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Summary Report for:
19-4061.00 - Social Science Research Assistants

Assist social scientists in laboratory, survey, and other social research. May perform publication activities, laboratory analysis, quality control, or data management. Normally these individuals work under the direct supervision of a social scientist and assist in those activities which are more routine.

Sample of reported job titles: Research Assistant, Research Specialist, Research Associate, Research Analyst, Social Research Assistant, Project Manager, Graduate Research Assistant, Survey Analyst, Project Director, Graduate Assistant

View report: | **Summary** | | **Details** | | **Custom** |

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Tasks

- Prepare, manipulate, and manage extensive databases.
- Provide assistance with the preparation of project-related reports, manuscripts, and presentations.
- Obtain informed consent of research subjects and/or their guardians.
- Perform descriptive and multivariate statistical analyses of data, using computer software.
- Verify the accuracy and validity of data entered in databases; correct any errors.
- Prepare tables, graphs, fact sheets, and written reports summarizing research results.
- Edit and submit protocols and other required research documentation.
- Develop and implement research quality control procedures.
- Conduct internet-based and library research.
- Present research findings to groups of people.

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Knowledge

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

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.

Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

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.

Sociology and Anthropology — Knowledge of group behavior and dynamics, societal trends and influences, human migrations, ethnicity, cultures and their history and origins.

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Skills

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

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

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

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.

Time Management — Managing one's own time and the time of others.

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

Speaking — Talking to others to convey information effectively.

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

Coordination — Adjusting actions in relation to others' actions.

Science — Using scientific rules and methods to solve problems.

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Abilities

Written Comprehension — The ability to read and understand information and ideas presented in writing.

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.

Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

Written Expression — The ability to communicate information and ideas in writing so others will understand.

Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.

Near Vision — The ability to see details at close range (within a few feet of the observer).

Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

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.

Speech Clarity — The ability to speak clearly so others can understand you.

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Work Activities

Analyzing Data or Information — Identifying the underlying principles, reasons, or facts of information by breaking down information or data into separate parts.

Processing Information — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

Communicating with Supervisors, Peers, or Subordinates — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.

Getting Information — Observing, receiving, and otherwise obtaining information from all relevant sources.

Interacting With Computers — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.

Documenting/Recording Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

Interpreting the Meaning of Information for Others — Translating or explaining what information means and how it can be used.

Identifying Objects, Actions, and Events — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

Organizing, Planning, and Prioritizing Work — Developing specific goals and plans to prioritize, organize, and accomplish your work.

Updating and Using Relevant Knowledge — Keeping up-to-date technically and applying new knowledge to your job.

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Work Context

Indoors, Environmentally Controlled — How often does this job require working indoors in environmentally controlled conditions?

Electronic Mail — How often do you use electronic mail in this job?

Face-to-Face Discussions — How often do you have to have face-to-face discussions with individuals or teams in this job?

Spend Time Sitting — How much does this job require sitting?

Telephone — How often do you have telephone conversations in this job?

Freedom to Make Decisions — How much decision making freedom, without supervision, does the job offer?

Structured versus Unstructured Work — To what extent is this job structured for the worker, rather than allowing the worker to determine tasks, priorities, and goals?

Work With Work Group or Team — How important is it to work with others in a group or team in this job?

Importance of Being Exact or Accurate — How important is being very exact or highly accurate in performing this job?

Contact With Others — How much does this job require the worker to be in contact with others (face-to-face, by telephone, or otherwise) in order to perform it?

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Job Zone

Title	Job Zone Four: Considerable Preparation Needed
Overall Experience	A minimum of two to four years of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.
Job Training	Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.
Job Zone Examples	Many of these occupations involve coordinating, supervising, managing, or training others. Examples include accountants, human resource managers, computer programmers, teachers, chemists, and police detectives.
SVP Range	(7.0 to < 8.0)
Education	Most of these occupations require a four - year bachelor's degree, but some do not.

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Interests

Interest code: **CI**

Conventional — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

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.

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Work Styles

Integrity — Job requires being honest and ethical.

Attention to Detail — Job requires being careful about detail and thorough in completing work tasks.

Analytical Thinking — Job requires analyzing information and using logic to address work-related issues and problems.

Dependability — Job requires being reliable, responsible, and dependable, and fulfilling obligations.

Independence — Job requires developing one's own ways of doing things, guiding oneself with little or no supervision, and depending on oneself to get things done.

Adaptability/Flexibility — Job requires being open to change (positive or negative) and to considerable variety in the workplace.

Cooperation — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.

Initiative — Job requires a willingness to take on responsibilities and challenges.

Persistence — Job requires persistence in the face of obstacles.

Achievement/Effort — Job requires establishing and maintaining personally challenging achievement goals and exerting effort toward mastering tasks.

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Work Values

Independence — Occupations that satisfy this work value allow employs to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.

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.

Working Conditions — Occupations that satisfy this work value offer job security and good working conditions. Corresponding needs are Activity, Compensation, Independence, Security, Variety and Working Conditions.

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Wages & Employment Trends

National

Median wages (2007)	$17.24 hourly, $35,870 annual
Employment (2006)	18,000 employees
Projected growth (2006-2016)	▪▪▫▫ Average (7% to 13%)
Projected need (2006-2016)	9,000 additional employees

State & National

Select a State	Go

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Source: Bureau of Labor Statistics 2007 wage data and 2006-2016 employment projections. "Projected growth" represents the estimated change in total employment over the projections period (2006-2016). "Projected need" represents job openings due to growth and net replacement.

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