

Measurement Properties of the Interest/Skills Checklist[©]

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The measurement properties of the Interest/Skills Checklist are examined, and norms for the assessment are provided. The Interest/Skills Checklist is a self-report assessment of interests and skills, following the Holland Model of career choice. The results suggest that the assessment has good internal consistency reliability, and that the factor structure generally reproduces the RIASEC model for both interests and skills.

Introduction

The Interest/Skills Checklist was initially developed as part of an online suite of self-directed career assessment tools, designed for use by adults who are either starting a first career, or who are considering changing careers. Following Holland's model of career choice, the Interest/Skills Checklist assesses self-reported interests and skills in six categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). The interest component of the assessment captures the respondents' level of self-reported interest in each of the RIASEC themes. The skills component of the instrument focuses on the level of self-efficacy or confidence that the person has developed, but again arranges the measures using the RIASEC themes. The goal of these measures was to capture the breadth of the Holland themes for both interests and skills, using a small number of items. This approach allowed the assessment taker to complete the assessment quickly, and receive immediate feedback online. Additional details on the development of the inventory can be found

elsewhere (Prince, Chartrand, & Silvers, 2000; Prince & Heiser, 2000). This paper examines the measurement properties of the Interest/Skills Checklist, and provides overall and gender norms for the assessment.

Respondents

The sample used in this report to examine the measurement properties of the Interest and Skills Inventory was drawn from the CPP, Inc. database. Therefore, the sample is not experimental or random. A total of 998 respondents completed the instrument online and provided usable data. Generally, the assessment was completed in the context of engaging in an occupational search. The sample is primarily female (76%), with 95% working 30 or more hours per week, 90% attended some form of post high school educational institution. The respondents have been working for an average of 7.5 years, and are on average 32 years old. Finally, 82% of the respondents report being satisfied with their job.

Procedures

To complete the instrument, respondents are first asked to rate their interest in 30 activities, using a four-point scale (1 = very little interest in this activity, 4 = very strong interest in this activity). Next, respondents are asked to rate their level of skill for 30 activities using a four-point scale (1 = I have very little skill in this area, 4 = I have strong skill in this area). There are a total of 60 items on the inventory, with 5 items per Holland theme for both interests and skills. These five items are summed to yield an interest and skill score for each Holland category.

Results

Prior research developed the measures and determined the items comprising the Interest/Skills Checklist (Prince, Chartrand, & Silvers, 2000; Prince & Heiser, 2000). The constructs examined here are based on the a priori measures that were developed by this previous research. Several analyses are reported below. First, simple descriptive statistics for each of the measures are provided. These simple descriptive statistics provide the CPP norm group for the Interest/Skills Checklist. Next,

analyses are conducted to examine the measurement properties based on the current sample.

Norms

Two sets of summary statistics are provided for the Interest/Skills Checklist. Table 1 provides descriptive statistics of each of the measures for the overall sample. Table 2 provides a similar summary, with scores provided based on gender. In addition, Table 2 provides a statistical comparison of the measures based on respondent gender. The Interest results in Table 1 show that three of the Holland themes have approximately equal degrees of interest for the present sample; Social, Artistic, and Conventional. The theme with the lowest reported interest is Realistic. For the skills measures, the table shows that the highest level of self-reported skill occurs for the Social theme. The lowest level of self-reported skill occurs for the Realistic theme. Generally, the table shows a similar pattern of results for interests and skills, with social themes having the highest scores, and realistic interests and skills, the lowest. Finally, the item level descriptive statistics for the overall sample are available in the Appendix.

Table 1.
Summary Statistics for the Interest and Skills Inventory

Measure	Minimum	Maximum	Mean	S.D.	Internal Consistency Reliability
Interests					
Realistic	4	20	10.78	3.44	.7298
Investigative	5	20	12.76	3.51	.7603
Artistic	5	20	13.80	3.58	.7366
Social	5	20	13.89	3.19	.6900
Enterprising	5	20	11.87	3.01	.6707
Conventional	5	20	13.53	2.97	.6293
Skills					
Realistic	5	20	9.90	3.28	.7118
Investigative	5	20	12.42	3.55	.8048
Artistic	5	20	12.50	3.40	.7276
Social	5	20	15.26	3.12	.7439
Enterprising	5	20	11.97	3.21	.7227
Conventional	5	20	13.89	2.94	.5827

n = 998

Table 2.
Summary Statistics based on Gender

	Males ^a		Females ^b		t ^c	p
	Mean	S.D.	Mean	S.D.		
Interests						
Realistic	11.99	3.42	10.39	3.37	6.424	.000
Investigative	14.02	3.23	12.36	3.47	6.504	.000
Artistic	13.38	3.33	13.93	3.63	-2.094	.037
Social	13.09	3.27	14.15	3.19	-4.542	.000
Enterprising	12.55	3.19	11.64	3.00	4.110	.000
Conventional	12.95	2.72	13.72	3.03	-3.492	.001
Skills						
Realistic	11.31	3.40	9.45	3.11	7.900	.000
Investigative	13.88	3.34	11.97	3.52	7.483	.000
Artistic	12.61	3.41	12.47	3.43	.561	.575
Social	14.44	3.06	15.52	3.03	-4.699	.000
Enterprising	12.81	2.95	11.70	3.18	4.702	.000
Conventional	13.88	2.74	13.89	3.01	-.052	.959

^an = 242, ^bn = 755, ^cdf = 995

A similar overall pattern is found for male and female respondents in Table 2. Here, it can be seen that female respondents reported the highest level of interest in Social and Artistic themes. For males, on the other hand, the highest rated interest theme was Investigative, with the next highest interests in Artistic and Social. Both males and females reported the lowest level of interest in Realistic themes. Both genders rated their skills highest for the Social theme. Females second highest skills theme was for conventional, then artistic. For males, the second highest skill theme was Investigative and Conventional.

The table also summarizes a series of t-tests, comparing the scores for each of the Interest and Skills measures for each gender. Table 2 shows that females had significantly higher Interest scores for Artistic, Social, and Conventional themes. Males had significantly higher scores for Realistic, Investigative, and Enterprising themes. On the Skills measures, there were no differences between males and females on the Artistic and Conventional themes. Males reported significantly higher Skills for Realistic, Investigative, and Enterprising themes, while females reported higher skills for the Social Theme. Gender differences are not surprising, as they are similar to those found for the Holland themes on the Strong Interest Inventory[®] assessment (Harmon, Hanson, Borgen, & Hammer, 1994). The pattern of gender

differences for the skill measures are similar to those found on the Skills Confidence Inventory[©] assessment (Betz, Borgen, & Harmon, 1996).

Measurement Properties

A series of analyses were conducted to examine the measurement properties of the Interest/Skills Checklist. These analyses include an examination of the internal consistency reliability, correlations among the measures, and a factor analysis.

The final column in Table 1 includes the internal consistency reliability estimates for each of the Interest and Skills measures. The table shows that, generally, the reliability estimates are adequate. The reader is reminded that the scales are very short and at the same time attempt to measure broad dimensions of interests and skills. For the six Interest measures, the average reliability is .703. For the six skills measures, the average reliability is .716. The overall average reliability for all the measures is .709. The measures with the lowest reliability estimates are the conventional measures, with the Conventional Skills alpha = .5827, and the Conventional Interests alpha = .6293. An examination of the items that comprise the Conventional Interest scale indicates that the item 9, "working with data or numbers", has a low correlation with the other items in the scale. In addition, the factor analyses, reported below,

show that this item does not load on the a priori factor. However, the content of the item is from the conventional domain. Similarly, for the conventional skill measure, two of the items in the factor analysis load on the investigative theme, and have low inter-item correlations, which lower the reliability of the scale. The impact of these items is especially problematic with very short scales, such as those used here. Again, however, the content of the items is from the conventional theme.

The next set of analyses examining the measurement properties of the Interest/Skills Checklist is summarized in Table 3, which contains a series of correlation analyses. The table shows the correlation of measures among the interest measures, among the skill measures, and between the interest and skill measures. The upper-left quadrant of the table shows the correlation among the interest measures. Generally, it is expected that adjacent themes will correlate more highly than more distant themes. The smallest correlations are expected for those themes that are opposites in Holland's hexagon. A similar pattern of results is anticipated for the correlations among the skill measures, in the lower right quadrant of the table. Finally, it is expected that there will be a higher correlation between interest and skill measures of the same theme versus correlations

between other themes. Overall, the correlations in Table 3 bear out the anticipated results.

The final set of analyses examining the measurement properties of the items included factor analysis of the items. Two separate sets of factor analyses were completed. The first examined the a priori structure of the measures by forcing a six-factor solution for the interests and skills measures, in an attempt to reproduce the a priori measurement structure of the assessment. The second set of factor analyses, used a varimax rotation, and no limits on the number of factors extracted. These two analyses revealed a similar pattern of results. These analyses are discussed next. In the tables below, the RIASEC theme is identified in the columns of loadings, and the a priori items associated with that theme have their loadings (or absence of a loading) enclosed in a box.

Two principal components factor analyses were conducted where the extraction criteria was set to six factors. These analyses reflect the a priori structure of the measures. The results of these analyses are summarized in Table 4 for the interests items and Table 5 for the skills items. Overall, these analyses reproduce the a priori structure of the measures quite well. For interests, there are only three items that do not load most highly on their a priori factor. One of these items, measuring interest in working with

Table 3.
Correlations of the Measures

Measures	Interests						Skills					
	R	I	A	S	E	C	R	I	A	S	E	C
Interests												
Realistic		.249*	.127*	.133*	.147*	.136*	.695*	.137*	.113*	.045	.103*	.099*
Investigative	.249*		.196*	.044	.238*	.273*	.234*	.720*	.236*	-.011	.192*	.347*
Artistic	.127*	.196*		.354*	.229*	-.054	.083*	.094*	.672*	.367*	.287*	-.014
Social	.133*	.044	.354*		.295*	.183*	.058	-.030	.216*	.567*	.308*	.082*
Enterprising	.147*	.238*	.229*	.295*		.065*	.126*	.200*	.298*	.392*	.649*	.100*
Conventional	.136*	.273*	-.054	.183*	.065*		.093*	.193*	-.037	.046	-.014	.573*
Skills												
Realistic	.695*	.234*	.083*	.058	.126*	.093*		.215*	.162*	.001	.180*	.126*
Investigative	.137*	.720*	.094*	-.030	.200*	.193*	.215*		.231*	-.002	.289*	.462*
Artistic	.113*	.236*	.672*	.216*	.298*	-.037	.162*	.231*		.444*	.465*	.065*
Social	.045	-.011	.367*	.567*	.392*	.046	.001	-.002	.444*		.534*	.068*
Enterprising	.103*	.192*	.287*	.308*	.649*	-.014	.180*	.289*	.465*	.534*		.113*
Conventional	.099*	.347*	-.014	.082*	.100*	.573*	.126*	.462*	.065*	.068*	.113*	

n = 998, *p < .05.

Table 4.
Six-Factor Rotated Solution of the Interest Items
 Item Number and Stem

	I	E	A	R	S	C
Q2 Working on a ranch or farm					.623	
Q11 Fixing or building things					.711	
Q24 Attending to details to insure accuracy					.731	
Q27 Participating in athletic activities		.348			.497	
Q28 Working outdoors					.764	
Q1 Learning about science and technology	.704					
Q6 Researching information on a topic	.473		.364			
Q21 Analyzing abstract problems	.718					
Q25 Learning about new theories or scientific discoveries	.667					
Q30 Solving math or science problems	.789					
Q5 Attending or performing in musical or theatrical events				.616		
Q8 Reading or writing literature or poetry				.716		
Q10 Using your imagination or being creative				.648		
Q12 Creating art or appreciating aesthetic qualities				.795		
Q14 Communicating ideas using language or media		.418		.523		
Q15 Helping or taking care of others						.501
Q18 Participating in a community or religion organization						.801
Q19 Doing volunteer service						.828
Q20 Entertaining people in your home or elsewhere		.401				.350
Q29 Teaching, training, or mentoring people		.435				.398
Q3 Leading, managing, or supervising others		.669				
Q13 Selling goods or services		.599				
Q17 Taking risks to get ahead		.669				
Q22 Working on a political campaign		.352				
Q26 Influencing people toward a point of view		.719				
Q4 Keeping your environment neat and organized						.653
Q7 Performing administrative office activities						.621
Q9 Working with data or numbers	.630					
Q16 Working in an organization that has a clear chain of command						.664
Q23 Attending to details to ensure accuracy						.720

data or numbers was intended to be part of the conventional theme, but instead loads on the investigative factor. The remaining two items, designed to measure the social theme, instead load on the enterprising factor.

For the skills items, the realistic and investigative factors reproduce the a priori structure. The remaining measures, however, have some cross-loading items. The communication item, intended to measure the artistic theme, has a higher loading on the social factor. One item from the social theme, entertaining others, has a moderate cross-loading on the enterprising factor. Two enterprising

items, leadership and public speaking, have large cross-loadings on the social factor. Similarly, two additional enterprising items have moderate cross loadings on the social factors. This is not an unexpected finding, since in the Holland model, adjacent themes tend to have higher correlations compared to more distant themes. Finally, two conventional items load on the investigative factor. One of these items, working with numbers, has a large loading on the investigative factor. The other item, finance and accounting, cross-loads on the investigative factor.

Table 5.
Six-Factor Rotated Solution of the Skills Items

Item Number and Stem	S	I	R	A	C	E
Q32 Outdoor activities			.673			
Q40 Building things			.755			
Q42 Athletic activities that are strenuous or risky			.611			.328
Q46 Hands-on, practical work activities			.759			
Q56 Working with animals			.497			
Q33 Systematic investigation		.754				
Q38 Analyzing problems		.688				
Q44 Using science or technology		.715				
Q53 Mathematical reasoning		.729				
Q58 Working with ideas or theories		.675				
Q35 Using your imagination	.406			.568		
Q39 Designing				.716		
Q45 Writing				.568		
Q48 Communications	.618			.394		
Q51 Performing creatively				.772		
Q31 Forming relationships easily	.589					
Q34 Providing service to others	.707					
Q49 Counseling others	.674					
Q55 Entertaining others	.321					.444
Q59 Teaching, training, or coaching others	.734					
Q37 Providing leadership	.604					.335
Q41 Public speaking	.488					.402
Q50 Political activities			.307			.413
Q52 Persuading others	.474					.568
Q60 Negotiating	.433					.590
Q36 Organizing	.412				.529	
Q43 Working with numbers		.751				
Q47 Attending to details					.620	
Q54 Carrying out administrative tasks					.720	
Q57 Accounting or financial activities		.534			.435	

Most of the items include parenthesized examples of activities, which are not included here.

As a supplemental analysis, principle components factor analyses with a varimax rotation was conducted separately for the items comprising the interests and skills measures. The rotated structure matrix for the interest items is summarized in Table 6, and for the Skills items in Table 7. This analysis allowed for the creation of additional factors. The goal of the analysis was to see the pattern of item relationships when unconstrained to reproducing the original six-factor model. Overall, the factor analyses reflect the a priori structure of the measures. There are a few items that appear to be problematic, however, this most true of the measure of skills.

A closer examination of Table 6 shows that two items make up the seventh factor. Both of these items were a priori measures of the Social theme. Similarly, a single item forms the eighth factor. This item, asking about willingness to work on a political campaign has a very low level of endorsement as an interest. Eighty percent of respondents indicated a very low or low level of interest in this activity. Finally, one item asking about interest in working with numbers from the conventional theme loads most strongly on the investigative theme.

Table 6.

Varimax Rotated Solution of the Interest Items

Item Number and Stem	I	E	A	R	C	S
Q2 Working on a ranch or farm				.696		
Q11 Fixing or building things				.676		
Q24 Attending to details to insure accuracy				.718		
Q27 Participating in athletic activities		.377		.440		
Q28 Working outdoors				.785		
Q1 Learning about science and technology	.726					
Q6 Researching information on a topic	.428					.371
Q21 Analyzing abstract problems	.705					
Q25 Learning about new theories or scientific discoveries	.669					
Q30 Solving math or science problems	.797					
Q5 Attending or performing in musical or theatrical events			.666		.319	
Q8 Reading or writing literature or poetry			.678			
Q10 Using your imagination or being creative			.641			
Q12 Creating art or appreciating aesthetic qualities			.829			
Q14 Communicating ideas using language or media		.360	.476			.343
Q15 Helping or taking care of others					.300	.665
Q18 Participating in a community or religion organization					.795	
Q19 Doing volunteer service					.798	
Q20 Entertaining people in your home or elsewhere		.418	.322		.451	
Q29 Teaching, training, or mentoring people		.388				.547
Q3 Leading, managing, or supervising others		.668				
Q13 Selling goods or services		.598				.301
Q17 Taking risks to get ahead		.671				
Q22 Working on a political campaign		.313				.664
Q26 Influencing people toward a point of view		.686				
Q4 Keeping your environment neat and organized					.619	-.311
Q7 Performing administrative office activities					.666	
Q9 Working with data or numbers	.630				.332	
Q16 Working in an organization that has a clear chain of command					.646	
Q23 Attending to details to ensure accuracy					.734	

Table 7.
Varimax Rotated Solution of the Skills Items

Item Number and Stem	S	I	A	C	R	E
Q32 Outdoor activities					.717	
Q40 Building things						.733
Q42 Athletic activities that are strenuous or risky					.595	
Q46 Hands-on, practical work activities					.318	.741
Q56 Working with animals					.696	
Q33 Systematic investigation		.748				
Q38 Analyzing problems		.669				
Q44 Using science or technology		.707				
Q53 Mathematical reasoning		.747				
Q58 Working with ideas or theories		.671				
Q35 Using your imagination	.419			.569		
Q39 Designing				.697		.319
Q45 Writing				.586		
Q48 Communications	.621			.412		
Q51 Performing creatively				.772		
Q31 Forming relationships easily	.621					
Q34 Providing service to others	.691					
Q49 Counseling others	.663					
Q55 Entertaining others	.367					.305
Q59 Teaching, training, or coaching others	.730					
Q37 Providing leadership	.655					
Q41 Public speaking	.534					
Q50 Political activities						.579
Q52 Persuading others	.550					.410
Q60 Negotiating	.521					.508
Q36 Organizing	.427			.532		
Q43 Working with numbers		.772				
Q47 Attending to details				.621		
Q54 Carrying out administrative tasks				.723		
Q57 Accounting or financial activities		.570		.405		

Most of the items include parenthesized examples of activities, which are not included here.

Table 7 shows the item loadings for the skills items. Factor six, comprised of two items from the realistic theme seems to reflect skills of working with ones hands. Generally, these activities are related to the realistic theme.

Summary and Conclusions

Overall, the results suggest the Interest/Skills Checklist provides a reasonable measure for both the interests and skills components of the Holland Model. The 12 scales are very brief, with only 5 items in each scale, but hold together fairly well in measuring the Holland themes. Given the small number of items in each scale and the fact that the

dimensions measured are so broad, an average reliability estimate of .709 appears reasonable. The Interest/Skills Checklist should prove to be a worthwhile exercise for early career exploration. When greater accuracy and prediction are required, it is clear that the much longer Strong Interest Inventory® and Skills Confidence Inventory© assessments should be used given their superior psychometric qualities.

References

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Appendix

Table 8.
Descriptive Statistics and Response Distributions for the Interest Items

Item Number and Stem	Descriptive Statistics			Response Distributions			
	N	Mean	S.D.	Very little Interest	Some Interest	Strong Interest	Very Strong Interest
Q2 Working on a ranch or farm	998	1.68	.91	56.91	24.75	12.22	6.11
Q11 Fixing or building things	998	2.41	1.04	23.85	29.76	27.86	18.54
Q24 Attending to details to insure accuracy	996	1.87	.94	44.38	30.62	18.37	6.63
Q27 Participating in athletic activities	997	2.43	1.05	22.77	32.10	24.67	20.46
Q28 Working outdoors	996	2.40	1.02	22.19	33.03	27.11	17.67
Q1 Learning about science and technology	998	2.66	.97	12.83	31.26	33.37	22.55
Q6 Researching information on a topic	998	2.90	.86	5.91	24.85	42.08	27.15
Q21 Analyzing abstract problems	998	2.48	1.02	21.64	27.45	32.57	18.34
Q25 Learning about new theories or scientific discoveries	998	2.54	1.01	17.94	30.06	31.66	20.34
Q30 Solving math or science problems	997	2.18	1.01	31.19	31.70	24.57	12.54
Q5 Attending or performing in musical or theatrical events	998	2.59	1.09	20.84	24.95	28.26	25.95
Q8 Reading or writing literature or poetry	996	2.52	1.14	25.60	24.00	23.49	26.91
Q10 Using your imagination or being creative	997	3.18	.89	4.71	18.25	31.80	45.24
Q12 Creating art or appreciating aesthetic qualities	998	2.60	1.06	19.14	26.75	29.16	24.95
Q14 Communicating ideas using language or media	997	2.93	.94	8.63	21.87	37.71	31.80
Q15 Helping or taking care of others	997	2.81	.97	11.74	23.07	37.41	27.78
Q18 Participating in a community or religion organization	997	2.61	1.04	17.25	28.79	29.59	24.37
Q19 Doing volunteer service	997	2.55	.92	12.94	35.81	34.10	17.15
Q20 Entertaining people in your home or elsewhere	997	2.71	.98	13.14	27.78	34.20	24.87
Q29 Teaching, training, or mentoring people	998	3.21	.85	4.31	14.93	35.97	44.79
Q3 Leading, managing, or supervising others	998	2.81	.96	10.52	25.35	36.27	27.86
Q13 Selling goods or services	997	1.95	.98	41.73	29.99	19.66	8.63
Q17 Taking risks to get ahead	998	2.59	.81	8.52	36.87	42.08	12.53
Q22 Working on a political campaign	998	1.69	.91	56.21	23.85	14.33	5.61
Q26 Influencing people toward a point of view	997	2.83	.90	8.73	24.57	42.13	24.57
Q4 Keeping your environment neat and organized	998	3.00	.89	5.41	23.45	37.07	34.07
Q7 Performing administrative office activities	997	2.05	.95	34.30	34.90	22.47	8.32
Q9 Working with data or numbers	998	2.55	1.00	16.93	31.76	30.96	20.34
Q16 Working in an organization that has a clear chain of command	998	2.95	.88	6.81	21.24	42.18	29.76
Q23 Attending to details to ensure accuracy	998	2.99	.96	9.42	18.54	35.47	36.57

Table 9.

Descriptive Statistics and Response Distributions for the Skills Items

Item Number and Stem	Descriptive Statistics			Response Distributions			
	N	Mean	S.D.	Very Little Skill	Some Skill	Strong Skill	Very Strong Skill
Q32 Outdoor activities	998	2.38	.98	20.44	36.97	26.55	16.03
Q40 Building things	998	1.82	.91	46.29	31.76	16.03	5.91
Q42 Athletic activities that are strenuous or risky	998	1.69	.94	57.62	22.65	12.73	7.01
Q46 Hands-on, practical work activities	997	1.83	.91	45.94	31.09	17.45	5.52
Q56 Working with animals	998	2.19	1.09	35.37	27.15	20.64	16.83
Q33 Systematic investigation	998	2.68	.94	11.32	30.96	35.97	21.74
Q38 Analyzing problems	998	3.04	.85	4.11	21.74	40.58	33.57
Q44 Using science or technology	998	2.04	.97	35.87	33.47	21.24	9.42
Q53 Mathematical reasoning	998	2.17	1.01	31.76	31.96	24.25	12.02
Q58 Working with ideas or theories	996	2.50	.97	17.17	32.73	32.63	17.47
Q35 Using your imagination	997	2.93	.91	6.92	24.97	36.71	31.39
Q39 Designing	998	2.00	.99	39.38	31.16	19.64	9.82
Q45 Writing	998	2.47	1.05	21.64	29.86	28.06	20.44
Q48 Communications	998	3.03	.91	7.11	19.04	37.98	35.87
Q51 Performing creatively	998	2.08	1.06	38.38	29.06	18.84	13.73
Q31 Forming relationships easily	998	3.17	.86	3.91	18.44	34.27	43.39
Q34 Providing service to others	998	3.45	.72	1.30	9.52	32.26	56.91
Q49 Counseling others	996	2.88	.94	9.24	23.39	37.75	29.62
Q55 Entertaining others	998	2.73	.98	12.63	27.45	34.17	25.75
Q59 Teaching, training, or coaching others	998	3.03	.94	8.02	18.04	36.47	37.47
Q37 Providing leadership	997	2.85	.87	6.42	27.18	41.62	24.77
Q41 Public speaking	998	2.58	1.01	17.13	28.76	32.67	21.44
Q50 Political activities	998	1.60	.85	59.92	24.85	10.82	4.41
Q52 Persuading others	997	2.59	.92	13.74	30.59	39.02	16.65
Q60 Negotiating	997	2.36	.98	22.27	33.70	29.49	14.54
Q36 Organizing	998	3.15	.86	4.01	18.34	36.57	41.08
Q43 Working with numbers	998	2.45	1.03	21.44	31.36	27.96	19.24
Q47 Attending to details	997	3.09	.88	5.02	19.66	36.51	38.82
Q54 Carrying out administrative tasks	997	2.87	1.01	10.93	25.08	30.09	33.90
Q57 Accounting or financial activities	996	2.34	1.00	23.29	34.94	26.41	15.36

Most of the items include parenthesized examples of activities, which are not included here.