

# *Skills Questionnaire*



# Background Information

This survey is designed to capture the diversity of American workers. This questionnaire will be administered to a large number of workers with differing amounts of job experience in many different jobs. Your answers to these questions will help us to know if the goal of diversity is being achieved. Therefore, it is very important that you give accurate answers to these questions.

Please read each question carefully and mark your answer by putting an  in the box beside your answer, or by writing an answer on the line provided.

**B1. What is the title of your job?** (PLEASE PRINT)

**B2. For how long have you worked at this job?** (Mark one box)

- Ten years or more
- At least 6 years, but less than 10 years
- At least 3 years, but less than 6 years
- At least 1 year, but less than 3 years
- At least 3 month, but less than 12 months
- At least 1 month, but less than 3 months
- Less than 1 month

**B3. In what year were you born?** ..... 1 9 \_\_\_\_

**B4. Are you male or female?** (Mark one box)

- Male
- Female

**B5. Are you Hispanic or Latino?** (Mark one box)

- Yes
- No

**B6. 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

**B7. Do you have any of the following long-lasting conditions?**

- |   | <u>Yes</u>               | <u>No</u>                |
|---|--------------------------|--------------------------|
| a. Blindness, deafness, or a severe vision or hearing impairment?.....  | <input type="checkbox"/> | <input type="checkbox"/> |
| b. A condition that substantially limits one or more basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying?..... | <input type="checkbox"/> | <input type="checkbox"/> |

**B8. Because of a physical, mental, or emotional condition lasting 6 months or more, do you have any difficulty doing any of the following activities?**

- |  | <u>Yes</u>               | <u>No</u>                |
|--|--------------------------|--------------------------|
| a. Learning, remembering or concentrating?.....                          | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Dressing, bathing, or getting around inside the home? .....           | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Going outside the home alone to shop or visit a doctor's office?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Working at a job or business? .....                                   | <input type="checkbox"/> | <input type="checkbox"/> |

## Instructions for Making Skills Ratings

These questions are about work-related skills. A **Skill** is the ability to perform a task well. It is usually developed over time through training or experience. A skill can be used to do work in many jobs or it can be used in learning. You will be asked about a series of different skills and how they relate to *your current job* - that is, the job you hold now.

**Each skill in this questionnaire is named and defined.**

For example:

<b>Writing</b>	<b>Communicating effectively in writing as appropriate for the needs of the audience.</b>
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You are then asked to answer two questions about each skill:

**A** How important is the skill to the performance of your current job?

For example:

<b>How <u>important</u> is WRITING to the performance of your current job?</b>				
Not Important*	Somewhat Important	Important	Very Important	Extremely Important
①	②	③	<del>④</del>	⑤

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 skill as Not Important to the performance of your job, mark the one [①] then skip over question B and proceed to the next skill.**

**B** What level of the skill 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:

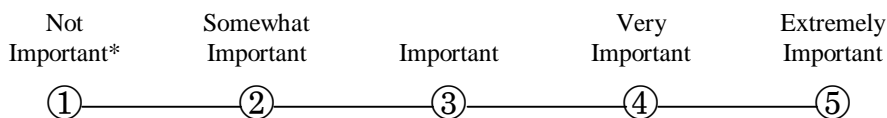
<b>What <u>level</u> of WRITING is needed to perform your current job?</b>						
	Take a telephone message		Write a memo to staff outlining new directives		Write a novel for publication	
	9		9		9	
①	②	③	④	<del>⑤</del>	⑥	⑦ Highest Level

Mark your answer the same way you did for the first question.

# 1. Reading Comprehension

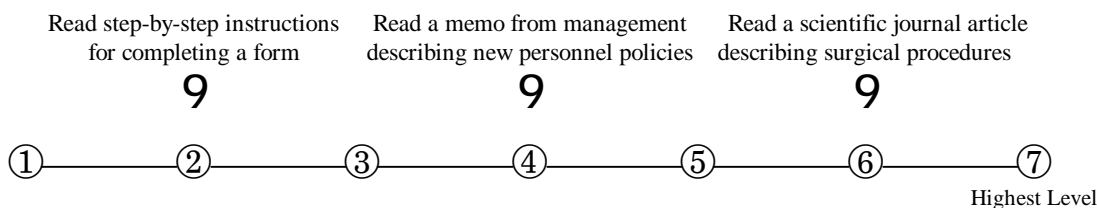
Understanding written sentences and paragraphs in work-related documents.

How **important** is **READING COMPREHENSION** to the performance of *your current job*?



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

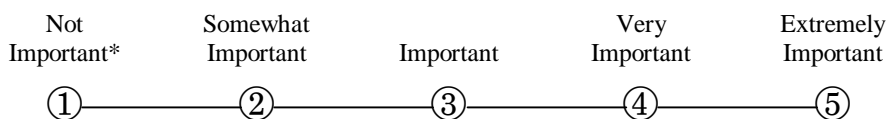
What **level** of **READING COMPREHENSION** is needed to perform *your current job*?



# 2. Active Listening

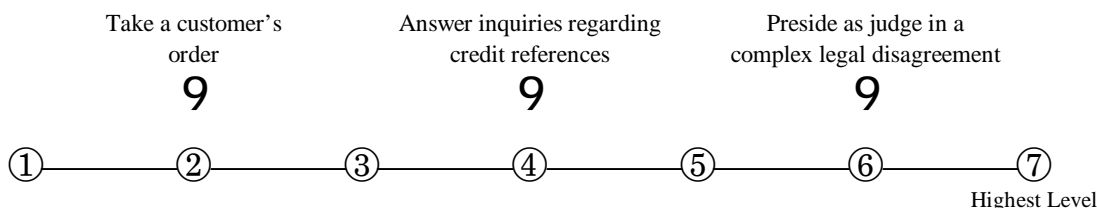
Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

A. How **important** is **ACTIVE LISTENING** to the performance of *your current job*?



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

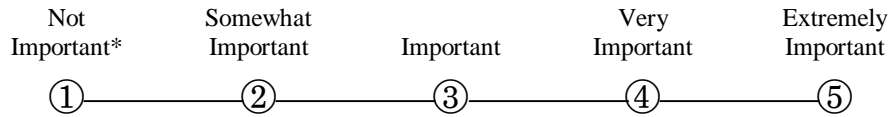
B. What **level** of **ACTIVE LISTENING** is needed to perform *your current job*?



### 3. Writing

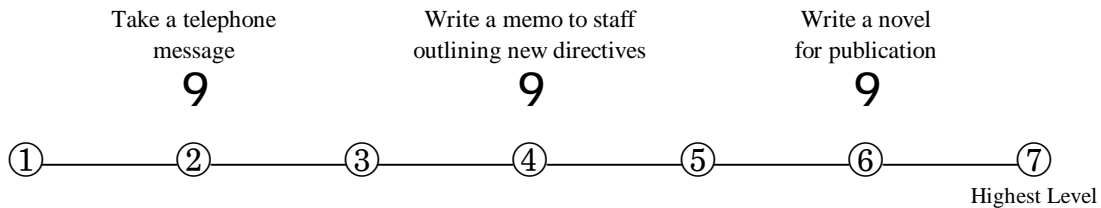
Communicating effectively in writing as appropriate for the needs of the audience.

#### A. How important is WRITING to the performance of *your current job*?



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

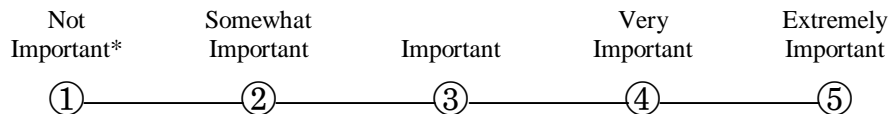
#### B. What level of WRITING is needed to perform *your current job*?



### 4. Speaking

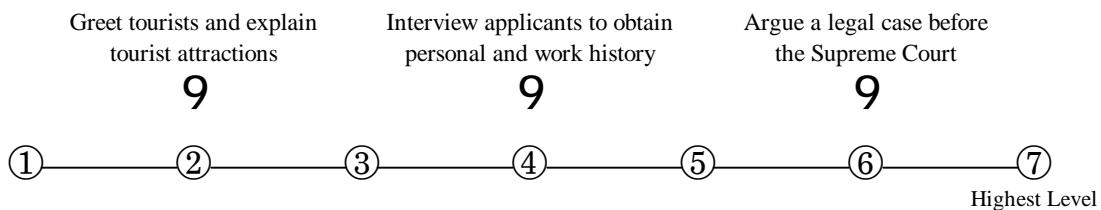
Talking to others to convey information effectively.

#### A. How important is SPEAKING to the performance of *your current job*?



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

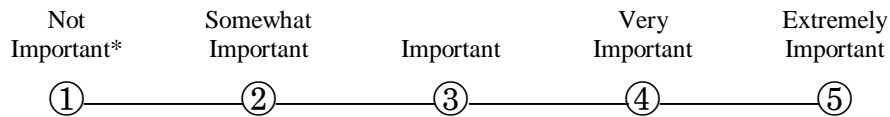
#### B. What level of SPEAKING is needed to perform *your current job*?



## 5. Mathematics

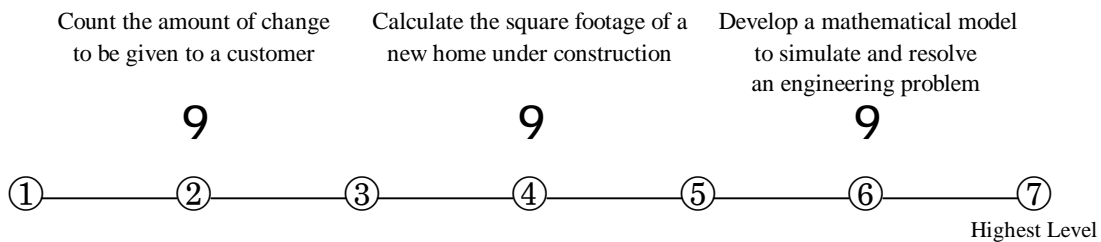
Using mathematics to solve problems.

A. How **important** is MATHEMATICS to the performance of *your current job*?



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

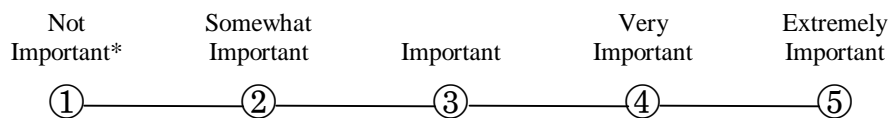
B. What **level** of MATHEMATICS is needed to perform *your current job*?



## 6. Science

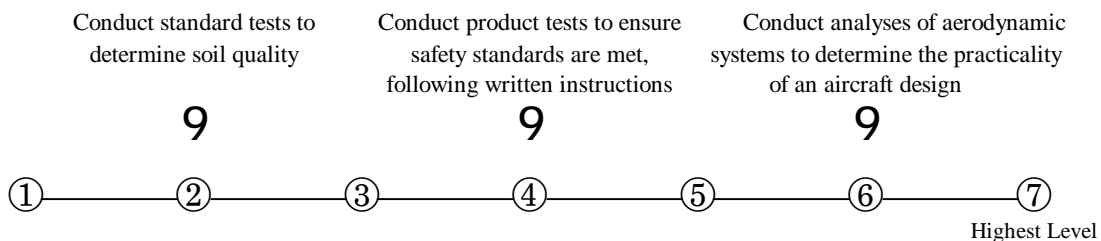
Using scientific rules and methods to solve problems.

A. How **important** is SCIENCE to the performance of *your current job*?



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

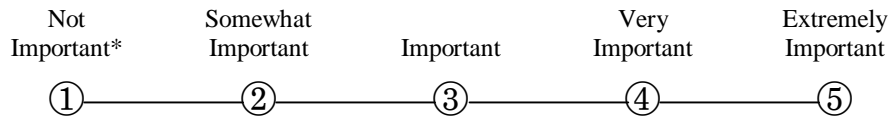
B. What **level** of SCIENCE is needed to perform *your current job*?



## 7. Critical Thinking

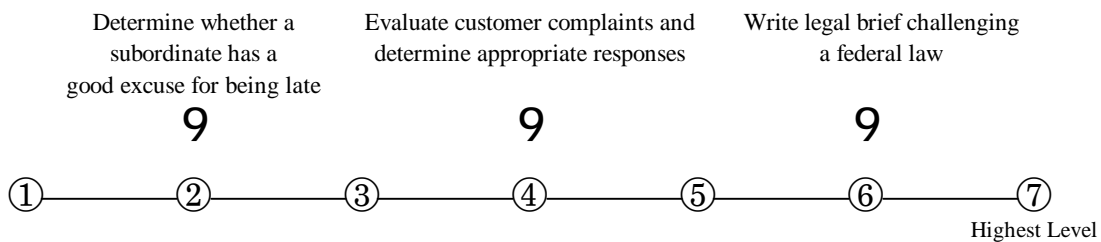
Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

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



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

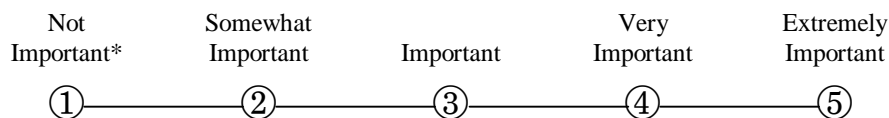
### B. What level of CRITICAL THINKING is needed to perform your current job?



## 8. Active Learning

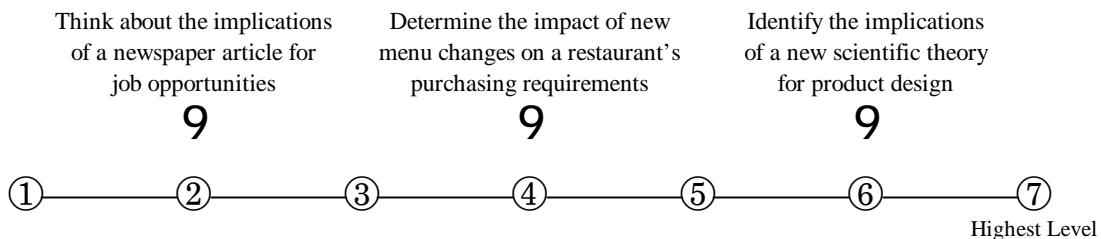
Understanding the implications of new information for both current and future problem-solving and decision-making.

### A. How important is ACTIVE LEARNING to the performance of your current job?



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

### B. What level of ACTIVE LEARNING is needed to perform your current job?

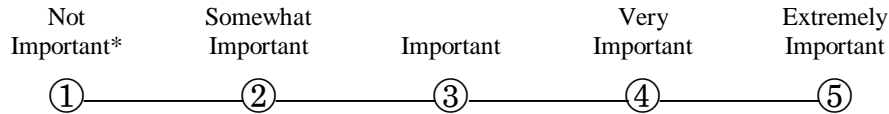




## 9. Learning Strategies

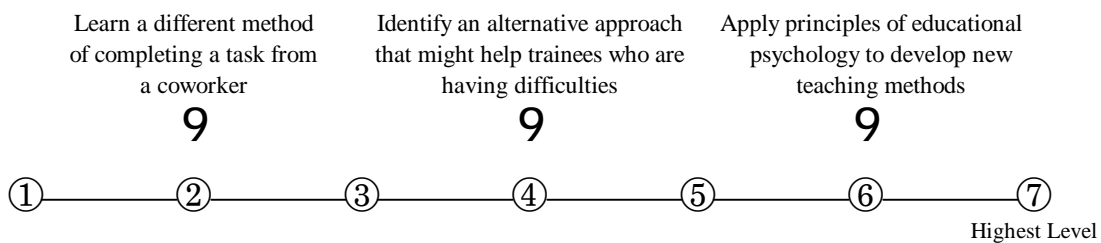
Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

A. How important is LEARNING STRATEGIES to the performance of *your current job*?



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

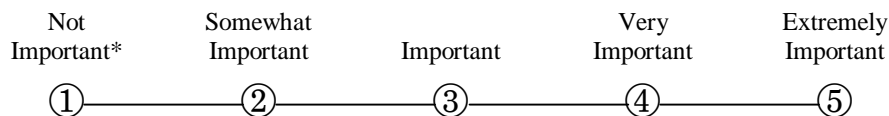
B. What level of LEARNING STRATEGIES is needed to perform *your current job*?



## 10. Monitoring

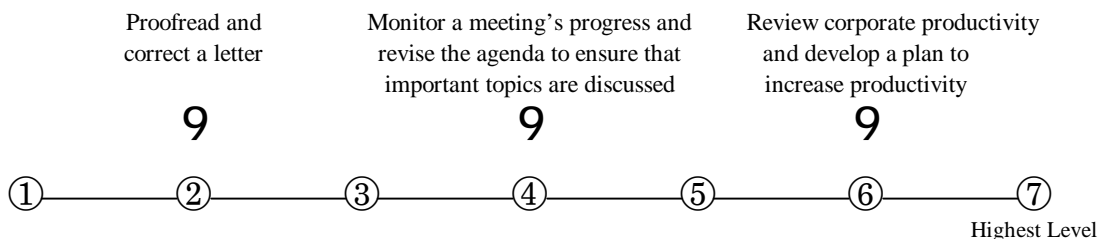
Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

A. How important is MONITORING to the performance of *your current job*?



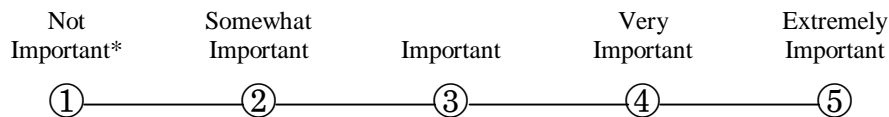
\* If you marked Not Important, skip LEVEL below and go on to the next skill.

B. What level of MONITORING is needed to perform *your current job*?



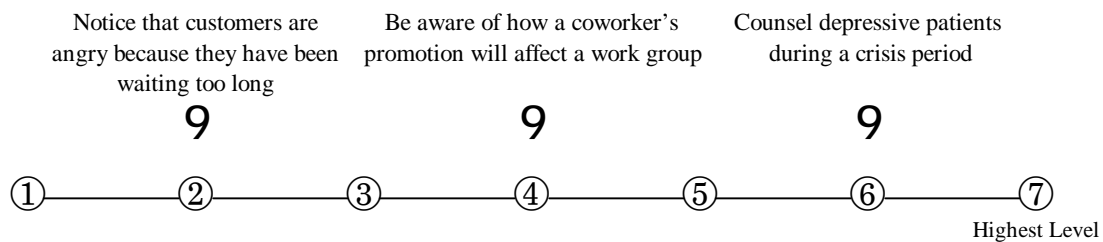
## 11. Social Perceptiveness Being aware of others' reactions and understanding why they react as they do.

A. How **important** is SOCIAL PERCEPTIVENESS to the performance of *your current job*?



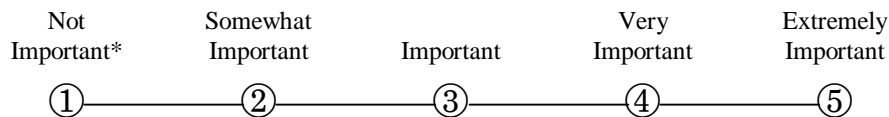
\* If you marked Not Important, skip LEVEL below and go on to the next skill.

B. What **level** of SOCIAL PERCEPTIVENESS is needed to perform *your current job*?



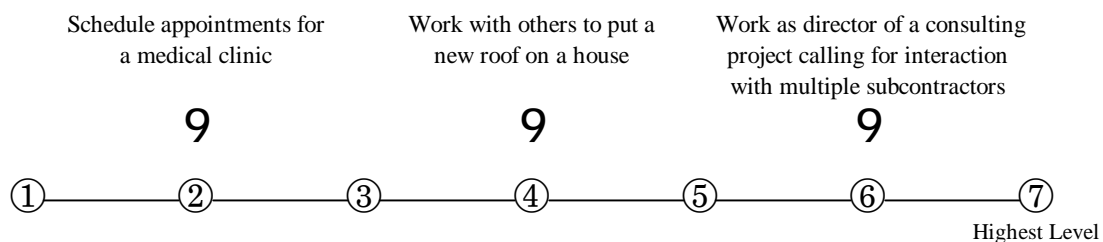
## 12. Coordination Adjusting actions in relation to others' actions.

A. How **important** is COORDINATION to the performance of *your current job*?



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

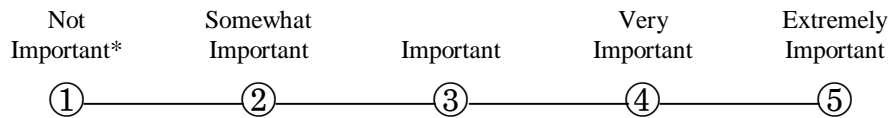
B. What **level** of COORDINATION is needed to perform *your current job*?



## 13. Persuasion

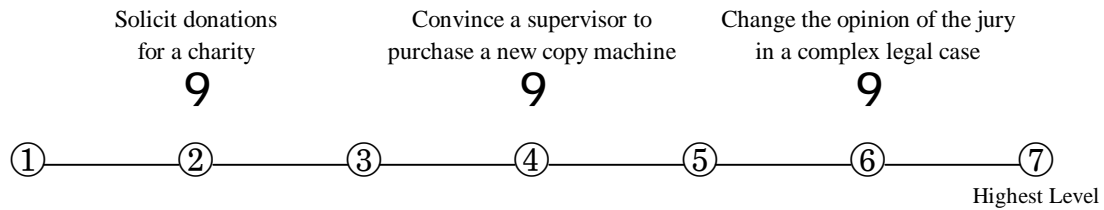
Persuading others to change their minds or behavior.

A. How important is PERSUASION to the performance of *your current job*?



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

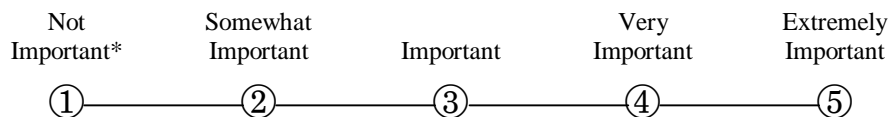
B. What level of PERSUASION is needed to perform *your current job*?



## 14. Negotiation

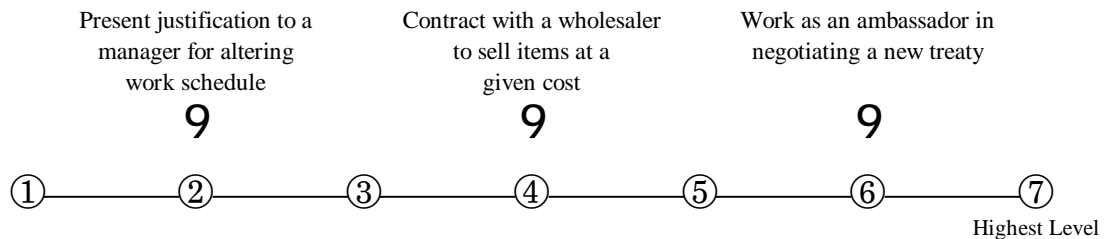
Bringing others together and trying to reconcile differences.

A. How important is NEGOTIATION to the performance of *your current job*?



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

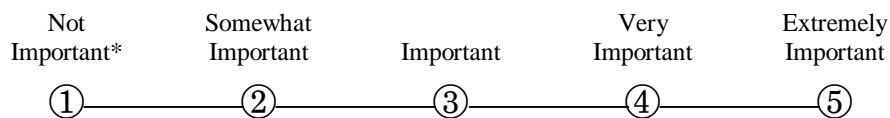
B. What level of NEGOTIATION is needed to perform *your current job*?



## 15. Instructing

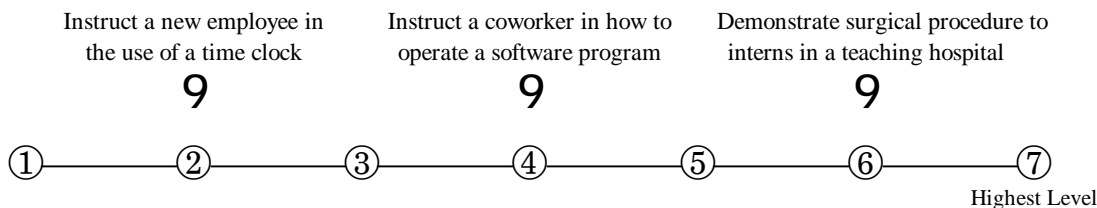
Teaching others how to do something.

A. How important is INSTRUCTING to the performance of *your current job*?



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

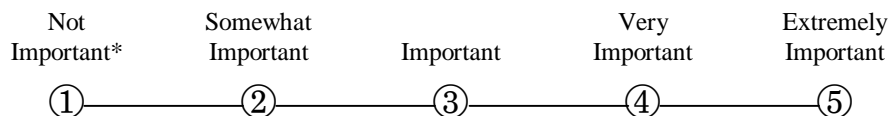
B. What level of INSTRUCTING is needed to perform *your current job*?



## 16. Service Orientation

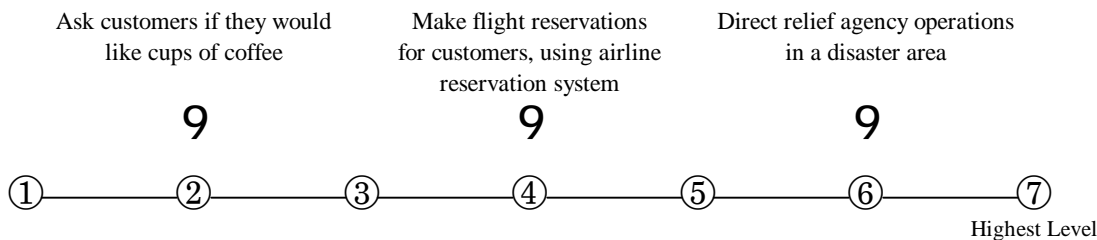
Actively looking for ways to help people.

A. How important is SERVICE ORIENTATION to the performance of *your current job*?



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

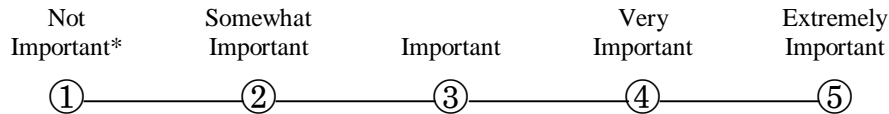
B. What level of SERVICE ORIENTATION is needed to perform *your current job*?



## 17. Complex Problem Solving

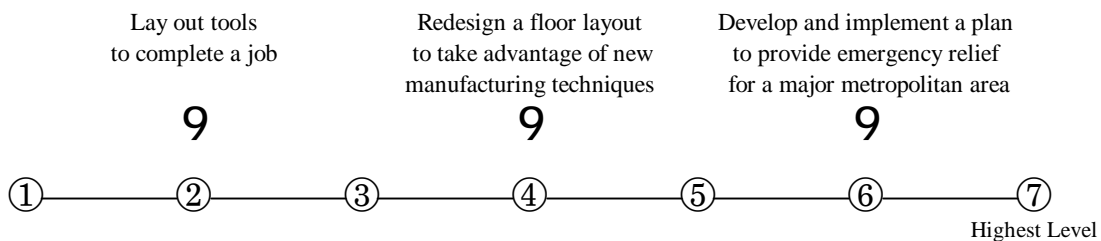
Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

A. How important is COMPLEX PROBLEM SOLVING to the performance of *your current job*?



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

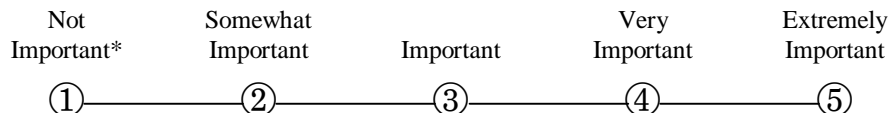
B. What level of COMPLEX PROBLEM SOLVING is needed to perform *your current job*?



## 18. Operations Analysis

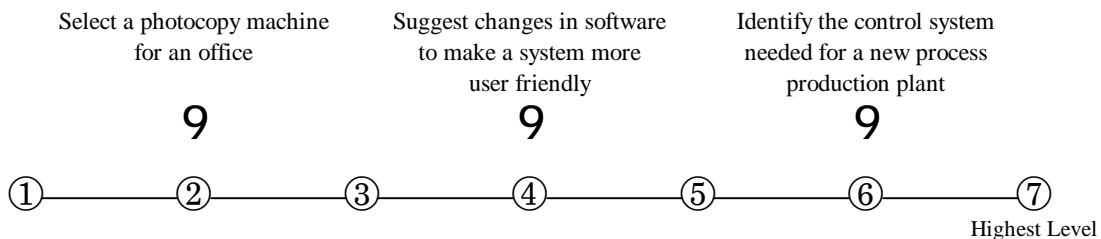
Analyzing needs and product requirements to create a design.

A. How important is OPERATIONS ANALYSIS to the performance of *your current job*?



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

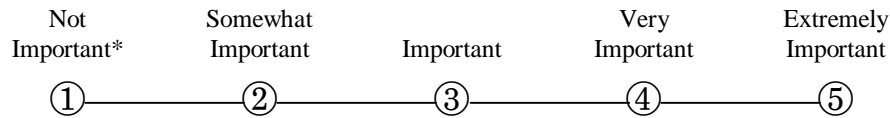
B. What level of OPERATIONS ANALYSIS is needed to perform *your current job*?



## 19. Technology Design

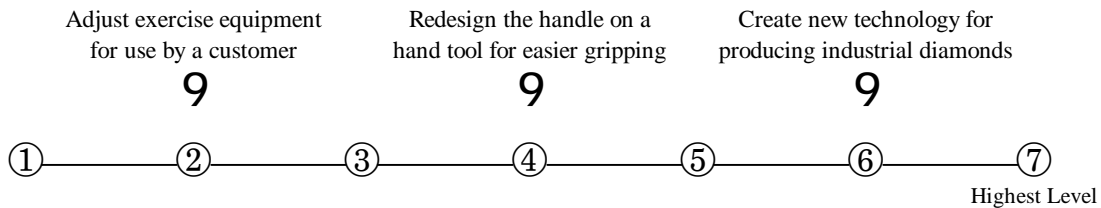
Generating or adapting equipment and technology to serve user needs.

A. How important is TECHNOLOGY DESIGN to the performance of *your current job*?



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

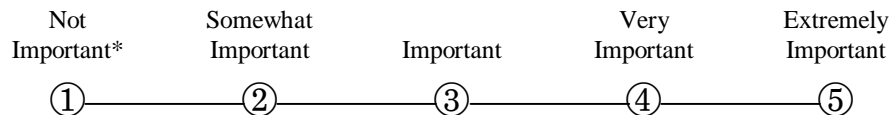
B. What level of TECHNOLOGY DESIGN is needed to perform *your current job*?



## 20. Equipment Selection

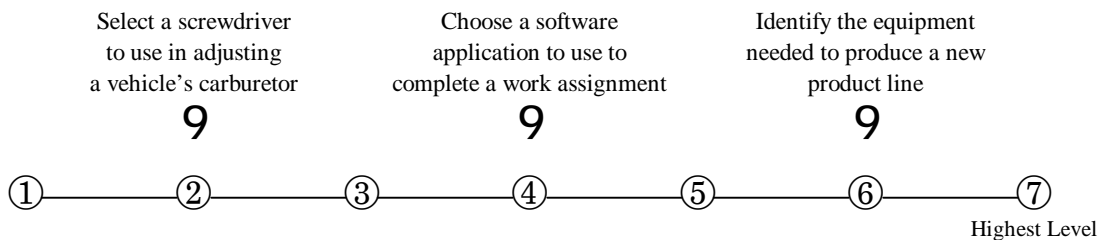
Determining the kind of tools and equipment needed to do a job.

A. How important is EQUIPMENT SELECTION to the performance of *your current job*?



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

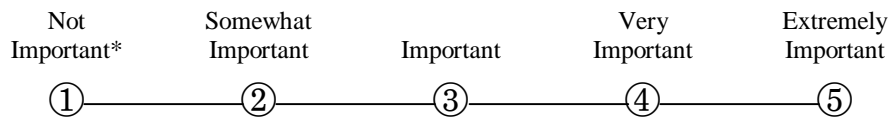
B. What level of EQUIPMENT SELECTION is needed to perform *your current job*?



## 21. Installation

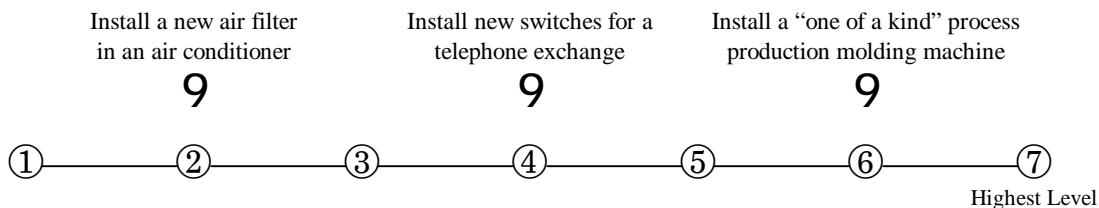
Installing equipment, machines, wiring, or programs to meet specifications.

### A. How important is INSTALLATION to the performance of *your current job*?



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

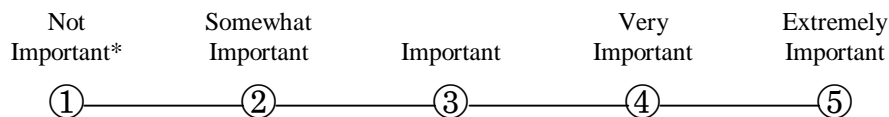
### B. What level of INSTALLATION is needed to perform *your current job*?



## 22. Programming

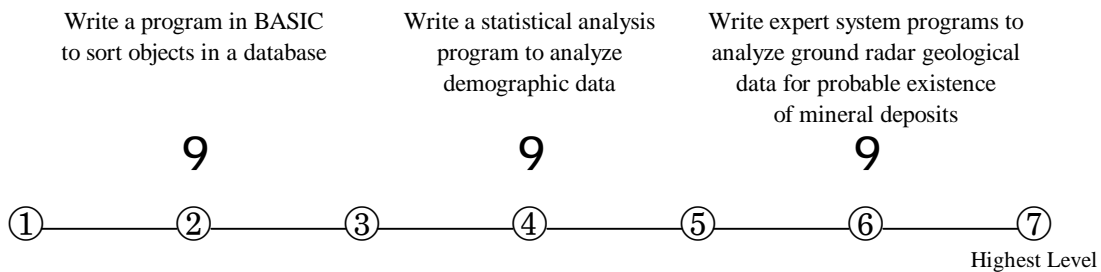
Writing computer programs for various purposes.

### A. How important is PROGRAMMING to the performance of *your current job*?



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

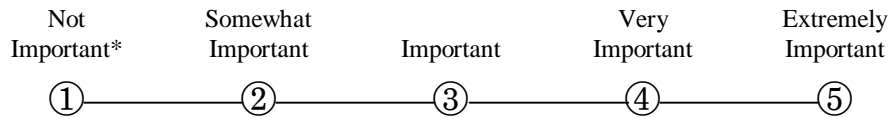
### B. What level of PROGRAMMING is needed to perform *your current job*?



## 23. Quality Control Analysis

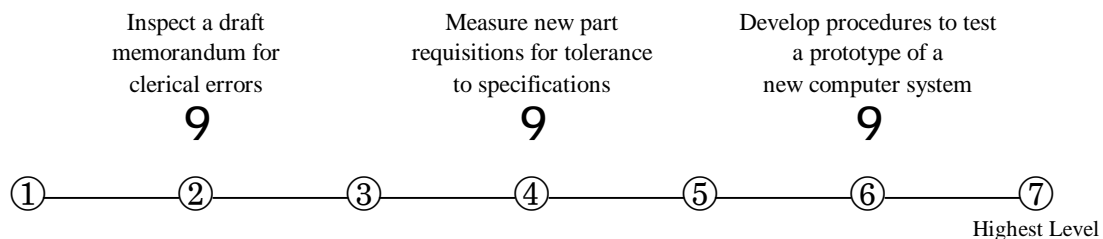
Conducting tests and inspections of products, services, or processes to evaluate quality or performance.

A. How important is QUALITY CONTROL ANALYSIS to the performance of *your current job*?



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

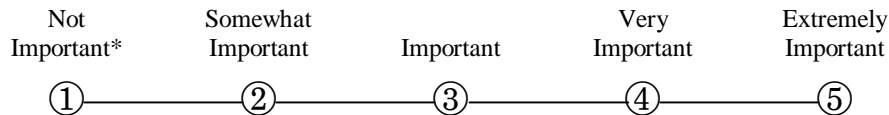
B. What level of QUALITY CONTROL ANALYSIS is needed to perform *your current job*?



## 24. Operations Monitoring

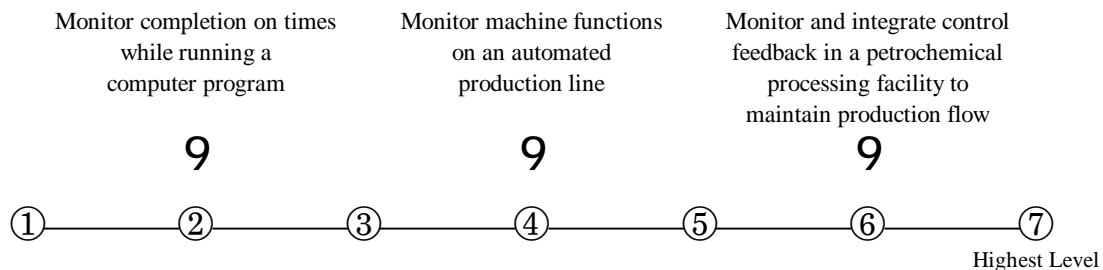
Watching gauges, dials, or other indicators to make sure a machine is working properly.

A. How important is OPERATIONS MONITORING to the performance of *your current job*?



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

B. What level of OPERATIONS MONITORING is needed to perform *your current job*?

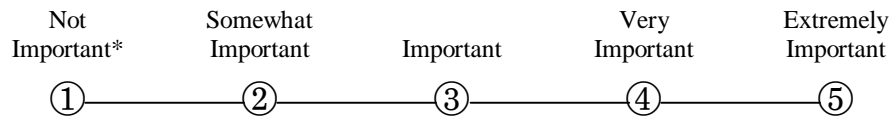




## 25. Operation and Control

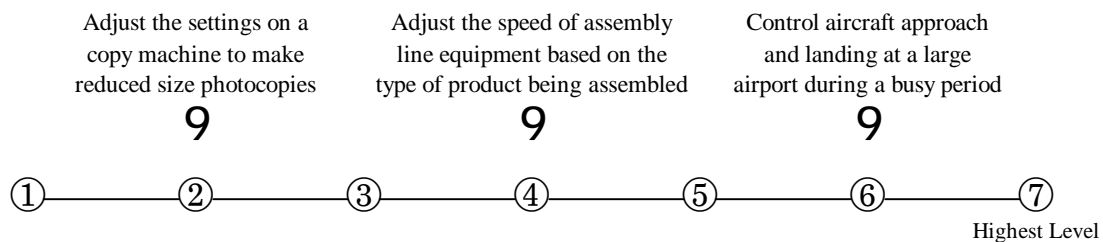
Controlling operations of equipment or systems.

A. How important is OPERATION AND CONTROL to the performance of *your current job*?



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

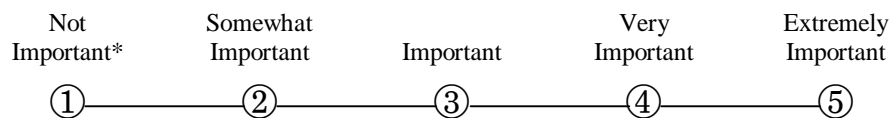
B. What level of OPERATION AND CONTROL is needed to perform *your current job*?



## 26. Equipment Maintenance

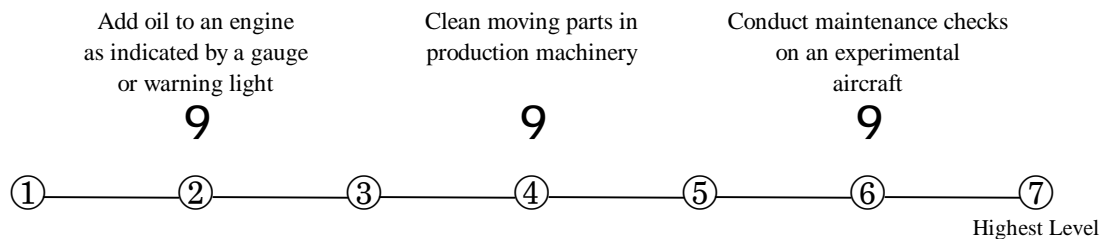
Performing routine maintenance on equipment and determining when and what kind of maintenance is needed.

A. How important is EQUIPMENT MAINTENANCE to the performance of *your current job*?



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

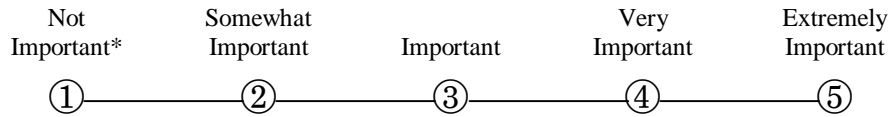
B. What level of EQUIPMENT MAINTENANCE is needed to perform *your current job*?



## 27. Troubleshooting

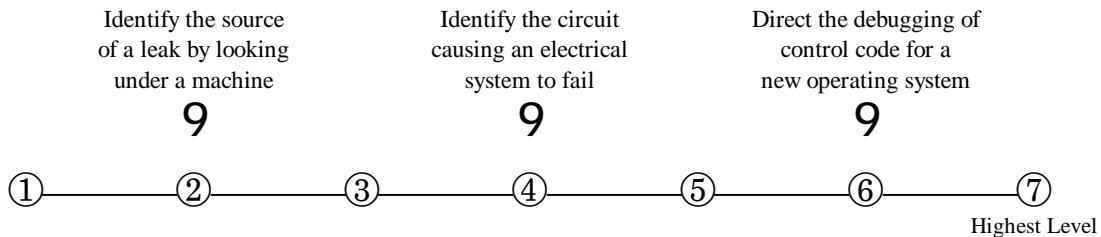
Determining causes of operating errors and deciding what to do about it.

A. How important is TROUBLESHOOTING to the performance of *your current job*?



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

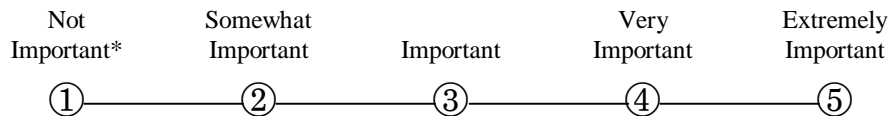
B. What level of TROUBLESHOOTING is needed to perform *your current job*?



## 28. Repairing

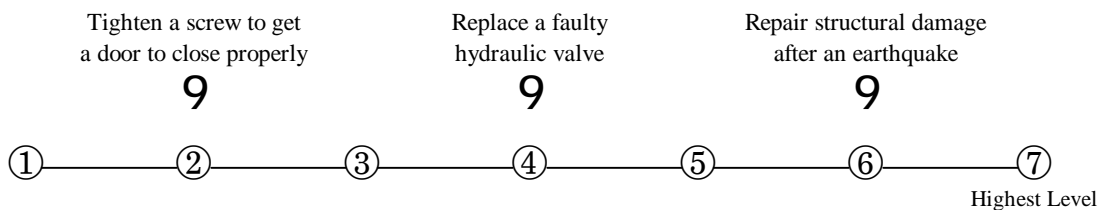
Repairing machines or systems using the needed tools.

A. How important is REPAIRING to the performance of *your current job*?



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

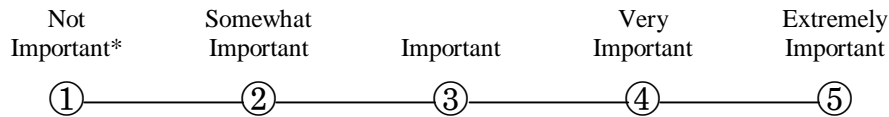
B. What level of REPAIRING is needed to perform *your current job*?



## 29. Systems Analysis

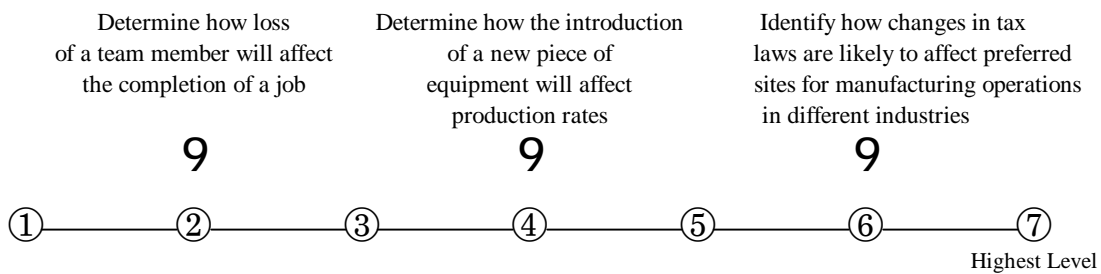
Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.

A. How **important** is SYSTEMS ANALYSIS to the performance of *your current job*?



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

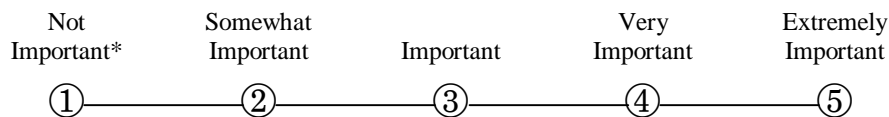
B. What **level** of SYSTEMS ANALYSIS is needed to perform *your current job*?



## 30. Systems Evaluation

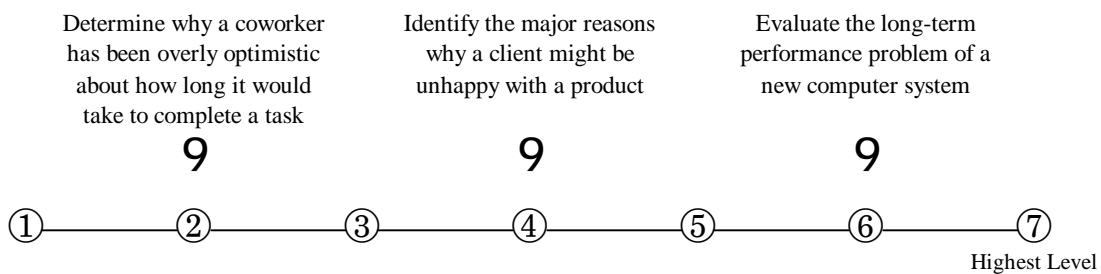
Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.

A. How **important** is SYSTEMS EVALUATION to the performance of *your current job*?



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

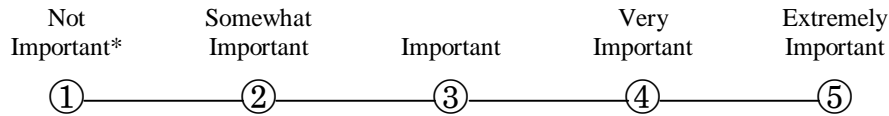
B. What **level** of SYSTEMS EVALUATION is needed to perform *your current job*?



## 31. Judgment and Decision Making

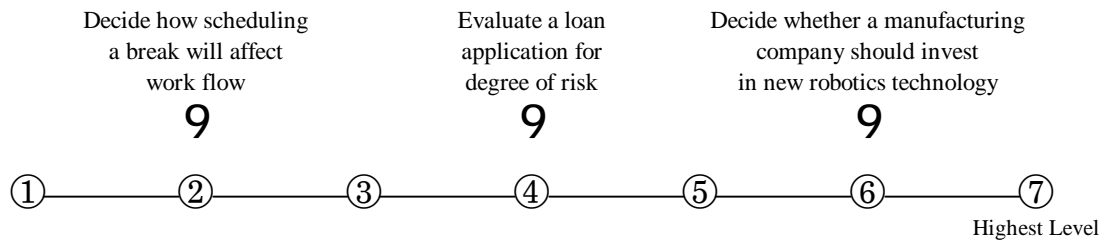
Considering the relative costs and benefits of potential actions to choose the most appropriate one.

A. How important is JUDGMENT AND DECISION MAKING to the performance of *your current job*?



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

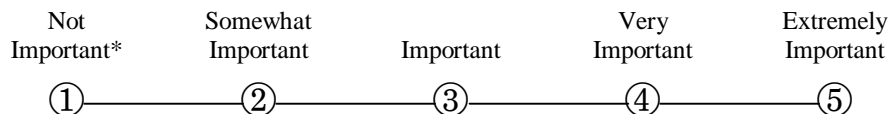
B. What level of JUDGMENT AND DECISION MAKING is needed to perform *your current job*?



## 32. Time Management

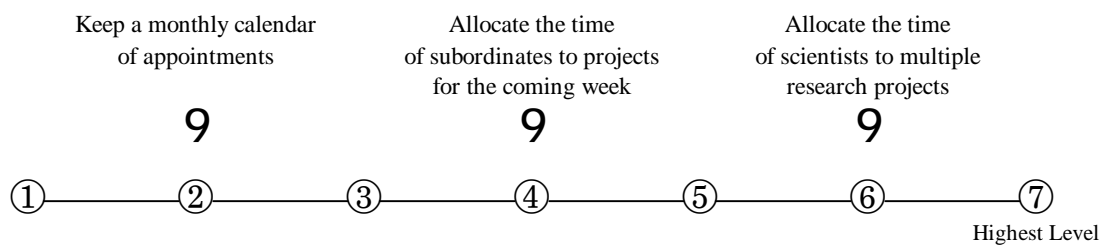
Managing one's own time and the time of others.

A. How important is TIME MANAGEMENT to the performance of *your current job*?



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

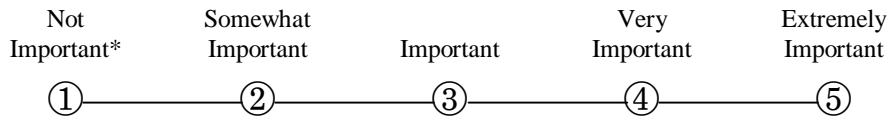
B. What level of TIME MANAGEMENT is needed to perform *your current job*?



### 33. Management of Financial Resources

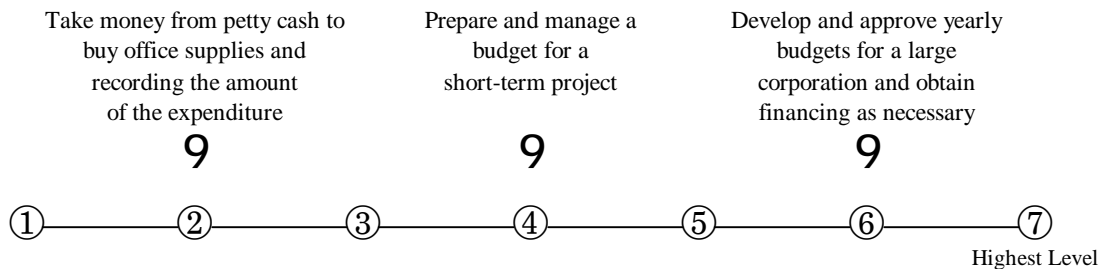
Determining how money will be spent to get the work done, and accounting for these expenditures.

A. How **important** is MANAGEMENT OF FINANCIAL RESOURCES to the performance of *your current job*?



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

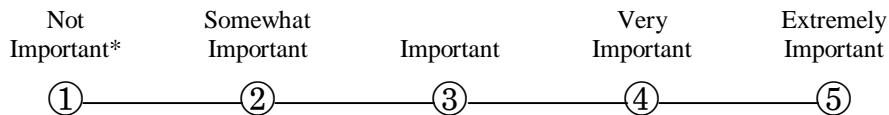
B. What **level** of MANAGEMENT OF FINANCIAL RESOURCES is needed to perform *your current job*?



### 34. Management of Material Resources

Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.

A. How **important** is MANAGEMENT OF MATERIAL RESOURCES to the performance of *your current job*?



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

B. What **level** of MANAGEMENT OF MATERIAL RESOURCES is needed to perform *your current job*?

