**Job Analysis Worksheet for Tasks**

**Title, Series, Grade(s) (FPL: GS-XX)**

**Directorate, Division**

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** | **Source** | **Importance** | **Frequency** |
| 1. |  |  |  |
| 2.  |  |  |  |
| 3.  |  |  |  |
| 4.  |  |  |  |
| 5.  |  |  |  |
| 6.  |  |  |  |
| 7.  |  |  |  |
| 8.  |  |  |  |

|  |  |
| --- | --- |
| **Importance Scale**  | **Frequency Scale**  |
| How important is this task to the job?  | How often is this task performed?  |
| 0 = Not Performed  | 0 = Not Performed  |
| 1 = Not Important  | 1 = Every few months to yearly  |
| 2 = Somewhat Important  | 2 = Every few weeks to monthly  |
| 3 = Important  | 3 = Every few days to weekly  |
| 4 = Very Important  | 4 = Every few hours to daily  |
| 5 = Extremely Important  | 5 = Hourly to many times each hour  |

### Job Analysis Worksheet for Competencies

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Competency**  | **Competency ID** | **Source**  | **If IBC Competency Model, which cluster?** | **Importance**  | **Need At Entry**  | **Distinguishing Value**  |
| 1. Technical Competency –Accounting (for example)  | 807 | IBC Competency Model | GS-0510 Technical  | 5 | 1 | 5 |
| 2. Problem Solving (for example) | 103 | IBC Competency Model | CORE  | 5 | 1 | 5 |
| 3.  |  |  |  |  |  |  |
| 4.    |  |  |  |  |  |  |
| 5.   |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **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  |

**Note to SME/Selecting Official: Try to incorporate competencies from all competency clusters; likely 7-9 competencies total. Can use more competencies but keep total # of items / questions manageable.**

\*Alternative Need at Entry Scale

1 = Not needed for entry into the program.

2 = Needed, but not required at entry because it will be acquired through formal training (such as classroom, on the job, or field training).

3 = Needed and required at entry because it will not be acquired through formal training (such as classroom, on the job, or field training)

### *{Note to HR regarding “Need At Entry Scale”: In the final version of the JA, the HR Specialist should delete whichever “Need At Entry Scale” was not used. For example, if the “Alternative Need at Entry Scale” was not used in the supervisor’s development of the job analysis, the HR Specialist should delete the “Alternative Need at Entry Scale” from the final JA.}*

### Job Analysis for Task and Competency Linkage

|  |
| --- |
| **Linkage Scale** How important is this competency for effective job performance?1 = Not Important2 = Somewhat Important3 = Important4 = Very Important5 = Extremely Important |
| **Task Number**  |  **1** Technical Competency (for example) | **2** Problem Solving (for example) | **3**  | **4**  | **5**  |
| **1**  |  |  |  |  |  |
| **2**  |  |  |  |  |  |
| **3**  |  |  |  |  |  |
| **4**  |  |  |  |  |  |
| **5**  |  |  |  |  |  |
| **6**  |  |  |  |  |  |
| **7**  |  |  |  |  |  |
| **8**  |  |  |  |  |  |

**Selective Placement Factor (SPF):**

**Note to SME/Selecting Official:** A selective factor becomes part of the minimum requirements for a position, and applicants who do not meet the SPF are ineligible for further consideration. An SPF can be used for positions at any grade level where its use would be appropriate. SPFs cannot: (1) be so narrow that they preclude from consideration applicants who could perform the duties of the position; (2) require competencies/KSA's that could be learned readily during the normal period of orientation to the position; (3) be so specific as to exclude from consideration applicants without prior Federal experience; or (4) be so restrictive that they run counter to the goal of placing applicants from priority placement lists established to assist in the placement of employees affected by reductions in force.

* \_\_x\_\_ Not Applicable
* \_\_\_\_ Applicable (if applicable, complete the spaces below):
	+ SPF (specify what the SPF is): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Justification for SPF: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ Confirmation SPF is supported by PD: Yes \_\_\_ No \_\_\_\_\_

### Multiple Choice Rating Schedule Worksheet

|  |  |
| --- | --- |
| **Competency ID: Competency Title/Definition (must use standard title and definition if established):**  | **Applicable to Grade Level: (if position announced at multiple grades)** |
| 1.  |  |
| 2.  |  |
| 3.  |  |
| 4.  |  |
| 5.  |  |

**Subject Matter Expert’s/Selecting Official’s Verification Statement:**

I certify that the entire document, including task statements, competencies, task/competency linkage and multiple choice rating schedule worksheet(s) are accurate and related to the position being filled.

SME/Selecting Official Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

**HR Specialist’s Verification Statement:**

I concur with the SME/Selecting Official.

Servicing HR Specialist Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: