

Some Important Questions About The Work Activities
Of The Occupation



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Form B
OMB#1205-0421

Expires: 11/30/2021 Version: 020D



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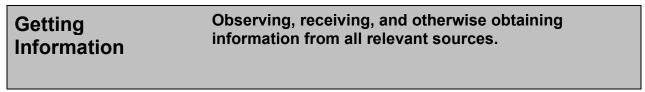
Return to: Research Triangle Institute Research Operations Center ATTN: O\*NET Data Receipt 5265 Capital Boulevard Raleigh, NC 27616-2925

#### **Instructions for Making Work Activities Ratings**

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

Each activity in this questionnaire is named and defined.

For example:

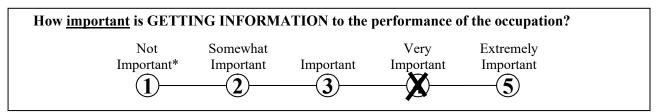


You are then asked to answer two questions about that activity:



#### How important is the activity to the occupation?

For example:



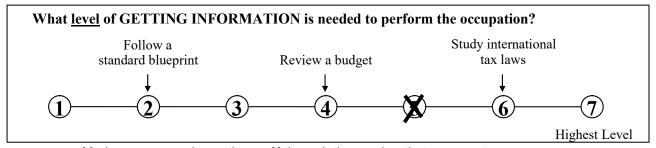
Mark your answer by putting an **X** through the number that represents your answer. Do not mark on the line between the numbers.

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

#### R

#### What <u>level</u> 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:



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

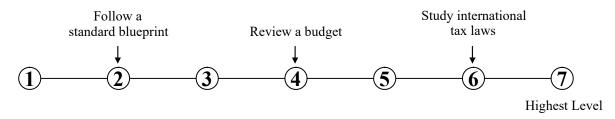
Observing, receiving, and otherwise obtaining information from all relevant sources.

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

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1		<u> </u>		
1	4	$oldsymbol{\circ}$	4	<u> </u>

<sup>\*</sup> 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

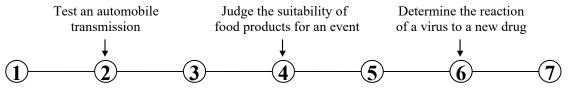
Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

# A. How <u>important</u> is IDENTIFYING OBJECTS, ACTIONS, AND EVENTS to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1	<u>(2)</u>	<u> </u>	<u>(4)</u>	<b>(5)</b>

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

### B. What <u>level</u> of IDENTIFYING OBJECTS, ACTIONS, AND EVENTS is needed to perform the occupation?



3. Monitoring Processes, Materials, or Surroundings

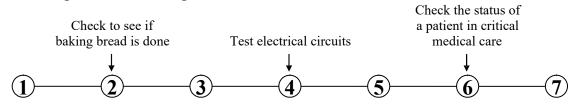
Monitoring and reviewing information from materials, events, or the environment to detect or assess problems.

# A. How <u>important</u> is MONITORING PROCESSES, MATERIALS, OR SURROUNDINGS to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1		(3)		<u> </u>
$\mathbf{U}$		( <b>3</b> )	4	$\odot$

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

# B. What <u>level</u> of MONITORING PROCESSES, MATERIALS, OR SURROUNDINGS is needed to perform the occupation?



Highest Level

4. Inspecting Equipment, Structures, or Materials

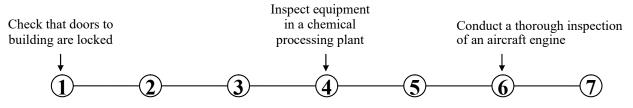
Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

# A. How <u>important</u> is INSPECTING EQUIPMENT, STRUCTURES, OR MATERIALS to the performance of the occupation?



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

# **B.** What <u>level</u> of INSPECTING EQUIPMENT, STRUCTURES, OR MATERIALS is needed to perform the occupation?



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

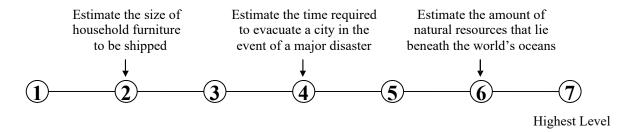
Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.

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

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1	<u> </u>	<u> </u>	<u>(4)</u>	<u>(5)</u>

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

### B. What <u>level</u> 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

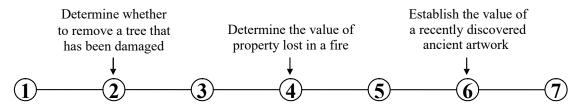
Assessing the value, importance, or quality of things or people.

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

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
Ū	4	-	4	<u> </u>

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

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



# 7. Evaluating Information to Determine Compliance with Standards

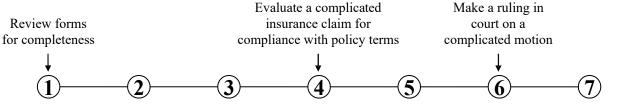
Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

#### A. How <u>important</u> is EVALUATING INFORMATION TO DETERMINE COMPLIANCE WITH STANDARDS to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
	4	-	4	(S)

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

### B. What <u>level</u> of EVALUATING INFORMATION TO DETERMINE COMPLIANCE WITH STANDARDS is needed to perform the occupation?



Highest Level

#### 8. Processing Information

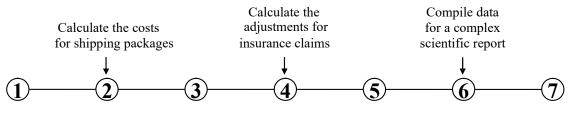
Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

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

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
U T		$ \mathfrak{I}$	4	$\overline{}$

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

#### B. What <u>level</u> 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 <u>important</u> is ANALYZING DATA OR INFORMATION to the performance of the occupation?



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

# B. What <u>level</u> of ANALYZING DATA OR INFORMATION is needed to perform the occupation?



Highest Level

# 10. Making Decisions and Solving Problems

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

# A. How <u>important</u> is MAKING DECISIONS AND SOLVING PROBLEMS to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1		<u> </u>		(F)
$oldsymbol{1}$	4	<u> </u>	4	<u> </u>

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

# B. What <u>level</u> of MAKING DECISIONS AND SOLVING PROBLEMS is needed to perform the occupation?



Highest Level

#### 11. Thinking Creatively

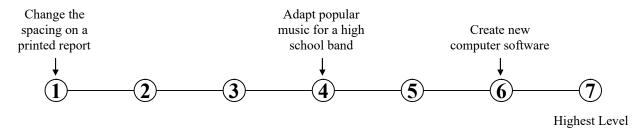
Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

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

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
				Ē
		$ \mathfrak{I}$	4	$\overline{}$

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

#### B. What <u>level</u> of THINKING CREATIVELY is needed to perform the occupation?



# 12. Updating and Using Relevant Knowledge

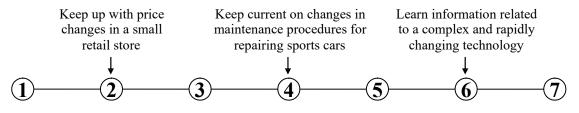
Keeping up-to-date technically and applying new knowledge to the job.

#### A. How <u>important</u> is UPDATING AND USING RELEVANT KNOWLEDGE to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
T)	4	-	4	-3 $)$

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

# B. What <u>level</u> of UPDATING AND USING RELEVANT KNOWLEDGE is needed to perform the occupation?



# 13. Developing Objectives and Strategies

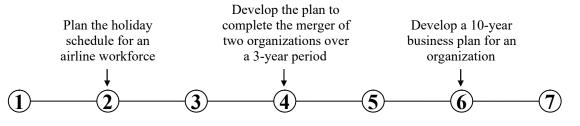
Establishing long-range objectives and specifying the strategies and actions to achieve them.

### A. How <u>important</u> is DEVELOPING OBJECTIVES AND STRATEGIES to the performance of the occupation?



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

### B. What <u>level</u> of DEVELOPING OBJECTIVES AND STRATEGIES is needed to perform the occupation?



Highest Level

# 14. Scheduling Work and Activities

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

#### A. How <u>important</u> is SCHEDULING WORK AND ACTIVITIES to the performance of the occupation?



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

### B. What <u>level</u> of SCHEDULING WORK AND ACTIVITIES is needed to perform the occupation?



# 15. Organizing, Planning, and Prioritizing Work

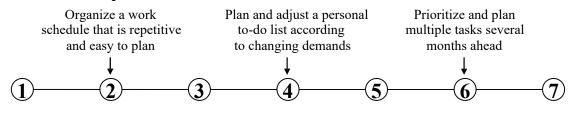
Developing specific goals and plans to prioritize, organize, and accomplish the work.

# A. How <u>important</u> is ORGANIZING, PLANNING, AND PRIORITIZING WORK to the performance of the occupation?



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

# B. What <u>level</u> of ORGANIZING, PLANNING, AND PRIORITIZING WORK is needed to perform the occupation?



Highest Level

# 16. Performing General Physical Activities

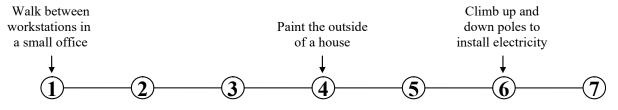
Performing physical activities that require considerable use of arms and legs and moving the whole body, such as climbing, lifting, balancing, walking, stooping, and handling materials.

# A. How <u>important</u> is PERFORMING GENERAL PHYSICAL ACTIVITIES to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
$\Box$	2	$oldsymbol{\circ}$	4	<u> </u>

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

### B. What <u>level</u> of PERFORMING GENERAL PHYSICAL ACTIVITIES is needed to perform the occupation?



# 17. Handling and Moving Objects

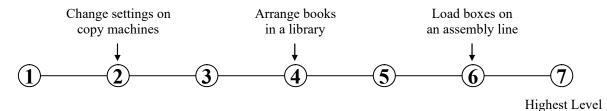
Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.

# A. How <u>important</u> is HANDLING AND MOVING OBJECTS to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1		<u> </u>		
1	4	-	4	<u> </u>

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

# B. What <u>level</u> of HANDLING AND MOVING OBJECTS is needed to perform the occupation?



# 18. Controlling Machines and Processes

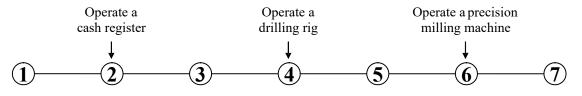
Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).

# A. How <u>important</u> is CONTROLLING MACHINES AND PROCESSES to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
$\mathbf{U}$	2	-	4	<u> </u>

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

# **B.** What <u>level</u> of CONTROLLING MACHINES AND PROCESSES is needed to perform the occupation?



# 19. Working with Computers

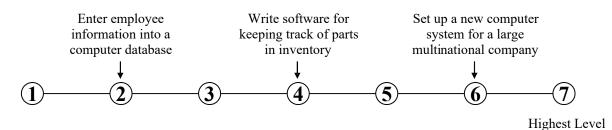
Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.

# A. How <u>important</u> is WORKING WITH COMPUTERS to the performance of the occupation?



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

#### B. What <u>level</u> of WORKING WITH COMPUTERS is needed to perform the occupation?



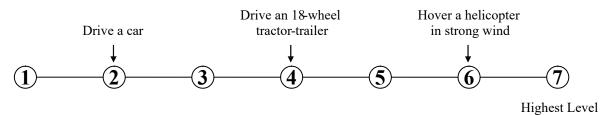
20. Operating Vehicles, Mechanized Devices, or Equipment Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as forklifts, passenger vehicles, aircraft, or watercraft.

# A. How <u>important</u> is OPERATING VEHICLES, MECHANIZED DEVICES, OR EQUIPMENT to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
T)	2	$\odot$	4	<u> </u>

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

# B. What <u>level</u> of OPERATING VEHICLES, MECHANIZED DEVICES, OR EQUIPMENT is needed to perform the occupation?



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

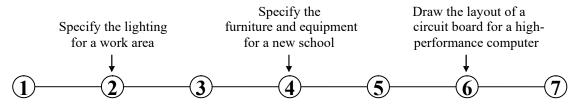
Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.

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

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1		3		
	( <u>~</u> )	(3)	( <del>4</del> )	(3)

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

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



Highest Level

# 22. Repairing and Maintaining Mechanical Equipment

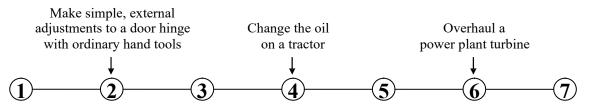
Servicing, repairing, adjusting, and testing machines, devices, moving parts, and equipment that operate primarily on the basis of mechanical (not electronic) principles.

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

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
1	4	-	4	$\odot$

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

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



# 23. Repairing and Maintaining Electronic Equipment

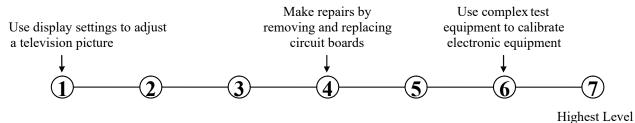
Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.

## A. How <u>important</u> is REPAIRING AND MAINTAINING ELECTRONIC EQUIPMENT to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1	<u>(2)</u>	<u>(3)</u>	<u>(4)</u>	<u>(5)</u>

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

#### B. What <u>level</u> of REPAIRING AND MAINTAINING ELECTRONIC EQUIPMENT is needed to perform the occupation?



# 24. Documenting/Recording Information

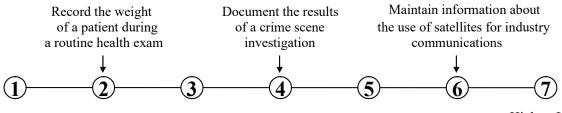
Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

#### A. How <u>important</u> is DOCUMENTING/RECORDING INFORMATION to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
$oldsymbol{\mathbb{L}}$	4	-	4	$\overline{}$

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

# B. What <u>level</u> 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 <u>important</u> is INTERPRETING THE MEANING OF INFORMATION FOR OTHERS to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
$\Box$		-	4	$\overline{}$

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

# B. What <u>level</u> of INTERPRETING THE MEANING OF INFORMATION FOR OTHERS is needed to perform the occupation?



26. Communicating with Supervisors, Peers, or Subordinates

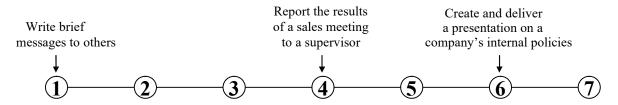
Providing information to supervisors, coworkers, and subordinates by telephone, in written form, e-mail, or in person.

# A. How <u>important</u> is COMMUNICATING WITH SUPERVISORS, PEERS, OR SUBORDINATES to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1		<b>(2)</b>		
T	4	-	4	-

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

# B. What <u>level</u> of COMMUNICATING WITH SUPERVISORS, PEERS, OR SUBORDINATES is needed to perform the occupation?



# 27. Communicating with People Outside the Organization

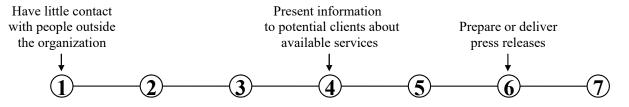
Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.

# A. How <u>important</u> is COMMUNICATING WITH PEOPLE OUTSIDE THE ORGANIZATION to the performance of the occupation?

Not	Somewhat	_	Very	Extremely
Important*	Important	Important	Important	Important
1				
(I)	<b>(</b>	<b>9</b>	<b>(4</b> )	$\odot$

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

## B. What <u>level</u> of COMMUNICATING WITH PEOPLE OUTSIDE THE ORGANIZATION is needed to perform the occupation?



Highest Level

# 28. Establishing and Maintaining Interpersonal Relationships

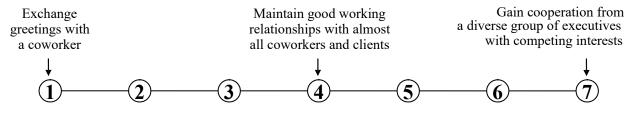
Developing constructive and cooperative working relationships with others and maintaining them over time.

# A. How <u>important</u> is ESTABLISHING AND MAINTAINING INTERPERSONAL RELATIONSHIPS to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1		3		
	(4)	$(\mathbf{J})$	(4)	$(\mathfrak{I})$

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

# B. What <u>level</u> of ESTABLISHING AND MAINTAINING INTERPERSONAL RELATIONSHIPS is needed to perform the occupation?



# 29. Assisting and Caring for Others

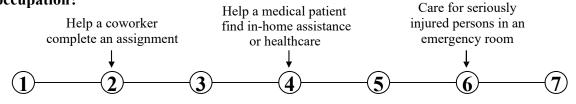
Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.

# A. How <u>important</u> is ASSISTING AND CARING FOR OTHERS to the performance of the occupation?



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

## B. What <u>level</u> of ASSISTING AND CARING FOR OTHERS is needed to perform the occupation?



Highest Level

# 30. Selling or Influencing Others

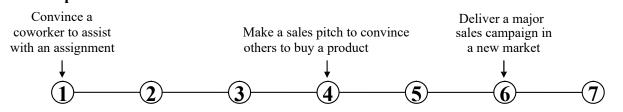
Convincing others to buy merchandise/goods or to otherwise change their minds or actions.

#### A. How <u>important</u> is SELLING OR INFLUENCING OTHERS to the performance of the occupation?



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

### B. What <u>level</u> of SELLING OR INFLUENCING OTHERS is needed to perform the occupation?



#### 31. Resolving Conflicts and Negotiating with Others

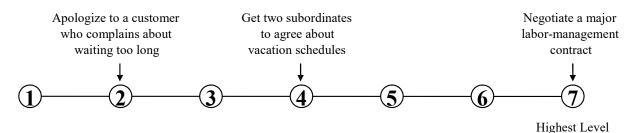
Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.

# A. How <u>important</u> is RESOLVING CONFLICTS AND NEGOTIATING WITH OTHERS to the performance of the occupation?



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

# B. What <u>level</u> of RESOLVING CONFLICTS AND NEGOTIATING WITH OTHERS is needed to perform the occupation?



# 32. Performing for or Working Directly with the Public

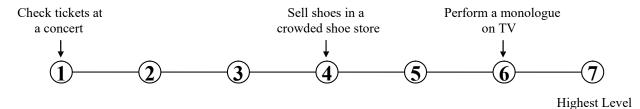
Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.

# A. How <u>important</u> is PERFORMING FOR OR WORKING DIRECTLY WITH THE PUBLIC to the performance of the occupation?



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

# B. What <u>level</u> 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 <u>important</u> is COORDINATING THE WORK AND ACTIVITIES OF OTHERS to the performance of the occupation?



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

## B. What <u>level</u> of COORDINATING THE WORK AND ACTIVITIES OF OTHERS is needed to perform the occupation?



Highest Level

# 34. Developing and Building Teams

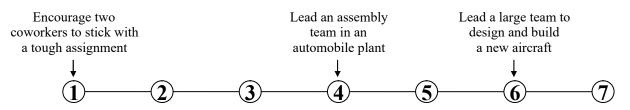
Encouraging and building mutual trust, respect, and cooperation among team members.

### A. How <u>important</u> is DEVELOPING AND BUILDING TEAMS to the performance of the occupation?



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

# B. What <u>level</u> of DEVELOPING AND BUILDING TEAMS is needed to perform the occupation?



# 35. Training and Teaching Others

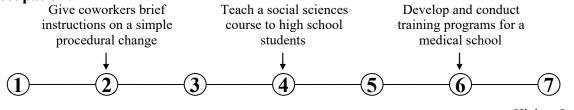
Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

# A. How <u>important</u> is TRAINING AND TEACHING OTHERS to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1			<u> </u>	(F)
$\mathbf{U}$	4	<u> </u>	4	$\odot$

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

### B. What <u>level</u> of TRAINING AND TEACHING OTHERS is needed to perform the occupation?



Highest Level

# 36. Guiding, Directing, and Motivating Subordinates

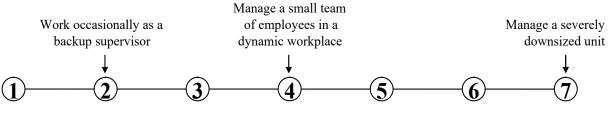
Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.

# A. How <u>important</u> is GUIDING, DIRECTING, AND MOTIVATING SUBORDINATES to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
T)	2	-	4	<u> </u>

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

### B. What <u>level</u> 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 <u>important</u> is COACHING AND DEVELOPING OTHERS to the performance of the occupation?



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

# B. What <u>level</u> of COACHING AND DEVELOPING OTHERS is needed to perform the occupation?



Highest Level

# 38. Providing Consultation and Advice to Others

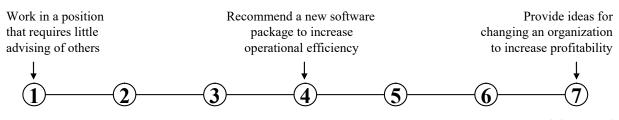
Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.

# A. How <u>important</u> is PROVIDING CONSULTATION AND ADVICE TO OTHERS to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
$oldsymbol{1}$	4	$oldsymbol{\circ}$	4	<u> </u>

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

# B. What <u>level</u> of PROVIDING CONSULTATION AND ADVICE TO OTHERS is needed to perform the occupation?



Highest Level

# 39. Performing Administrative Activities

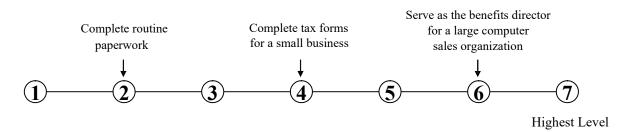
Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.

## A. How <u>important</u> is PERFORMING ADMINISTRATIVE ACTIVITIES to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
$oldsymbol{1}$		$\overline{}$	4	$\overline{}$

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

# B. What <u>level</u> 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 <u>important</u> is STAFFING ORGANIZATIONAL UNITS to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
T		-	4	-

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

# B. What <u>level</u> of STAFFING ORGANIZATIONAL UNITS is needed to perform the occupation?



# 41. Monitoring and Controlling Resources

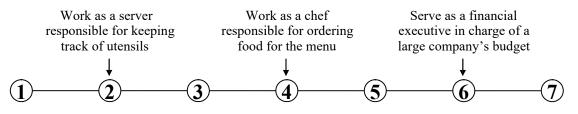
Monitoring and controlling resources and overseeing the spending of money.

# A. How <u>important</u> is MONITORING AND CONTROLLING RESOURCES to the performance of the occupation?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
Ū	4	-	4	$\bigcirc$

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

# B. What <u>level</u> of MONITORING AND CONTROLLING RESOURCES is needed to perform the occupation?



Highest Level