State of Arizona

# Job Analysis Questionnaire - Guidance

*The Job Analysis Questionnaire (JAQ) is typically completed by the person performing the job. It is a tool used to evaluate job classifications, create job descriptions and identify health and safety needs in the workplace. It is not used to evaluate performance, but rather to relate the tasks performed, decisions made, and the skills needed.*

To successfully complete the Job Analysis Questionnaire, you need time and a place where you can focus on accurately describing the tasks and responsibilities of your current position. You may want to have a copy of your position description, but this should only be used as a point of reference when completing the JAQ since some work you may be performing has changed or is different than what is in your current description.

## General Instructions:

* Read the entire questionnaire before completing any of the questions.
* It is important to fill out the questionnaire completely and accurately.
* There are no right or wrong answers.
* Give examples as requested. If further space is needed, attach additional sheets as required. Be as clear and concise as possible.
* When describing your job, consider what you do during the entire year. Your job may change from day to day, or according to the cycles of the fiscal year. If it does, please try to prioritize and generalize about the entire year.
* If you are in a job with multiple team members, please complete your JAQ as an individual.

**Primary Purpose of the Job (Section 1)**

This section should consist of one or two brief sentences that describe the overall purpose of the job (why the job exists).

**Duties and Responsibilities (Sections 2 through 9)**

In general, most jobs consist of four to six essential responsibilities or tasks. Please list only those tasks and responsibilities that are essential to fulfilling the core purpose of the job. Essential job tasks/responsibilities are those that are considered necessary. Below is a table of *Do’s and Do Not’s* to be mindful of when completing this questionnaire.

**Frequency Codes for Job Duties and Job Requirements/Essential Functions:**

Constantly (More than 6 hours/day)  
Frequently (3-6 hours/day)  
Occasionally (Up to 3 hours/day)  
Rarely (0-1 hours/day)   
Never (0 hours/day)

*Note: All codes except “Never” denote “Yes” in sections 8 and 9 of this document*

**Importance Rating:**

PRIMARY DUTY - Performance is essential to the position

MARGINAL DUTY – Performance could be redesigned or assigned to another employee

|  |  |
| --- | --- |
| **DO** | **DO NOT** |
| Describe the job’s current duties and responsibilities. | Describe the job as you think it should be. |
| Consider the typical job duties and responsibilities over the entire year. | Describe extreme or unusual tasks that are rarely performed or performed as part of a special project. |
| Document job duties, or what the job does. | Describe how you think the job should be done. |
| List duties using no more than two to three lines, and begin with an action verb. | Use performance characteristics or vague descriptors. |

State of Arizona

# Job Analysis Questionnaire

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| **Role** | **Reviewed/Assessed by (Name and Title)** | **Contact Info** | **Date** |
| Agency Hiring Manager |  |  | Click or tap to enter a date. |
| Authorized Human Resources Representative |  |  | Click or tap to enter a date. |
| Agency, Loss Prevention Representative (if have) |  |  | Click or tap to enter a date. |
| Please ensure each role identified above reviews/assesses the job in this analysis prior to sendingtoState Risk for final assessment. Send to State Risk at [laurie.kelly@azdoa.gov](mailto:laurie.kelly@azdoa.gov) | | | |
| State Risk, Loss Prevention Consultant |  |  | Click or tap to enter a date. |

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| --- | --- |
| **Section 1: Information about the position** | |
| Evaluation Date:Click or tap to enter a date. | |
| Job Title:       Grade:       FTE: | Classification:  Full Time  Part Time |
| Division/ Department: | Job Location: |
| Work schedule  No. of days per week:       From:       To:  No. of work hours per week:       From:       To: | Shift Work  On-call  Required overtime  Competing Demands  Other |
| A specific job description exists for this position:  Yes (please attach job description)  No (please complete Section 2) | |
| Primary Work Environment:  Office  Health Care  Corrections  Law Enforcement  Warehouse  Maintenance  Other; Specify: | |

**Primary Purpose**: Summarize in two or three sentences the main purpose of the position:

List any special licensing or certification required for this position:

Does this position provide the ability to work from a remote location on a short or long-term basis and still perform the essential function of the position?

Yes  No

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| **Section 2: Essential Job Functions (List 5 to 8 specific job duties/essential functions)**  \*Employees will also be required to perform other *reasonable* job-related duties. | | | |
| Under the guidelines of the American with Disabilities Act (ADA), employers are required to complete an essential function analysis when a request for accommodation is made. Departments are encouraged to complete the analysis prior to advertising vacant positions and use the information in the interviewing process. | | | |
| **Frequency** | **Job Duty/Essential Function** | **Importance Rating** | **Performed by other team members?** |
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| **Section 3: Mental Demands (Pick one from Frequency Code list)** | **Frequency** |
| Comparing – Judging the readily observable functional, structural, or compositional characteristics (whether similar to or different from obvious standards) of data, people, or things. |  |
| Computing – Performing arithmetic operations and recording results. Using results to determine what action(s) are needed. |  |
| Compiling – Gathering, collating, or classifying information about data, people or things. |  |
| Analyzing – Examining and evaluating data. Presenting alternative actions in relation to the analysis is frequently involved. |  |
| Coordinating – Determining time, place, and sequence of operations or action to be taken on the basis or analysis of data. May include prioritizing multiple responsibilities and/or accomplishing them simultaneously. |  |
| Synthesizing – To combine or integrate data to discover facts and/or develop knowledge or creative concepts and/or interpretations. |  |
| Negotiating - Exchanging ideas, information, and opinions with others to formulate policies and programs and/or jointly arrive at decided, conclusions, solutions, or to solve disputes. |  |
| Communicating – Talking with and/or listening and/or signaling people to convey or exchange information; includes giving/receiving assignments and or/directions. |  |
| Instructing – Teaching subject matter to others or training others through explanation, demonstration, and supervised practice; or making recommendations based on technical disciplines. |  |
| Interpersonal skills/behaviors – Dealing with individuals with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them. |  |

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| **Section 4: Physical Requirements (Pick one from Frequency Code list)** | | | **Frequency** | |
| **Sitting** - is a [rest](http://en.wikipedia.org/wiki/Rest) position supported by the [buttocks](http://en.wikipedia.org/wiki/Buttocks) or [thighs](http://en.wikipedia.org/wiki/Thigh) where the [torso](http://en.wikipedia.org/wiki/Torso) is more or less upright. | | |  | |
| **Standing** – is a position in which the body is held upright and supported only by the feet, | | |  | |
| **Walking –** Moving about on foot. | | |  | |
| **Climbing –** Ascending or descending ladders, stairs, ramps, and the like, using the feet and legs and/or hands and arms. | | |  | |
| **Balancing –** Maintaining body equilibrium to prevent falling on narrow, slippery or erratically moving surfaces, or maintaining body equilibrium when performing feats of agility. | | |  | |
| **Stooping –** Bending body downward and forward. This factor is important if it occurs to a considerable degree and requires full use of the lower extremities and back muscles. | | |  | |
| **Kneeling, Crouching, and Crawling -** Bending legs at knees to come to rest on knee(s); bending downward and forward by bending legs and spine; moving about on hands and knees or hands and feet. | | |  | |
| **Reaching –** Extending hand(s) and arm(s) in any direction. | | |  | |
| **Handling, Fingering, and Feeling -** Seizing, holding, grasping, turning, or otherwise working with hand or hands; picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling; perceiving attributes of objects, such as size, shape, temperature, or texture, by touching with skin, particularly that of fingertips. | | |  | |
| **Hearing –** Perceiving the nature of sounds. Used for those activities which require ability to receive detailed information through oral communications, and to make fine discriminations in sounds, such as when making fine adjustments on running engines. | | |  | |
| **Vision –** The ability to see clearly objects and surroundings both close and far away; to identify movement, sharp contrasts and accurately identify and distinguish colors. | | |  | |
| **Control of others –** Seizing, holding, controlling, and/or otherwise subduing, violent, assaultive, or physically threatening persons to defend one’s self or prevent injury. Body strength and agility of all four limbs is necessary. | | |  | |
| **Section 5: Physical Demands / Weight (Pick one from Frequency Code list)** | | | | |
| **Lifting -** Raising or lowering an object from one level to another.  **Carrying -** Transporting an object, usually holding it in the hands or arms or on the shoulder.  **Pushing -** Using upper extremities to press against with steady force to thrust forward, downward or outward.  **Pulling -** Using upper extremities to exert force to draw, drag, haul or tug objects in a sustained motion. | | | | |
|  | **Lift Type** | **Frequency** | | |
| Lifting  Carrying  Pushing  Pulling - Up to 10 pounds |  |  | | |
| Lifting  Carrying  Pushing  Pulling - Up to 25 pounds |  |  | | |
| Lifting  Carrying  Pushing  Pulling - Up to 50 pounds |  |  | | |
| Lifting  Carrying  Pushing  Pulling - Up to 100 pounds |  |  | | |
| Lifting  Carrying  Pushing  Pulling - More than 100 pounds |  |  | | |
| Patient Handling: Lift, transfer or reposition | | **Frequency** | |
| Adult  Children  Infants  No | |  | |
| Moving or transporting | | **Frequency** | |
| Wheelchair  Gurney/Stretcher  Bed  Other        No | |  | |

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| **Section 6: Occupational Exposures:  (Pick one from Frequency Code list)** | **Frequency** |
| Face-to-Face Patient Exposure |  |
| Blood or Body Substance Exposure |  |
| Infectious Disease Exposure |  |
| Radiation Exposure |  |
| Animal Bite Exposure |  |
| Aggressive Prisoners or Patients |  |
| **Section 7: Working Environment: (Pick one from Frequency Code list)** | **Frequency** |
| Indoors |  |
| Outdoors |  |
| Above 90 Degrees |  |
| Air Conditioned |  |
| Animal Bite Exposure |  |
| Smoke/Dust /Fumes/Gases |  |
| Hazardous Chemicals |  |
| Wet/Damp Area |  |
| Confined Area |  |
| Stairs |  |
| Ladders |  |
| Unprotected Heights |  |
| High Noise Level |  |
| Bright/Dim Lighting |  |
| High Voltage / Electricity |  |
| Other: |  |
| **Section 8: Operation of:** *If yes, please provide separate schedule of equipment/tools.* | **Frequency** |
| Motor Vehicles |  |
| Power Tools |  |
| Machinery (electrical, mechanical, pneumatic, hydraulic) |  |
| Slicing or Cutting Equipment |  |
| Surgical Equipment |  |
| Forklift / Mechanical Lift |  |
| Other: |  |
| **Section 9: Social Factors:  (Pick one from Frequency Code list)** | **Frequency** |
| Emergencies |  |
| Traumatic subject Matter (Crime/Accidents) |  |
| Dangerous Environment |  |
| Interruptions |  |
| Time Pressure |  |
| High Volume of Work |  |
| Handling Multiple of Complicated Tasks |  |
| Unscheduled Tasks |  |
| Frequently Changing Tasks |  |
| Accuracy |  |
| Concentration/Vigilance |  |
| Teamwork |  |
| Isolation |  |
| Public Contact |  |
| Working in Close Proximity to Others |  |
| Overtime/Rotating Shifts |  |
| Other: |  |

*Note: All Frequency codes except “Never” denote “Yes” in sections 8 and 9 of this document.*

Are there aspects of the job that can be modified?

**Temporarily:**  Yes  No  
**Permanently:**  Yes  No

**Explain:**