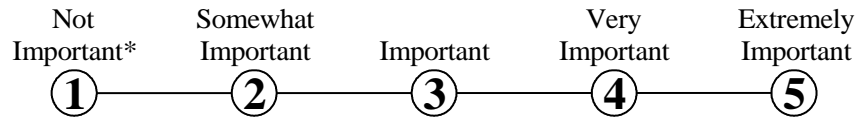
B. What level of GUIDING, DIRECTING, AND MOTIVATING SUBORDINATES is needed to perform the occupation?



### 37. Coaching and Developing Others

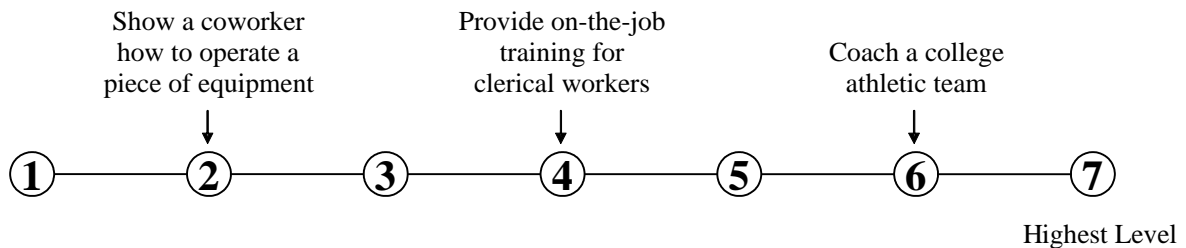
Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.

A. How important is COACHING AND DEVELOPING OTHERS to the performance of the occupation?



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

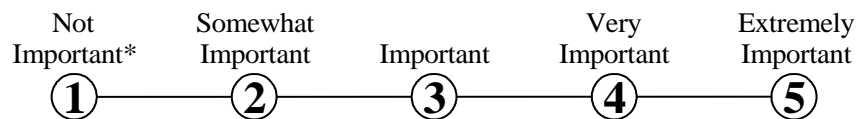
B. What level of COACHING AND DEVELOPING OTHERS is needed to perform the occupation?



### 38. Providing Consultation and Advice to Others

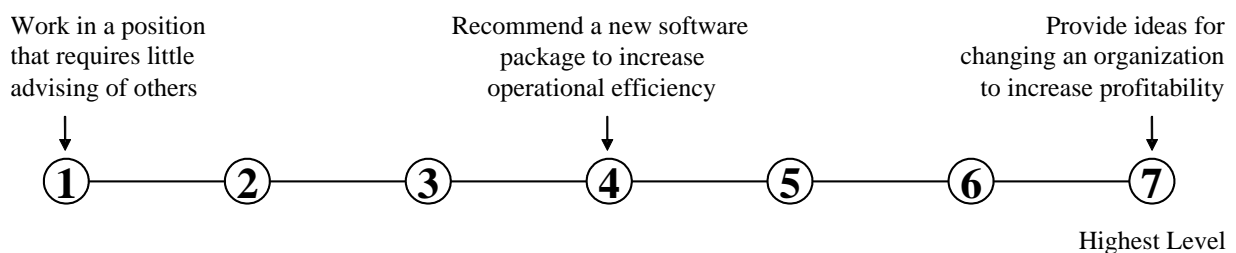
Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.

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



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

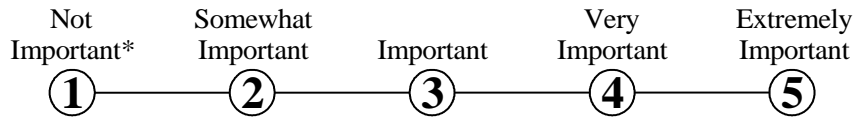
B. What level of PROVIDING CONSULTATION AND ADVICE TO OTHERS is needed to perform the occupation?



### 39. Performing Administrative Activities

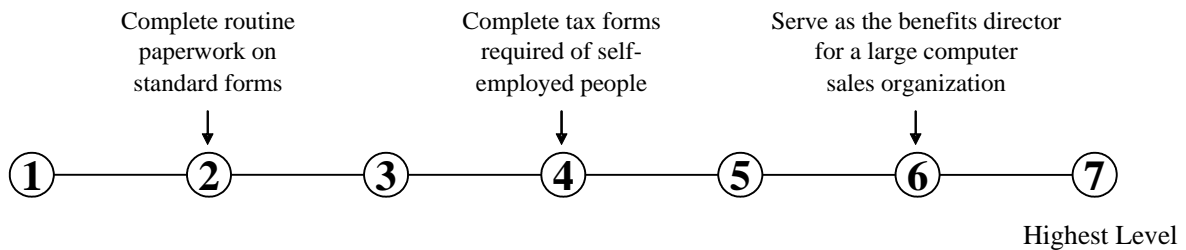
Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.

A. How important is PERFORMING ADMINISTRATIVE ACTIVITIES to the performance of the occupation?



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

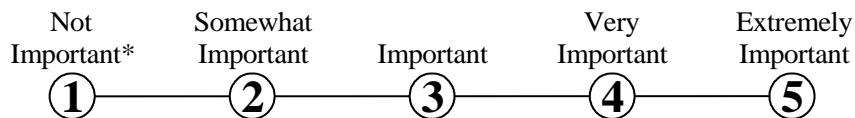
B. What level of PERFORMING ADMINISTRATIVE ACTIVITIES is needed to perform the occupation?



### 40. Staffing Organizational Units

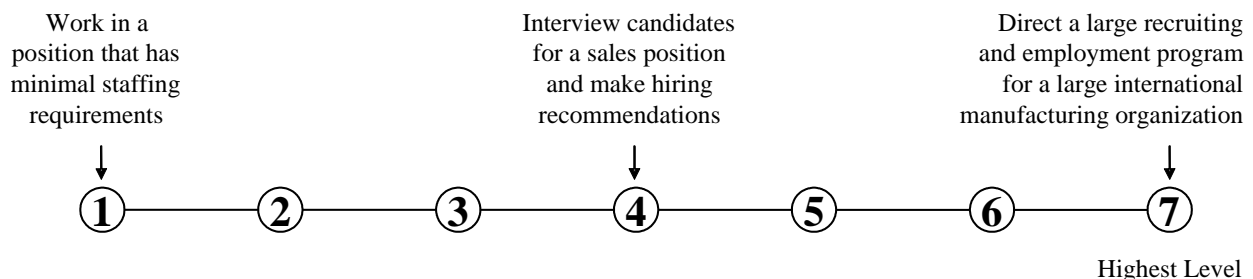
Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.

A. How important is STAFFING ORGANIZATIONAL UNITS to the performance of the occupation?



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

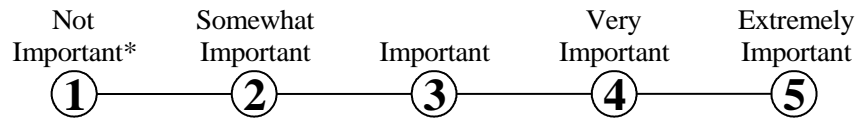
B. What level of STAFFING ORGANIZATIONAL UNITS is needed to perform the occupation?



## 41. Monitoring and Controlling Resources

Monitoring and controlling resources and overseeing the spending of money.

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



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

B. What level of MONITORING AND CONTROLLING RESOURCES is needed to perform the occupation?

