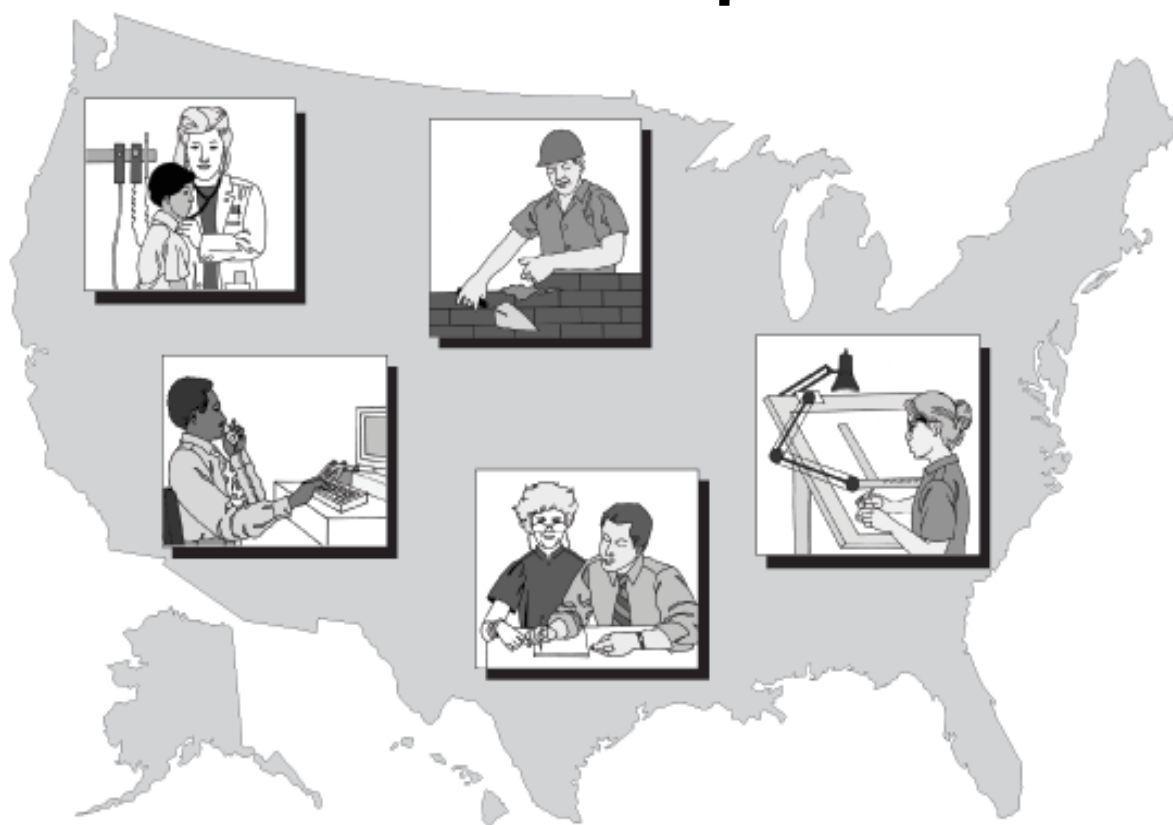


Occupation Expert Method Questionnaires

As mentioned in the Supporting Statement, each Occupation Expert will be asked to complete all five of the following questionnaires.

Form E
OMB#1205-0421
Expires: 12/31/2008
Ver.: 9/05

Some Important Questions About The *Knowledge* Required For The Occupation



Please return your completed questionnaire in the enclosed envelope to:
Research Triangle Institute, P.O. Box 12194, Research Triangle Park, NC 27709-2194
Sponsored by: The U.S. Department of Labor and the National O*NET Consortium

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondents' obligation to reply to these reporting requirements is voluntary. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Labor, Office of Workforce Investment, Attn: O*NET Project, Frances Perkins Building, Mail Stop S4231, 200 Constitution Ave., NW, Washington, DC 20210 (OMB Control Number 1205-0421).

Return to: Research Triangle Institute, PO Box 12194
Research Triangle Park, North Carolina, 27709-2194

Instructions for Making Knowledge Ratings

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

Each knowledge area in this questionnaire is named and defined.

For example:

Economics and Accounting

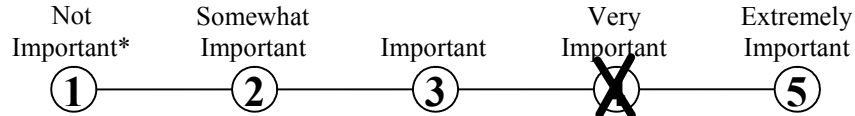
Knowledge of economic and accounting principles and practices, the financial markets, banking, and the analysis and reporting of financial data.

You are then asked two questions about each knowledge area:

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

For example:

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



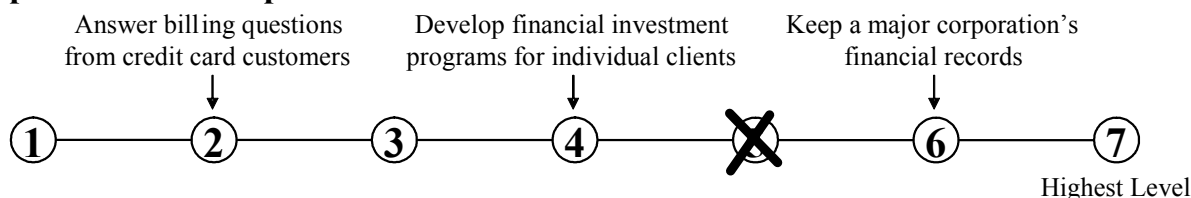
Mark your answer by putting an **X** through the number that represents your answer.
Do not mark on the line between the numbers.

***If you rate the knowledge area as Not Important to the performance of the occupation, mark the one [④] then skip over question B and proceed to the next knowledge area.**

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

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

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

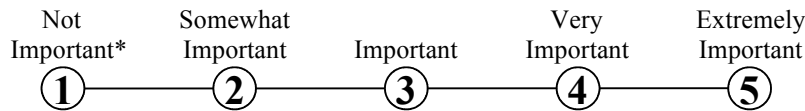


Mark your answer by putting an **X** through the number that represents your answer.
Do not mark on the line between the numbers.

1. Administration and Management

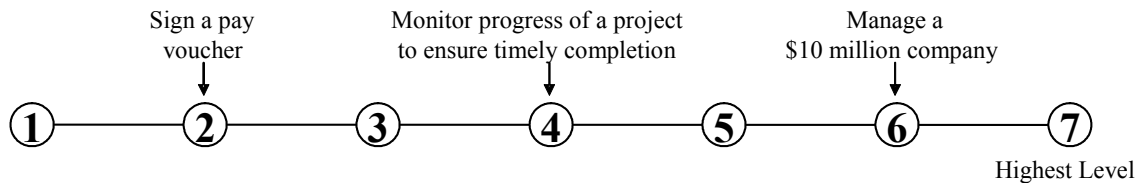
Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

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



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

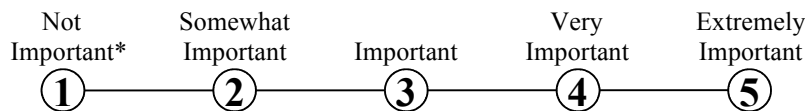
- B. What level of ADMINISTRATION AND MANAGEMENT knowledge is needed to perform the occupation?



2. Clerical

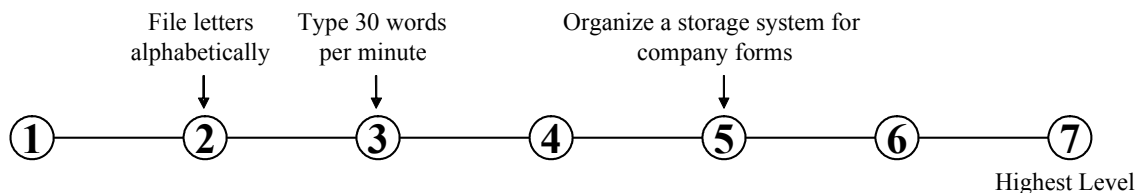
Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

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



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

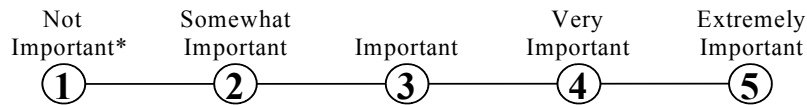
- B. What level of CLERICAL knowledge is needed to perform the occupation?



3. Economics and Accounting

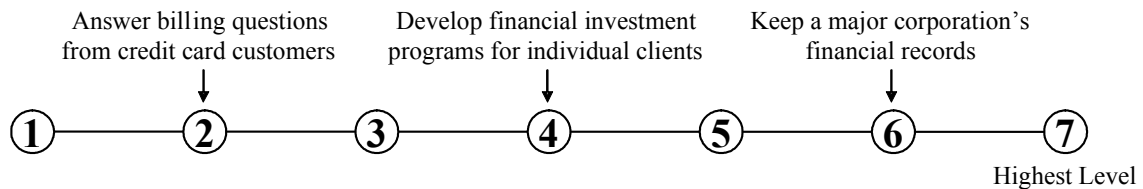
Knowledge of economic and accounting principles and practices, the financial markets, banking, and the analysis and reporting of financial data.

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



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

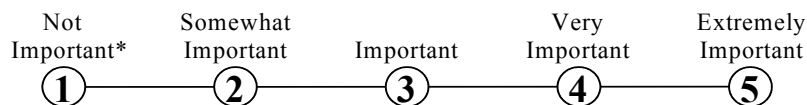
- B. What level of ECONOMICS AND ACCOUNTING knowledge is needed to perform the occupation?



4. Sales and Marketing

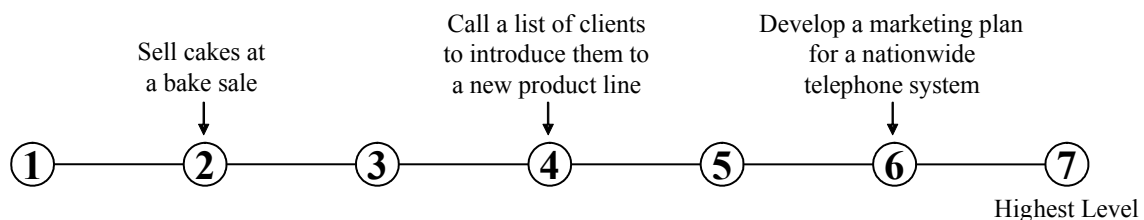
Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.

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



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

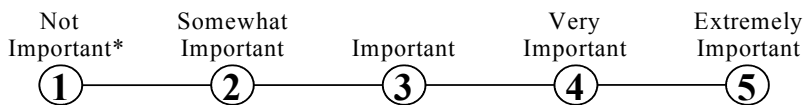
- B. What level of SALES AND MARKETING knowledge is needed to perform the occupation?



5. Customer and Personal Service

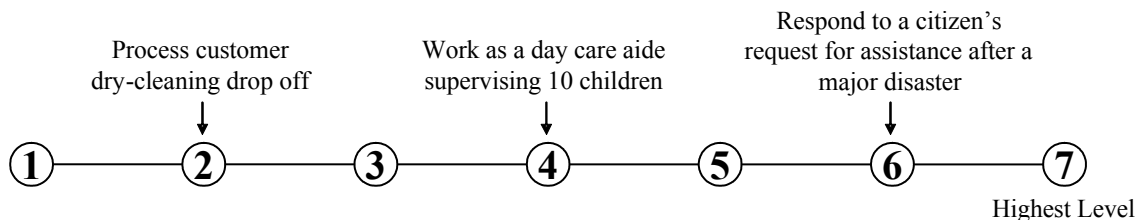
Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

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



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

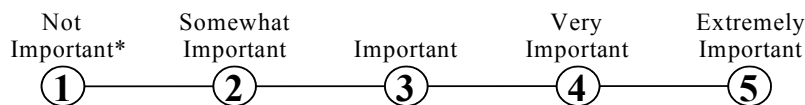
- B. What level of CUSTOMER AND PERSONAL SERVICE knowledge is needed to perform the occupation?



6. Personnel and Human Resources

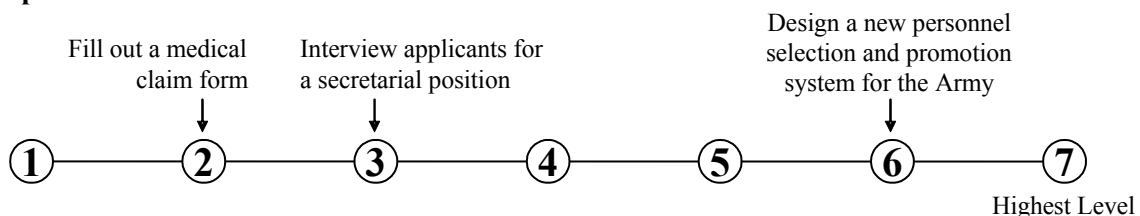
Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

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



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

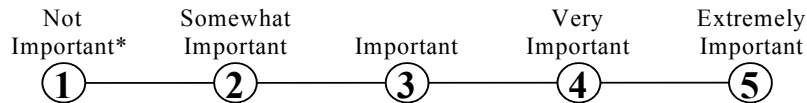
- B. What level of PERSONNEL AND HUMAN RESOURCES knowledge is needed to perform the occupation?



7. Production and Processing

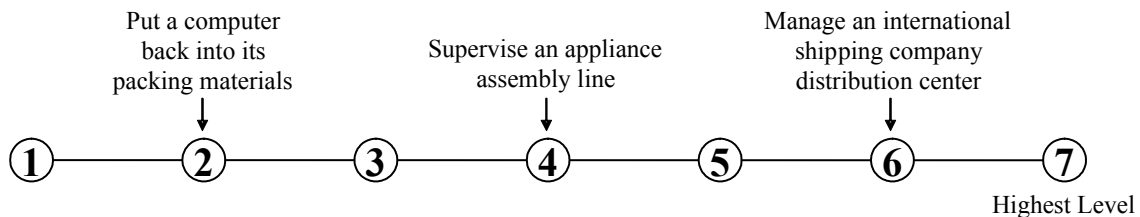
Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.

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



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

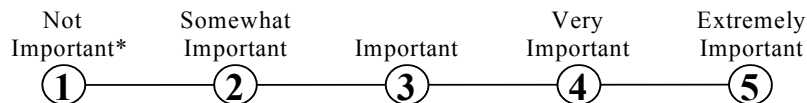
- B. What level of PRODUCTION AND PROCESSING knowledge is needed to perform the occupation?



8. Food Production

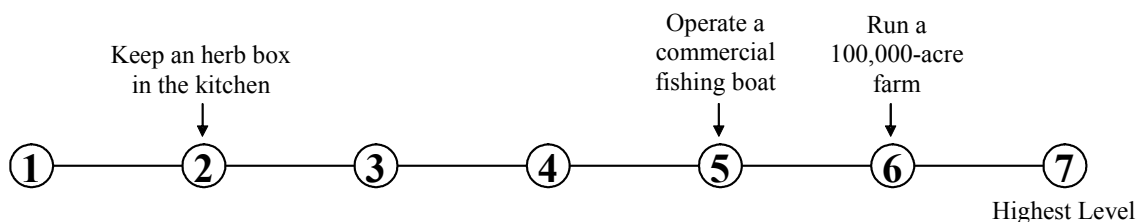
Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.

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



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

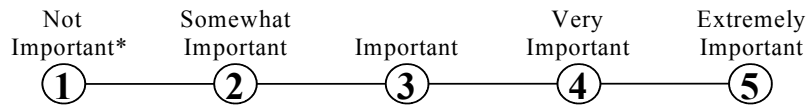
- B. What level of FOOD PRODUCTION knowledge is needed to perform the occupation?



9. Computers and Electronics

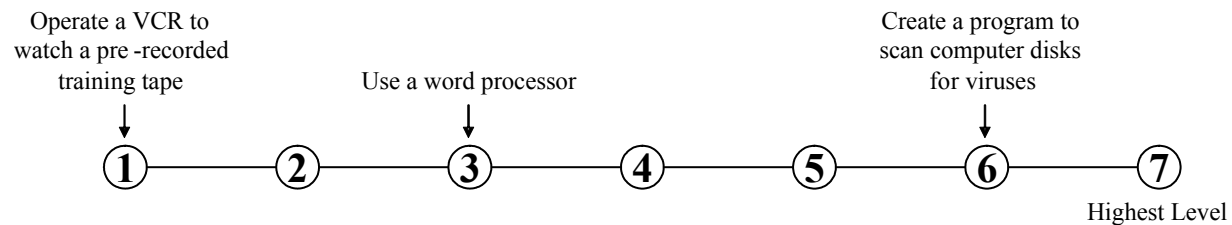
Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

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



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

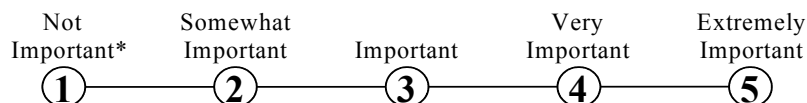
- B. What level of knowledge of COMPUTERS AND ELECTRONICS is needed to perform the occupation?



10. Engineering and Technology

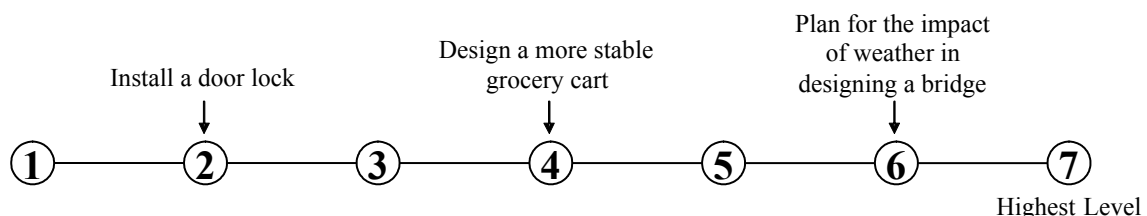
Knowledge of the practical application of engineering science and technology. This includes applying principles, techniques, procedures, and equipment to the design and production of various goods and services.

- A. How important is knowledge of ENGINEERING AND TECHNOLOGY to the performance of the occupation?



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

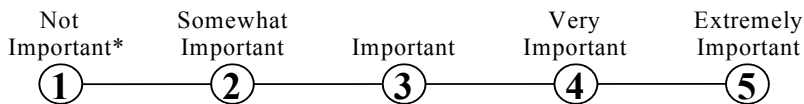
- B. What level of knowledge of ENGINEERING AND TECHNOLOGY is needed to perform the occupation?



11. Design

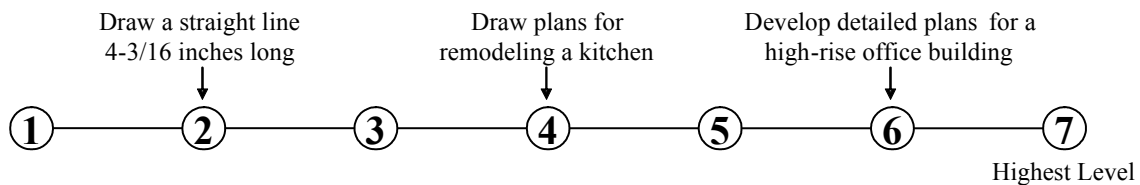
Knowledge of design techniques, tools, and principles involved in production of precision technical plans, blueprints, drawings, and models.

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



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

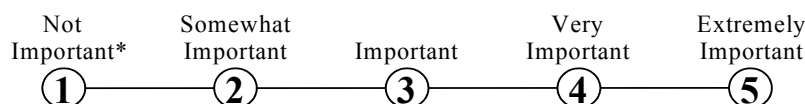
B. What level of knowledge of DESIGN is needed to perform the occupation?



12. Building and Construction

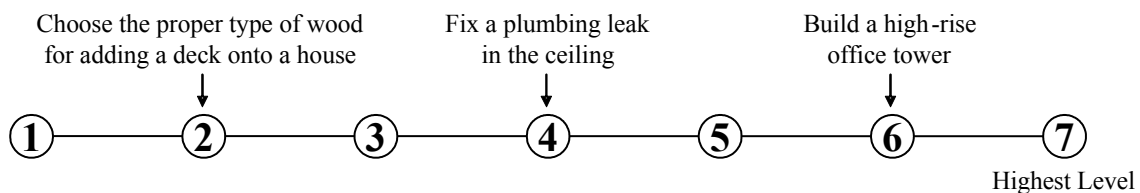
Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.

A. How important is knowledge of BUILDING AND CONSTRUCTION to the performance of the occupation?



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

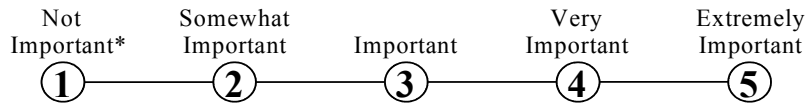
B. What level of BUILDING AND CONSTRUCTION knowledge is needed to perform the occupation?



13. Mechanical

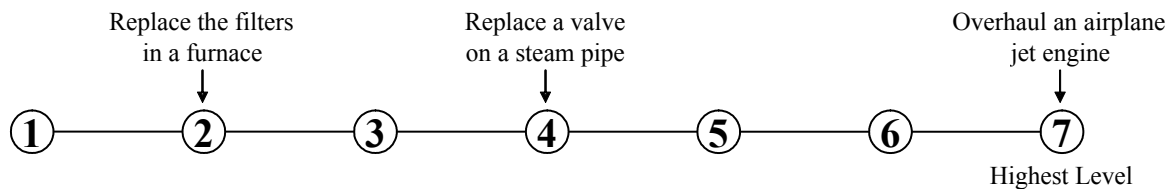
Knowledge of machines and tools, including their designs, uses, repair, and maintenance.

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



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

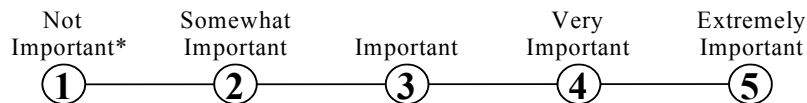
B. What level of MECHANICAL knowledge is needed to perform the occupation?



14. Mathematics

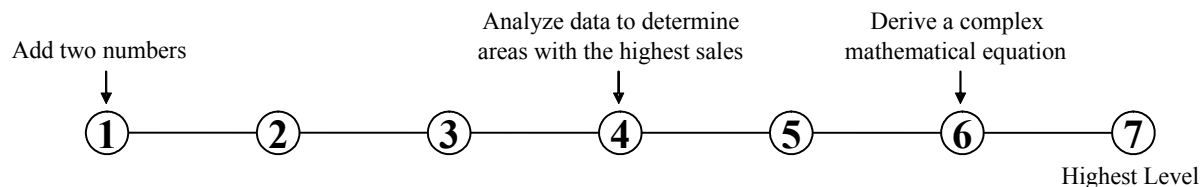
Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

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



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

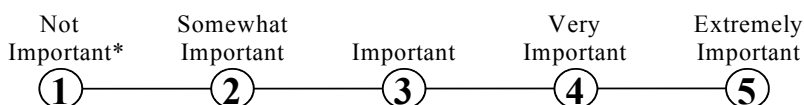
B. What level of knowledge of MATHEMATICS is needed to perform the occupation?



15. Physics

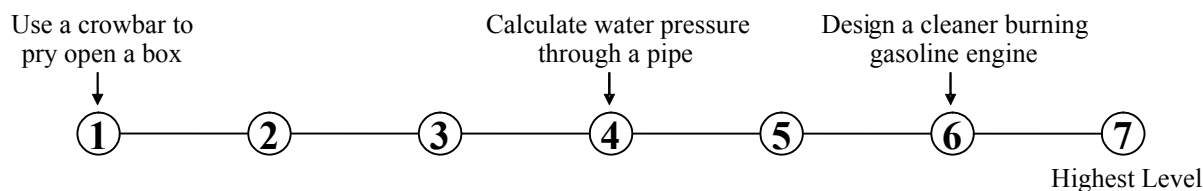
Knowledge and prediction of physical principles, laws, their interrelationships, and applications to understanding fluid, material, and atmospheric dynamics, and mechanical, electrical, atomic and sub-atomic structures and processes.

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



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

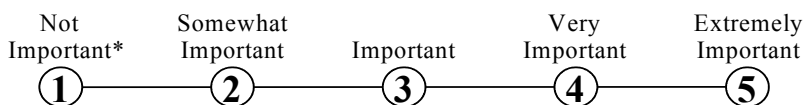
B. What level of PHYSICS knowledge is needed to perform the occupation?



16. Chemistry

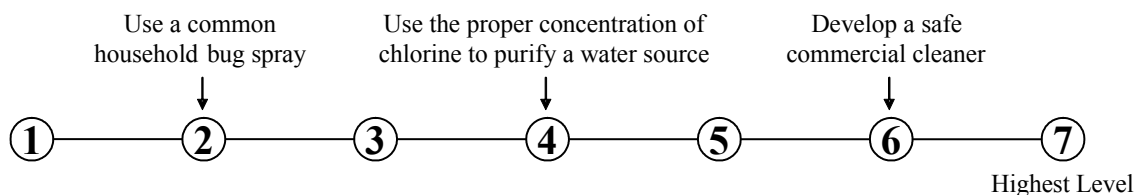
Knowledge of the chemical composition, structure, and properties of substances and of the chemical processes and transformations that they undergo. This includes uses of chemicals and their interactions, danger signs, production techniques, and disposal methods.

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



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

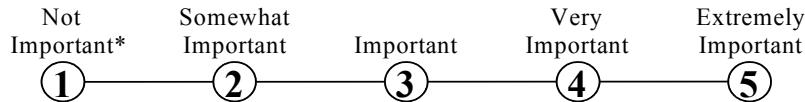
B. What level of CHEMISTRY knowledge is needed to perform the occupation?



17. Biology

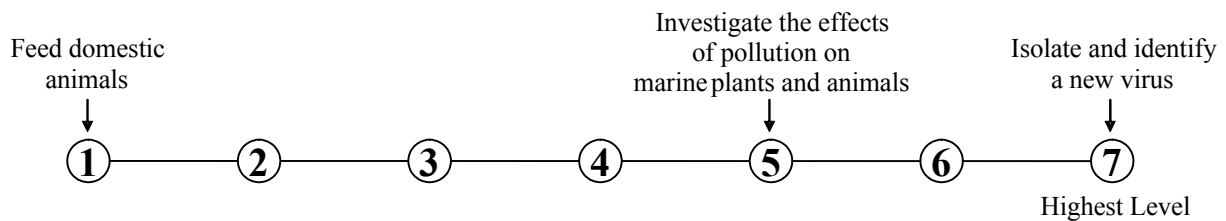
Knowledge of plant and animal organisms and their tissues, cells, functions, interdependencies, and interactions with each other and the environment.

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



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

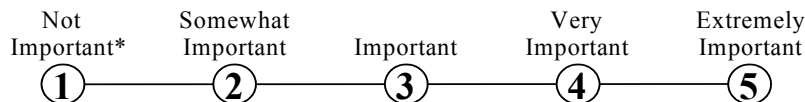
B. What level of BIOLOGY knowledge is needed to perform the occupation?



18. Psychology

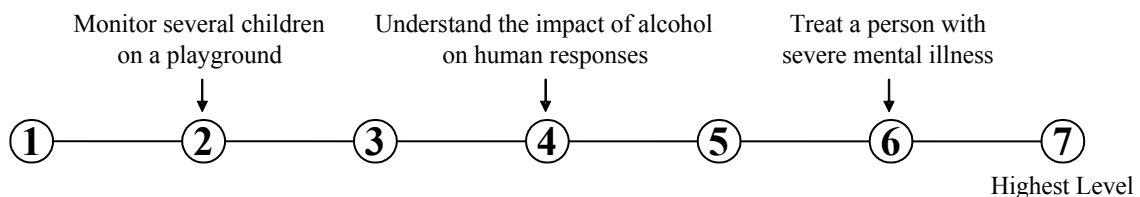
Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

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



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

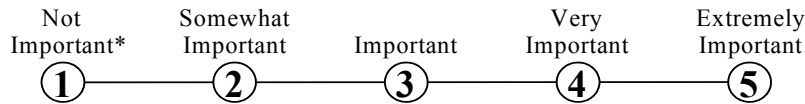
B. What level of PSYCHOLOGY knowledge is needed to perform the occupation?



19. Sociology and Anthropology

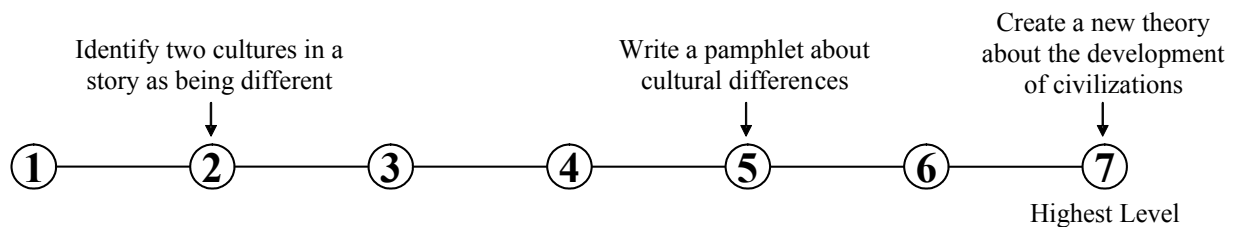
Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures, and their history and origins.

- A. How important is knowledge of SOCIOLOGY AND ANTHROPOLOGY to the performance of the occupation?



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

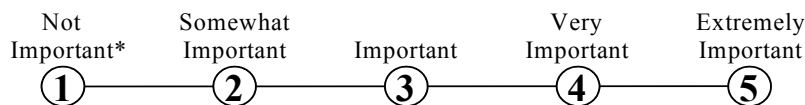
- B. What level of knowledge of SOCIOLOGY AND ANTHROPOLOGY is needed to perform the occupation?



20. Geography

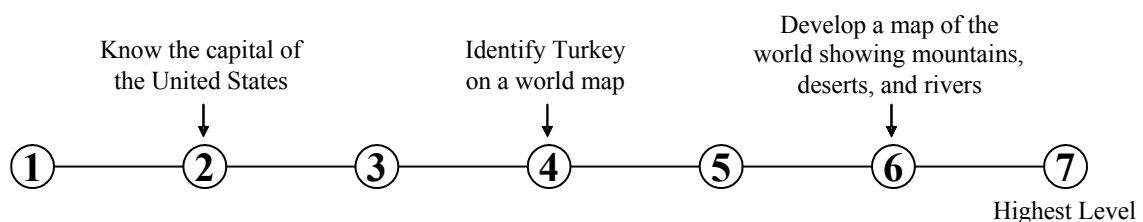
Knowledge of principles and methods for describing the features of land, sea, and air masses, including their physical characteristics, locations, interrelationships, and distribution of plant, animal, and human life.

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



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

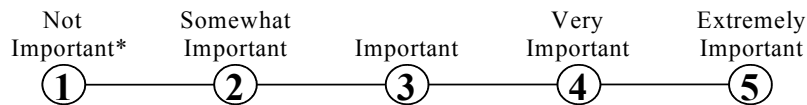
- B. What level of knowledge of GEOGRAPHY is needed to perform the occupation?



21. Medicine and Dentistry

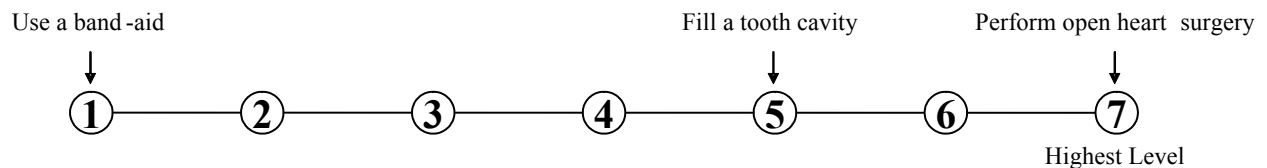
Knowledge of the information and techniques needed to diagnose and treat human injuries, diseases, and deformities. This includes symptoms, treatment alternatives, drug properties and interactions, and preventive health-care measures.

- A. How important is knowledge of MEDICINE AND DENTISTRY to the performance of the occupation?



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

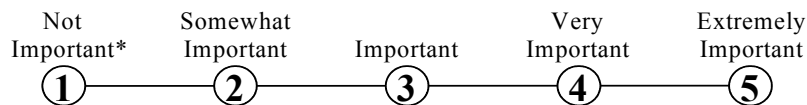
- B. What level of MEDICINE AND DENTISTRY knowledge is needed to perform the occupation?



22. Therapy and Counseling

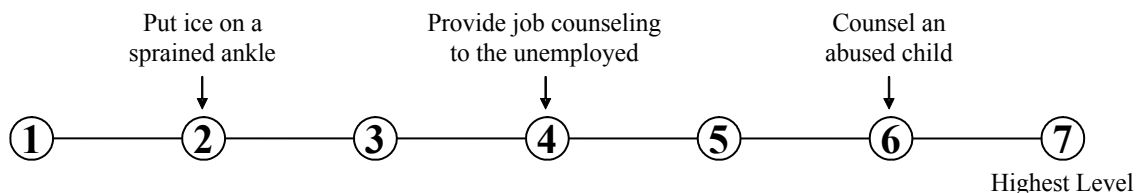
Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.

- A. How important is knowledge of THERAPY AND COUNSELING to the performance of the occupation?



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

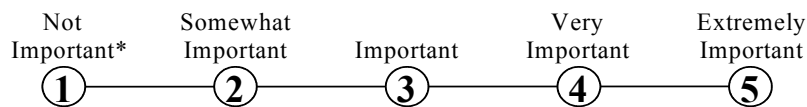
- B. What level of THERAPY AND COUNSELING knowledge is needed to perform the occupation?



23. Education and Training

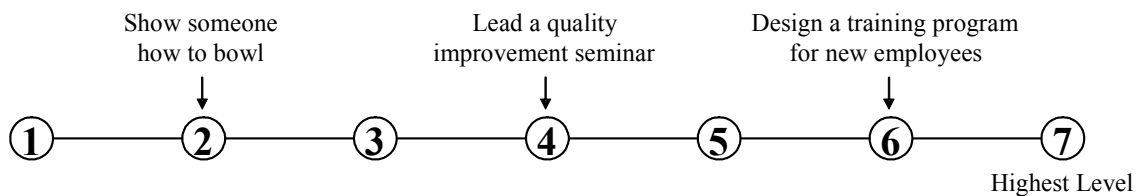
Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

- A. How important is knowledge of EDUCATION AND TRAINING to the performance of the occupation?



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

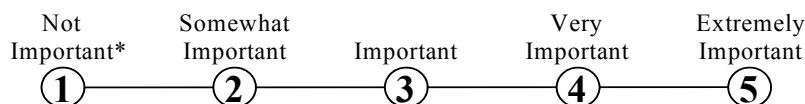
- B. What level of EDUCATION AND TRAINING knowledge is needed to perform the occupation?



24. English Language

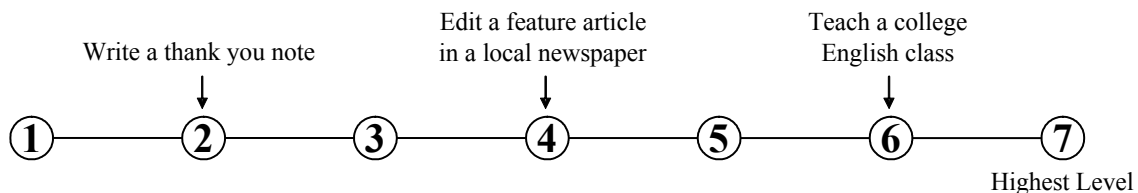
Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

- A. How important is knowledge of the ENGLISH LANGUAGE to the performance of the occupation?



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

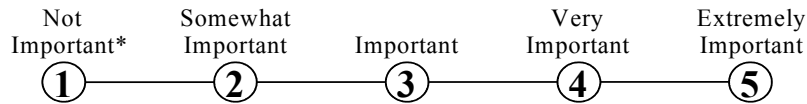
- B. What level of ENGLISH LANGUAGE knowledge is needed to perform the occupation?



25. Foreign Language

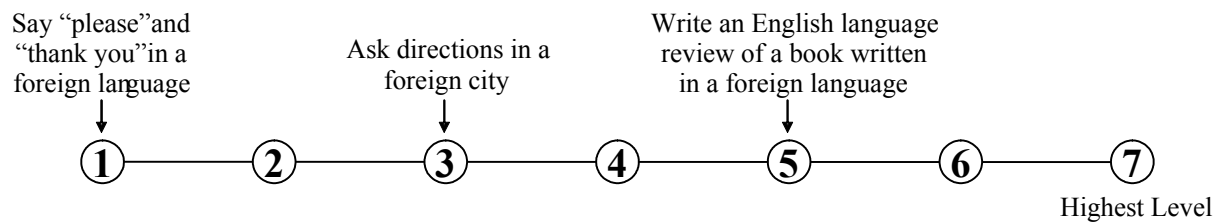
Knowledge of the structure and content of a foreign (non-English) language including the meaning and spelling of words, rules of composition and grammar, and pronunciation.

A. How important is knowledge of a FOREIGN LANGUAGE to the performance of the occupation?



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

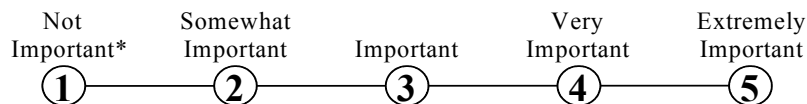
B. What level of FOREIGN LANGUAGE knowledge is needed to perform the occupation?



26. Fine Arts

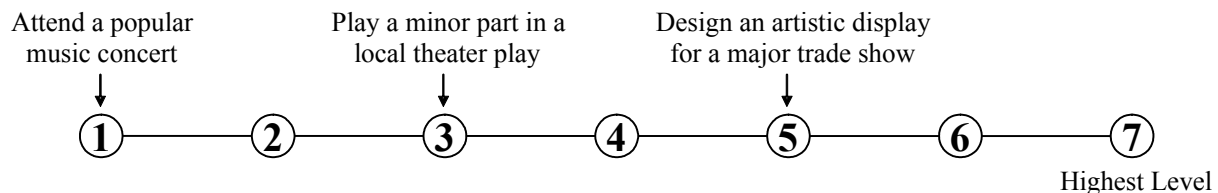
Knowledge of the theory and techniques required to compose, produce, and perform works of music, dance, visual arts, drama, and sculpture.

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



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

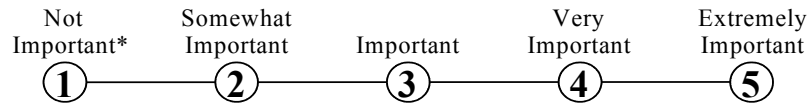
B. What level of FINE ARTS knowledge is needed to perform the occupation?



27. History and Archeology

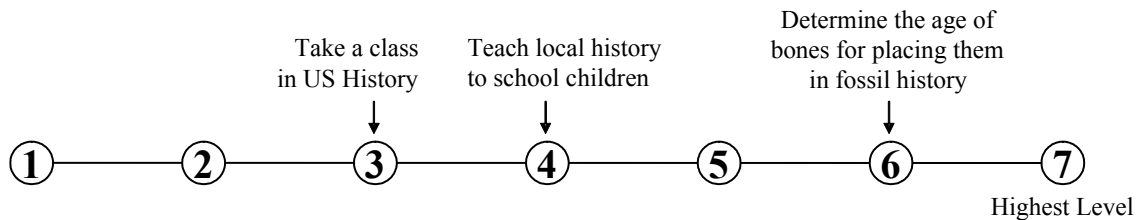
Knowledge of historical events and their causes, indicators, and effects on civilizations and cultures.

- A. How important is knowledge of HISTORY AND ARCHEOLOGY to the performance of the occupation?



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

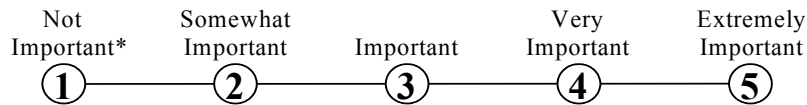
- B. What level of knowledge of HISTORY AND ARCHEOLOGY is needed to perform the occupation?



28. Philosophy and Theology

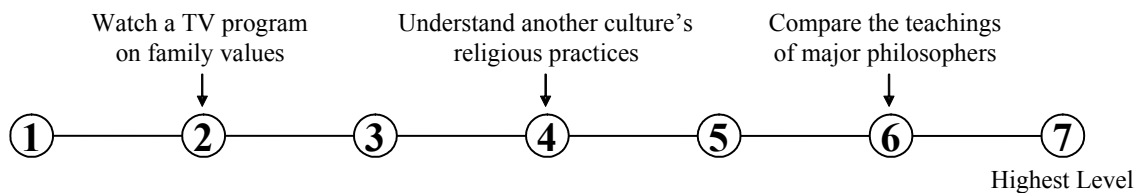
Knowledge of different philosophical systems and religions. This includes their basic principles, values, ethics, ways of thinking, customs, practices, and their impact on human culture.

- A. How important is knowledge of PHILOSOPHY AND THEOLOGY to the performance of the occupation?



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

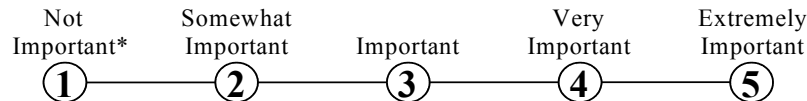
- B. What level of knowledge of PHILOSOPHY AND THEOLOGY is needed to perform the occupation?



29. Public Safety and Security

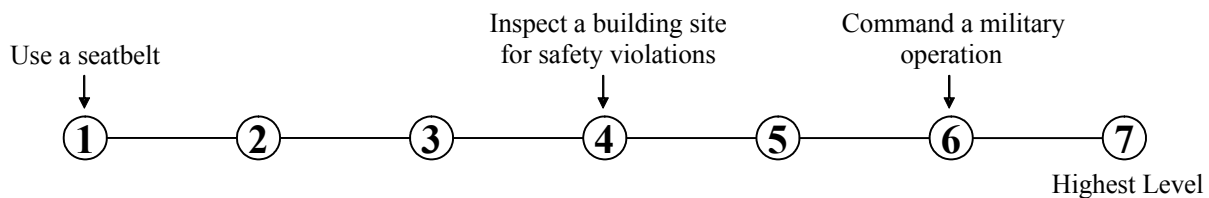
Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

- A. How important is PUBLIC SAFETY AND SECURITY knowledge to the performance of the occupation?



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

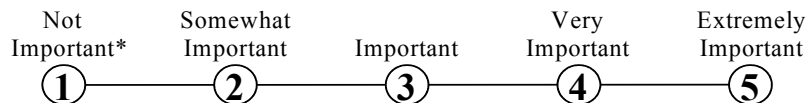
- B. What level of PUBLIC SAFETY AND SECURITY knowledge is needed to perform the occupation?



30. Law and Government

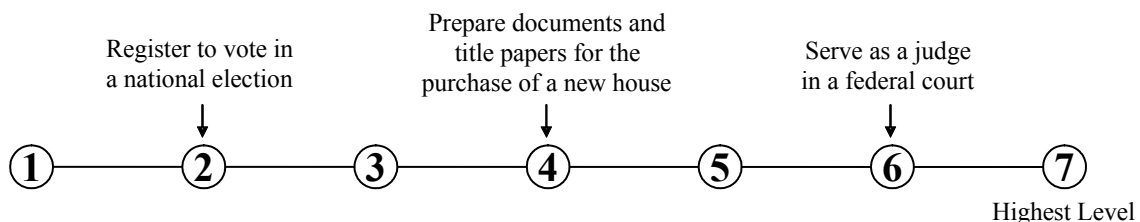
Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

- A. How important is knowledge of LAW AND GOVERNMENT to the performance of the occupation?



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

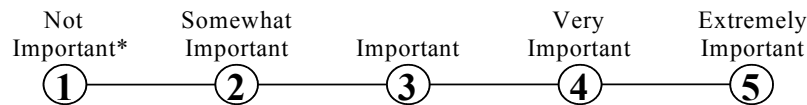
- B. What level of knowledge of LAW AND GOVERNMENT is needed to perform the occupation?



31. Telecommunications

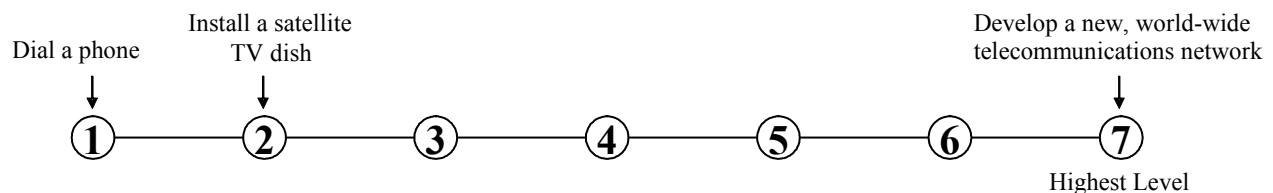
Knowledge of transmission, broadcasting, switching, control, and operation of telecommunications systems.

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



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

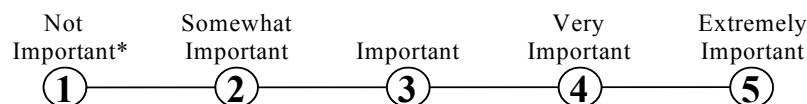
- B. What level of TELECOMMUNICATIONS knowledge is needed to perform the occupation?



32. Communications and Media

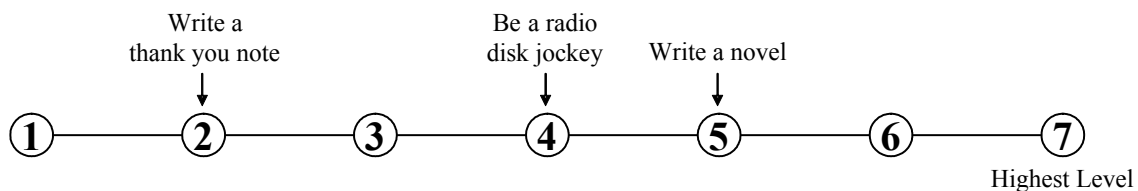
Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

- A. How important is knowledge of COMMUNICATIONS AND MEDIA to the performance of the occupation?



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

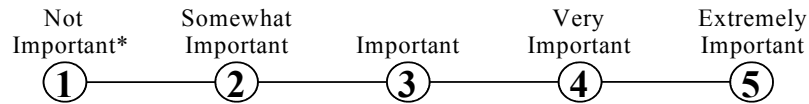
- B. What level of COMMUNICATIONS AND MEDIA knowledge is needed to perform the occupation?



33. Transportation

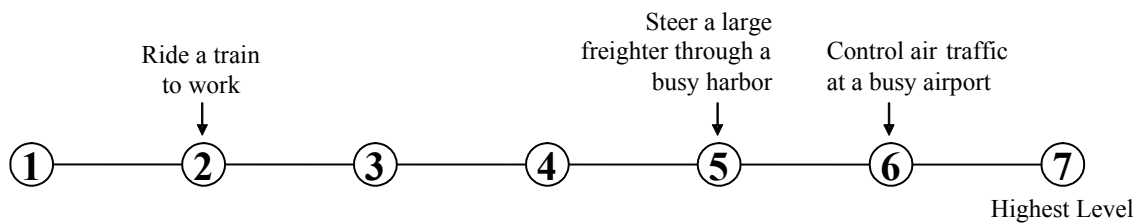
Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.

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



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

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



PLEASE CONTINUE ON NEXT PAGE

Instructions for Completing Education and Training Questions

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

REQUIRED LEVEL OF EDUCATION

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

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

- ☐ **Less than a High School Diploma**
- ☐ **High School Diploma** (or GED or High School Equivalence Certificate)
- ☐ **Post-Secondary Certificate** - awarded for training completed after high school (for example, in Personnel Services, Engineering-related Technologies, Vocational Home Economics, Construction Trades, Mechanics and Repairers, Precision Production Trades)
- ☐ **Some College Courses**
- ☐ **Associate's Degree** (or other 2-year degree)
- ☐ **Bachelor's Degree**
- ☐ **Post-Baccalaureate Certificate** - awarded for completion of an organized program of study; designed for people who have completed a Baccalaureate degree but do not meet the requirements of academic degrees carrying the title of Master.
- ☐ **Master's Degree**
- ☐ **Post-Master's Certificate** - awarded for completion of an organized program of study; designed for people who have completed a Master's degree but do not meet the requirements of academic degrees at the doctoral level.
- ☐ **First Professional Degree** - awarded for completion of a program that
 - requires at least 2 years of college work before entrance into the program,
 - includes a total of at least 6 academic years of work to complete, and
 - provides all remaining academic requirements to begin practice in a profession.
- ☐ **Doctoral Degree**
- ☐ **Post-Doctoral Training**

35. **If someone were being hired to perform the occupation, how much RELATED WORK EXPERIENCE would be required?** (That is, having other jobs that prepare the worker for the job.)

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

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

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

37. If someone were being hired to perform the occupation, how much ON-THE-JOB TRAINING would be required? (That is, serving as a learner or trainee on the job under instruction of a more experienced worker.)

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

38. If someone were being hired to perform the occupation, how much APPRENTICESHIP would be required? (That is, having served in a registered US Department of Labor program and received a certificate of completion.)

- ☐ None
- ☐ Up to and including 1 year
- ☐ Over 1 year, up to and including 2 years
- ☐ Over 2 years, up to and including 3 years
- ☐ Over 3 years, up to and including 4 years
- ☐ Over 4 years, up to and including 5 years
- ☐ Over 5 years, up to and including 6 years

Instructions for Making Work Style Ratings

These questions are about work styles. A **Work Style** is a *personal characteristic*. You will be asked about a series of different work styles and how they relate to the occupation. As an occupational expert, first consider the different work styles needed by workers to perform the occupation. Then, with this information in mind, please answer each question as if you were performing work typical of the occupation.

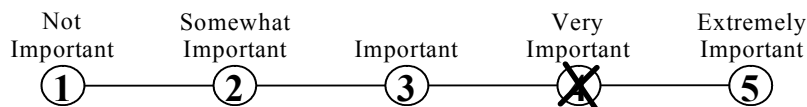
First, each work style is named and defined. For example:

Stress Tolerance

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

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

How important is STRESS TOLERANCE to the performance of the occupation?

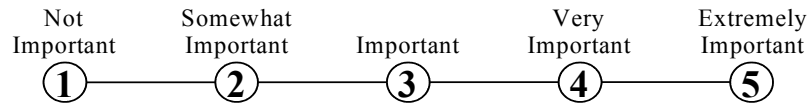


Mark your answer by putting an **X** through the number that represents your answer.
Do not mark on the line between the numbers.

39. Achievement/Effort

Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.

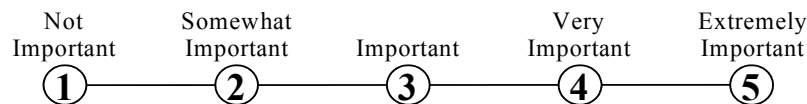
How important is ACHIEVEMENT/EFFORT to the performance of the occupation?



40. Persistence

Job requires persistence in the face of obstacles.

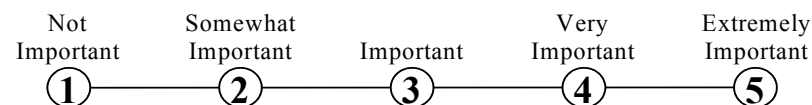
How important is PERSISTENCE to the performance of the occupation?



41. Initiative

Job requires a willingness to take on responsibilities and challenges.

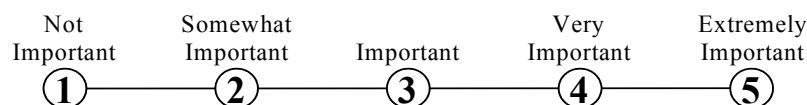
How important is INITIATIVE to the performance of the occupation?



42. Leadership

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

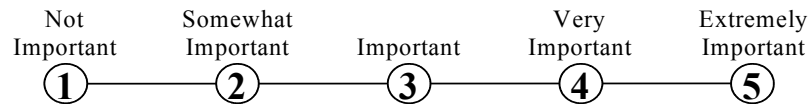
How important is LEADERSHIP to the performance of the occupation?



43. Cooperation

Job requires being pleasant with others and displaying a good-natured, cooperative attitude.

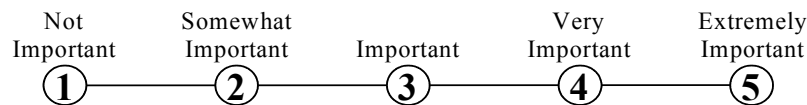
How important is COOPERATION to the performance of the occupation?



44. Concern for Others

Job requires being sensitive to others' needs and feelings, and being understanding and helpful to others.

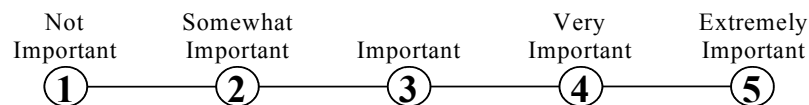
How important is CONCERN FOR OTHERS to the performance of the occupation?



45. Social Orientation

Job requires preferring to work with others rather than alone, and being personally connected with others.

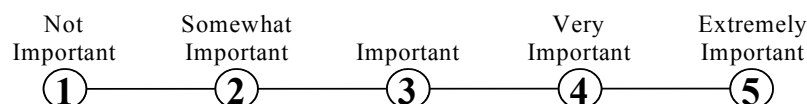
How important is SOCIAL ORIENTATION to the performance of the occupation?



46. Self-Control

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

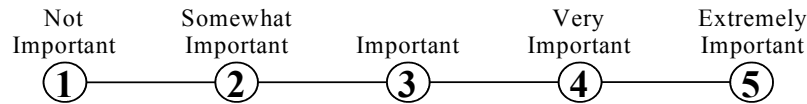
How important is SELF-CONTROL to the performance of the occupation?



47. Stress Tolerance

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

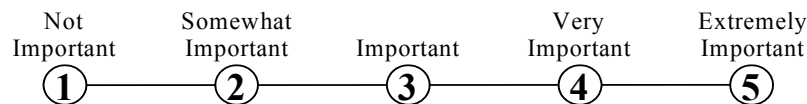
How important is STRESS TOLERANCE to the performance of the occupation?



48. Adaptability/Flexibility

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

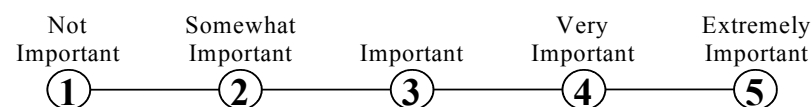
How important is ADAPTABILITY/FLEXIBILITY to the performance of the occupation?



49. Dependability

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

How important is DEPENDABILITY to the performance of the occupation?



50. Attention to Detail

Job requires being careful about details and thorough in completing tasks.

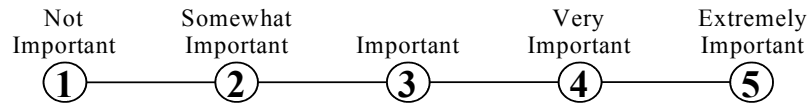
How important is ATTENTION TO DETAIL to the performance of the occupation?



51. Integrity

Job requires being honest and ethical.

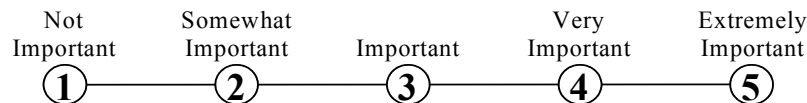
How important is INTEGRITY to the performance of the occupation?



52. Independence

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

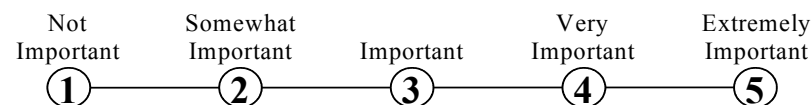
How important is INDEPENDENCE to the performance of the occupation?



53. Innovation

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

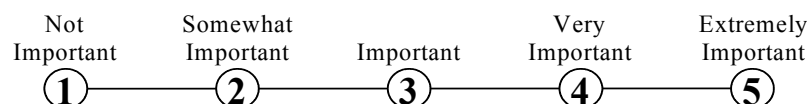
How important is INNOVATION to the performance of the occupation?



54. Analytical Thinking

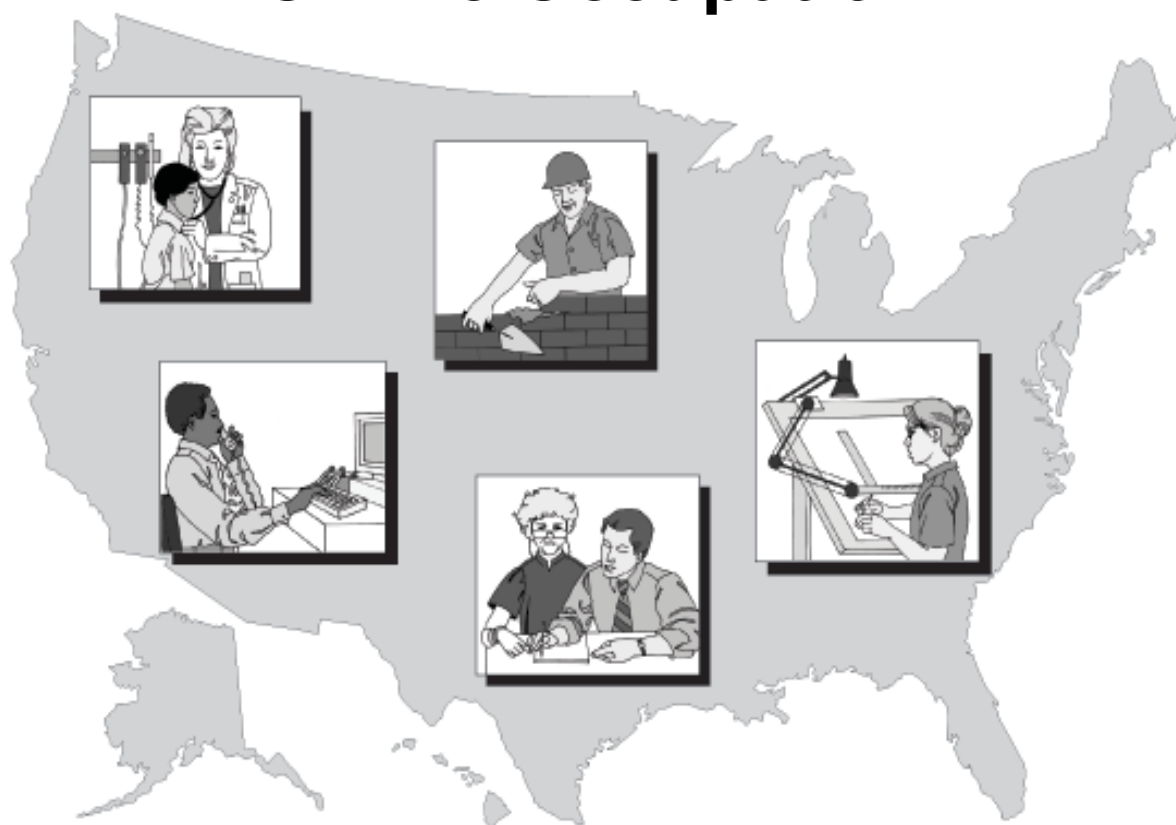
Job requires analyzing information and using logic to address work-related issues and problems.

How important is ANALYTICAL THINKING to the performance of the occupation?



Form B
OMB#1205-0421
Expires: 12/31/2008
Ver.: 9/05

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



Please return your completed questionnaire in the enclosed envelope to:
Research Triangle Institute, P.O. Box 12194, Research Triangle Park, NC 27709-2194
Sponsored by: The U.S. Department of Labor and the National O*NET Consortium

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondents' obligation to reply to these reporting requirements is voluntary. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Labor, Office of Workforce Investment, Attn: O*NET Project, Frances Perkins Building, Mail Stop S4231, 200 Constitution Ave., NW, Washington, DC 20210 (OMB Control Number 1205-0421).

Return to: Research Triangle Institute, PO Box 12194
Research Triangle Park, North Carolina, 27709-2194

Instructions for Making Work Activities Ratings

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

Each activity in this questionnaire is named and defined.

For example:

Getting Information

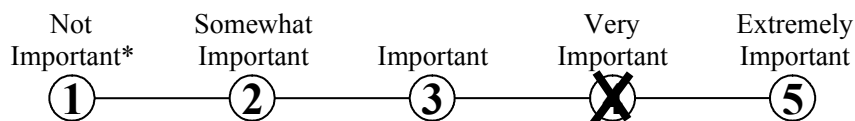
Observing, receiving, and otherwise obtaining information from all relevant sources.

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?



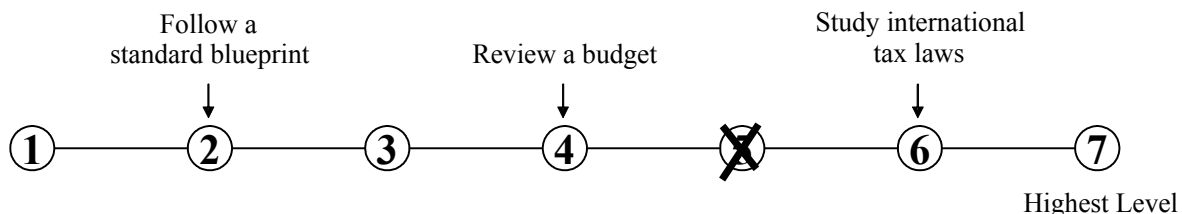
Mark your answer by putting an **X** through the number that represents your answer.
Do not mark on the line between the numbers.

***If you rate the activity as Not Important to the performance of the occupation, mark the one [①] 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?

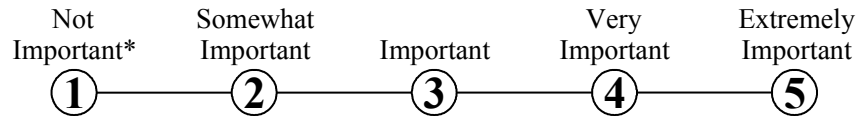


Mark your answer by putting an **X** through the number that represents your answer.
Do not mark on the line between the numbers.

1. Getting Information

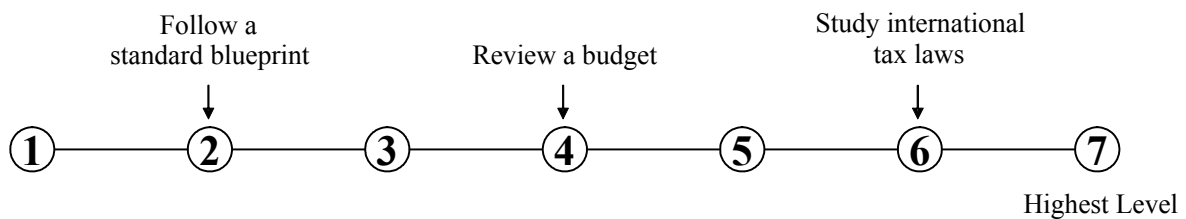
Observing, receiving, and otherwise obtaining information from all relevant sources.

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.

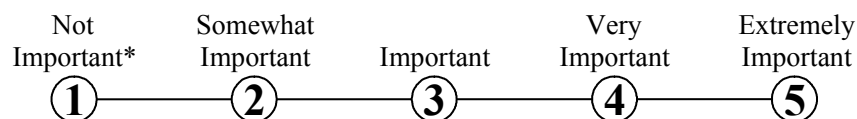
B. What level of GETTING INFORMATION is needed to perform the occupation?



2. Identifying Objects, Actions, and Events

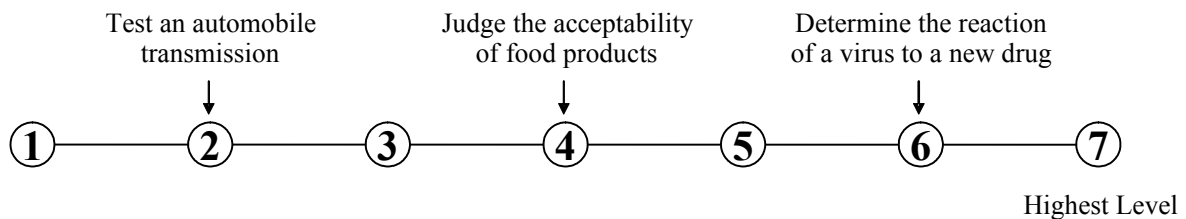
Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

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.

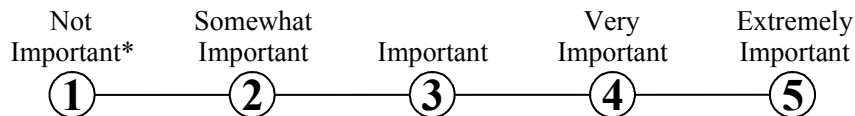
B. What level of IDENTIFYING OBJECTS, ACTIONS, AND EVENTS is needed to perform the occupation?



3. Monitoring Processes, Materials, or Surroundings

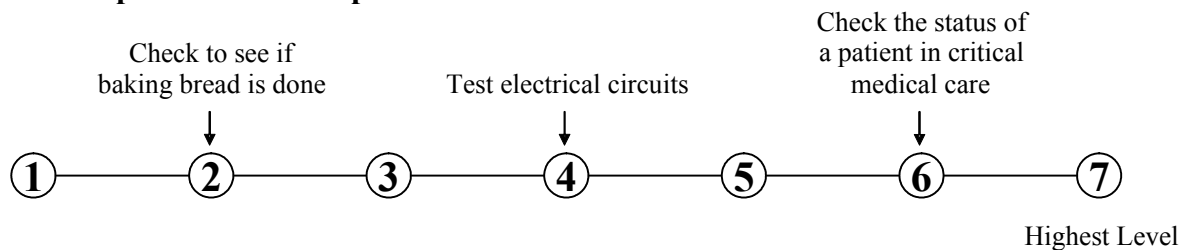
Monitoring and reviewing information from materials, events, or the environment to detect or assess problems.

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.

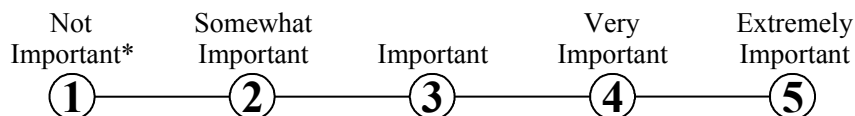
B. What level of MONITORING PROCESSES, MATERIALS, OR SURROUNDINGS is needed to perform the occupation?



4. Inspecting Equipment, Structures, or Materials

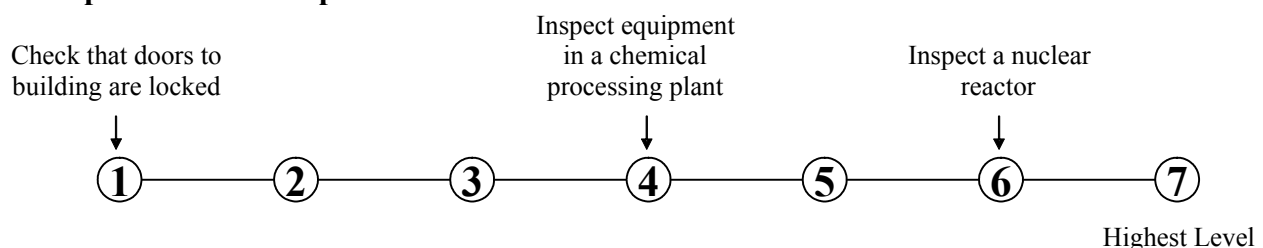
Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

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.

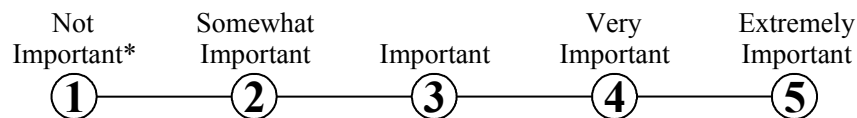
B. What level of INSPECTING EQUIPMENT, STRUCTURES, OR MATERIALS is needed to perform the occupation?



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

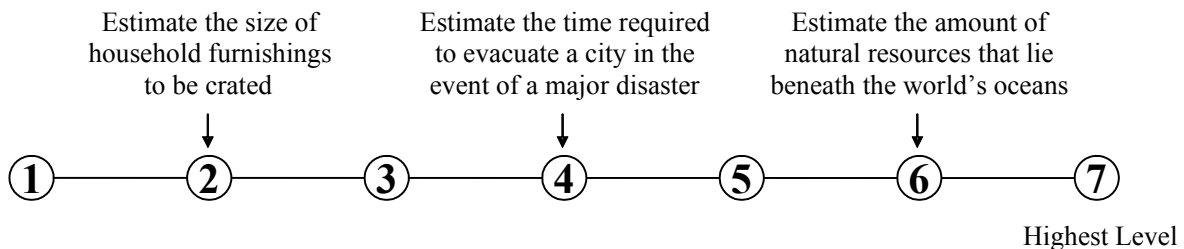
Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.

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.

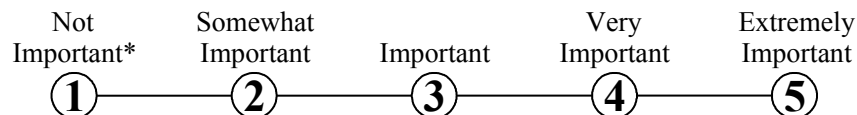
B. What level of ESTIMATING THE QUANTIFIABLE CHARACTERISTICS OF PRODUCTS, EVENTS, OR INFORMATION is needed to perform the occupation?



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

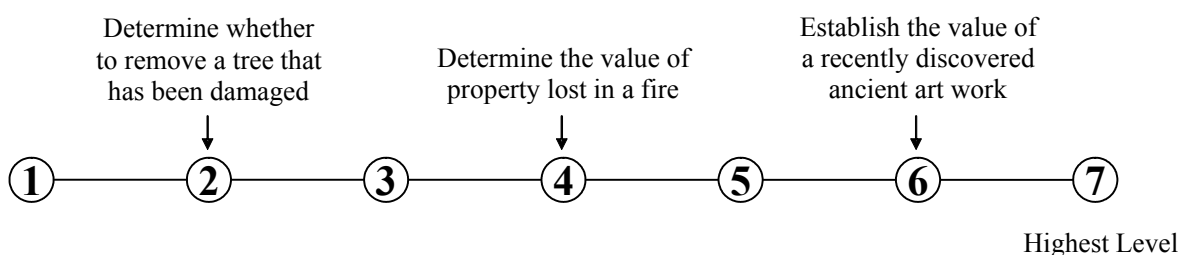
Assessing the value, importance, or quality of things or people.

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.

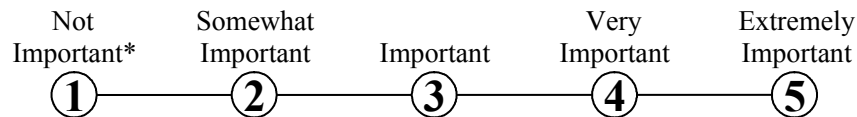
B. What level of JUDGING THE QUALITIES OF OBJECTS, SERVICES, OR PEOPLE is needed to perform the occupation?



7. Evaluating Information to Determine Compliance with Standards

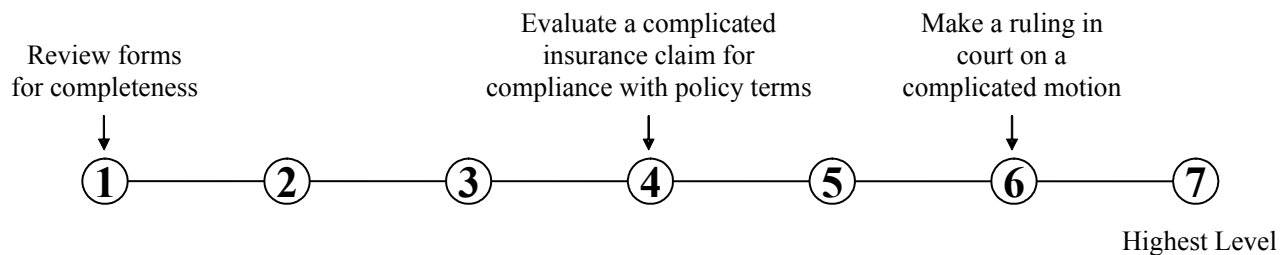
Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

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.

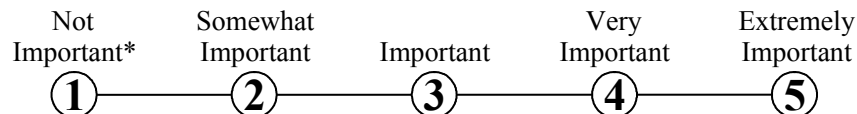
B. What level of EVALUATING INFORMATION TO DETERMINE COMPLIANCE WITH STANDARDS is needed to perform the occupation?



8. Processing Information

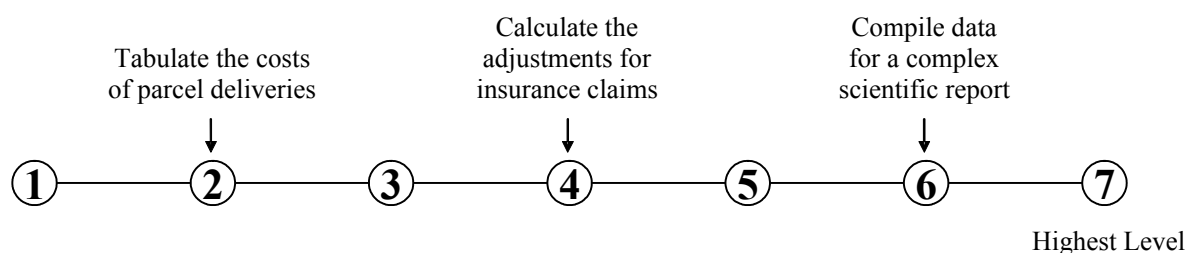
Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

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.

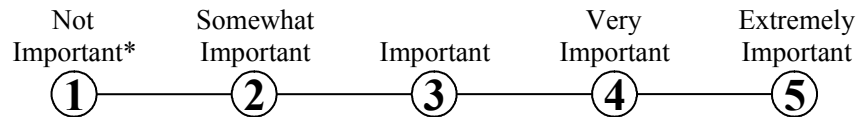
B. What level of PROCESSING INFORMATION is needed to perform the occupation?



9. Analyzing Data or Information

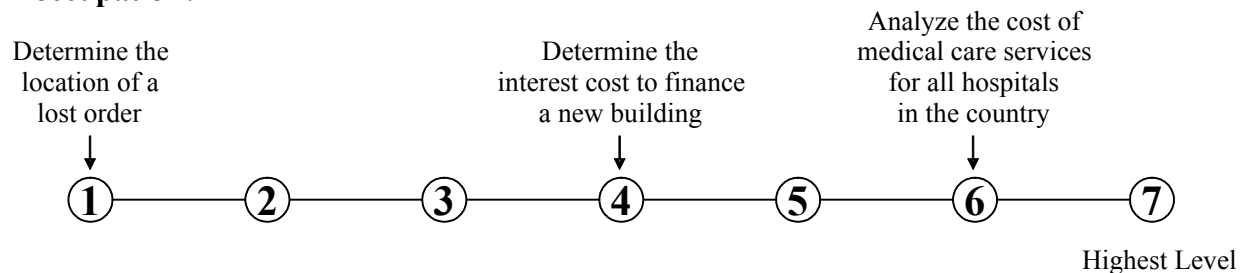
Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.

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.

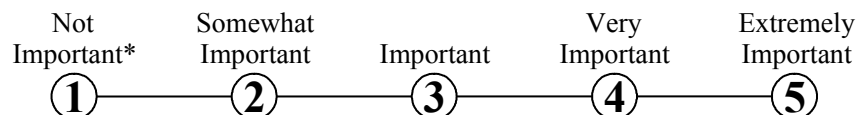
B. What level of ANALYZING DATA OR INFORMATION is needed to perform the occupation?



10. Making Decisions and Solving Problems

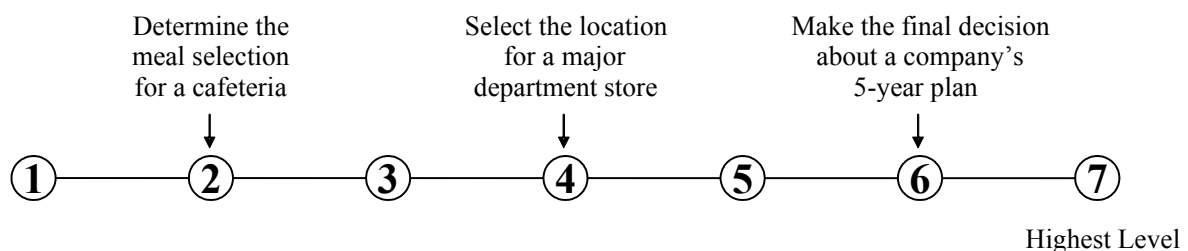
Analyzing information and evaluating results to choose the best solution and solve problems.

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.

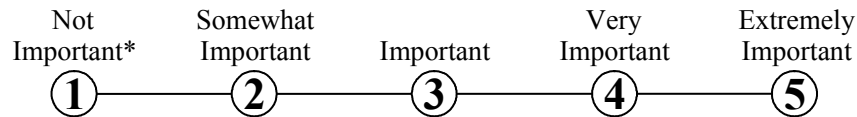
B. What level of MAKING DECISIONS AND SOLVING PROBLEMS is needed to perform the occupation?



11. Thinking Creatively

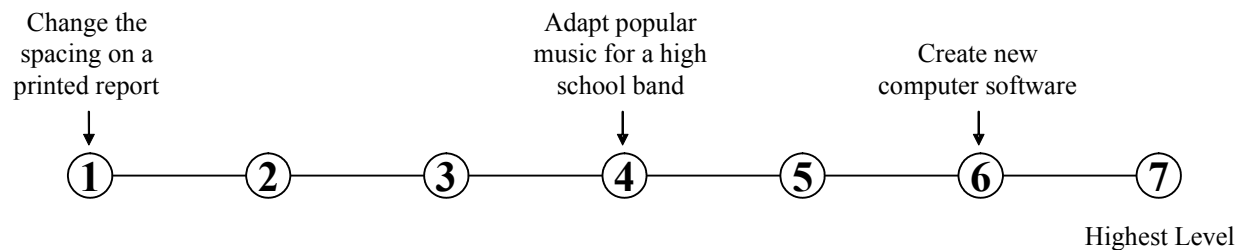
Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

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.

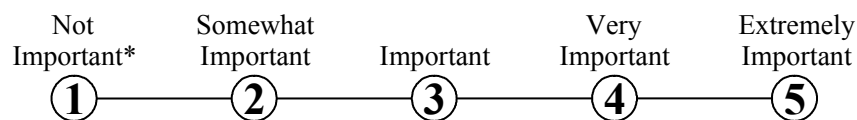
B. What level of THINKING CREATIVELY is needed to perform the occupation?



12. Updating and Using Relevant Knowledge

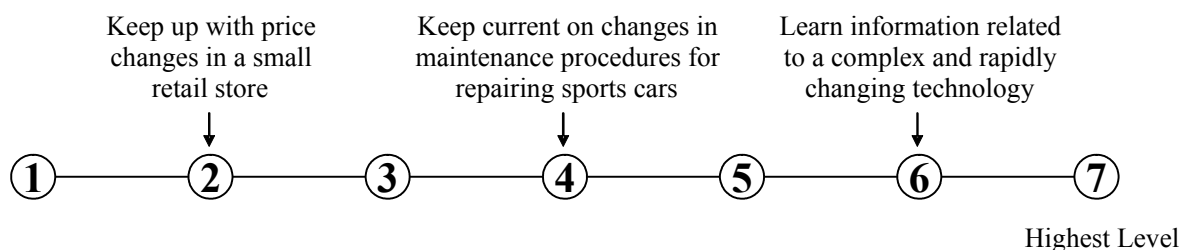
Keeping up-to-date technically and applying new knowledge to the job.

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.

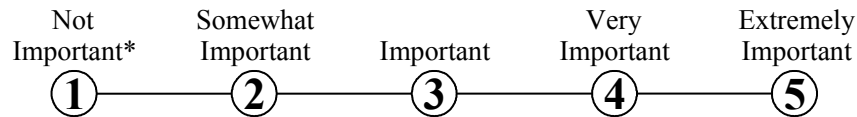
B. What level of UPDATING AND USING RELEVANT KNOWLEDGE is needed to perform the occupation?



13. Developing Objectives and Strategies

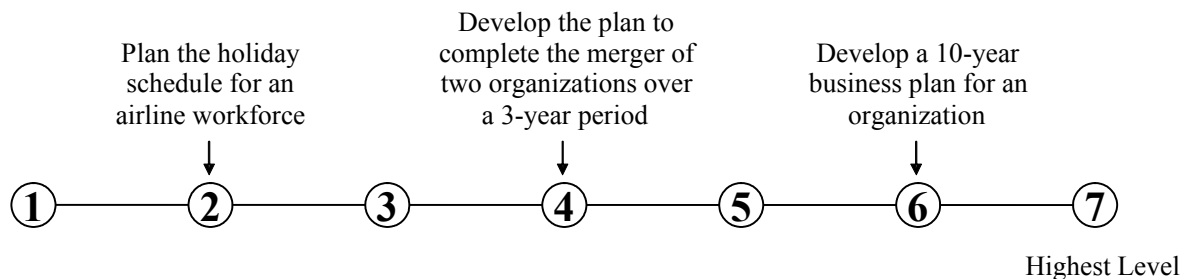
Establishing long-range objectives and specifying the strategies and actions to achieve them.

- 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.

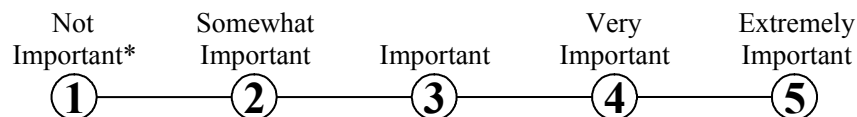
- B. What level of DEVELOPING OBJECTIVES AND STRATEGIES is needed to perform the occupation?



14. Scheduling Work and Activities

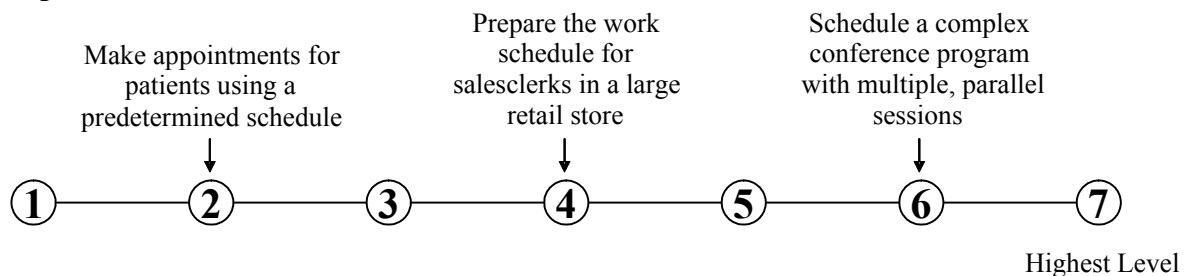
Scheduling events, programs, and activities, as well as the work of others.

- 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.

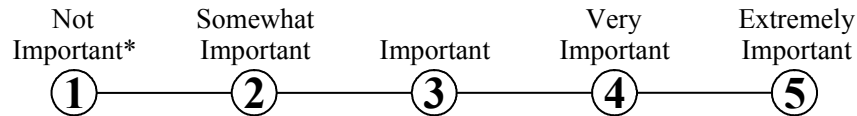
- B. What level of SCHEDULING WORK AND ACTIVITIES is needed to perform the occupation?



15. Organizing, Planning, and Prioritizing Work

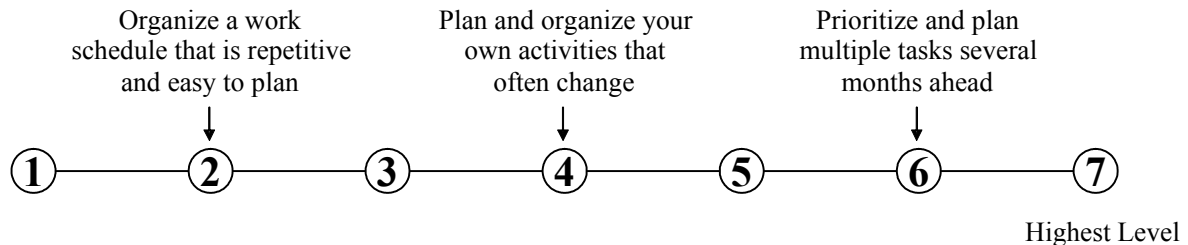
Developing specific goals and plans to prioritize, organize, and accomplish the work.

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.

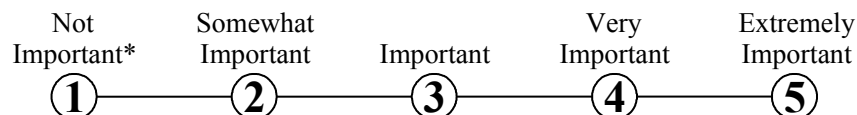
B. What level of ORGANIZING, PLANNING, AND PRIORITIZING WORK is needed to perform the occupation?



16. Performing General Physical Activities

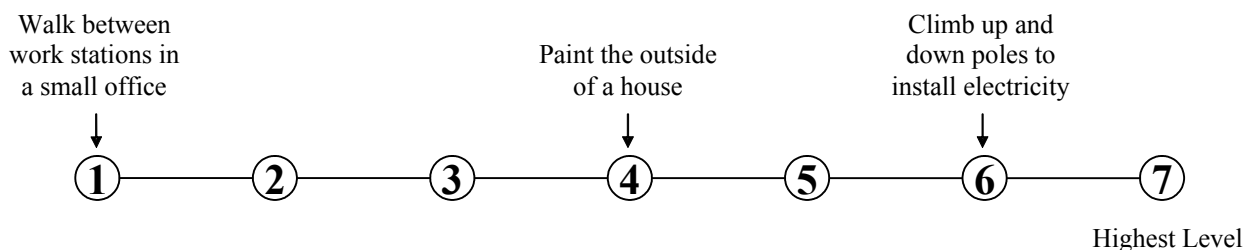
Performing physical activities that require considerable use of arms and legs and moving the whole body, such as climbing, lifting, balancing, walking, stooping, and handling materials.

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.

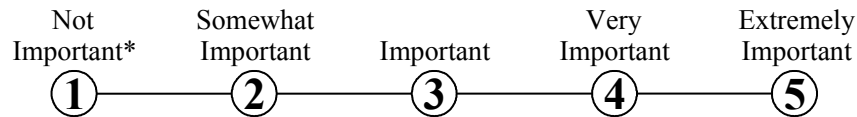
B. What level of PERFORMING GENERAL PHYSICAL ACTIVITIES is needed to perform the occupation?



17. Handling and Moving Objects

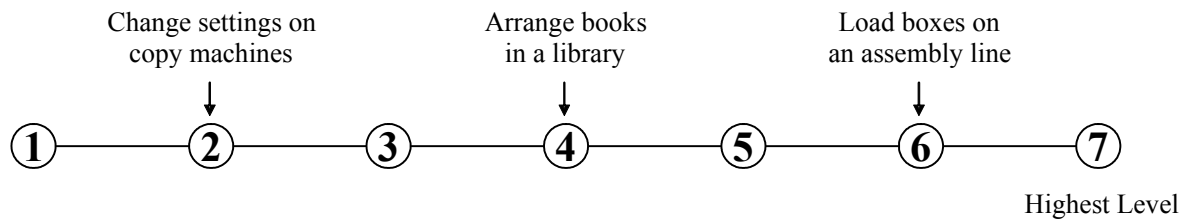
Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.

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.

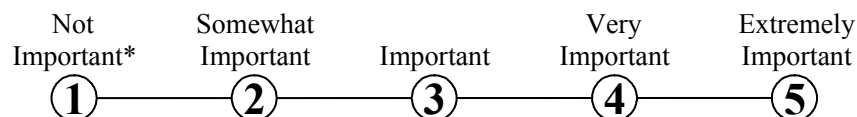
B. What level of HANDLING AND MOVING OBJECTS is needed to perform the occupation?



18. Controlling Machines and Processes

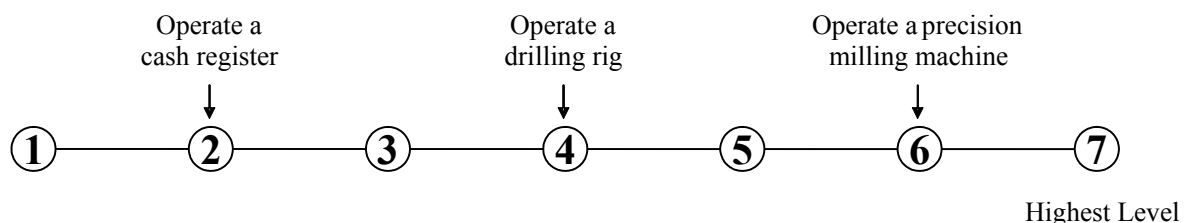
Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).

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.

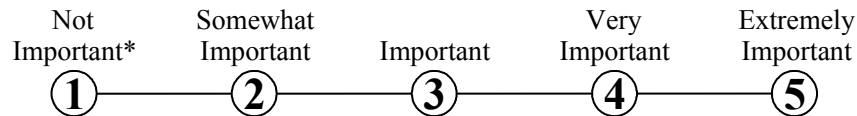
B. What level of CONTROLLING MACHINES AND PROCESSES is needed to perform the occupation?



19. Working with Computers

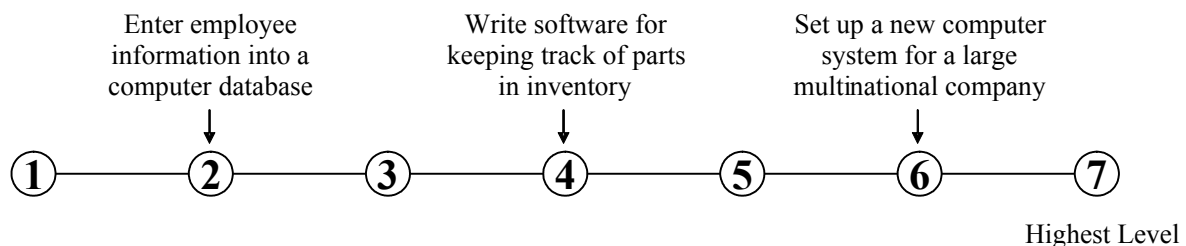
Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.

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.

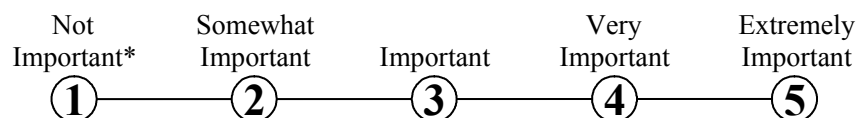
B. What level of WORKING WITH COMPUTERS is needed to perform the occupation?



20. Operating Vehicles, Mechanized Devices, or Equipment

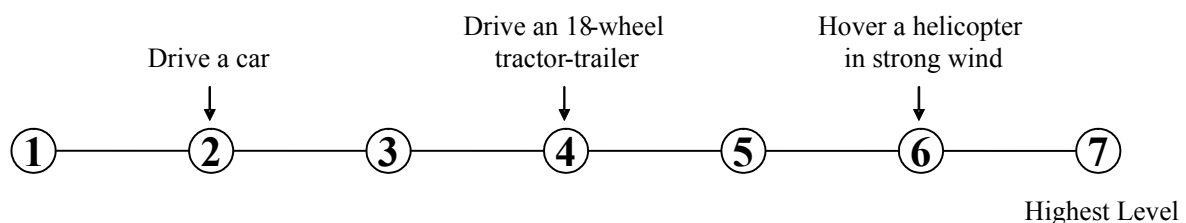
Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as forklifts, passenger vehicles, aircraft, or water craft.

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.

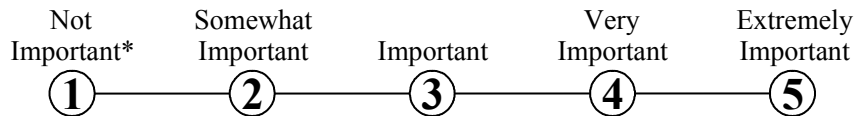
B. What level of OPERATING VEHICLES, MECHANIZED DEVICES, OR EQUIPMENT is needed to perform the occupation?



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

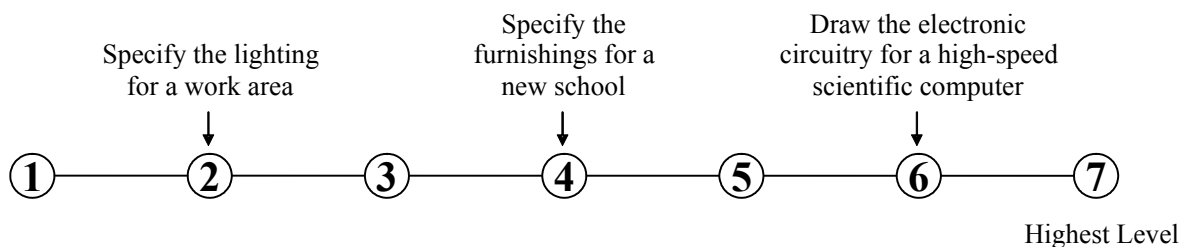
Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.

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.

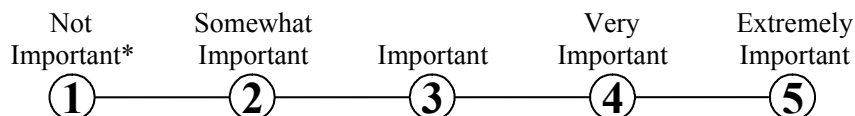
B. What level of DRAFTING, LAYING OUT, AND SPECIFYING TECHNICAL DEVICES, PARTS, AND EQUIPMENT is needed to perform the occupation?



22. Repairing and Maintaining Mechanical Equipment

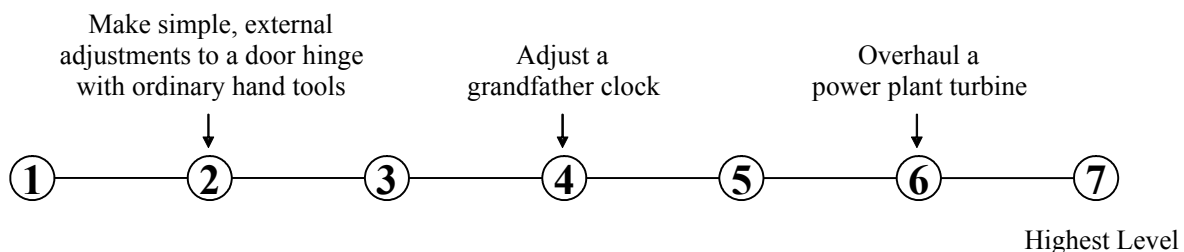
Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.

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.

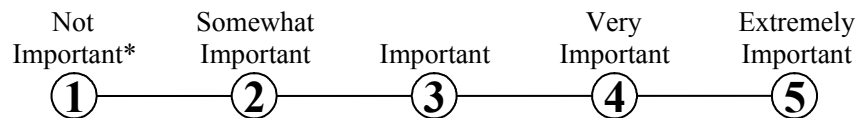
B. What level of REPAIRING AND MAINTAINING MECHANICAL EQUIPMENT is needed to perform the occupation?



23. Repairing and Maintaining Electronic Equipment

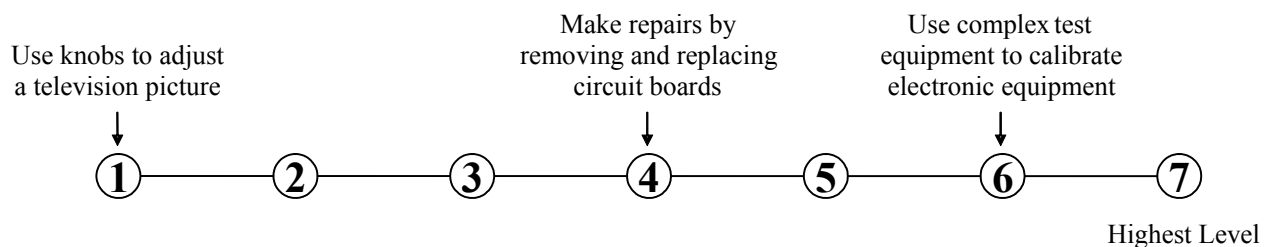
Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.

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.

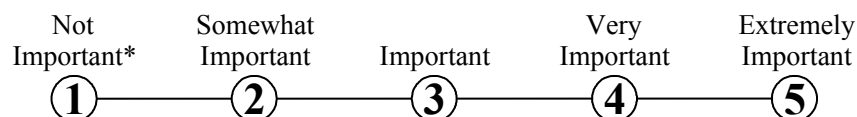
B. What level of REPAIRING AND MAINTAINING ELECTRONIC EQUIPMENT is needed to perform the occupation?



24. Documenting/Recording Information

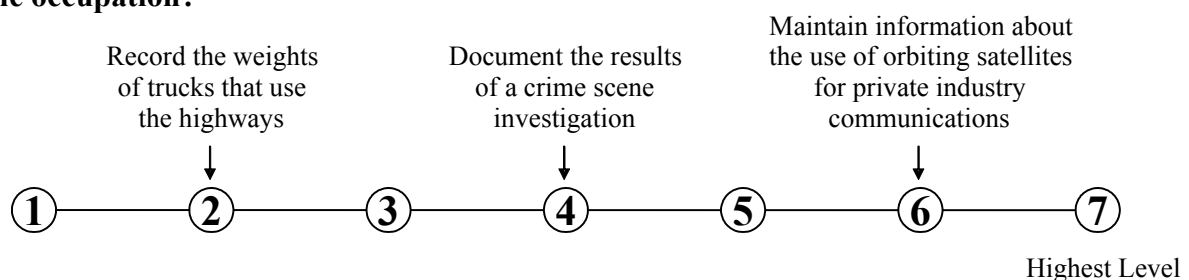
Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

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.

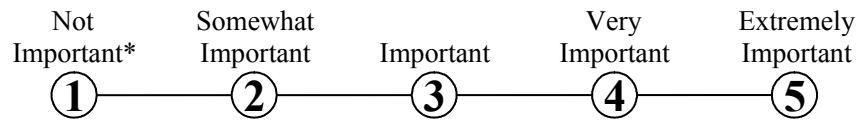
B. What level of DOCUMENTING/RECORDING INFORMATION is needed to perform the occupation?



25. Interpreting the Meaning of Information for Others

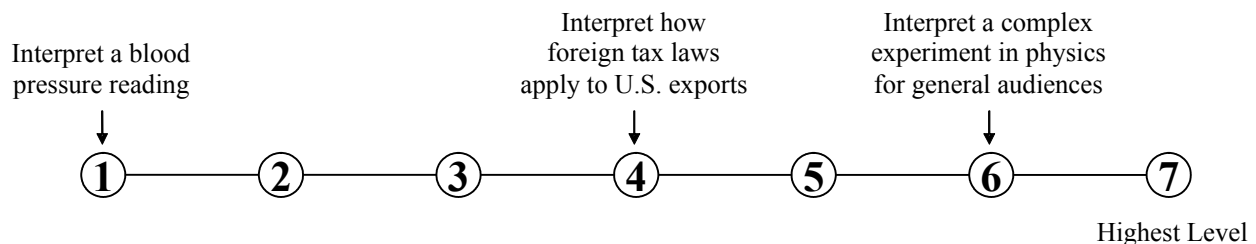
Translating or explaining what information means and how it can be used.

- 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.

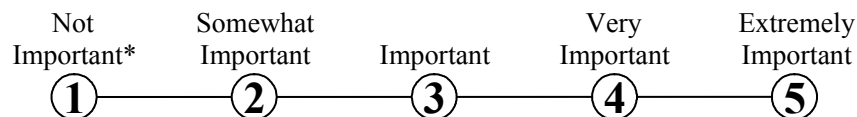
- B. What level of INTERPRETING THE MEANING OF INFORMATION FOR OTHERS is needed to perform the occupation?



26. Communicating with Supervisors, Peers, or Subordinates

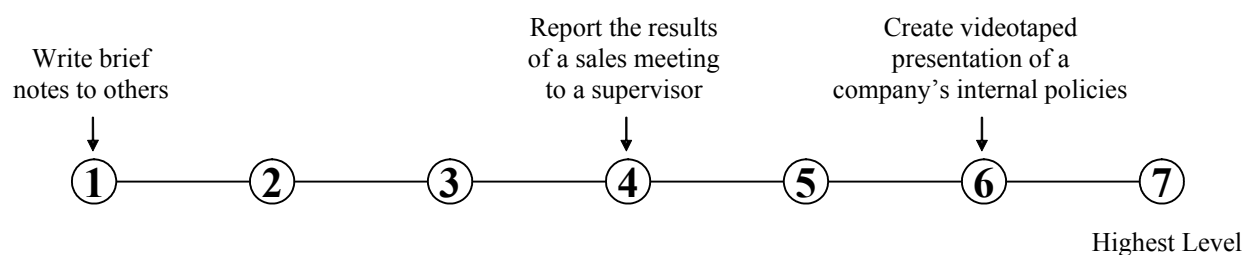
Providing information to supervisors, coworkers, and subordinates by telephone, in written form, e-mail, or in person.

- 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.

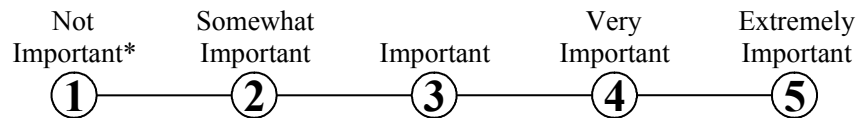
- B. What level of COMMUNICATING WITH SUPERVISORS, PEERS, OR SUBORDINATES is needed to perform the occupation?



27. Communicating with People Outside the Organization

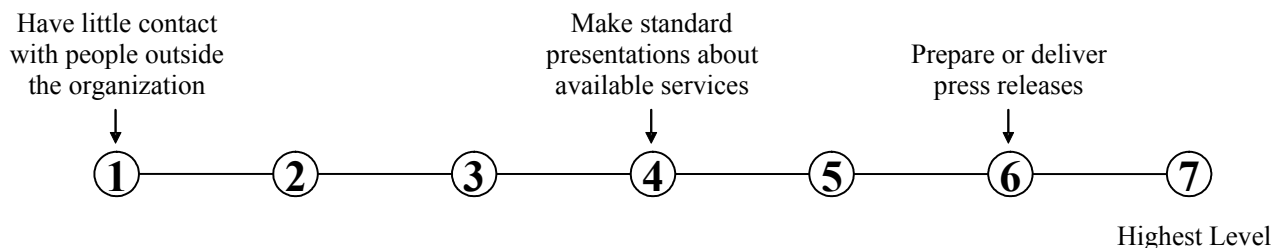
Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.

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



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

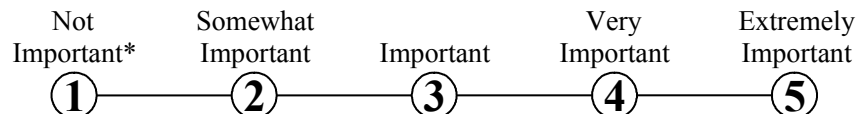
B. What level of COMMUNICATING WITH PEOPLE OUTSIDE THE ORGANIZATION is needed to perform the occupation?



28. Establishing and Maintaining Interpersonal Relationships

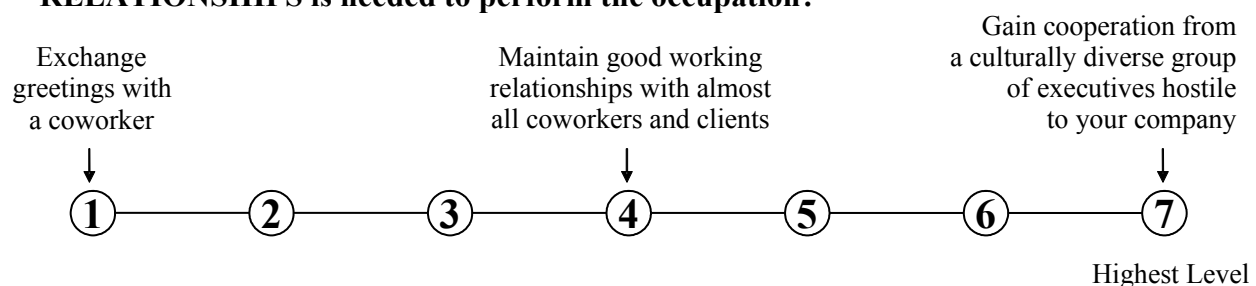
Developing constructive and cooperative working relationships with others and maintaining them over time.

A. How important is ESTABLISHING AND MAINTAINING INTERPERSONAL RELATIONSHIPS to the performance of the occupation?



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

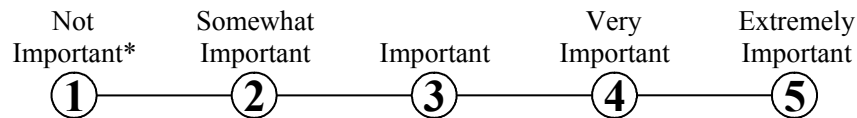
B. What level of ESTABLISHING AND MAINTAINING INTERPERSONAL RELATIONSHIPS is needed to perform the occupation?



29. Assisting and Caring for Others

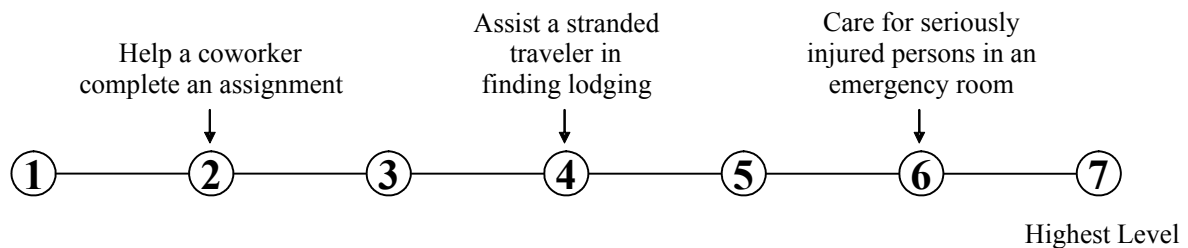
Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.

- 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.

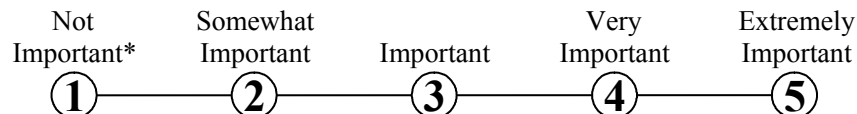
- B. What level of ASSISTING AND CARING FOR OTHERS is needed to perform the occupation?



30. Selling or Influencing Others

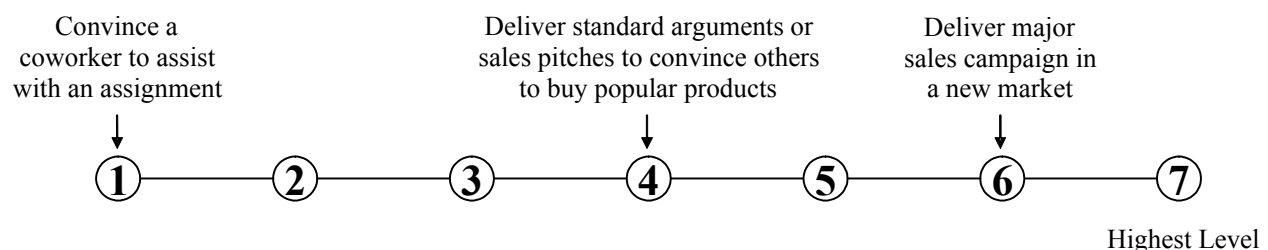
Convincing others to buy merchandise/goods or to otherwise change their minds or actions.

- 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.

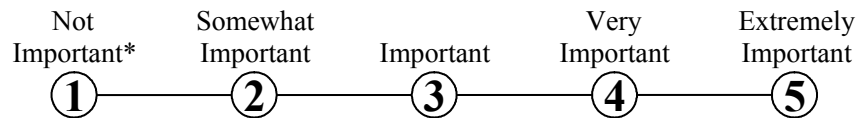
- B. What level of SELLING OR INFLUENCING OTHERS is needed to perform the occupation?



31. Resolving Conflicts and Negotiating with Others

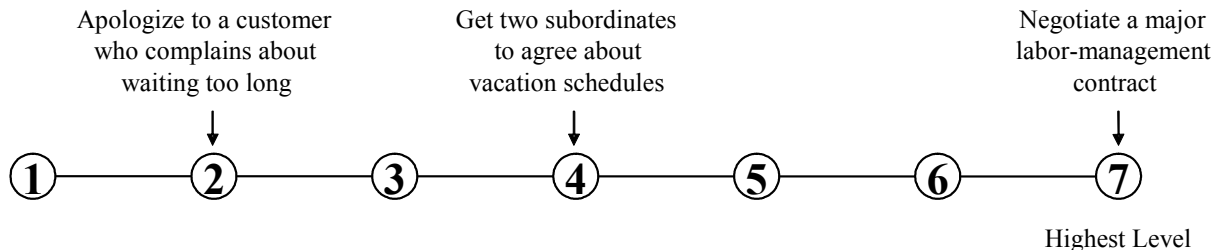
Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.

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.

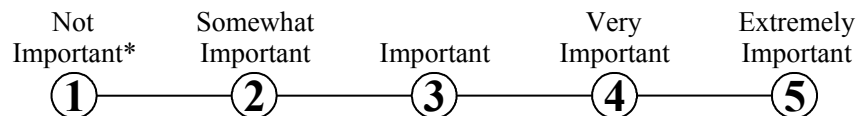
B. What level of RESOLVING CONFLICTS AND NEGOTIATING WITH OTHERS is needed to perform the occupation?



32. Performing for or Working Directly with the Public

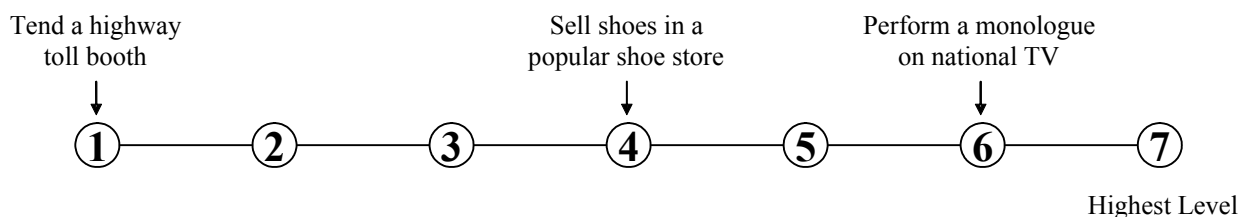
Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.

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.

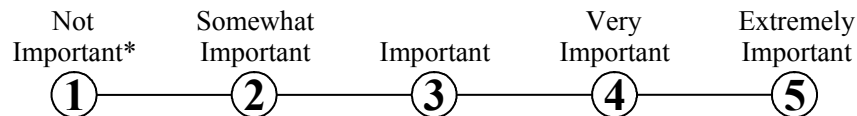
B. What level of PERFORMING FOR OR WORKING DIRECTLY WITH THE PUBLIC is needed to perform the occupation?



33. Coordinating the Work and Activities of Others

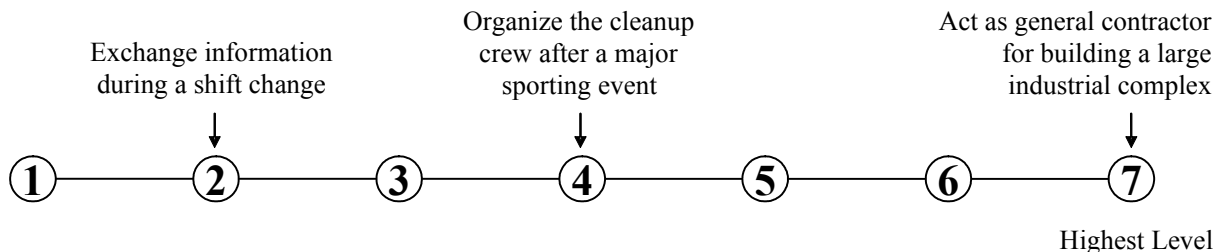
Getting members of a group to work together to accomplish tasks.

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.

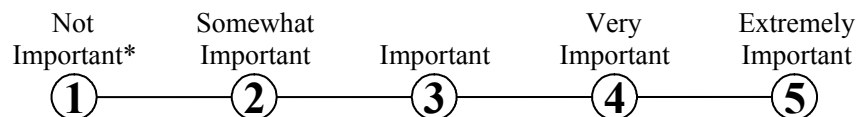
B. What level of COORDINATING THE WORK AND ACTIVITIES OF OTHERS is needed to perform the occupation?



34. Developing and Building Teams

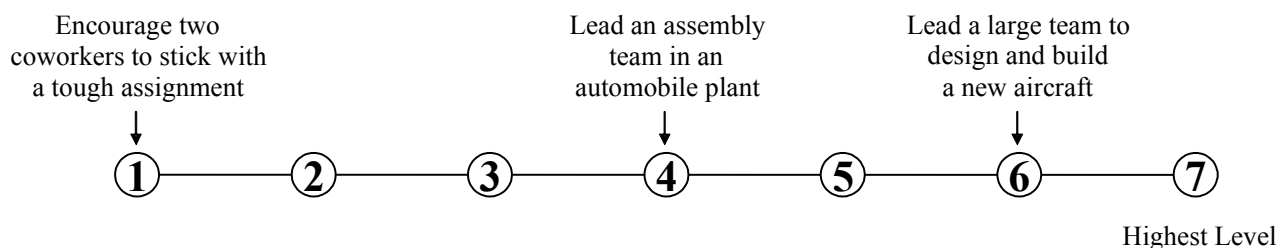
Encouraging and building mutual trust, respect, and cooperation among team members.

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.

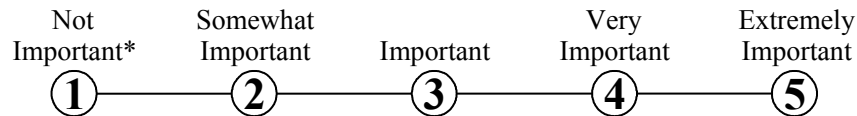
B. What level of DEVELOPING AND BUILDING TEAMS is needed to perform the occupation?



35. Training and Teaching Others

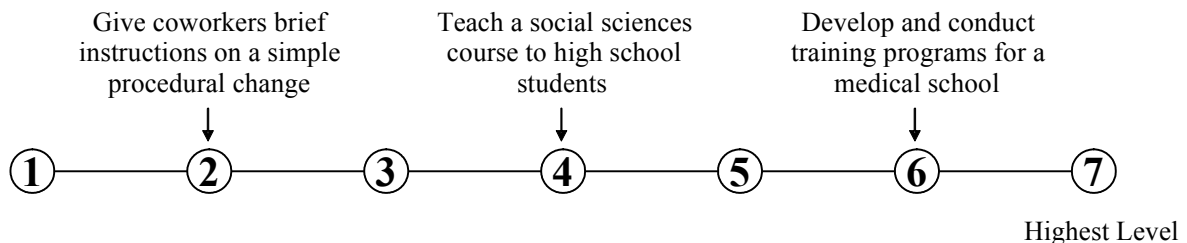
Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

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.

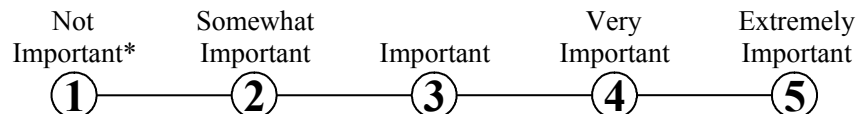
B. What level of TRAINING AND TEACHING OTHERS is needed to perform the occupation?



36. Guiding, Directing, and Motivating Subordinates

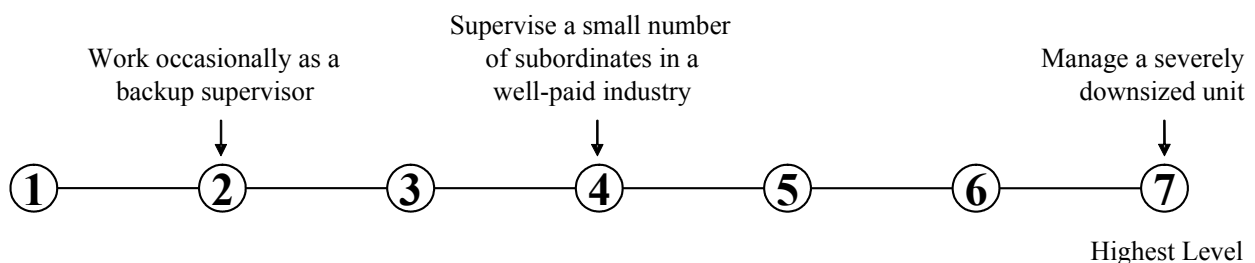
Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.

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.

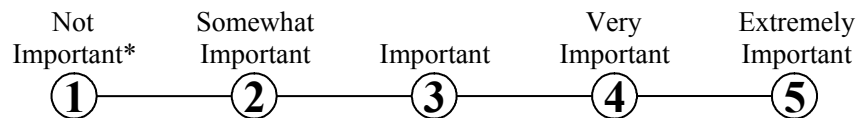
B. What level of GUIDING, DIRECTING, AND MOTIVATING SUBORDINATES is needed to perform the occupation?



37. Coaching and Developing Others

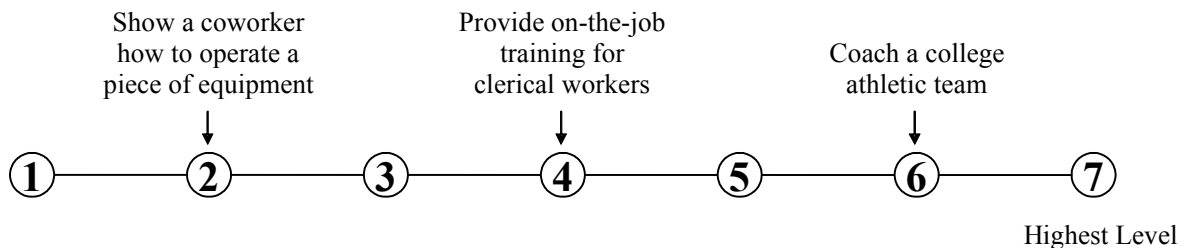
Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.

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.

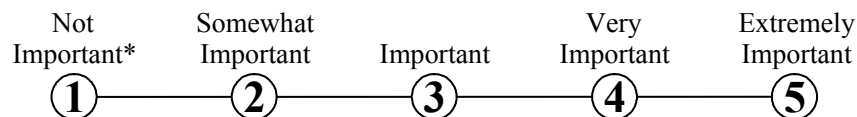
B. What level of COACHING AND DEVELOPING OTHERS is needed to perform the occupation?



38. Providing Consultation and Advice to Others

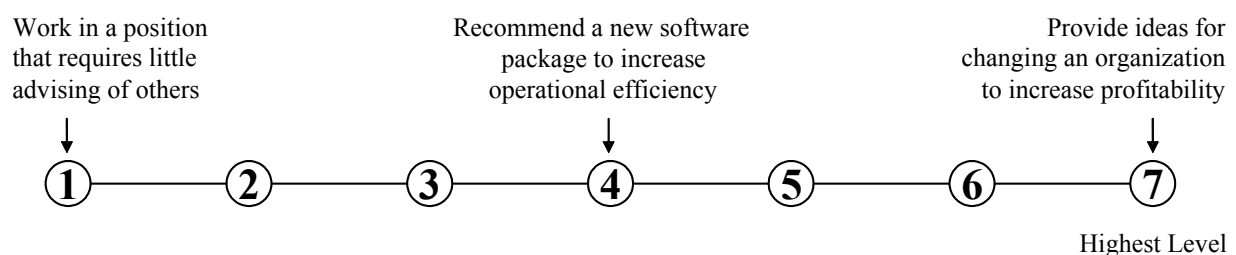
Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.

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.

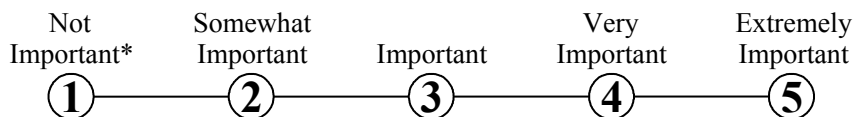
B. What level of PROVIDING CONSULTATION AND ADVICE TO OTHERS is needed to perform the occupation?



39. Performing Administrative Activities

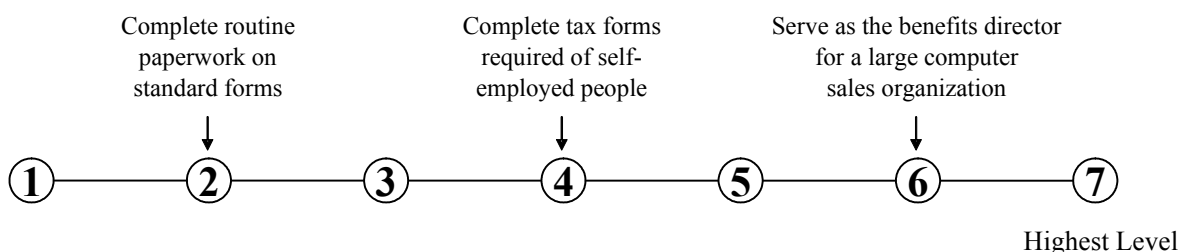
Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.

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.

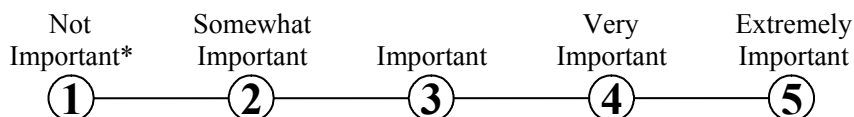
B. What level of PERFORMING ADMINISTRATIVE ACTIVITIES is needed to perform the occupation?



40. Staffing Organizational Units

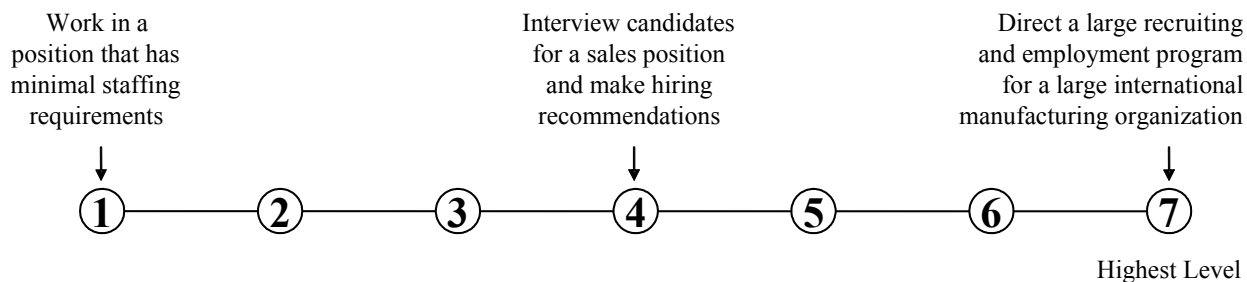
Recruiting, interviewing, selecting, hiring, and promoting employees in an organization.

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.

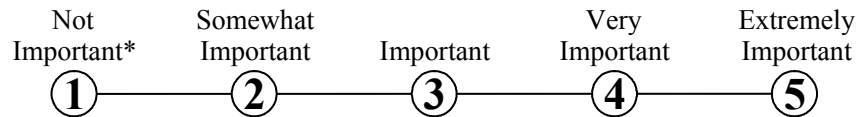
B. What level of STAFFING ORGANIZATIONAL UNITS is needed to perform the occupation?



41. Monitoring and Controlling Resources

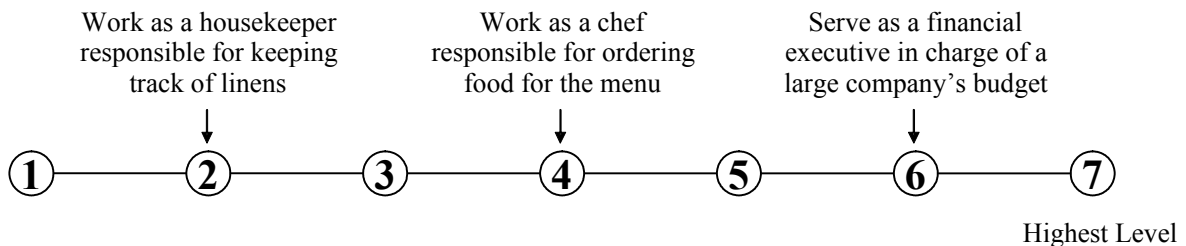
Monitoring and controlling resources and overseeing the spending of money.

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



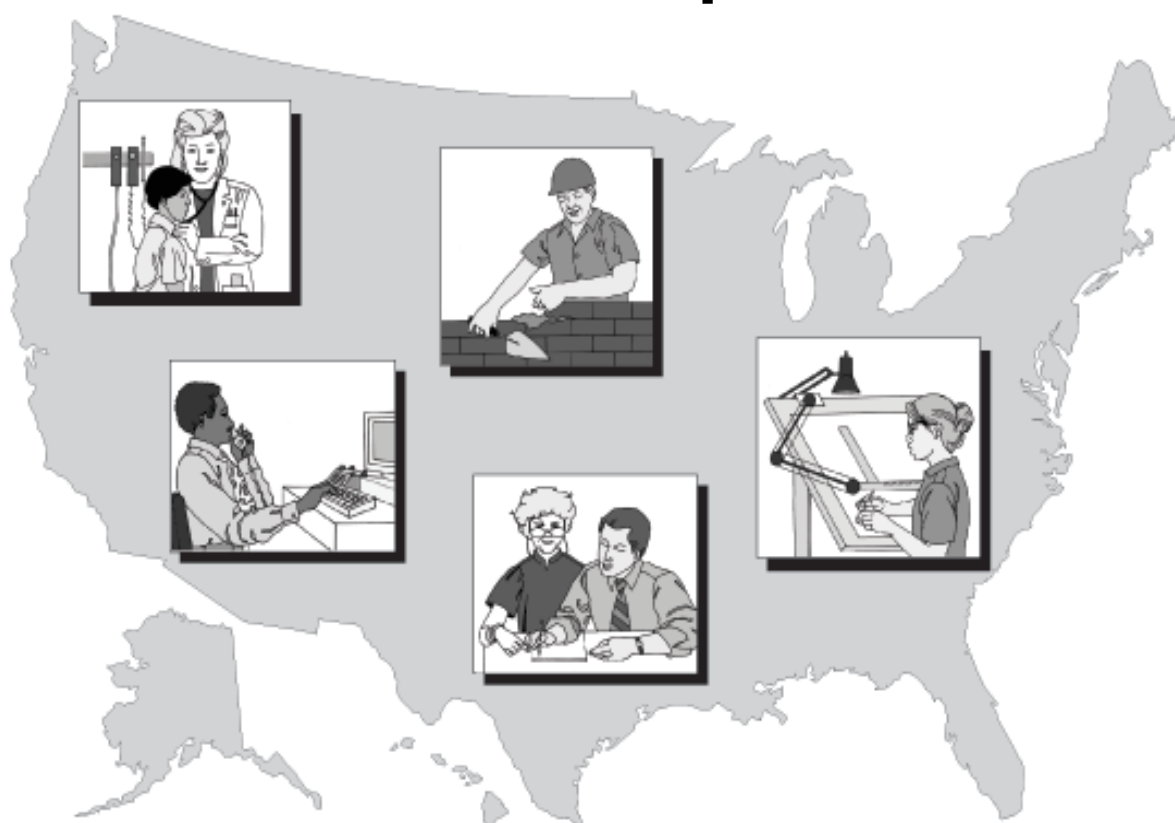
* If you marked Not Important, skip LEVEL below and go on to the next activity.

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



Form D
OMB#1205-0421
Expires: 12/31/2008
Ver.: 9/05

Some Important Questions About The *Work Context* Of The Occupation



Please return your completed questionnaire in the enclosed envelope to:
Research Triangle Institute, P.O. Box 12194, Research Triangle Park, NC 27709-2194
Sponsored by: The U.S. Department of Labor and the National O*NET Consortium

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Return to: Research Triangle Institute, PO Box 12194
Research Triangle Park, North Carolina, 27709-2194

Instructions for Work Context Questionnaire

Instructions

In this questionnaire you will be asked about working conditions. These questions are about the work setting and its possible hazards, the pace of work, and dealings with other people while on the job. As an occupational expert, first consider the different working conditions experienced by workers in the occupation. Then, with this information in mind, please answer each question as if you were performing work that is typical of the occupation.

Read each question carefully and look closely at answer choices after each question. Put an **X** through the number for the answer that best describes what workers experience in the occupation.

For example:

How many hours do workers work in a typical week in the occupation?

Less than 40 hours

40 hours

More than 40 hours

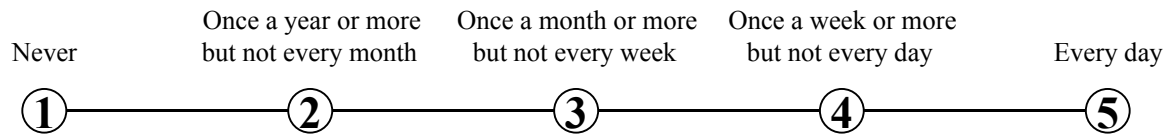
①

②

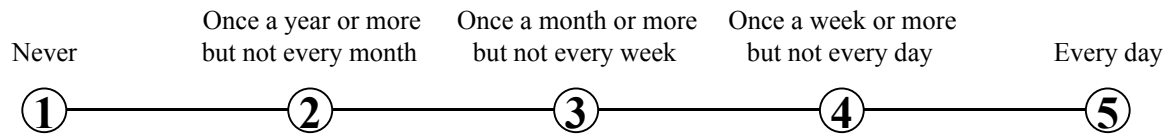
③

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

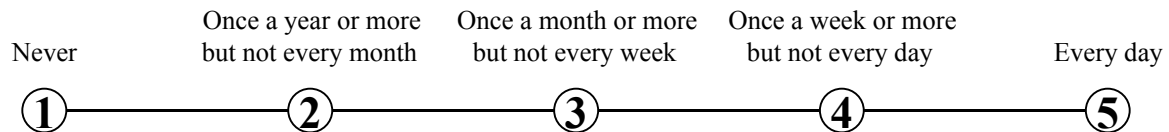
1. How often does the occupation require face-to-face discussions with individuals and within teams?



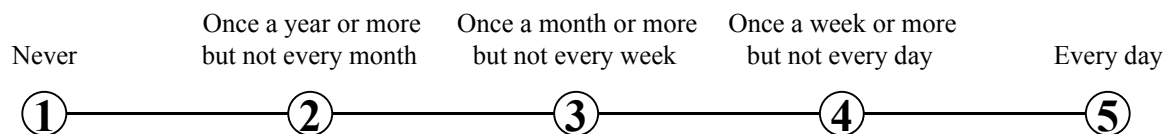
2. How frequently does the occupation require public speaking (one speaker with an audience)?



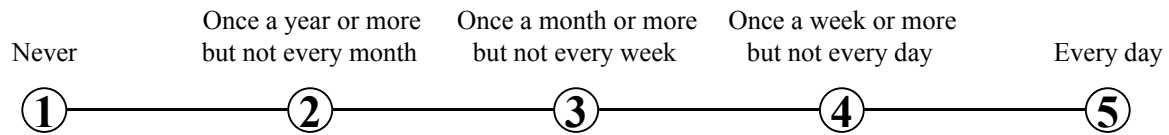
3. How frequently does the occupation require telephone conversation?



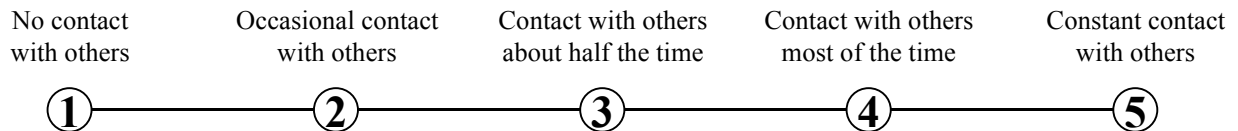
4. How frequently does the occupation require electronic mail?



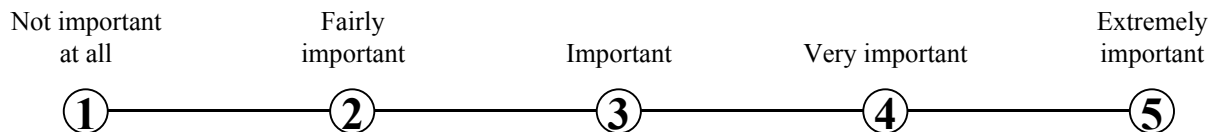
5. How frequently does the occupation require written letters and memos?



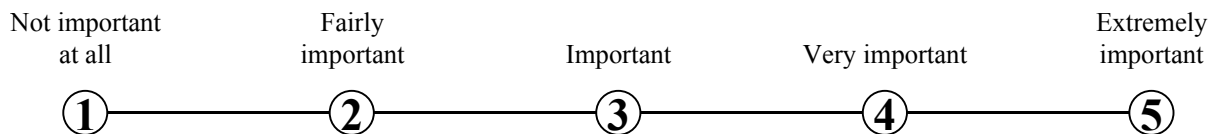
6. How much contact with others (by telephone, face-to-face, or otherwise) is required to perform the occupation?



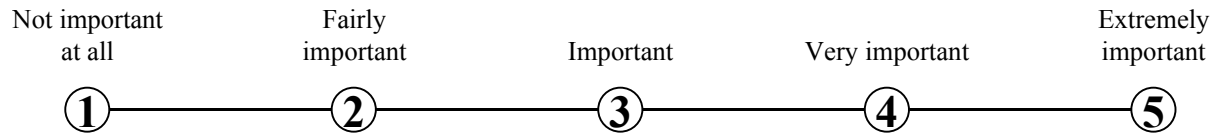
7. How important are interactions that require workers to work with or contribute to a work group or team to perform the occupation?



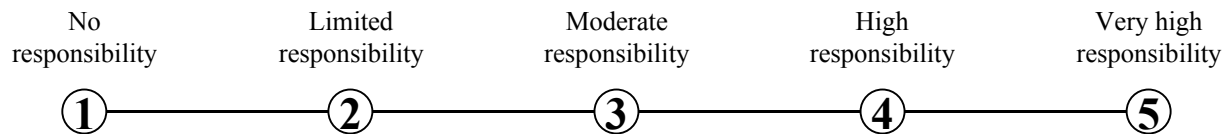
8. In the occupation, how important are interactions that require workers to deal with external customers (as in retail sales) or the public in general (as in police work)?



9. In the occupation, how important are interactions that require workers to coordinate or lead others in accomplishing work activities (not as a supervisor or team leader)?



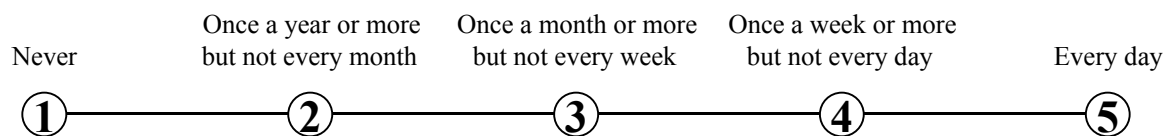
10. In the occupation, how responsible are workers for the health and safety of other workers?



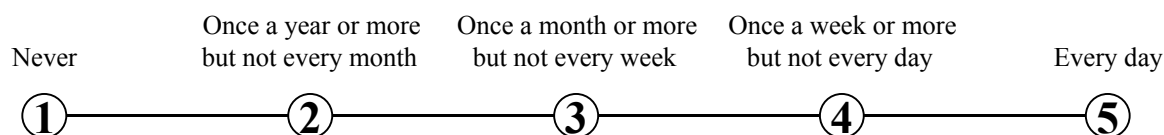
11. In the occupation, how responsible are workers for work outcomes and results of other workers?



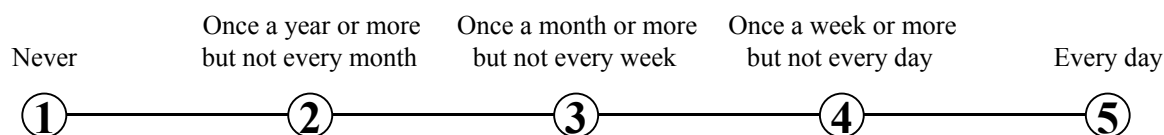
12. How often are conflict situations a part of the occupation?



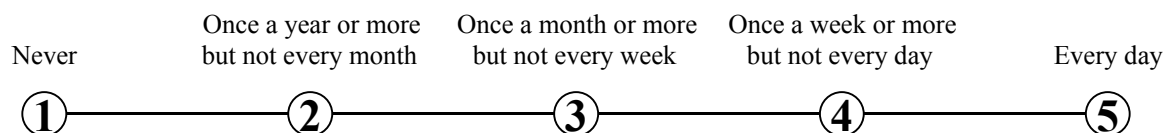
13. How often is dealing with unpleasant, angry, or discourteous people a part of the occupation?



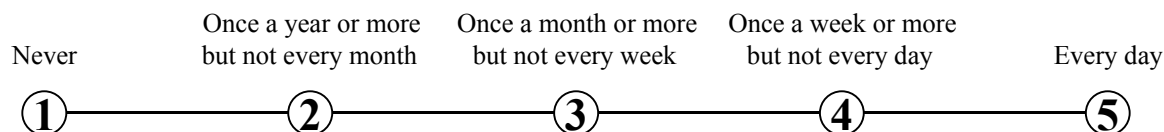
14. How often is dealing with violent or physically aggressive people a part of the occupation?



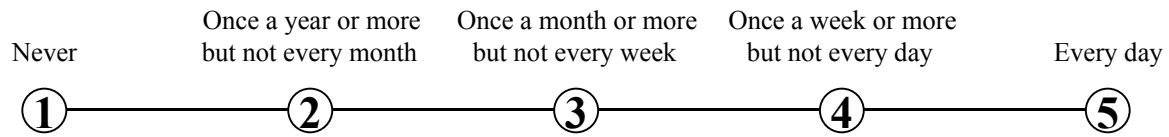
15. How often does the occupation require workers to work indoors in an environmentally controlled environment (like a warehouse with air conditioning)?



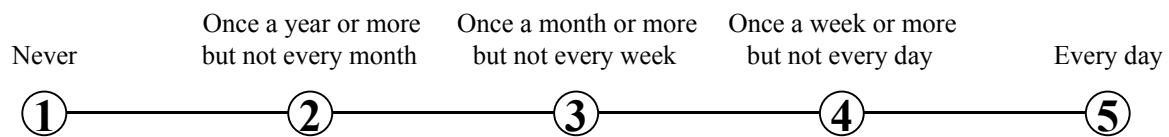
16. How often does the occupation require workers to work in an environment that is not environmentally controlled (like a warehouse without air conditioning)?



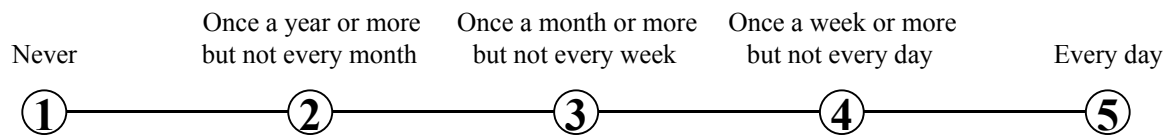
17. How often does the occupation require workers to work outdoors, exposed to all weather conditions?



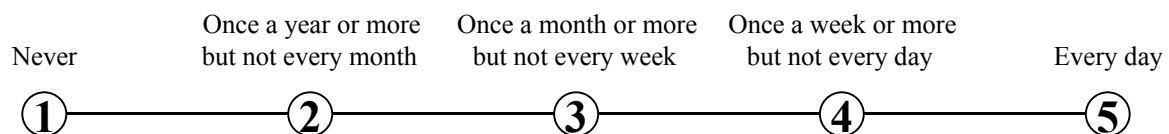
18. How often does the occupation require workers to work outdoors, under cover (like in an open shed)?



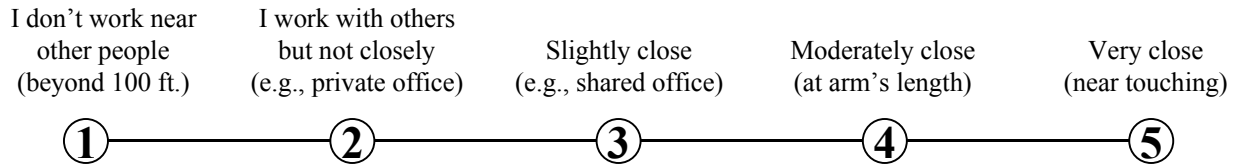
19. How often does the occupation require workers to work in an open vehicle or operating equipment (like a tractor)?



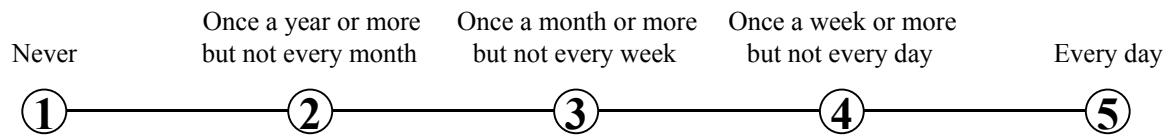
20. How often does the occupation require workers to work in a closed vehicle or operate enclosed equipment (like a car)?



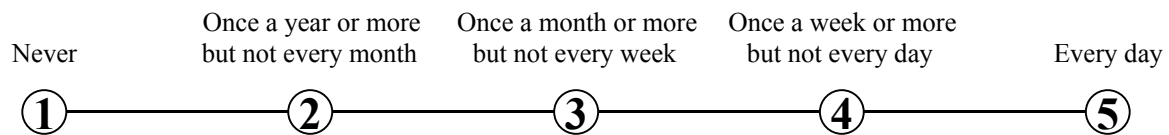
21. How physically close to other people are workers when they perform the occupation?



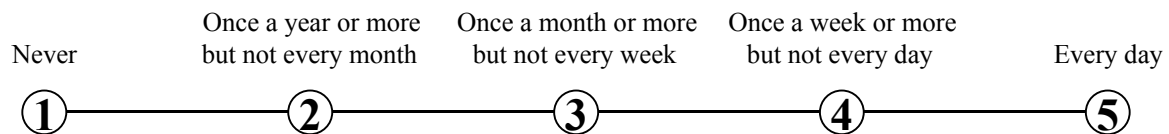
22. In the occupation, how often are workers exposed to sounds and noise levels that are distracting and uncomfortable?



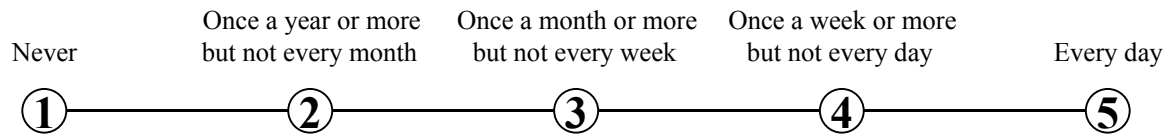
23. In the occupation, how often are workers exposed to very hot (above 90° F) or very cold (under 32° F) temperatures?



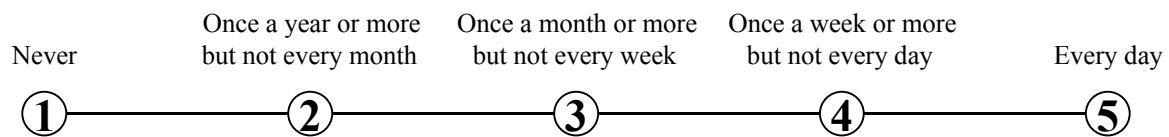
24. In the occupation, how often are workers exposed to extremely bright or inadequate lighting conditions?



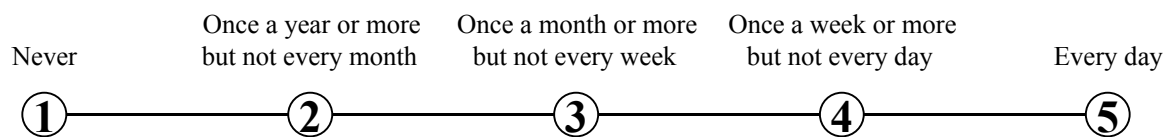
25. In the occupation, how often are workers exposed to contaminants (such as pollutants, gases, dust, or odors)?



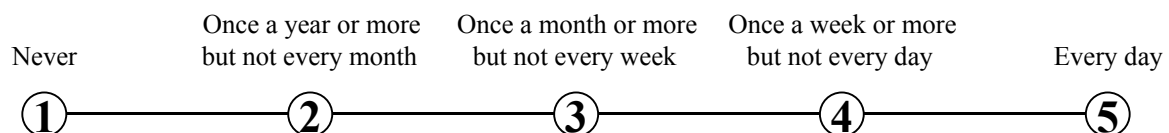
26. In the occupation, how often are workers exposed to cramped work space that requires getting into awkward positions?



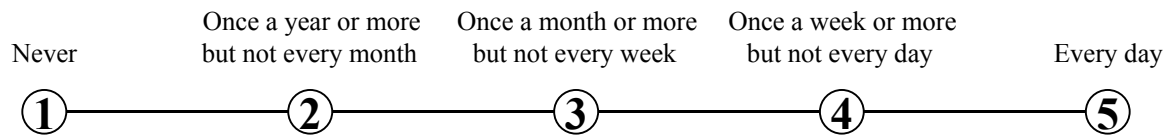
27. In the occupation, how often are workers exposed to whole body vibration (like operating a jackhammer or earth moving equipment)?



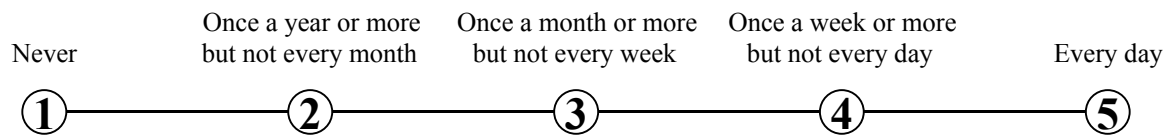
28. How often does the occupation require that workers be exposed to radiation?



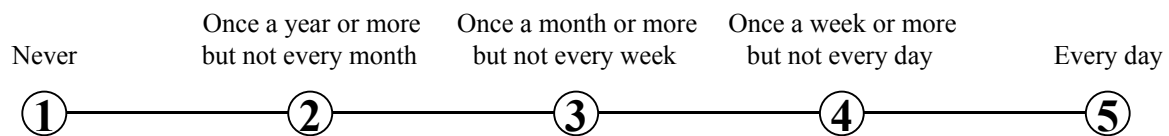
29. **How often does the occupation require that workers be exposed to diseases or infection?** This can happen with workers in patient care, some laboratory work, sanitation control, etc.



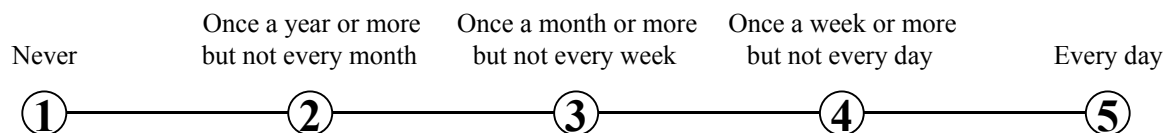
30. **How often does the occupation require that workers be exposed to high places?** This can happen for workers who work on poles, scaffolding, catwalks, or ladders longer than 8 feet in length.



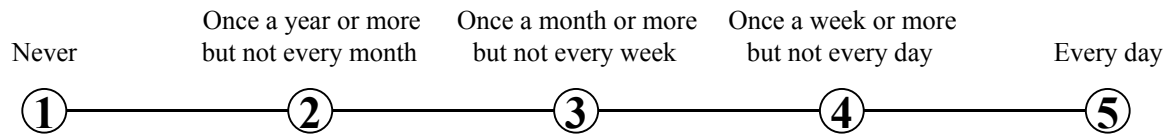
31. **How often does the occupation require that workers be exposed to hazardous conditions?** This can happen when working with high voltage electricity, flammable material, explosives, or chemicals. Do not include working with hazardous equipment.



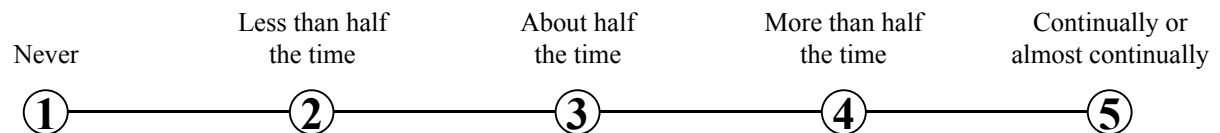
32. **How often does the occupation require that workers be exposed to hazardous equipment?** This includes working with saws, close to machinery with exposed moving parts, or working near vehicular traffic (but not including driving a vehicle).



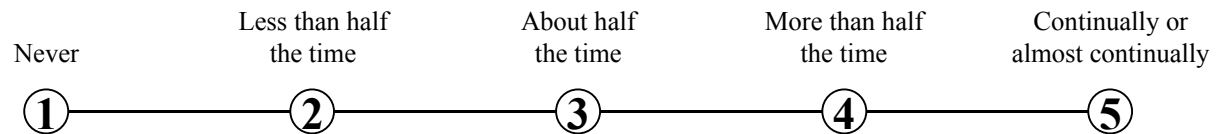
33. How often does the occupation require that workers be exposed to minor burns, cuts, bites, or stings?



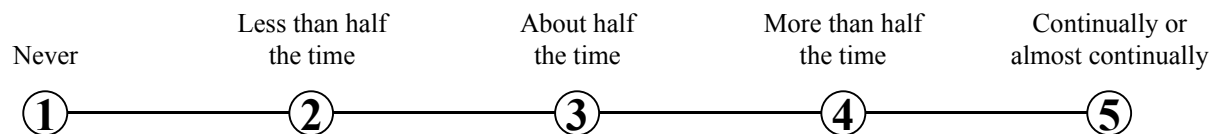
34. How much time in the occupation do workers spend sitting?



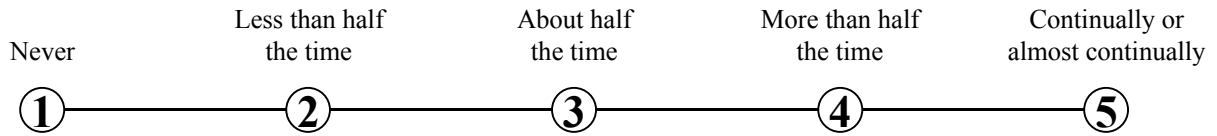
35. How much time in the occupation do workers spend standing?



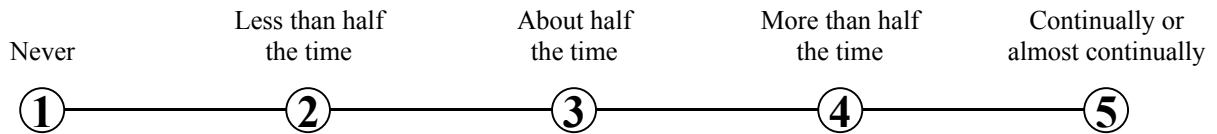
36. How much time in the occupation do workers spend climbing ladders, scaffolds, poles, etc.?



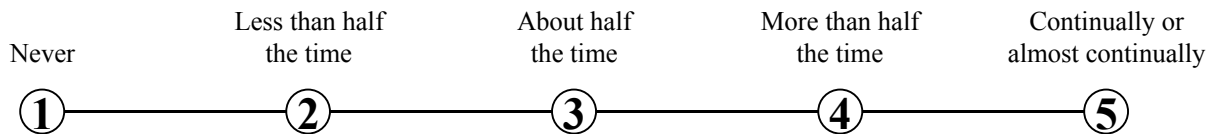
37. How much time in the occupation do workers spend walking or running?



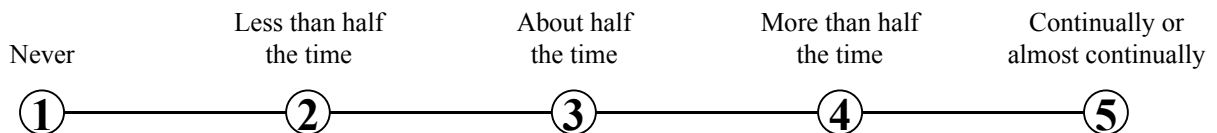
38. How much time in the occupation do workers spend kneeling, crouching, stooping, or crawling?



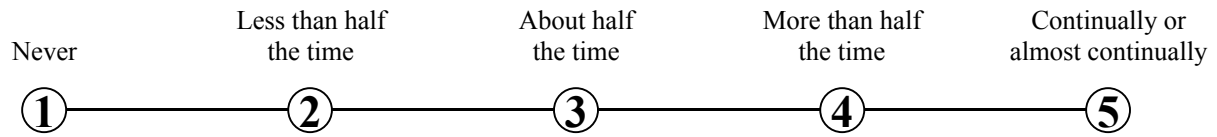
39. How much time in the occupation do workers spend keeping or regaining their balance?



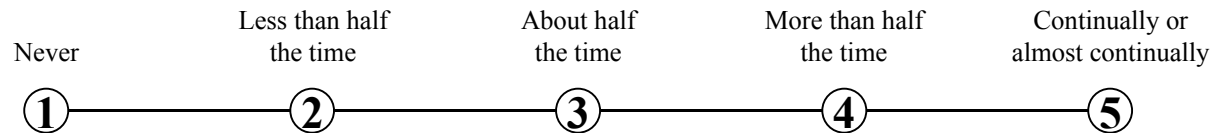
40. How much time in the occupation do workers spend using their hands to handle, control, or feel objects, tools, or controls?



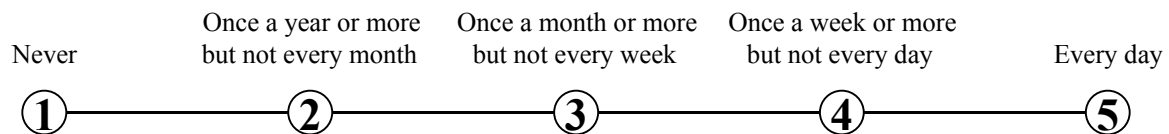
41. How much time in the occupation do workers spend bending or twisting their body?



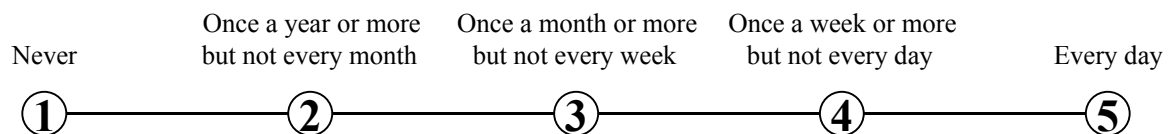
42. How much time in the occupation do workers spend making repetitive motions?



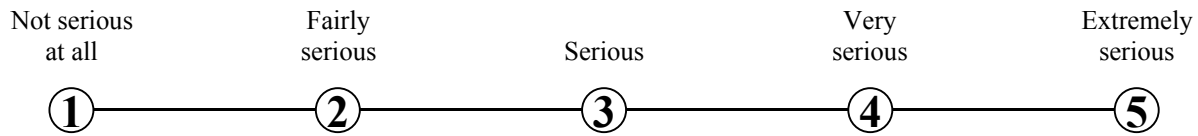
43. In the occupation, how often do workers wear common protective or safety equipment such as safety shoes, glasses, gloves, hearing protection, hard hats, or life jackets?



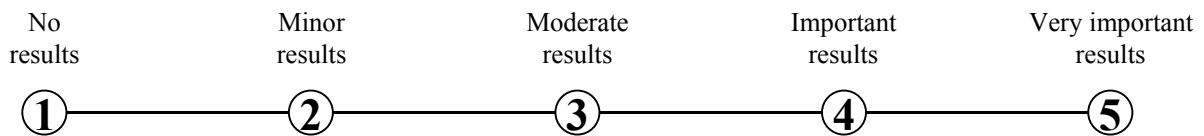
44. In the occupation, how often do workers wear specialized protective or safety equipment, such as breathing apparatus, safety harness, full protection suits, or radiation protection?



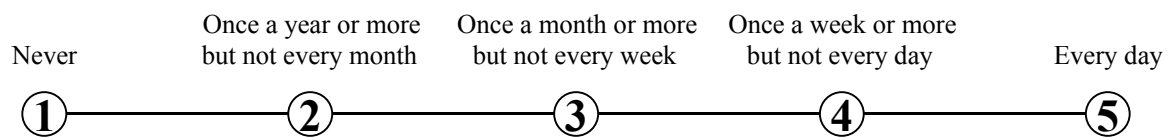
45. In the occupation, how serious a mistake can workers make (one they can't easily correct)?



46. In the occupation, what results do workers' decisions usually have on other people or the image or reputation or financial resources of their employers?



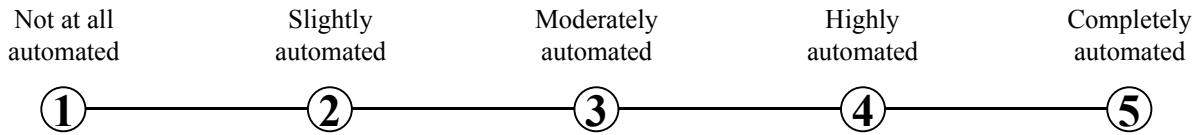
47. In the occupation, how often do workers' decisions affect other people or the image or reputation or financial resources of their employers?



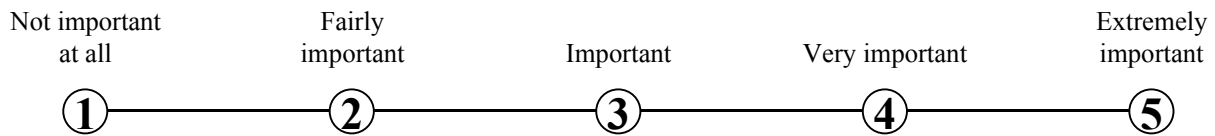
48. In the occupation, how much freedom do workers have to make decisions without supervision?



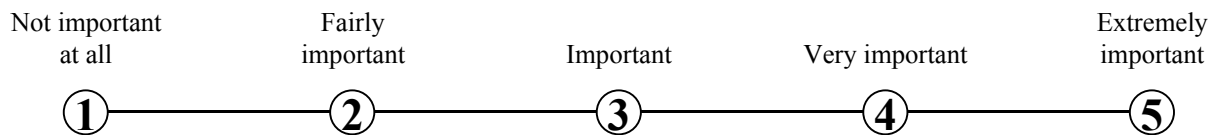
49. How automated is work in the occupation?



50. How important to the occupation is being very exact or highly accurate?



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



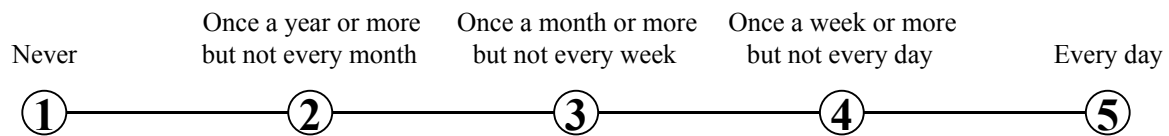
52. In the occupation, how much freedom do workers have to determine the tasks, priorities, or goals of their work?



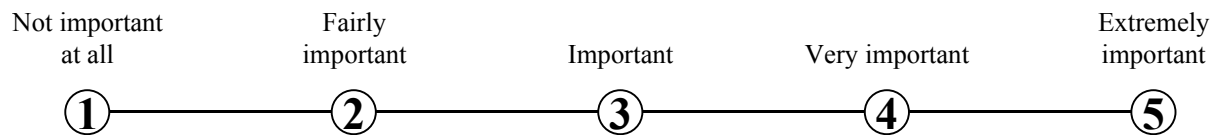
53. How competitive is the occupation?



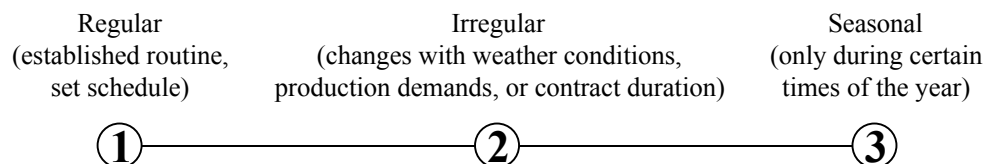
54. How often does the occupation require workers to meet strict deadlines?



55. How important to the occupation is keeping a pace set by machinery or equipment?



56. How regular is the work schedule in the occupation?



57. **How many hours** do workers work in a typical week in the occupation?

Less than 40 hours

40 hours

More than 40 hours

①

②

③

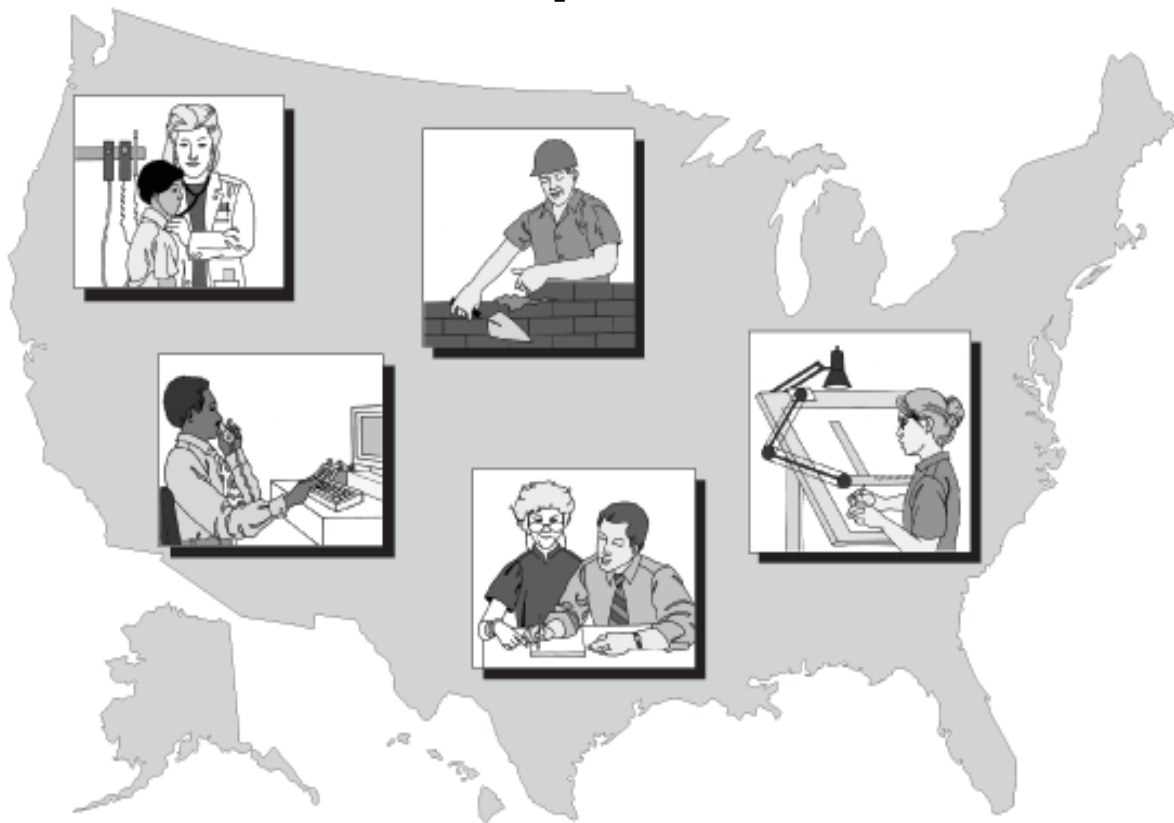
Occupation Expert Method Task Questionnaire

The occupation description and tasks in the Occupation Expert (OE) Task questionnaire will vary for each OE occupation. The following sample OE Background Questionnaire is for the occupation of Political Scientists.

OMB#1205-0421
Expires: 12/31/2008
Ver.: 9/05

Username: Password:
O=122748 S=39 B=1849
Political Scientists
Questionnaire ID:

Some Important Questions About The *Tasks* Of The Occupation



Please return your completed questionnaire in the enclosed envelope to:

Research Triangle Institute, P.O. Box 12194, Research Triangle Park, NC 2770

Sponsored by: The U.S. Department of Labor and the National O*NET Consortium

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Return to: Research Triangle Institute, PO Box 12194
Research Triangle Park, North Carolina, 27709-2194

Specific Tasks Performed on Your Job

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

Political Scientists

Study the origin, development, and operation of political systems. Research a wide range of subjects, such as relations between the United States and foreign countries, the beliefs and institutions of foreign nations, or the politics of small towns or a major metropolis. May study topics, such as public opinion, political decision making, and ideology. May analyze the structure and operation of governments, as well as various political entities. May conduct public opinion surveys, analyze election results, or analyze public documents.

Do you have expertise on the work performed in the occupation named and briefly described above?

- ☐ I have expertise on almost all of the work performed in the occupation.
- ☐ I have expertise on many aspects of the work performed, but not on some aspects.
- ☐ I have expertise on some aspects of the work performed, but not on many aspects.
- ☐ I have no expertise on the work performed in the occupation.

Please proceed to the next page.

Specific Tasks Performed in the Occupation (continued)

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

For each task, please make the following three ratings: **Relevance**, **Frequency**, and **Importance**. As an occupational expert, first consider the different tasks performed by workers in the occupation. Then, with this information in mind, please rate each task as if you were performing work that is typical of the occupation. The ratings are described as follows:

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

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

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

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

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

Please proceed to the next page.

		Frequency							Importance				
		Not Relevant	Once per year or less	More than once per year	More than once per month	More than once per week	Daily	Several times per day	Hourly or more often	Not Important	Somewhat Important	Important	Very Important
1. Forecast political, economic, and social trends.	0	1	2	3	4	5	6	7	1	2	3	4	5
2. Write drafts of legislative proposals, and prepare speeches, correspondence, and policy papers for governmental use.	0	1	2	3	4	5	6	7	1	2	3	4	5
3. Teach political science.	0	1	2	3	4	5	6	7	1	2	3	4	5
4. Collect, analyze, and interpret data such as election results and public opinion surveys; report on findings, recommendations, and conclusions.	0	1	2	3	4	5	6	7	1	2	3	4	5
5. Identify issues for research and analysis.	0	1	2	3	4	5	6	7	1	2	3	4	5
6. Provide media commentary and/or criticism related to public policy and political issues and events.	0	1	2	3	4	5	6	7	1	2	3	4	5
7. Interpret and analyze policies, public issues, legislation, and/or the operations of governments, businesses, and organizations.	0	1	2	3	4	5	6	7	1	2	3	4	5
8. Evaluate programs and policies, and make related recommendations to institutions and organizations.	0	1	2	3	4	5	6	7	1	2	3	4	5

		Frequency							Importance				
	Not Relevant	Once per year or less	More than once per year	More than once per month	More than once per week	Daily	Several times per day	Hourly or more often	Not Important	Somewhat Important	Important	Very Important	Extremely Important
9. Develop and test theories, using information from interviews, newspapers, periodicals, case law, historical papers, polls, and/or statistical sources.	0	1	2	3	4	5	6	7	1	2	3	4	5
10. Disseminate research results through academic publications, written reports, or public presentations.	0	1	2	3	4	5	6	7	1	2	3	4	5
11. Maintain current knowledge of government policy decisions.	0	1	2	3	4	5	6	7	1	2	3	4	5
12. Consult with and advise government officials, civic bodies, research agencies, the media, political parties, and others concerned with political issues.	0	1	2	3	4	5	6	7	1	2	3	4	5

Frequency

Importance

Additional Relevant Tasks

Please write in additional relevant tasks and provide a rating.

	Not Relevant	Once per year or less	More than once per year	More than once per month	More than once per week	Daily	Several times per day	Hourly or more often	Not Important	Somewhat Important	Important	Very Important	Extremely Important
1. _____ _____ _____	0	1	2	3	4	5	6	7	1	2	3	4	5
2. _____ _____ _____	0	1	2	3	4	5	6	7	1	2	3	4	5
3. _____ _____ _____	0	1	2	3	4	5	6	7	1	2	3	4	5
4. _____ _____ _____	0	1	2	3	4	5	6	7	1	2	3	4	5
5. _____ _____ _____	0	1	2	3	4	5	6	7	1	2	3	4	5

Occupation Expert Method Background Questionnaires

The occupation and association names in the question stem and response categories in the Occupation Expert (OE) Background Questionnaire vary for each OE occupation. The following sample OE Background Questionnaire is for the occupation of Environmental Compliance Inspectors.

OMB#1205-0421
Expires: 12/31/2008
Ver.: 9/05

O=15642 C=62891 B=2619
(OCCUPATION NAME, ROSTER LINE NUMBER)
Web site username: (USERNAME)
Web site password: (PASSWORD)

Background Questionnaire



Please return your completed questionnaire in the enclosed envelope to:
Research Triangle Institute, P.O. Box 12194, Research Triangle Park, NC 2770
Sponsored by: The U.S. Department of Labor and the National O*NET Consortium

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondents' obligation to reply to these reporting requirements is voluntary. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the U.S. Department of Labor, Office of Workforce Investment, Attn: O*NET Project, Frances Perkins Building, Mail Stop S4231, 200 Constitution Ave., NW, Washington, DC 20210 (OMB Control Number 1205-0421).

Return to: Research Triangle Institute, PO Box 12194
Research Triangle Park, North Carolina, 27709-2194

Background Information

Occupation Expert for: Environmental Compliance Inspector

The goal of this project is to get accurate, up-to-date information on the occupation of **environmental compliance inspector** from a diverse and representative set of experts in the field. Your answers to these questions will help us achieve this goal. Therefore, it is very important that you give accurate answers to these questions. Thank you for your assistance.

Please read each question carefully and mark your answer by putting an X in the box beside your answer or by writing an answer on the line provided. Please answer the following questions for the occupation of **environmental compliance inspector**.

1. **What is the title of your most recent job in this occupation?** (Please print)

2. **In your most recent job in this occupation, were you employed part-time or full-time?** (Mark one box)

☐ Part-time

☐ Full-time

3. **In your most recent job in this occupation, were you employed by** (Mark one box)

☐ Government

☐ Private for-profit company

☐ Non-profit organization, including tax-exempt and charitable organizations

☐ Academic institution

☐ Self-employed

☐ Other (Please print) _____

4. How much combined experience do you have performing work in this occupation, supervising workers in this occupation, and/or conducting training or teaching educational courses related to performing the work in this occupation? (Mark one box)

- ☐ Ten years or more
- ☐ At least 5 years, but less than 10 years
- ☐ At least 3 years, but less than 5 years
- ☐ At least 1 year, but less than 3 years
- ☐ Less than 1 year
- ☐ Never worked in this occupation in any capacity.

5. How much experience do you have performing work in this occupation? (Mark one box)

- ☐ Ten years or more
- ☐ At least 5 years, but less than 10 years
- ☐ At least 3 years, but less than 5 years
- ☐ At least 1 year, but less than 3 years
- ☐ Less than 1 year
- ☐ Never performed work in the occupation

6. When were you last employed in this occupation? (Mark one box)

- ☐ Currently employed in this occupation
- ☐ Within the last 6 months
- ☐ At least 6 months ago, but less than 1 year
- ☐ One year or more ago
- ☐ Never employed in this occupation

7. How much experience do you have supervising workers in this occupation?
(Mark one box)

- ☐ Ten years or more
- ☐ At least 5 years, but less than 10 years
- ☐ At least 3 years, but less than 5 years
- ☐ At least 1 year, but less than 3 years
- ☐ Less than 1 year
- ☐ Never supervised workers in this occupation

8. When were you last a supervisor of workers in this occupation?
(Mark one box)

- ☐ Currently a supervisor of workers in this occupation
- ☐ Within the last 6 months
- ☐ At least 6 months ago, but less than 1 year
- ☐ One year or more ago
- ☐ Never supervised workers in this occupation

9. How much experience do you have conducting training or teaching educational courses related to performing this occupation? (Mark one box)

- ☐ Ten years or more
- ☐ At least 5 years, but less than 10 years
- ☐ At least 3 years, but less than 5 years
- ☐ At least 1 year, but less than 3 years
- ☐ Less than 1 year
- ☐ Never served as a trainer/teacher for workers in this occupation

10. When were you last conducting training or teaching educational courses related to performing this occupation? (Mark one box)

- ☐ Currently employed as a trainer/teacher of workers in this occupation
- ☐ Within the last six months
- ☐ At least 6 months ago, but less than 1 year
- ☐ One year or more ago
- ☐ Never served as a trainer/teacher of workers in this occupation

11. Are you male or female? (Mark one box)

- ☐ Male
- ☐ Female

12. In what year were you born? **1 9** __ __

13. Are you Hispanic or Latino? (Mark one box)

- ☐ Yes
- ☐ No

14. What is your race? (Mark one or more boxes)

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White

15. Do you have any of the following long-lasting conditions?

Yes No

- | | | | |
|----|---|--------------------------|--------------------------|
| a. | Blindness, deafness, or a severe vision or hearing impairment? | ☐ | ☐ |
| b. | A condition that essentially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying? | ☐ | ☐ |

16. Because of a physical, mental, or emotional condition lasting 6 months or more, do you have any difficulty doing any of the following activities?

Yes No

- | | | | |
|----|--|--------------------------|--------------------------|
| a. | Learning, remembering, or concentrating? | ☐ | ☐ |
| b. | Dressing, bathing, or getting around inside the home? | ☐ | ☐ |
| c. | Going outside the home alone to shop or visit a doctor's office? | ☐ | ☐ |
| d. | Working at a job or business? | ☐ | ☐ |

17. Indicate the highest level of education that you have completed
(Mark one box)

- ☐ **Less than a High School Diploma**
- ☐ **High School Diploma** (or GED or High School Equivalence Certificate)
- ☐ **Post-Secondary Certificate** – awarded for training completed after high school (for example, in Personnel Services, Engineering-related Technologies, Vocational Home Economics, Construction Trades, Mechanics and Repairers, Precision Production Trades)
- ☐ **Some College Courses**
- ☐ **Associate's Degree** (or other 2-year degree)
- ☐ **Bachelor's Degree**
- ☐ **Post-Baccalaureate Certificate** – awarded for completion of an organized program of study; designed for people who have completed a Baccalaureate degree but do not meet the requirements of academic degrees carrying the title of Master
- ☐ **Master's Degree**
- ☐ **Post-Master's Certificate** – awarded for completion of an organized program of study; designed for people who have completed a Master's degree but do not meet the requirements of academic degrees at the doctoral level
- ☐ **First Professional Degree** – awarded for completion of a program that
 - requires at least 2 years of college work before entrance into the program
 - includes a total of at least 6 academic years of work to complete, and
 - provides all remaining academic requirements to begin practice in a profession
- ☐ **Doctoral Degree**
- ☐ **Post-Doctoral Training**

Your Association Memberships

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

- 1. Are you currently a member of one or more professional associations?**
(Please respond for each association listed; if none are listed below, please skip to Question 2.)

Environmental Protection Agency ☐ Yes ☐ No

International Network for Environmental ☐ Yes ☐ No

Compliance and Enforcement

- 2. Please print the names of any other job-related associations to which you belong:**

a. _____

b. _____

c. _____

