

# Occupational Reports



The University of Oklahoma

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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!

The diagram illustrates the structure of a summary report for the occupation of Clinical Psychologists (19-3031.02). The central report is shown with several callouts explaining its parts:

- Header Callout (Red Box):** The header of the summary report will contain the occupation title, followed by a short description of the occupation.
- Report Title (Pink Box):** Summary Report for: 19-3031.02 - Clinical Psychologists
- Definition (Blue Text):** Diagnose or evaluate mental and emotional disorders of individuals through observation, interview, and psychological tests, and formulate and administer programs of treatment.
- Job Titles (Purple Box):** 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
- Bright Outlook Callout (Green Box):** Don't forget to look for occupations with a Bright Outlook and/or green occupations! Updated 2018 Bright Outlook
- Occupation Title Callout (Purple Box):** The occupation title you may be familiar with may not be the official occupation title. If the occupation title seems unfamiliar, check here for a more familiar title to make sure you are on the correct summary page!

## 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.

Click this plus sign to view all tasks associated with this occupation.

Click this plus sign to view all other occupations with similar tasks.

**Tasks**  
+ 5 of 20 displayed

- Interact with clients to assist them in gaining insight, defining goals, and planning action to achieve effective personal, social, educational, and vocational development and adjustment.
- Identify psychological, emotional, or behavioral issues and diagnose disorders, using information obtained from interviews, tests, records, and reference materials.
- Use a variety of treatment methods, such as psychotherapy, hypnosis, behavior modification, stress reduction therapy, psychodrama, and play therapy.
- Counsel individuals and groups regarding problems, such as stress, substance abuse, and family situations, to modify behavior or to improve personal, social, and vocational adjustment.
- Discuss the treatment of problems with clients.

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.

Click here to view all closely related tasks for that occupation.

Click on the name of the occupation to go to its summary report.

Don't forget to look for occupations with a Bright Outlook and/or green occupations!

**Related occupations for task:**  
Counsel individuals and groups regarding problems, such as stress, substance abuse, and family situations, to modify behavior or to improve personal, social, and vocational adjustment.

19-3031.03	<a href="#">Counseling Psychologists</a>	★ Bright Outlook
	<a href="#">3 closely related tasks</a>	
	<ul style="list-style-type: none"> <li>Counsel individuals, groups, or families to help them understand problems, deal with crisis situations, define goals, and develop realistic action plans.</li> <li>Develop therapeutic and treatment plans based on clients' interests, abilities, and needs.</li> <li>Advise clients on how they could be helped by counseling.</li> </ul>	
19-3031.01	<a href="#">School Psychologists</a>	★
	<a href="#">2 closely related tasks</a>	
19-3039.01	<a href="#">Neuropsychologists and Clinical Neuropsychologists</a>	★
	<a href="#">2 closely related tasks</a>	
19-3032.00	<a href="#">Industrial-Organizational Psychologists</a>	★
	<a href="#">2 closely related tasks</a>	

## 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.

**Technology Skills**  
5 of 8 displayed [Show 6 tools used](#)

- Accounting software — MPMSoft billing
- Analytical or scientific software — Comprehensive Affect Testing System CATS; Noldus Information Technology The Observer; Statistical software; Testing software
- Medical software — Athena Software Penelope Case Management; Healthcare common procedure coding system HCPCS 🔥; Trinity Software Solutions BEACON; UNI/CARE Pro-File
- Office suite software — Microsoft Office
- Spreadsheet software — Microsoft Excel 🔥

**Callouts:**

- Click this plus sign to view all technology skills associated with this occupation.
- Click here to switch your view from skills to tools.
- Click this plus sign to view all other occupations with similar technology skills.
- An example of a “hot technology” – something employers are looking for!

## 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.

**Tools Used**  
5 of 6 displayed [Show 8 technology skills](#)

- Desktop computers
- Electromyography EMG units or accessories — Biofeedback equipment
- High capacity removable media drives — Universal serial bus USB flash drives
- Notebook computers — Laptop computers
- Personal computers

**Callouts:**

- Click this plus sign to view all technology tools associated with this occupation.
- Click here to switch your view back to skills.
- Click this plus sign to view all other occupations with similar technology tools.

## 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 | -History and Archeology        |
| -Biology                       | -Law and Government            |
| -Building and Construction     | -Mathematics                   |
| -Chemistry                     | -Mechanical                    |
| -Clerical                      | -Medicine and Dentistry        |
| -Communications and Media      | -Personnel and Human Resources |
| -Computers and Electronics     | -Philosophy and Theology       |
| -Customer and Personal Service | -Physics                       |
| -Design                        | -Production and Processing     |
| -Economics and Accounting      | -Psychology                    |
| -Education and Training        | -Public Safety and Security    |
| -Engineering and Technology    | -Sales and Marketing           |
| -English Language              | -Sociology and Anthropology    |
| -Fine Arts                     | -Telecommunications            |
| -Food Production               | -Therapy and Counseling        |
| -Foreign Language              | -Transportation                |
| -Geography                     |                                |

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

Click this plus sign to view all knowledges associated with this occupation.

Click this plus sign to view all other occupations with similar knowledges.

**Knowledge**  
 5 of 8 displayed

- Psychology** — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.
- Therapy and Counseling** — Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical and mental dysfunctions, and for career counseling and guidance.
- English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- Law and Government** — Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

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     | -Monitoring            |
| -Active Listening    | -Reading Comprehension |
| -Critical Thinking   | -Science               |
| -Learning Strategies | -Speaking              |
| -Mathematics         | -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 | -Persuasion            |
| -Instructing  | -Service Orientation   |
| -Negotiation  | -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 | -Programming              |
| -Equipment Selection   | -Quality Control Analysis |
| -Installation          | -Repairing                |
| -Operation and Control | -Technology Design        |
| -Operation Monitoring  | -Troubleshooting          |
| -Operations Analysis   |                           |

**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.

Click this plus sign to view all skills associated with this occupation.

Click this plus sign to view all other occupations that require similar skills.

## Skills

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- ⚙ **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.
- ⚙ **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
- ⚙ **Speaking** — Talking to others to convey information effectively.
- ⚙ **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- ⚙ **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

## 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:

- |                                 |                                |
|---------------------------------|--------------------------------|
| - <i>Category Flexibility</i>   | - <i>Originality</i>           |
| - <i>Deductive Reasoning</i>    | - <i>Perceptual Speed</i>      |
| - <i>Flexibility of Closure</i> | - <i>Problem Sensitivity</i>   |
| - <i>Fluency of Ideas</i>       | - <i>Selective Attention</i>   |
| - <i>Inductive Reasoning</i>    | - <i>Spatial Orientation</i>   |
| - <i>Information Ordering</i>   | - <i>Speed of Closure</i>      |
| - <i>Mathematical Reasoning</i> | - <i>Time Sharing</i>          |
| - <i>Memorization</i>           | - <i>Visualization</i>         |
| - <i>Number Facility</i>        | - <i>Written Comprehension</i> |
| - <i>Oral Comprehension</i>     | - <i>Written Expression</i>    |
| - <i>Oral Expression</i>        |                                |

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

- |                                  |                                 |
|----------------------------------|---------------------------------|
| - <i>Dynamic Flexibility</i>     | - <i>Gross Body Equilibrium</i> |
| - <i>Dynamic Strength</i>        | - <i>Stamina</i>                |
| - <i>Explosive Strength</i>      | - <i>Static Strength</i>        |
| - <i>Extent Flexibility</i>      | - <i>Trunk Strength</i>         |
| - <i>Gross Body Coordination</i> |                                 |

*Psychomotor Abilities* - Abilities that involve the manipulation and control of object. Includes the following elements (continued on the next page):

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

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

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

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

Click this plus sign to view all abilities associated with this occupation.

#### Abilities

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- ⚙ **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- ⚙ **Oral Comprehension** — The ability to listen to and understand information and ideas presented through spoken words and sentences.
- ⚙ **Oral Expression** — The ability to communicate information and ideas in speaking so others will understand.
- ⚙ **Written Comprehension** — The ability to read and understand information and ideas presented in writing.
- ⚙ **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.

Click this plus sign to view all other occupations that require similar abilities.

### *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 | -Inspecting Equipment, Structures, or Materials |
| -Getting Information   | -Monitor Processes, Materials, or Surroundings  |
| -Identifying Objects, Actions, and Events  |   |

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                          | -Interpreting the Meaning of Information for Others |
| -Coaching and Developing Others                           | -Monitoring and Controlling Resources               |
| -Communicating with Persons Outside Organization          | -Performing Administrative Activities               |
| -Communicating with Supervisors, Peers, or Subordinates   | -Performing for or Working Directly with the Public |
| -Coordinating the Work and Activities of Others           | -Provide Consultation and Advice to Others          |
| -Developing and Building Teams                            | -Resolving Conflicts and Negotiating with Others    |
| -Establishing and Maintaining Interpersonal Relationships | -Selling or Influencing Others                      |
| -Guiding, Directing, and Motivating Subordinates          | -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                                 | -Organizing, Planning, and Prioritizing Work |
| -Developing Objectives and Strategies                          | -Processing Information                      |
| -Evaluating Information to Determine Compliance with Standards | -Scheduling Work and Activities              |
| -Judging the Qualities of Things, Services, or People          | -Thinking Creatively                         |
| -Making Decisions and Solving Problems                         | -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   | -Operating Vehicles, Mechanized Devices, or Equipment |
| -Documenting/Recording Information  | -Performing General Physical Activities               |
| -Drafting, Laying Out, and Specifying Technical Devices, Parts, and Equipment | -Repairing and Maintaining Electronic Equipment       |
| -Handling and Moving Objects  | -Repairing and Maintaining Mechanical Equipment       |
| -Interacting with Computers   |   |

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

Click this plus sign to view all work activities associated with this occupation.

Click this plus sign to view all other occupations that have similar work activities.

**Work Activities**  
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- Assisting and Caring for Others — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.
- Judging the Qualities of Things, Services, or People — Assessing the value, importance, or quality of things or people.
- Establishing and Maintaining Interpersonal Relationships — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.

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).

Related occupations for work activity:

Assisting and Caring for Others — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.

29-1069.11	<a href="#">Sports Medicine Physicians</a>	★ Bright Outlook
29-1151.00	<a href="#">Nurse Anesthetists</a>	★
29-2099.07	<a href="#">Surgical Assistants</a>	★
29-1066.00	<a href="#">Psychiatrists</a>	★
29-1069.08	<a href="#">Physical Medicine and Rehabilitation Physicians</a>	★

[See more related occupations >>](#)

## 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.

Click this plus sign to view all work activities associated with this occupation.

Click this plus sign to view all other occupations that have similar work activities.

**Detailed Work Activities**

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- ⚙ Counsel clients on mental health or personal achievement.
- ⚙ Diagnose neural or psychological disorders.
- ⚙ Confer with clients to exchange information.
- ⚙ Prepare scientific or technical reports or presentations.
- ⚙ Advise others on healthcare matters.

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.

Related occupations for activity:

Diagnose neural or psychological disorders.

19-3031.03	<a href="#">Counseling Psychologists</a>	★ Bright Outlook
19-3039.01	<a href="#">Neuropsychologists and Clinical Neuropsychologists</a>	★

## 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                    | -Frequency of Conflict Situations          |
| -Coordinate or Lead Others              | -Letters and Memos                         |
| -Deal with External Customers           | -Public Speaking                           |
| -Deal with Physically Aggressive People | -Responsibility for Outcomes and Results   |
| -Deal with Unpleasant or Angry People   | -Responsible for Others' Health and Safety |
| -Electronic Mail                        | -Telephone                                 |
| -Face-to-Face Discussions               | -Work with Work Group or Team              |

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          | -Outdoors, Under Cover  |
| -Exposed to Contaminants                        | -Physical Proximity   |
| -Exposed to Disease or Infections               | -Sounds, Noise Levels are Distracting or Uncomfortable                          |
| -Exposed to Hazardous Conditions                | -Spend Time Bending or Twisting the Body  |
| -Exposed to Hazardous Equipment                 | -Spend Time Climbing Ladders, Scaffolds, or Poles                               |
| -Exposed to High Places                         | -Spend Time Keeping or Regaining Balance  |
| -Exposed to Minor Burns, Cuts, Bites, or Stings | -Spend Time Kneeling, Crouching, Stooping, or Crawling                          |
| -Exposed to Radiation                           | -Spend Time Making Repetitive Motions   |
| -Exposed to Whole Body Vibration                | -Spend Time Sitting   |
| -Extremely Bright or Inadequate Lighting        | -Spend Time Standing  |
| -In an Enclosed Vehicle or Equipment            | -Spend Time Using Your Hands to Handle, Control, or Feel Objects/Tools/Controls |
| -In an Open Vehicle or Equipment                | -Spend Time Walking and Running   |
| -Indoors, Environmentally Controlled            | -Very Hot or Cold Temperatures  |
| -Indoors, Not Environmentally Controlled        |   |
| -Outdoors, Exposed to Weather                   |   |

*-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*

*-Importance of Being Exact or Accurate*

*-Degree of Automation*

*-Importance of Repeating Same Tasks*

*-Duration of Typical Work Week*

*-Level of Competition*

*-Freedom to Make Decisions*

*-Pace Determined by Speed of Equipment*

*-Frequency of Decision Making*

*-Structured versus Unstructured Work*

*-Impact of Decisions on Co-Workers or Company Results*

*-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.

**Work Context** 5 of 21 displayed

- Face-to-Face Discussions — 99% responded “Every day.”
- Indoors, Environmentally Controlled — 99% responded “Every day.”
- Telephone — 88% responded “Every day.”
- Freedom to Make Decisions — 80% responded “A lot of freedom.”
- Structured versus Unstructured Work — 77% responded “A lot of freedom.”

Click this plus sign to view all work contexts associated with this occupation.

Click this plus sign to view all other occupations that have similar work contexts.

Use this information to determine the scale of each individual item.



## 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)

### Job Zone

<b>Title</b>	Job Zone Five: Extensive Preparation Needed
<b>Education</b>	Most of these occupations require graduate school. For example, they may require a master's degree, and some require a Ph.D., M.D., or J.D. (law degree).
<b>Related Experience</b>	Extensive skill, knowledge, and experience are needed for these occupations. Many require more than five years of experience. For example, surgeons must complete four years of college and an additional five to seven years of specialized medical training to be able to do their job.
<b>Job Training</b>	Employees may need some on-the-job training, but most of these occupations assume that the person will already have the required skills, knowledge, work-related experience, and/or training.
<b>Job Zone Examples</b>	These occupations often involve coordinating, training, supervising, or managing the activities of others to accomplish goals. Very advanced communication and organizational skills are required. Examples include librarians, lawyers, astronomers, biologists, clergy, surgeons, and veterinarians.

**SVP Range** (8.0 and above)

SVP Range will indicate the level of preparation needed for this occupation. An SVP level of 8 translates into 4-10 years of preparation.

## 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.

### Education



See more information on a professional degree below!

*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.

### Credentials



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.

Use this section to filter by occupations that may be obtained post-training.

Use this section to filter by the type of training.

Use this section to filter by the length of the training.

Click here to open the same information in a full webpage rather than a pop-up.

Work Styles

Open in new tab

Home Training Options Afford Training Find Your Path Toolkit

Filter By

Occupation

- Clinical, Counseling, and School Psychologists (42)
- Managers, All Other (42)
- Psychology Teachers, Postsecondary (42)
- Industrial-Organizational Psychologists (27)
- Psychologists, All Other (27)

Program Name

- Psychology, General (27)
- Counseling Psychology (11)
- School Psychology (3)
- Clinical Psychology (1)

Program Length

- 4 years (24)
- More than 4 years (16)

Search

We found 42 training program(s) for O\*NET code 19-3031.02 / Clinical Psychologists in Oklahoma.

School Name/Location	Program Name	Length / Graduates
Cameron University Lawton, OK	Counseling Psychology	More than 4 years / 43
Northeastern State University Tahlequah, OK	Psychology, General	4 years / 113
Northeastern State University Tahlequah, OK	Counseling Psychology	More than 4 years / 31
East Central University Ada, OK	Psychology, General	4 years / 26
Oklahoma Wesleyan University Bartlesville, OK	Psychology, General	2 years / 2
		4 years / 7
Oklahoma Christian University	Psychology, General	4 years / 2

## Find Certification

A search for certifications will provide you information about different certifications required in the selected state.

Use this section to start a new search with a related occupation.

Use this section to filter by the type of industry in which the certification is needed.

Use this section to filter by the type of certification.

Use this section to filter by the organization that provides the certification.

**New Search by**

**Related Occupations**

[Clinical, Counseling, and School Psychologists](#)

[Counseling Psychologists](#)

[School Psychologists](#)

[Clinical Research Coordinators](#)

[Clinical Nurse Specialists](#)

**Filter By**

Related

Closely Related

Other Relevant

**Industry**

[Ambulatory Health Care Services \(12\)](#)

[Hospitals \(10\)](#)

[Psychiatric and Substance Abuse Hospitals \(9\)](#)

[Outpatient Care Centers \(7\)](#)

[General Medical and Surgical Hospitals \(6\)](#)

[More »](#)

**Type**

[Core \(1\)](#)

[Advanced \(2\)](#)

[Specialty \(17\)](#)

**Organization**

[American Board of Professional Psychology \(8\)](#)

[National Association of Forensic Counselors](#)

We found 21 certification(s) from 8 organization(s) for O\*NET Code 19-3031.02/Clinical Psychologists.

Certification Name	Certifying Organization	Type
<a href="#">Certified Chemical Dependency Counselor</a>	National Association of Forensic Counselors	Specialty
<a href="#">Master Addictions Counselor</a>	National Association of Forensic Counselors	Specialty
<a href="#">Board Certified Specialist in Cognitive &amp; Behavioral Psychology</a>	American Board of Professional Psychology	Specialty
<a href="#">Board Certified Specialist in Clinical Health Psychology</a>	American Board of Professional Psychology	Specialty
<a href="#">Certification in Cognitive Therapy</a>	Academy of Cognitive Therapy	Core
<a href="#">Certified Sex Offender Treatment Specialist</a>	National Association of Forensic Counselors	Specialty
<a href="#">Board Certified Specialist in Clinical Psychology</a>	American Board of Professional Psychology	Specialty
<a href="#">Certification of Clinical Hypnosis</a>	American Society of Clinical Hypnosis	Advanced
<a href="#">Registered Dance/Movement Therapist</a>	Dance/Movement Therapy Certification Board	Specialty
<a href="#">Certified Sex Offender Treatment Specialist</a>	National Association of Forensic Counselors	Specialty

## Find Licenses

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

Use this section to start a new search with a related occupation.

**License Finder**

**Your Search**

Keyword: 19-3031.02

Location: Oklahoma

**New Search by**

**Related Occupations**

[Clinical, Counseling, and School Psychologists](#)

[Counseling Psychologists](#)

[School Psychologists](#)

[Clinical Research Coordinators](#)

[Clinical Nurse Specialists](#)

Search by Occupation, License Name, or Licensing Agency: 19-3031.02

Location: Oklahoma

**Search**

We found 4 license(s) for O\*NET Code 19-3031.02/Clinical Psychologists in Oklahoma.

License Name	Licensing Agency	State
Psychologist	State Board of Examiners of Psychologists	Oklahoma
Nurse Specialist, Clinical	Oklahoma Board of Nursing	Oklahoma
Clinical Social Worker, Licensed	Oklahoma State Board of Licensed Social Workers	Oklahoma
Nurse-Midwife, Certified	Oklahoma Board of Nursing	Oklahoma

## 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.

The interest code will tell you the three most relevant interests to that occupation.

Click this plus sign to view all occupations that are high in this interest.

### Interests

All 3 displayed

Interest code: ISA

- + **Investigative** — Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.
- + **Social** — Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.
- + **Artistic** — Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.

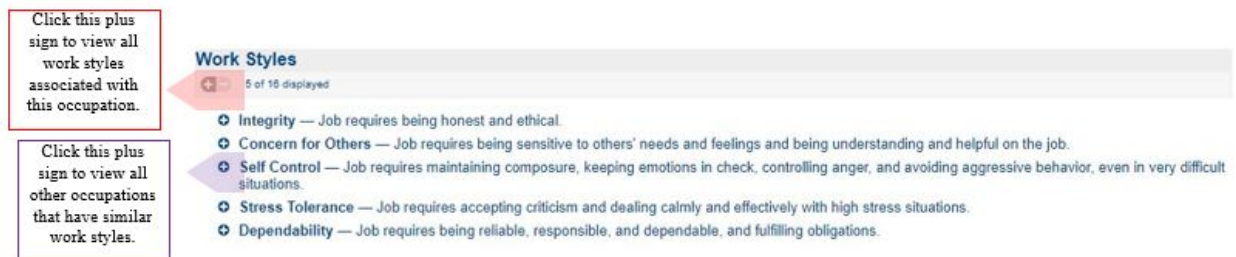
For more information about how to determine your own interests, see the Interest Profiler section on the document “O\*NET Resource Center.”

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

Click this plus sign to view all other occupations that have similar work values.

**Work Values**  
 All 3 displayed

- ➊ **Relationships** — 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.
- ➋ **Independence** — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.
- ➌ **Achievement** — 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.

## Related Occupations

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

Click this plus sign to view all related occupations.

**Related Occupations**  
 5 of 10 displayed

- 19-3031.03 [Counseling Psychologists](#) ⭐
- 21-1013.00 [Marriage and Family Therapists](#) ⭐ Bright Outlook
- 21-1014.00 [Mental Health Counselors](#) ⭐
- 21-1022.00 [Healthcare Social Workers](#) ⭐
- 21-1023.00 [Mental Health and Substance Abuse Social Workers](#) ⭐

Click on the occupation title to be taken to the summary page of the related occupation.

## 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.

**Wages & Employment Trends**

Median wages data collected from Clinical, Counseling, and School Psychologists.  
 Employment data collected from Clinical, Counseling, and School Psychologists.  
 Industry data collected from Clinical, Counseling, and School Psychologists.

**Median wages (2016)** \$35.23 hourly, \$73,270 annual

**State wages** [Local Salary Info](#)

**Employment (2014)** 155,000 employees

**Projected growth (2014-2024)** ■■■■ Much faster than average (14% or higher)

**Projected job openings (2014-2024)** 63,800

**State trends** [Employment Trends](#)

**Top industries (2014)** [Educational Services](#)  
[Self-Employed](#)

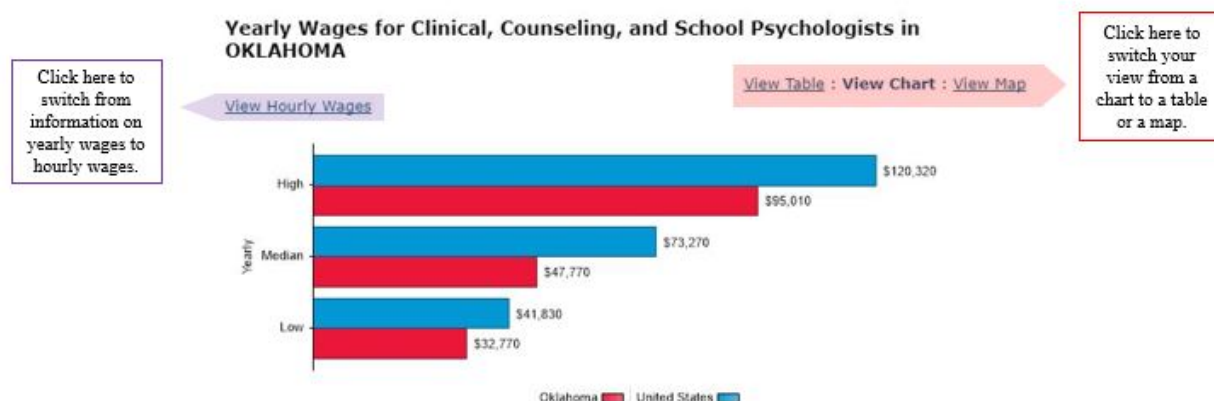
Click here to see salary information sorted by state.

Click here to see employment trends sorted by state.

## 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.



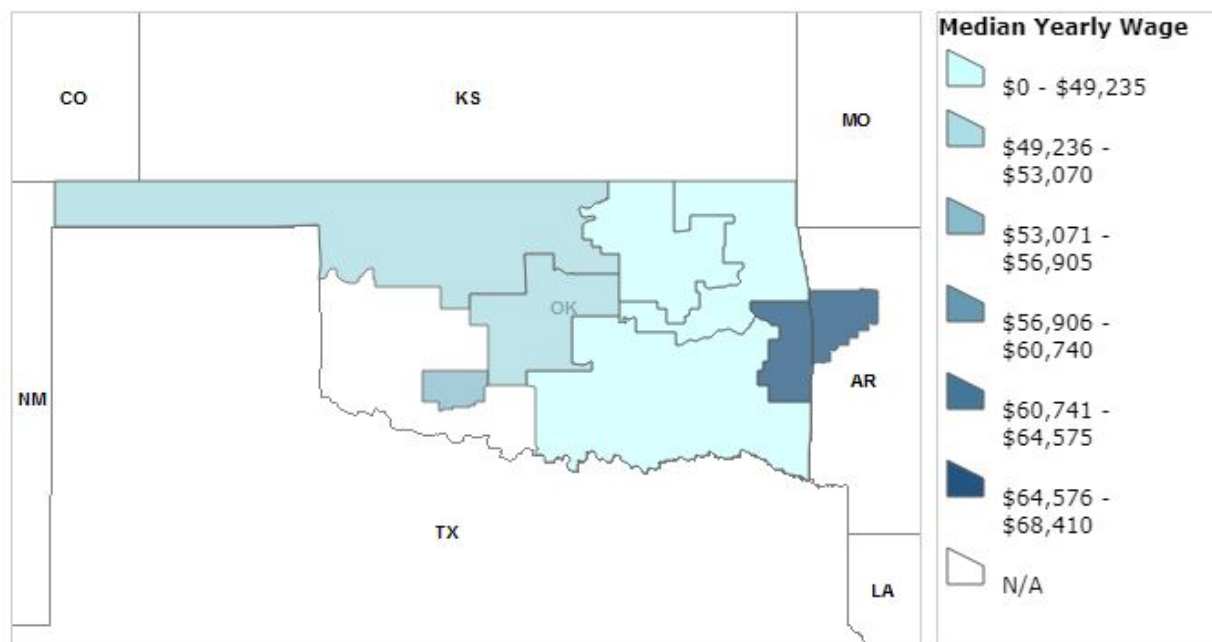
**Table-** The table view will provide information on wages sorted into percentiles, specifically the 10<sup>th</sup>, 25<sup>th</sup>, 50<sup>th</sup> (median), 75<sup>th</sup>, and 90<sup>th</sup> percentiles. Information is provided on the national level, state level, and for larger areas of the state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

**Wages for Clinical, Counseling, and School Psychologists in OKLAHOMA**

[View National Data](#) [View Table](#) : [View Chart](#) : [View Map](#)

Location	Pay Period	2016				
		10%	25%	Median	75%	90%
United States	Hourly	\$20.11	\$26.47	\$35.23	\$46.11	\$57.85
	Yearly	\$41,830	\$55,050	\$73,270	\$95,910	\$120,320
Oklahoma	Hourly	\$15.75	\$19.42	\$22.97	\$29.21	\$45.68
	Yearly	\$32,770	\$40,390	\$47,770	\$60,760	\$95,010
Fort Smith, AR-OK MSA	Hourly	\$20.23	\$23.17	\$32.89	\$44.12	\$89.30
	Yearly	\$42,090	\$48,190	\$68,400	\$91,760	\$185,740

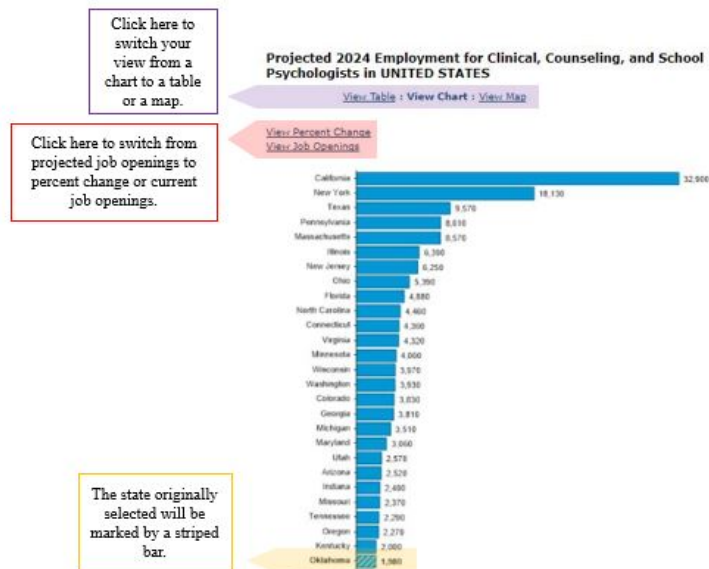
**Map-** Map view will provide salary information separated by geographical location of the chosen state. A key will be provided on the right hand side. Locations without data will be marked in white (see example below).



### 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.

Click here to view a table comparing only the state originally selected to national data.

**Projected Employment for Clinical, Counseling, and School Psychologists in UNITED STATES**

[View Local Data](#) [View Table](#) : [View Chart](#) : [View Map](#)

National	Employment		Percent Change	Projected Annual Job Openings*
	2014	2024		
United States	155,300	185,900	20%	6,380

Click on the name of a state to view a table comparing only that state to national data.

State	Employment		Percent Change	Projected Annual Job Openings*
	2014	2024		
<a href="#">California</a>	27,100	32,900	+21%	1,160
<a href="#">New York</a>	15,450	18,130	+17%	600
<a href="#">Texas</a>	7,920	9,570	+21%	340
<a href="#">Idaho</a>	720	880	+24%	320

**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.

### Job Openings on the Web



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.

If your first search doesn't return any results, try expanding from a zip code to a state-wide search, or use a different source.

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

**New Search by**

**Related Occupations**

- [Clinical, Counseling, and School Psychologists](#)
- [Counseling Psychologists](#)
- [School Psychologists](#)
- [Clinical Research Coordinators](#)
- [Clinical Nurse Specialists](#)

**Filter By**

**Company**

- [Baylor Scientific Resources \(2\)](#)
- [OU Medical Center \(2\)](#)

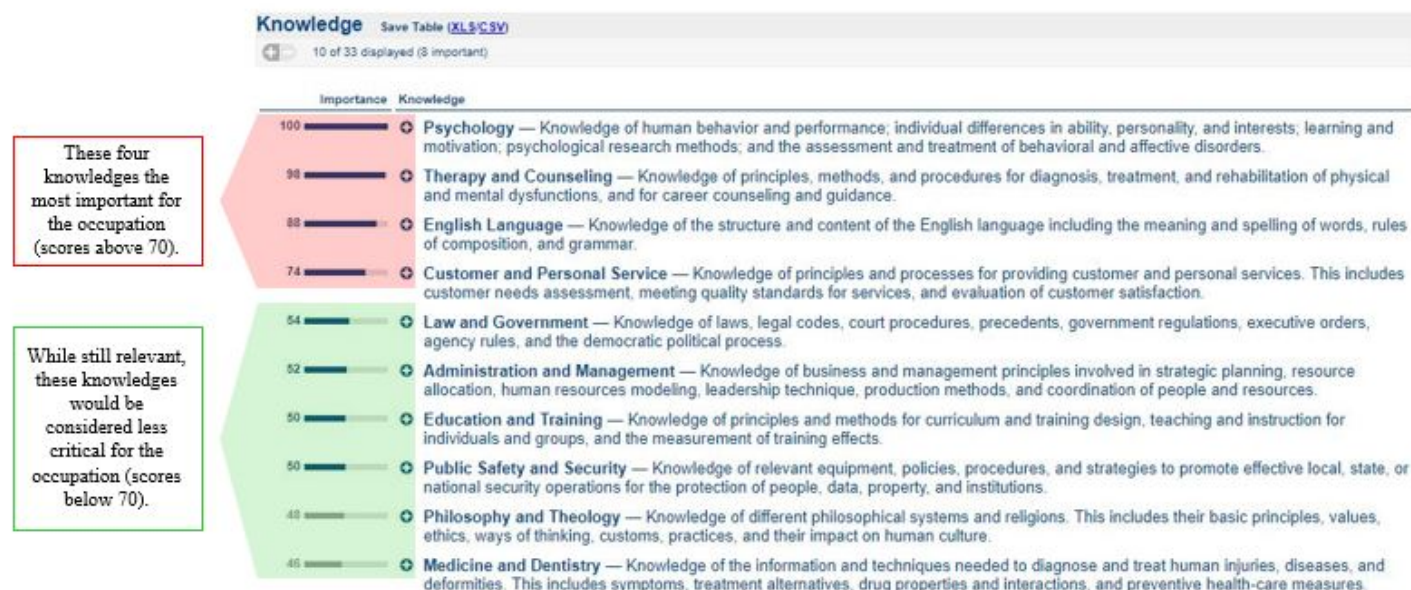
We found 34 job(s) by [baylor](#) for Clinical Psychologists in Oklahoma.

Job Title	Company	Location	Date Posted
<a href="#">Psychologist needed - Fort Sill, OK</a>	Caduceus Healthcare	OK - Fort Sill	07/10/2017
<a href="#">Digital Marketing Professional</a>	Express Employment Professionals	OK - Oklahoma City	07/10/2017
<a href="#">Product Category Assistant</a>	Solaray	OK - Sapulpa	06/29/2017
<a href="#">Prime Vendor Analyst-Tulsa, Oklahoma</a>	Medline Industries, Inc.	OK - Tulsa	06/27/2017
<a href="#">SAS / Analytics Industry Consultant (Pre-Sales)</a>	SAS	US-Nationwide	06/27/2017
<a href="#">SAS / Analytics Industry Consultant (Pre-Sales)</a>	SAS	US-Nationwide	06/19/2017
<a href="#">Production Control Supervisor</a>	Food Solutions	OK - Tulsa	06/16/2017

Click on a job title to be brought to the job posting.

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>

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.

Sort by: Importance	Level	Code	Occupation
71	79	31-2011.00	Occupational Therapy Assistants
70	48	39-9011.01	Nannies

### 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.

Relevance	Category	Task
100	Core	Discuss the treatment of problems with clients.
33	Supplemental	Plan, supervise, and conduct psychological research and write papers describing research results.

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.

Frequency	Category	Task
Frequently: 90 Occasionally: 8 Rarely: 2	Core	Interact with clients to assist them in gaining insight, defining goals, and planning action to achieve effective personal, social, educational, and vocational development and adjustment.
Frequently: 8 Occasionally: 22 Rarely: 70	Supplemental	Provide psychological or administrative services and advice to private firms and community agencies regarding mental health programs or individual cases.



## 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.

Work Values	
Save Table (XLS/CSV)	
All 5 displayed	
Extent	Work Value
95	<b>Relationships</b> — 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.
83	<b>Independence</b> — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.
78	<b>Achievement</b> — 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.
75	<b>Working Conditions</b> — Occupations that satisfy this work value offer job security and good working conditions. Corresponding needs are Activity, Compensation, Independence, Security, Variety and Working Conditions.
72	<b>Recognition</b> — 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.

## 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.

Context	Work Context	Percentage of Respondents
100	<b>Face-to-Face Discussions</b> — How often do you have to have face-to-face discussions with individuals or teams in this job?	99 — Every day 1 — Once a week or more but not every day 0 — Once a month or more but not every week 0 — Once a year or more but not every month 0 — Never
94	<b>Structured versus Unstructured Work</b> — To what extent is this job structured for the worker, rather than allowing the worker to determine tasks, priorities, and goals?	77 — A lot of freedom 21 — Some freedom 1 — Limited freedom 1 — Very little freedom 0 — No freedom
91	<b>Spend Time Sitting</b> — How much does this job require sitting?	66 — Continually or almost continually 34 — More than half the time 1 — About half the time 0 — Less than half the time 0 — Never

## 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: 19-3031.02 - Clinical Psychologists

Updated 2016  
Bright Outlook

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

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

View report: **Summary** Details Custom

☒ **Tasks** Display 10 items ☒ scoring at least 50 on the Importance scale ☐ on the Frequency scale

☐ **Technology Skills** Display 10 categories with up to 4 examples for each category

☐ **Tools Used** Display 10 categories with up to 4 examples for each category

☐ **Knowledge** Display 10 items scoring at least 50 on the Importance scale ☐ Show scale anchors

☐ **Skills** Display 10 items scoring at least 50 on the Importance scale ☐ Show scale anchors

☐ **Abilities** Display 10 items scoring at least 50 on the Importance scale ☐ Show scale anchors

Fill in the appropriate boxes to customize your report.