



## Sample Job Analysis Worksheets

### Sample Job Analysis Worksheet for Tasks

Task	Source	Importance	Frequency	Distinguishing Value
1. Contacts others orally to obtain information.	HR Manager	5	4	3
2. Reads and understands nontechnical materials (e.g., letters, memoranda, electronic mail, simple instructions).	HR Manager	4	5	2
3. Serves as primary point of contact for a specific subject area.	HR Manager	3	3	4
4. Interprets and applies laws, regulations, policies, standards, or procedures to specific issues.	Position Description	5	4	4
5. Promotes or develops and maintains good working relationships with key individuals or groups.	Position Description	4	5	3
Importance Scale	Frequency Scale	Distinguishing Value Scale		
How important is this task to the job?	How often is this task performed?	How valuable is this task for distinguishing superior from barely acceptable employees?		
0 = Not Performed	0 = Not Performed	1 = Not Valuable		
1 = Not Important	1 = Every few months to yearly	2 = Somewhat Valuable		
2 = Somewhat Important	2 = Every few weeks to monthly	3 = Valuable		
3 = Important	3 = Every few days to weekly	4 = Very Valuable		
4 = Very Important	4 = Every few hours to daily	5 = Extremely Valuable		
5 = Extremely Important	5 = Hourly to many times each hour			

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Note. Based on common decision rules, tasks that receive an average (mean) rating of 3.0 or higher across all raters (subject matter experts) on importance and frequency, and are rated as 'performed' by at least 67% of raters are identified as core tasks. A cutoff generally is not established for Distinguishing Value.

Although collecting Distinguishing Value ratings for tasks may be helpful when developing assessment questionnaires; these ratings are not required as part of a standard job analysis.



**Sample Job Analysis Worksheet for Competencies**

Competency*	Source	Importance	Need At Entry	Distinguishing Value
1. Reading	HR Manager	4	3	2
2. Writing	HR Manager	4	3	4
3. Interpersonal Skills	Position Description	4	3	3
4. Oral Communication	Position Description	4	3	4
5. Reasoning	Classification Standard	4	3	3
6. Customer Service	Classification Standard	5	3	3
7. Personnel and Human Resources	Classification Standard	5	2	4
Importance Scale	Need At Entry Scale		Distinguishing Value Scale	
How important is this competency for effective job performance?	When is this competency needed for effective job performance?		How valuable is this competency for distinguishing superior from barely acceptable employees?	
1 = Not Important	1 = <u>Not needed</u> for entry into the program.		1 = Not Valuable	
2 = Somewhat Important	2 = Needed, but <u>not required at entry</u> because it will be acquired through formal training (such as classroom, on the job, or field training).		2 = Somewhat Valuable	
3 = Important	3 = Needed and <u>required at entry</u> because it will <u>not</u> be acquired through formal training (such as classroom, on the job, or field training)		3 = Valuable	
4 = Very Important			4 = Very Valuable	
5 = Extremely Important			5 = Extremely Valuable	

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Note. Based on common decision rules, competencies receiving an average (mean) rating of 3.0 or higher across all raters (subject matter experts) are identified as important; competencies rated a '3' on Need at Entry by 50% or more raters are identified as needed at entry. A cutoff generally is not established for Distinguishing Value.

\*All competencies should be defined for Subject Matter Experts.



### Sample Job Analysis for Task and Competency Linkage

Task-competency linkages are important for ensuring the effectiveness and defensibility of selection instruments. By linking tasks to competencies, evidence related to how each competency is required on the job is established. In addition, these linkages improve the effectiveness and efficiency of selection instruments. They verify that the competencies identified for selection purposes are most representative of the tasks being performed.

**Linkage Scale** How important is this competency for effective performance of this task?

- 1 = Not Important
- 2 = Somewhat Important
- 3 = Important
- 4 = Very Important
- 5 = Extremely Important

Task Number	Competency Number						
	Reading	Writing	Interpersonal Skills	Oral Communication	Reasoning	Customer Service	Personnel and Human Resources
1. Contacts others orally to obtain information.	1	1	4	5	3	4	4
2. Reads and understands nontechnical materials (e.g., letters, memoranda, electronic mail, simple instructions).	5	1	1	1	4	1	3
3. Serves as primary point of contact for a specific subject area.	3	2	5	5	3	5	5
4. Interprets and applies laws, regulations, policies, standards, or procedures to specific issues.	4	4	1	2	4	2	5
5. Promotes or develops and maintains good working relationships with key individuals or groups.	1	3	5	5	3	5	3

Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_



## Subject Matter Expert Background Information Sheet

Please provide us with some information about you. This information is requested so that we may document the qualifications and ensure a representative sample of subject matter experts is obtained. If an item does not apply to you, indicate that it is not applicable by marking NA.

Panel Date: \_\_\_\_\_ Place of Panel: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

E-Mail Address: \_\_\_\_\_ Phone Number: \_\_\_\_\_ FAX: \_\_\_\_\_

Job Title and Grade/Series: \_\_\_\_\_

Years in present job series: \_\_\_\_\_ Geographic area: \_\_\_\_\_

How many years have you worked for your current agency? \_\_\_\_\_

What other Federal occupations have you worked in? \_\_\_\_\_

If you are or have been a supervisor, manager, or member of the SES, please indicate how many years you served in each capacity:

Years as supervisor: \_\_\_\_\_ Years as manager: \_\_\_\_\_ Years as member of the SES: \_\_\_\_\_

What occupations do you currently supervise or have you supervised in the past?  
\_\_\_\_\_

Education. What is your highest level of education (please circle one):

- A. High school graduate or GED
- B. Attended college, no degree
- C. Associate degree or equivalent (2 years of college)
- D. College graduate (bachelor's degree)
- E. Some graduate school, no degree
- F. Master's degree
- G. Doctoral degree (Ph.D., M.D., J.D., Ed.D., etc.)

Race. The categories below are designed to identify your race. This information is to be provided on a strictly voluntary basis and will be used only to evaluate the diversity of the pool of Subject Matter Experts consulted (please circle all that apply):

- A. American Indian or Alaskan Native
- B. Asian
- C. Black or African American
- D. Native Hawaiian or Other Pacific Islander
- E. White

Ethnicity. With which ethnic category do you most closely identify yourself? This information is to be provided on a strictly voluntary basis and will be used only to evaluate the diversity of the pool of Subject Matter Experts consulted (please circle one):

- A. Hispanic, Latino, or Spanish origin
- B. Not Hispanic, Latino, or Spanish origin

Gender (please circle):

- A. Male
- B. Female

**PRIVACY ACT INFORMATION  
GENERAL**

This information is provided pursuant to Public Law 93-579 (Privacy Act of 1974), December 31, 1974, for individuals completing Federal records and forms that solicit personal information.

**AUTHORITY**

Section 1302, 3301, 3304, and 7201 of Title 5 of the US Code.

**PURPOSE AND ROUTINE USES**

The information from this questionnaire will be used for research purposes only to examine crucial issues in the areas of recruitment, training, and selection. Your responses will be used for this research effort only and will not be disclosed for any other purpose.

**EFFECTS OF NONDISCLOSURE**

Providing this information is voluntary. No individual personnel selections are made based on this information.