The **Workomatic Workbook** will help you become familiar with the **Workomatic** computer program and prepare your choices before you begin your occupational search. The **Workbook** uses the “four “buttons” from the **Workomatic** program to represent categories of characteristics:

- Work Activities
- Work Requirements
- Work Conditions
- Personal Interests.

Each category button features four “panels” or subcategories as shown below.
The following pages will focus on each of the four category buttons with their four subcategory panels. You will use these buttons and panels to choose those characteristics which are most important to you in your personal occupation search.

**Step 1**: Read through each category button and its four subcategory panels to familiarize yourself with the structure of *Workomatic*.

**Step 2**: Now go back through and identify **one** characteristic in each panel which you feel is most important or you will “require” in your occupation matches. Place a ✓ in the appropriate **Require** column box. Also, you may ✓ a characteristic you wish to **Avoid**. **Note**: Use this selection very sparingly and only when you feel it is important to “avoid” a particular characteristic.

**Step 3**: Finally, review and then narrow your identified require/avoid characteristics to no more than 10 of those most important for your computer search by ranking them in numerical order. Write your rank number from “1” (**most important**) to “10” (**least important**) on the blank line in front of each identified characteristic.

**Step 4**: Enter your choices into the *Workomatic* computer program.
## Work Activities "Button"

### Type of Activity "Panel"

<table>
<thead>
<tr>
<th>Require</th>
<th>Avoid</th>
<th>Rank # from 1–10</th>
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- Deal with people in a business setting
- Share ideas or knowledge with people
- Deal with and help people
- Work with machines or equipment
- Work with tools or objects
- Follow set routine/a best way to work
- Work with plants/animals/often outside
- Work with scientific/technical things
- Use creativity to develop new ideas
- Evaluate people/products, make decisions

### Work Methods "Panel"

- Regular Tasks (structured)
- Creative
- Problem-Solving

### Body Movement "Panel"

- Stand most of the time
- Sit most of the time
- Stand and sit equally
- Considerable walking

### What or Who With "Panel"

- Data
- People
- Objects
- Ideas
- Living Things
<table>
<thead>
<tr>
<th>Requires</th>
<th>Avoids</th>
<th>Rank # from 1-10</th>
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**Travel “Panel”**

- [ ] [ ] [ ] No travel
- [ ] [ ] [ ] Local travel, work different job sites
- [ ] [ ] [ ] Frequent overnight travel

**Physical Conditions “Panel”**

- [ ] [ ] [ ] Work outside
- [ ] [ ] [ ] Work inside
- [ ] [ ] [ ] Work inside and outside
- [ ] [ ] [ ] Pleasant conditions
- [ ] [ ] [ ] Extreme cold and temperature changes
- [ ] [ ] [ ] Extreme heat and temperature changes
- [ ] [ ] [ ] Wet and humid conditions
- [ ] [ ] [ ] Noise and vibrations
- [ ] [ ] [ ] Hazardous conditions
- [ ] [ ] [ ] Dust, dirt, odor, or fumes

**When & How Much “Panel”**

- [ ] [ ] [ ] Weekday work normal
- [ ] [ ] [ ] 30-40 hour work week normal
- [ ] [ ] [ ] Shift work normal
- [ ] [ ] [ ] Overtime normal
- [ ] [ ] [ ] Overtime unusual
- [ ] [ ] [ ] Occasional weekend work
- [ ] [ ] [ ] Frequent weekend work
- [ ] [ ] [ ] Frequent night work
- [ ] [ ] [ ] Seasonal work
- [ ] [ ] [ ] Overtime work often seasonal

**Location “Panel”**

- [ ] [ ] [ ] Urban: Metropolitan areas and suburbs
- [ ] [ ] [ ] Rural: Small towns and country areas
## Levels of Education/Training "Panel"

<table>
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<th>Require</th>
<th>Avoid</th>
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- No high school diploma or G.E.D.
- High school diploma or G.E.D., no work experience
- H.S. diploma or G.E.D., work experience
- High school diploma or G.E.D., formal training (Co-op or Youth Apprenticeship)
- Postsecondary vocational/technical training; less than one year
- Postsecondary vocational/technical training; one- or two-year diploma
- Associate Degree
- Bachelor’s Degree
- Master’s Degree
- Professional/Doctoral Degree
- Less than four years following high school
- Four or more years of college
- Co-op
- Tech Prep
- Youth Apprenticeship

## Programs of Study Areas "Panel"

- Agriculture/Natural Resources
- Business
- Computers/Applications
- Education
- Engineering/Architecture
- Family, Food, and Consumer Sciences
- Fine Arts
- Health Sciences
- Industry/Technology
- Language/Communication Arts/Interdisciplinary Studies
- Mathematics
- Personal and Protective Services
- Sciences
- Social Sciences/Services
**Reading Ability**

**Level 1 (Lowest)** — Little or no reading required. Read simple words that rarely change, such as inventory lists and instructions on work orders; includes comparing names and numbers.

**Level 2** — Read routine materials with some special terms. Read simply written material and learn terms that relate to the specific job. Once the special terms are understood, the reading becomes routine. This level includes reading recipes, invoices, charts, labels, and rules.

**Level 3** — Read specialized terms and grasp concepts. Read groups of special terms related to the job and understand the concepts presented or actions to be performed. Includes reading methods of mechanical drawing, simple medical terms, gauges on equipment, and simple laws and regulations.

**Level 4** — Occasionally read technical or instructional material. Read service manuals, legal documents, blueprints, instructions on care of equipment, and methods of preparing solutions. This level requires a broad knowledge of a certain field. A lot of reading is involved, but it is not all difficult.

**Level 5 (Highest)** — Read a lot of scientific or technical material. Read a great deal of material relating to many specialized fields, such as medical findings, statistics, financial and stock reports, music theory, properties of chemicals, and legal material. This level involves reading to keep up with changes in the occupation and relating those changes to action on the job.

**Writing Ability**

**Level 1 (Lowest)** — Little or no writing required. Print simple words and series of numbers, names, and addresses. Includes checking off work completed, labeling bottles, and making notes in customer and patient files.

**Level 2** — Write some sentences using proper punctuation. Write compound and simple sentences using adverbs, adjectives, and punctuation. Includes ordering materials, taking messages, and making notes in customer and patient files.

**Level 3** — Write short reports and keep records using standardized forms. Requires knowledge of correct grammar and spelling. This level includes writing tax reports, bills to customers, cost estimates, results of tests, and daily reports of activities.

**Level 4** — Write reports or letters using a specific format. Prepare business letters, summaries, and reports using correct grammar, style, and format. Includes writing for advertising campaigns, reports on banking transactions, summaries on the condition of patients, findings of investigations, and damage and repair reports.

**Level 5 (Highest)** — Write speeches and technical material. This level involves the ability to be able to write precisely, creatively, and clearly so that others can understand the material. Includes writing service and instruction manuals, legal contracts, sermons, technical papers for magazines, reports on survey findings, and proposals for building plans.
Public Speaking Ability
Level 1 (Lowest) — Speak simple sentences. Speak to other people in simple sentences using past and present tenses. Includes following simple oral instructions and asking co-workers and supervisors simple questions.
Level 2 — Speak clearly using correct English. Speak so others can understand your words, using correct pronunciation. Includes conversing with customers at a restaurant, answering customer questions, and discussing work to be done with a supervisor.
Level 3 — Speak confidently to a small group. Speak before a small group of people using a pleasant voice and correct English. Includes greeting passengers and answering questions, calling on new customers, talking to patients, giving orders to other workers, and presenting reports to supervisors.
Level 4 — Discuss a variety of subjects in a group. This level reflects the ability to talk to people on many subjects in a group setting, such as consulting with a number of people working on different parts of a project. It also includes participating in debates and discussions at business meetings.
Level 5 (Highest) — Talk effectively to a group using persuasive techniques and a well-trained voice. This level includes discussing technical material with supervisors and workers, like discussing diseases and cures. Other examples are speaking to community organizations, speaking before television audiences, and teaching students to speak effectively.

Scientific Thinking Ability
Level 1 (Lowest) — Solve simple work problems in a rigid, structured environment following simple oral or written instructions.
Level 2 — Solve work problems that have a few variables in a structured work environment by following detailed instructions.
Level 3 — Solve work problems that have several variables in a structured work environment by following oral, written, or schematic instructions.
Level 4 — Solve work problems that have several abstract and concrete variables in a work environment with limited structure by using mathematical or schematic instructions.
Level 5 (Highest) — Solve work problems that have multiple variables in a work environment with many abstract concepts and very limited structure by using formulas, equations, or graphs.
Special Abilities

**Spatial** — Ability to understand the relationship of solid objects to those on a flat plane; must be able to see two- and three-dimensional objects and understand forms in space

**Form Perception** — Ability to see details clearly in pictures, objects, photographs, or printed materials and make visual comparisons between the shapes and details which you see

**Color Discrimination** — Ability to see small differences in colors and intensity of colors

**Coordination** — Ability to work with hands, fingers, or feet easily, quickly, and accurately

**Motor Coordination** — Ability to coordinate movements of eyes, fingers, and hands quickly and accurately, while working

**Finger Dexterity** — Ability to use fingers with skill and precision, as in using a keyboard or playing a musical instrument

**Manual Dexterity** — Ability to use hands with skill and precision, as in handling small objects or using tools

**Eye-Hand-Foot Coordination** — Ability to move hands and feet in a coordinated manner, as in sports, dancing, and moving large objects

**Clerical Perception** — Ability to understand the important details in both spoken and written communications, to proofread words and numbers accurately; must be able to perform mathematical operations without error

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Physical Skills "Panel"

- **Spatial**
- **Form Perception**
- **Color Discrimination**
- **Coordination**
- **Motor Coordination**
- **Finger Dexterity**
- **Manual Dexterity**
- **Eye-Hand-Foot Coordination**
- **Clerical Perceptions**

**Lifting and carrying**

(Circle 2 settings to indicate range of lifting and carrying)

- Little or no lifting (maximum of 10 lbs.)
- Lift 11 to 20 lbs.; carry a maximum of 10 lbs.
- Lift 21 to 50 lbs.; carry a maximum of 25 lbs.
- Lift 51 to 100 lbs.; carry a maximum of 50 lbs.
- Lift 100 lbs. or more; carry 50 lbs. or more

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### Personal Interests "Button"

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<tr>
<th>Require</th>
<th>Avoid</th>
<th>Rank # from 1-10</th>
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<tr>
<th>School Subjects &quot;Panel&quot;</th>
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<tbody>
<tr>
<td>Language Arts</td>
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<td>Mathematics</td>
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<td>Chemistry</td>
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<td>Physics</td>
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<td>Biology</td>
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<td>Social Studies</td>
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<td>Economics</td>
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<tr>
<td>Music/Art/Drama</td>
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<tr>
<td>Health and Physical Education</td>
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<tr>
<td>Industry/Technology</td>
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<td>Family/Consumer Science</td>
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<td>Agriculture</td>
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<td>Marketing</td>
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<td>Business/Accounting</td>
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<td>Office/Clerical</td>
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<td>Health/Medical</td>
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<td>Computers/Applications</td>
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### Work Areas "Panel"

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<th>Work Areas &quot;Panel&quot;</th>
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<tbody>
<tr>
<td>Artistic</td>
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<td>Scientific</td>
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<td>Plants and Animals</td>
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<td>Protective</td>
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<td>Mechanical</td>
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<td>Industrial</td>
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<td>Business Detail</td>
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<td>Selling</td>
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<td>Accommodating</td>
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<td>Humanitarian</td>
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<td>Leading–Influencing</td>
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<td>Physical Performing</td>
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Salary "Panel"

- Year: up to $10,000   (Hour: $5.00)
- Year: $12,000   (Hour: $6.00)
- Year: $14,000   (Hour: $7.00)
- Year: $16,000   (Hour: $8.00)
- Year: $18,000   (Hour: $9.00)
- Year: $20,000   (Hour: $10.00)
- Year: $24,000   (Hour: $12.00)
- Year: $28,000   (Hour: $14.00)
- Year: $32,000   (Hour: $16.00)
- Year: $36,000   (Hour: $18.00)
- Year: $40,000   (Hour: $20.00)
- Year: $42,000 and up   (Hour: $21.00)

Industries "Panel"

- Agriculture – Production and Services
- Forestry, Fishing, Hunting, and Trapping
- Mining
- Construction
- Manufacturing
- Transportation
- Communications
- Electric, Gas, and Sanitary Services
- Wholesale Trade
- Retail Trade
- Finance, Insurance, and Real Estate
- Lodging and Personal Services
- Business Services
- Automotive and Other Repairs and Services
- Motion Picture, Amusement, and Recreation Services
- Health and Legal Services
- Education, Social, and Membership Services
- Professional Services
- Public Administration
Wisconsin Careers Support Groups

- Career Centers
- Community-Based Organizations
- Cooperative Educational Service Agencies
- Correctional Institutions
- Department of Public Instruction
- Department of Workforce Development
  - Division of Connecting School-to-Work
  - Division of Vocational Rehabilitation
  - Division of Workforce Excellence
- Job Training Partnership Act—Private Industry Councils
- Local School Districts (Public & Private)
- One-Stop Centers
- Private Enterprises
- Proprietary Schools
- Public Libraries
- University of Wisconsin System
- Wisconsin Association of School Boards
- Wisconsin Association of School District Administrators
- Wisconsin Colleges and Universities
- Wisconsin Job Centers/Job Service
- Wisconsin Technical College System
  - Wisconsin Technical Colleges

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