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**Classification**

**Job Analysis Report**

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**Department**

***Project Conducted by:***

*Unit/Program Area*

*Department*

*Month Year*

*Note: This document is ONLY a template. Please modify and customize EACH section according to the specific needs of your particular job analysis study.*

# **Job Analysis Report**

**For the classification of**

**[CLASSIFICATION]**

**[DEPARTMENT]**

**[MONTH YEAR]**

**[ANALYST NAME]  
[ANALYST JOB TITLE]**

**Unit / Program Area / Department  
Address**

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## INTRODUCTION

California State law requires that all civil service examinations be job-related (Government Code § 18930). In order to meet this requirement, all California State departments have been mandated by CalHR to conduct an internal job analysis of each utilized department-specific and service-wide classification in order to assure the establishment of associated job-related and content-valid selection procedures. In compliance, CalHR has completed a job analysis of the **Classification** classification(s). Any reference herein to **Classification** pertains only to this **department-specific/service-wide** classification as utilized by **Department**.

(See APPENDIX A: SPB Rule 250)

This document, in its entirety, reports the methodology and findings of this job analysis conducted by the TV&C Program and has been developed to demonstrate a content valid strategy in accordance with the requirements set forth by the Federal *Uniform Guidelines on Employee Selection Procedures* (1978). These guidelines provide uniform standards for the proper use of employment testing and the documentation of the validity of selection procedures,<sup>1</sup> and are intended to be consistent with the generally-accepted professional standards, *Principles for the Validation and Use of Personnel Selection Procedures* (Society for Industrial and Organizational Psychology, 2003) and *Standards for Educational & Psychological Testing* (American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education, 1999).

(See APPENDIX B: SPB Summary of *Uniform Guidelines*)

The *Uniform Guidelines* specify that a selection procedure can be supported by a content valid strategy to the extent that it is a representative sample of the content of the job, demonstrated through the establishment of a clear relationship between the selection procedure and the requirements for successful job performance in the classification the procedure is used. The resultant documentation of this study reflects the current requirements for successful job performance in the **Classification** classification(s), identifying the essential work behaviors<sup>2</sup> (tasks performed) and the requisite important knowledge, skills, abilities and personal characteristics (KSAPCs) used in the successful performance of those tasks. The results of this study provide the necessary basis to (1) establish content-valid selection procedures, (2)

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<sup>1</sup> *Selection procedures* have been defined by the *Uniform Guidelines* as any measure, combination of measures, or procedure used as a basis for any employment decision, and include the full range of assessment techniques, from traditional paper and pencil tests, performance tests, training programs, or probationary periods and physical, educational, and work experience requirements, through informal or casual interviews and unscored application forms.

<sup>2</sup> *Work behaviors*, as defined by the *Uniform Guidelines*, are activities performed to achieve the objectives of a job. These behaviors involve observable (physical) and unobservable (mental) components, and consist of the performance of one or more tasks. Knowledge, skills, and abilities are not behaviors, although they may be applied in work behaviors. The *Uniform Guidelines* define (1) a *task* as a basic unit of work that is performed in a job, (2) *knowledge* as a body of information applied directly to the performance of a function, (3) *skill* as a present, observable competence to perform a learned psychomotor act, and (4) *ability* as a present competence to perform an observable behavior or a behavior which results in an observable product.

distinguish qualified candidates, (3) identify required revisions to the series specification, and (4) address issues within the classifications. All documentation derived from this study is intended for use by **Department**, in accordance with the *Uniform Guidelines*, as the basis for establishing job-associated, content-valid selection procedures for these classifications.

**Analysts received technical training from CalHR** on conducting and documenting job analyses. Training courses were based on professionally accepted methods (American Psychological Association's Standards and the Society for Industrial/Organizational Psychology's Principles). These methods were founded on a model of content validation and comply with the *Uniform Guidelines*, the 1990 *Americans with Disabilities Act (ADA)*, and the California Code of Regulations, Title 2, § 250, requiring that selection procedures be based on merit and fitness.

## USER, DATES, and LOCATION of STUDY

### USER of STUDY

The **CLASSIFICATION** is used by the **DEPARTMENT**. All documentation derived from this study is intended for **departmental/statewide** use.

### DATES of STUDY

This study commenced **START DATE** and was completed **FINISH DATE**.

### LOCATION of STUDY

#### Preliminary Planning Meetings:

**Name of Department**  
**Address of Department**  
**City, CA ZIP**

#### Job Audits:

**Name of Department**  
**Address of Department**  
**City, CA ZIP**

#### Meetings with Subject Matter Expert Panels:

**Name of Department**  
**Address of Department**  
**City, CA ZIP**

#### Data Analysis:

**Name of Department**  
**Address of Department**  
**City, CA ZIP**

## CLASSIFICATION BACKGROUND

### CLASSIFICATION CONCEPT

#### CLASSIFICATION

Brief descriptions of **CLASSIFICATION** and the **WORK SITUATION (how classification is being used at the department)**.

The **CLASSIFICATION** specification, revised **DATE**, from its original content, further identifies defining features and the minimum qualifications required for participation in an examination for this classification.

(See APPENDIX C: Class Specification)

A **TIME PERIOD** probationary period is required upon appointment to this classification.

Date Job Analysis Last Completed: **DATE**

### CLASSIFICATION COMPOSITION

#### CLASSIFICATION

As of **date**, **DEPARTMENT** had **#** out of **#** positions filled on a permanent, full-time basis, with **#** positions vacant

(See APPENDIX D: Composition of Classifications)

## INITIAL PLANNING

Initial planning for this detailed study entailed the development and/or assessment of the (1) methodology, (2) project timelines, (3) participation of subject matter experts (SME), (4) staff responsibilities, and (5) meeting location(s).

(See APPENDIX E: Project Plan)

## METHODOLOGY of STUDY

The methodology developed to analyze this classification utilizes a task-inventory analysis approach. This methodology includes (1) a review of literature relevant to the classification(s); (2) meeting(s) with SMEs to develop respective task and KSAPC inventories reflecting current requirements for successful job performance; (3) administering a job analysis survey to assess and identify essential tasks and important and required KSAPCs; and (4) meeting(s) with SMEs to establish the respective relationship between essential tasks and important and required KSAPCs.



## LITERATURE REVIEW

Literature relevant to this job analysis was reviewed to familiarize project staff with the duties and responsibilities of the **Classification**. Literature reviewed included, but was not limited to, (a) previous job analyses, (b) studies that have been conducted on the job related to reclassification or compensation, (c) job duty statements, (d) job class specifications, or (e) departmental history files and (f) other general sources such as the Occupational Network Online (O\*NET). These documents were used to develop a basic understanding of the nature and requirements of the job in question. A preliminary list of task statements as well as KSAPC statements was generated based on the review of these documents.

## JOB AUDITS/INTERVIEWS

**If audits are conducted:** The project methodology requires the participation of SMEs with in-depth knowledge of the analyzed classification. **X # of** audits/interviews were conducted with the assigned SMEs to achieve the following goals: (a) verify/determine whether the tasks and KSAPCs that were identified through the review of archival literature were accurate representations of the job and (b) to identify appropriate modifications or additions to the list of task and KSAPC statements.

**If audits aren't conducted:** Due to the small number of SMEs in the analyzed classification, **Department** determined that job audits/interviews were not appropriate for the study, and that the relevant information might more effectively be developed in the Job Analysis panel meeting.

**Or:** Due to the recentness of the previous job analysis, **Department** determined that job audits/interviews were not appropriate for the study, and that the relevant information might more effectively be developed in the Job Analysis meeting. In this meeting, the previously developed list of tasks and KSAPCs were refined and enhanced to reflect the [classification] as it is currently used.

(See APPENDIX F: Subject Matter Expert Participants)

## JOB ANALYSIS PANEL MEETING

A critical step in the content validation process is establishing that the tasks and KSAPCs identified during archival review and/or job audits are truly representative of the classification. The process used by **Department** to ensure that the relative list of tasks/KSAPCs are thorough and complete is to conduct Job Analysis panel meetings in which a group of SMEs (which includes current job incumbents and supervisors) review and edit the tasks/KSAPCs, as well as add additional tasks/KSAPCs that were not identified in the initial phases of the process. The meetings should include representation from all different units/programs/areas of the classification to ensure that the tasks/KSAPCs represent the job as a whole. For this study, a Job Analysis panel meeting was conducted on **(date)**.

(See APPENDIX F: Subject Matter Expert Participants)

## JOB ANALYSIS SURVEY

The resulting list of job tasks and KSAPCs from the panel meeting were compiled into a Job Analysis Survey (JAS) using **ADD APPROPRIATE METHOD HERE (e.g. paper and pencil, scannable answer sheet, online survey tool)**. The JAS was then administered to the incumbents and a sample of immediate supervisors who were asked to individually rate the job tasks and KSAPCs. The object of the survey is to identify the essential tasks/KSAPCs which would be retained in the final job analysis. The survey must be administered to a demographically representative sample of SMEs to ensure that the tasks/KSAPCs represent the job as a whole.

(See APPENDIX G: Job Analysis Survey)

### TASK STATEMENTS

For each task, current job incumbents and a sample of immediate supervisors were asked to rate (1) how important the task is to successful job performance, and (2) how frequently the task is performed.

#### *Task Rating Scales*

**IMPORTANCE:** How important is this task to successful job performance?

- 0 = Does Not Apply
- 1 = Moderately Important
- 2 = Important
- 3 = Very Important
- 4 = Critical

**FREQUENCY:** How often is this job task performed?

- 0 = Does Not Apply
- 1 = Less than Once a Month (includes quarterly)
- 2 = Monthly
- 3 = Weekly
- 4 = Daily

**KSAPC STATEMENTS**

For each KSAPC, current job incumbents and a sample of immediate supervisors were asked to rate (1) how important the KSAPC is to successful job performance, (2) whether the KSAPC is required at entry (i.e., on the first day of the job and prior to receiving any additional training) or if it is typically learned during the course of the job, and (3) how strongly the possession of the KSAPC in question is related to actual job performance.

*KSAPC Rating Scales*

**IMPORTANCE:** How important is this KSAPC to successful job performance?

- 0 = Does Not Apply
- 1 = Moderately Important
- 2 = Important
- 3 = Very Important
- 4 = Critical

**EXPECTED AT ENTRY:** When is a person expected to have this KSAPC? Is it required before being hired or do they learn it on the job?

- 0 = Not Needed
- 1 = Needed
- 2 = Essential

**RELATIONSHIP TO JOB PERFORMANCE:** Does possession of more of this KSAPC beyond minimum requirements lead to better job performance?

- 0 = No Observable Relationship
- 1 = Observable Relationship

(See APPENDIX H: Task and KSAPC Rating Scales)

## DATA ANALYSIS

The mean (i.e., average) rating for each scale was computed. The results were used to determine the critical work behaviors and job requirements for the classification, and are summarized below.

### TASK RATING RESULTS

In accordance with the *Uniform Guidelines*, only those tasks that were identified as IMPORTANT were retained in the final job analysis. FREQUENCY of performance is also considered when developing valid selection procedures, however there is no formal cutoff utilized for the frequency scale.

For this study, tasks that received an average IMPORTANCE rating of **2** (important to successful performance on the job) or higher were retained in the final job analysis

(See APPENDIX I: Task Rating Results)

### KSAPC RATING RESULTS

In accordance with the *Uniform Guidelines*, only KSAPC statements that were identified as IMPORTANT and EXPECTED AT ENTRY were retained in the final job analysis. The final scale, RELATIONSHIP TO JOB PERFORMANCE, determines the appropriateness of rank ordering candidates on a selection procedure, though there is no cutoff implemented with this scale.

For this study, KSAPCs that received a minimum average IMPORTANCE rating of **2** (important to successful performance on the job) and a minimum average EXPECTED AT ENTRY rating of **1** (needed) were retained in the final job analysis.

(See APPENDIX J: KSAPC Rating Results)

## TASK/KSAPC LINKAGE

Every KSAPC included in a job analysis must link directly to an essential function (task) of the job, and be essential for the successful performance of the task. Any KSAPC which cannot be linked to a task should be eliminated from the KSAPC inventory and not considered an essential component of the job.

A SME panel meeting was conducted in which SMEs were instructed to link retained KSAPCs back to essential tasks. SMEs were instructed to, for each KSAPC, read through the list of retained tasks and identify those which require or utilize the specific KSAPC. One KSAPC may be linked to several tasks.

The KSAPCs identified in the job analysis were also linked to the KSAPCs listed in the classification specification. This process is necessary to ensure that all potential exam

items are supported by both the class spec and the current job analysis in accordance with state regulations

#### SMEs participated in the linking process. The SMEs used a consensus method to determine the linkages. OR SMEs completed the linkage exercise independently, then the data was analyzed by TV&C to determine consensus.

(See APPENDIX L: Task/KSAPC Linkage Data)

## REVIEW of SELECTION OPTIONS

Each KSAPC statement was reviewed to determine which assessment modality would be the most effective method of measurement. After reviewing the final task and KSAPC results, Department staff developed a Selection Options Matrix detailing examination options for all retained KSAPCs. The intent and purpose is to examine and review all possible examination options to ensure the development of a valid and reliable testing process that identifies the most qualified candidates while minimizing potential bias in accordance with the provisions of the *Uniform Guidelines*.

It is not uncommon for a KSAPC to be measurable using a variety of methods. For example, a person's ability to review information and take appropriate action may be measured using a written exam (e.g., a multiple choice exam), a structured interview, or a job simulation activity, among other methods.

Subsequent selection procedures are to be developed in accordance with the provisions of the *Uniform Guidelines* and based upon the results of this study, provided that the job-analytic data remains current and reflective of the classifications' work behaviors (tasks performed), and the requisite important and required KSAPCs used in the work behaviors to successfully perform these tasks

(See APPENDIX M: Selection Options Matrix)

## ACCURACY and COMPLETENESS

This job analysis was conducted and documented by Consultant Name, with the Unit/Program Area/Dept., in conformance with the *Uniform Guidelines* and professionally accepted standards. All documentation derived from this study has been included in this report or can be found in the Classification project file.

This report is considered valid and current three to six years from Month and Year of project completion.

To ensure the accuracy and completeness of this study, the following steps were taken:

- This job analysis was conducted and documented by staff possessing the requisite knowledge and expertise in job analysis procedures.
- Job analysis data was developed and assessed by a panel of experts on the classification.

***Requests for information regarding this job analysis should be directed to:***

**CONTACT NAME  
CONTACT DEPARTMENT  
CONTACT MAILING ADDRESS  
CITY, CA ZIP CODE  
(###) ###-####**

## APPENDIX A: SPB Rule 250

**NOTICE of EFFECTIVE DATE of REGULATION CHANGE**  
**California Code of Regulations**  
**Title 2. Administration**  
**Division 1. Administrative Personnel**

**DATE:** June 4, 2004

**TO:** ALL STATE AGENCIES, EMPLOYEE ORGANIZATIONS, AND  
MEMBERS OF THE GOVERNOR'S CABINET

**SUBJECT:** California Code of Regulations Title 2, § 250 – Requirement That  
Selection Be Based on Merit and Fitness

This memorandum is to advise you that California Code of Regulations (CCR) Title 2, § 250 as presented to and adopted by the State Personnel Board (SPB) on September 9, 2003, became effective on May 17, 2004. A copy of the final regulation is attached and will be published in the CCR, Title 2, Division 1, § 250.

By explicitly defining merit and fitness, Rule 250 clarifies the State's Constitutional mandate to utilize a selection system based on merit and fitness when making permanent appointments and promotions in the State's civil service. In addition, it clarifies that merit in the State's selection system extends beyond the administration of civil service examinations and the establishment of eligible lists. Specifically, the State's selection system encompasses all steps in the selection process, including recruitment and advertising, testing for the establishment of eligible lists, hiring interviews, background/reference checks, medical evaluation, drug testing, psychological screening, and civil service probation.

With the adoption of Rule 250, SPB codifies every department's obligation to conduct merit-based examinations and selection processes. Under the provisions of Government Code § 18930.5, SPB has delegated to departments the design, announcement, and administration of examinations for the establishment of lists. Departments, in administering their decentralized testing program, share a significant role in promoting and upholding a meritorious State selection system that satisfies the Constitutional mandate and the provisions of Rule 250. Departments, therefore, must apply these merit principles to each selection and testing process by inviting broad and inclusive competition, utilizing sound testing devices for the competitive assessment of job-related qualifications, and providing fair and equitable treatment of applicants and employees on an equal opportunity basis.

California Code of Regulations Title 2, § 250 – Requirement  
That Selection Be Based on Merit and Fitness  
June 4, 2004

SPB is committed to providing departments with assistance and guidance in maintaining the quality and integrity of the State's merit-based selection and testing activities. SPB offers state-of-the-art instructional curriculum for the development of selection analysts through our Technical Training Program. The Selection Analyst Training Program consists of a series of classes leading to the achievement of a Certified Selection Analyst designation. The Merit Selection Manual provides a further resource for departmental decentralized testing staff. In addition, SPB's Test Validation and Construction (TV&C) staff are available to assist departments in the development and implementation of examinations.

Contact Person:

Inquiries regarding this rule may be directed to Elizabeth Montoya at the State Personnel Board, P. O. Box 944201, Sacramento, California 94244-2010 or call (916) 653-0818, TDD (916) 653-1498.

Laura Aguilera  
Interim Executive Officer

Attachment: Text of Final Regulation



Title 2. Administration  
Division 1. Administrative Personnel  
Chapter 1. State Personnel Board  
Subchapter 1. General Civil Service Regulations  
Article 10. Appointments

**§ 250. Requirement That Selection Be Based on Merit and Fitness.**

(a) Appointments to positions in the State civil service made from eligible lists in a manner consistent with provisions of Sections 254, 254.1, and 254.2 as related to the certification of eligibles, by way of transfer, as defined in Government Code Section 18525.3, or by way of reinstatement, as defined in Government Code Section 19140, shall be made on the basis of merit and fitness, defined exclusively as the consideration of each individual's job-related qualifications for a position, including his/her knowledge, skills, abilities, experience, education, training, physical and mental fitness, and any other personal characteristics relative to job requirements, as determined by candidate performance in selection procedures, including, but not limited to, hiring interviews, reference checks, background checks, and/or any other procedures, which assess job-related qualifications and are designed and administered to select those individuals who best meet the selection need.

(b) Eligible lists shall be created on the basis of merit and fitness, and, as such, shall result from: recruitment strategies designed to be as broad and inclusive as necessary to best meet the selection need; and candidate performance in selection procedures that assess job-related qualifications, are competitive in nature, are designed and administered to fairly and objectively identify those candidates who meet the selection need, and result in the ranking of candidates based on their job-related qualifications.

(c) Permanent status in permanent appointments to the civil service is achieved after completion of the required probationary period, the final phase of the selection process. Assessment of employee performance during the probationary period shall be made on the basis of merit and fitness, with regard to the individual's qualifications, including his/her knowledge, skills, abilities, experience, education, training, physical and mental fitness, and any other personal characteristics relative to job requirements, and his/her job-related performance.

(d) All phases of the selection process, including recruitment and examining, eligible list creation, appointment, and completion of the civil service probationary period, shall provide for the fair and equitable treatment of applicants and employees on an equal opportunity basis without regard to political affiliation, race, color, ancestry, national origin, sex, sexual orientation, religion, disability, medical condition, age, or marital status.

(e) Nothing herein shall be construed to relieve appointing powers from the obligation to reasonably accommodate individuals with disabilities as required under the Americans with Disabilities Act, the Fair Employment and Housing Act, and the Civil Service Act.

(f) Nothing herein shall be construed so as to contravene the intent and purpose of Article VII, Section 6, of the California Constitution, which provides for the granting of preferences in state civil service to veterans and their surviving spouses.

(g) Intra-departmental job assignment transfers within the same job classification, such as assignments to different work shifts or work locations, or time base changes pursuant to Section 277 do not constitute appointments for purposes of this regulation.

NOTE: Authority cited: Section 18701, Government Code.

Reference: Article VII, Sections 1 and 6, California Constitution; Sections 18500, 18525.3, 18900, 18930, 18950, 18951, 18971-18979, 19050, 19052, 19140, 19171, 19173, and 19702.2, Government Code.

**APPENDIX B: SPB Summary of *Uniform Guidelines***

The following excerpt is from a summary of the *Uniform Guidelines on Employee Selection Procedures (Uniform Guidelines)* prepared by the State Personnel Board's Test Validation and Construction Program. The *Uniform Guidelines*, in its entirety, is available for review at [www.uniformguidelines.com](http://www.uniformguidelines.com).

**Introduction**

This summary of the *Uniform Guidelines for Employee Selection Procedures* is intended to provide a brief overview of the provisions contained in the *Uniform Guidelines*. This summary should be used in conjunction with the full text of the *Uniform Guidelines* to address specific selection-related queries.

**History of the *Uniform Guidelines on Employee Selection Procedures***

The Civil Rights Act of 1964 established that employment decisions based on race, color, religion, sex, or national origin are discriminatory and illegal. In 1978, the U.S. Civil Service Commission, the Department of Labor, the Department of Justice, and the Equal Employment Opportunity Commission jointly adopted the *Uniform Guidelines on Employee Selection Procedures* to establish uniform standards for employers for the use of selection procedures and to address adverse impact, validation, and record-keeping requirements. The *Uniform Guidelines* document a uniform federal position in the area of prohibiting discrimination in employment practices on the basis of race, color, religion, sex, or national origin. The *Uniform Guidelines* outline the requirements necessary for employers to legally defend employment decisions based upon overall selection processes and specific selection procedures.

The *Uniform Guidelines* are not in and of themselves legislation or law; however, through their reference in a number of judicial decisions, they have been identified by the courts as a source of technical information and have been given deference in litigation concerning employment issues.

In addition to the *Uniform Guidelines* themselves, a separate document entitled *Questions and Answers on the Uniform Guidelines on Employee Selection Procedures* was released in 1979 to provide further clarification and a common interpretation of the *Uniform Guidelines*.

## APPENDIX C: Class Specification

**CUT and PASTE CLASS SPEC HERE**

(arial 12)

## APPENDIX D: Composition of Classifications

ADD RELEVANT RACE and GENDER COMPOSTION of the CLASSIFICATION, utilizing the appropriate DEPARTMENT report.

## APPENDIX E: Project Plan

INSERT PROJECT PLAN HERE

## APPENDIX F: Subject Matter Expert Participants

### CLASSIFICATION JOB AUDITS

SUBJECT MATTER EXPERT	CLASSIFICATION	CONTACT	DATE

### CLASSIFICATION JOB ANALYSIS PANEL MEETING

Date:

SUBJECT MATTER EXPERT	CLASSIFICATION	CONTACT

### CLASSIFICATION JOB ANALYSIS LINKAGE MEETING

Date:

SUBJECT MATTER EXPERT	CLASSIFICATION	CONTACT

## JOB ANALYSIS SURVEY RESPONDENT DEMOGRAPHIC INFORMATION

[FOR CLASS SERIES REPORTS, SPLIT THE RESULTS ACROSS THE VARIOUS CLASSIFICATIONS.] **THIS BLURB SHOULD ALWAYS BE DELETED IN THE FINAL REPORT!!**

DEPARTMENT [CONSORTIUM AND STATEWIDE ONLY]

PASTE DATA OUTPUT HERE

CURRENT CLASSIFICATION

PASTE DATA OUTPUT HERE

HOW ARE YOU COMPLETING THIS SURVEY, AS A:

PASTE DATA OUTPUT HERE

DIVISION (OPTIONAL)

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UNIT (OPTIONAL)

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JOB TENURE

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HEADQUARTERS/FIELD OFFICE

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GENDER

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ETHNICITY

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AGE

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**APPENDIX G: Job Analysis Survey (JAS)**

(Insert JPEG of JAS)

**APPENDIX H: Task and KSAPC Rating Scales****Task Rating Scales**

**IMPORTANCE: How important is this task to successful job performance?**

**(0) Does Not Apply**

An inability to perform this task has **no effect** on job performance.

**(1) Moderately Important**

An inability to perform this task **will affect** job performance however **it will not lead to failure on the job.**

**(2) Important**

An inability to perform this task **will have a noticeable effect** on job performance.

**(3) Very Important**

An inability to perform this task **is likely to result in failure** on the job and **may result in negative consequences.**

**(4) Critical**

An inability to perform this task **will lead to significant failure** on the job and **will lead to serious negative consequences.**

**FREQUENCY: How often is this job task performed?**

**(0) Does Not Apply**

**(1) Less than Once a Month**

**(2) Monthly**

**(3) Weekly**

**(4) Daily**

## KSAPC Rating Scales

**IMPORTANCE: How important is this KSAPC to successful job performance?**

**(0) Does Not Apply**

A lack of this KSAPC has **no effect** on job performance.

**(1) Moderately Important**

A lack of this KSAPC **will affect** job performance however **it will not lead to failure on the job.**

**(2) Important**

A lack of this KSAPC **will have a noticeable effect** on job performance.

**(3) Very Important**

A lack of this KSAPC **is likely to result in failure** on the job and **may result in negative consequences.**

**(4) Critical**

A lack of this KSAPC **will lead to significant failure** on the job and **will lead to serious negative consequences.**

**EXPECTED AT ENTRY: When is a person expected to have this KSAPC: Is it required before being hired or do they learn it on the job?**

**(0) Not Needed**

This KSAPC is not needed on the first day of the job.

**(1) Needed**

Possession of this KSAPC is needed and expected on the first day of the job.

**(2) Essential**

Possession of this KSAPC at entry to the job is essential.

**RELATIONSHIP TO JOB PERFORMANCE: Does possession of more of this KSAPC beyond minimum requirements lead to better job performance?**

**(0) No Observable Relationship**

Possession of more of this KSAPC (beyond the minimal level required) does not result in better job performance.

**(1) Observable Relationship**

Possession of more of this KSAPC (beyond the minimal level required) **does** result in better job performance.

## APPENDIX I: Task Rating Results

## Retained Tasks

## Classification

[illegible]

### ***Tasks Not Retained***

The following task statements have been dropped from the final job analysis because they did not meet the cutoff criteria of having an importance rating of **2** or greater. When task statements are dropped from further consideration (i.e. selection etc.), it does not necessarily mean that the tasks are unimportant to individual job incumbents or specialized job assignments. Rather, it implies that the tasks do not generalize well enough to be considered as representative of the job class overall. Typically, there are core tasks that all incumbents complete, and these are most appropriate for representing the work performed by the classification.

Scale A Importance (Mean Rating)		Scale B Frequency (Mean Rating)		Task Statements
2 decimal places!		2 decimal places!	#	
			#	

## APPENDIX J: KSAPC Rating Results

### ***Retained KSAPCs***

## Classification

[illegible]

Scale A Importance (Mean Rating)		Scale B Expected at Entry (Mean Rating)		Scale C Relationship (Mean Rating)			KSAPC Statements



### KSAPCs Not Retained

The following KSAPC statements have been dropped from the final job analysis because they did not meet the cutoff criteria of having BOTH an importance rating of **2** or greater and an Expected at Entry rating of **1** or greater. When a KSAPC is dropped from further consideration (i.e. selection etc.), it does not necessarily imply that the KSAPC is unimportant to individual job incumbents or specialized job assignments. Rather, it implies that the KSAPC does not generalize well enough to be considered as representative of the job class overall. Typically, there are core KSAPCs that all incumbents share, and these are most appropriate for representing the work performed by the classification.

Scale A Importance (Mean Rating)	Scale B Expected at Entry (Mean Rating)	Scale C Relationship (Mean Rating)	KSAPC Statements		
2 decimal places!	2 decimal places!	2 decimal places!	#		
			#		

**APPENDIX K: Class Spec KSAPC Statements**

***Classification Specification KSAPC Statements***

**Classification**

<b>Class. Spec. KSAPC #</b>	<b>Class Specification KSAPC Statement</b>
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<b>Class. Spec. KSAPC #</b>	<b>Class Specification KSAPC Statement</b>
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## APPENDIX L: KSAPC Linkage Data

## KSAPC Linkage Data

The following retained KSAPCs that were not linked to tasks have been removed from the table: KSAPC \_\_, \_\_, \_\_, \_\_. (Be sure to remove this statement if none fell out this way)

## Classification

[illegible]

KSAPC #	KSAPC Statement	Classification Specification KSAPC #	Linking Task #

## APPENDIX M: Selection Options Matrix

### Selection Options Matrix

Classification

KSAPC #	Importance Rating	Critical KSAPCs	Training & Experience	Written Exam	Structured Interview	Work Sample/ Performance Exam	Situational Judgment Exam
Start Here							