# Job Analysis Record Instructions

This document is intended to help you use DOP’s Job Analysis Record and provide guidance on how to perform job analysis.

## Work Activities

Describe the work activities performed in order to achieve particular outcomes, products, or responsibilities. You may group several related work activities under a job duty heading, such as Consultation, Customer Service, or Contracts Management. Work activity statements should be specific, easy to read and understand, and reflect important aspects of the job. They should:

* + Describe the work using clear action verbs (see below);
	+ Describe measurable or observable interactions with people, data, or things;
	+ Describe the outcome, result, or purpose of the work activity;
	+ Describe any tools or equipment used to complete work;
	+ Describe at whose direction work is done;
	+ Describe who must review the work upon its completion (if applicable); and,
	+ Be objective.

## Rate Activities

Rate each work activity using the following scales or ones you have devised. The ratings should be based on the job in general. It is important to keep the scale intervals the same for results to be mathematically combined. Calculate an overall work activity importance value for each work activity by adding the ratings from each column and dividing by the number of raters e.g. (frequency + critically)/ # of raters = overall importance.

## Frequency Column

Is used to determine the time spent on the work activity and relative importance of each work activity. Below is a frequency scale you may use or you may devise your own. Insert the number that corresponds to the rating.

## Frequency

Relative to the time spent on other work activities, how much time do you spend on this activity?

 | | | | |

 1 2 3 4 5

 Annually/ Quarterly Monthly Weekly Daily

 Biennially

## Criticality column

is used to determine the relative importance of each work activity. Below is a criticality scale you may use or you may devise your own. Insert the number that corresponds to the rating regarding the degree to which an incorrect performance would result in negative consequences.

## Criticality/Consequence of error

To what degree of criticality would an incorrect performance result in negative consequences?

 | | | | |

 1 2 3 4 5

 No Impact Minimal impact Modest Impact Considerable Impact Vital

 Error Negligible Error Minor Error Moderate Error Major Error Severe

## The Essential Function Column

Is used to mark those work activities that are essential functions of the position. A work activity may be deemed an essential function if:

* + It is a primary reason for which the position exists.
	+ There are a limited number of employees available who could perform that function.
	+ It is highly specialized.

## Competencies

Write the Competency Titles and Definitions. To identify competencies, ask:

* What must one know or be able to do (worker attribute) in order to successfully perform the key work activities and/or demonstrate organizational values and goals?
* Think of some critical on-the-job situations related to the work activities. What knowledge, skills, abilities, or characteristics make the difference between handling these situations well and poorly?

All competencies should include a set of measurable or observable Performance Statements that describe the successful performance of the competencies. These statements may be used to evaluate candidates’ and/or employees’ competencies. The following questions may help you identify Performance Statements:

* What measurable or observable outcomes, products, or behaviors (work habits) result from someone exhibiting the skill or applying the knowledge?
* What do you witness (see, hear, experience) when the skill or knowledge is successfully applied?

## The Criticality Column

Is used to determine the relative importance of each competency. Below is a criticality scale you may use, or you may devise your own. Insert the number that corresponds to the rating.

Criticality: To what extent is trouble likely if this competency is ignored compared with the other competencies?

 | | | | |

 1 2 3 4 5

 Very little/ To some To a great To a very great To an extremely great

 None Extent Extent Extent Extent

## The Needed at Entry Column

Is used to mark those competencies that are required at entry to the position (usually because they are not quickly or easily learned).

## The Linking Competencies # Column

Is used to link the competencies to the important work activities by listing the competency number(s) strongly associated with the work activities. A competency must be linked with at least one important work activity.

## Working Conditions

Describe the working environment (indoor/outdoor, safety requirements, use of equipment, exposure to weather, noise, health risks, etc.) and schedule (work hours, travel requirements, etc.) of the position.

## Qualifications

Describe any experience, education/training, certifications, licenses, legal requirements, willingness items, etc. that may be used to evaluate individuals in a recruitment or layoff situation. Indicate whether or not the qualification is required or preferred by checking the appropriate box. Your choices should be defensible in the event of a challenge. You need to document valid reasons for requiring a specific qualification in the Description of Procedure section of this form. The following questions may help you identify qualifications:

* What must someone in this position be willing to do (e.g., frequently work alone or without supervision)?
* What experience and/or training best prepares someone to work in this position?
* What licenses, certifications, or legal requirements pertain to this position?

## Description of Procedures

Briefly describe the procedure you used to complete the job analysis, along with any unique scales you developed and your reasons for requiring specific qualifications (other than legal requirements). Document valid reasons for requiring a specific qualification, such as:

* Explaining the cost, timeframe, and feasibility of training someone who lacks the qualifications.
* Explain previous errors made by noncredentialled employees which cost the agency.
* Explain how the required qualifications provide assurance of a minimum level of competency to perform the job.

## Clear Action Verbs

The verbs below are not necessarily tied to the categories in which they have been placed. They are meant to draw out a more accurate, descriptive picture of what someone actually does. They are preferable to terms such as “works with,” “responsible for,” “administers,” and “processes,” which are generic in nature and do not provide enough information regarding what tasks are specifically done or the levels of complexity and responsibility involved.

**Data** **People** **Things**

Accesses or Locates (from Advises, or Recommends or Accepts (goods, materials)

Databases or files) Suggests to

Analyzes Aids, Assists Carries

Checks or Verifies Approves or Authorizes Cleans or Sanitizes

Compares and/or Contrasts Assigns to Delivers

Compiles or Gathers Asks or Requests of Diagnoses or

 Troubleshoots

Computes or Tabulates Communicates to/with Drives

Copies or Records Confers or Coordinates with Handles

Corrects Directs Inspects

Creates (Information) Encourages Installs

Deletes Explains or States to Mails

Designs or Devises Facilitates or Conducts Maintains

Determines or Decides Hires Manipulates

Describes Instructs or Trains Modifies or Alters

Develops Interviews Operates, Controls

Edits, Revises or Updates Mentors Picks up

Enters or Files (data) Negotiates Pulls and/or Pushes

Establishes Notifies Purchases or Orders

Evaluates Orders Sets up or Constructs

Forecasts Persuades, Diverts or Sells Sorts or Separates

Formulates Presents to Stamps

Forwards, Releases, Routes, or Provides input or feedback, or Transports

Transmits responds to

Identifies Reports to

Interprets or Judges Schedules

Investigates or Researches Serves or Helps

Logs Speaks to

Measures or Weighs Supervises or Leads

Organizes Takes instructions or requests from

Proofreads

Prepares (Statistics, summaries)

Prints or Runs (reports)

Reads and absorbs

Reconciles

Reviews

Submits

Studies

Surveys

Synthesizes

Writes