Guidelines Oriented Job Analysis
Simplified GOJA
Version 8.1

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Sacramento, CA 95825

INSTRUCTION BOOKLET
FOR INCUMBENT
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.

IMPORTANT: The instructions for the Job Analysis booklet have been written as if the person filling it out is an incumbent currently working in the job being studied. It asks the reader to describe what “you” currently do on the job.

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.

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 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) -- all to gather ideas that will help you complete the booklet.

4. Look through the whole 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 in this Instruction booklet for completing Sections 5, 6, 7, 9 and 10 of the Job Analysis. Instructions for all other Sections (1-4 and 8) are in the Job Analysis booklet itself.

THANK YOU FOR YOUR HELP.
NOTE: Instructions for Sections 1-4 are in the Job Analysis booklet.

SECTION 5: JOB DUTIES

SEE EXAMPLES OF DUTIES ON PAGE 5.

Job Duty: Describe only the job duties which 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, you will be asked to identify the percentage of time spent on each, so you may wish to list them, as much as possible, according to the proportion of time spent on each.

Try to have each duty tell what you do, why you do it, and how you do it. 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  Clean  Design  Evaluate  Monitor  Plant  Repair  
   Arrange  Confirm  Develop  Inspect  Obtain  Prepare  Show  
   Assist  Coordinate  Dig  Maintain Paint  Process  Sort  
   Build  Delegate  Ensure  Manage  Plan  Provide  Supervise  

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. Use these letters:

- D = Daily
- W = Weekly
- BW = Bi-Weekly (every 2 weeks)
- M = Monthly
- BM = Bi-Monthly (every 2 months)
- Q = Quarterly (4 times/year)
- SA = Semi-Annually (2 times/year)
- A = Annual
- LA = Less often than once a year

**PERCENTAGE OF TIME:** Give each duty a PERCENTAGE to identify the amount of work time spent on each. Divide 100% among all your duties. If your job follows an established routine (i.e., it is process or procedure-oriented), think about how you spend your time on a daily or perhaps a weekly basis. If not, think about your 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%.

**IMPORTANCE:** Give each duty an IMPORTANCE RATING. How important is the duty to 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. Use these numbers:

1 - NOT IMPORTANT: Trivial or minor significance to the performance of the job.

2 - OF SOME IMPORTANCE: Somewhat helpful, useful, and/or meaningful to the performance of the job.

3 - IMPORTANT: Helpful, useful, and/or meaningful to the performance of the job.
4 - CRITICAL: Necessary for the performance of the job.

5 - EXTREMELY CRITICAL: Necessary for the performance of the job, but with more extreme consequences.

**DIFF, FUND, ASSIGN:** Do not provide these ratings. The three shaded columns on the worksheet are for supervisor use only.
### Section 5: Job Duties (cont’d)

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

<table>
<thead>
<tr>
<th>JOB DUTY</th>
<th>WORK PRODUCTS</th>
<th>FREQ</th>
<th>% TIME</th>
<th>IMP</th>
<th>DIFF</th>
<th>FUND</th>
<th>ASSIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare surfaces for paving by operating heavy equipment such as grader and backhoe</td>
<td>Cleared and leveled roads and walkways</td>
<td>D</td>
<td>70%</td>
<td>4</td>
<td>D</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JOB DUTY</th>
<th>WORK PRODUCTS</th>
<th>FREQ</th>
<th>% TIME</th>
<th>IMP</th>
<th>DIFF</th>
<th>FUND</th>
<th>ASSIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain equipment and supply inventories by ordering, stocking, and recording. Resolve problems relating to supply and equipment problems by working with vendors to identify needs and solutions and if necessary, finding and using another vendor.</td>
<td>Functional equipment and correct and ample supplies</td>
<td>M</td>
<td>5%</td>
<td>3</td>
<td>A</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JOB DUTY</th>
<th>WORK PRODUCTS</th>
<th>FREQ</th>
<th>% TIME</th>
<th>IMP</th>
<th>DIFF</th>
<th>FUND</th>
<th>ASSIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and prepare long-range financial plans such as bonding or grants for large-scale Public Works projects by directing engineering financial, and legal consultants and meeting with City, State and/or Federal officials and community groups to gain such aid and voter support.</td>
<td>Long-range financial plans with required support</td>
<td>Q</td>
<td>25%</td>
<td>3</td>
<td>C</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
SECTION 6: KNOWLEDGE, SKILLS, AND ABILITIES

SEE EXAMPLES OF KSA’S ON PAGE 7.

Knowing a job’s knowledge, skills, and abilities is very important to develop valid selection procedures and understand the mental processes of a job in order to accommodate persons with disabilities. Please carefully complete this section of the GOJA 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.

Some skills and abilities which are common to most jobs have been started for you on the worksheets: math, writing, interpersonal, reading, oral communication, problem solving, and decision making skills. Complete any of these which apply to your job. Then add all the job-specific KSA's required for your job. (Review your list of job duties to identify additional 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."

DUTIES WHICH REQUIRE KSA: List by number the JOB DUTIES for which each KSA is needed. List all the job duties which require the KSA. Separate each duty by a comma.

FREQUENCY: Give each KSA 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 KSA can be less often, more often, or the same as the frequency rating of any duty it is linked to. For example, a KSA can be linked to five duties, each of which is performed weekly (one on each day of the week), so the frequency of the KSA could be daily even though each duty it is linked to is performed weekly. Or if the duties are performed daily, but the KSA 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. Use these letters:

- D = Daily
- W = Weekly
- BW = Bi-Weekly (every 2 weeks)
- M = Monthly
- BM = Bi-Monthly (every 2 months)
- Q = Quarterly (4 times/year)
- SA = Semi-Annually (2 times/year)
- LA = Less often than once a year
- A = Annual

Section 6: Knowledge, Skills, and Abilities (cont’d)
**IMPORTANCE:** Give each KSA an IMPORTANCE RATING. How important is the KSA to successful job performance—to achieving the purpose of the job? Consider the importance rating of the duties for which the KSA 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 KSA should be. Use these numbers:

1 - **NOT IMPORTANT:** Trivial or minor significance to the performance of the job.
2 - **OF SOME IMPORTANCE:** Somewhat helpful, useful, and/or meaningful to the performance of the job.
3 - **IMPORTANT:** Helpful, useful, and/or meaningful to the performance of the job.
4 - **CRITICAL:** Necessary for the performance of the job.
5 - **EXTREMELY CRITICAL:** Necessary for the performance of the job, but with more extreme consequences.

**DIFF:** Do not provide this rating. The shaded column on the worksheet is for supervisor use only.

**EXAMPLES OF COMPLETED KSA’S**

<table>
<thead>
<tr>
<th>KSA’s</th>
<th>MAJOR PARTS OF KSA’s</th>
<th>DUTIES REQUIRING</th>
<th>FREQ</th>
<th>IMP</th>
<th>DIFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of basic darkroom procedures</td>
<td>Contact print, enlargements, care of equipment, safety methods</td>
<td>3,7,8,9</td>
<td>BW</td>
<td>3</td>
<td>C</td>
</tr>
</tbody>
</table>

Page 8
Ability to prepare complex, professional materials, some with legal references

Proposals for new business in consulting areas, text for business plans, justifications for litigation, explanations of procedures used to develop new testing devices

4,7,12 W 4 D

SECTION 7: PHYSICAL REQUIREMENTS

SEE EXAMPLES OF PHYSICAL REQUIREMENTS ON PAGE 9.

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 GOJA 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 a regular, 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 KSA's in Section 6):

DUTIES WHICH REQUIRE IT: 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. Use these letters:
SA = Semi-Annually (2 times/year)  
BW = Bi-Weekly (every 2 weeks)  
A = Annual  
M = Monthly  
LA = Less often than once a year  
BM = Bi-Monthly (every 2 months)  

Section 7: Physical Requirements (cont’d)

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. Use these numbers:

1 - NOT IMPORTANT: Trivial or minor significance to the performance of the job.

2 - OF SOME IMPORTANCE: Somewhat helpful, useful, and/or meaningful to the performance of the job.

3 - IMPORTANT: Helpful, useful, and/or meaningful to the performance of the job.

4 - CRITICAL: Necessary for the performance of the job.

5 - EXTREMELY CRITICAL: Necessary for the performance of the job, but with more extreme
DIFF: Do not provide this rating. The shaded column on the worksheet is for supervisor use only.

**EXAMPLES OF COMPLETED PHYSICAL REQUIREMENTS**

<table>
<thead>
<tr>
<th>PHYSICAL REQUIREMENT</th>
<th>DESCRIBE</th>
<th>DUTIES/REASON</th>
<th>FREQ</th>
<th>IMP</th>
<th>DIFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. SEE: TYPICAL (for example, see standard printed material and basic colors)</td>
<td>Read standard print, text and numbers on computer screen, far vision not required, no need to distinguish among colors</td>
<td>2,3,7,10,12,14</td>
<td>D</td>
<td>5</td>
<td>No</td>
</tr>
<tr>
<td>1b. SEE: MAXIMUM (for example, seeing small objects in far distance, fine print, distinguish shades of color)</td>
<td>Read columns of very small numbers, sometimes for entire day</td>
<td>Identify data entry errors for financial reports</td>
<td>Q</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PHYSICAL REQUIREMENT</th>
<th>DESCRIBE</th>
<th>DUTIES/REASON</th>
<th>FREQ</th>
<th>IMP</th>
<th>DIFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. STAND: TYPICAL</td>
<td>HOW LONG?</td>
<td>Brief meetings, greet visitors</td>
<td>D</td>
<td>2</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>No more than five minute</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b. STAND: MAXIMUM</td>
<td>HOW LONG?</td>
<td>Conduct 3-hour training sessions; break half way</td>
<td>A</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Up to one and one-half hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NOTE: Instructions for Section 8 are in the Job Analysis booklet.

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 GOJA booklet.

Answer “No” for any requirements which are not needed for your job. 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: Give a FREQUENCY RATING to show how often, in general, the requirement is needed. Use these letters:

D = Daily
W = Weekly
BW = Bi-Weekly (every 2 weeks)
M = Monthly
BM = Bi-Monthly (every 2 months)

Q = Quarterly (4 times/year)
SA = Semi-Annually (2 times/year)
A = Annual
LA = Less often than once a year

IMPORTANCE: Give an IMPORTANCE RATING. How important is this requirement to successful job performance--to achieving the purpose of the job? Use these numbers:

1 - NOT IMPORTANT: Trivial or minor significance to the performance of the job.

2 - OF SOME IMPORTANCE: Somewhat helpful, useful, and/or meaningful to the performance of the job.
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 - IMPORTANT:</td>
<td>Helpful, useful, and/or meaningful to the performance of the job.</td>
</tr>
<tr>
<td>4 - CRITICAL:</td>
<td>Necessary for the performance of the job.</td>
</tr>
<tr>
<td>5 - EXTREMELY CRITICAL:</td>
<td>Necessary for the performance of the job, but with more extreme consequences.</td>
</tr>
</tbody>
</table>