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 *your current job* - that is, the job you hold now.

Each activity in this questionnaire is named and defined.

For example:

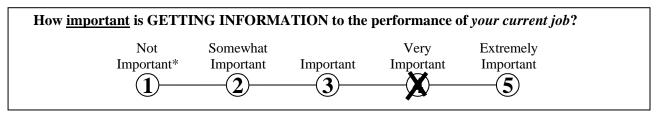
ormation Observing, receiving, and otherwise obtaining information from all relevant sources.	
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You are then asked to answer two questions about that activity:



How important is the activity to your current job?

For example:



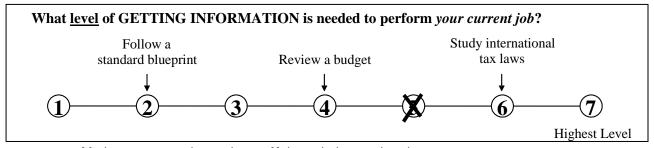
Mark your answer by putting an **X** through the number that represents your answer. Do not mark on the line between the numbers.

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

B

What <u>level</u> of the activity is needed to perform your current job?

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

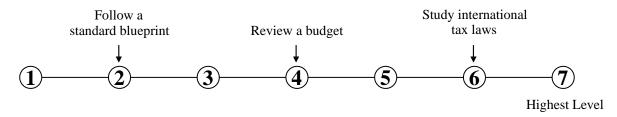
Observing, receiving, and otherwise obtaining information from all relevant sources.

A. How important is GETTING INFORMATION to the performance of your current job?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
	4	$\overline{}$	(4)	(3)

^{*} 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 your current job?



2. Identifying Objects, Actions, and Events

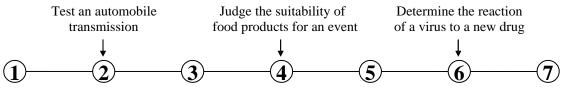
Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

A. How <u>important</u> is IDENTIFYING OBJECTS, ACTIONS, AND EVENTS to the performance of *your current job*?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
	4	(3)	(4)	(3)

^{*} 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 *your current job*?



3. Monitoring Processes, Materials, or Surroundings

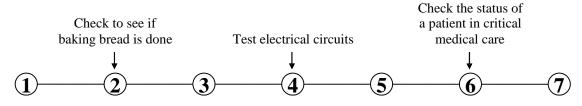
Monitoring and reviewing information from materials, events, or the environment to detect or assess problems.

A. How <u>important</u> is MONITORING PROCESSES, MATERIALS, OR SURROUNDINGS to the performance of *your current job*?

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

^{*} 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 *your current job*?



Highest Level

4. Inspecting Equipment, Structures, or Materials

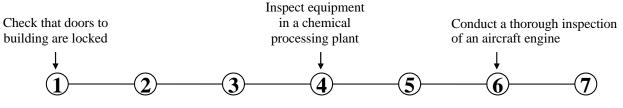
Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.

A. How <u>important</u> is INSPECTING EQUIPMENT, STRUCTURES, OR MATERIALS to the performance of *your current job*?



^{*} 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 *your current job*?



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

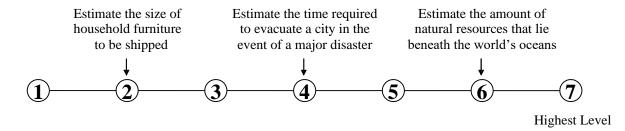
Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.

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

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

^{*} 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 *your current job*?



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

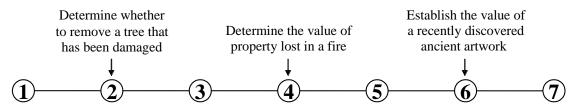
Assessing the value, importance, or quality of things or people.

A. How <u>important</u> is JUDGING THE QUALITIES OF OBJECTS, SERVICES, OR PEOPLE to the performance of *your current job*?

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

^{*} 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 *your current job*?



Evaluating Information to 7. **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 *your current job*?

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

^{*} 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 your current job?



Highest Level

Processing Information 8.

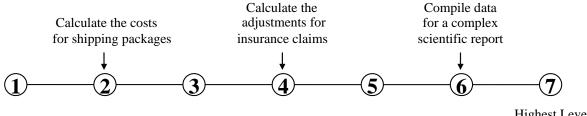
Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

A. How important is PROCESSING INFORMATION to the performance of your current job?

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

^{*} 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 *your current job*?



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 *your* current job?



^{*} 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 *your* current job?



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 *your current job*?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
T)	4	\odot	4	9

^{*} 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 *your current job*?



Highest Level

11. Thinking Creatively

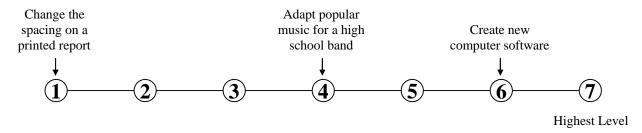
Developing, designing, or creating new applications, ideas, relationships, systems, or products, including artistic contributions.

A. How important is THINKING CREATIVELY to the performance of your current job?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1		3		
	(4)	\odot	(4)	(3)

^{*} 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 *your current job*?



12. Updating and Using Relevant Knowledge

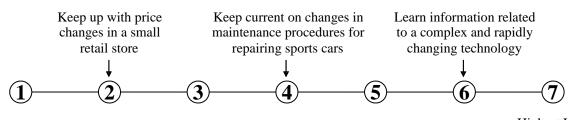
Keeping up-to-date technically and applying new knowledge to your job.

A. How <u>important</u> is UPDATING AND USING RELEVANT KNOWLEDGE to the performance of *your current job*?

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

^{*} 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 *your current job*?



13. Developing Objectives and Strategies

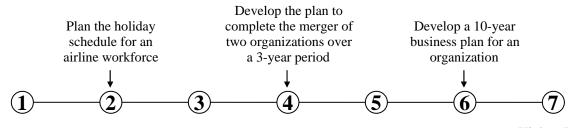
Establishing long-range objectives and specifying the strategies and actions to achieve them.

A. How <u>important</u> is DEVELOPING OBJECTIVES AND STRATEGIES to the performance of *your current job*?



^{*} 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 *your current job*?



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 *your* current job?



^{*} 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 *your* current job?



Highest Level

15. Organizing, Planning, and Prioritizing Work

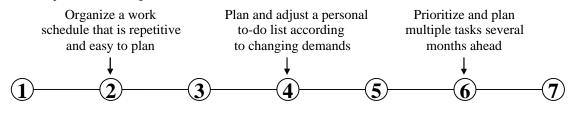
Developing specific goals and plans to prioritize, organize, and accomplish your work.

A. How <u>important</u> is ORGANIZING, PLANNING, AND PRIORITIZING WORK to the performance of *your current job*?



^{*} 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 *your current job*?



Highest Level

16. Performing General Physical Activities

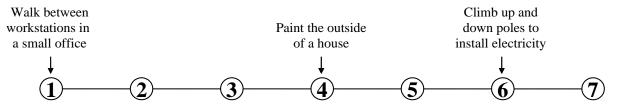
Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling materials.

A. How <u>important</u> is PERFORMING GENERAL PHYSICAL ACTIVITIES to the performance of *your current job*?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1		(2)		
$oldsymbol{1}$	4	-	4	<u> </u>

^{*} 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 *your current job*?



17. Handling and Moving **Objects**

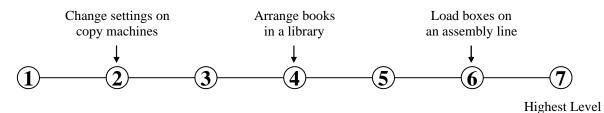
Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.

A. How important is HANDLING AND MOVING OBJECTS to the performance of your current job?

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

^{*} 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 your current job?



18. Controlling Machines and Processes

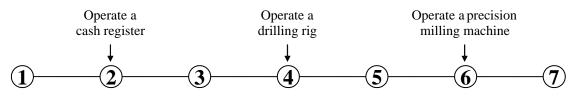
Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).

A. How important is CONTROLLING MACHINES AND PROCESSES to the performance of your current job?

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

^{*} 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 your current job?



19. Working with Computers

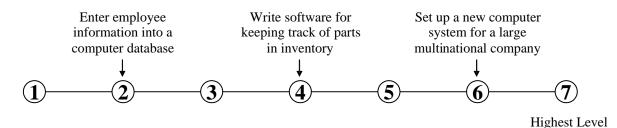
Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.

A. How <u>important</u> is WORKING WITH COMPUTERS to the performance of *your current job*?



^{*} 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 your current job?



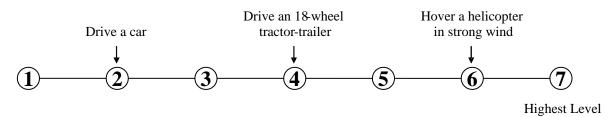
20. Operating Vehicles, Mechanized Devices, or Equipment Running, maneuvering, navigating, or driving vehicles or mechanized equipment, such as forklifts, passenger vehicles, aircraft, or watercraft.

A. How <u>important</u> is OPERATING VEHICLES, MECHANIZED DEVICES, OR EQUIPMENT to the performance of *your current job*?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
(I)	4	9	4	<u> </u>

^{*} 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 *your current job*?



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

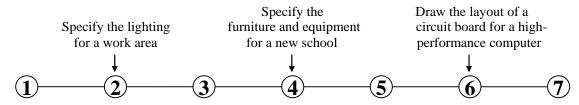
Providing documentation, detailed instructions, drawings, or specifications to tell others about how devices, parts, equipment, or structures are to be fabricated, constructed, assembled, modified, maintained, or used.

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

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1		3	<u> </u>	<u> </u>
		(3)	(-1)	(3)

^{*} 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 your current job?



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 important is REPAIRING AND MAINTAINING MECHANICAL EQUIPMENT to the performance of *your current job*?

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

^{*} 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 *your current job*?



23. Repairing and **Maintaining Electronic Equipment**

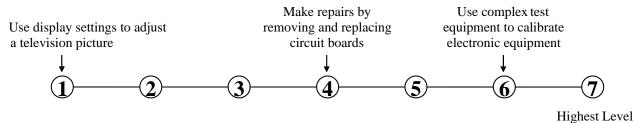
Servicing, repairing, calibrating, regulating, fine-tuning, or testing machines, devices, and equipment that operate primarily on the basis of electrical or electronic (not mechanical) principles.

A. How important is REPAIRING AND MAINTAINING ELECTRONIC EQUIPMENT to the performance of your current job?

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

^{*} 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 your current job?



24. Documenting/Recording Information

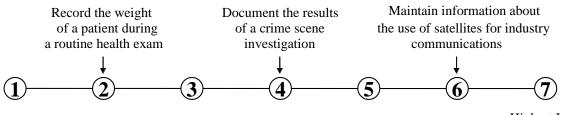
Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

A. How important is DOCUMENTING/RECORDING INFORMATION to the performance of your current job?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
T.	4	\odot	4	<u> </u>

^{*} 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 your current job?



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 *your current job*?

Somewhat		Very	Extremely
Important	Important	Important	Important
<u>(2)</u>	<u>(3)</u>	—(4) —	<u></u>
		Important Important	Important Important Important

^{*} 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 *your current job*?



26. Communicating with Supervisors, Peers, or Subordinates

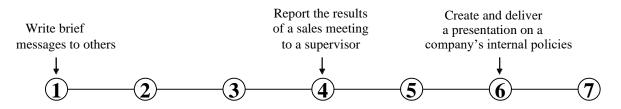
Providing information to supervisors, coworkers, and subordinates by telephone, in written form, e-mail, or in person.

A. How <u>important</u> is COMMUNICATING WITH SUPERVISORS, PEERS, OR SUBORDINATES to the performance of *your current job*?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1				
(I)	4	\odot	4	<u> </u>

^{*} 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 *your current job*?



Highest Level

27. Communicating with **People Outside the Organization**

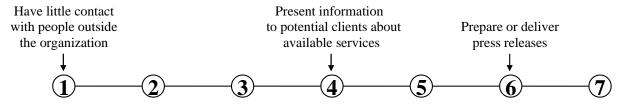
Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.

A. How important is COMMUNICATING WITH PEOPLE OUTSIDE THE **ORGANIZATION** to the performance of *your current job*?

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

^{*} 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 your current job?



Highest Level

28. Establishing and **Maintaining Interpersonal** Relationships

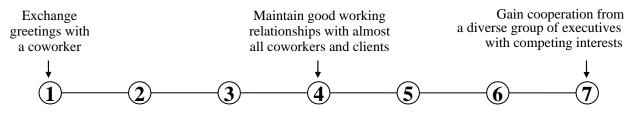
Developing constructive and cooperative working relationships with others and maintaining them over time.

A. How important is ESTABLISHING AND MAINTAINING INTERPERSONAL **RELATIONSHIPS** to the performance of *your current job*?

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

^{*} 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 *your current job*?



29. Assisting and Caring for Others

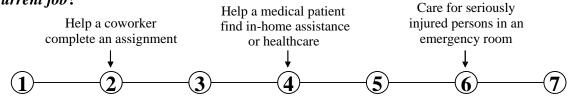
Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.

A. How <u>important</u> is ASSISTING AND CARING FOR OTHERS to the performance of *your current job*?



^{*} 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 *your* current job?



Highest Level

30. Selling or Influencing Others

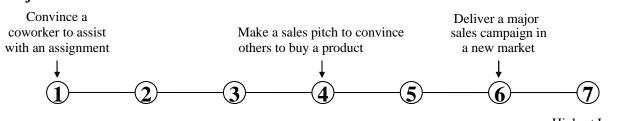
Convincing others to buy merchandise/goods or to otherwise change their minds or actions.

A. How <u>important</u> is SELLING OR INFLUENCING OTHERS to the performance of *your* current job?

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

^{*} 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 *your current job*?



31. Resolving Conflicts and Negotiating with Others

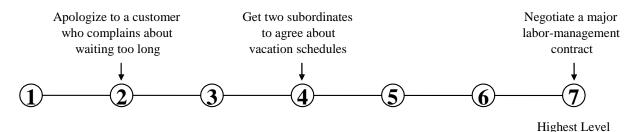
Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.

A. How <u>important</u> is RESOLVING CONFLICTS AND NEGOTIATING WITH OTHERS to the performance of *your current job*?



^{*} 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 *your current job*?



32. Performing for or Working Directly with the Public

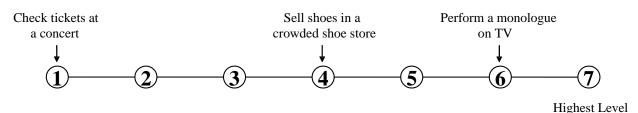
Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.

A. How <u>important</u> is PERFORMING FOR OR WORKING DIRECTLY WITH THE PUBLIC to the performance of *your current job*?

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

^{*} 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 *your current job*?



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 *your current job*?



^{*} 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 *your current job*?



Highest Level

34. Developing and Building Teams

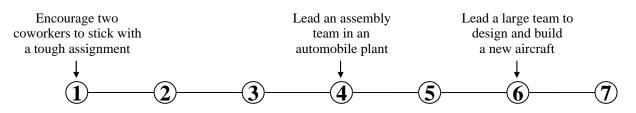
Encouraging and building mutual trust, respect, and cooperation among team members.

A. How <u>important</u> is DEVELOPING AND BUILDING TEAMS to the performance of *your current job*?



^{*} 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 *your* current job?



35. Training and Teaching Others

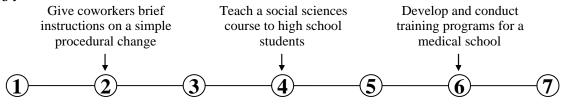
Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.

A. How <u>important</u> is TRAINING AND TEACHING OTHERS to the performance of *your* current job?

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

^{*} 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 *your current job*?



Highest Level

36. Guiding, Directing, and Motivating Subordinates

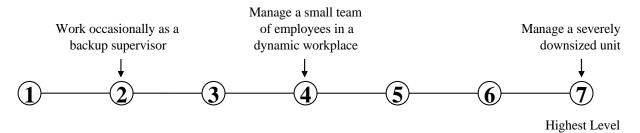
Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.

A. How <u>important</u> is GUIDING, DIRECTING, AND MOTIVATING SUBORDINATES to the performance of *your current job*?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
1		3		
		(3)	(4)	

^{*} 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 *your current job*?



37. Coaching and Developing Others

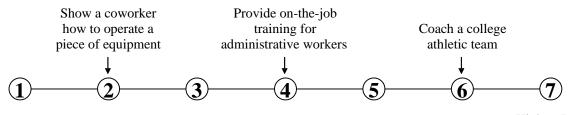
Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.

A. How <u>important</u> is COACHING AND DEVELOPING OTHERS to the performance of *your current job*?



^{*} 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 *your* current job?



Highest Level

38. Providing Consultation and Advice to Others

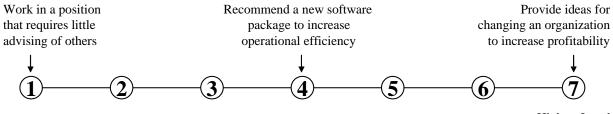
Providing guidance and expert advice to management or other groups on technical, systems-, or process-related topics.

A. How <u>important</u> is PROVIDING CONSULTATION AND ADVICE TO OTHERS to the performance of *your current job*?

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

^{*} 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 *your current job*?



Highest Level

39. Performing **Administrative Activities**

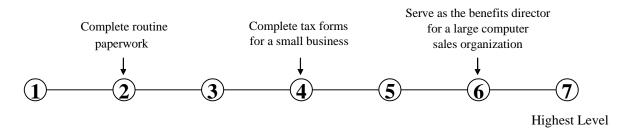
Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.

A. How important is PERFORMING ADMINISTRATIVE ACTIVITIES to the performance of your current job?

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

^{*} 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 your current job?



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 your current job?

Not	Somewhat		Very	Extremely
Important*	Important	Important	Important	Important
<u> </u>		-	4	-3 $)$

^{*} 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 your current job?



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 your current job?

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

^{*} 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 your current job?

