



# Guidelines Oriented Job Analysis (GOJA)

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A Job Analysis Methodology for Test  
Development and Validation

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# Chapter 1 Overview of the GOJA™ Process

The GOJA™ ([Guidelines Oriented Job Analysis](#)™) Process is a comprehensive job analysis that has been used by hundreds of employers since its original development in the mid 1970s. While this manual provides instructions on how to use only the hardcopy version of the GOJA program, it has been produced as a software-based program for clients across the U.S. Based on the requirements of the [Uniform Guidelines on Employee Selection Procedures](#) (1978), the Principles for the Validation and Use of Personnel Selection Procedures (1986)<sup>1</sup>, and the 1990 American's with Disabilities Act, GOJA is designed to help employers build customized job analysis and selection components 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 American's with Disabilities Act (1990).
- [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.

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<sup>1</sup> At the time of this publication, the Society of Industrial Organizational Psychologists (SIOP) had published only a draft version of the new [Principles](#), which are expected to be finalized in 2004.

- [United States v. City of Torrance](#) [DC CA, No. 93-4142-MRP (RMCx)] for firefighter.
- GOJA has been discussed in several articles and textbooks used in universities throughout the United States:
- Buford, J. A. (1991) *Personnel Management and Human Resources in Local Government*. Center for Governmental Services, Auburn University.
- Gatewood, R. S. & Field, 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. *Personnel and Human Resource Management*. West Publishing Company.
- Bemis, S. E., Belenky, A. H., & Soder, D. A. *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 Job Analysis Process

The primary purpose for completing the GOJA process is to develop validated selection procedures for a position. If the GOJA process is completed effectively, the process will result in a job analysis that will identify the knowledges, skills, abilities, and personal characteristics (KSAPCs) that can be measured by the selection procedures for a given position.

The [Uniform Guidelines on Employee Selection Procedures](#) (1978) require completing a job analysis to provide content validity evidence for any practice, procedure, or test that has adverse impact<sup>2</sup>. When a content validity study is completed, a job analysis is usually the first step in the process. The Guidelines have outlined the criteria for what constitutes an acceptable job analysis process, 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 may also be used to substantiate other forms of validity evidence (including criterion-related validity, construct validity, and other forms of validity that are emerging in professional literature and standards).

The 1990 Americans with Disabilities Act requires that a qualified individual with disabilities be provided with reasonable accommodations to perform the essential functions (or “duties”) of a given position. Because the GOJA process investigates the frequency and importance of job duties, the percentage of time that incumbents spend completing duties, whether a duty constitutes a fundamental part of the job, and extent to which duties readily be assigned to other incumbents, 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 essential--see 29 C.F.R. § 1630.2[n]).

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<sup>2</sup> 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.

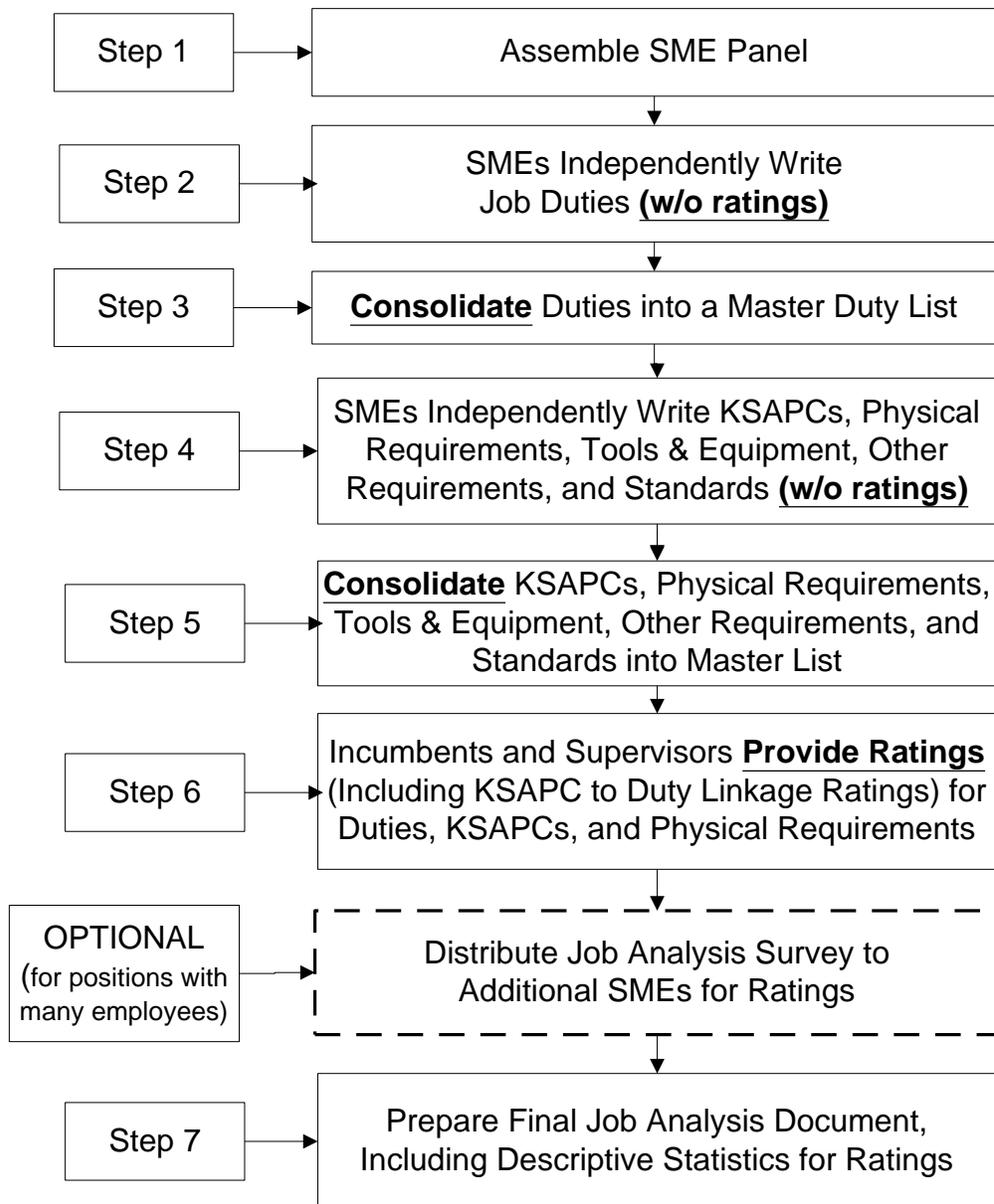
# Chapter 2 GOJA Instructions & Interpretive Guidelines

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## Instructions for Completing the GOJA Process

There are seven steps to the GOJA process, which can typically be completed with a group of 7 – 10 subject-matter experts (SMEs) during a two-day workshop. While this seven-step process is the one that is most typically followed when BCG completes job analyses for positions (and has been the process supported in court litigation), many derivative processes may be just as effective as the one proposed.

The flowchart on the following page provides an overview of the typical seven-step process.



These seven steps are described in detail below.

## Step 1: Assemble a SME Panel

A panel of qualified SMEs should be selected for the job analysis study, using the criteria specified below as guidelines.

The SMEs selected for the panel should:

- A) Represent the **demographics** of the incumbent population (with respect to gender, age,

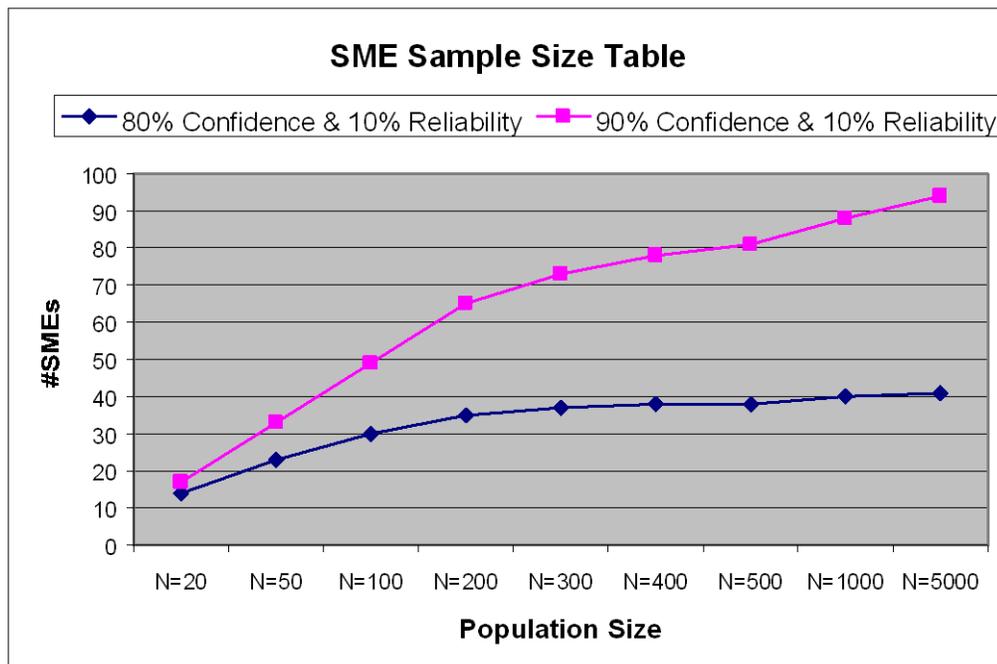
race, years of experience, etc.). We recommend slightly over-sampling gender and ethnic groups to insure adequate representation in the job analysis process<sup>3</sup>.

B) Be **experienced** and active in the position they represent (e.g., SMEs should not be on probationary status, or assigned to “light duty” or “specialized temporary assignments”). While seasoned SMEs will often have a good understanding of the position, it is also beneficial to include relatively inexperienced SMEs to integrate the “newcomer’s perspective.”

C) Represent the various “**functional areas**” and/or **shifts** of the position. Many jobs have more than one division or “work area” where duties and KSAPC requirements may differ.

D) Consist of 10-20% **supervisors** for a given position. If a 7 – 10 SME panel is used, we suggest including 1 – 2 supervisors in the panel.

How many SMEs should participate in the job analysis process? Some court cases have relied on as few as 7 – 10<sup>4</sup> SMEs for providing judgments and ratings about job and test requirements. The table below provides some guidance regarding the SMEs sample size that is necessary for obtaining results that will likely be similar to the entire population of employees in a given position.



For example, if a position has 200 employees and the researcher desires to be 80% confident (with 10% reliability, or a 10% “margin of error”) that the cumulative opinions of a SME panel will accurately represent the entire population of 200 employees, about 35 SMEs are needed in the sample group. Using a 90% confidence level requires about 65 SMEs<sup>5</sup>. While this chart and some court cases have provided

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

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

5 Arkin, H., & Colton, R. R. (1950). *Tables for Statisticians*. New York: Barnes & Noble, Inc.

guidance on this issue, practical judgment and workforce availability should be considered when assembling a panel of SMEs.

## **Step 2: SMEs Independently Write Job Duties**

Having SMEs provide their independent views and perspectives about the duties of the job is an important first step in the job analysis process. Having each SME independently record the duties they perform in their jobs—without a group or “paired” discussion—helps insure that the final combined list of job duties (which is the next step) is as complete as possible.

Allowing multiple, independent opinions typically serves to create a final duty list that, after consolidated, includes 2-3 times the number of duties that any single SME recorded. Providing SMEs with 1-3 hours typically provides sufficient time to independently record the duties for their position.

## **Step 3: Consolidate Duties Into a Master Duty List**

After the SMEs have independently recorded job duties, a facilitator should convene the group and develop a master, consolidated list that reflects the majority opinion of the group. Using a 70% consensus rule for this step may be helpful (e.g., a duty is included on the master list if 5 of 7 SMEs on a panel agree), or a lower ratio if the job analysis results will be sent in survey form to a greater SME sample (see the optional step in the flowchart).

*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 SMEs agree.*

## **Step 4: SMEs Independently Write KSAPCs, Physical Requirements, Tools & Equipment, Other Requirements, and Standards**

For this step, SMEs repeat the process described in Step 2, but for the KSAPCs, Physical Requirements, Tools & Equipment, Other Requirements, and Standards. Typically 2-3 hours is required for this step.

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

For this step, SMEs repeat the process described in Step 3, but for the KSAPCs, Physical Requirements, Tools & Equipment, Other Requirements, and Standards. Like 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.

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

Now that a final list of duties and KSAPCs has been compiled, the SMEs and supervisors can provide ratings (e.g., frequency, importance, differentiating, etc.). We suggest having all SMEs who participated in the job analysis process provide ratings, however, only two supervisors may prove sufficient for providing

the supervisor ratings. When evaluating the SME ratings, we suggest evaluating inter-rater reliability and eliminating outliers from the data set. Evaluating the inter-rater agreement of the supervisor ratings may also be useful.

## **Optional Step: Distribute Job Analysis Survey to Additional SMEs for Ratings**

Completing Steps 1 – 6 above results in a completed job analysis that represents the collective and majority opinion of the 7 – 10 SMEs included in the process. While including 7 – 10 SMEs in the process is likely to provide accurate and reliable information about a position for many employers, increasing the SME sample size will increase both the accuracy and reliability of the information about the position (that is, if there are more than 10 SMEs in the position).

Obtaining the opinions of additional SMEs 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 SMEs and having the SMEs rate the “content” of each, in addition to all other standard “incumbent ratings.”

For example, SMEs can use the following scale for rating each duty:

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

- 1 – not at all similar to**
- 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 my department.
- 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 my department.
- 4 – the same as:** Extremely similar or exactly like.

For KSAPCs and Physical Requirements, SMEs can use the following scale to rate each:

**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 limitation with providing the additional SME group with a JAS is that the additional SMEs may know of other legitimate duties or KSAPCs that are required for the position, but were not identified by the original SME group. To help address this limitation, we suggest providing extra space on the JAS where the additional SMEs can record and rate additional duties and/or KSAPCs they identify while completing the JAS.

## Step 7: Prepare Final Job Analysis Document, Including Descriptive Statistics for Ratings

After compiling the SME 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 input directly into the GOJA manual, along with the means and standard deviations that accompany each, to compile a final job analysis for a position.

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## Interpretive Guidelines

The following section provides guidelines for interpreting the final rating data (provided by incumbents and supervisors) on the duties, KSAPCs, and Physical Requirements. The guidelines are designed to address the relevant standards in the 1990 Americans with Disabilities Act and the Uniform Guidelines on Employee Selection Procedures (1978).

### Duty Ratings

#### *Frequency*

SMEs are asked to use the scale below to provide a frequency rating for duties, 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** (approx. 1 or more times/day)

Note that this scale ranges between 1 and 8, and higher ratings are associated with a higher frequency ratings. These ratings may be useful for establishing whether a duty is an “essential function” under the 1990 Americans with Disabilities Act (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 “essential” duty ratings required for criterion-related validity studies under Section 15B(3) of the Uniform Guidelines. While obtaining frequency ratings

for duties is not a requirement of the Uniform Guidelines, it is a very helpful factor to evaluate when developing or validating tests using a content validity approach.

Note that this scale is not a true interval scale, which limits the interpretation of rating average that fall 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 five months), because there are not true equal distances between the rating choices.

### ***Importance***

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

- 1 – **Not Important:** Trivial or 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

### **Importance Ratings for Duties**

The importance rating is perhaps one of the most critical ratings that SMEs 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 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 measure 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 importance rating scale above, all duties rated a 4 or higher by individual SMEs are “critical,” and those rated 3 or lower various levels of “important.” Because this scale is a 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 3.5<sup>6</sup> or higher are considered “critical” and those below as relative levels “important,” but not “critical.”

## **Importance Ratings for KSAPCs and Physical Requirements**

A different standard is required by the Guidelines when evaluating the importance ratings for KSAPCs and Physical Requirements. The Guidelines require that a 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 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.

### ***Differentiating (Differentiating Level)***

SMEs are asked to use the scale below to provide a rating to indicate the extent to which duties, KSAPCs, and Physical Requirements differentiate among levels of job performance (note that the scale below is for rating duties; a very similar scale is used for KSAPCs and Physical Requirements):

This question is asked because it helps in rank ordering applicants on the basis of job-related qualifications and in evaluating incumbent 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.**

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

### ***Relative Difficulty***

Identify how difficult each duty is to perform relative to all other duties. To do so, complete the following statement using the rating scale provided.

**This duty is (select one option from below) to perform relative to all others.**

- 0 – one of the least difficult**
- 1 – somewhat difficult**
- 2 – about average in difficulty**

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6 Using the criteria of 3.5 requires that the average SME rating clearly lies on the side of the “critical” rating.

3 – very difficult

4 – one of the most difficult

### ***Percentage of Time***

Give each duty a **Percentage** to identify the proportion of work time incumbents 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%.

### ***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 “**Y**” (Yes) if the duty is a fundamental duty; answer “**N**” (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:

1. 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**
2. 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**
3. 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**
4. There are a limited number of employees available among whom the performance of this duty can be distributed, **or**
5. The duty is so highly specialized that the incumbent was placed in the job because of his/her expertise or ability to perform this particular duty.

### ***Assignable (Assignable to Others)***

It is important to identify those duties that can readily be assumed by other employees in order to accommodate persons with disabilities who cannot perform them. In answering this question, consider the following: 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. If it would be unreasonable to assign this duty to another employee, answer “**N**” (No). Answer “**Y**” (Yes) if it would be reasonable to assign this duty to another employee should an incumbent be unable to perform that duty.

## Knowledge, Skills, Abilities, and Personal Characteristics

### ***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 that you have listed as requiring the KSAPC. The frequency rating of the KSAPC can be less often, more often, or the same as the frequency rating of any duty it is linked to. 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** (approx. 1 or more times/day)

### **Importance**

Give each KSAPC an **Importance Rating**. How important is the KSAPC to successful job performance—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:** Trivial or 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**

### **Differentiating (Differentiating Level)**

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

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

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

### **Minimum v. Desirable Qualifications**

Identify whether the KSAPC is a minimum (“MQ”) or desirable (“DQ”) qualification. Minimum qualifications are those that the applicant or candidate **must** have prior to entry into the position.

**MQ** Minimum Qualification

**DQ** Desirable Qualification

### **Level Needed for Success (Knowledge 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.

- 0 – **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.
- 1 – **Familiarity:** have some general concepts and some specifics available in memory in some circumstances without referencing materials or asking questions.
- 2 – **Working knowledge:** have most general concepts and most specifics available in memory in most circumstances without referencing materials or asking questions.
- 3 – **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**

It is important to identify the minimum amount of a KSAPC that is necessary for successful performance. To do so, 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**

# Chapter 3 Incumbent Instructions

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## Introduction

We are conducting a study to help us identify what people employed in certain job titles are actually doing on their jobs. We are asking for your help in giving us the information we need. You were selected because you are a subject-matter expert. A subject-matter expert is one who has worked in, supervised, or trained incumbents in the job. Your knowledge of the content of the job makes you a subject-matter expert for purposes of this study.

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***Important!*** The instructions for the Guidelines Oriented Job Analysis booklet have been written as if the person filling it out is an incumbent currently working in the job being studied (i.e., the “target” job). It asks the reader to describe what “you” currently do on the job.

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If you supervise or used to supervise the job being studied, complete the booklet as if it is asking, “What do/did the employees in the job do?” As a supervisor, it is critical that you complete the booklet *only* about the job that you supervise(d) and *never* about some other classification that you yourself work in or used to work in.

If you currently train or used to train people for the job being studied, complete the booklet as if you are/were a supervisor of that job.

If you once worked in the job being studied, but *no longer* work in it and do not/did not supervise it, complete the booklet as if it is asking you what you “used to do” in the job.

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## Incumbent Instructions

### *Read Carefully!*

1. The information you provide will be extremely useful for as many as three different purposes: compensation analyses, developing selection procedures that address several equal employment opportunity laws, and accommodating persons with disabilities under the Americans with Disabilities Act of 1990.
2. Because the Guidelines Oriented Job Analysis booklet has been designed to serve as many as three different purposes, it is quite lengthy and detailed. You should expect that completing the booklet will take a good amount of time and will prove challenging here and there.
3. It is recommended that you take your time, if possible, in completing the booklet. Think about your job, observe yourself performing your job, read information available about your job (job descriptions, job announcements, class specifications). Gather all ideas that will help you complete the booklet.
4. Look through the whole Guidelines Oriented Job Analysis booklet and these instructions before you begin so you know what to expect from each section.
5. When completing the booklet, take some breaks. Don't expect to complete it at one sitting.
6. Answer every question and fill every blank. If something does not apply, put "N/A" in the answer space.
7. 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.
8. Please be sure entries are neat, easy to read, and dark enough to reproduce on a photo copier.
9. You will find detailed instructions below for completing Sections 5, 6, 7, and 9 of the Job Analysis. Instructions for all other Sections (1-4, 8, and 10) are in the Guidelines Oriented Job Analysis booklet itself.

**THANK YOU FOR YOUR HELP.**

## **Sections 1 - 4**

Instructions for Sections 1-4 are in the Guidelines Oriented Job Analysis booklet (starting on p. 3).

## **Section 5: Job Duties**

**Job Duty:** 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 never expect to perform again. Most jobs can be described with about 10 to 15 duties.

Although you may list your duties in any order you wish, it is recommended 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.

### **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. Often the specific process or manner in which a duty is performed can be modified in order 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:** Operate elevator or climb stairs to deliver meals to designated floors.

**Yes:** Deliver meals to designated floors, operating elevator or using stairs.

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

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

**No:** Type copy from oral and written sources.

**Yes:** Prepare typed copy from oral and written sources.

- 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.
- No:** Speak to subject to determine his or her identity.
- Yes:** Determine subject's identity by questioning.
- No:** Write proposals and, when required, meet with potential clients to present or discuss proposal in order to obtain new business.
- Yes:** Obtain new business by preparing proposals and, when required, discuss with or present to potential clients.

## HINTS

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

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

2. 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.

Ensure that all critical data SUCH AS record number, location code, date, user I.D., and priority number have been recorded on job forms by reviewing forms and comparing against department standards.

3. When a duty is made up of several tasks, your duty statement may have several sentences in it. 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.

4. 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 will be outdated before it needs to be.

## Work Products

List any **Work Products** that are created or produced when you perform the 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.” Not all duties result in work products.

## Frequency

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** (approx. 1 or more times/day)

## Importance

Give each duty an **Importance Rating** to show how important the duty is 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:** Trivial or 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**

### **Differentiating (Differentiating Level)**

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.**

- 0 – No**
- 1 – Little**
- 2 – Some**
- 3 – A significant**
- 4 – A very significant**

### **Relative Difficulty**

Identify how difficult each duty is to perform relative to all other duties. To do so, complete the following statement using the rating scale provided.

**This duty is (select one option from below) to perform relative to all others.**

- 1 – One of the least difficult**
- 2 – Somewhat difficult**
- 3 – About average in difficulty**
- 4 – Very difficult**
- 5 – One of the most difficult**

### **% of Time, Fundamental, Assignable**

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

**EXAMPLES OF COMPLETED DUTIES FOR TWO DIFFERENT JOBS**

						For Supervisor Only		
JOB DUTY	WORK PRODUCTS	FREQUENCY	IMPORTANCE	DIFFERENTIATING	RELATIVE DIFFICULTY	% OF TIME	FUNDAMENTAL	ASSIGNABLE
Prepare surfaces for paving by operating heavy equipment such as grader and backhoe.	<b>Cleared and leveled</b> roads and walkways	D	5	4	4	70%	Yes	No
Develop long-range financial plans such as bonding or grants by directing financial and legal consultants and meeting with City, State and/or Federal officials and community groups to gain such aid and	Long-range financial plans with required support	Q	4	3	4	25%	Yes	No

## **Section 6: Knowledge, Skills, and Abilities**

Knowing a job's knowledge, skills, and abilities is very important in order to develop valid selection procedures and accommodate persons with disabilities. Please carefully complete this section of the Guidelines Oriented Job Analysis booklet.

### **Knowledge, Skills, and Abilities**

Describe the knowledge, skills, and abilities (KSA's) required to perform the duties of your job. A knowledge, skill, or ability is something you know or can do that enables you to successfully perform the duties of your job.

<b>Knowledge:</b>	A body of information applied directly to the performance of a task/duty.
Example:	Knowledge of construction standards, codes, laws, and regulations.
<b>Ability:</b>	A present competence to perform an observable task/duty or to perform a nonobservable task/duty which results in a product.
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.
<b>Skill:</b>	A present, observable competence to perform a learned physical task/duty.
Example:	Skill to build basic wood furniture such as bookcases, tables, and benches from raw lumber, following written design specifications.

Some abilities that are common to most jobs have been started for you in the Guidelines Oriented Job Analysis booklet: 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 KSA's required for your job. (Review your list of job duties to identify these KSA's.)

### **Major Parts**

After listing the basic KSA, 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 it is linked to. 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** (approx. 1 or more times/day)

## Importance

Give each KSAPC an **Importance Rating**. How important is the KSAPC to successful job performance—to achieving the purpose of the job? Consider the importance rating of the duties for which the KSAPC is needed. Typically, a KSA'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:** Trivial or 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**

### **Differentiating (Differentiating Level)**

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

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

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

**Minimum v. Desirable Qualification, Level Needed for Success (Knowledges Only), Level Needed Upon Entry:** Do not provide these ratings. The three shaded columns on the worksheet are for supervisor use only.

### **EXAMPLES OF COMPLETED KSA'S FOR TWO DIFFERENT JOBS**

						For Supervisor Only		
KSA's	MAJOR PARTS OF KSA's	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM v. DESIRABLE QUALIFICATION	LEVEL NEEDED FOR SUCCESS (knowledges only)	LEVEL NEEDED UPON ENTRY
Knowledge of basic darkroom procedures.	Contact prints, equipment care, safety methods.	3, 7-9	D	3	4	DQ	3	4
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	D	3	4	MQ	3	4

## **Section 7: Physical Requirements**

Knowing a job's physical requirements is important in order to develop valid selection procedures and to accommodate persons with disabilities. Please carefully complete this section of the Guidelines Oriented Job Analysis 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 only because of an 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 your job. If the only time a maximum condition exists is for unusual or non job-related reasons, don't fill in the maximum condition. For example, if you typically lift and carry supplies weighing about 10 pounds, fill in the "typical" lift and carry section. If once you helped a co-worker lift and carry 50 pounds just because you were handy and asked to, don't fill in the "maximum" lift and carry section. If however, 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 6):

### **Duties or Reasons**

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**

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 it is linked to 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** (approx. 1 or more times/day)

## Importance

How important is the physical requirement to successful job performance—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:** Trivial or 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 physical requirement may result in **slight negative consequences**.
- 3 – **Important:** Useful and/or meaningful to the performance of the job.
  - Not possessing adequate levels of this physical requirement may result in **moderate negative consequences**.
- 4 – **Critical:** Necessary for the performance of the job.
  - Not possessing adequate levels of this physical requirement 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 physical requirement may result in **very serious negative consequences**.

## Differentiating (Differentiating Level)

This question is asked because it helps in rank ordering applicants on the basis of job-related qualifications and in evaluating incumbent 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.

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

**Minimum v. Desirable Qualification, Level Needed Upon Entry**

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

Examples of Completed Physical Requirements for Two Different Jobs

PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	DIFFERENTIATING	For Supervisor Only	
						MINIMUM v. DESIRABLE QUALIFICATION	LEVEL NEEDED UPON ENTRY
1a. 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.	2, 3, 7, 10, 12, 14	D	3	4	MQ	4
1a. STAND: TYPICAL	HOW LONG?  No more than five minutes	Brief meetings, greet visitors	D	4	1	MQ	4

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**Important!** Instructions for Section 8 are in the Guidelines Oriented Job Analysis booklet.

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## **Section 9: Other Requirements**

Identify any additional job-related requirements for your job in Section 9. This information is useful for selection purposes and to determine how to make reasonable accommodations for persons with disabilities. Please carefully complete this section of the Guidelines Oriented Job Analysis 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**

When asked, provide a FREQUENCY RATING to show how often, in general, the requirement is needed. 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** (approx. 1 or more times/day)

**Section 10**

Instructions for Section 10 are in the Guidelines Oriented Job Analysis booklet.

# Chapter 4 Supervisor Instructions

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## Introduction

These instructions are for the immediate supervisor of the incumbent(s) who completed the Guidelines Oriented Job Analysis booklet. You will need **Chapter 5 GOJA Booklet** and **Chapter 3 Incumbent Instructions**.

Your first responsibility is to review, for thoroughness and accuracy, the entries made by the incumbent(s) to each section of **Chapter 5 GOJA Booklet**. These entries may be used in the development of employment tools such as job descriptions, written tests, supplemental application forms, interview questions, background checks, performance assessments, and performance appraisals.

Your second responsibility is to assign ratings to each **Duty** (Percentage of Time, Fundamental, and Assignable), **KSAPC**(Minimum v. Desirable Qualification, Level Needed for Success, and Level Needed Upon Entry), and **Physical Requirement** (Minimum v. Desirable Qualification, Level Needed for Success, and Level Needed Upon Entry) in the **Chapter 5 GOJA Booklet**. Each of these ratings is designed to assist in the development of job-related practices, procedures, or tests (PPT's), 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.

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## Supervisor Instructions

If you want to revise or supplement an incumbent entry, please do the following:

- a. Do not erase or change any incumbent 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).
- b. 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 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 incumbent's entries, please follow steps 1 - 6 below.

1. Review both the incumbent instructions and the incumbent's entries in the **Chapter 5 GOJA Booklet** from the first page through **Section 7: Physical Requirements**.
2. At **Section 5: Job Duties** (p. 15), review the instructions and the incumbent's entries and complete the last three columns in the booklet (**% of Time, Fundamental, and Assignable**), following the instructions below.

**Percentage of Time:** Give each duty a **Percentage** to identify the proportion of work time incumbents 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.**

**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 incumbent was placed in the job because of his/her expertise or ability to perform this particular duty.

**Assignable (Assignable to Others):** We must be able to identify those duties that readily be assumed by other employees in order to accommodate persons with disabilities who cannot perform them. In answering this question, consider the following: 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. If it would be unreasonable to assign this duty to another employee, answer "No." Answer "Yes" if it would be reasonable to assign this duty to another employee should an incumbent be unable to perform it.\

3. At **Section 6: Knowledge, Skills, Abilities, & Personal Characteristics (KSAPCs)**, review the instructions and the incumbent's entries and complete the last three columns in the booklet (Minimum v. Desirable Qualifications, Level Needed for Success, and Level Needed Upon Entry), following the instructions below.

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

**Level Needed for Success (Knowledges only):** It's 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.**

- 0 – **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.
- 1 – **Familiarity:** have some general concepts and some specifics available in memory in some circumstances without referencing materials or asking questions.
- 2 – **Working knowledge:** have most general concepts and most specifics available in memory in most circumstances without referencing materials or asking questions.
- 3 – **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 KSAPC's are acquired is used to address Section 5F and 14C1 of the Uniform Guidelines (not measuring KSA's that are learned in a brief orientation or trained on the job). There is also a similar requirement in the APA standards. 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 7: Physical Requirements**, review the instructions and the incumbent's entries and complete the last two columns in the booklet (Minimum v. Desirable Qualifications and Level Needed Upon Entry), following the instructions below.

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

**Level Needed Upon Entry:** When physical requirements are required on the job is used to address Section 5F and 14C1 of the Uniform Guidelines (not measuring KSAPC's that are learned in a brief orientation or trained on the job). There is also a similar requirement in the APA standards. 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 8: Tools and Equipment (Machines/Tools/Equipment/Safety Gear/ Special Clothing, Section 9: Other Requirements, and Section 10: Standards** review both the instructions and the incumbent's entries.
6. On the last page of the **GOJA Booklet**, complete the Signature Block for Immediate Supervisor.

# Chapter 5 GOJA Booklet

The following GOJA booklet is designed to allow the evaluation of jobs. It may be printed as needed only for the in-house use of the employee that has licensed this product.

# GOJA Booklet

*For the Job of:* \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_  
(Signature of Person Completing Booklet)

**Review Page 1 in the Instruction Booklet before you begin this section.**

## Section 1: General Information

1. Today's Date: \_\_\_\_\_
2. Your name: (first) \_\_\_\_\_ (last) \_\_\_\_\_
3. Work phone: \_\_\_\_\_ ext.: \_\_\_\_\_
4. Employee number: \_\_\_\_\_
5. Rank (if applicable): \_\_\_\_\_
6. Your job title: \_\_\_\_\_
7. Your job code: \_\_\_\_\_
8. Gender:
  - A.  Male
  - D.  Female
9. Race/Ethnicity:
  - A.  White
  - D.  Asian/Pacific Islander
  - B.  Black/African American
  - E.  Native American/Alaska Native
  - C.  Hispanic/Latino
10. Age:
  - A.  Less than 20 years of age
  - D.  40-49 years of age
  - B.  20 –29 years of age
  - E.  50-59 years of age
  - C.  30-39 years of age
  - F.  60 or more years of age
11. Largest organizational unit you belong to: \_\_\_\_\_
12. Next largest organizational unit you belong to: \_\_\_\_\_
13. Next largest organizational unit you belong to: \_\_\_\_\_
14. Total time worked for this employer: \_\_\_\_\_

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: \_\_\_\_\_

- A. Title: \_\_\_\_\_
- B. Code: \_\_\_\_\_

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

- A. Title: \_\_\_\_\_
- B. Code: \_\_\_\_\_

18. 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

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***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.

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

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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:

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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:

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4. If applicable, briefly state how your job is DIFFERENT from others who have the SAME JOB TITLE as you do at your employer's.

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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

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

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**Total Dollar Amount \$** \_\_\_\_\_

### Section 3: Supervision

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**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; 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 section 3, item 4.

- 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)**

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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.

## Section 4: Contacts

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**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.

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List (by job title) those with whom you have **job-related** contact on your job, why, and how often. Contact includes talking with them on the phone, in person, or in writing. Choose one of the following options:

- D Daily (approx. 1 or more times/day)
- SW Semi-Weekly (approx. 2 to 6 times/week)
- W Weekly (approx. 1 time/week)
- BW Bi-Weekly (approx. every 2 weeks)
- M Monthly (approx. 1 time/month)
- Q Quarterly (approx. 4 times/year)
- SA Semi-Annually (approx. 2 times/year)
- A Annually or less often

Employees in Your Division/Dept (List Job Titles)	Purpose of Contact	Frequency



Employees in Your Division/Dept (List Job Titles)	Purpose of Contact	Frequency

Employees in Other Division/Dept (List Job Titles)	Purpose of Contact	Frequency

Employees in Other Division/Dept (List Job Titles)	Purpose of Contact	Frequency

Employees at Other Employers (List Job Titles)	Purpose of Contact	Frequency

<b>Employees at Other Employers (List Job Titles)</b>	<b>Purpose of Contact</b>	<b>Frequency</b>

Review Section 5 in the “Incumbent Instruction Booklet” before you begin this section.  
Then list your job duties here.

### Section 5: Job Duties

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	DIFFERENTIATING	RELATIVE DIFFICULTY	% OF TIME	FUNDAMENTAL	ASSIGNABLE
1.								
2.								
3.								

<b>JOB DUTY: If applicable, include domain, e.g., area within the job to which the duty is related. For example, client contact, personnel, etc.</b>	<b>WORK PRODUCTS</b>	<b>FREQUENCY</b>	<b>IMPORTANCE</b>	<b>DIFFERENTIATING</b>	<b>RELATIVE DIFFICULTY</b>	<b>% OF TIME</b>	<b>FUNDAMENTAL</b>	<b>ASSIGNABLE</b>
<b>4.</b>								
<b>5.</b>								
<b>6.</b>								
<b>7.</b>								

<b>JOB DUTY: If applicable, include domain, e.g., area within the job to which the duty is related. For example, client contact, personnel, etc.</b>	<b>WORK PRODUCTS</b>	<b>FREQUENCY</b>	<b>IMPORTANCE</b>	<b>DIFFERENTIATING</b>	<b>RELATIVE DIFFICULTY</b>	<b>% OF TIME</b>	<b>FUNDAMENTAL</b>	<b>ASSIGNABLE</b>
<b>8.</b>								
<b>9.</b>								
<b>10.</b>								
<b>11.</b>								

<b>JOB DUTY: If applicable, include domain, e.g., area within the job to which the duty is related. For example, client contact, personnel, etc.</b>	<b>WORK PRODUCTS</b>	<b>FREQUENCY</b>	<b>IMPORTANCE</b>	<b>DIFFERENTIATING</b>	<b>RELATIVE DIFFICULTY</b>	<b>% OF TIME</b>	<b>FUNDAMENTAL</b>	<b>ASSIGNABLE</b>
<b>12.</b>								
<b>13.</b>								
<b>14.</b>								
<b>15.</b>								

Review Section 6 in the “Incumbent Instruction Booklet” before you begin this section.

**Section 6: Knowledge, Skills, Abilities, & Personal Characteristics (KSAPCs)**

KSAPCs	MAJOR PARTS OF KSAPCs	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM vs. DESIRABLE QUALIFICATION	LEVEL NEEDED FOR SUCCESS (knowledges only)	LEVEL NEEDED UPON ENTRY
1. Reading Ability								
2. Writing Ability								
3. Math Ability								

KSAPCs	MAJOR PARTS OF KSAPCs	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM vs. DESIRABLE QUALIFICATION	LEVEL NEEDED FOR SUCCESS (knowledges only)	LEVEL NEEDED UPON ENTRY
4. Interpersonal Ability								
5. Verbal Communication Ability								
6. Problem Solving Ability								
7. Decision-Making Ability								

KSAPCs	MAJOR PARTS OF KSAPCs	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM vs. DESIRABLE QUALIFICATION	LEVEL NEEDED FOR SUCCESS (knowledges only)	LEVEL NEEDED UPON ENTRY
8. Listening/ Comprehension Ability								
9. Observation/ Monitoring Ability								
10. Perception/Inspection Ability								
11. Person Perception Ability								

KSAPCs	MAJOR PARTS OF KSAPCs	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM vs. DESIRABLE QUALIFICATION	LEVEL NEEDED FOR SUCCESS (knowledges only)	LEVEL NEEDED UPON ENTRY
12. Scheduling/ Coordination Ability								
13. Reasoning/Critical Thinking Ability								
14. Professionalism/ Integrity								
15. Memory and Recall Ability								

KSAPCs	MAJOR PARTS OF KSAPCs	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM vs. DESIRABLE QUALIFICATION	LEVEL NEEDED FOR SUCCESS (knowledges only)	LEVEL NEEDED UPON ENTRY
16. Flexibility								
17. Stress Tolerance Ability								
18. Conscientiousness								
19. Supervision and Leadership Ability								

KSAPCs	MAJOR PARTS OF KSAPCs	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM vs. DESIRABLE QUALIFICATION	LEVEL NEEDED FOR SUCCESS (knowledges only)	LEVEL NEEDED UPON ENTRY
20. Mentoring, Teaching, and Counseling Ability								
21. Performance Management and Evaluation Ability								
22. Customer Service Orientation								
23. Sales Ability								

KSAPCs	MAJOR PARTS OF KSAPCs	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM vs. DESIRABLE QUALIFICATION	LEVEL NEEDED FOR SUCCESS (knowledges only)	LEVEL NEEDED UPON ENTRY
24. Emotional Stability								
25. Safety Awareness								
26.								
27.								

KSAPCs	MAJOR PARTS OF KSAPCs	LINK TO DUTIES (identify duty number)	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM vs. DESIRABLE QUALIFICATION	LEVEL NEEDED FOR SUCCESS (knowledges only)	LEVEL NEEDED UPON ENTRY
28.								
29.								

Use reverse side to list additional KSAPCs.

Review SECTION 7 in the Instruction Booklet before you begin this section.

## Section 7: Physical Requirements

PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM v. DESIRABLE QUALIFICATION	LEVEL NEEDED UPON ENTRY
<b>1a. SEE: TYPICAL</b>  (e.g., see standard printed material and basic colors)							
<b>1b. SEE: MAXIMUM</b>  (e.g., see small objects in far distance, fine print, distinguish shades of color)							
<b>2a. HEAR: TYPICAL</b>  (e.g., hear ordinary in-person and telephone conversation)							

PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM v. DESIRABLE QUALIFICATION	LEVEL NEEDED UPON ENTRY
<b>2b. HEAR: MAXIMUM</b>  (e.g., hear conversation above other noises, hear devices like alarms)							
<b>3a. SPEAK: TYPICAL</b>  (e.g., ordinary in-person and telephone conversation)							
<b>3b. SPEAK: MAXIMUM</b>  (e.g., converse above other noises, or shout instructions)							
<b>4a. SIT: TYPICAL</b>	HOW LONG?						

PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM v. DESIRABLE QUALIFICATION	LEVEL NEEDED UPON ENTRY
4b. SIT: MAXIMUM	HOW LONG?						
5a. STAND: TYPICAL	HOW LONG?						
5b. STAND: MAXIMUM	HOW LONG						
6a. WALK: TYPICAL	HOW FAR?  HOW FAST?						

PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM v. DESIRABLE QUALIFICATION	LEVEL NEEDED UPON ENTRY
<b>6b. WALK: MAXIMUM</b>	HOW FAR?  HOW FAST?  WHAT SURFACE?						
<b>7a. RUN: TYPICAL</b>	HOW FAR?  HOW FAST?  WHAT SURFACE?						
<b>7b. RUN: MAXIMUM</b>	HOW FAR?  HOW FAST?  WHAT SURFACE?						

PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM v. DESIRABLE QUALIFICATION	LEVEL NEEDED UPON ENTRY
<b>8a. PUSH (WITH HELP): TYPICAL</b>	PUSH WHAT?  WEIGHT?  HOW FAR?  WHAT HELP?						
<b>8b. PUSH (WITH HELP): MAXIMUM</b>	PUSH WHAT?  WEIGHT?  HOW FAR?  WHAT HELP?						
<b>9a. PUSH (WITHOUT HELP): TYPICAL</b>	PUSH WHAT?  WEIGHT?						

PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM v. DESIRABLE QUALIFICATION	LEVEL NEEDED UPON ENTRY
<b>9b. PUSH (WITHOUT HELP): MAXIMUM</b>	PUSH WHAT?  WEIGHT?						
<b>10a. PULL OR DRAG (WITH HELP): TYPICAL</b>	PULL WHAT?  WEIGHT?  HOW FAR?  WHAT HELP?						
<b>10b. PULL OR DRAG (WITH HELP): MAXIMUM</b>	PULL WHAT?  WEIGHT?  HOW FAR?  WHAT HELP?						

PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM v. DESIRABLE QUALIFICATION	LEVEL NEEDED UPON ENTRY
11a. PULL OR DRAG (WITHOUT HELP): TYPICAL	PULL WHAT?  WEIGHT?						
11b. PULL OR DRAG (WITHOUT HELP): MAXIMUM	PULL WHAT?  WEIGHT?						
12a. LIFT AND CARRY (WITH HELP): TYPICAL	LIFT WHAT?  WEIGHT?  CARRY HOW FAR?  WHAT HELP?						

PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM v. DESIRABLE QUALIFICATION	LEVEL NEEDED UPON ENTRY
<b>12b. LIFT AND CARRY (WITH HELP): MAXIMUM</b>	LIFT WHAT?  WEIGHT?  CARRY HOW FAR?  WHAT HELP?						
<b>13a. LIFT AND CARRY (WITHOUT HELP): TYPICAL</b>	LIFT WHAT?  WEIGHT?						
<b>13b. LIFT AND CARRY (WITHOUT HELP): MAXIMUM</b>	LIFT WHAT?  WEIGHT?						

PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM v. DESIRABLE QUALIFICATION	LEVEL NEEDED UPON ENTRY
<b>14a. RESTRAIN OR SUBDUE (WITH HELP): TYPICAL</b>  (e.g., police officers, animal control officers)	WHO/WHAT?  WEIGHT?						
<b>14b. RESTRAIN OR SUBDUE (WITH HELP): MAXIMUM</b>  (e.g., police officers, animal control officers)	WHO/WHAT?  WEIGHT?						
<b>15a. RESTRAIN OR SUBDUE (WITHOUT HELP): TYPICAL</b>  (e.g., police officers, animal	WHO/WHAT?  WEIGHT?						
<b>15b. RESTRAIN OR SUBDUE (WITHOUT HELP): MAXIMUM</b>  (e.g., police officers, animal	WHO/WHAT?  WEIGHT?						

PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM v. DESIRABLE QUALIFICATION	LEVEL NEEDED UPON ENTRY
<b>16a. CLIMB: TYPICAL</b>  (e.g., stairs, ladders, scaffolding, hills)	WHAT?  HOW FAR?						
<b>16b. CLIMB: MAXIMUM</b> (e.g., stairs, ladders, scaffolding, hills)	WHAT?  HOW FAR?						
<b>17a. REACH: TYPICAL</b>	REACH WHAT?  HOW FAR/HIGH/LOW?						
<b>17b. REACH: MAXIMUM</b>	REACH WHAT?  HOW FAR/HIGH/LOW?						

PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM v. DESIRABLE QUALIFICATION	LEVEL NEEDED UPON ENTRY
<b>18a. WORK IN AWKWARD POSITIONS: TYPICAL</b>  (e.g., stoop, bend, twist, crawl, kneel, squat)							
<b>18b. WORK IN AWKWARD POSITIONS: MAXIMUM</b>  (e.g., bend, twist, crawl, kneel, squat, stoop)							
<b>19a. USE HANDS AND FINGERS: TYPICAL</b>							
<b>19b. USE HANDS AND FINGERS: MAXIMUM</b>							

PHYSICAL REQUIREMENT	DESCRIBE	DUTIES OR REASONS	FREQUENCY	IMPORTANCE	DIFFERENTIATING	MINIMUM v. DESIRABLE QUALIFICATION	LEVEL NEEDED UPON ENTRY
20a. USE SENSE OF SMELL							
20b. USE SENSE OF TASTE							
<b>21. BALANCE</b>  (e.g., high/narrow surface,  moving surface, slippery surface, steep surface [identify surface])							
<b>22. OTHER PHYSICAL ABILITY</b>  (e.g., dig)							

## Section 8: Tools and Equipment (Machines/Tools/Equipment/Safety Gear/ Special Clothing)

List below the machinery, tools, and equipment you use on the job, and 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 duty link is not obvious, describe a reason.

**ITEM**

**DUTIES/REASONS FOR WHICH  
NEEDED**

**Office Equipment:** Do not list common equipment such as stapler, telephone, or calculator. Do include personal computers and software.

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**Manual Hand Tools:**

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**Review Section 9 in the Instruction Booklet before you begin this section.**

## Section 9: Other Requirements

1. TYPICAL WORK DAYS (Check all that apply):

Monday     Tuesday     Wednesday     Thursday     Friday     Saturday     Sunday

2. WORK SHIFTS:  Yes     No (If No, skip to next question)

If yes, what type?

A.  Days

D.  Weekends

B.  Nights

E.  Rotating

C.  Graveyard

F.  Other (Describe) \_\_\_\_\_

3. TYPICAL WORK HOURS: \_\_\_\_\_

4. EXTENDED WORK HOURS:  Yes     No (If No, skip to next question)

A. Frequency:

B. How many hours each time, in general?

5. IRREGULAR HOURS OR DAYS:  Yes     No (If No, skip to next question)

A. Frequency:

B. Describe:

6. ON-CALL:  Yes     No (If No, skip to next question)

A. Frequency:

B. Describe:

7. WORK AT MORE THAN ONE SITE OR LOCATION:  Yes     No (If No, skip to next question)

A. Frequency: \_\_\_\_\_

B. Describe: \_\_\_\_\_

8. TRAVEL ON JOB (for example, traveling to clients for training):  Yes     No

(If No, skip to next question)

A. Reason: \_\_\_\_\_

B. Frequency: \_\_\_\_\_ How Far: \_\_\_\_\_

C. How Long Gone: \_\_\_\_\_

9. GROOMING/ATTIRE STANDARDS:  Yes  No (If No, skip to next question)

Describe: \_\_\_\_\_

10. SOCIAL WORK SETTING:

A. Work Alone: Frequency \_\_\_\_\_ How Long: \_\_\_\_\_

B. Work With Others: Frequency \_\_\_\_\_ How Long: \_\_\_\_\_

C. Work Around, But Not With Others:

Frequency: \_\_\_\_\_ How Long: \_\_\_\_\_

11. WORK OUTSIDE:  Yes  No (If No, skip to next question)

A. How Long Each Time: \_\_\_\_\_

B. Frequency: \_\_\_\_\_ Reason: \_\_\_\_\_

C. Describe Protection From Weather: \_\_\_\_\_

12. ENVIRONMENTAL CONDITIONS (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)

b. 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. 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. Electricity:  Yes  No (If No, skip to next question)

a. Describe: \_\_\_\_\_

b. Frequency: \_\_\_\_\_

c. Reasons: \_\_\_\_\_

C. At heights:  Yes  No (If No, skip to next question)

a. Describe: \_\_\_\_\_

b. Frequency: \_\_\_\_\_

c. Reasons: \_\_\_\_\_

D. Pressurized equipment:  Yes  No (If No, skip to next question)

a. Describe: \_\_\_\_\_

b. Frequency: \_\_\_\_\_

c. Reasons: \_\_\_\_\_

E. Burning material:  Yes  No (If No, skip to next question)

a. Describe: \_\_\_\_\_

b. Frequency: \_\_\_\_\_

c. Reasons: \_\_\_\_\_

F. Moving objects or mechanical parts:  Yes  No (If No, skip to next question)

a. Describe: \_\_\_\_\_

b. Frequency: \_\_\_\_\_

c. Reasons: \_\_\_\_\_

G. Other (Describe): \_\_\_\_\_

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

A. Describe: \_\_\_\_\_

B. Frequency: \_\_\_\_\_

C. Reasons: \_\_\_\_\_

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

A. Describe: \_\_\_\_\_

B. Reason: \_\_\_\_\_

16. MUST BE BONDED:  Yes  No (If No, skip to next question)

A. Reason: \_\_\_\_\_

17. DEADLINES (Check one):

\_\_\_\_\_ Few Deadlines Set Or Expected

\_\_\_\_\_ Some Deadlines, But Mostly Flexible Workload

\_\_\_\_\_ Work Under Consistent, But Moderate Time Pressure

\_\_\_\_\_ Constantly Working With Urgent Time Deadlines

\_\_\_\_\_ Other: \_\_\_\_\_

18. CONCENTRATION: (Check one or more):

\_\_\_\_\_ 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

\_\_\_\_\_ Other:

19. OTHER REQUIREMENTS:

A. \_\_\_\_\_

a. Frequency: \_\_\_\_\_

b. Reason: \_\_\_\_\_

B. \_\_\_\_\_

a. Frequency: \_\_\_\_\_

b. Reason: \_\_\_\_\_

C. \_\_\_\_\_

a. Frequency: \_\_\_\_\_

b. Reason: \_\_\_\_\_



# Appendix A - GOJA License Agreement

## Guidelines Oriented Job Analysis™ (GOJA™) End User License Agreement

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