JOB ANALYSIS GUIDE

DoD HIRING REFORM IS MISSION CRITICAL

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Civilian Personnel Policy

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INTRODUCTION

Job Analysis is the foundation of human resources management and helps lay the foundation for effective recruitment, selection, performance management and career development. This guide provides an understanding of job analysis and its function as an essential part of the recruitment and selection process.

Job Analysis involves gathering, documenting and analyzing information about the content, context and requirements of the job. A successful job analysis demonstrates a clear relationship between the tasks performed on the job and the knowledge, skills, abilities, competencies and behaviors required in performing the work of the position.

Incomplete or inaccurate job analysis can result in making a poor hiring decision, which can impact both the manager and the new hire. It is important to spend the time needed with your HR professional to ensure a thorough alignment of the major job duties with the needed competencies in order to achieve a clear understanding of what will lead to a positive hiring outcome.

A thorough job analysis should include the Hiring Manager, an HR Professional, and a Subject Matter Expert (SME). If your HR professional is not co-located with you and a face-to-face meeting is not possible, job analysis may be conducted by telephone. It is important to include one or more subject matter experts as needed during the job analysis process.

WHY IS JOB ANALYSIS A LEGAL REQUIREMENT?

In accordance with *Chapter 5 of the Code of Federal Regulations, Part 300 (5 CFR 300)*, requires that employment practices, performed by the agencies that make up the federal government, shall be based on a job analysis to identify:

- The basic duties and responsibilities [of the position];
- The knowledge, skills, and abilities required to perform the duties and responsibilities; and
- The factors that are important in evaluating candidates.

In addition, the *Uniform Guidelines on Employment Selection Procedures* (1978), (29 CFR Part 1607), provide a set of generally accepted principles of employee selection procedures, including when and how to conduct a job analysis. While a basic principle of the *Uniform Guidelines* is that it is unlawful to use a test or selection procedure that creates adverse impact, unless justified, the job analysis procedures presented in the *Uniform Guidelines* are good practices to follow. The *Uniform Guidelines* can be accessed at www.uniformguidelines.com.

WHY IS JOB ANALYSIS IMPORTANT FOR SELECTION?

A well-conducted job analysis is key to selecting the **best qualified** candidate who can successfully perform the duties of the position. It results in a clear understanding of the nature of the job, the critical job requirements, and the knowledge, skills, competencies, behaviors, education and training required to perform the job. When appropriate, using a Subject Matter Expert (SME) is recommended.

Two key elements to a successful job analysis are:

1. Identification of the most important duties and responsibilities of the position to be filled. In other words, what is the main purpose or primary reason the position exists? One source of this information is the current official position description (PD). Another source is information from the individual who most recently occupied the position, gathered during an exit interview or from other individuals currently occupying the position.
2. Identification of knowledge, skills, abilities, competencies and behaviors required to accomplish each job duty or responsibility. It is important to include the skill level needed for each job duty and the quality level that will be used to measure each one. Each item must be ratable, meaning it can be measured and/or observed. Some of the source documents used to identify the required skills and competencies may include the current official position description, the Office of Personnel Management's qualification standards, and job classification standards.

WHEN TO CONDUCT A JOB ANALYSIS

A new job analysis should be conducted if:

- A job analysis does not already exist.
- The position you seek to fill is a new or unique position unlike any other existing position in your agency.
- The nature of the position requirements change with relative frequency (e.g., information technology positions).

A new job analysis is not required each time you fill a job if:

- The position is similar to others in your agency for which a valid job analysis exists.
- The requirements for the position have not changed since the last time a job analysis was completed for the position. If the requirements for the position are relatively static, then the job analysis may only need to be reviewed and confirmed as valid.

When you ensure the accuracy, recency and applicability of the job analysis, you should also confirm that your assessment tools are still valid for effectively determining if an applicant is the one best qualified for your position.

JOB ANALYSIS — ROLES & RESPONSIBILITIES

Job analyses are performed by the hiring manager and, as recommended, a Subject Matter Expert (SME), along with the Human Resources (HR) professional.

- The Hiring Manager is normally the manager/supervisor of the position to be filled. This individual is the best person to define how the job fits into the organization, the critical nature of the duties, as well as its relationship to other positions and organizations. The hiring manager provides expertise on the knowledge, skills, abilities, competencies and behaviors required to successfully perform the job duties and makes meaningful distinctions between those candidates who are basically qualified and those who are best qualified.
- The Subject Matter Experts (SMEs) are employees who are extremely knowledgeable about the type of position being filled and can offer additional recommendations regarding the requirements of the job. Typically, the SME is an employee at or above the grade level of the position being filled within the organization. The Hiring Manager is typically the official who decides whether to use an SME for any given job analysis.
- The HR Professional brings expertise and knowledge of qualification standards, classification standards, related occupations, grade level distinctions, typical promotion patterns and the organizational structure and mission under which the position falls.

8 KEY STEPS IN THE JOB ANALYSIS PROCESS

STEP 1) GATHER INFORMATION

- Obtain the official and current position description.
- Review organization charts.
- Decide who will be interviewed.
- Consider interviewing the most recent employee who filled the position. This is helpful if the requirements for the position haven't changed and the individual successfully performed the job duties and met or exceeded your expectations.

STEP 2) ASK FOR ASSISTANCE

- Discuss the critical or major duties with a Subject Matter Expert (SME) who will have insight into this or similar positions performed successfully.
- Contact an HR professional who will have insight into the Office of Personnel Management Qualifications Standards Handbook, Classification Standards, and evaluation statements.

STEP 3) IDENTIFY CRITICAL JOB DUTIES

- Identify and document the critical or major duties of the position.
- Select three to five critical or major duties, focusing on those duties that occupy at least 25% of an employee's time. Concentrate on the duties which directly impact your organization's mission. This will ensure that the analysis is focused on the most critical job duties.

8 KEY STEPS (CONT.)

STEP 4) IDENTIFY NEEDED KSAs & COMPETENCIES

- For each critical or major duty, identify the essential knowledge, skill, ability, competency or behavior required to successfully perform that duty.
- KSAs and competencies should not be so stringent as to eliminate from qualification current employees currently performing the same or a related function.
- To distinguish between knowledge, skills, abilities and competencies, please refer to the following definitions:
  - (a) **Knowledge** – A body of information that a person possesses that may be applied directly to the performance of a function. This information includes, but is not limited to, facts, events, systems, ideas, theories, methods, procedures, principles, concepts and cases that result from formal education, training, or personal experience. Example: Knowledge of auditing techniques; knowledge of radiology procedures. Avoid qualifiers such as "thorough knowledge" and "exceptional skill in."
  - (b) **Skill** – Demonstrated and observable competence to perform a task with ease and proficiency. It often requires the use of equipment, machinery, tools or automated systems and implies measurable performance. Example: skill in operating radiology equipment; skill in performing complex calculations using Microsoft Excel.
  - (c) **Ability** – Possessing the competence, not potential, to perform an observable behavior or a behavior that results in an observable product. It is often broader and more abstract than skills or knowledge. Example: Ability to facilitate and train others; ability to mediate EEO cases.
  - (d) **Competency** – Measurable or observable pattern of behaviors critical to successful job performance. Competencies are practical or theoretical understanding of subjects; natural or learned capacities to perform acts; and patterns of action or conduct. Examples of competencies include oral communication, flexibility, customer service and leadership.

NOTE: A knowledge, skill, ability or competency may pertain to more than one job duty.

8 KEY STEPS (CONT.)

STEP 5) IDENTIFY SELECTIVE PLACEMENT FACTORS

- After identifying the duties and the relevant KSAs and competencies, determine if there are any additional factors that a highly qualified candidate **must possess prior** to starting the new position. These duties are considered Selective Placement Factors.
- Important points to remember about using Selective Placement Factors:
  - (a) When used, they become part of the minimum qualification requirements for the position and applicants who do not possess the selective placement factor(s) will be rated "not qualified."
  - (b) A Selective Placement Factor is not a knowledge, skill or ability that can be learned or acquired while on the job. One example might be "written and oral communication in a language other than English" for someone who may be immediately deployed to a non-English speaking country and communication with non-English speaking individuals is a critical job duty without which the selectee is unable to perform the duties of the position.
  - (c) Consider what is absolutely critical for a selectee to possess prior to entrance on duty and what may be learned while on the job, either through new-hire orientation or specific training. For example, specific job-related knowledge, such as agency or organization program knowledge, may be learned on the job.
  - (d) Seldom are selective factors used for lower-graded positions (GS-4 and below) since positions at these grade levels do not require specialized experience to qualify for the job.
  - (e) Selective Placement Factors should not be so stringent as to eliminate from qualification current employees currently performing the same or a related function.

STEP 6) VALIDATE KSAs & COMPETENCIES TO YOUR ASSESSMENT METHOD

- Ensure that each KSA and competency can be evaluated from information provided in an applicant's resume and validated by an assessment tool such as a questionnaire, an interview, reference checks, etc.
- Determine if each essential KSA and competency is ratable from a written record (e.g., resume). A KSA and competency may not be ratable if it is not possible to evaluate candidates consistently on the same criteria or make consistent decisions about the level of competency a candidate possesses.

8 KEY STEPS (CONT.)

STEP 7) DOCUMENT YOUR RATING CRITERIA

- Arrange the non-selective KSAs and competencies in order of importance, using a 1, 2 and 3 rating scale from "Most Important" to "Least Important."
- During the rating process, you should consider the difficulty level, frequency of performance, complexity level and what the consequences would be if the candidate performed the KSA or competency poorly.
- Rating the KSAs and competencies in order of importance is vital to the development of the crediting plan and rating categories (such as "best qualified," "well qualified," "qualified," etc.)

STEP 8) LINK JOB TASKS TO SPECIFIC KSAs OR COMPETENCIES

- For each KSA or competency identified, create a list of the important tasks and activities to perform on the job.
- As an example, the KSA or Competency may be "Written Communication." Tasks the individual in the job may need to perform may include:

    o Authoring standard operating procedures.
    o Developing PowerPoint presentations to executive-level audiences.
    o Authoring Web portal content.
    o Designing marketing materials aimed at different stakeholders.

CONGRATULATIONS!

After completing Steps 1-8, you have successfully completed your job analysis. Remember to sign and date the results of your job analysis and provide it to your HR professional. Keep a file copy for your records and for future use.

8 KEY STEPS IN THE JOB ANALYSIS PROCESS

— QUICK SHEET —

STEP 1) GATHER INFORMATION:
Use the official and current position description, review organization charts, review the skills of the previous incumbent.

STEP 2) ASK FOR ASSISTANCE:
Involve a Subject Matter Expert (SME) and contact an HR professional for information on qualifications standards, classification standards and evaluation statements.

STEP 3) IDENTIFY CRITICAL JOB DUTIES:
Identify and document three to five critical or major duties, which are duties that directly impact the mission and occupy at least 25% of an employee's time.

STEP 4) IDENTIFY NEEDED KSAs & COMPETENCIES:
For each critical or major duty, identify the essential knowledge, skill, ability or competency required to successfully perform that duty.

STEP 5) IDENTIFY SELECTIVE PLACEMENT FACTORS:
After identifying the duties and the relevant KSAs and competencies, determine if there are any additional factors that a highly qualified candidate must possess prior to starting the new position.

STEP 6) VALIDATE KSAs & COMPETENCIES TO YOUR ASSESSMENT METHOD:
Ensure that each KSA and competency can be evaluated and is ratable from information provided in an applicant's resume and can be validated by an assessment tool such as a questionnaire, an interview, reference checks, etc.

STEP 7) DOCUMENT YOUR RATING CRITERIA:
Arrange the non-selective KSAs and competencies in order of importance, using a 1, 2 and 3 rating scale from "Most Important" to "Least Important."

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For each KSA or competency identified, create a list of the important tasks and activities to perform on the job.