

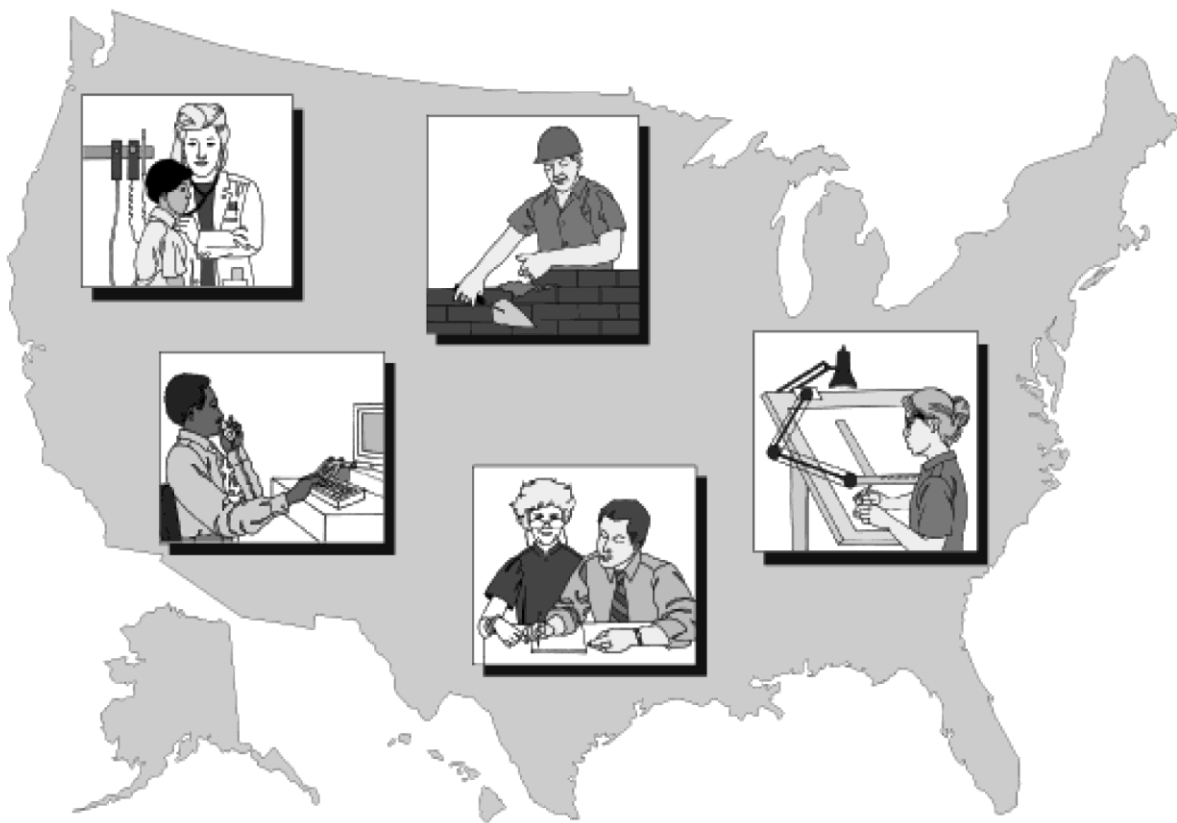
Form G
OMB#1205-0421
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Ver.: 1/13

Username: USERNAME
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QUESTIONNAIRE ID
OCCUPATION TITLE

Some Important Questions About The *Tasks* Of The Occupation



o*net

Please return your completed questionnaire in the enclosed envelope to:
RTI Research Operations Center, 5265 Capital Blvd. Raleigh, NC 27616-2925
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Return to: Research Triangle Institute
Research Operations Center
ATTN: O*NET Data Receipt
5265 Capital Boulevard
Raleigh, NC 27616-2925

Specific Tasks Performed in the Occupation

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

Nannies

Care for children in private households and provide support and expertise to parents in satisfying children's physical, emotional, intellectual, and social needs. Duties may include meal planning and preparation, laundry and clothing care, organization of play activities and outings, discipline, intellectual stimulation, language activities, and transportation.

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

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

Please proceed to the next page.

Specific Tasks Performed in the Occupation (continued)

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

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

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

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

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

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

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

Please proceed to the next page.

| | Not Relevant | Frequency | | | | | | | Importance | | | | |
|---|--------------|-----------------------|-------------------------|--------------------------|-------------------------|-------|-----------------------|----------------------|---------------|--------------------|-----------|----------------|---------------------|
| | | 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. Meet regularly with parents to discuss children's activities and development. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 2. Instruct and assist children in the development of health and personal habits, such as eating, resting, and toilet behavior. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 3. Observe children's behavior for irregularities, take temperature, transport children to doctor, or administer medications, as directed, to maintain children's health. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 4. Transport children to schools, social outings, and medical appointments. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 5. Help develop or monitor family schedule. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 6. Teach and perform age-appropriate activities, such as lap play, reading, and arts and crafts, to encourage intellectual development of children. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 7. Remove hazards and develop appropriate boundaries and rules to create a safe environment for children. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |

| | Not Relevant | Frequency | | | | | | | Importance | | | | |
|---|--------------|-----------------------|-------------------------|--------------------------|-------------------------|-------|-----------------------|----------------------|---------------|--------------------|-----------|----------------|---------------------|
| | | 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 |
| 8. Work with parents to develop and implement discipline programs to promote desirable child behavior. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 9. Instruct children in safe behavior, such as seeking adult assistance when crossing the street and avoiding contact or play with unsafe objects. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 10. Supervise and assist with homework. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 11. Shop for groceries, clothing, and other items needed for children's care. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 12. Model appropriate social behaviors and encourage concern for others to cultivate development of interpersonal relationships and communication skills. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 13. Perform housekeeping and cleaning duties related to children's care. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 14. Regulate children's rest periods and nap schedules. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 15. Help prepare and serve nutritionally balanced meals and snacks for children. | 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 |
|--|--------------|-----------------------|-------------------------|--------------------------|-------------------------|-------|-----------------------|----------------------|---------------|--------------------|-----------|----------------|---------------------|
| 16. Assign appropriate chores and praise targeted behaviors to encourage development of self-control, self-confidence, and responsibility. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 17. Perform first aid or cardiopulmonary resuscitation (CPR) when required. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 18. Organize and conduct age-appropriate recreational activities, such as games, arts and crafts, sports, walks, and play dates. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |
| 19. Keep records of play, meal schedules, and bill payment. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 |

Frequency

Importance

| | Not Relevant | Frequency | | | | | | | Importance | | | | | |
|---|--------------|-----------------------|-------------------------|--------------------------|-------------------------|-------|-----------------------|----------------------|------------|---------------|--------------------|-----------|----------------|---------------------|
| <p>Additional Relevant Tasks Please write in additional relevant tasks and provide a rating.</p> <p>1. _____ _____ _____</p> <p>2. _____ _____ _____</p> <p>3. _____ _____ _____</p> <p>4. _____ _____ _____</p> <p>5. _____ _____ _____</p> | | 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 |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | 1 | 2 | 3 | 4 | 5 |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | 1 | 2 | 3 | 4 | 5 |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | 1 | 2 | 3 | 4 | 5 |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | 1 | 2 | 3 | 4 | 5 |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | 1 | 2 | 3 | 4 | 5 |