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Summary Reports

https://www.onetonline.org/help/online/summary

Each occupation in O*NET has its own summary report page. Summary report pages provides a glimpse into the occupation, giving you information such as

- Occupation Title
- Occupation Definition
- Alternative Job Titles
- Tasks
- Technology Skills
- Tools Used
- Knowledge
- Skills
- Abilities
- Work Activities
- Work Context
- Job Zone
- Education
- Credentials
- Interests
- Work Styles
- Work Values
- Related Occupations
- Wages & Employment
- Job Openings

The following pages will walk you through an example summary page and give you more details on how to read and use the information provided.
Occupation Title, Definition, and Alternative Job Titles

The first information you will encounter on a summary report is the very basic information needed to know to understand what the occupation is all about. This includes the occupation title, which is the most common title used for that occupation. It also includes a short definition of the occupation. This definition provides a basic outline of the occupation, as well as a one sentence summation of the daily tasks completed while on the job. Alternate job titles are examples of other names by which that occupation is known.

The top of the summary report will also have icons reporting whether the occupation has a Bright Outlook or is a green economy. Don’t forget to look for these icons in the top right corner!
Tasks

Tasks are specific work activities that are unique to each occupation. This section will give you insight on the daily responsibilities of someone working in that occupation. Clicking on the plus symbol directly below the header “Tasks” will show all tasks related to that occupation.

Clicking on a plus symbol next to a specific task will bring you to a pop-up page (shown below) that lists occupations with similar tasks to the one selected. This is a useful tool if you like some of the tasks associated with an occupation, but not all, and want to find related careers.
Technology Skills

Technology skills will include information on the types of software that may be used in that specific occupation. Clicking on the plus symbol directly below the header “Technology Skills” will show all technology skills related to that occupation. Similar to tasks, you may also click on the plus icon next to a technology skill to see a pop-up that lists other occupations that also use that skill.

Hot Technology

Hot technology icons indicate preferred technology skills that are frequently mentioned in job postings. Look for the fire icon (shown below), for technology skills that are in high demand!

Technology Tools

This section allows you to view both skills used and the tools used to perform those skills. Clicking on the “Show tools used” link below the header “Technology Skills” will switch your view into the “Technology Tools” heading. An example is shown below.
Knowledge

Knowledges are principles and facts associated with an occupation. Knowledges are organized sets, and can be applied to a wide range of occupations. O*NET defines 33 different knowledge sets, listed below.

- Administration and Management
- Biology
- Building and Construction
- Chemistry
- Clerical
- Communications and Media
- Computers and Electronics
- Customer and Personal Service
- Design
- Economics and Accounting
- Education and Training
- Engineering and Technology
- English Language
- Fine Arts
- Food Production
- Foreign Language
- Geography

In the summary report, each knowledge displayed will be followed by a short description of the information included in that knowledge set.

Knowledge

- History and Archeology
- Law and Government
- Mathematics
- Mechanical
- Medicine and Dentistry
- Personnel and Human Resources
- Philosophy and Theology
- Physics
- Production and Processing
- Psychology
- Public Safety and Security
- Sales and Marketing
- Sociology and Anthropology
- Telecommunications
- Therapy and Counseling
- Transportation
As with other portions of the summary report, you may click on the plus symbol next to a knowledge to view a pop-up page with other occupations that require the same knowledge. This can be a quick and easy way to see how an undergraduate degree may apply to different occupations.

Skills

Skills are capacities that are developed through experience on the job. They aide in learning and performance of activities that occur across many jobs. O*NET categories skills into six different sets, each with several elements. These sets and elements are listed below.

Basic Skills - Skills that facilitate learning. Includes the following elements:

- Active Learning
- Active Listening
- Critical Thinking
- Learning Strategies
- Mathematics
- Monitoring
- Reading Comprehension
- Science
- Speaking
- Writing

Complex Problem Solving Skills - Skills used to solve complex problems in real-word situations. Includes only one element:

- Complex Problem Solving
**Social Skills** - Skills used to work with other people in order to achieve goals. Includes the following elements:

- Coordination
- Instructing
- Negotiation
- Persuasion
- Service Orientation
- Social Perceptiveness

**Resource Management Skills** - Skills used to allocate resources. Includes the following elements:

- Management of Financial Resources
- Management of Personnel Resources
- Management of Material Resources
- Time Management

**Technical Skills** - Skills used to design, operate, and solve problems regarding machines or technology. Includes the following elements:

- Equipment Maintenance
- Equipment Selection
- Installation
- Operation and Control
- Operation Monitoring
- Operation Monitoring
- Programming
- Quality Control Analysis
- Repairing
- Technology Design
- Troubleshooting

**Systems Skills** - Skills used to understand and improve socio-technical systems. Includes the following elements:

- Judgement and Decision Making
- Systems Evaluation
- Systems Analysis

In the summary report, each listed skill will be followed by a short definition.
Abilities

Abilities are attributes of a person that influence performance. These attributes are enduring, meaning that they are considered to be relatively stable across the lifetime. O*NET classifies four categories of abilities, each containing several elements. These categories and elements are listed below.

Cognitive Abilities - Abilities that involve the learning and applying of knowledge in problem solving. Includes the following elements:

- Category Flexibility
- Deductive Reasoning
- Flexibility of Closure
- Fluency of Ideas
- Inductive Reasoning
- Information Ordering
- Mathematical Reasoning
- Memorization
- Number Facility
- Oral Comprehension
- Oral Expression

- Originality
- Perceptual Speed
- Problem Sensitivity
- Selective Attention
- Spatial Orientation
- Speed of Closure
- Time Sharing
- Visualization
- Written Comprehension
- Written Expression

Physical Abilities - Abilities that involve strength, endurance, flexibility, balance, and coordination. Includes the following elements:

- Dynamic Flexibility
- Dynamic Strength
- Explosive Strength
- Extent Flexibility
- Gross Body Coordination

- Gross Body Equilibrium
- Stamina
- Static Strength
- Trunk Strength
Psychomotor Abilities - Abilities that involve the manipulation and control of objects. Includes the following elements (continued on the next page):

- Arm-Hand Steadiness
- Control Precision
- Finger Dexterity
- Manual Dexterity
- Multilimb Coordination
- Rate Control
- Reaction Time
- Response Orientation
- Speed of Limb Movement
- Wrist-Finger Speed

Sensory Abilities - Abilities that involve visual, auditory, and speech perception. Includes the following elements:

- Auditory Attention
- Depth Perception
- Far Vision
- Glare Sensitivity
- Hearing Sensitivity
- Near Vision
- Night Vision
- Peripheral Vision
- Sound Localization
- Speed Clarity
- Speech Recognition
- Visual Color Discrimination

In the summary report, each listed ability will be followed by a short definition.

Skills & Abilities – Related Occupations

Again, for both skills and abilities you may click on the plus sign next to each item to view occupations that also require that skill/ability. This may be a useful tool for someone who is looking for a career change but does not want to go back for continued education. Rather, he or she could look for an occupation that utilizes skills and abilities that he or she already possesses.
Work Activities

Work activities are job behaviors that may occur across multiple jobs. They can be divided into four main categories, which are then divided further into elements.

Information Input – Includes work activities related to the gaining of information and data needed to perform the job. Includes the following elements:

- Estimating the Quantifiable Characteristics of Products, Events, or Information
- Getting Information
- Identifying Objects, Actions, and Events
- Inspecting Equipment, Structures, or Materials
- Monitor Processes, Materials, or Surroundings

Interacting with Others – Includes work activities related to interacting with or supervising people. Includes the following elements (continued on next page):

- Assisting and Caring for Others
- Coaching and Developing Others
- Communicating with Persons Outside Organization
- Communicating with Supervisors, Peers, or Subordinates
- Coordinating the Work and Activities of Others
- Developing and Building Teams
- Establishing and Maintaining Interpersonal Relationships
- Guiding, Directing, and Motivating Subordinates
- Interpreting the Meaning of Information for Others
- Monitoring and Controlling Resources
- Performing Administrative Activities
- Performing for or Working Directly with the Public
- Provide Consultation and Advice to Others
- Resolving Conflicts and Negotiating with Others
- Selling or Influencing Others
- Staffing Organizational Units
- Training and Teaching Others
Mental Processes – Includes work activities that involve processing, planning, problem-solving, decision-making, and innovation. Includes the following elements:

- Analyzing Data or Information
- Developing Objectives and Strategies
- Evaluating Information to Determine Compliance with Standards
- Judging the Qualities of Things, Services, or People
- Making Decisions and Solving Problems
- Organizing, Planning, and Prioritizing Work
- Processing Information
- Scheduling Work and Activities
- Thinking Creatively
- Updating and Using Relevant Knowledge

Work Output – Includes work activities that are physical in nature, including equipment and vehicles operated/controlled and other complex/technical activities. Includes the following elements:

- Controlling Machines and Processes
- Documenting/Recording Information
- Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment
- Handling and Moving Objects
- Interacting with Computers
- Operating Vehicles, Mechanized Devices, or Equipment
- Performing General Physical Activities
- Repairing and Maintaining Electronic Equipment
- Repairing and Maintaining Mechanical Equipment

General Work Activities can be found for each occupation on the Occupation Summary page.

Clicking on the plus sign next to the work activity will give you more information about the work activity itself, along with other occupations that also use that work activity (see example on following page).
Detailed Work Activities

Work Activities are designed to be able to encompass a large number of occupations. Detailed work activities, on the other hand, are more specific work activities that only apply to a small number of occupations, usually ones that are closely related.

When clicking on the plus sign next to a detailed work activity, you will notice that there are significantly less occupations that share the same detailed work activity. Often times, such as the example below, there will only be a couple occupations that share that same work activity, with no option to view any other related occupations.
Work Context

Work Context includes information on the physical and social factors that influence the nature of the occupation. It includes three categories, each of which has several elements.

*Interpersonal Relationships* – Describes the occupational context in terms of human interaction processes. Includes elements:

- Contact with Others
- Coordinate or Lead Others
- Deal with External Customers
- Deal with Physically Aggressive People
- Deal with Unpleasant or Angry People
- Electronic Mail
- Face-to-Face Discussions

*Physical Work Conditions* – Describes the occupational context in terms of the physical environment. Includes the following elements (continued on next page):

- Cramped Work Space, Awkward Positions
- Exposed to Contaminants
- Exposed to Disease or Infections
- Exposed to Hazardous Conditions
- Exposed to Hazardous Equipment
- Exposed to High Places
- Exposed to Minor Burns, Cuts, Bites, or Stings
- Exposed to Radiation
- Exposed to Whole Body Vibration
- Extremely Bright or Inadequate Lighting
- In an Enclosed Vehicle or Equipment
- In an Open Vehicle or Equipment
- Indoors, Environmentally Controlled
- Indoors, Not Environmentally Controlled
- Outdoors, Exposed to Weather
- Outdoors, Under Cover
- Physical Proximity
- Sounds, Noise Levels are Distracting or Uncomfortable
- Spend Time Bending or Twisting the Body
- Spend Time Climbing Ladders, Scaffolds, or Poles
- Spend Time Keeping or Regaining Balance
- Spend Time Kneeling, Crouching, Stooping, or Crawling
- Spend Time Making Repetitive Motions
- Spend Time Sitting
- Spend Time Standing
- Spend Time Using Your Hands to Handle, Control, or Feel Objects/Tools/Controls
- Very Hot or Cold Temperatures
- Wear Common Protective or Safety Equipment (Safety Shoes, Glasses, Gloves, Hearing Protection, Hard Hats, or Life Jackets)
- Wear Specialized Protective or Safety Equipment (Breathing Apparatus, Safety Harness, Full Protection Suits, or Radiation Protection)

**Structural Job Characteristics** – Describes the occupational context in terms of structural characteristics. Includes the following elements:

- Consequence of Error
- Degree of Automation
- Duration of Typical Work Week
- Freedom to Make Decisions
- Frequency of Decision Making
- Impact of Decisions on Co-Workers or Company Results
- Importance of Being Exact or Accurate
- Importance of Repeating Same Tasks
- Level of Competition
- Pace Determined by Speed of Equipment
- Structured versus Unstructured Work
- Time Pressure
- Work Schedules

Unlike other categories, which score the items on terms of importance, the scoring of these items will depend on the type of item. For example, as seen below, an item such as “Face-to-Face Discussions” will have information regarding the frequency that the item occurs (from “never” to “every day”). Other items, such as “Freedom to Make Decisions,” will have information regarding the quantity of that specific item (from “no freedom” to “a lot of freedom”). For this reason, it is important to closely look at the wording following each item, as it will provide you with information on how that specific item is measured.
Job Zone

The Job Zone section provides information regarding the level of education needed in order to obtain a position within a certain occupation. Information included in this section includes:

- **Title**: The Job Zone title (5 possible)
- **Education**: Level of education *usually* required (can be various levels)
- **Related Experience**: Amount of experience required for success in occupation
- **Job Training**: Amount of on-the-job training expected
- **Job Zone Examples**: Examples of other occupations within said Job Zone
- **SVP Range**: Level of time required for vocational preparation (ranges from 1 to 9)

### Education

The education section will provide information on the types of degrees that current workers in this occupation hold. On the left-hand side, you will see the percentage of respondents that hold each type of degree that is sufficient for said occupation.
**Professional Degree** – A professional degree provides the academic requirements to begin an occupation. It requires at least two years of college education before entering the professional degree program, and a subsequent total of six years of academic work for completion.

**Credentials**

The credentials section will provide links to more information on training programs, certifications, and licenses.

Clicking on one of the links shown above will lead you to a drop-down box that allows you to choose a state.

**Find Training**

A search for training programs will provide you information about different educational programs in the selected state. See the example of clinical psychology programs provided on the next page.
Find Certification
A search for certifications will provide you information about different certifications required in the selected state.

Find Licenses
A search for licenses will provide you information about different licenses required in the selected state.
Interests

O*NET defines interests as “preferences for work environments and outcomes.” It defines six different interests: realistic, investigative, artistic, social, enterprising, and conventional, discussed in detail below.

Realistic- Occupations that are classified as realistic include practical work that is hands-on. People in these occupations often work with plants, animals, wood, tool, machinery, and the like. Often, these occupations require working outdoors, and are not as likely to require paperwork or interpersonal relationships.

Investigative- Occupations that are high in the investigative interest often include working with abstract ideas, and require a large amount of critical thinking. These occupations often involve solving problems mentally and searching for facts.

Artistic- Artistic occupations often involve work that requires the use of forms, design, and/or patterns. There is not a clear set of rules with artistic occupations, and they often are considered to be high in self-expression.

Social- Social occupations involve interpersonal relationships, communication, and teaching others. These occupations often involve helping others and are service-oriented.

Enterprising- Occupations that are high in the enterprising interest often require starting and carrying out various projects, which often involves leading other people and making decisions for others. These occupations may also require a high level of risk taking.

Conventional- Occupations that are classified as conventional involve following a set procedure or daily routine, often working with data, facts, and details. In these occupations, there is usually an authority that takes the lead.

O*NET provides an interest code for each occupation, which is comprised of the three most relevant interests to that occupation. For example, for the occupation of clinical psychologist, the interest code is “ISA,” which stands for investigative, social, and artistic. Interest codes reflect the fact that a person may have more than one strong interest when searching for an occupation.

For more information about how to determine your own interests, see the Interest Profiler section on the document “O*NET Resource Center.”
Work Styles

Work styles describe personal characteristics that may affect how well someone could perform in a certain occupation. O*NET has created 16 different work styles, listed below. Similar to interests, a person may have a combination of several different work styles.

- Achievement/Effort
- Adaptability/Flexibility
- Analytical Thinking
- Attention to Detail
- Concern for Others
- Cooperation
- Dependability
- Independence
- Initiative
- Innovation
- Integrity
- Leadership
- Persistence
- Self Control
- Social Orientation
- Stress Tolerance

Often, every type of work style is involved in an occupation in some way, so make sure to pay attention to the top work styles given.

Work Values

Work values are aspects of an occupation that are important to the person who is working said occupation. The meeting of these values will promote satisfaction in that occupation. O*NET defines six different work values, each of which corresponds to several different needs. Each of these are listed below.

Achievement- Needs include ability utilization, and achievement.

Independence- Needs include creativity, responsibility, and autonomy.

Recognition- Needs include advancement, authority, recognition, and social status.

Relationships- Needs include co-workers, moral values, and social service.

Support- Needs include company policies and supervision (both human relations and technical)

Working Conditions- Needs include activity, compensation, independence, security, variety, and working conditions.
The following is an example of work values in a clinical psychologist occupation.

### Related Occupations

Look to this section to find occupations that are closely related to the occupation currently being described.

### Wages and Employment Trends

This section describes wages, current employment, and projections for growth and job openings. Wage and trend information may also be narrowed down specifically by state. Remember that occupations with a high percentage of projected growth are more likely to have job openings in the future.
**State Wages**

When examining wages by state, you may view information in three different ways (chart, table, or map).

*Chart-* An example of a chart is shown below. Wages are sorted into three levels, high, median (middle), and low, with a comparison made between the chosen state and the country as a whole.

![Chart example](image)

*Table-* The table view will provide information on wages sorted into percentiles, specifically the 10th, 25th, 50th (median), 75th, and 90th percentiles. Information is provided on the national level, state level, and for larger areas of the state itself. An example can be seen below (table is not shown in full).

![Table example](image)
Map- Map view will provide salary information separated by geographical location of the chosen state. A key will be provided on the right hand side. Locations without data will be marked in white (see example below).

State Employment Trends

As with state wages, state employment trends may be viewed in a chart, table, or map.

Chart- Unlike state wages, the chart for state employment trends will contain information on all states, rather than just the state selected. Information may be viewed by projected job openings, current job openings, or percent change.
Table- Table view presents data on current employment, projected employment, percent change, and projected annual job openings. Like the chart view, the table includes data from all states, as well as national data. However, clicking on “View Local Data” in the top left corner will bring you to a table with data only from the national level and the state which was originally selected. An incomplete example of the full table is shown below.

Map- Map view will provide employment information separated by geographical location. Unlike the wage data, employment data will be given at a state-level and the entire country will be shown at once (rather than focusing on a single state). A key will be provided on the right hand side. Locations without data will be marked in white (see example below).
Job Openings on the Web

This portion of the summary page will provide a direct link to actual, current job openings.

Start your job search by clicking on the button shown above, which will bring you to the pop-up shown on the following page. Your area may be selected either by zip code or state. O*NET is linked to three different job posting websites, each of which are given as an option for searching.

The job posting will be given in a table, with information on job title, company, location, and the date the job was originally posted.
Sources of Additional Information

Look here for links that will provide more information on the selected occupation.

**Detailed Reports**

https://www.onetonline.org/help/online/details

With many occupations, there is an extensive list of potential skills, tasks, work styles, etc. that may fit the description or requirements of that occupation. However, some items will be more important to success than others. In order to differentiate between items that are more and less critical to the occupation, O*NET uses several different rating scales to help rank items in terms of their importance, relevance, and frequency. To see the ranking each item carries for a specific occupation, view the occupational report under “detailed view,” as seen in the image below.

**Importance Scores** -  https://www.onetonline.org/help/online/scales

Importance scores are given for tasks, knowledges, skills, abilities, work activities, and work styles. An importance score reflects the degree of importance a particular item has to a specific occupation, ranging from not important to extremely important.
Items with an importance score of 70 or higher are considered to be the most important and critical items to that occupation. While items that score less than a 70 may still be useful in that occupation, they are most likely not important on a day-to-day basis. An example of this is shown below, from the occupation of Clinical Psychologist.

Level Scores - [https://www.onetonline.org/help/online/scales](https://www.onetonline.org/help/online/scales)

Just because a task is important, does not mean that someone needs to be advanced to the highest skill level to perform that task. Level scores help users know the amount of skill needed in an occupation. It is used with knowledges, skills, abilities, and work activities.

For example, the occupations of Occupational Therapy Assistant and Nanny both have relatively high importance scores for the knowledge of Psychology, at 71 and 70. However, the level of knowledge of Psychology must be much higher when performing the occupation of Occupational Therapy Assistant than it does to be a successful Nanny. This is indicated through each occupations level score in the knowledge of Psychology, with Occupational Therapy Assistant scoring a 79 and Nanny scoring a 48.
Relevance Scores - https://www.onetonline.org/help/online/scales

Relevance scores are provided only for tasks. Relevance scores reflect the percentage of people who are currently working in an occupation (job incumbents) who believe that the task is relevant to his or her current job. These scores help users understand which tasks are considered “core” tasks to the occupation, and which tasks are “supplemental.” For example, the task of “Discuss the treatment of problems with clients” is considered a core task to the occupation of Clinical Psychologist (with a relevance score of 100), while the task of “Plan, supervise, and conduct psychological research and write papers describing research results” is considered supplemental, with a relevance score of 33.

<table>
<thead>
<tr>
<th>Relevance</th>
<th>Category</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Core</td>
<td>Discuss the treatment of problems with clients.</td>
</tr>
<tr>
<td>33</td>
<td>Supplemental</td>
<td>Plan, supervise, and conduct psychological research and write papers describing research results.</td>
</tr>
</tbody>
</table>

This means that 100% of current Clinical Psychologists surveyed believe that the first task is relevant to their job, while only 33% believe the second task is relevant.

Frequency Scores - https://www.onetonline.org/help/online/scales

Frequency scores are also used for tasks. Frequency scores will provide information on how often a task occurs during a specific time period. Scores are provided on the following scale:

- **Frequently** – Tasks are performed daily, multiple times a day, by the hour, etc.
- **Occasionally** – Tasks are performed on a monthly or weekly basis.
- **Rarely** – Tasks are performed less than once a month, potentially as little as once a year.

This measurement is formed in the same fashion as relevance scores; job incumbents are asked how often they perform specific tasks on the job and their responses are turned into percentages to be reported on O*NET. An example of two tasks from the occupation Clinical Psychologist, one that occurs frequently and one that occurs rarely, is shown below.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Category</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently: 90</td>
<td>Core</td>
<td>Interact with clients to assist them in gaining insight, defining goals, and planning action to achieve affective personal, social, educational, and vocational development and adjustment.</td>
</tr>
<tr>
<td>Occasionally: 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely: 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frequently: 60</td>
<td>Supplemental</td>
<td>Provide psychological or administrative services and advice to private firms and community agencies regarding mental health programs or individual cases.</td>
</tr>
<tr>
<td>Occasionally: 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely: 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Extent Scores - https://www.onetonline.org/help/online/scales

Extent scores are given for work values and work needs. These scores reflect the amount that a certain work value or need affects the nature of the occupation itself. If a certain work value or need must be met in order for you to enjoy your chosen occupation, look for an occupation that has a high extent score for that value or need. An example of the extent scores for the work values in the occupation Clinical Psychologist is shown below.

<table>
<thead>
<tr>
<th>Work Values</th>
<th>Work Values</th>
<th>Work Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relationships</strong> — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.</td>
<td>95</td>
<td>95</td>
</tr>
<tr>
<td><strong>Independence</strong> — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Authority.</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td><strong>Achievement</strong> — Occupations that satisfy this work value are results oriented and allow employees to use their strongest abilities, giving them a feeling of accomplishment. Corresponding needs are Ability Utilization and Achievement.</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td><strong>Working Conditions</strong> — Occupations that satisfy this work value offer job security and good working conditions. Corresponding needs are Activity, Compensation, Independence, Security, Variety and Working Conditions.</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td><strong>Recognition</strong> — Occupations that satisfy this work value offer advancement, potential for leadership, and are often considered prestigious. Corresponding needs are Advancement, Authority, Recognition and Social Status.</td>
<td>72</td>
<td>72</td>
</tr>
</tbody>
</table>

Context Scores - https://www.onetonline.org/help/online/scales

Context scores are given for work context items to provide more information on the physical and social factors that influence an occupation. Unlike previous scales, context score scales will vary depending on the wording of the item. An example of several different context scales and scores is provided below.

<table>
<thead>
<tr>
<th>Context Work Context</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Face-to-Face Discussions</strong> — How often do you have to have face-to-face discussions with individuals or teams in this job?</td>
<td>95</td>
</tr>
<tr>
<td>Every day</td>
<td>1</td>
</tr>
<tr>
<td>Once a week or more but not every day</td>
<td>0</td>
</tr>
<tr>
<td>Once a month or more but not every week</td>
<td>0</td>
</tr>
<tr>
<td>Once a year or more but not every month</td>
<td>0</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
</tr>
<tr>
<td><strong>Structured versus Unstructured Work</strong> — To what extent is this job structured for the worker, rather than allowing the worker to determine tasks, priorities, and goals?</td>
<td>77</td>
</tr>
<tr>
<td>A lot of isolation</td>
<td>21</td>
</tr>
<tr>
<td>Some freedom</td>
<td>1</td>
</tr>
<tr>
<td>Limited freedom</td>
<td>1</td>
</tr>
<tr>
<td>Very little freedom</td>
<td>1</td>
</tr>
<tr>
<td>No freedom</td>
<td>0</td>
</tr>
<tr>
<td><strong>Spend Time Sitting</strong> — How much does this job require sitting?</td>
<td>65</td>
</tr>
<tr>
<td>Continually or almost continually</td>
<td>54</td>
</tr>
<tr>
<td>More than half the time</td>
<td>0</td>
</tr>
<tr>
<td>About half the time</td>
<td>0</td>
</tr>
<tr>
<td>Less than half the time</td>
<td>0</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
</tr>
</tbody>
</table>

Custom Reports

https://www.onetonline.org/help/online/custom

A custom report allows you to select what type of information you would like to see for each category. It allows you to select how many items shown with each category, along with a cut off score for the selected scale. A custom report will look similar to a detailed report, but will show only the items and categories that match the selected criteria. An example of the beginning of a custom report is shown on the following page.
Custom Report for:
19-3051.02 - Clinical Psychologists

Diagnose or evaluate mental and emotional disorders of individuals through observation, interview, and psychological tests, and formulate and administer programs of treatment.

Sample of reported job titles: Child Psychologist, Clinical Director, Clinical Psychologist, Clinical Therapist, Forensic Psychologist, Licensed Clinical Psychologist, Licensed Psychologist, Licensed Psychologist Manager, Pediatric Psychologist, Psychologist

<table>
<thead>
<tr>
<th>View report</th>
<th>Summary</th>
<th>Details</th>
<th>Custom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasks</td>
<td>Display 10 items scoring at least 50 on the Importance scale or on the Frequency scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Skills</td>
<td>Display 16 categories with up to 4 examples for each category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools Used</td>
<td>Display 16 categories with up to 4 examples for each category</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>Display 16 items scoring at least 50 on the Importance scale or on the Frequency scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>Display 16 items scoring at least 50 on the Importance scale or on the Frequency scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abilities</td>
<td>Display 16 items scoring at least 50 on the Importance scale or on the Frequency scale</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Check the box next to a category name to include it on the custom report.

Fill in the appropriate boxes to customize your report.