

Guidelines Oriented Job Analysis[®] (GOJA[®])

A Job Analysis Process for
Selection Procedure Development and Validation

Edition 9.1



Daniel A. Biddle, Ph.D.

193 Blue Ravine Road – Suite 270
Folsom, California 95630
Tel: (800) 999-0438
www.biddle.com
www.autogoja.com

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1 Job Analysis Overview

Manual Contents

Part 1 Job Analysis Overview. This section includes an overview of the GOJA[®] (Guidelines Oriented Job Analysis[®]) Process and how the process (and job analysis in general) integrates into the recruiting, hiring, and promotional process.

Part 2 Instructions and Interpretive Guidelines. This section includes instructions on how to complete the GOJA Process and how to interpret the results after completion.

Part 3 Participant Instructions. This section includes instructions that are used when training the subject-matter experts who participate in the GOJA Process. They include instructions for completing the GOJA Booklet.

Part 4 Additional Supervisor Instructions. This section includes instructions that are used to provide the supervisors of the target position with instructions for completing the supervisor ratings in the GOJA Booklet.

Part 5 This section is the **GOJA Booklet**, which is the document that is used to gather and compile all of the input (e.g., job duty statements, job knowledges, physical requirements, etc.) and their ratings. The Booklet may be reproduced by the original purchaser for internal use only in conducting a job analysis.

Key Terms

Some of the **key terms** used throughout this Manual include:

- **Job Duty:** Sometimes called “work activities” or “tasks,” the term *job duty* is used in this Manual to refer to work actions and their associated tasks and work products. For example:
 - Assist supervisor in planning a variety of activities for senior citizens such as card games, short field trips, and crafts by conducting needs surveys and identifying and obtaining or arranging for necessary resources.

- **KSAPCs:** The term *KSAPCs* is used in this Manual to refer to Knowledge, Skills, Abilities, and Personal Characteristics that are necessary for job performance. Each is defined in more specific terms below:
 - **Knowledge:** A body of information applied directly to the performance of a duty. For example:
 - Knowledge of construction standards, codes, laws, and regulations.
 - **Skill:** A present, observable competence to perform a learned physical duty. For example:
 - Skill to build basic wood furniture such as bookcases, tables, and benches from raw lumber, following written design specifications.
 - **Ability:** A present competence to perform an observable duty or to perform a non-observable duty which results in a product. For example:
 - Training ability to effectively present complex technical information to students in a formal classroom setting, using a variety of approaches as needed to maximize student learning.
 - **Personal Characteristics:** These include human characteristics that are not as concrete as individual knowledge, skills, or abilities. Examples include “dependability,” “conscientiousness,” or “stress tolerance.” Because general, abstract *traits* or *constructs* cannot be measured in a selection process based on a content validity strategy, personal characteristics should be clearly operationally defined in terms of observable aspects of job behavior¹. For example, while the general trait “dependability” (if left undefined) is too abstract to directly measure in a selection process, “promptness and regularity of attendance” is an observable work behavior that can be measured. “Stress tolerance,” if not clearly operationally defined, is also too abstract for inclusion in a selection process under a content validity approach. However, if defined as “the ability to complete job duties in a timely and efficient manner while enduring stressful or adverse working conditions,” the trait is converted into an essential work ability that is readily observable on the job.
- **Subject-Matter Experts (SMEs).** SMEs is the technical term for the **Job Experts** who are selected for participation in the GOJA Process. Throughout this Manual, we will be using the term Job Experts. See “Step 1: Assemble and Train the Panel” for the recommended criteria for selecting Job Experts for the GOJA Process.
- **ADA.** This term is used to refer to the 1990 Americans with Disabilities Act, which was an Act passed by Congress to protect the rights of individuals with disabilities. An online version of the ADA can be viewed at: <http://www.eeoc.gov/policy/ada.html>.

¹ See Section 14C(1) and 14C(4) of the Guidelines and Questions & Answers, # 75. (See above for definition.)

- **Guidelines.** This term is used to collectively refer to the Uniform Guidelines on Employee Selection Procedures (1978) and the related Questions and Answers (1979 and 1980), unless otherwise indicated. These documents are instructions to employers regarding the legality of practices, procedures, and tests used for hiring and promotion. They are a joint publication of the Equal Employment Opportunity Commission (29 CFR 1607), Office of Personnel Management (5 CFR 300), U.S. Department of Justice (28 CFR, Ch. 1, Part 50), U.S. Treasury Department (31 CFR, Ch. 1, Part 51), and the Office of Federal Contract Compliance Programs (41 CFR, Ch. 60, Part 68-3). Go to www.uniformguidelines.com for a complete copy of these documents. Additional information can be obtained at www.biddle.com.
- **Principles.** This term refers to the Principles for the Validation and Use of Personnel Selection Procedures (2003). This document is an official policy statement of the Society for Industrial and Organizational Psychology (SIOP) (Division 14 of the American Psychological Association) and was approved as policy of the American Psychological Association (APA) by the APA Council of Representatives in August 2003. Copies are available by contacting SIOP: www.siop.org.

Background of the GOJA® Process

The GOJA Process is a comprehensive job analysis method that has been used by hundreds of employers since its original development in 1975. Based on the requirements of the Guidelines (1978), the Principles (2003), and the ADA, GOJA is designed to help employers build customized job analysis and selection procedures that are fair, valid, effective, and defensible.

Work products developed with the GOJA Process have been challenged in court and the employer has won in each of the following cases:

- Calderon v. Imperial County (a consent decree that specifically exempts the County from initiating a stringent selective certification procedure for all classifications that have been validated under the GOJA Process).
- Forsberg v. Pacific Northwest Bell Telephone [840 F2d 1409, CA-9 1988] for maintenance administrators and test desk technicians.
- Gilbert v. East Bay Municipal Utility District [DC CA, 19 EPD 9061, 1979] for customer accounting service supervisor.
- Jones v. City of Long Beach (Los Angeles Superior Court, 1998) for proving essential functions under the requirements of the 1990 Americans with Disabilities Act.
- Martinez v. City of Salinas [DC CA, No. C-78-2608 SW (S.J.)] for firefighter.
- Parks v. City of Long Beach [DC CA, No. 84-1611 DWW (Px)] for fire engineer and captain.
- Sanchez v. City of Santa Ana [DC CA, No. CV-79-1818 KN] for sergeant.
- Simmons v. City of Kansas City [DC KS, No. 88-2603-0] for detective, sergeant, and lieutenant.
- United States v. City of Torrance [DC CA, No. 93-4142-MRP (RMCx)] for firefighter.

In addition, GOJA has been discussed in several articles and textbooks:

- Buford, J. A. (1991). Personnel Management and Human Resources in Local Government. Center for Governmental Services, Auburn University.
- Gatewood, R. S. & Feild, H. S. (1986). Human Resource Selection. Drydan Press.
- Buford, J. A. (1985). Recruiting and Selection: Concepts and Techniques for Local Government. Alabama Cooperative Extension Service, Auburn University.
- Schuler, R. S. (1981). Personnel and Human Resource Management. West Publishing Company.
- Bemis, S. E., Belenky, A. H., & Soder, D. A. (1984). Job Analysis: An Effective Management Tool. Bureau of National Affairs: Washington D.C.
- Campbell, T. (July, 1982). Entry-Level Exam Examined in Court. The Western Fire Journal.
- Sturn, R. D. (September, 1979). Mass Validation: The Key to Effectively Analyzing an Employer's Job Classifications. Public Personnel Management.

The Purpose and Usefulness of the GOJA Process

Completing the GOJA Process enables employers to develop validated selection procedures for a position and determine the job duties that should be classified as “essential functions” under the ADA. If the GOJA Process is completed effectively, the result will be a job analysis that identifies the KSAPCs that can be measured by the selection procedures for a given position.

The Guidelines² require completing a job analysis to provide evidence of validity for any practice, procedure, or test that has adverse impact³. Conducting a job analysis is usually the first step in the validation process. The Guidelines specify the criteria for completing an acceptable job analysis, and these essential criteria have been included in the GOJA Process. Because the GOJA Process results in the identification of critical job duties, KSAPCs, and physical requirements, it lays the necessary foundation for a content validity study, and may also be used for gathering other forms of validity evidence (including criterion-related validity, construct validity, and other forms of validity).

The ADA requires providing “qualified individuals with disabilities” with “reasonable accommodations” to perform the essential functions (or “job duties”) of a given position. Because the GOJA Process investigates the frequency and importance of duties, the percentage of time that current job holders spend completing duties, whether a duty constitutes a fundamental part of the job, and the extent to which duties can readily be assigned to other employees, the GOJA Process is designed to distinguish between the essential and non-essential duties of a position (these are some of the primary ways that duties can be deemed essential⁴).

In addition to using the GOJA Process for developing fair and validated selection processes and determining the essential functions of a position, it can help create Job Descriptions, Selections Plans, Supplemental Application Form, and Performance Appraisal Forms. These are described below.

² Questions & Answers, #27.

³ Adverse impact occurs when a protected group has a difference in passing rates (when compared to the group with the highest rate), and the difference is statistically and practically significant.

⁴ See 29 C.F.R. § 1630.2(n).

Human Resource Tools Related to the GOJA Process

Once the GOJA Process has been completed (see the recommended eight-step GOJA Process in the following Chapter), the following tools can be developed based on the results:

- (1) **Job Description:** This consists of a final list of job duties that have been classified as “essential functions” using the criteria in the GOJA Process.

Selection Plan: Because the GOJA Process results in identifying the KSAPCs that can be measured in a selection process, a Selection Plan can be developed for selecting the appropriate practices, procedures, and tests to include in a selection process. Selection plans are useful tools for making sure that the key, essential KSAPCs are properly measured in the overall hiring or promotional process for a position. A sample Selection Plan appears below:

Selection Plan Sample: Police Sergeant

KSAPC/ Physical Req.	KSAPC/Physical Requirement Rating					Selection Procedure & Use (<u>P</u> ass/ <u>F</u> ail, <u>R</u> ank, or <u>C</u> ombine*)			
	Best Worker (1-5)	Level Needed Upon Entry (1-4)	Level Needed (Knowledges only) (1-4)	Importance (1-5)	Minimum/Helpful Qualification (MQ/HQ)	Application Form	Written Test	Structured Interview	Background Check
Interpersonal & teamworking skills	4.2	3.2	N/A	4	MQ			R	
Verbal communication skills	3.9	3.5	N/A	3.7	MQ			R	
Knowledge of State vehicle code	2.6	3.5	3.4	3.9	MQ		P/F		
Upper body strength	1.9	3.9	N/A	3.4	MQ				
Basic math skills	1.4	3.5	N/A	3.1	MQ				

* The score from this selection procedure will be combined with scores from other selection procedures in the selection process.

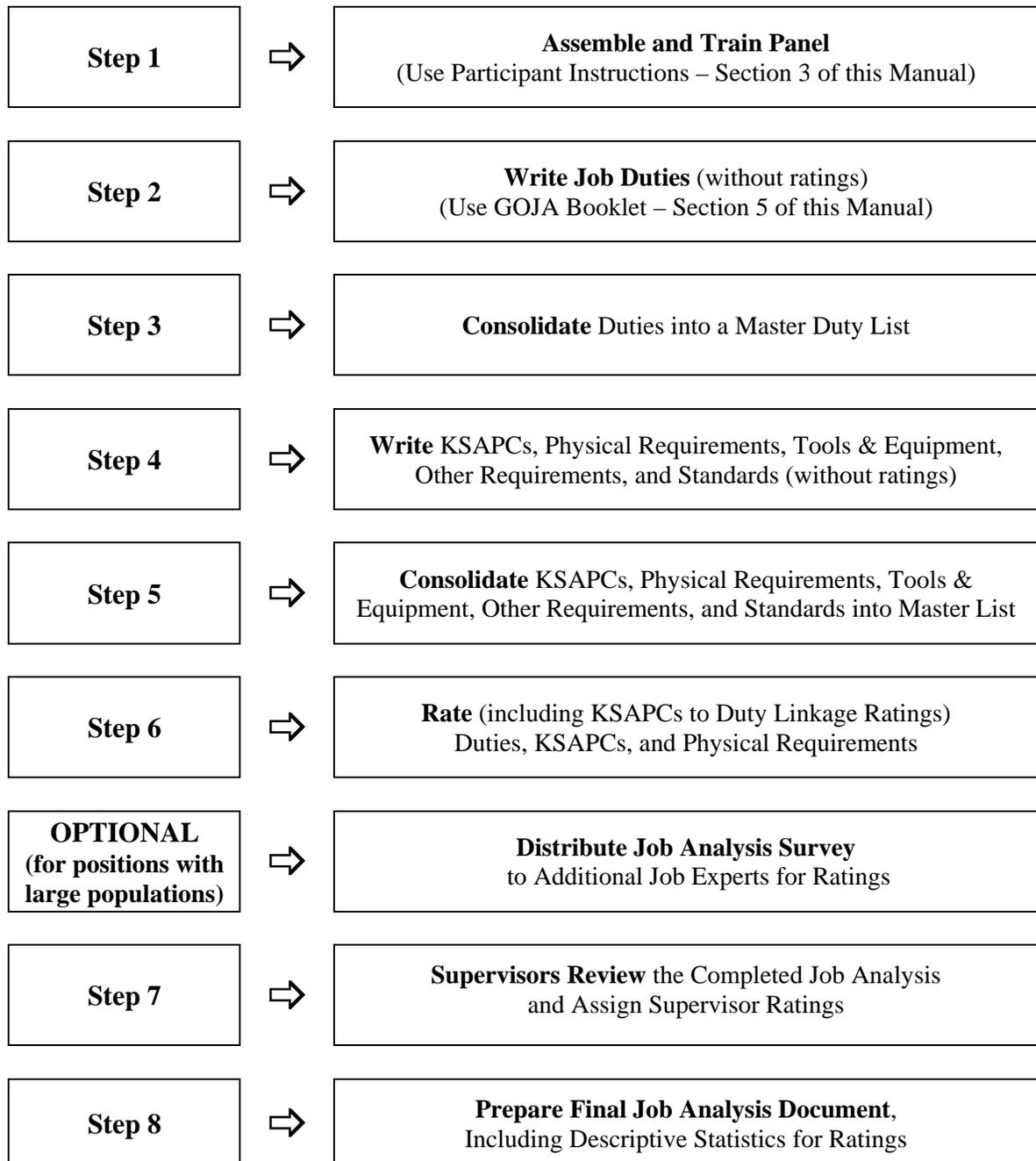
- (2) **Supplemental Application Form (SAF):** Standard application forms for hiring or promotional processes typically do not allow the applicant to confirm that they possess the specific KSAPCs that are required for a position. Because the GOJA Process identifies KSAPCs that are “minimum qualifications” (MQ) versus those that are “helpful qualifications (HQ),” applicants can be asked on an SAF if they possess the “MQs” before they are allowed to compete further in the selection process.
- (3) **Performance Appraisal Form (PAF):** A PAF can be constructed by printing a list of the essential duties of a position and asking employees to provide self-ratings (e.g., using a scale of 1 – 5) to indicate their level of performance on the duty over a specified time period. Supervisors can also provide a rating, and then meet/confer with the employee on the ratings to complete the performance appraisal process.

2 Job Analysis Instructions & Interpretive Guidelines

Instructions for Conducting the GOJA Process

There are eight steps in the GOJA Process for conducting a job analysis for a single position. These steps can typically be completed with a group of Job Experts during a two-day workshop. This eight-step process is the one most typically followed by Biddle Consulting Group, Inc. (BCG) when completing job analyses for positions (a process that has been supported in Equal Employment Opportunity (EEO) litigation), though there are other, derivative processes that can be just as effective as the one proposed. The flowchart on the following page provides an overview of the typical eight-step process.

Eight Step GOJA Process



Step 1: Assemble and Train the Panel

Assemble the Panel

A panel of qualified Job Experts should be selected for the job analysis study. The following criteria are presented as guidelines for selecting the members of the panel. They should:

- (1) Collectively represent the **demographics** of the employee population (with respect to gender, age, race, years of experience, etc.). We recommend slightly over-sampling gender and ethnic groups to insure adequate representation in the job analysis process⁵.
- (2) Be **experienced** and active in the position they represent (e.g., Job Experts should not be on probationary status or temporarily assigned to the position). While seasoned Job Experts will often have a good understanding of the position, it is also beneficial to include relatively inexperienced Job Experts to integrate the “newcomer’s perspective.” However, we typically suggest that Job Experts selected for the panel have at least one year of active job experience.
- (3) Represent the various “**functional areas**” and/or **shifts** of the position. Many positions have more than one division or “work area” or even different shifts, where job duties and KSAPCs may differ.
- (4) Consist of between 10 – 20% **supervisors** for a given position. For example, if a 7 – 10 person Job Expert panel is used, we suggest including 1 – 2 supervisors on the panel.

How many Job Experts should participate in the job analysis process? Some court cases have relied on as few as 7 – 10 Job Experts⁶ for providing judgments and ratings about job and test characteristics. The table below provides some guidance regarding the number of Job Experts necessary to obtain reliable and accurate information about the job.



⁵ Employers who have been challenged in court for employment discrimination and who have included only majority group members in the job analysis or validation process typically have a difficult time defending themselves in court.

⁶ *Contreras v. City of Los Angeles* (656 F.2d 1267, 9th Cir. 1981) and *U.S. v. South Carolina* (434 US 1026, 1978).

For example, if a position is currently held by 200 employees and the employer desires to be 80% confident (with 10% “margin of error”) that the collective opinions of a Job Expert panel will accurately represent the larger population of 200 employees, about 35 Job Experts are needed. Using a 90% confidence level requires about 60 Job Experts⁷. Using 10 Job Experts provides about 66% (with 10% margin). While this chart and some court cases have provided guidance on this issue, practical judgment and workforce availability should be considered when assembling a panel of Job Experts.

It should be noted that there is a large “diminishing effect” that can be observed on the chart above. For example, including 80 Job Experts in a population of the 400 job-holders yields very similar levels of accuracy when compared to including 100 Job Experts for a population of 5,000 job-holders! The time and money that can be saved by using a “smart” rather than “huge” sampling strategy is very significant. It is not uncommon to find situations where employers unnecessarily involve hundreds and hundreds of “extra” subjects in a survey when a much smaller sample would have provided *nearly identical results!*

Important Note: It should be noted here that the GOJA Process described herein involves holding a workshop with a Job Expert panel including 7-10 employees who currently hold the job. A valid and defensible job analysis process can also be completed without following this proposed methodology. Based on the experience level of the researcher, the nature and type of the position being studied, and the Job Experts that are available, other job analysis methods may also be very useful. These include conducting structured interviews (of individual Job Experts or Job Expert panels), reviewing diaries, logs, or other work records, conducting time study analyses, administering questionnaires, or using checklists.

Train the Panel

After designating the Job Experts who will participate in the GOJA Process, training begins with providing each Job Expert a copy of the Participant Instructions (Part 3) and verbally explaining an overview of the process. Because Step 2 involves writing job duties, have the Job Experts focus on only these areas. The Job Experts should also be informed that their responses should be both independent and confidential (i.e., not disclosed to anyone outside the job analysis Job Expert panel). Because each Job Expert’s opinion should be counted equally regardless of rank or functional job area, it is often useful to explain to the Job Experts that the job analysis workshop is a meeting “without rank.” It is important that each Job Expert’s opinion be treated with equal weight. It is also useful for the group to be aware of the limitations of possible “group think.”

⁷ Arkin, H., & Colton, R. R. (1950). *Tables for Statisticians*. New York: Barnes & Noble, Inc. Technical note: other sampling techniques can be useful for estimating the sample sizes necessary for estimating the average ratings for the GOJA scales; however, because most of the (somewhat continuous) scales are used in a dichotomous fashion (and further because the population standard deviations are unknown in each job analysis study), the population proportion formula was used for estimating these sample size requirements.

QUICK TIP: It is also **beneficial to include relatively inexperienced Job Experts** to integrate the “newcomer’s perspective” (with at least one-year job experience as a baseline requirement for Job Experts.)

The AutoGOJA survey collects and reports the demographic information (age, race, gender, years of experience, etc.) of Job Experts to ensure adequate demographic representation. For more information on upgrading to an affordable, hosted job analysis solution, visit www.autogoja.com.

Step 2: Write Job Duties

In this Step, Job Experts complete the GOJA Booklet (Part 5), **but they do not provide any ratings.** Having Job Experts independently provide opinions about duties is an important first step in the GOJA Process. Having each Job Expert independently record duties they perform—without a group or “paired” discussion—helps insure that the final combined list of duties (which is the next step) is as complete as possible.

QUICK TIP: Job duties typically start with action words. (e.g., Analyze, Coordinate, Evaluate, Repair, Arrange, Delegate)

NOTE: The software version of AutoGOJA *automatically transfers* your finalized list of job duties into an online survey that can be emailed to job incumbents and supervisors, who will then answer measures of criticality and frequency as required by the *Uniform Guidelines on Employee Selection Procedures* (1978). For more information on upgrading to an affordable, hosted job analysis solution, visit www.autogoja.com.

Allowing multiple, independent opinions typically allows a final duty list to be created that, after being consolidated, includes 2-3 times the number of duties that any individual Job Expert recorded. Providing Job Experts with 1-2 hours to record their job duties is usually sufficient.

Step 3: Consolidate Duties into a Master Duty List

After the Job Experts have independently recorded duties, a facilitator should convene the panel and develop a master, consolidated list that reflects the majority opinion of the group. Using a 70% consensus rule (e.g., 7 out of 10) for this step may be helpful or a lower ratio may be used if the job analysis results will be sent in survey form to a greater Job Expert sample (see the optional step in the chart on pg. 2-2).

QUICK TIP:: Have job experts independently identify job duties. This will allow for multiple, independent opinions which will usually produce 2-3 times the number of duties.

NOTE: The software version of AutoGOJA automatically transfers your Master Duty List into an online survey that can be emailed to job incumbents and supervisors, who will then answer measures of criticality and frequency as required by the *Uniform Guidelines on Employee Selection Procedures* (1978). For more information on upgrading to an affordable, hosted job analysis solution, visit www.autogoja.com.

Note: At this step, job duties from pre-existing job descriptions and other suggestions or data from management should be integrated into the discussion and added to the master list if the majority of the Job Experts agree.

Step 4: Write KSAPCs, Physical Requirements, Tools & Equipment, Other Requirements, and Standards

Have the Job Experts repeat the process described in Step 2, but for the KSAPCs, Physical Requirements, Tools & Equipment, Other Requirements, and Standards. Job Experts should read the sections in the Participant Instructions pertaining to these areas. This process typically takes 3-4 hours.

QUICK TIP: To ease understanding of KSAPCs for your job experts, **have them list the knowledge, skills and abilities that are needed to accomplish each duty.**

NOTE: The software version of AutoGOJA comes with a pre-populated list of the most commonly used KSAPCs across several job titles. For more information on upgrading to an affordable, hosted job analysis solution, visit www.autogoja.com.

Step 5: Consolidate KSAPCs, Physical Requirements, Tools & Equipment, Other Requirements, and Standards into Master List

Have the Job Experts repeat the process described in Step 3, but for the KSAPCs, Physical Requirements, Tools & Equipment, Other Requirements, and Standards. As in Step 3, be sure to integrate KSAPCs, Physical Requirements, Tools & Equipment, Other Requirements, and Standards from pre-existing job descriptions and other suggestions or data from management.

QUICK TIP: **Personal Characteristics must be operationally defined**, in order to be measured as required in the *Uniform Guidelines on Employee Selection Procedures* (1978).

NOTE: The software version of AutoGOJA automatically transfers your Master KSAPC List into an online survey that can be emailed to job incumbents and supervisors, who will then answer measures of criticality and frequency as required by the *Uniform Guidelines on Employee Selection Procedures* (1978). For more information on upgrading to an affordable, hosted job analysis solution, visit www.autogoja.com.

Step 6: Provide Ratings (Including KSAPC to Duty Linkage Ratings) for Duties, KSAPCs, and Physical Requirements

The Job Experts and supervisors can provide ratings (e.g., frequency, importance, etc.) now that a final list of duties and KSAPCs has been compiled. We suggest having all Job Experts who participated in the job analysis process provide ratings; however, in Step 7, using only two supervisors may be sufficient for providing the supervisor ratings. When evaluating the Job Expert and/or supervisor ratings, we suggest evaluating inter-rater reliability and eliminating outliers⁸ from the data set. Evaluating the inter-rater agreement of the supervisor ratings may also be useful.

After all ratings are collected, they should be reviewed for accuracy and completeness, and then averages for each duty rating and KSAPC rating should be calculated. This should be performed before the next steps because the rating averages will be considered by supervisors in subsequent steps.

QUICK TIP: Level of criticality (Importance) ratings are required by section 14C(2) of the *Uniform Guidelines* on Employee Selection Procedures.

NOTE: The software version of AutoGOJA survey is preformatted to collect Importance ratings (required for content validation by the Uniform Guidelines) and Frequency ratings (required for criterion validation by the Uniform Guidelines and helpful in addressing 1990 ADA (American's with Disabilities Act). For more information on upgrading to an affordable, hosted job analysis solution, visit www.autogoja.com.

Optional Step (for positions held by large numbers of employees): Distribute Job Analysis Survey to Additional Job Experts for Ratings

Completing the six steps above results in a completed job analysis that represents the collective and majority opinions of the 7-10 Job Experts included in the process. While including 7-10 Job Experts in the process is likely to provide accurate and reliable information about a position for many employers, increasing the Job Expert sample size will increase the accuracy and reliability of the information about the position (if there are more than ten Job Experts in the position).

⁸ We recommend eliminating ratings (not raters, but only their ratings that have been identified as outliers) using a 1.645 standard deviation rule (all ratings that are 1.645 standard deviations above or below the mean are deleted).

Obtaining the opinions of additional Job Experts can be done by using a Job Analysis Survey (JAS). A JAS can be prepared by providing the duties, KSAPCs, and Physical Requirements in survey form to the Job Experts and having the Job Experts rate the “content” of each, in addition to all other standard “job-holder ratings.”

For example, Job Experts can use the following scale in a JAS for rating each duty:

This duty is (Select one option from below) a duty that I perform.

- 1 – not at all similar to** (Does not describe.)
- 2 – somewhat similar to** (Some of the **objects** listed and **actions** described in the duty are somewhat similar to the objects and actions in the duty performed in your job.)
- 3 – similar to** (Most of the **objects** listed and **actions** described in the duty are similar to the objects and actions in the duty performed in your job.)
- 4 – the same as** (Extremely similar or exactly like.)

Job Experts can use the following scale to rate each KSAPCs and Physical Requirements:

This KSAPC / Physical Requirement is (Select one option from below) a KSAPC / Physical Requirement I apply on the job.

- 1 – not at all similar to** (Does not closely describe.)
- 2 – somewhat similar to** (Somewhat describes.)
- 3 – similar to** (Closely describes.)
- 4 – the same as** (Very accurately describes.)

One potential benefit of providing the additional Job Expert group with a JAS is that the additional Job Experts may know of other legitimate duties, KSAPCs, or Physical Requirements that are required for the position, but were not identified by the original Job Expert group. We suggest providing extra space on the JAS where the additional Job Experts can record and rate additional duties, KSAPCs, and/or Physical Requirements they identify while completing the JAS.

Note: It is recommended to use 3.0 as the minimum average-rating criteria for these two ratings when deciding whether to include a duty or KSAPC/Physical Requirement in a final job analysis.

Step 7: Have Two Supervisors Review the Completed Job Analysis and Assign Supervisor Ratings

After the final job duty, KSAPC, and Physical Requirements have been rated by the Job Experts and the ratings have been averaged, convene two⁹ supervisors (these supervisors could also have served as Job Experts in the first six steps of the process, or these supervisors can be new to the GOJA Process) to assign the “Supervisor Only” job analysis ratings. Be sure to provide them with the Additional Supervisor Instructions (Part 4) for this step. For duty ratings, they assign: Percentage of Time, Best Worker, Fundamental, and Assignable. For KSAPCs and Physical Requirements, they assign: Minimum v. Helpful Qualification, Best Worker, Level Needed for Success (knowledges only), and Level Needed Upon Entry.

After the two supervisors have provided the “Supervisor Only” ratings, we recommend that the supervisors meet, confer, and agree upon the final supervisor ratings for the job duties, KSAPCs, and Physical Requirements. If consensus cannot be reached with two supervisors for any specific ratings, an additional supervisor should be recruited to provide “tie-breaker” ratings for the areas of disagreement.

QUICK TIP: *After* the job incumbents have finished taking the initial survey, **have two first-line supervisors assign supervisor ratings.**

NOTE: The software version of AutoGOJA supervisor survey is preformatted to collect KSAPC ratings such as level needed upon entry. Only KSAPCs that are expected on the first day of the job (i.e., not learned on the job) can be part of preemployment testing. For more information on upgrading to an affordable, hosted job analysis solution, visit www.autogoja.com.

⁹ See Step 6 on pg. 2-2 for more information about the recommended number of supervisors to survey in the GOJA Process.

Step 8: Prepare Final Job Analysis Document, Including Descriptive Statistics for Ratings

After compiling the Job Expert and supervisor rating data, a report should be compiled that provides descriptive statistics (e.g., means and standard deviations) for each rated item. The final data (e.g., duties, KSAPCs, etc.) can be entered directly into the GOJA manual, along with the means and standard deviations that accompany each, to compile a final job analysis for a position.

QUICK TIP: A job analysis report should at a minimum provide descriptive statistics for each rated item (i.e., mean, standard deviation).

NOTE: The software version of AutoGOJA will automatically calculate the mean and standard deviation for each item in the job expert and supervisor survey. These descriptive statistics are immediately available in report form for your job analysis document. Additionally, AutoGOJA automatically filters only those duties and KSAPCs that are testable into a report document. For more information on upgrading to an affordable, hosted job analysis solution, visit www.autogoja.com.

Interpretive Guidelines

The following section provides guidance for interpreting the final average rating data (provided by participants) on the duties, KSAPCs, and Physical Requirements. These guidelines have been designed to address the relevant standards described in the ADA, [Guidelines](#), and professional standards. Please note that there are two sources of ratings for duties, KSAPCs, and Physical Requirements: **Job Experts** (which includes participants who actively participate in Steps 1 – 6 above) and **Supervisors** (who provide the ratings described in Step 7). Interpretive guidelines for each set of ratings are provided below.

Duty Ratings from Job Experts

Frequency

Job Experts are asked to use the scale below to provide a frequency rating for the duties they perform (note that the scale below is for rating duties; a very similar scale is used for KSAPCs and Physical Requirements):

Give each duty a Frequency Rating to show how often, in general, you perform it. Choose one of the following options:

- 1 – **Annually** or less often
- 2 – **Semi-Annually** (approx. 2 times/year)
- 3 – **Quarterly** (approx. 4 times/year)
- 4 – **Monthly** (approx. 1 time/month)
- 5 – **Bi-Weekly** (approx. every 2 weeks)
- 6 – **Weekly** (approx. 1 time/week)
- 7 – **Semi-Weekly** (approx. 2 to 6 times/week)
- 8 – **Daily/Infrequently** (approx. 1 to 6 times/day)
- 9 – **Daily/Frequently** (approx. 7 or more times/day)

Note that this scale ranges between 1 and 9, and higher ratings are associated with a higher frequency of performance. These ratings may be useful for establishing whether a duty is an “essential function” under the ADA (and may be used with or without data from the “percentage of time” rating provided by supervisors for this purpose).

Obtaining duty frequency ratings is also one of the five suggested duty ratings useful for criterion-related validity studies under Section 15B(3) of the Guidelines. While obtaining frequency ratings for duties is not a requirement of the Guidelines for content validity studies, it is a very helpful factor to evaluate when using a content validity approach.

Note that this scale is not a true interval scale, which limits the interpretation of rating averages that lie between two values. For example, an average frequency rating for a duty of “2.5” does not necessarily mean that the duty is performed halfway between semi-annually and quarterly (or about 4.5 months) because there are not true equal distances between the rating choices.

Importance

Job Experts are asked to use the scale below to provide an importance rating for the job duties they perform (note that the scale below is for rating duties; a very similar scale is used for KSAPCs and Physical Requirements):

- 1 – **Not Important:** **Minor** significance to the performance of the job.
- 2 – **Of Some Importance:** **Somewhat useful and/or meaningful** to the performance of the job.
 - Improper performance may result in slight negative consequences
- 3 – **Important:** **Useful and/or meaningful** to the performance of the job.
 - Improper performance may result in moderate negative consequences
- 4 – **Critical:** **Necessary** for the performance of the job.
 - Improper performance may result in serious negative consequences
- 5 – **Very Critical:** **Necessary** for the performance of the job, and with **more extreme consequences**.
 - Improper performance may result in very serious negative consequences

The importance rating is perhaps one of the most critical ratings that Job Experts provide. Section 14C(2) of the Guidelines state that the duties selected for a test (e.g., a work sample test) “. . . should be critical work behavior(s) and/or important work behavior(s) *constituting most of the job.*” This means that a content valid practice, procedure, or test should only measure a “critical work behavior” (work behavior is a synonym for duty) or “important work behaviors that constitute most of the job.” Thus, the Guidelines are clear that when using content validity for a work sample test, the test can be linked to a *single critical duty* (“critical” is later defined by the Guidelines as “necessary”), or *several important duties that constitute most of the job.*

Applying this important distinction to the rating scale above, only duties that are rated 4.0 or higher by *individual* Job Experts¹⁰ are considered as “critical,” and duties rated 3.0 or lower are considered at various levels of “importance.” Because this scale is a (somewhat) continuous scale (i.e., it is designed to have relatively equal differences in the construct of “importance” between each rating), it is suggested that average ratings of 3.5¹¹ or higher are considered “critical” and those below as relative levels of “important,” but not “critical.” While this recommendation may be useful in most circumstances, some positions may have a very limited number of job duties that have “serious” or “very serious” consequences, so professional judgment should be used when integrating this data into a validation process. However, if the Job Experts are informed before providing ratings that there is a clear delineation between ratings between 1-3 (being various levels of “important” but not “critical”) and 4-5 (“critical” and “essential”), only duties with average ratings of 3.5 or higher (or the KSAPCs to which they are linked) should be included in the selection process.

Duty Ratings from Supervisors

Percentage of Time

Evaluating the percentage of time that holders of the target job spend on a particular duty is one of several factors that should be considered when making essential function determinations under the ADA (see Section 1630.2[n][3][iii] of the ADA).

Best Worker

Supervisors are asked to use the scale below to indicate whether **performance of each job duty differentiates “best” from “minimal” levels of overall job performance** (note that the scale below is for rating duties; a very similar scale is used for KSAPCs and Physical Requirements):

Above-minimum performance of this duty makes (*Select one option from below*) difference in overall performance of the job.

1 – no

2 – little

3 – some

4 – a significant

5 – a very significant

¹⁰ Not considering the *average* Job Expert rating, but the rating of an individual Job Expert.

¹¹ Using the criteria of 3.5 requires that the average Job Expert rating clearly lies on the side of the “critical” rating. Another method for designating duties as critical (versus important) is to require that 50%+ of the Job Experts rate the duty a “4” or “5.” The limitation with this method is that it becomes increasingly unstable with small Job Expert panels. For example, on a three-Job Expert panel, 50%+ criteria actually requires 67% (2 of 3 Job Experts) (a five-Job Expert panel requires 60%; a seven-Job Expert panel requires 57%, etc.).

The average Supervisor rating on this scale can provide guidance for using practices, procedures, or tests on a pass/fail, ranking, or banding basis. Section 14C(9) of the Guidelines states:

If a user can show, by a job analysis or otherwise, that a higher score on a content valid selection procedure is likely to result in better job performance, the results may be used to rank persons who score above minimum levels. Where a selection procedure supported solely or primarily by content validity is used to rank job candidates, the selection procedure should measure those aspects of performance which differentiate among levels of job performance.

Differentiating job duties are those that, when performed above the “bare minimum,” distinguish the “best” performers from the “minimal.” For example, lifting boxes and occasionally helping guests with luggage may be necessary in a hotel receptionist position. However, performing these job duties at a level “above the minimum” will not likely make any difference in a person’s overall job performance. It would likely be job duties such as “greeting hotel guests and completing check-in/check-out procedures in a timely and friendly fashion” that would be performance differentiating for this job.

Another example can be obtained from the position of firefighter. A fire chief would not likely walk up to a crowd of 100 firefighters in the department and pull out five stating, “These are the best firefighters in our department because they have superior math skills.” It would likely be interpersonal and team working skills, mechanical ability, integrity and work ethic, or physical abilities that would be the reasons for identifying the five as superior from the rest.

Using a practice, procedure, or test as a rank ordering device allows for hiring decisions based on *very small point differences* (sometimes at the third decimal point in large test administrations). Thus, the process assumes that small differences on the KSAPCs measured by the practice, procedure, or test will result in meaningfully different performance levels on the job. For this reason, rank ordering should only be applied where the practices, procedures, or tests truly measure the aspects of the job that are performance differentiating. Content validity evidence to support ranking can be established by linking the parts of practices, procedures, or tests to job duties and/or KSAPCs that are performance differentiating¹². So, if a practice, procedure, or test is linked to a job duty that is “performance differentiating” either *absolutely* (e.g., with an average Supervisor rating of 3.5 or higher) **or** *relatively* (e.g., with an average Supervisor rating that is 1.0 standard deviation above the average best worker rating or higher when compared to all other duties), some support is provided for using the practice, procedure, or test as a ranking device.

¹² See the Guidelines, Section 14C(4).

While the best worker ratings provide support for using a practice, procedure, or test as a ranking device, some additional factors should be considered before using a practice, procedure, or test as a ranking device:

- **Adequate score dispersion** (or a “wide variance of scores”). Rank ordering is usually not preferred if the applicant scores are “bunched together¹³.”
- **High reliability**, usually .85 to .90 or higher¹⁴. The reason for this is simple: if the practice, procedure, or test is not reliable (or “consistent”) enough to “split apart” candidates based upon *very small* score differences, it should not be used in such a way that *considers small differences between candidates as meaningful*.
- The **KSAPC being measured by the practice, procedure, or test**. If the practice, procedure, or test is measuring *cognitive ability*, the Principles (on pg. 47) provide some latitude for rank ordering the scores (compared to practices, procedures, or tests measuring other KSAPCs):

Given the unitary concept of validity and the underlying premise . . . that inferences regarding predictors of a cognitive nature and performance criteria are linear . . . cognitively based selection techniques developed by content-oriented procedures and differentiating adequately within the range of interest can usually be assumed to have a linear relationship to job behavior. Such content-oriented procedures support rank ordering and setting the cutoff score as high or as low as necessary. Research has not yet established whether this same set of premises holds true for other types of predictors (e.g., personality inventories, interest inventories, indices of values).

While these three guidelines should be considered when choosing a rank ordering or pass/fail strategy for a practice, procedure, or test, the extent to which the test measures KSAPCs and/or job duties¹⁵ that are performance differentiating should be the *primary consideration*.

¹³ See Guardians v. CSC of New York (630 F.2d 79). One of the court’s reasons for scrutinizing the use of rank ordering on a test was because 8,928 candidates (two-thirds of the entire testing population) was bunched between scores of 94 and 97 on the written test.

¹⁴ See Gatewood, R. D. & Field, H.S. (1994). Human Resource Selection (3rd ed.). Fort Worth, TX: The Dryden Press, p. 184); Aiken, L.R. (1988). Psychological Testing and Assessment (2nd ed.). Boston: Allyn & Bacon, p. 100; Weiner, E. A. & Stewart, B. J. (1984). Assessing Individuals. Boston: Little, Brown, p. 69.

¹⁵ For practices, procedures, or tests that are designed to directly mirror job duties (called “work sample tests”), only test-duty (and not test-KSAPC) linkages are required for a content validity study (see Section 14C[4] of the Guidelines). In this case, the Best Worker ratings on the duties linked to the work sample test should be the primary consideration for evaluating its use (i.e., ranking or pass/fail). For tests measuring KSAPCs (and not claiming to be direct “work sample tests”), the extent to which the practice, procedure, or test measures KSAPCs that are differentiating should be the primary consideration.

Fundamental (Fundamental Duty)

Fundamental job duties are duties that constitute “essential functions” under the ADA. The criteria below are evaluated by supervisors for designating duties as “fundamental to the position” and are taken directly from the ADA¹⁶. Supervisors are asked to rate each duty “Yes” or “No” to indicate whether it is fundamental to the purpose of the job. A duty is considered fundamental to the job in **any** of the following ways:

- The duty is **frequently performed** (check the Frequency rating) and/or the proportion of work time spent on it is significant (check the Percentage of Time), **or**
- The **consequence to the purpose of the job** is severe if the duty is not performed or if it is performed poorly (check the Importance rating; we recommend that only job duties with **average Importance ratings of 3.5 or higher** be considered having severe consequences), **or**
- Removing the duty would **fundamentally change the job**. In other words, the duty is fundamental because the reason the job exists is to perform the duty, **or**
- There are a **limited number of employees** available among whom the performance of this duty can be distributed, **or**
- The duty is so **highly specialized** that the job-holder was placed in the job because of his/her expertise or ability to perform this particular duty.

Assignable (Assignable to Others)

Sometimes the duty can be assigned to another employee without changing the fundamental nature of the position. In such instances, the duty should not be considered as an “essential function” under the ADA. For example, a duty can be determined to be fundamental (using the “fundamental duty” rating) and hence also “essential” under the ADA; however, if such duty can be *readily assigned* to another employee *without changing the fundamental nature of the job*, the duty can be re-designated as *not essential*.

Evaluating whether duties can readily be assumed by other employees to accommodate persons with disabilities who cannot perform them is another method for making essential function determination for duties. Duties which are frequently performed or which take up a large proportion of work time and which are important or critical, probably are not easily assigned to others. Duties which occur infrequently and/or which require a small percentage of work time can sometimes be assumed by others, regardless of how important or unimportant they are. For example, discharging a firearm in the line of duty is typically a very infrequent job duty for law enforcement officers, but it is not a job duty that can be assigned to others. Supervisors are asked to rate each duty “No” if it would be unreasonable to assign this duty to another employee, and to answer “Yes” if it would be reasonable to assign this duty to another employee should the current job-holder be unable to perform that duty.

¹⁶ See Section 1630.2[n].

KSAPCs and Physical Requirements Ratings from Job Experts

Link to Duties (Identify duty number)

Having Job Experts indicate the job duties that require specific application of the KSAPCs and Physical Requirements is one of the key steps for establishing content validity evidence. By linking the duties to the KSAPCs and Physical Requirements, a “nexus” is created showing where actual job skills (for example) are actually applied on the job. See Section 14C(4) of the Guidelines for information on why this is necessary.

Frequency

The frequency ratings provided by Job Experts provide some indication on how frequently the KSAPCs and Physical Requirements are actually applied on the job. The ratings on this scale are useful in making considerations regarding which KSAPCs and Physical Requirements to include in a selection process. Another way of determining the frequency with which KSAPCs and Physical Requirements are applied on the job is by evaluating the frequency of the duties to which they are linked. To assign frequency ratings, Job Experts are asked to select one of the following options for each:

- 1 – **Annually** or less often
- 2 – **Semi-Annually** (approx. 2 times/year)
- 3 – **Quarterly** (approx. 4 times/year)
- 4 – **Monthly** (approx. 1 time/month)
- 5 – **Bi-Weekly** (approx. every 2 weeks)
- 6 – **Weekly** (approx. 1 time/week)
- 7 – **Semi-Weekly** (approx. 2 to 6 times/week)
- 8 – **Daily/Infrequently** (approx. 1 to 6 times/day)
- 9 – **Daily/Frequently** (approx. 7 or more times/day)

Importance

Job Experts are asked to provide an *absolute* indication of the importance of each KSAPC and Physical Requirement. When providing these ratings, they are asked to consider the importance rating of the duties for which the KSAPC is needed, and informed that, “Typically, a KSAPC’s importance rating will be the same as the most important duty for which it is needed—but not always. Therefore, don’t just automatically select the importance of the most important duty; evaluate what the importance rating of each KSAPC should be.”

Job Experts are asked to select one of the following options for each:

- 1 – **Not Important: Minor** significance to the performance of the job.
- 2 – **Of Some Importance: Somewhat useful and/or meaningful** to the performance of the job.
 - Not possessing adequate levels of this KSAPC may result in slight negative consequences.
- 3 – **Important: Useful and/or meaningful** to the performance of the job.
 - Not possessing adequate levels of this KSAPC may result in moderate negative consequences.
- 4 – **Critical: Necessary** for the performance of the job.
 - Not possessing adequate levels of this KSAPC may result in serious negative consequences
- 5 – **Very Critical: Necessary** for the performance of the job, and with more extreme consequences.
 - Not possessing adequate levels of this KSAPC may result in very serious negative consequences

Another important consideration is the *relative* importance of each KSAPC and Physical Requirement (i.e., the importance of each when compared to others). One process for making this determination is to provide the Job Experts with a complete list of all KSAPCs and Physical Requirements and asking them to distribute 100 points between the two lists (e.g., 60 points to all nonphysical KSAPCs and 40 points to the Physical Requirements of the job). Then, Job Experts can assign 100 points within the KSAPC list (considering the importance of each compared to others when taking the job as a whole) and 100 points within the Physical Requirements list. After these weights are obtained, the overall weighted lists can be very useful for deciding which KSAPCs and Physical Requirements to include in the selection process, and how the various practices, procedures, and tests in the process should be weighted (if an overall combined selection process will be used).

The Guidelines include strict requirements when evaluating the importance ratings for KSAPCs and Physical Requirements. The Guidelines require that a practice, procedure, or test measuring a KSAPC should be shown to be a “necessary prerequisite” of “critical or important work behaviors” and shown to be “used in the performance of those duties” (see Section 14C[4] and 15C[5]). Therefore, a practice, procedure, or test measuring KSAPCs should be linked to critical and/or important work duties. This linkage can be achieved by evaluating the “Duties or Reasons” ratings provided by Supervisors.

KSAPCs and Physical Requirements Ratings from Supervisors

Minimum v. Helpful Qualifications

Supervisors provide this rating to determine which KSAPCs and Physical Requirements to include in a selection process. Supervisors provide a rating of “**MQ**” to indicate that the KSAPC or Physical Requirement is a minimum qualification (i.e., requirement), and “**HQ**” to indicate that it is only helpful:

MQ – Minimum Qualification

HQ – Helpful Qualification

Minimum qualifications are those that the applicant or candidate **must** have prior to entry into the position; helpful qualifications can still be included in the selection process, but are not absolute necessities prior to entry.

Best Worker

This question is asked because it helps in rank ordering applicants on the basis of job-related qualifications and in evaluating job holder performance. See the discussion on this topic in Duty Ratings above for a complete discussion on how ratings on this factor can be used for making decisions about how to use a practice, procedure, or test in a selection process. Supervisors use the following rating scale for each KSAPC and Physical Requirement:

Possessing above-minimum levels of this KSAPC/Physical Requirement makes *(Select one option from below)* difference in overall performance of the job.

1 – no

2 – little

3 – some

4 – a significant

5 – a very significant

Level Needed for Success (Job Knowledges Only)

Supervisors provide these ratings to indicate the minimum amount of a job knowledge that is necessary for successful performance. The following scale is used to gather these ratings:

This level of job knowledge held must be at a *(Select one option from below)* level for successful job performance.

1 – Low: none or only a few general concepts or specifics available in memory in none or only a few circumstances without referencing materials or asking questions.

- 2 – **Familiarity:** have some general concepts and some specifics available in memory in some circumstances without referencing materials or asking questions.
- 3 – **Working knowledge:** have most general concepts and most specifics available in memory in most circumstances without referencing materials or asking questions.
- 4 – **Mastery:** have almost all general concepts and almost all specifics available in memory in almost all circumstances without referencing materials or asking questions.

The data from these ratings are useful for choosing the job knowledges that should be included in a written job knowledge test. We suggest only including job knowledges that have average ratings of 3.0 or higher on written job knowledge tests. See Section 14C(4) of the Guidelines for specific requirements about measuring job knowledge in a testing process.

Level Needed Upon Entry

Having Supervisors identify the minimum amount of a KSAPC or Physical Requirements that are necessary **upon entry to the job** provides direction on which KSAPCs and Physical Requirements to screen in a selection process. Supervisors are asked to complete the following statement to gather this data:

Possessing (*Select one option from below*) of this KSAPC/Physical Requirements is needed upon entry to the job.

- 1 – None or very little
- 2 – Some (less than half)
- 3 – Most (more than half)
- 4 – All or almost all

The Guidelines state, “Content validity is also not an appropriate strategy when the selection procedure involves knowledges, skills, or abilities which an employee will be expected to learn on the job” (Section 14C[1]). To address this requirement, we suggest using an average rating of 3.0 as a minimum threshold for determining which KSAPCs or Physical Requirements to include in a selection process.

References

Americans with Disabilities Act of 1990 (Pub. L. 101-336) (29 C.F.R. § 1630).

Society for Industrial and Organizational Psychology, Inc. (2003). Principles for the validation and use of personnel selection procedures (4th ed.). College Park, MD: Author.

Uniform Guidelines on Employee Selection Procedures. Federal Register, 43, 38290-38315 (1978).

Uniform Guidelines on Employee Selection Procedures, Questions & Answers. Federal Register (44, 11,996) (1979, 1980).

Job Analysis

3 Participant Instructions

Introduction

We are conducting a study to identify the specific duties performed by employees assigned to a particular position (**the “target” job**), and to identify the knowledge, skills, abilities, personal characteristics (**KSAPCs**), and physical requirements associated with that position. We are asking for your help in giving us the information we need. You were selected because you are a “job expert” in the sense that you know enough about this job to answer the questions in the survey. The technical term for this expertise is Subject-Matter Expert (**SME**), but we will be using the term Job Expert throughout this process. A Job Expert is one who has worked in, supervised, or trained individuals who have been assigned, or are currently assigned to, this job. Knowledge of the content of the job makes one a Job Expert for purposes of this study.

The GOJA Booklet (Job Analysis Booklet – Section 5 of this Manual) is designed to be printed and distributed separately to participants in the survey. The questions in the survey should be answered from one of the following points of view by each participant:

If you currently hold this position: Complete the Booklet as if it is asking, “What do you do on this job?”

If you held this position at one time, but not currently: Complete the Booklet as if it is asking, “What *did* you do on this job?”

If you train or used to train employees who hold this position: Complete the Booklet as if it is asking, “What did you train employees to do on this job?”

If you supervise or used to supervise employees who hold this position: Complete this Booklet as if it is asking, “What was expected of employees who held this job?”

Additional note to supervisors or those participants designated to complete this survey from the supervisor’s viewpoint: Do NOT fill out the last four columns (“For Supervisors Only”) of the survey until specifically requested to provide these additional ratings. If you have been specifically requested to provide these additional ratings, you will find additional instructions at the end of this section.

Participant Instructions

Read Carefully!

The information you provide will be extremely useful for developing selection procedures that address several equal employment opportunity laws and accommodating persons with disabilities under the Americans with Disabilities Act of 1990 (ADA).

It is recommended that you take your time, if possible, in completing the GOJA Booklet. Think about the various parts of your job, read information available about your job (job descriptions, job announcements, job class specifications). Gather all ideas that will help you complete the Booklet.

Look through the whole Booklet and these instructions before you begin so you know what to expect from each section.

Answer every question and fill every blank. If something does not apply, put “N/A” in the answer space.

Every part of the Booklet is important. Each question is asked for a specific reason. Try to give complete and accurate answers to every part of the Booklet.

Please be sure entries are neat, easy to read, and dark enough to reproduce on a photocopier.

Detailed instructions follow for completing Sections 4, 5, and 6 of the Job Analysis. Instructions for Sections 1-3 are in the GOJA Booklet itself.

THANK YOU FOR YOUR HELP

Sections 1 - 3

Instructions for Sections 1-3 are in the Guidelines Oriented Job Analysis Booklet (starting on p. 5-3).

Section 4: Job Duties

Describe only the job duties that you have actually performed. Don't list duties you have not personally performed, just because it is your understanding they are part of the job. Do not list duties you have performed only once and are never expected to perform again. Most jobs can be described with about 15 to 25 duties.

Although you may list your duties in any order you wish, it is recommended that you first list those, which are performed once, or more daily, followed by those performed semi-weekly, weekly, bi-weekly, monthly, quarterly, semi-annually, and annually or less often (in that order).

Try to have each duty tell **what** you do, **why** you do it, and **how** you do it. Focus on the parts of the duty that another person could observe you doing. For example:

- Coordinate office services such as personnel, budget, housekeeping, and records control for the purpose of improving work flow, simplifying reporting procedures, and implementing cost reductions by collecting and reviewing operating reports, analyzing department operating practices, and developing revised procedures.

Writing a Job Duty: *Think "Results" First, Then "Process"*

Focus on the results or the goal of the duty and not on the process or manner in which it is usually performed. This can help later in modifying a duty to accommodate persons with disabilities. The examples below show how to describe duties so that the first part tells what must be accomplished (this is the duty's result or goal), and the second part tells the process or manner in which it is to be accomplished (often this part can be modified).

No: Drive company car to take materials to printer, to purchase office supplies, and to pick up refreshments for meetings.

Yes: Deliver materials to printer, purchase office supplies, and pick up refreshments for meetings, driving company car.

No: Write advertisements and review applications to assist in hiring qualified employees.

Yes: Assist in hiring qualified employees by preparing advertisements and screening applications.

No: Operate computer terminal to create or revise billing records.

Yes: Create or revise billing records by operating computer terminal.

- No:** Make periodic roof inspections to determine needed repair.
- Yes:** Determine needed roof repair by making periodic inspections.
-
- No:** Proofread documents for spelling, grammar, and punctuation, and compare to originals for content accuracy in order to ensure they are ready to print.
- Yes:** Ensure documents are ready to print by proofreading for spelling, grammar, and punctuation, and comparing content to originals for accuracy.
-
- No:** Operate heavy equipment such as backhoe and grader to prepare surfaces for paving.
- Yes:** Prepare surfaces for paving by operating heavy equipment such as grader and backhoe.

Choosing the First Word is Key

Start each duty with an **action word** (verb) such as:

Analyze	Coordinate	Evaluate	Obtain	Repair
Arrange	Delegate	Inspect	Paint	Show
Assist	Design	Maintain	Plant	Sort
Build	Develop	Manage	Prepare	Supervise
Clean	Plan	Monitor	Process	
Confirm	Ensure	Move	Provide	

Using Examples

Use examples in your duty statements to better explain them. You can use the words “such as” when you add examples.

- Advertise the company’s services by contacting outside agencies **such as** community service, legal, and political groups, and preparing items **such as** press releases that address each agency’s specific requirements.
- Assist supervisor in planning a variety of activities for senior citizens **such as** card games, short field trips, exercise periods, and crafts by conducting needs surveys and identifying and obtaining or arranging for necessary resources.

Including Several Tasks in One Duty

When a duty is made up of several tasks, the duty statement may contain several sentences. For example:

- Review quarterly worksite inspection reports for completeness. Identify serious problems or error patterns by evaluating against state regulations. Refer to the appropriate coordinator. Assist in preparing the finalized report by proofreading and tallying final results.

Keep it Generic

Do not list specific names such as people's names, form names, building/office names, or brand names. The names may soon change, and the job analysis may become outdated before it needs to be.

Work Products

Work Products are those things that are created or produced when you perform a job duty. Work products are things that can be seen, touched, or held. For example, the work products when you analyze financial data might be "spreadsheet reports showing expenditures." The work products when you operate a computer might be "computer print-outs of students' grades." The work products when you conduct inspections might be "a list of needed repairs for each building." The work product column frequently does not include every work product created or produced, since the list would often be too long. Instead, if there is more than one work product created produced, only a few examples are provided. Also, not all duties result in work products, so some of the Work Products boxes may be empty.

Frequency

Give each duty a **Frequency Rating** to show how often, in general, you perform it. Choose one below:

- 1 – **Annually** or less often
- 2 – **Semi-Annually** (approx. 2 times/year)
- 3 – **Quarterly** (approx. 4 times/year)
- 4 – **Monthly** (approx. 1 time/month)
- 5 – **Bi-Weekly** (approx. every 2 weeks)
- 6 – **Weekly** (approx. 1 time/week)
- 7 – **Semi-Weekly** (approx. 2 to 6 times/week)
- 8 – **Daily/Infrequently** (approx. 1 to 6 times/day)
- 9 – **Daily/Frequently** (approx. 7 or more times/day)

Importance

Give each duty an **Importance Rating** to show how important the duty is to successful job performance—to achieving the purpose of the job. Consider how often the duty is performed, the amount of time spent on the duty, and how serious the consequences are if the duty is not performed or not performed properly. Choose one of the following options:

- 1 – **Not Important: Minor** significance to the performance of the job.
- 2 – **Of Some Importance: Somewhat useful and/or meaningful** to the performance of the job.
 - Improper performance may result in slight negative consequences
- 3 – **Important: Useful and/or meaningful** to the performance of the job.
 - Improper performance may result in moderate negative consequences
- 4 – **Critical: Necessary** for the performance of the job.
 - Improper performance may result in serious negative consequences
- 5 – **Very Critical: Necessary** for the performance of the job, and with **more extreme consequences**.
 - Improper performance may result in very serious negative consequences

% (Percentage) of Time, Best Worker, Fundamental, Assignable

Do not provide these ratings. The three shaded columns on the worksheet below are for supervisor use only.

SECTION 4: EXAMPLES OF RATED JOB DUTIES

FOR ALL JOB EXPERTS				FOR SUPERVISORS ONLY				
JOB DUTY: If applicable, include domain, e.g., area within the job to which the duty is related. For example, client contact, personnel, etc.		WORK PRODUCTS	FREQUENCY	IMPORTANCE	% OF TIME	BEST WORKER	FUNDAMENTAL	ASSIGNABLE
1.	Resolves customer complaints and researches account discrepancies.	Directs the completion of corrected invoice or spreadsheet or requested data via written communication.	8	5				
2.	Works in conjunction with internal customers on specific accounts or range of accounts to resolve customer issues that have resulted in delinquent payments. Or incorrect record setup or system error.	Improved aging; “Day Sales Outstanding” (DSO) improvement; reduce bad debt expense; check received from customer.	3	4				
3.	Resolves more complex issues caused by incorrect billing, following up with billing departments. Prepares and processes more complex contract maintenance, i.e., meter reads, extensions, cancellations, credit/re-bills, updates, and pricing adjustments.	Re-written maintenance contract and/or a written quote for a maintenance contract.	5	4				

Section 5: Knowledge, Skills, Abilities, and Personal Characteristics (KSAPCs)

Knowing a job's knowledge, skills, abilities, and personal characteristics required to perform a job is very important in order to develop valid selection procedures and be able to accommodate persons with disabilities. Carefully complete this section of the Guidelines Oriented Job Analysis (GOJA) Booklet.

Knowledge, Skills, Abilities, and Personal Characteristics (KSAPCs)

Describe the knowledge, skills, abilities, and personal characteristics (KSAPCs) required to perform the duties of your job. A KSAPC is something you know or can do that enables you to successfully perform the duties of your job.

- **Knowledge:** A body of information applied directly to the performance of a duty. For example:
 - Knowledge of construction standards, codes, laws, and regulations.
- **Skill:** A present, observable competence to perform a learned physical duty. For example:
 - Skill to build basic wood furniture such as bookcases, tables, and benches from raw lumber, following written design specifications.
- **Ability:** A present competence to perform an observable duty or to perform a non-observable duty which results in a product. For example:
 - Training ability to effectively present complex technical information to students in a formal classroom setting, using a variety of approaches as needed to maximize student learning.
- **Personal Characteristics:** A characteristic that is not as “concrete” as individual knowledges, skills, or abilities.
 - Stress tolerance to complete job duties in a timely and efficient manner while enduring stressful or adverse working conditions.

Some KSAPCs that are common to most jobs have been started for you in the GOJA Booklet (e.g., reading, writing, math, interpersonal, oral communication, problem solving, and decision making abilities). Complete any of these that apply to your job. Then add all the job-specific KSAPCs required for your job. (Review your list of job duties to identify these KSAPCs.)

Major Parts

After listing the basic KSAPC, list its **Major Parts** in order to better explain it. For example, the major parts of math ability might be “adding and subtracting whole numbers” or “calculations of reliability, standard deviations, and standard error.” The major parts of gardening knowledge might be “pesticides, fertilizers, planting, pruning, and watering techniques and requirements.” The major parts of reading ability might be “understanding, interpreting, and retaining complex technical material.” The major parts of writing ability might be “basic English” and “complete simple logs and forms.”

Link to Duties (Identify duty number)

List by number the **Job Duties** for which each KSAPC is needed. Separate each duty by a comma. List all the job duties that require the KSAPC.

Frequency

Give each KSAPC a **Frequency Rating** to show how often, in general, you use it. Before deciding on a frequency rating, review the duties which you have listed as requiring the KSA. The frequency rating of the KSAPC can be less often, more often, or the same as the frequency rating of any duty to which it is linked. For example, a KSAPC can be linked to five duties, each of which is performed weekly (one on each day of the week), so the frequency of the KSAPC could be daily even though each duty it is linked to is performed weekly. Or if the duties are performed daily, but the KSAPC is needed only every two weeks to do a part of the duties, then its frequency is bi-weekly. Choose one of the following options:

- 1 – **Annually** or less often
- 2 – **Semi-Annually** (approx. 2 times/year)
- 3 – **Quarterly** (approx. 4 times/year)
- 4 – **Monthly** (approx. 1 time/month)
- 5 – **Bi-Weekly** (approx. every 2 weeks)
- 6 – **Weekly** (approx. 1 time/week)
- 7 – **Semi-Weekly** (approx. 2 to 6 times/week)
- 8 – **Daily/Infrequently** (approx. 1 to 6 times/day)
- 9 – **Daily/Frequently** (approx. 7 or more times/day)

Importance

Give each KSAPC an **Importance Rating**. How important is the KSAPC to successful job performance or to achieving the purpose of the job? Consider the importance rating of the duties for which the KSAPC is needed. Typically, a KSAPC's importance rating will be the same as the most important duty for which it is needed – but not always. Therefore, don't just automatically select the importance of the most important duty; evaluate what the importance rating of each KSAPC should be. Choose one of the following options:

- 1 – **Not Important: Minor** significance to the performance of the job.
- 2 – **Of Some Importance: Somewhat useful and/or meaningful** to the performance of the job.
 - Improper performance may result in slight negative consequences
- 3 – **Important: Useful and/or meaningful** to the performance of the job.
 - Improper performance may result in moderate negative consequences
- 4 – **Critical: Necessary** for the performance of the job.
 - Improper performance may result in serious negative consequences
- 5 – **Very Critical: Necessary** for the performance of the job, and with **more extreme consequences**.
 - Improper performance may result in very serious negative consequences

Minimum v. Helpful Qualification, Best Worker, Level Needed for Success (Knowledges Only), Level Needed Upon Entry

Do not provide these ratings. The four shaded columns on the worksheet below are for supervisor use only.

SECTION 5: EXAMPLES OF RATED KSAPCS

FOR ALL JOB EXPERTS					FOR SUPERVISORS ONLY			
KSAPCs	MAJOR PARTS OF KSAPCs	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED FOR SUCCESS (knowledges only)	LEVEL NEEDED UPON ENTRY
1.	Knowledge of basic darkroom procedures.	Contact prints, equipment care, safety methods.	3, 7, 8, 9	9	3			
2.	Ability to prepare complex, written, professional materials, some with legal references.	Proposals for new business, text for business plans, and explanations of new testing devices.	4, 7, 12	7	4			

Section 6: Physical Requirements

Knowing the physical requirements to perform a job is important in order to develop valid selection procedures and to be able to accommodate persons with disabilities. Please carefully complete this section of the Guidelines Oriented Job Analysis (GOJA) Booklet.

Enter “N/A” for any physical requirements which are not needed for your job. If your job is not a physical one, many will not apply. Also enter “N/A” for any physical requirement you had only because of a non job-related situation (such as running, due to emergency unrelated to the job).

Many requirements request information for both typical and maximum conditions. Complete the maximum information only if a condition other than typical does exist as a part of the job. For example, if you typically lift and carry supplies weighing about 10 pounds, fill in the “typical” lift and carry section. If you voluntarily helped a co-worker lift and carry 50 pounds one time because you were handy and were asked to, don’t fill in the “maximum” lift and carry section. If, on the other hand, you typically lift and carry sacks of concrete weighing 50 pounds, but are occasionally required to move 100-pound boxes, fill in both the typical requirement of 50 pounds and the maximum requirement of 100 pounds. Although moving 100 pounds is not typical, it is an expected part of the job.

Some requirements ask if you have help. “Help” can mean the help of other people and/or the help of a device such as a cart on wheels.

For each physical requirement, provide the following information (as you did for KSAPCs in Section 5):

Linking Duties to Reasons

You are to link each of the Physical Requirements to a duty/duties or reason why it is needed. List by number the **Job Duties** for which each physical requirement is needed. Separate each duty by a comma. If duty links are not readily apparent, write a brief reason why the physical requirement is needed.

Frequency Rating

Give a **Frequency Rating** to show how often, in general, you use each physical requirement. Before deciding on a frequency rating, review the duties which you have listed for the physical requirement. The frequency rating of the physical requirement can be less often, more often, or the same as the frequency rating of any duty it is linked to. For example, a physical requirement can be linked to five duties, each of which is performed weekly (one on each day of the week), so the frequency of the physical requirement could be daily even though each duty to which it is linked is performed weekly. Or if the duties are performed daily, but the physical requirement is needed only every two weeks to do a part of the duties, then its frequency is bi-weekly even though the duties are performed daily. Choose one of the following options:

- 1 – **Annually** or less often
- 2 – **Semi-Annually** (approx. 2 times/year)

- 3 – **Quarterly** (approx. 4 times/year)
- 4 – **Monthly** (approx. 1 time/month)
- 5 – **Bi-Weekly** (approx. every 2 weeks)
- 6 – **Weekly** (approx. 1 time/week)
- 7 – **Semi-Weekly** (approx. 2 to 6 times/week)
- 8 – **Daily/Infrequently** (approx. 1 to 6 times/day)
- 9 – **Daily/Frequently** (approx. 7 or more times/day)

Importance Rating

How important is the physical requirement to successful job performance or to achieving the purpose of the job? A physical requirement's importance rating may or may not be the same as the most important duty for which it is needed. Therefore, don't just automatically select the importance of the most important duty. Decide what the importance rating of each physical requirement should be. Choose one of the following options:

- 1 – **Not Important: Minor** significance to the performance of the job.
- 2 – **Of Some Importance: Somewhat useful and/or meaningful** to the performance of the job.
 - Improper performance may result in slight negative consequences
- 3 – **Important: Useful and/or meaningful** to the performance of the job.
 - Improper performance may result in moderate negative consequences
- 4 – **Critical: Necessary** for the performance of the job.
 - Improper performance may result in serious negative consequences
- 5 – **Very Critical: Necessary** for the performance of the job, and with **more extreme consequences**.
 - Improper performance may result in very serious negative consequences

Minimum v. Helpful Qualification, Best Worker, Level Needed Upon Entry

Do not provide these ratings. The three shaded columns on this worksheet are for supervisor use only.

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SECTION 6: EXAMPLES OF RATED PHYSICAL REQUIREMENTS

FOR ALL JOB EXPERTS					FOR SUPERVISORS ONLY		
PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY
1. SEE: TYPICAL (e.g., see standard printed material and basic colors).	Read standard print, text, and numbers on computer screen; far vision not required; no need to distinguish among colors.	<i>2, 3, 7, 10, 12, 14</i>	<i>7</i>	<i>3</i>			
2. STAND: TYPICAL	HOW LONG? No more than five minutes	Brief meetings, greet visitors	<i>9</i>	<i>4</i>			

1.

Section 7: Tools and equipment (Machines/Tools/Equipment/Safety Gear/Special Clothing)

Important! Instructions for Section 7 are in the GOJA Booklet.

Section 8: Other Requirements

Identify any additional job-related requirements for your job in Section 8. This information is useful for selection purposes and to be able to make reasonable accommodations for persons with disabilities. Please carefully complete this section of the GOJA Booklet. If a requirement is needed, provide all requested information, including the following:

Reason Required

Write a brief reason why the requirement is needed. You may also list duties (by duty number) which clearly show why the requirement is needed.

Frequency

- 1 – **Annually** or less often
- 2 – **Semi-Annually** (approx. 2 times/year)
- 3 – **Quarterly** (approx. 4 times/year)
- 4 – **Monthly** (approx. 1 time/month)
- 5 – **Bi-Weekly** (approx. every 2 weeks)
- 6 – **Weekly** (approx. 1 time/week)
- 7 – **Semi-Weekly** (approx. 2 to 6 times/week)
- 8 – **Daily/Infrequently** (approx. 1 to 6 times/day)
- 9 – **Daily/Frequently** (approx. 7 or more times/day)

Section 9: Standards

Instructions for Section 9 are in the GOJA Booklet.

Job Analysis

4 Additional Supervisor Instructions

Introduction

These instructions are for the immediate supervisor of the participant(s) who completed the GOJA Booklet.

Your responsibility is to assign ratings to each **Duty** (Percentage of Time, Best Worker, Fundamental, and Assignable), **KSAPC** (Minimum v. Helpful Qualification, Best Worker, Level Needed for Success, and Level Needed Upon Entry), and **Physical Requirement** (Minimum v. Helpful Qualification, Best Worker, and Level Needed Upon Entry) in the GOJA Booklet.

Each of these ratings is designed to assist in the development of job-related practices, procedures, or tests, or address requirements of the Americans with Disabilities Act of 1990 (ADA). The information you provide could also be used to determine whether reasonable accommodations can be made for employees' or applicants' disabilities.

Supervisor Instructions

If you want to revise or supplement a participant entry, please do the following:

- (1) Do not erase or change any participant entry. Instead provide your revision and initial it. Be sure it is clear what entry you are revising. If not clear, reference the entry by number (e.g., duty 3).
- (2) If you wish to provide additional information (e.g., a new duty or a new knowledge), write it in, give it a number and provide all of its required ratings (frequency, importance, etc.). You may write on the back of the page or on separate paper (provide your name and the name of the target job).

To review the participant's entries, please follow steps 1– 6 below:

- (1) Review both the participant instructions and the participant's entries in the GOJA Booklet.
- (2) At **Section 4: Job Duties** (p. 5-10), review the instructions and the participant's entries and complete the last four columns in the Booklet (**% of Time, Best Worker, Fundamental, and Assignable**), following the instructions below.

Percentage of Time: Give each duty a **Percentage** to identify the proportion of work time current job-holders typically spend on each. Divide 100% among all the duties. Do not over-emphasize the need for absolute accuracy; just provide your best estimate. If the job being evaluated follows an established routine (i.e., it is process- or procedure-oriented), think about how time is spent on a daily or perhaps a weekly basis. If not, think about the job over a longer period of time, perhaps as much as a year, in order to account for seasonal or sporadic job duties. Be sure the sum of the percentages you assign is exactly 100%. **BE SURE TO DOUBLE-CHECK YOUR WORK.**

Best Worker: This question is asked because it helps in rank ordering applicants on the basis of job-related qualifications and in evaluating current job-holder's job performance. Complete the following statement using the rating scale provided.

Above-minimum performance of this duty makes (*Select one option from below*) difference in overall performance of the job.

1 – no

2 – little

3 – some

4 – a significant

5 – a very significant

Fundamental (Fundamental Duty): We need to be able to distinguish fundamental job duties from those that are not fundamental to the purpose of the job. Answer “Yes” if the duty is a fundamental duty; answer “No” if it is not. All the duties of some jobs may be fundamental duties; for other jobs some, but not all, of the duties may be fundamental. A duty is considered fundamental to the job in **any** of the following ways:

- The duty is **frequently performed** (check the Frequency rating) and/or the proportion of work time spent on it is significant (check the Percentage of Time), **or**
- The **consequence to the purpose of the job** is severe if the duty is not performed or if it is performed poorly (check the Importance rating), **or**
- Removing the duty would **fundamentally change the job**. In other words, the duty is fundamental because the reason the job exists is to perform the duty, **or**
- There are a **limited number of employees available** among whom the performance of this duty can be distributed, **or**
- The duty is so **highly specialized** that the current job-holder was placed in the job because of his/her expertise or ability to perform this particular duty.

Assignable (Assignable to Others): This section is necessary to identify those duties that can be readily assumed by other employees in order to accommodate persons with disabilities who cannot perform them. Duties that are frequently performed and/or take up a large proportion of work time and are important or critical probably are not easily assigned to others. A “No” answer might be appropriate in this case. Duties that occur infrequently and/or that require a small percentage of work time can sometimes be assumed by others, regardless of how important or unimportant they are. A “Yes” answer might be appropriate in this case.

- (3) At **Section 5: Knowledges, Skills, Abilities, & Personal Characteristics** (p. 5-15), review the instructions and the participant's entries and complete the last four columns in the Booklet

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(Minimum v. Helpful Qualifications, Best Worker, Level Needed for Success, and Level Needed Upon Entry), following the instructions below.

Minimum v. Helpful Qualifications: Identify whether the KSAPC is a minimum or just a helpful qualification. Minimum Qualifications (MQs) are those that the applicant or candidate must have prior to entry into the position. Helpful Qualification (HQs) are those that a candidate does not necessarily need to possess prior to entry into the position, but would enhance that person's ability to perform the job.

Best Worker: As in the prior section, this question is asked because it helps in rank ordering applicants on the basis of job-related qualifications and in evaluating job-holder performance. Possessing above-minimum levels of this KSAPC makes *(Select one option from below)* difference in overall performance of the job.

- 1 – no
- 2 – little
- 3 – some
- 4 – a significant
- 5 – a very significant

Level Needed for Success (Knowledges only): It is important to identify the minimum amount of a job knowledge that is necessary for successful performance. To do so, complete the following statement using the rating scale provided.

This job knowledge must be held at a *(Select one option from below)* level for successful job performance.

- 1 – **Low:** none or only a few general concepts or specifics available in memory in none or only a few circumstances without referencing materials or asking questions.
- 2 – **Familiarity:** have some general concepts and some specifics available in memory in some circumstances without referencing materials or asking questions.
- 3 – **Working knowledge:** have most general concepts and most specifics available in memory in most circumstances without referencing materials or asking questions.
- 4 – **Mastery:** have almost all general concepts and almost all specifics available in memory in almost all circumstances without referencing materials or asking questions.

Level Needed Upon Entry: *When KSAPCs are acquired is used to address Section 5F and 14C(1) of the Guidelines. Federal Guidelines do not allow employment selection testing of KSAPCs that are learned in a brief orientation or are trained on the job. It should be a supervisor rating. Complete the following statement using the rating scale provided.*

Possessing (*Select one option from below*) of this KSAPC is needed upon entry to the job.

1 – None or very little

2 – Some (less than half)

3 – Most (more than half)

4 – All or almost all

- (4) **At Section 6: Physical Requirements** (p. 5-22), review the instructions and the participant's entries and complete the last three columns in the Booklet (Minimum v. Helpful Qualifications, Best Worker, and Level Needed Upon Entry), following the instructions below.

Minimum v. Helpful Qualifications: Identify whether the physical requirement is a minimum or helpful qualification. Minimum qualifications are those that the applicant or candidate **must** have prior to entry into the position.

Best Worker: This question is asked because it helps in rank ordering applicants on the basis of job-related qualifications and in evaluating current job-holder job performance. Complete the following statement using the rating scale provided.

Possessing above-minimum levels of this Physical Requirement makes (*Select one option from below*) difference in overall performance of the job.

1 – no

2 – little

3 – some

4 – a significant

5 – a very significant

Level Needed Upon Entry: *When physical requirements are required on the job is used to address Section 5F and 14C(1) of the Guidelines (not measuring KSAPCs that are learned in a brief orientation or trained on the job). It should be a supervisor rating. Complete the following statement using the rating scale provided.*

Possessing (*Select one option from below*) of this Physical Requirement is needed upon entry to the job.

1 - None or very little

2 – Some (less than half)

3 – Most (more than half)

4 – All or almost all

(5) In

Section 7: Tools and Equipment (Machines/Tools/Equipment/Safety Gear/Special Clothing, Section 8: Other Requirements, and Section 9: Standards review both the instructions and the participant's entries.

(6) On the last page of the GOJA Booklet, complete the Signature Block for Immediate Supervisor.

Job Analysis

5 GOJA[®] Booklet

GOJA[®] Booklet

For the Job of: _____

Date: _____

(Signature of Person Completing Booklet)

15. Regarding the target job only:

A. Time worked in the target job: _____

B. Name of immediate (day-to-day) supervisor: _____

C. Job title of immediate supervisor: _____

D. Work phone of immediate supervisor: _____ ext.: _____

16. Time worked as a supervisor of the target job: _____

I have never worked as a supervisor of the target job

A. Title: _____

B. Code: _____

17. Time worked as a trainer of the target job: _____

I have never worked as a trainer of the target job

A. Title: _____

B. Code: _____

18. Other relevant jobs with this employer:

I have never worked in other relevant jobs with this employer

A. Title: _____ Time in position: _____

B. Title: _____ Time in position: _____

C. Title: _____ Time in position: _____

19. Relevant jobs with other employers:

A. Title: _____ Time in position: _____

B. Title: _____ Time in position: _____

C. Title: _____ Time in position: _____

Section 2: Job Overview

Important! You should only describe the target position for which the job analysis is being performed, even if you currently do not perform that job. For example, if you are currently a supervisor or a trainer of employees in the target position, you should respond to the following as if you are currently working in the target position.

1. In one or two sentences, state the overall PURPOSE of your job:

2. Name the JOB IMMEDIATELY ABOVE yours on the career ladder or line of progression and, in one or two sentences, state how it DIFFERS from yours:

3. Name the JOB IMMEDIATELY BELOW yours on the career ladder or line of progression and, in one or two sentences, state how it DIFFERS from yours:

4. If applicable, briefly state how your job is DIFFERENT from others who have the SAME JOB TITLE as you do where you are employed.

5. If you have materials such as procedure manuals or other references, tables, laws, rules, etc., to assist you in performing your duties, please identify the materials and describe how you use them.

Material	Purpose
<hr/>	<hr/>

6. Describe YOUR responsibility for developing, administering, or monitoring a budget. Please indicate total dollar amount for which you are responsible, if applicable.

Section 3: Supervision

Important! You should only describe the target position for which the job analysis is being performed, even if you currently do not perform that job. For example, if you are currently a supervisor or a trainer of employees in the target position, you should respond to the following as if you are currently working in the target position.

1. List the job titles and typical number of people who are under your DIRECT supervision (those who report to you directly).

Job Title	Typical Number of People
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. List the job titles and typical number of people who are under your INDIRECT supervision (those who report to someone under your direct supervision; or whom you supervise through subordinates).

Job Title	Typical Number of People
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Below are tasks that a supervisor may perform. Check all that you perform as a regular part of your job.

Check here () if you DO NOT perform any supervisory tasks as a regular part of your job. Then go to the next section.

- Interview job applicants
- Make hiring recommendations
- Make hiring decisions
- Plan and/or schedule work for others
- Assign or delegate work to others
- Establish rules, procedures, and/or standards
- Monitor work of others
- Give instructions to others
- Formally train others
- Evaluate the work of others
- Complete formal performance evaluations of others
- Discipline others
- Recommend promotion of others
- Recommend demotion or discharge of others
- Make promotion decisions
- Make demotion or discharge decisions

Other (explain): _____

4. If applicable, describe typical responsibilities, assignments, or problems which you delegate to others, and list the job titles of those to whom you delegate these items.

Work Delegated

Delegated to (Job Title)

_____	_____
_____	_____
_____	_____
_____	_____

5. Check the ONE category below which best describes the amount of supervision you RECEIVE on your job.

IMMEDIATE SUPERVISION: You work in the presence of your supervisor or in a situation of close control and easy reference. Work assignments are given with explicit instructions or you have pre-established procedures to follow. You make few, if any, deviations from established practice without checking with your supervisor.

GENERAL SUPERVISION: Your assigned duties require the exercise of judgment or choice among possible actions, sometimes without clear precedents, and often with concern for the consequences of the action. You may or may not work in the presence of your supervisor. This is a very broad category.

MODERATE DIRECTION: You receive general instructions regarding the scope of the approach to projects or assignments, but the procedures and techniques to use are left to your discretion. This category is usually for technical and professional positions where employees operate with a reasonable degree of independence.

GENERAL DIRECTION: You are responsible for a program or function and are expected to carry out necessary activities without direction except as new or unusual circumstances require. This category is usually reserved for office/section heads and above, and for high-level staff employees.

ADMINISTRATIVE DIRECTION: You have broad management responsibility for a large program or set of related functions. You usually receive direction in terms of goals and are reviewed in terms of results—often only in relation to major problems. This category is usually reserved for Department/Division heads and above.

**Review Section 4 in the Participant Instructions before you begin this section.
List job duties here.**

Section 4: Job Duties

FOR ALL JOB EXPERTS			FOR SUPERVISORS ONLY				
JOB DUTY: If applicable, include domain (area within the job to which the duty is related; for example, client contact, personnel, etc.)	WORK PRODUCTS	FREQUENCY	IMPORTANCE	% OF TIME	BEST WORKER	FUNDAMENTAL	ASSIGNABLE
1.							
2.							
3.							
4.							

FOR ALL JOB EXPERTS		FOR SUPERVISORS ONLY						
	JOB DUTY: If applicable, include domain (area within the job to which the duty is related; for example, client contact, personnel, etc.)	WORK PRODUCTS	FREQUENCY	IMPORTANCE	% OF TIME	BEST WORKER	FUNDAMENTAL	ASSIGNABLE
5.								
6.								
7.								
8.								
9.								

FOR ALL JOB EXPERTS		FOR SUPERVISORS ONLY						
	JOB DUTY: If applicable, include domain (area within the job to which the duty is related; for example, client contact, personnel, etc.)	WORK PRODUCTS	FREQUENCY	IMPORTANCE	% OF TIME	BEST WORKER	FUNDAMENTAL	ASSIGNABLE
10.								
11.								
12.								
13.								
14.								

FOR ALL JOB EXPERTS		FOR SUPERVISORS ONLY						
	JOB DUTY: If applicable, include domain (area within the job to which the duty is related; for example, client contact, personnel, etc.)	WORK PRODUCTS	FREQUENCY	IMPORTANCE	% OF TIME	BEST WORKER	FUNDAMENTAL	ASSIGNABLE
15.								
16.								
17.								
18.								
19.								

FOR ALL JOB EXPERTS		FOR SUPERVISORS ONLY						
	JOB DUTY: If applicable, include domain (area within the job to which the duty is related; for example, client contact, personnel, etc.)	WORK PRODUCTS	FREQUENCY	IMPORTANCE	% OF TIME	BEST WORKER	FUNDAMENTAL	ASSIGNABLE
20.								
21.								
22.								
23.								
24.								

FOR ALL JOB EXPERTS		FOR SUPERVISORS ONLY						
	JOB DUTY: If applicable, include domain (area within the job to which the duty is related; for example, client contact, personnel, etc.)	WORK PRODUCTS	FREQUENCY	IMPORTANCE	% OF TIME	BEST WORKER	FUNDAMENTAL	ASSIGNABLE
25.								
26.								
27.								
28.								

Review Section 5 in the Participant Instructions before you begin this section.

Section 5: Knowledges, Skills, Abilities, & Personal Characteristics

IMPORTANT NOTE: You will find a list of suggested basic Knowledges, Skills, Abilities, and Personal Characteristics (KSAPCs) to get you started. Modify, delete, and/or add to this list as relevant to your position. Be as thorough as possible and include every relevant job knowledge area.

FOR ALL JOB EXPERTS						FOR SUPERVISORS ONLY			
KSAPCs	MAJOR PARTS OF KSAPCs	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	MINIMUM vs. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED FOR SUCCESS (knowledges only)	LEVEL NEEDED UPON ENTRY	
1.	The ability to read and comprehend text written in English								
2.	The ability to effectively communicate in writing in English								
3.	The ability to do basic math such as addition, subtraction, multiplication, and division								

FOR ALL JOB EXPERTS					FOR SUPERVISORS ONLY			
KSAPCs	MAJOR PARTS OF KSAPCs	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	MINIMUM vs. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED FOR SUCCESS (knowledges only)	LEVEL NEEDED UPON ENTRY
4.	Interpersonal & Teamwork Abilities to communicate and work well with others to achieve goals							
5.	The ability to speak clearly and effectively with others							
6.	Problem Solving/Decision-Making Ability in order to analyze and understand information as the basis for solution and direction							
7.	Listening/Comprehension Ability in being attentive and properly interpreting and/or responding to verbal communication							

FOR ALL JOB EXPERTS					FOR SUPERVISORS ONLY			
KSAPCs	MAJOR PARTS OF KSAPCs	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	MINIMUM vs. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED FOR SUCCESS (knowledges only)	LEVEL NEEDED UPON ENTRY
8.	Memory and Recall Ability in order to learn and retain information to be used at a later time							
9.	Conscientiousness in consistently performing the best job possible							
10.	Leadership/Supervision Ability in order to direct groups of people toward the achievement of goals							
11.	Customer Service Orientation in order to respond to customers' questions and needs in a timely and efficient manner							
12.	Sales Ability in order to persuade others of the value of an idea or product							

FOR ALL JOB EXPERTS						FOR SUPERVISORS ONLY					
KSAPCs		MAJOR PARTS OF KSAPCs		LINK TO DUTIES (identify duty number)		FREQUENCY	IMPORTANCE	MINIMUM vs. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED FOR SUCCESS (knowledges only)	LEVEL NEEDED UPON ENTRY
13.	Emotional Stability Appropriate use of emotions; level-headed under stressful situations (not overreacting)										
14.	Safety Awareness in order to take appropriate precautions in various settings										
15.	Accountability for one's actions, as well as the consequences of inaction										
16.	Integrity in behaving in a way that is consistent with societal and legal guidelines in work-related situations and also avoids conflicts of interest										

FOR ALL JOB EXPERTS						FOR SUPERVISORS ONLY					
KSAPCs		MAJOR PARTS OF KSAPCs		LINK TO DUTIES (identify duty number)		FREQUENCY	IMPORTANCE	MINIMUM vs. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED FOR SUCCESS (knowledges only)	LEVEL NEEDED UPON ENTRY
17.	Honesty in work and in relationship to others, being truthful, straightforward, and consistent										
18.	Diversity Orientation towards working cooperatively and harmoniously with people who may be different than themselves										
19.	Willingness to Learn new techniques or procedures										
20.	Flexibility in adapting to change without incurring overwhelming stress										

FOR ALL JOB EXPERTS					FOR SUPERVISORS ONLY			
KSAPCs	MAJOR PARTS OF KSAPCs	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	MINIMUM vs. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED FOR SUCCESS (knowledge only)	LEVEL NEEDED UPON ENTRY
21.	Assertiveness/Initiative in taking action when necessary without external prompting and standing by decisions appropriately							
22.	Respecting of Self & Others in treating people fairly and with dignity							
23.								
24.								

FOR ALL JOB EXPERTS					FOR SUPERVISORS ONLY			
KSAPCs	MAJOR PARTS OF KSAPCs	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	MINIMUM vs. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED FOR SUCCESS (knowledge only)	LEVEL NEEDED UPON ENTRY
25.								
26.								
27.								
28.								
29.								

FOR ALL JOB EXPERTS						FOR SUPERVISORS ONLY		
KSAPCs	MAJOR PARTS OF KSAPCs	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	MINIMUM vs. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED FOR SUCCESS (knowledge only)	LEVEL NEEDED UPON ENTRY
30.								
31.								
32.								
33.								

Review Section 6 in the Participant Instructions before you begin this section.

Section 6: Physical Requirements

FOR ALL JOB EXPERTS				FOR SUPERVISORS ONLY			
PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY
1a. SEE/TYPICAL (e.g., see standard printed material and basic colors)							
1b. SEE/MAXIMUM (e.g., see small objects in far distance, fine print, distinguish shades of color)							
2a. HEAR/TYPICAL (e.g., hear ordinary in-person and telephone conversation)							
2b. HEAR/MAXIMUM (e.g., hear conversation above other noises, hear devices like alarms)							

FOR ALL JOB EXPERTS				FOR SUPERVISORS ONLY			
PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY
3a.	SPEAK/TYPICAL (e.g., ordinary in-person and telephone conversation)						
3b.	SPEAK/MAXIMUM (e.g., converse above other noises; shout instructions)						
4a.	SIT/TYPICAL	HOW LONG?					
4b.	SIT/MAXIMUM	HOW LONG?					
5a.	STAND/TYPICAL	HOW LONG?					

FOR ALL JOB EXPERTS				FOR SUPERVISORS ONLY				
PHYSICAL REQUIREMENT		DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY
5b.	STAND/MAXIMUM	HOW LONG						
6a.	WALK/TYPICAL	HOW FAR? HOW FAST? WHAT SURFACE?						
6b.	WALK/MAXIMUM	HOW FAR? HOW FAST? WHAT SURFACE?						
7a.	RUN: TYPICAL	HOW FAR? HOW FAST? WHAT SURFACE?						

FOR ALL JOB EXPERTS				FOR SUPERVISORS ONLY			
PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY
7b.	RUN: MAXIMUM	HOW FAR? HOW FAST? WHAT SURFACE?					
8a.	PUSH (WITH HELP): TYPICAL	PUSH WHAT? WEIGHT? HOW FAR? WHAT HELP?					

FOR ALL JOB EXPERTS				FOR SUPERVISORS ONLY			
PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY
8b.	PUSH (WITH HELP): MAXIMUM	PUSH WHAT? WEIGHT? HOW FAR? WHAT HELP?					
9a.	PUSH (WITHOUT HELP): TYPICAL	PUSH WHAT? WEIGHT? HOW FAR?					
9b.	PUSH (WITHOUT HELP): MAXIMUM	PUSH WHAT? WEIGHT? HOW FAR?					

FOR ALL JOB EXPERTS						FOR SUPERVISORS ONLY		
	PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY
10b.	PULL OR DRAG (WITH HELP): MAXIMUM	PULL WHAT? WEIGHT? HOW FAR? WHAT HELP?						
11a.	PULL OR DRAG (WITHOUT HELP): TYPICAL	PULL WHAT? WEIGHT? HOW FAR?						

FOR ALL JOB EXPERTS				FOR SUPERVISORS ONLY				
PHYSICAL REQUIREMENT		DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY
11b.	PULL OR DRAG (WITHOUT HELP): MAXIMUM	PULL WHAT? WEIGHT? HOW FAR?						
12a.	LIFT AND CARRY (WITH HELP): TYPICAL	LIFT WHAT? WEIGHT? HOW FAR? WHAT HELP?						
12b.	LIFT AND CARRY (WITH HELP): MAXIMUM	LIFT WHAT? WEIGHT? HOW FAR? WHAT HELP?						

FOR ALL JOB EXPERTS						FOR SUPERVISORS ONLY		
PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY	
13a.	LIFT AND CARRY (WITHOUT HELP): TYPICAL	LIFT WHAT? WEIGHT? HOW FAR?						
13b.	LIFT AND CARRY (WITHOUT HELP): MAXIMUM	LIFT WHAT? WEIGHT? HOW FAR?						

FOR ALL JOB EXPERTS				FOR SUPERVISORS ONLY			
PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY
14a. RESTRAIN OR SUBDUE (WITH HELP): TYPICAL (e.g., police officers, animal control officers, and hospital personnel may do this)	WHO/WHAT? WEIGHT? HOW LONG?						
14b. RESTRAIN OR SUBDUE (WITH HELP): MAXIMUM (e.g., police officers, animal control officers, and hospital personnel may do this)	WHO/WHAT? WEIGHT? HOW LONG?						
15a. RESTRAIN OR SUBDUE (WITHOUT HELP): TYPICAL (e.g., police officers, animal control officers, and hospital personnel may do this)	WHO/WHAT? WEIGHT? HOW LONG?						

FOR ALL JOB EXPERTS						FOR SUPERVISORS ONLY		
PHYSICAL REQUIREMENT		DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY
15b.	RESTRAIN OR SUBDUE (WITHOUT HELP): MAXIMUM (e.g., police officers, animal control officers, and hospital personnel may do this)	WHO/WHAT? WEIGHT? HOW LONG?						
16a.	CLIMB: TYPICAL (e.g., stairs, ladders, scaffolding, hills)	WHAT HOW FAR?						
16b.	CLIMB: MAXIMUM (e.g., stairs, ladders, scaffolding, hills)	WHAT HOW FAR?						

FOR ALL JOB EXPERTS				FOR SUPERVISORS ONLY				
PHYSICAL REQUIREMENT		DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY
17a.	REACH: TYPICAL	REACH WHAT? HOW FAR/ HIGH/LOW?						
17b.	REACH: MAXIMUM	REACH WHAT? HOW FAR/ HIGH/LOW?						
18a.	WORK IN AWKWARD POSITIONS: TYPICAL (e.g., stoop, bend, twist, crawl, kneel, squat)							

FOR ALL JOB EXPERTS						FOR SUPERVISORS ONLY		
PHYSICAL REQUIREMENT		DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY
18b.	WORK IN AWKWARD POSITIONS: MAXIMUM (e.g., bend, twist, crawl, kneel, squat, stoop)							
19a .	USE HANDS AND FINGERS: TYPICAL							
19b.	USE HANDS AND FINGERS: MAXIMUM							

FOR ALL JOB EXPERTS						FOR SUPERVISORS ONLY		
PHYSICAL REQUIREMENT		DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY
20a.	USE SENSE OF SMELL							
20b.	USE SENSE OF TASTE							
21.	BALANCE & DEXTERITY (e.g., high/narrow surface, moving surface, slippery surface, steep surface [identify surface])							

FOR ALL JOB EXPERTS						FOR SUPERVISORS ONLY		
PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY	
22.								
23.								
24.								

FOR ALL JOB EXPERTS						FOR SUPERVISORS ONLY		
PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	MINIMUM v. HELPFUL QUALIFICATION	BEST WORKER	LEVEL NEEDED UPON ENTRY	
25.								
26.								

Section 7: Tools and Equipment (Machines/Tools/Equipment/Safety Gear/Special Clothing)

List below the machinery, tools, and equipment you use on the job as well as the safety gear and special clothing required on the job. For each item, list the duties that clearly show HOW or WHY it is used or required. If the use of the item described is *not* immediately obvious, describe a reason.

ITEM	DUTIES/REASONS FOR WHICH NEEDED
Office Equipment:	
<i>Do not</i> list common equipment such as stapler, telephone, or calculator.	
<i>Do</i> include personal computers and software.	
Note: Software that is needed to do the job must also be included in Section 5 under KSAs.	
Manual Hand Tools:	
Power Tools:	

Machines:	
Light Equipment/Vehicles:	
Heavy Equipment/Vehicles:	
Safety Gear/Special Clothing/Uniform:	
Other:	

Review Section 8 in the Participant Instructions before you begin this section.

Section 8: Other Requirements

1. **WHAT IS/ARE THE TYPICAL WORK DAY(S) FOR THIS JOB?** (Check all that apply):

- Monday Tuesday Wednesday Thursday Friday Saturday Sunday

2. **IS THIS JOB ON SHIFT?**

No (If No, skip to next question)

Yes:

A. Days

D. Weekends

B. Nights

E. Rotating

C. Graveyard

F. Other (Describe) _____

3. **HOW MANY HOURS ARE TYPICALLY WORKED/DAY?** _____

4. **ARE EXTRA HOURS BEYOND THE TYPICAL WORK HOURS EVER REQUIRED?**

No (If No, skip to next question)

Yes:

A. Frequency _____

B. Describe (e.g., how many extra hours, etc.) _____

5. **ARE HOURS OR DAYS EVER REQUIRED OUTSIDE OF THE TYPICAL HOURS OR DAYS (e.g., DAYS OFF, DURING A DIFFERENT SHIFT, ETC.)**

No (If No, skip to next question)

Yes:

A. Frequency _____

B. Describe _____

6. IS THIS JOB ON-CALL?

No (If No, skip to next question)

Yes:

A. Frequency: _____

B. Describe: _____

7. DOES THIS JOB REQUIRE WORKING AT MORE THAN ONE SITE OR LOCATION?

No (If No, skip to next question)

Yes:

A. Frequency: _____

B. Describe: _____

8. DOES THIS JOB REQUIRE TRAVEL? (for example, traveling to clients for training):

No (If No, skip to next question)

Yes:

A. Reason: _____

B. Frequency: _____ How Far: _____

C. How Long Gone: _____

9. IS THERE A DRESS CODE FOR THIS JOB?

No (If No, skip to next question)

Yes:

Describe: _____

10. WHAT IS THE SOCIAL WORK SETTING FOR THIS JOB?

A. Work Alone: Frequency _____ How Long: _____

B. Work With Others: Frequency _____ How Long: _____

C. Work Around, But Not With Others Frequency: _____ How Long: _____

11. DOES THIS JOB REQUIRE WORKING OUTSIDE?

No (If No, skip to next question)

Yes:

A. How Long Each Time: _____

B. Frequency: _____ Reason: _____

C. Describe Protection From Weather: _____

12. WHAT ARE THE ENVIRONMENTAL CONDITIONS OF THIS JOB? (Indoors or Outdoors):

A. Dust/Dirt: Yes No (If No, skip to next question)

a. Frequency: _____

B. Oils/Grease: Yes No (If No, skip to next question)

a. Frequency: _____

C. Unusual Lighting: Yes No (If No, skip to next question)

a. Frequency: _____

b. Describe: _____

D. Unusual Vibration: Yes No (If No, skip to next question)

a. Frequency: _____

b. Describe: _____

E. Loud Noises: Yes No (If No, skip to next question)

a. Frequency: _____

b. Describe: _____

F. Unusual Air (Fumes, Odors, Gases, Humidity): Yes No (If No, skip to next question)

a. Frequency: _____

b. Describe: _____

G. Unusual Temperature: Yes No (If No, skip to next question)

a. Frequency: _____

b. Describe: _____

H. Unusual Work Space (for example, extremely confined): Yes No (If No, skip to next question)

a. Frequency: _____

b. Describe: _____

I. Other (Describe): _____

13. **ARE THERE UNAVOIDABLE HAZARDS?** (Work with or around; indoors or outdoors):

- A. Chemicals, solvents, toxins, or explosives: Yes No (If No, skip to next question)
- a. Describe: _____
- b. Frequency: _____
- c. Reasons: _____
- B. Biological: Yes No (If No, skip to next question)
- a. Describe: _____
- b. Frequency: _____
- c. Reasons: _____
- C. Electricity: Yes No (If No, skip to next question)
- a. Describe: _____
- b. Frequency: _____
- c. Reasons: _____
- D. At heights: Yes No (If No, skip to next question)
- a. Describe: _____
- b. Frequency: _____
- c. Reasons: _____
- E. Pressurized equipment: Yes No (If No, skip to next question)
- a. Describe: _____
- b. Frequency: _____
- c. Reasons: _____
- F. Burning material: Yes No (If No, skip to next question)
- a. Describe: _____
- b. Frequency: _____
- c. Reasons: _____
- G. Moving objects or mechanical parts: Yes No (If No, skip to next question)
- a. Describe: _____
- b. Frequency: _____
- c. Reasons: _____
- H. Other (Describe): _____

14. **IS A DRIVER'S LICENSE REQUIRED?** Yes No (If No, skip to next question)

A. Describe: _____

B. Reasons: _____

15. **ARE OTHER LICENSE(S)/CERTIFICATE(S)/CREDENTIAL(S) REQUIRED?** Yes No
(If No, skip to next question)

A. Describe: _____

B. Reasons: _____

16. **IS BONDING REQUIRED?** Yes No (If No, skip to next question)

A. Reason: _____

17. **ARE THERE DEADLINES?** (Check descriptions that apply):

_____ Few Deadlines Set or Expected

_____ Some Deadlines, But Mostly Flexible Workload

_____ Work Under Consistent, But Moderate Time Pressure

_____ Constantly Working With Urgent Time Deadlines

18. **IS CONCENTRATION REQUIRED?** (Check one or more that apply):

_____ Automatic Tasks, With Little Need for Concentration

_____ Moderate, Consistent Concentration

_____ Required To Work on Several Different Tasks At Once

_____ Focused Concentration for Long Periods of Time

_____ Many Interruptions Throughout Day

19. **ARE THERE OTHER REQUIREMENTS?** (write on back if necessary) _____

