



Insurance | Risk Management | Consulting

Employee Job Analysis Questionnaire (JAQ)

We thank you for your time spent taking this survey.
Your response has been recorded.

Prince William County Government is conducting a study that will examine the County's General and Medical services classification and compensation plans. As part of the study, the County has hired Gallagher Benefit Services to review approximately 4,300 full-time and part-time jobs in 310 classifications.

For this effort to be successful, each employee is tasked with completing a Job Analysis Questionnaire (JAQ). The information provided in the JAQ will be used to evaluate and update the job classification and compensation plans for Prince William County and determine the correct classification for your job. Therefore, it is very important you provide accurate, detailed information about your current job duties.

Your current classification description is provided for your reference: <https://www.governmentjobs.com/careers/pwcgov/classspecs/1318966>

The purpose of this questionnaire is to describe your current assigned duties. Should you be promoted, transferred, etc., this questionnaire should describe the work your replacement will be expected to perform.

This questionnaire is:

- NOT a statement of your personal qualifications
- NOT a measure of your individual competence
- NOT concerned with the volume or quality of your work
- NOT used for determining the number of positions needed

You are free to use your existing classification description as a reference point, but please add, subtract, and modify as needed to match the reality of the essential functions of your job as the role is being performed today.

When you begin the questionnaire, we recommend you first read through it in its entirety, so you understand the information being asked for in each section. To read through the questionnaire without

responding to the questions, click on each section listed under the hamburger menu (three small lines). Do not use the next or previous buttons.

If you need help determining which information to include in your JAQ, discuss your position’s essential functions with your supervisor, review your goals from your past evaluation, or take some time to write down activities and decisions you make during the week to help determine which essential functions you spend most of your time doing.

We suggest you keep a copy of the final document for your records before submitting it. **The JAQ must be submitted by:** Sunday, June 1, 2025, at 11:59 PM.

This questionnaire is to be completed by typing a response, checking a box, or selecting an answer from a drop-down menu. Spaces left for response are indicated by a gray-shaded area. Drop-down menus are indicated by the word “select” and an arrow next to the word when the box is highlighted. You may move between response areas simply by using the “Tab” key.

If you have questions about the JAQ, or how to complete it, please contact your supervisor. You may also email the HR Classification & Compensation Team at hrclassificationcompensation@pwcgov.org

For more information about the County’s Classification and Compensation Study, visit [Classification Resources PWC Connect](#)

You are being asked to complete this JAQ for the position of **Communications Analyst**.

Please confirm the following information.
Employee Name: **Tavion Britt**

Yes, that is correct

No, that is not correct

Please confirm the following information.

Job Title: **Communications Analyst**

Yes, that is correct

No, that is not correct

Please enter your working title, if applicable

Communications Analyst Webmaster

Position Summary: Please write 2 to 5 sentences that describe the purpose and major duties of your position.

Example: Computer Technician

Summary: The Computer Support Technician is responsible for overseeing the operation, maintenance, and repair of computer equipment and to provide technical assistance to users. This role provides guidance to users on related issues and troubleshoots problems by researching potential solutions. The Computer Support Technician reports directly to the Information Technology Manager and completes essential duties in their assigned department.

The Communications Analyst Webmaster is responsible for overseeing the county's external website content, content editors, and ensuring ADA compliance laws are met on the website. This role provides training and assistance to all of the content editors and serves as a bridge between the development team and the content editors. This role also manages and uses GovDelivery to send out bulletins. This position assists with events hosted by the communications office.

Characters remaining: 33

Essential Duties and Percentage of Time: In the table below, please list the essential duties of your role and the percentage of time spent completing the corresponding duty (minimum of 10% per duty).

Please reference the following guidelines when completing this section:

- **Do not use acronyms or abbreviations.**
- Essential duties are not specific tasks. These are meant to represent and describe **why** your role exists.
- Use descriptive action verbs such as prepares, calculates, operates, etc., as this helps us understand how the activity is completed. Avoid phrases such as “Assists with” or “Participates in” as these do not describe what is done to complete the essential duty.
- Provide enough detail so someone outside of our organization, and not directly familiar with your job, will have a clear understanding of what you do.

Example: Do not simply state “Prepares reports”, but state “Prepares reports by summarizing client error reports in order to add to the knowledgebase and identify broader solutions.”

*Example: 20% of the time may mean one day out of five on that task, or it could mean around two hours each day. These need only be estimates so do not spend a great deal of time trying to come up with an exact percentage. **The percentage of the job’s essential duties must equal 100% to continue to the next page.***

| Unclear Duty Statements | Clear Duty Statements |
|--|--|
| Handle correspondence. | Receive, open, time stamp, sort, and route incoming mail. |
| Counsel clients. | Explain program eligibility standards and procedures to clients and assist them in completing forms. |
| Maintain grounds and landscaped areas. | Mow lawns with hand and power mowers. Rake and weed flowerbeds. Prune bushes. Trim trees from ladder or bucket truck, using hand and power saws. |

| | |
|--|------|
| Essential Duty 1 | |
| Train new content editors on how to use Drupal to update content on the website. | 10 % |

Essential Duty 2

Assist content editors with bugs or issues, and guide them on best practices for updating content and on the website.

35 %

Essential Duty 3

Sending out bulletins through GovDelivery.

15 %

Essential Duty 4

Check for and resolve ADA compliance issues on the website.

30 %

Essential Duty 5

Create and manage web forms through Alchemer for various agencies and departments.

10 %

Essential Duty 6

0 %

Total

100 %

Supervisory Responsibilities: What type/level of supervision do you exercise? Please select all that apply.

Supervisor: Officially responsible for regularly directing the work of full-time employees (not seasonal/temporary employees) and has the authority to evaluate performance, sign performance reviews, and reward/discipline. This is different from 'lead' worker duties.

Lead Worker: Position functions in a "lead" capacity for a group of employees. The lead worker does not have full formal supervisory authority; however, is responsible for assigning, scheduling, directing daily work assignments, reviewing work, and providing guidance as the most technically skilled member of the work team. In addition to lead worker duties, the position is responsible for performing the same responsibilities as assigned employees.

This position evaluates and signs performance reviews, approves timecards, rewards/disciplines, etc. other regular employees. Officially, supervises full-time employees (not temporary/seasonal employees). Not a 'lead worker' position.

This position evaluates and signs performance reviews, approves timecards, rewards/disciplines, etc. of part-time, temporary or contract employees.

This position assigns work and provides work direction as a "lead-worker" for other regular employees.

This position assigns work and provides work direction as a "lead-worker" for part-time, temporary or contract employees.

This position does not supervise or function in a lead worker capacity.

Work Oversight and Coordination: What type/level of oversight, guidance, or coordination do you provide in your role? Please select all that apply. If none of the below statements apply to you, leave blank.

In this position, I:

Plan work of others

Distribute work to others

Check the work of others

Approve work of others

Train employees

Evaluate performance

Establish unit policy/procedure

When making decisions, I most often (Select only one):

Routinely check with my supervisor before doing anything other than following standard procedure

Follow standard procedures and established practices to resolve problems using limited discretion.

Use some discretion in my daily work and recommend new or revised policies, procedures, and standard practices, which may be implemented after being approved by my supervisor.

Create and implement new solutions not previously applied.

Describe two decisions and/or judgements you make regularly and independently in the performance of your duties.

Decision/Judgement 1

I regularly use my best judgment and best web practices to create the layouts of webpages.

Decision/Judgement 2

I regularly use my best judgment when resolving ADA compliance issues on the website.

Do you have decision-making responsibilities related to budgeting for your department or role? (Select only one.)

Yes, I make final budget decisions.

Yes, I contribute to budget planning and recommendations.

Yes, I prepare budget-related reports or analyses.

No, I do not have any budget-related responsibilities.

Required Education: Identify the minimum level of education you believe is needed to satisfactorily perform your job at entry level. This may be different from what the organization currently requires and/or from your own level of education.

No requirements other than the ability to read, write, and follow directions

High School Diploma or equivalent (G.E.D.)

Up to one year of specialized or technical training beyond high school

Associate's degree or two-year technical certificate

Bachelor's degree. If so, what type of field or study is required?

Computer science or web development background.

Master's degree. If so, what type of field or study is required?

Doctorate degree. If so, what type of field or study is required?

Required Experience: Please provide the minimum type and years of experience you believe is needed to satisfactorily perform your job at entry level. This may be different from what the organization currently requires and/or from your own experience. If no previous experience is necessary, please leave blank.

Example: Types of experience required for a Computer Support Technician position:

- 1. Troubleshooting Hardware - 1-3 years
- 2. Software Operating IT Systems - 5-7 years

| | Type of Experience | Years of Experience |
|---|--|--------------------------|
| 1 | Content Editor/using a content management system (CMS) | No Previous Experience ▾ |
| 2 | Web development | 1-3 years ▾ |
| 3 | User experience and User Interface design (UI/UX) | 1-3 years ▾ |

Required Certifications/Licenses: Please provide any certifications and/or licenses you believe are required to satisfactorily perform your job at the entry level. If not applicable, please respond N/A. This may be different from what the organization currently requires and/or from your own level of education.

N/A

For the following questions, please list the knowledge, skills, and abilities **required for entry into your position**, not what you might necessarily know or be able to do after being in your position for several years.

Knowledge: refers to the possession of concepts and information in your role, gained through experience, training, and/or education and can be measured through testing.

A minimum of 1 and maximum of 5 can be selected.

Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Knowledge of design techniques, tools, and principles involved in the production of precision technical plans, blueprints, drawings, and models.

Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

Knowledge of economic and accounting principles and practices, the financial markets, banking, and the analysis and reporting of financial data.

Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Knowledge of laws, legal codes, court procedures, precedents, government regulations, executive orders, agency rules, and the democratic political process.

Knowledge of regulations and methods for maintaining people and property free from danger, injury, or damage; the rules of public conduct established and enforced by legislation, and the political process establishing such rules.

Knowledge of machines and tools, including their designs, uses, repair, and maintenance.

Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

Knowledge of materials, methods, and the tools involved in the construction or repair of houses, buildings, or other structures such as highways and roads.

Knowledge of the design, development, and application of technology for specific purposes.

Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

Other (please describe below):

Knowledge of principles and facts related to business administration and accounting, human and material resource management in organizations, sales and marketing, economics, and office information and organizing systems.

Skills: refers to proficiencies in your role that can be demonstrated and are typically manual in nature and/or can be measured through testing.

A minimum of 2 and a maximum of 5 can be selected.

| | | |
|---|---|---|
| Skill in developing capacities used to work with people to achieve goals. | Skill in writing computer programs for various purposes. | Skill in determining how money will be spent to get the work done, and accounting for these expenditures. |
| Skill in bringing others together and trying to reconcile differences. | Skill in watching gauges, dials, or other indicators to make sure a machine is working properly. | Skill in obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work. |
| Skill in teaching others how to do something. | Skill in controlling operations of equipment or systems. | Skill in motivating, developing, and directing people as they work, identifying the best people for the job. |
| Skill in identifying complex problems and reviewing related information to develop and evaluate options and implement solutions. | Skill in performing routine maintenance on equipment and determining when and what kind of maintenance is needed. | Skill in understanding written sentences and paragraphs in work related documents. |
| Skill in developed capacities used to design, set up, operate, and correct malfunctions involving the application of machines or technological systems. | Skill in repairing machines or systems using the needed tools. | Skill in communicating effectively in writing as appropriate for the needs of the audience. |

Skill in analyzing needs and product requirements to create a design.

Skill in determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.

Skill in using mathematics to solve problems.

Skill in generating or adapting equipment and technology to serve user needs.

Skill in developed capacities used to allocate resources efficiently.

Skill in selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Skill in determining the kind of tools and equipment needed to do a job.

Skill in managing one's own time and the time of others.

Other (please describe below):

Skill in installing equipment, machines, wiring, or programs to meet specifications.

Abilities: refers to the necessary capabilities that an employee in your role should be able to perform if asked.

A minimum of 2 and a maximum of 5 can be selected.

| | | |
|---|---|--|
| Ability to acquire and organize visual information. | Ability to communicate information and ideas in speaking so others will understand. | Ability to quickly make sense of, combine, and organize information. |
| Ability to apply general rules to specific problems to produce answers that make sense. | Ability to communicate information and ideas in writing so others will understand. | Ability to learn and retain processes through instruction and apply them independently. |
| Ability to choose the right mathematical methods or formulas to solve a problem. | Ability to apply mathematical reasoning to solve problems, interpret numerical data. | Ability to identify potential problems or detect when something may be likely to go wrong. |
| Ability to combine pieces of information to form general rules or conclusions. | Ability to read and/or listen to, and understand information and ideas presented through written word or spoken word. | Other (please describe below): <div></div> |

Does this position work mostly in an office setting?

| |
|-----|
| Yes |
| No |

Physical Factors: Select the statement that best describes the overall amount of physical effort required to perform your job.

You may only select one of the following statements.

- Sedentary Work: This is typically seen with assistants, receptionists, and dispatchers.
- Light Work: This is typically seen with cashiers, security guards, and stockers.
- Medium Work: This is typically seen with skilled traders, production workers, multiple machine tool setters, crane operators, and machine feeders.
- Heavy Work: This is typically seen with construction workers, light truck drivers, first-line supervisors, and repair workers.
- Very Heavy Work: This is typically seen with transportation and material moving occupations, construction and extraction occupations, and production occupations.

Sedentary Work: Exerting up to 10 pounds of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull or otherwise move objects, including the human body. Sedentary work involves sitting most of the time. Jobs are sedentary if walking and standing are required only occasionally, and all other sedentary criteria are met.

Light Work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for Sedentary Work and the worker sits most of the time, the job is rated for Light Work.

Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

Heavy Work: Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.

Very Heavy Work: Exerting more than 100 pounds of force occasionally, and/or in excess of 50 pounds of force frequently, and/or in excess of 20 pounds of force constantly to move objects.

Physical Activity: For each physical activity listed below, indicate the amount of time you spend performing each physical activity during your work.

| | Select Frequency |
|--|------------------|
| Climbing: Ascending or descending ladders, scaffolding, ramps, poles, and the like, using feet and legs and/or hands and arms. Body agility is emphasized. | Never |
| Balancing: Maintaining body equilibrium to prevent falling when walking, standing, or crouching on narrow, slippery, or erratically moving surfaces. | Never |
| Stooping: Bending body downward and forward by bending spine at the waist. | Never |
| Kneeling: Bending legs at knee to come to a rest on knee or knees. | Never |
| Crouching: Bending the body downward and forward by bending leg and spine. | Never |
| Crawling: Moving about on hands and knees or hands and feet. | Never |
| Reaching: Extending hand(s) and arm(s) in any direction. | Seldom <10% |
| Standing: Particularly for sustained periods of time. | Seldom <10% |
| Walking: Moving about on foot to accomplish tasks, particularly for long distances. | Seldom <10% |
| Pushing: Using upper extremities to press against something with steady force to thrust forward, downward or outward. | Seldom <10% |
| Pulling: Using upper extremities to exert force to draw, drag, haul, or tug objects in a sustained motion. | Seldom <10% |
| Lifting: Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. | Seldom <10% |
| Hand Dexterity: Picking, pinching, typing, or otherwise working, primarily with fingers rather than with the whole hand or arm as in handling. | Seldom <10% |
| Grasping: Applying pressure to an object with the fingers or palm. | Seldom <10% |
| Feeling: Perceiving attributes of objects, such as size, shape, temperature, or texture by touching the skin, particularly with fingertips. | Never |
| Talking: Expressing or exchanging ideas by means of spoken work. Those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly. | Never |
| Hearing: Ability to receive detailed information through oral communication and to make fine discriminations in sound, such as when making fine adjustments on machined parts. | Never |

| | |
|--|------------------|
| | Select Frequency |
| Seeing: The ability to perceive the nature of objects by the eye. | Never ▾ |
| Repetitive Motions: Substantial repetitive movements (motions) of the wrists, hands, and/or fingers. | Never ▾ |

Machines, Tools, and Equipment: The next question asks for you to list the **most important** machines, tools, and equipment for your role. List any specialized machines, tools, equipment, or software used in your work. Common responses are included in the image below for reference.

| Common Equipment Used | |
|---|---|
| Office Equipment and Tools <ul style="list-style-type: none"> • Standard office equipment • Personal computer and peripherals • Calculator • Multi-line phone system • Copier • Fax machine • Laminator | Shop Equipment and Tools (continued) <ul style="list-style-type: none"> • Wheel balancing equipment • Tire repairing equipment • Automotive diagnostic equipment • Automotive body repair tools • Air sprayer (paint) |
| Kitchen Equipment and Tools <ul style="list-style-type: none"> • Electric slicer • Mixer • Pressure steamer • Deep-fat fryer • Sharp cutting tools • Ovens • Dishwasher • Food and utility carts | Vehicles and Related Equipment <ul style="list-style-type: none"> • Truck/Heavy Vehicle (dump truck, tractor, 18-wheeler) • School bus • Light van • Seat belts • Shoulder harnesses • Car seats • Safety equipment (flares, reflective signs) • Fire extinguisher |
| Shop Equipment and Tools <ul style="list-style-type: none"> • Ladder • Scaffold • Small hand tools (screwdrivers, wrenches, pliers) • Hand saws • Power tools (saw, drill, sander) • Torque wrench • Drills • Drill press • Grinder • Air impact tools • Welding torch • Jacks • Lift equipment | Special Needs Adaptive Equipment <ul style="list-style-type: none"> • Wheelchair • Wheelchair lifts • Wheelchair restraints • Automatic lift equipment • Ramps • Locks |
| | Communication Equipment <ul style="list-style-type: none"> • Radio communication equipment • Cellular phone |
| | Other <ul style="list-style-type: none"> • Video monitoring equipment • Instructional equipment |

Machines, Tools, and Equipment: Please list the **most important** machines, tools, and equipment for your role. List any specialized machines, tools, equipment, or software used in your work.

| | Infrequently <10% | Seldom 10% - 25% | Moderately 25% - 50% | Frequently >50% |
|-----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| Personal Computer and peripherals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |
| Standard office equipment | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Radio communication equipment | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Multi-line phone system | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Printer | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Are there any additional details you would like to provide regarding your position?

Important! Before you submit your JAQ:

You have reached the end of the Job Analysis Questionnaire. At this time, please go back and review each section to ensure it is complete and the information provided is accurate. To go back to review your responses, click on each section listed under the hamburger menu (three small lines). Do not use the previous or next buttons. Once submitted, you will not be able to return or edit your answers. After clicking the submit button below, the next screen will give you the option to **download a summary** of your JAQ responses. Thank you for completing this questionnaire.

