SAMPLE JOB ANALYSIS REPORT APPENDIX H

Introduction

This sample job analysis report demonstrates how the provisions for documenting a job analysis study outlined in the *Uniform Guidelines for Employee Selection Procedures* (*Uniform Guidelines*) can be adhered to by selection professionals. This sample report is intended to serve as a model for documenting a job analysis study; however, there is no one definitive documentation style. Agencies and departments shall adhere to the documentation requirements outlined in the *Uniform Guidelines* and are encouraged to develop documentation formats and practices that best meet the needs of their own organizations.

SAMPLE
JOB ANALYSIS
REPORT

for the classification of

STAFF SERVICES ANALYST (General)

Department XYZ

September 2003

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Introduction

The Federal *Uniform Guidelines on Employee Selection Procedures (29 CFR 1607)* require that selection processes be demonstrably related to the actual job requirements for which the selection procedures are being used. Should selection procedures result in adverse impact against any protected group, the employer is required by the *Uniform Guidelines* to show evidence of validity. In addition, California state law requires that all civil service examinations be job-related (Government Code §18930), as do other professionally accepted standards, such as the *Principles for the Validation and Use of Personnel Selection Procedures* (Society for Industrial and Organizational Psychology, 1987) and the *Standards for Educational and Psychological Testing* (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999).

This report describes in detail the methodology and results of the job analysis. Any reference herein to the Staff Services Analyst (General) classification pertains only to this classification as it is utilized by Department XYZ.

Documentation of Job Analysis Procedure

The structure of this portion of the report is designed to conform to the relevant paragraphs of the Federal *Uniform Guidelines on Employee Selection Procedures*, Federal Register, Vol. 43, No. 166, August, 1978, Section 15C. This report documents the job analysis procedure and partially fulfills the requirements for a content validation strategy. Any selection procedures utilized for the Staff Services Analyst (General) classification should be developed in accordance with provisions of the *Uniform Guidelines*, based upon the results of this job analysis, provided that this job analytic data is current and reflective of the job tasks and requisite knowledge, skills, and abilities (KSAs) required for successful performance of those job tasks.

User, Location, and Dates of Study

User

The Staff Service Analyst (General) classification is a servicewide classification. The study described herein was conducted for the Staff Services Analyst (General) classification as utilized by Department XYZ.

Location of Study

The study's meetings were held at Department XYZ Headquarters in Sacramento. Job audits and interviews were conducted at Department XYZ Field Offices in Sacramento, Los Angeles, and San Francisco, as well as Department XYZ Headquarters in Sacramento.

Dates of Study

Project work began in March 2003 and was completed in May 2003.

Problem and Setting

Purpose of study

The *Uniform Guidelines* outline the requirements necessary for employers to legally defend employment decisions based upon both overall selection processes and individual selection procedures. The *Uniform Guidelines* require that selection procedures used for any employment decision, including initial hiring, be demonstrably related to requirements of the job. In addition to the requirements for job-relatedness outlined in the *Uniform Guidelines*, California state law (Government Code §18930) requires that all civil service examinations be job-related, as do professionally accepted standards of the American Psychological Association. A job analysis conducted in conformance with the *Uniform Guidelines* and professionally accepted standards will provide the job-related foundation for the development and use of selection procedures.

The primary purpose of this project was to conduct a task-based job analysis of the Staff Services Analyst (General) classification as utilized by Department XYZ. The job analysis results provide the necessary basis to establish the content validity of an existing selection procedure, develop a new selection procedure, and/or make any necessary revisions to the Staff Services Analyst (General) classification.
(Note to analyst: this section of the report should describe the project and intended outcome(s), e.g., conduct job analysis and develop selection procedure(s), conduct job analysis and revise classification specification, etc.)

Classification concept

The Staff Services Analyst (General) classification is used to classify positions which may perform part, or all, of the following duties: study the principles and techniques of the area of work to which assigned and, under supervision, apply them; participate in analytical studies of organization, procedures, budgetary requirements, and personnel management; gather, tabulate, and analyze data; prepare organization, workload, and other charts; interview and consult with departmental officials, employees, and others to give and secure information; prepare reports and make recommendations on procedures, policies, and program alternatives; review and analyze proposed legislation and advise management on the potential impact; make decisions on financial, personnel, and other transactions of average complexity; work as a field representative in intergovernmental negotiations; and, prepare correspondence.

The current Staff Services Analyst (General) class specification, dated September 22, 1977, (1) defines the scope of work completed in the Staff Services Analyst (General) classification, (2) defines the level and type of work performed in the Staff Services Analyst (General) classification, and (3) details the minimum knowledge, skills, and abilities required in the Staff

Services Analyst (General) classification. *Appendix A* contains a copy of the Staff Services Analyst (General) class specification.

Classification composition

As of June 30, 2003, Department XYZ had a total of 125 Staff Services Analyst (General) positions filled on a full-time basis, and 18 positions filled on a basis other than full-time.

Based upon the selection/hiring needs of Department XYZ, it was determined that the selection efforts for the Staff Services Analyst (General) classification conducted on an open basis encompassing all geographic locations throughout the state should yield adequate numbers of candidates in all ethnic and gender groups to meet Equal Employment Opportunity (EEO) selection objectives.
(Note to analyst: if applicable, explain the anticipated or intended examination base and indicate how that intended examination base will meet the anticipated selection/hiring needs of the organization.)

Existing selection procedures

The most recent selection process administered for Staff Services Analyst (General) consisted of an interview, weighted 100 percent. This selection process resulted in an eligible list dated October 25, 2001.

In addition, according to the current Staff Services Analyst (General) class specification, the minimum qualifications listed on the following pages have been established in order for candidates to compete in any selection process administered for the Staff Services Analyst (General) classification.

> <u>Either I</u>
> Education: Equivalent to graduation from college with any major, but preferably with specialization in public or business administration, accounting, economics, political or social science, or law. (Registration as a senior in a recognized institution will admit applicants to the examination, but they must produce evidence of graduation or its equivalent before they can be considered eligible for appointment.) (Work experience in the California state service may be substituted for the required education on a year-for-year basis by applicants who have at least six semester or nine quarter units of college level training in public or business administration, accounting, economics, political or social science, English, speech, statistics, law, or a closely related area.)
>
> <u>Or II</u>
> Six months of experience performing the duties of a Personnel Technician I, Range B, in State service.

Or III
Six months of experience performing the duties of a Budget Technician I, Range B, in State service.

Or IV
Six months of experience performing the duties of a Management Services Technician, Range B, or Occupational Technician (General), Range B, or Business Service Assistant (Specialist), Range B, in State service.

Or V
Experience: One year of experience in the California state service performing the duties of a class at a level of responsibility equivalent to a Program Technician II, Office Services Supervisor I, or Office Technician;

and

Education: Twelve semester or eighteen quarter units of college courses in Public or Business Administration, Accounting, Economics, Political or Social Science, English, Speech, Statistics, Law, or a closely related field.

Upon appointment to the Staff Services Analyst (General) classification, a 12-month probationary period is required.

Job Analysis for Staff Services Analyst (General)

Method used to analyze the job

The job analysis methodology developed for this project utilized a task analysis approach as defined in the *Uniform Guidelines*. The methodology included (1) a review of literature and other relevant background information to develop a preliminary list of task and KSA statements; (2) on-site job audits/interviews with incumbents and first-level supervisors to discuss, review, revise, and augment the preliminary list of task and KSA statements; (3) a meeting with incumbents and first-level supervisors to finalize the task and KSA statements; (4) a job analysis questionnaire sent to all incumbents and first-level supervisors; (5) an analysis of the questionnaire data to determine the essential tasks of the Staff Services Analyst (General) classification and the important KSAs required upon entry to the classification for successful job performance; and, (6) a meeting with incumbents and first-level supervisors to establish the relationship between the essential tasks and the important KSAs as determined through the data analysis.

Initial Planning

The project began with a meeting between project staff to discuss (1) initial project timelines, (2) the job analysis methodology, (3) the responsibilities of each project staff member in completing the project as described below, and (4) the locations at which job audits/interviews would be conducted.

Literature review

One of the first steps in conducting a job analysis is to review literature such as previous job analysis reports and the class specification for the classification being studied. A job analysis of the Staff Services Analyst (General) classification as utilized by Department XYZ was conducted in 1984. This report was entitled *Report on Staff Services Analyst Validation Study* and dated June 1984. Information obtained from review of the previous job analysis and the class specification assisted project staff in developing a preliminary list of task and KSA statements discussed and reviewed with Staff Services Analyst (General) incumbents and first-level supervisors during the job audit/interview phase of the job analysis process.

Job Audits

In-depth job audits/interviews were held with a representative sample of incumbents in the Staff Services Analyst (General) classification and first-level supervisors. A total of 18 job audits/interviews were held at Department XYZ Field Offices throughout the state, as well as

Department XYZ Headquarters during March 2003. Factors considered in determining the locations and participants for the job audits/interviews included:

- Geographic location
- Size of Department XYZ Field Offices
- Participant experience level(s)
- Utilization of Staff Services Analyst (General) incumbents throughout the department

Each job audit/interview lasted approximately two hours. Following a standardized format, project staff took detailed notes regarding (1) the participant's training and experience in the Staff Services Analyst (General) classification; (2) typical, frequent, and important duties performed by an incumbent in a Staff Services Analyst (General) job/position; (3) the KSAs required for the successful completion of job tasks; (4) personal characteristics and competencies necessary for successful job performance; (5) equipment, materials, and supplies used in the completion of job tasks; (6) reference materials used in the course of completing job tasks; and, (7) the general differences between the duties of a Staff Services Analyst (General) and his/her immediate supervisor. Each participant then reviewed, edited, and supplemented a preliminary list of tasks and KSAs developed by project staff prior to the job audits/interviews. Where appropriate, samples of Staff Services Analyst (General) reading materials were collected from participants.

Appendix B contains a list of the job audit/interview participants, including work locations. The job audit/interview notes and preliminary task and KSA lists are available in the *Staff Services Analyst (General) Job Analysis History File.*

Identification of the work behaviors and work products

A preliminary list of tasks and KSAs was compiled from background research and modified based upon information collected from job audit/interview participants. Furthermore, the entire job analysis questionnaire, including the modified list of tasks and KSAs, was reviewed, revised, and approved by an SME group as a final verification of accuracy before being distributed for completion. *Appendix C* includes a copy of the final version of the Staff Services Analyst (General) job analysis questionnaire, along with the rating scales used for the task and KSA statements. *Appendix D* contains a list of the SMEs involved in the final review of the job analysis questionnaire on April 15, 2003.

Measures of Criticality

The tasks and KSAs were evaluated using the rating scales describes as follows:

Task Rating Scales

Questionnaire respondents rated each task statement on its criticality and relative time spent performing each task. Independent rating scales were used to evaluate each task statement.

Task Scale A: Importance

This scale first identifies the essential functions of the job and then measures the importance of those essential functions to overall successful job performance. Scale responses range from (0) Does Not Apply to (3) Critical.

Task Scale B: Frequency of Performance

This scale assesses the relative time spent performing each task of the job. Scale responses range from (0) Does Not Apply to (3) Frequently.

KSA Rating Scales

Questionnaire respondents rated each KSA statement on its importance, the amount of the KSA required upon entry to the job, and the relationship between the amount of the KSA possessed and increased job performance. Independent rating scales were used to evaluate each KSA statement.

KSA Scale A: Importance

This scale assesses the importance of a knowledge, skill, or ability to overall successful job performance. Scale responses range from (0) Does Not Apply to (3) Critical. KSAs with average importance ratings of *Important* or *Critical* should be the focus of selection procedures designed to assess competence to perform the job.

KSA Scale B: Expected at Entry to the Job

This scale assesses how much of a knowledge, skill, or ability is required upon appointment (or entry) to the job. Scale responses range from (0) None to (3) All. KSAs which receive a mean rating of 1.51 or greater, indicating that possession of at least most of the KSA is required upon entry to the job, are suitable for consideration in the selection process.

KSA Scale C: Relationship to Job Performance

This scale assesses the strength of the relationship between possession of an increasing amount of a KSA and a corresponding increase in job performance. This scale is used to identify those KSAs of which increased amounts improve job performance. The information obtained from this scale provides the rationale for ranking candidates who score above minimum levels in the selection process. Scale responses range from (0) No Observable Relationship to (1) Observable Relationship.

Additionally, space was provided at the end of the questionnaire for each respondent to add tasks or KSAs not included in the questionnaire and/or to provide comments regarding the job analysis questionnaire process. The comments provided by participants in this survey process dealt with classification and pay issues (e.g., the diverse range of duties of the Staff Services Analyst (General) classification). *Appendix C* includes copies of the actual scales used to rate the task and KSA statements. The actual comments provided by the questionnaire respondents can be found in the *Staff Services Analyst (General) Job Analysis History File.*

Sampled Populations

Questionnaire packages (which included an introductory cover memo, a job analysis questionnaire, a copy of the task and KSA rating scales, a scannable answer sheet booklet, and a pre-addressed, stamped return envelope) were sent to the 143 Staff Services Analyst (General) incumbents and 40 first-level supervisors.

The questionnaires were distributed during the week of April 21, 2003 with a requested return date of April 30, 2003. Completed questionnaires were returned to project staff by the respondents via the pre-addressed, stamped envelopes included in the questionnaire packages.

The following table lists the response rates to the job analysis questionnaire.

	Number of Questionnaires Distributed	Number of Completed Questionnaires Returned	Response Rate
Incumbents	143	108	73%
Supervisors	40	32	75%

A large percentage of the Staff Services Analyst (General) incumbents and first-level supervisors responded to this questionnaire, which indicates that confidence can be placed in the representativeness of the returns and the information provided in the questionnaire responses.

Data Analysis

Respondents to the questionnaire recorded their responses on scannable answer sheets, and their responses were scanned into a data file by XYZ information technology/data processing personnel. Using SPSS for Windows software, project staff computed frequency results for the demographic information and for the task and KSA ratings. Additional descriptive statistics (i.e., means, medians, and standard deviations) were computed on the task and KSA ratings. The reliability of each of the five rating scales used was also assessed to obtain an estimate of the consistency of the results.

Questionnaire Results

Complete demographic data describing the respondents are provided in *Appendix E*. Descriptive statistics summarizing the task and KSA ratings are presented below. Complete task and KSA results can be found in *Appendices F* through *I*, respectively.

Prior to analysis of the data, a Kruskal-Wallis test was conducted to determine if there were any significant differences in the rating patterns among incumbents and those of their supervisors. In analyzing the results of the Kruskal-Wallis test, it was concluded that there was sufficient agreement and consistency in the ratings provided by the incumbent and supervisor groups such that the data provided by these two groups could be combined into one data file for analysis.
(Note to analyst: a Kruskal-Wallis test requires a sufficient data set of at least 30 incumbents and 30 supervisors. Another statistical analysis that could be used to analyze the incumbent and supervisor data sets is a T Test; this statistical analysis would also require sufficient data sets of at least 30 incumbents and 30 supervisors.)

Task Ratings

Initially, any task statements that received ratings of “0” (Does Not Apply) from 50 percent or more of the respondents were identified. Task statements rated “0” by 50 percent or more of the respondents cannot be considered essential functions of the classification and should not be considered further in the job analysis process. Of the original 94 tasks on the questionnaire, 90 passed this initial screening and for purposes of job analysis can be considered essential functions of this classification. These 90 essential tasks were then analyzed using both of the rating scales described below. *Appendix F* contains a copy of the task ratings resulting from the job analysis questionnaire data. *Appendix G* contains a copy of the essential tasks for the Staff Services Analyst (General) classification identified through the job analysis questionnaire.

Task Scale A (Importance)

Of the 90 essential tasks, 24 received mean Scale A ratings in the range of 3.00 to 2.51 (Critical); 56 received mean ratings in the range of 2.50 to 1.51 (Very Important); and, 10

received mean ratings in the range of 1.50 to 0.98 (Moderately Important), with no tasks receiving mean ratings below 0.98.

Task Scale B (Frequency of Performance)
Of the 90 essential tasks, 20 received mean Scale B ratings in the range of 3.00 to 2.51 (denoting *frequent* performance); 58 received mean ratings in the range of 2.50 to 1.51 (denoting *occasional* performance); and, 12 received mean ratings in the range of 1.50 to 0.83 (denoting *rare* performance), with no tasks receiving mean ratings below 0.83.

KSA Ratings

KSA Scale A (Importance)
Of the 123 KSAs, 51 received mean Scale A ratings in the range of 3.00 to 2.51 (Critical); 62 received mean ratings in the range of 2.50 to 1.51 (Important); and, 10 received mean ratings in the range of 1.50 to 0.58 (Desirable), with no KSAs receiving mean ratings below 0.58. By scale definition, the "most important" KSAs were determined to be those with mean Scale A ratings of 1.51 or higher. Using the scale definition, a total of 113 KSAs were identified as "most important" for successful job performance in the Staff Services Analyst (General) classification.

KSA Scale B (Expected at Entry to the Job)
Initially, mean Scale B ratings for each KSA were reviewed to determine if any KSAs received mean ratings on this scale of 1.50 or below, denoting that only some of this KSA is "expected upon entry" to the job. Those KSAs with mean ratings of 1.50 or below may not be appropriate for further consideration in the job analysis process; however, the cut-off of 1.50 is subject to interpretation and the needs of each individual organization. In the case of the Staff Services Analyst (General) classification, it was determined that a cutoff of 1.47 on Scale B would be appropriate to ensure the consideration of an adequate number of important KSAs when developing selection procedures for the Staff Services Analyst (General) classification. Of the original 123 KSAs included on the questionnaire, 81 received Scale B ratings of at least 1.47. Of the 113 KSAs which met or exceeded the Scale A cutoff, 81 met or exceeded the Scale B cutoff.

A total of 81 KSAs met or exceeded the Scale B cutoff of 1.47 and the Scale A cutoff of 1.51. For purposes of job analysis and examination development, the 81 KSAs rated as both important and expected at entry to the job can be considered appropriate KSAs for assessment.

Of the 81 KSAs which met or exceeded the Scale B cutoff and the Scale A cutoff, two received a mean Scale B rating in the range of 3.00 to 2.51 (denoting that possession of *all* of the KSA is expected upon entry to the job); 77 received mean ratings in the range of 2.50 to 1.51 (denoting that possession of *most* of the KSA is expected upon entry to the job); and, two

received mean ratings in the range of 1.50 to 1.47 (denoting that possession of *some* of the KSA is expected upon entry to the job).

KSA Scale C (Relationship to Job Performance)
Of the 81 KSAs rated as important and expected at entry to the job, as well as appropriate for consideration in a selection process, all received mean Scale C ratings of at least 0.75, indicating that ranking of candidates based upon possession of these 81 KSAs would be appropriate.

*Appendix H c*ontains a copy of the KSA ratings resulting from the job analysis questionnaire data. *Appendix I* contains a copy of the KSAs identified as important and expected at entry through the job analysis questionnaire.

Reliability of the questionnaire scales

The reliability of the task and KSA scales used on the job analysis questionnaire was assessed to obtain an estimate of the internal consistency of the questionnaire results. The following table presents the reliability statistics for each scale using Cronbach's coefficient alpha.

Reliability Coefficients

	Tasks	KSAs
Scale A	.97	.98
Scale B	.96	.99
Scale C	--	.98

These coefficients are sufficiently large, indicating a high degree of internal consistency in the task and KSA ratings.

Task/KSA Relationship

The job analysis methodology used in this project required the participation and involvement of individuals knowledgeable about the content of the Staff Services Analyst (General) classification to provide data and input linking the essential tasks of the Staff Services Analyst (General) classification with the important KSAs required to perform those essential tasks. Such qualified persons included both experienced job incumbents and first-level supervisors

familiar with the job duties and responsibilities of the Staff Services Analyst (General) classification.

The relationship between the essential tasks and important KSAs was established by the SMEs on May 14, 2001. For this linkage process, the SMEs completed matrices linking the essential tasks and the important KSAs of the Staff Services Analyst (General) classification.

The SMEs used the following scale for this linkage process:

0 = No Relationship. This KSA is not needed to perform this task.
1 = Relationship. This KSA is needed to perform this task.

Each SME provided an independent judgement of the linkage value for each task/KSA pairing. This exercise resulted in the development of a table that illustrates the relationship between the essential job tasks and the important KSAs necessary to perform those tasks. *Appendix J* contains a copy of the task/KSA linkage results. *Appendix K* provides a list of the SMEs who completed the task/KSA linkage. Complete results of this exercise, including the SMEs' individual ratings, are available in the *Staff Services Analyst (General) Job Analysis History File*.

Selection Procedure(s) and Its Content

Reading Level Required

In order to identify the required reading level for the Staff Services Analyst (General) classification, readability analyses were performed on samples of reading materials gathered from job incumbents during the job audit/interview process. Reading materials sampled included excerpts from departmental manuals and policy memos, the *California Administrative Procedure Act,* and the *Title 2* of the *California Code of Regulations.* To ensure the appropriateness of the reading material samples, the materials were discussed with and reviewed by Staff Services Analyst (General) incumbents and first-level supervisors as part of the final review of the job analysis questionnaire during the job analysis phase of the project.

The reading level of these materials was analyzed using the Flesch Reading Ease formula. The Flesch Reading Ease formula is based on the percentage of one-syllable words and the average sentence length of a representative sample of job-related material. The Staff Services Analyst (General) materials analyzed were found to have an average composite Reading Ease Score of 35.6, which is considered difficult reading material according to the Flesch formula. Additionally, the reading level of the materials was analyzed using the Flesch-Kincaid Grade Level formula. According to the Flesch-Kincaid formula, the reading materials were found to have an average reading level equivalent to 12th grade reading materials. The reading level of selection instruments developed for the Staff Services Analyst (General) classification should not exceed the reading level of the job materials. The readability analysis materials and computations are available in the *Staff Services Analyst (General) Job Analysis History File.*

Development of examination plan

After reviewing the essential tasks and important KSAs identified through the job analysis, project staff prepared a matrix listing selection options for each of the 81 KSAs identified for the Staff Services Analyst (General) classification as being both important for job success and required upon entry to the job classification (i.e., those which met the respective Scale A and Scale B cutoffs discussed in the job analysis section of this report). The following selection procedures were identified as being appropriate assessment techniques for the important KSAs identified for the Staff Services Analyst (General) classification: a written examination, a low-fidelity simulation written examination, a work sample exercise, and a structured interview. *Appendix L* contains a copy of the selection options matrix.

For purposes of the discussion herein, the individual selection procedures outlined above are defined as follows:

- a **written examination** would be comprised of multiple-choice items designed to assess a candidate's job knowledge

- a **low-fidelity simulation written examination** would provide candidates with hypothetical work situations and ask that they indicate via multiple-choice items how they would deal with such situations; either a weighted response scoring system or a dichotomous scoring system could be used

- a **work sample exercise** would require candidates to demonstrate proficiency completing specific job tasks, demonstrate required skill sets, and/or apply a learned body of knowledge in completing job tasks; work sample exercises could consist of (1) a single exercise designed to replicate a single aspect or multiple aspects of the job or (2) multiple exercises designed to simulate multiple aspects of the job and could include any of the following types of selection instruments: performance tests, role play exercises, oral presentations, video-based testing, writing exercises, and problem-solving exercises

- a **structured interview** would be comprised of structured interview questions and/or exercises (and accompanying pre-defined scoring criteria) posed to candidates by a panel of interviewers; such questions and/or exercises could be pre-exposed to candidates just prior to the actual interview to allow candidates an opportunity to formulate their responses within a predetermined time frame and then present those responses to the interview panel; and, questions included in the interview could be comprised of job knowledge, situational, behavioral, and/or background questions

Accuracy and Completeness

The job analysis and examination development project documented herein was conducted in a manner which conforms with the requirements of the *Uniform Guidelines*. All job analysis and examination development materials and documentation can be found in the *Staff Services Analyst (General) Job Analysis History File*. To ensure the accuracy and completeness of this validation study, the following steps were taken:

Job Analysis Phase of the Project

- The job analysis was conducted and reviewed by experienced staff who possess the requisite knowledge and expertise in job analysis procedures.
- The job analysis questionnaire was developed based upon job audits/interviews with incumbents in the job classification and input/review from first-level supervisors and incumbents.
- The content of the job analysis questionnaire was reviewed and approved by a group of incumbents in the job classification and first-level supervisors.
- Job analysis data was collected from both incumbents in the job classification and first-level supervisors.
- The job analysis questionnaire answer sheets were reviewed by project staff for proper completion and adherence to instructions.
- Data analysis procedures included a review of supervisory and incumbent ratings to determine if rating patterns differed statistically.

A subsequent report will document any selection procedures which are developed based upon the results of this job analysis, including details of the development of the final examination plan.

Contact Person

Requests for information regarding this job analysis:

Manager's Name
Office of Human Resources
Department XYZ
Address
City, State Zip
Phone Number

Appendices

Appendix A: Staff Services Analyst (General) Class Specification

SPEC: STAFF SERVICES ANALYST (VARIOUS CLASSES) SERIES
CALIFORNIA STATE PERSONNEL BOARD

SPECIFICATION

STAFF SERVICES ANALYST (VARIOUS CLASSES)
Consolidated Series Specification
(Established September 22, 1977)

Schem Code	Class Code	Class
JY20	5157	Staff Services Analyst (General)

DEFINITION OF SERIES

This consolidated series specification describes a recruiting and developmental class for persons qualified to perform analytical work in one or more areas of a broad range of governmental and managerial problems. Incumbents are assigned duties and responsibilities commensurate with their background and training. Under supervision, incumbents perform work of average difficulty in a wide variety of consultative and analytical staff services assignments such as program evaluation and planning; systems development; budgeting, planning, training, management, and personnel analysis; and do other related work.

This is the first journey level. Positions are permanently allocated to this class when the major portion of tasks performed do not include the more responsible, varied, and difficult assignments found in the full journeyperson level.

SCOPE OF STAFF SERVICES ANALYST (GENERAL)

Studies the principles and techniques of the area of work to which assigned and, under supervision, applies them; participates in analytical studies of organization, procedures, budgetary requirements, and personnel management; gathers, tabulates, and analyzes data; draws organization, workload, and other charts; interviews and consults with departmental officials, employees, and others to give and secure information; prepares reports and makes recommendations on procedures, policies, and program alternatives; reviews and analyzes proposed legislation and advises management on the potential impact; makes decisions on financial, personnel, and other transactions of average complexity; works as a field representative in intergovernmental negotiations; prepares correspondence.

MINIMUM QUALIFICATIONS
STAFF SERVICES ANALYST (GENERAL)

Either I

Education: Equivalent to graduation from college with any major, but preferably with specialization in public or business administration, accounting, economics, political or social science, or law. (Registration as a senior in a recognized institution will admit applicants to the examination, but they must produce evidence of graduation or its equivalent before they can be considered eligible for appointment.) (Work experience in the California state

service may be substituted for the required education on a year-for-year basis by applicants who have at least six semester or nine quarter units of college level training in public or business administration, accounting, economics, political or social science, English, speech, statistics, law, or a closely related area.)

Or II

Six months of experience performing the duties of a Personnel Technician I, Range B, in State service.

Or III

Six months of experience performing the duties of a Budget Technician I, Range B, in State service.

Or IV

Six months of experience performing the duties of a Management Services Technician, Range B, or Occupational Technician (General), Range B, or Business Service Assistant (Specialist), Range B, in State service.

Or V

Experience: One year of experience in the California state service performing the duties of a class at a level of responsibility equivalent to a Program Technician II, Office Services Supervisor I, or Office Technician.
and
Education: Twelve semester or eighteen quarter units of college courses in Public or Business Administration, Accounting, Economics, Political or Social Science, English, Speech, Statistics, Law, or a closely related area.

KNOWLEDGE AND ABILITIES
STAFF SERVICES ANALYST (GENERAL)

Knowledge of: Principles, practices, and trends of public and business administration, management, and supportive staff services such as budgeting, personnel, and management analysis; governmental functions and organization.

Ability to: Reason logically and creatively and utilize a variety of analytical techniques to resolve complex governmental and managerial problems; develop and evaluate alternatives; analyze data and present ideas and information effectively both orally and in writing; consult with and advise administrators or other interested parties on a wide variety of subject-matter areas; gain and maintain the confidence and cooperation of those contacted during the course of work.

SPECIAL PERSONAL CHARACTERISTICS
STAFF SERVICES ANALYST (GENERAL)

Willingness as a learner to do routine or detailed work in order to learn the practical application of administrative principles; and demonstrated capacity for development as evidenced by work history, academic attainment, participation in school or other activities, or by well-defined occupational or avocational interests; willingness and ability to accept increasing responsibility.

CLASS HISTORY

Class	Date Established	Date Revised	Title Changed
Staff Services Analyst (General)	9/22/77	6/12/89	--

Appendix B: Job Audits/Interview Participants

Staff Services Analyst (General)
Job Audit/Interview Participants

Name	Classification	Work Location
James Brown	Staff Services Analyst (General)	Oakland
Amy Campbell	Staff Services Analyst (General)	Los Angeles
Michael Fleming	Staff Services Analyst (General)	San Diego
Grace House	Staff Services Analyst (General)	San Francisco
Angie Johnson	Staff Services Analyst (General)	Fresno
Charles Jones	Staff Services Manager I	Los Angeles
Trevor Klein	Staff Services Analyst (General)	Sacramento
Kara Mant	Staff Services Manager I	Headquarters - Sacramento
Shirley Martin	Staff Services Analyst (General)	San Francisco
Michele Martinez	Staff Services Analyst (General)	Redding
Lily Ochoco	Staff Services Analyst (General)	Redding
Sandi Rice	Staff Services Manager I	Fresno
Diana Rouseff	Staff Services Analyst (General)	Fresno
Chancal Singh	Staff Services Analyst (General)	Oakland
Eileen Smith	Staff Services Analyst (General)	Headquarters - Sacramento
Patrick Starr	Staff Services Manager I	San Francisco
Katherine Winn	Staff Services Manager I	San Diego

Appendix C: Job Analysis Questionnaire

Job Analysis Questionnaire
for
Staff Services Analyst (General)

The primary purpose of this questionnaire is to identify the tasks, as well as the knowledge, skills, and abilities (KSAs) that are required for successful job performance within the Staff Services Analyst (General) classification at Department XYZ. This information is necessary to ensure that selection procedures for this classification are appropriate, job-related, and in compliance with federal and state laws regarding employment testing.

Information about the specific tasks of the job, as well as the KSAs required to perform these tasks, is being collected from individuals, such as yourself, who are very familiar with the job (e.g., individuals who currently perform the job or supervise those who perform the job). Please take the time to provide thorough, well-thought-out responses to each item in the questionnaire. Thank you for your participation in this survey process!

Questionnaire Instructions

Specific step-by-step instructions will precede each of the three parts of this questionnaire. The following are general guidelines that will apply to your completion of all three parts of this questionnaire:

1. Use a soft lead (No. 2) pencil to mark your responses.
2. Do not clip, staple, or fold the answer booklet.
3. Make all erasures as complete and clean as possible
4. Mark only one response to each item.
5. Mark all responses in the answer booklet, unless specifically instructed otherwise.

Completed answer booklet and additional information (p. xx) should be returned by May 12, 2003, in the envelope provided.

If you have any questions regarding the completion of this questionnaire, please contact:

Name
Office of Human Resources
Department XYZ
Phone Number

Instructions

The questionnaire is divided into three parts:

Part One: Documentation of Rater's Expertise
Part Two: Task Ratings
Part Three: Knowledge, Skill, and Ability (KSA) Ratings

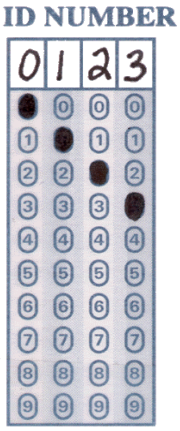
Part One of the questionnaire asks for information to document your familiarity with the work performed in the Staff Services Analyst (General) classification. Part Two and Three solicit information regarding the task and KSA requirements of individuals in the Staff Services Analyst (General) classification. Specific instructions are provided for each part of the questionnaire. Please mark your responses to all three parts of the questionnaire in the answer booklet. Your individual responses will be kept confidential. Only overall results from all respondents will be compiled and used.

Before beginning Part One, please complete the top portion of the answer booklet using the examples below.

Identification (ID) Number

Your questionnaire ID Number appears in the upper-right corner of the cover page of this questionnaire. Enter this ID number in the box in the upper-left corner of the answer booklet. (See the example to the right using ID number 0123.)

Example



Name, Work Location, Classification Title, Phone Number

Print your name, your work location, the classification you are rating, i.e., Staff Services Analyst (General), and your work phone number in the box in the upper-right hand corner of the answer booklet.

Part One
Documentation of Rater's Expertise

Instructions

Answer questions "A" through "J" in the column labeled "SURVEY RESPONSES," located on the left side of Page One of your answer booklet just below the ID Number entry. Line A in this column corresponds with Question A below, line B corresponds with Question B, etc. Mark only one response to each question.

A. What is the official name of your present classification?

(0) Staff Services Analyst (General)
(1) Staff Services Manager I
(2) Staff Services Manager II
(3) Staff Services Manager III
(4) Other *[If you mark "Other," please indicate your classification on Page xx of this questionnaire.]*

B. Are you completing this questionnaire as an incumbent in the Staff Services Analyst (General) classification or as a supervisor who supervises one or more Staff Services Analysts?

(0) Incumbent
(1) Supervisor

C. If you are a *Staff Services Analyst,* what is your present range?

(0) Range A
(1) Range B
(2) Range C

D. How long have you worked in your current *classification*?

(0) less than six months
(1) more than six months, but less than one year
(2) at least one year, but less than two years
(3) at least two years, but less than three years
(4) at least three years, but less than five years
(5) at least five years, but less than ten years
(6) ten years or more

E. How long have you worked in your current *job assignment*?

(0) less than six months
(1) more than six months, but less than one year
(2) at least one year, but less than two years
(3) at least two years, but less than three years
(4) at least three years, but less than five years
(5) at least five years, but less than ten years
(6) ten years or more

F. What is the highest level of education you have completed?

(0) High school diploma or GED
(1) Up to two years of college with no degree
(2) Two-year college degree (e.g., AA degree)
(3) Three to four years of college with a two-year college degree
(4) Three to four years of college with no degree
(5) Four-year college degree (e.g., BA or BS degree)
(6) Additional education above a four-year college degree

G. If you possess a college degree (e.g., associate's degree, bachelor's degree, advanced degree), as indicated in question F above, in which of the following disciplines is your degree?

(0) N/A – I do not possess a college degree
(1) Accounting
(2) Business Administration
(3) Computer Science
(4) Economics
(5) Education
(6) Finance
(7) Law
(8) Psychology
(9) Public Administration
(10) Social Science (Sociology, Political Science, History)
(11) Statistics
(12) Other *[If you mark "Other," please indicate in what discipline you hold your degree on page xx of this questionnaire.]*

The following three questions are voluntary. This information is being collected to document the representativeness of the respondents to this survey. **Individual responses will remain confidential.**

H. What is your gender?

(0) Female
(1) Male

I. What is your age?

(0) Under 21
(1) 21 - 29
(2) 30 - 39
(3) 40 - 49
(4) 50 - 59
(5) 60 or over

J. Of which ethnic group do you consider yourself a member?

(0) White
(1) Black/African American
(2) Hispanic
(3) Asian
(4) Filipino
(5) Native American
(6) Pacific Islander
(7) Other *[If you mark "Other," please specify your ethnic group on Page xx of this questionnaire.]*

PART TWO
TASK RATINGS

INSTRUCTIONS

This part of the questionnaire lists the tasks that an employee (i.e., incumbent) in the Staff Services Analyst (General) classification might perform. The list of tasks begins on the next page.

Rate each of the tasks using the two scales provided on the enclosed sheet entitled "Task Rating Scales." PLEASE BE SURE TO RESPOND TO BOTH SCALES FOR EVERY TASK STATEMENT.

Mark your responses to this PART TWO beginning on Page 1 of the answer booklet under the heading "TASKS RATING SCALE." Number 1 (the first line) corresponds to Task Statement 1; Number 2 corresponds to Task Statement 2; etc. Likewise, Columns A and B correspond to Task Rating Scales A and B. You will not use Column C for your task ratings.

Starting with Task 1, first rate the **IMPORTANCE** of Task 1 to successful job performance using Scale A. Next, using Scale B, rate the **FREQUENCY OF PERFORMANCE** for the task. When you have finished rating Task 1 on both scales, continue to rate each of the remaining tasks in the same manner.

If you are a Staff Services Analyst incumbent, use your own first-hand knowledge of the job to rate each of the tasks based upon the tasks you actually perform in your current assignment. **Do not** consider other assignments you may have held, possible changes to your current work assignments, or the work performed by other Staff Services Analyst incumbents.

If you are the supervisor of one or more Staff Services Analyst incumbents, rate each task based on the tasks performed by the incumbents you supervise. **Do not** consider possible workload changes that may impact tasks assigned to this job in the future or the work performed by other Staff Services Analyst incumbents whom you do not supervise.

Staff Services Analyst (General)
Task Statements

1. Work in an environment which routinely requires a calm, courteous, and tactful approach while handling problems or complaints.
2. Communicate verbally in stressful situations (e.g., dealing with angry or hostile individuals, handling multiple requests for information simultaneously, defending a conflicting opinion or approach).
3. Prepare memos, letters, and correspondence documents to communicate with peers, supervisors, outside agency personnel, and the public.
4. Interpret complex or technical information and materials (e.g., trade journals, academic journals, technical reports, scientific literature, work procedures).
5. Translate complex or technical information and materials (e.g., trade journals, academic journals, technical reports, scientific literature, work procedures).
6. Calculate percentages, ratios, and proportions to solve algebraic equations.
7. Perform basic statistical analyses to summarize numerical data (e.g., calculating means and standard deviations).
8. Verbally summarize data and information in an impromptu manner (e.g., reporting the outcome of a meeting or debate, responding to questions following a presentation).
9. Deliver formal presentations to large groups of people (e.g., presenting a paper at a conference, addressing a city council).
10. Work as an academic instructor or teaching assistant in an academic institution (e.g., grade school teacher, teaching assistant for college history class).

Note to analyst: This is intended to be a sample of the task statements for the Staff Services Analyst (General) classification, and it is not intended that these ten tasks are inclusive of all task statements for the Staff Services Analyst (General) classification.

PART THREE
KNOWLEDGE, SKILL, AND ABILITY (KSA) RATINGS

INSTRUCTIONS

This part of the questionnaire lists the knowledge, skills, and abilities (KSAs) that may be required to successfully perform the job of Staff Services Analyst (General). The list of KSAs begins on the next page.

Rate each of the KSAs using the three scales provided on the enclosed sheet entitled "KSA RATING SCALES." *Please note that these rating scales have changed somewhat from those used for rating the tasks.* PLEASE BE SURE TO RESPOND TO ALL THREE SCALES FOR EVERY KSA STATEMENT.

Mark your responses to this PART THREE on the pink pages (beginning on Page 5) of the same answer booklet you have been using under the heading "KSA RATING SCALE." You will need to skip from #95 on the blue pages in the answer booklet to #1 on the pink pages. As has been the case with your ratings thus far, number 1 (the first line) on the pink pages corresponds to KSA Statement 1, and Columns A, B, and C correspond to KSA RATING SCALES A, B, and C. You will not use lines 124 through 400 on the pink pages.

Starting with KSA 1, first rate the **IMPORTANCE** of KSA 1 to successful job performance using Scale A. Next, using Scale B, **EXPECTED AT ENTRY TO THE JOB**, rate how much of this KSA is required upon appointment to ***Range A*** of the Staff Services Analyst (General) job classification. Finally, using Scale C, rate the **RELATIONSHIP** of possession of this KSA to overall job performance. When you have finished rating KSA 1 on all three scales, continue to rate each of the remaining KSAs in the same manner.

If you are a Staff Services Analyst incumbent, use your own first-hand knowledge of the job to rate each of the KSAs based upon the requirements and qualifications of your current classification. **Do not** consider other classifications you may have held, possible changes to your current classification, or the work performed by other Staff Services Analysts incumbents.

If you are the supervisor of one or more Staff Services Analyst incumbents, rate each KSA based on the current qualifications required of the incumbents you supervise. **Do not** consider qualifications that may have been required in the past, proposed changes to job requirements in the future, or the requirements and qualifications of other incumbents whom you do not supervise.

Staff Services Analyst (General)
Knowledge, Skill, and Ability (KSA) Statements

1. Knowledge of proper spelling, grammar, punctuation, and sentence structure for the English language to ensure that prepared and/or reviewed written materials are complete, succinct, and free of writing errors.
2. Knowledge of algebraic theory and concepts to calculate a variety of values related to work project budgets, resources, and cost/benefit analyses.
3. Knowledge of basic statistics (e.g., mean, standard deviation, variance) to calculate and interpret data and conduct statistical analyses.
4. Skill to clearly and concisely explain, in writing, the contents of technical materials, such as trade journals, policies, or procedures, to audiences with varying levels of expertise.
5. Skill to write memos, letters, and correspondence using proper spelling, grammar, punctuation, and sentence structure.
6. Skill to verbally summarize a variety of facts, statistics, and/or data clearly and concisely in an impromptu manner, adjusting the level and tone of the message appropriately to be understood by the respective audience.
7. Skill to establish and maintain cooperative relations with a variety of individuals, including departmental employees, personnel from other state agencies/departments, consultants, vendors, and/or the public.
8. Skill to solve algebraic equations to calculate a variety of values related to work project budgets, resources, and cost/benefit analyses.
9. Skill to perform basic statistical calculations (e.g., mean, standard deviation, variance) to interpret data and conduct statistical analyses.
10. Ability to communicate verbally in stressful situations, such as when dealing with angry or hostile individuals or under emergency conditions.
11. Ability to recognize the sensitive nature and/or political ramifications of a situation.

Note to analyst: This is intended to be a sample of the KSA statements for the Staff Services Analyst (General) classification, and it is not intended that these eleven KSAs are inclusive of all KSA statements for the Staff Services Analyst (General) classification.

Additional Information

If you answered (4) "*Other*" on **Question A** for your current classification, please indicate your current classification here:

_____

If you answered (12) "*Other*" on **Question G** for the discipline in which you hold your degree, please indicate the discipline in which you hold your degree here:

_____

If you answered (7) "*Other*" for your ethnic group on **Question J**, please indicate your ethnic group here:

_____

Please use the space below to provide any additional comments you may have that would be helpful to this project.

THANK YOU FOR YOUR PARICIPATION IN THIS SURVEY!
YOUR TIME AND EFFORT ARE APPRECIATED.

TASK RATING SCALES

SCALE A: IMPORTANCE

Is this task an essential function of the job? If so, how important is competent performance of this task for successful job performance? *[An essential function of a job is defined as a **fundamental** task or duty of the job, rather than a **marginal** or **trivial** task or duty.]*

(0) **Does Not Apply** This task is not an essential function of the job, or is not performed on the job, or is trivial to successful job performance.

(1) **Moderately Important** Satisfactory performance of this essential task is MODERATELY IMPORTANT to successful job performance.

(2) **Very Important** Satisfactory performance of this essential task is VERY IMPORTANT to successful job performance.

(3) **Critical** Satisfactory performance of this essential task is CRITICAL to successful job performance.

SCALE B: FREQUENCY OF PERFORMANCE

Compared to all other tasks performed on the job, how often is this task typically performed?

(0) **Does Not Apply** This task is not an essential function of the job, or this task is not performed on the job.

(1) **Rarely** This essential task is RARELY performed compared to other tasks performed on the job.

(2) **Occasionally** This essential task is OCCASIONALLY performed compared to other tasks performed on the job.

(3) **Frequently** This essential task is FREQUENTLY performed compared to other tasks performed on the job.

KSA RATING SCALES

SCALE A: IMPORTANCE

How important is this knowledge, skill, or ability to successful job performance?

(0) **Does Not Apply** Possession of this knowledge, skill, or ability is NOT REQUIRED for successful job performance.

(1) **Desirable** Possession of this knowledge, skill, or ability is HELPFUL OR DESIRABLE but not required for successful job performance.

(2) **Important** Possession of this knowledge, skill, or ability is IMPORTANT and required for successful job performance.

(3) **Critical** Possession of this knowledge, skill, or ability is CRITICAL and required for successful job performance.

SCALE B: EXPECTED AT ENTRY TO THE JOB

How much of this knowledge, skill, or ability is required of a new hire when appointed to the job (prior to any orientation, training, or on-the-job experience)?

(0) **None/Trivial** Possession of NONE or TRIVIAL amount of this knowledge, skill, or ability is expected upon entry to the job.

(1) **Some** Possession of SOME of this knowledge, skill, or ability is expected upon entry to the job.

(2) **Most** Possession of MOST of this knowledge, skill, or ability is expected upon entry to the job.

(3) **All** Possession of ALL of this knowledge, skill, or ability is expected upon entry to the job.

SCALE C: RELATIONSHIP TO JOB PERFORMANCE

Does possession of more of this knowledge, skill, or ability beyond minimum requirements lead to better job performance?

(0) **No Observable Relationship** This knowledge, skill, or ability is not required to perform the job, or possession of more of this knowledge, skill, or ability (beyond the minimal level required) does not result in better job performance.

(1) **Observable Relationship** Possession of more of this knowledge, skill, or ability (beyond the minimal level required) **does** result in better job performance.

Appendix D: SME Participants in Final Review of Job Analysis Questionnaire

Staff Services Analyst (General)
SME Participants in Final Review of Job Analysis Questionnaire

Name	Classification	Work Location
Mary Anderson	Staff Services Analyst (General)	San Francisco
Brett Baker	Staff Services Manager I	Headquarters - Sacramento
Ed Lopez	Staff Services Analyst (General)	Los Angeles
Karen MacDonald	Staff Services Analyst (General)	San Diego
Heather Nola	Staff Services Analyst (General)	Sacramento
Anthony Walker	Staff Services Manager I	Fresno
Alice White	Staff Services Analyst (General)	Oakland

Appendix E: Questionnaire Respondents' Demographic Information

Staff Services Analyst (General)
Questionnaire Respondents' Demographic Information

Demographic Questions	Responses (Frequencies) Incumbent	Supervisor
A. What is the official name of you present classification?		
(0) Staff Services Analyst (General)	105	0
(1) Staff Services Manager I	0	30
(2) Staff Services Manager II	0	0
(3) Staff Services Manager III	0	0
(4) Other [did not specify]	0	0
	105	**30**
B. Are you completing this questionnaire as an incumbent in the Staff Services Analyst (General) classification or as a supervisor who supervises one or more Staff Services Analysts?		
(0) Incumbent	105	0
(1) Supervisor	0	30
	105	**30**
C. If you are a *Staff Services Analyst*, what is your present range?		
(0) Range A	27	N/A
(1) Range B	40	N/A
(2) Range C	35	N/A
Missing Data	3	N/A
	105	**N/A**

Demographic Questions	Responses (Frequencies) Incumbent	Supervisor
D. How long have you worked in your current classification?		
(0) less than six months	10	1
(1) at least six months, but less than one year	17	3
(2) at least one year, but less than two years	18	3
(3) at least two years, but less than three years	25	7
(4) at least three years, but less than five years	23	3
(5) at least five years, but less than ten years	7	8
(6) ten years or more	5	5
	105	**30**
E. How long have you worked in your current job assignment?		
(0) less than six months	16	5
(1) at least six months, but less than one year	11	4
(2) at least one year, but less than two years	21	7
(3) at least two years, but less than three years	7	3
(4) at least three years, but less than five years	28	5
(5) at least five years, but less than ten years	20	2
(6) ten years or more	2	4
	105	**30**

Demographic Questions	Responses (Frequencies) Incumbent	Supervisor
F. What is the highest level of education you have completed?		
(0) High school diploma or GED	4	0
(1) Up to two years of college with no degree	8	6
(2) Two-year college degree (e.g., AA degree)	18	4
(3) Three to four years of college with a two-year college degree	12	8
(4) Three to four years of college with no degree	9	2
(5) Four-year college degree (e.g., BA or BS degree)	51	10
(6) Additional education above a four-year college degree	3	0
	105	**30**
G. If you possess a college degree (e.g., associate's degree, bachelor's degree, advanced degree), as indicated in question F above, in which of the following disciplines is your degree		
(0) N/A – I do not possess a college degree	21	8
(1) Accounting	6	0
(2) Business Administration	11	2
(3) Computer Science	4	1
(4) Economics	9	4
(5) Education	15	3
(6) Finance	3	0
(7) Law	1	0
(8) Psychology	8	3
(9) Public Administration	10	5
(10) Social Science (Sociology, Political Science, History)	12	1
(11) Statistics	2	2
(12) Other	3	1
	105	**30**

Demographic Questions	Responses (Frequencies) Incumbent	Supervisor
H. What is your gender?		
(0) Female	59	10
(1) Male	38	17
Missing Data	8	3
	105	**30**
I. What is your age?		
(0) Under 21	0	0
(1) 21 – 29	26	0
(2) 30 – 39	19	5
(3) 40 – 49	28	9
(4) 50 – 59	16	4
(5) 60 or over	12	6
Missing Data	4	6
	105	**30**
J. Of which ethnic group do you consider yourself a member?		
(0) White	28	10
(1) Black/African American	21	7
(2) Hispanic	18	3
(3) Asian	12	4
(4) Filipino	8	2
(5) Native American	6	1
(6) Pacific Islander	4	0
(7) Other	5	2
Missing Data	3	1
	105	**30**

Appendix F: Task Rating Results

Staff Services Analyst (General)
Task Rating Results

Scale A Importance (Mean Rating)	Scale B Frequency (Mean Rating)	Tasks (N=94)
2.38	2.57	1. Work in an environment which routinely requires a calm, courteous, and tactful approach while handling problems or complaints.
2.05	1.90	2. Communicate verbally in stressful situations (e.g., dealing with angry or hostile individuals, handling multiple requests for information simultaneously, defending a conflicting opinion or approach).
2.64	2.73	3. Prepare memos, letters, and correspondence documents to communicate with peers, supervisors, outside agency personnel, and the public.
2.00	2.00	4. Interpret complex or technical information and materials (e.g., trade journals, academic journals, technical reports, scientific literature, work procedures).
1.76	1.7	5. Translate complex or technical information and materials (e.g., trade journals, academic journals, technical reports, scientific literature, work procedures).
2.56	2.32	6. Calculate percentages, ratios, and proportions to solve algebraic equations.
1.87	1.24	7. Perform basic statistical analyses to summarize numerical data (e.g., calculating means and standard deviations).
2.16	2.26	8. Verbally summarize data and information in an impromptu manner (e.g., reporting the outcome of a meeting or debate, responding to questions following a presentation).
1.60	1.31	9. Deliver formal presentations to large groups of people (e.g., presenting a paper at a conference, addressing a city council).

Scale A Importance (Mean Rating)	Scale B Frequency (Mean Rating)	Tasks (N=94)	
Eliminated	Eliminated	~~10.~~	~~Work as an academic instructor or teaching assistant in an academic institution (e.g., grade school teacher, teaching assistant for college history class).~~

Note to analyst: This is intended to be a sample of the task statements for the Staff Services Analyst (General) classification, and it is not intended that these ten tasks are inclusive of all task statements for the Staff Services Analyst (General) classification.

Appendix G: Essential Tasks Identified through the Job Analysis

Staff Services Analyst (General)
Essential Tasks

Scale A Importance (Mean Rating)	Scale B Frequency (Mean Rating)	Essential Tasks (N=90)
2.38	2.57	1. Work in an environment which routinely requires a calm, courteous, and tactful approach while handling problems or complaints.
2.05	1.90	2. Communicate verbally in stressful situations (e.g., dealing with angry or hostile individuals, handling multiple requests for information simultaneously, defending a conflicting opinion or approach).
2.64	2.73	3. Prepare memos, letters, and correspondence documents to communicate with peers, supervisors, outside agency personnel, and the public.
2.00	2.00	4. Interpret complex or technical information and materials (e.g., trade journals, academic journals, technical reports, scientific literature, work procedures).
1.76	1.7	5. Translate complex or technical information and materials (e.g., trade journals, academic journals, technical reports, scientific literature, work procedures).
2.56	2.32	6. Calculate percentages, ratios, and proportions to solve algebraic equations.
1.87	1.24	7. Perform basic statistical analyses to summarize numerical data (e.g., calculating means and standard deviations).
2.16	2.26	8. Verbally summarize data and information in an impromptu manner (e.g., reporting the outcome of a meeting or debate, responding to questions following a presentation).

Scale A Importance (Mean Rating)	Scale B Frequency (Mean Rating)	Essential Tasks (N=90)
1.60	1.31	9. Deliver formal presentations to large groups of people (e.g., presenting a paper at a conference, addressing a city council).

Note to analyst: This is intended to be a sample of the essential tasks performed in the Staff Services Analyst (General) classification, and it is not intended that these nine tasks are inclusive of all essential tasks for the Staff Services Analyst (General) classification.

Appendix H: Knowledge, Sill, and Ability Rating Results

Staff Services Analyst (General)
KSA Rating Results

Scale A Importance (Mean Rating)	Scale B Expected at Entry (Mean Rating)	Scale C Relationship (Mean Rating)	KSAs (N=123)
2.51	2.26	.96	1. Knowledge of proper spelling, grammar, punctuation, and sentence structure for the English language to ensure that prepared and/or reviewed written materials are complete, succinct, and free of writing errors.
1.52	.93	.81	2. Knowledge of algebraic theory and concepts to calculate a variety of values related to work project budgets, resources, and cost/benefit analyses.
2.15	2.07	.90	3. Knowledge of basic statistics (e.g., mean, standard deviation, variance) to calculate and interpret data and conduct statistical analyses.
1.76	1.48	.76	4. Skill to clearly and concisely explain, in writing, the contents of technical materials, such as trade journals, policies, or procedures, to audiences with varying levels of expertise.
2.62	2.33	.95	5. Skill to write memos, letters, and correspondence using proper spelling, grammar, punctuation, and sentence structure.

Scale A Importance (Mean Rating)	Scale B Expected at Entry (Mean Rating)	Scale C Relationship (Mean Rating)	KSAs (N=123)
2.43	1.86	.81	6. Skill to verbally summarize a variety of facts, statistics, and/or data clearly and concisely in an impromptu manner, adjusting the level and tone of the message appropriately to be understood by the respective audience.
2.71	2.33	1.00	7. Skill to establish and maintain cooperative relations with a variety of individuals, including departmental employees, personnel from other state agencies/departments, consultants, vendors, and/or the public.
1.33	1.43	.71	8. Skill to solve algebraic equations to calculate a variety of values related to work project budgets, resources, and cost/benefit analyses.
1.67	1.60	.71	9. Skill to perform basic statistical calculations (e.g., mean, standard deviation, variance) to interpret data and conduct statistical analyses.
2.00	1.62	.90	10. Ability to communicate verbally in stressful situations, such as when dealing with angry or hostile individuals or under emergency conditions.
2.24	1.57	.95	11. Ability to recognize the sensitive nature and/or political ramifications of a situation.

Note to analyst: This is intended to be a sample of the KSA statements for the Staff Services Analyst (General) classification, and it is not intended that these eleven KSAs are inclusive of all KSA statements for the Staff Services Analyst (General) classification.

Appendix I: Important KSAs Identified through the Job Analysis

Staff Services Analyst (General)
Important KSAs Required Upon Entry

Scale A Importance (Mean Rating)	Scale B Expected at Entry (Mean Rating)	Scale C Relationship (Mean Rating)	KSAs (N=81) Sorted in Scale A (Importance) Order
2.71	2.33	1.00	7. Skill to establish and maintain cooperative relations with a variety of individuals, including departmental employees, personnel from other state agencies/departments, consultants, vendors, and/or the public.
2.62	2.33	.95	5. Skill to write memos, letters, and correspondence using proper spelling, grammar, punctuation, and sentence structure.
2.51	2.26	.96	1. Knowledge of proper spelling, grammar, punctuation, and sentence structure for the English language to ensure that prepared and/or reviewed written materials are complete, succinct, and free of writing errors.
2.15	2.07	.90	3. Knowledge of basic statistics (e.g., mean, standard deviation, variance) to calculate and interpret data and conduct statistical analyses.
2.43	1.86	.81	6. Skill to verbally summarize a variety of facts, statistics, and/or data clearly and concisely in an impromptu manner, adjusting the level and tone of the message appropriately to be understood by the respective audience.

Scale A Importance (Mean Rating)	Scale B Expected at Entry (Mean Rating)	Scale C Relationship (Mean Rating)	KSAs (N=81) Sorted in Scale A (Importance) Order
2.24	1.57	.95	11. Ability to recognize the sensitive nature and/or political ramifications of a situation.
2.00	1.62	.90	10. Ability to communicate verbally in stressful situations, such as when dealing with angry or hostile individuals or under emergency conditions.
1.76	1.48	.76	4. Skill to clearly and concisely explain, in writing, the contents of technical materials, such as trade journals, policies, or procedures, to audiences with varying levels of expertise.
1.67	1.60	.71	9. Skill to perform basic statistical calculations (e.g., mean, standard deviation, variance) to interpret data and conduct statistical analyses.

Note to analyst: This is intended to be a sample of the important KSAs required upon entry for the Staff Services Analyst (General) classification, and it is not intended that these eleven KSAs are inclusive of all the important KSAs required upon entry for the Staff Services Analyst (General) classification.

Appendix J: Task/KSA Linkage Results

Staff Services Analyst (General)
Task/KSA Linkage Results

KSA Statements	Tasks with a relationship to this KSA
1. Knowledge of proper spelling, grammar, punctuation, and sentence structure for the English language to ensure that prepared and/or reviewed written materials are complete, succinct, and free of writing errors.	3
3. Knowledge of basic statistics (e.g., mean, standard deviation, variance) to calculate and interpret data and conduct statistical analyses.	6-8
4. Skill to clearly and concisely explain, in writing, the contents of technical materials, such as trade journals, policies, or procedures, to audiences with varying levels of expertise.	3-5
5. Skill to write memos, letters, and correspondence using proper spelling, grammar, punctuation, and sentence structure.	3
6. Skill to verbally summarize a variety of facts, statistics, and/or data clearly and concisely in an impromptu manner, adjusting the level and tone of the message appropriately to be understood by the respective audience.	5-8
7. Skill to establish and maintain cooperative relations with a variety of individuals, including departmental employees, personnel from other state agencies/departments, consultants, vendors, and/or the public.	1, 2, 8, 9
9. Skill to perform basic statistical calculations (e.g., mean, standard deviation, variance) to interpret data and conduct statistical analyses.	6, 7
10. Ability to communicate verbally in stressful situations, such as when dealing with angry or hostile individuals or under emergency conditions.	1, 2
11. Ability to recognize the sensitive nature and/or political ramifications of a situation.	1, 3, 8, 9

Note to analyst: This is intended to be a sample of the task/KSA linkage results for the Staff Services Analyst (General) classification, and it is not intended that these tasks and KSAs are inclusive of all the essential tasks and important KSAs required upon entry for the Staff Services Analyst (General) classification.

Appendix K: SME Participants in the Task/KSA Linkage

Staff Services Analyst (General)
SME Participants in the Task/KSA Linkage

Name	Classification	Work Location
Sheryl Abbott	Staff Services Manager I	San Francisco
Roger Clark	Staff Services Manager I	Redding
Janet Kruskas	Staff Services Analyst (General)	Sacramento
Michael Thomas	Staff Services Manager I	Fresno
Fred Stone	Staff Services Analyst (General)	Oakland

Appendix L: Selection Options Matrix

Staff Services Analyst (General)
Selection Options Matrix

Importance Rating (Scale A)	KSAs (N = 81) (in order of Importance Rating)		Selection Options			
			Written Exam	Low-Fidelity Simulation (written)	Work Sample Exercise	Structured Interview
2.71	7.	Skill to establish and maintain cooperative relations with a variety of individuals, including departmental employees, personnel from other state agencies/departments, consultants, vendors, and/or the public..		X	X	X
2.62	5.	Skill to write memos, letters, and correspondence using proper spelling, grammar, punctuation, and sentence structure.	X		X	
2.51	1.	Knowledge of proper spelling, grammar, punctuation, and sentence structure for the English language to ensure that prepared and/or reviewed written materials are complete, succinct, and free of writing errors.	X		X	
2.15	3.	Knowledge of basic statistics (e.g., mean, standard deviation, variance) to calculate and interpret data and conduct statistical analyses.	X		X	X

Importance Rating (Scale A)	KSAs (N = 81) (in order of Importance Rating)		Selection Options			
			Written Exam	Low-Fidelity Simulation (written)	Work Sample Exercise	Structured Interview
2.43	6.	Skill to verbally summarize a variety of facts, statistics, and/or data clearly and concisely in an impromptu manner, adjusting the level and tone of the message appropriately to be understood by the respective audience.			X	X
2.24	11.	Ability to recognize the sensitive nature and/or political ramifications of a situation.		X	X	X
2.00	10.	Ability to communicate verbally in stressful situations, such as when dealing with angry or hostile individuals or under emergency conditions.			X	X
1.76	4.	Skill to clearly and concisely explain, in writing, the contents of technical materials, such as trade journals, policies, or procedures, to audiences with varying levels of expertise.	X		X	
1.67	9.	Skill to perform basic statistical calculations (e.g., mean, standard deviation, variance) to interpret data and conduct statistical analyses.	X		X	

Note to analyst: This is intended to be a sample of the selection options matrix for the Staff Services Analyst (General) classification, and it is not intended that these KSAs are inclusive of all the important KSAs required upon entry for the Staff Services Analyst (General) classification.