

Job Analysis Check Sheet

A. Conduct Job Analysis

Was the selection of a job analysis method based on information found in the Jobs Analysis Method Selection Summary Table (attached)?

☐ Yes ☐ No

B. Complete Job Analysis Chart

1. Do all duty statements end with the suffix “-ing”
(This will help differentiate duty and task statements.) ☐ Yes ☐ No
2. Are most tasks “hands on” activities that are actually performed on the job? ☐ Yes ☐ No
3. Have general knowledge skills been included? ☐ Yes ☐ No
4. Are all tasks entry level?
(Entry level tasks are usually performed within first 6 months in the job) ☐ Yes ☐ No
5. Does each task statement begin with an action verb? ☐ Yes ☐ No
6. In the traditional classroom setting, generally, will most tasks require between 5 and 20 hours to learn? Will tasks that require less time be grouped with other tasks? ☐ Yes ☐ No
7. Is each work activity actually a task*?
(A task has a definite beginning and end; it is measurable and observable, consists of two or more steps and leads to a product, service, or decision).

Example:

Tasks:

- Label plant specimens
- Process outgoing mail
- Reline air brakes

These are not tasks:

- Know how to prioritize work
- Apply safety practices

☐ Yes ☐ No

* Remember task, outcome, and competency many times are used interchangeably in CBE

8. Were at least 80% of Expert Workers either in specialty with 20% being first line supervisors of such specialists? ☐ Yes ☐ No

C. Validate Job Analysis (Duties/Tasks)

1. Were tasks validated with Faculty for Entry Level Skill, Frequency, Difficulty, and Importance? ☐ Yes ☐ No
2. Were all tasks validated with Faculty Content Experts? ☐ Yes ☐ No
3. Were all general knowledge and skills validated with Expert Workers for Importance? ☐ Yes ☐ No
4. Were all general knowledge and skills validated with Faculty Content Experts? ☐ Yes ☐ No