

Job Analysis Questionnaire

TASB HR Services

Instructions: This questionnaire is designed to collect information about the levels of skill, effort, and responsibility required of your **primary** job assignments. It is an important part of developing and maintaining a pay plan. It is NOT a test of your personal skills or an assessment of your job performance.

Read the entire questionnaire before answering any of the questions. Space is provided at the end of the questionnaire for additional or expanded comments.

Employee Name

Job Title

Supervisor's Name

Supervisor's Title

How long have you been in your current position in the district?
(please specify months/years)

Name of department/campus (include grade level, if applicable).

How many employees are in your department or on your campus?

How many students are on your campus, if applicable?



I. Job Description and Responsibilities

Briefly describe the primary purpose of your job _____

List the **primary** duties of the job that you currently perform in concise, comprehensive statements. Begin each statement with an active verb, for example, **develop, perform, direct**, etc. Indicate the frequency of the tasks by checking the appropriate letter in the space provided:

Frequency

D = Daily – every day

W = Weekly – at least once a week

M = Monthly – at least once a month

S = Semester – at least once a semester or annually

Task

Frequency

(check one)

D **W** **M** **S**

Example: Develop work schedule for staff

<input type="radio"/> 1.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> 2.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> 3.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> 4.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> 5.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> 6.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> 7.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> 8.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> 9.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> 10.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Indicate your three (3) most significant job responsibilities from the list above by selecting the circle next to the number that corresponds to the task.

II. Knowledge and Experience

This factor measures the knowledge and experience required to perform your job.

(1) What is the minimum level of formal education **required before entering** this job?

Non-Specified

High School diploma or GED

Associate's

Bachelor's

Master's

Doctorate

For jobs that require degrees, specify appropriate discipline: _____
(i.e., education, accounting, etc.)

List any licenses, certifications, or technical qualifications required for this job: _____

(2) How many years of job-related experience are **required before entering** this job? Please include only years of experience directly related to this position.

- Less than 1 year 1 - 2 years 3 - 4 years 5 - 6 years 7+ years

(3) List any critical and/or technical skills regularly used in this job.

(4) Job Knowledge—List the last two relevant jobs that prepared you for your current job and state how long you were in those jobs:

A. Previous job title _____ Time worked? _____

B. Previous job title _____ Time worked? _____

III. Effort

This factor identifies the decision-making responsibility, the nature and variety of activities you perform, the relationship between job functions, and the level of difficulty involved in the job.

(5) Decision-making—List the types of decisions you make on a routine basis.

- A. _____
B. _____
C. _____

(6) List the types of decisions you refer to your supervisor or other authority or those that are controlled by policy.

- A. _____
B. _____
C. _____

(7) Problem solving—Describe some typical problems you experience in performing your job and what you do to solve them.

- A. _____
B. _____
C. _____

(8) Indicate the job title of the person to whom you normally refer problems that you cannot solve:

(9) Indicate the job titles(s) of persons regularly referring problems to you that they cannot solve: _____

(10) Time Requirements—Check the one that best describes **normal time requirements** of the job excluding personal work tendencies. Do not include duties for which extra-duty stipends are paid.

Scheduled to be on duty, on average:

One or two nights a semester

One night a week

Two or less nights a month

Three or more nights a week

Give an illustration of the type(s) of duty: _____

(11) Communication—What type of business contacts does this job frequently have with other people (other than the immediate supervisor and coworkers) inside and outside the district? Indicate the type, purpose, and frequency of these business contacts.

Type of Contact	Typical Purpose	Frequency			
		D	W	M	S
Example: Parents	Hear and resolve complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Responsibility

This factor measures the degree of accountability for programs, operations, people, and resources.

(12) Impact of Errors—Check the one that is most representative of the impact an error made in your job would have on the service or work product provided by your campus or department:

Errors are ordinarily noticed or corrected by incumbent or immediate supervisor. Impact on campus or department operations and resources is minimal.

Errors affect the work or resources of others within the work group.

Errors affect the reliability, accuracy, or effectiveness of other services for specific programs or functions.

Errors clearly impact an entire campus or department. Significant financial consequence or serious safety issues or concerns may occur directly related to job results.

Errors impact strategic direction of district level services involving significant numbers of personnel or financial resources.

(13) Financial—Check the one that best describes your role in financial matters.

- Limited to no fiscal responsibility.
- Monitor petty cash and small activity funds. Order supplies and equipment for a unit within a campus or department. Requests for significant purchases go to higher level authority.
- Monitor multiple budgets, fiscal resources, district inventory, or equipment for an entire campus or department. Perform general basic accounting functions and order departmental supplies, materials, or equipment. Supervisors/others have management oversight and responsibility.
- Monitor multiple budgets, fiscal resources, or district-wide assets. Perform complex bookkeeping or accounting functions. Have some discretion over how funds are spent; ensure compliance with district budget policies.
- Develop budget proposals and/or recommend allocation of funds for a medium to large department or campus. Accountable for budget performance.
- Administer complex budgets and fiscal resources for large departments or district-wide. Have management oversight and responsibility. May report budget information to school board.

(14) Budget—Estimate dollar value.

Enter the dollar value of the resources for which you are accountable: \$ _____

Enter the **type** of district funds or accounts for which you are responsible (i.e., Title I, petty cash, grants, etc.)

(15) Supervision—This factor identifies the level of responsibility for supervision and evaluation of employees. This includes accountability for the work and performance of those employees. Please indicate your supervisory responsibilities. Check only one.

- None—No work group leadership or supervisory responsibilities.
- Facilitator/Work Leader—Provide training and program guidance. Responsible for coaching, technical assistance, and monitoring workflow and quality. May serve as one of several appraisers or participate in performance appraisal process. Do not select or discipline employees.
- Supervisor—Have direct-line authority over staff members, which may include selection, performance appraisal, and discipline. Accountable for the work of subordinate employees.
- Manager—Have direct-line authority for an **entire department**, directly or through subordinate supervisors.
- Executive—Have management responsibility for **multiple departments** through managers and supervisors.

If you selected Facilitator/Work Leader, Supervisor, Manager, or Executive, please provide information below on employees you lead or supervise.

Job Title	Number in that Job	Job Title	Number in that Job
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

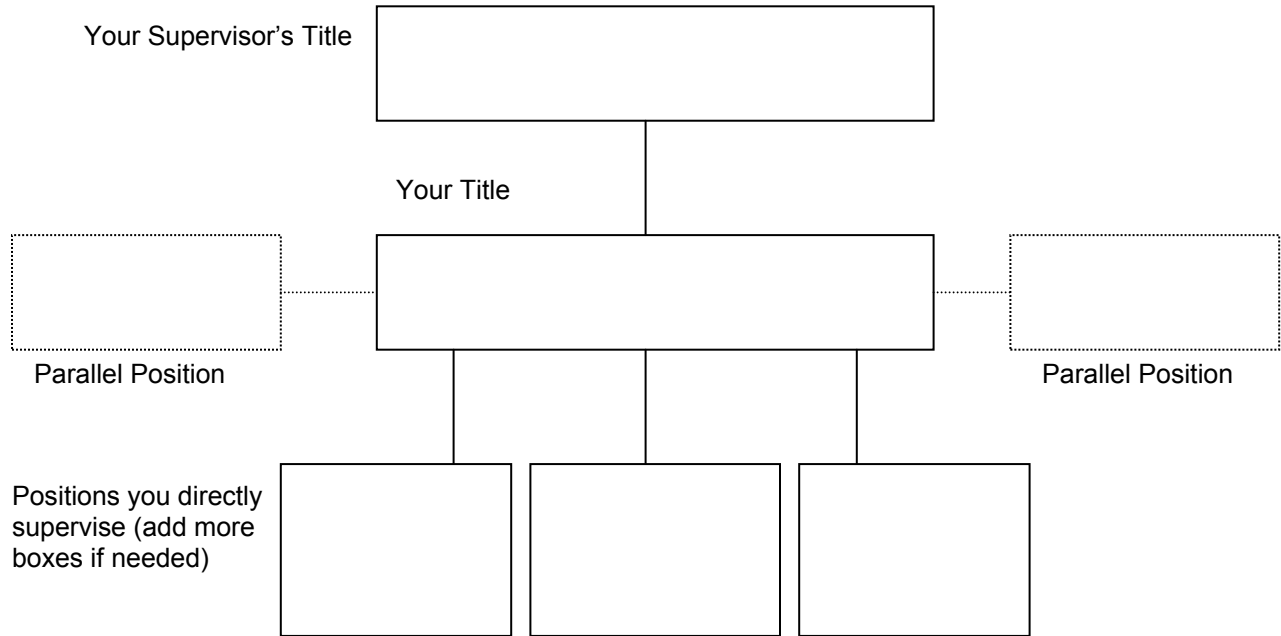
V. Environment

(16) Equipment Operation—What types of equipment, electronic devices, computer hardware/software, tools, or machinery do you routinely operate in this job? Please be specific:

(17) Working Conditions—Indicate the degree of hazardous working conditions and physical demands that are normally present in this job. Check only one.

- Generally good working conditions. Little to no exposure to harm or danger. Everyday risks require normal safety precautions.
- Occasional exposure to one or more unpleasant and/or hazardous conditions.
- Regular exposure to one or more unpleasant and/or hazardous conditions. There is increased opportunity for physical harm or injury due to the nature of the work environment. Safety precautions are regularly practiced.
- Frequent exposure to one or more unpleasant and/or hazardous conditions. A high risk for physical harm or injury is an inherent characteristic of the work setting which includes working at heights, in extreme weather conditions, with high voltage equipment, or with combustible chemicals. Special safety precautions including the wearing of protective clothing or equipment is required.

(18) Hierarchy—Complete the organization chart (*add boxes if necessary*):



Additional Comments

Add any other information that you feel describes your job requirements: _____

Employee's Signature _____ Date _____

I have reviewed this job analysis questionnaire and, except where I have made notations, I concur with these job facts.

Supervisor's Signature _____ **Date** _____

Job Title _____

Supervisor's Comments: _____



Texas Association of School Boards
P.O. Box 400
Austin, Texas 78767-0400