

## Job Analysis Template

This template includes the instructions and worksheets provided in steps 1 through 8 of Appendix G in the Delegated Examining Operations Handbook (DEOH, [j wr <ly y y Qr o G qx IRqrle{ Qxgtuki j vJ ktpi Cwj qt kkgulEgo r gvkxgJ ktpi IF GQaJ cpf dqgnf h](#)).

You can use this document to conduct a job analysis as described in the DEOH. The instructions for each step precede the worksheet. Sample tables are included to further assist you.

For assistance in writing tasks and competencies, or for guidelines in determining cut-off scores, please refer to Appendix G of the DEOH.

## Steps 1 – 3: List and Rate Tasks

Step	Action
1	<p>Collect information about the job. A good place to start is by reviewing existing materials that describe the work that is performed on the job. Such materials include:</p> <ul style="list-style-type: none"> <li>• Position descriptions,</li> <li>• Classification standards,</li> <li>• Subject matter expert (SME) input,</li> <li>• Performance standards, and</li> <li>• Occupational studies.</li> </ul> <p>The tasks and competencies, Appendix F, developed through OPM's Governmentwide occupational studies are also a good source of information (<a href="http://www.opm.gov/deu/Handbook_2007/DEO_Handbook.pdf">http://www.opm.gov/deu/Handbook_2007/DEO_Handbook.pdf</a>). Since these studies are based on a comprehensive review of job information and are very broad in scope, you may not need to develop many additional tasks and competencies beyond those included in these studies.</p>
2	<p>Use the <a href="#">Job Analysis Worksheet for Tasks</a> to list the tasks that are required to perform successfully on the job based on the information and/or SME input (along with the source of that information) collected in Step 1.</p> <p>NOTE: This worksheet includes tasks from the position description template.</p>
3	<p>On the <a href="#">Job Analysis Worksheet for Tasks</a>:</p> <ol style="list-style-type: none"> <li>a) Have the SMEs individually rate the tasks on the importance and frequency scales provided on the worksheet. (Note the scales shown on the worksheets are examples of scales that have been used in past job analyses. Alternative scales are provided in the DEOH);</li> <li>b) Eliminate tasks that were rated as “Not Performed” on either the importance or frequency scale by at least half of the SMEs. Of the tasks that remain, compute an average rating (excluding any “0=Not Performed” ratings from the average) across SMEs for each task on each scale; and</li> <li>c) Then identify which tasks are critical for the job. This involves determining cutoffs for both the importance and frequency scales. A recommended cutoff is 3.0 or above for both scales. (This will vary by the scale used, depending on the anchors associated with each scale rating.) That is, tasks that, on average, were rated 3.0 or above on both importance and frequency are considered critical for the job.</li> </ol>



<b>Task</b>	<b>Source</b>	<b>Importance</b>	<b>Frequency</b>

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

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

## Steps 4 – 5: List and Rate Competencies

Step	Action
4	<p>Use the <a href="#">Job Analysis Worksheet for Competencies</a> to list competencies that are required to perform successfully in the job based on the job information collected and/or SME input, along with the source of that information (see Chapter 2, Section C, for how competencies should be stated, <a href="http://www.opm.gov/deu/Handbook_2007/DEO_Handbook.pdf">http://www.opm.gov/deu/Handbook_2007/DEO_Handbook.pdf</a>).</p> <p>NOTE: This worksheet includes competencies from the position description template.</p>
5	<p>On the <a href="#">Job Analysis Worksheet for Competencies</a>:</p> <ol style="list-style-type: none"> <li>a) Have the SMEs individually rate the competencies on the importance, need at entry, and distinguishing value scales. (Again, these scales are examples of scales used in past job analyses. Alternative scales are provided at the end of this appendix);</li> <li>b) Then average the SME ratings to produce an overall rating for each competency for each scale; and</li> <li>c) Once you have determined the SME average ratings, identify which competencies are critical for the job, based on importance and need at entry. This involves determining cutoffs for each of these scales. Recommended cutoffs for the scales shown on the worksheet are 3.0 or above for importance and 2.0 or below on need at entry. Competencies with average ratings that meet these cutoffs are considered critical for the job. Then, the ratings on the distinguishing value scale may be used to guide your decision on which of the critical competencies to include in the assessment process. A recommended cutoff on the distinguishing value scale shown on the worksheet is 3.0 or above. (Again, this will vary by the scale used, depending on the anchors associated with each scale rating.)</li> </ol>

## Job Analysis Worksheet for Competencies

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 = Needed the first day	1 = Not Valuable
2 = Somewhat Important	2 = Must be acquired within the first 3 months	2 = Somewhat Valuable
3 = Important	3 = Must be acquired within the first 4-6 months	3 = Valuable
4 = Very Important	4 = Must be acquired after the first 6 months	4 = Very Valuable
5 = Extremely Important		5 = Extremely Valuable

Competency	Source	Importance	Need at Entry	Distinguishing Value

<b>Competency</b>	<b>Source</b>	<b>Importance</b>	<b>Need at Entry</b>	<b>Distinguishing Value</b>

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

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

## Steps 6 – 8: Task and Competency Linkages

Step	Action
6	<p>Use the <a href="#">Job Analysis Worksheet for Task and Competency Linkages</a> to make the linkage ratings by:</p> <ul style="list-style-type: none"> <li>a) In the Task Number column, write the numbers of the tasks that were identified as critical in Step 1;</li> <li>b) Write the competency numbers of the critical competencies, identified in Step 5, across the top row;</li> <li>c) Next, have each SME work independently to rate the extent to which each competency is important for effective task performance. Again, SME ratings should be averaged to come up with an overall rating for each task-competency linkage. It is recommended that a cutoff of 3.0 be used for this scale to determine which competencies are linked to each task. (Note: If any tasks/competencies are not linked, you should reconsider whether all critical tasks and competencies have been considered); and</li> <li>d) You and SMEs should then eliminate any tasks not linked to one or more competencies and only competencies that are not linked to at least one task.</li> </ul> <p>NOTE: This worksheet includes tasks and competencies from the position description template.</p>
7	<p>Of the competencies remaining at the end of Step 6, eliminate competencies that cannot be reasonably assessed via a rating schedule. The resulting competencies will later on be considered for assessment.</p>
8	<p>Determine which competencies will be used as selective and quality ranking factors (if any).</p> <p>Note: Selective factors must be documented. To document any selective factors, use a SF-39A, <i>Request and Justification for Selective and Quality Ranking Factors</i> (see Records Retention and Disposition Appendix C, <a href="http://www.opm.gov/deu/Handbook_2007/DEO_Handbook.pdf">http://www.opm.gov/deu/Handbook_2007/DEO_Handbook.pdf</a>)</p>



## Job Analysis Worksheet for Task and Competency Linkages

### Linkage Scale

How important is this competency for effective task performance?

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

Tasks	Competencies					

Tasks	Competencies					

Signature: \_\_\_\_\_

Title: \_\_\_\_\_

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