

## OPM's Job Analysis Methodology

**STEP 1:** Collect information about the job. A good place to start is by reviewing existing materials that describe the work that is performed on the job. Such materials include:

- Position descriptions,
- Classification standards,
- Subject matter expert (SME) input,
- Performance standards, and
- Occupational studies.

The tasks and competencies, Appendix F, developed through OPM's Governmentwide occupational studies are also a good source of information. Since these studies are based on a comprehensive review of job information and are very broad in scope, you may not need to develop many additional tasks and competencies beyond those included in these studies.

**STEP 2:** Use the [Job Analysis Worksheet for Tasks](#) to list the tasks that are required to perform successfully on the job based on the information and/or SME input (along with the source of that information) collected in Step 1.

**STEP 3:** On the [Job Analysis Worksheet for Tasks](#):

- a) Have the SMEs individually rate the tasks on the importance and frequency scales provided on the worksheet. (Note the scales shown on the worksheets are examples of scales that have been used in past job analyses. Alternative scales are provided at the end of this appendix);
- b) Eliminate tasks that were rated as "Not Performed" on either the importance or frequency scale by at least half of the SMEs. Of the tasks that remain, compute an average rating (excluding any "0=Not Performed" ratings from the average) across SMEs for each task on each scale; and
- c) Then identify which tasks are critical for the job. This involves determining cutoffs for both the importance and frequency scales. A recommended cutoff is 3.0 or above for both scales. (This will vary by the scale used, depending on the anchors associated with each scale rating). That is, tasks that, on average, were rated 3.0 or above on both importance and frequency are considered critical for the job.

**STEP 4:** Use the [Job Analysis Worksheet for Competencies](#) to list competencies that are required to perform successfully in the job based on the job information collected and/or SME input, along with the source of that information (see Chapter 2, Section C, for how competencies should be stated).

**STEP 5:** On the [Job Analysis Worksheet for Competencies](#):

- a) Have the SMEs individually rate the competencies on the importance, need at entry, and distinguishing value scales. (Again, these scales are examples of scales used in past job analyses. Alternative scales are provided at the end of this appendix);
- b) Then average the SME ratings to produce an overall rating for each competency for each scale; and
- c) Once you have determined the SME average ratings, identify which competencies are critical for the job, based on importance and need at entry. This involves determining cutoffs for each of

these scales. Recommended cutoffs for the scales shown on the worksheet are 3.0 or above for importance and 2.0 or below on need at entry. Competencies with average ratings that meet these cutoffs are considered critical for the job. Then, the ratings on the distinguishing value scale may be used to guide your decision on which of the critical competencies to include in the assessment process. A recommended cutoff on the distinguishing value scale shown on the worksheet is 3.0 or above. (Again, this will vary by the scale used, depending on the anchors associated with each scale rating).

**STEP 6:** Use the [Worksheet for Task and Competency Linkages](#) to make the linkage ratings by:

- a) In the Task No. column, write the numbers of the tasks that were identified as critical in Step 1;
- b) Write the competency numbers of the critical competencies, identified in Step 5, across the top row;
- c) Next, have each SME work independently to rate the extent to which each competency is important for effective task performance. Again, SME ratings should be averaged to come up with an overall rating for each task-competency linkage. It is recommended that a cutoff of 3.0 be used for this scale to determine which competencies are linked to each task. (Note: If any tasks/competencies are not linked, you should reconsider whether all critical tasks and competencies have been considered); and
- d) You and SMEs should then eliminate any tasks not linked to one or more competencies and only competencies that are not linked to at least one task.

**STEP 7:** Of the competencies remaining at the end of Step 6, eliminate competencies that cannot be reasonably assessed via a rating schedule. The resulting competencies will later on be considered for assessment.

**STEP 8:** Determine which competencies will be used as selective and quality ranking factors (if any).

**Note:** Selective factors must be documented. To document any selective factors, use a SF- 39A, *Request and Justification for Selective and Quality Ranking Factors* (see Records Retention and Disposition Appendix C)

**STEP 9:** Use the [Accomplishments Worksheet](#) to record example accomplishments and SME level ratings.

Potential sources of accomplishments include:

- SMEs,
- Job information, and
- Past applications.

Accomplishments may come from both work and nonwork related experiences.

**STEP 10:** On the [Accomplishments Worksheet](#) have:

- a) SMEs rate the accomplishments as demonstrating a “high, medium, or low” level of the writing competency, which is typically done using a 1 to 3 rating. When making these ratings, SMEs should keep in mind that applicants should possess more in-depth, extensive, varied, and difficult experience at each successive level. Accomplishments incorporated in rating schedule items or benchmark descriptions should help differentiate these levels; and
- b) Then average the SME ratings to produce an overall level rating for each accomplishment.

**STEP 11:** If the rating schedule is a closed-ended, automated format, use the [Multiple Choice/Yes-No Worksheet](#) to develop and record rating schedule items for each competency based on the accomplishments generated in Steps 9 and 10.

If candidates provide written responses to open-ended questions that have to be manually scored, use the [Rating Schedule Benchmark Worksheet](#) to develop and record benchmark level descriptions and examples for each competency that will be assessed.

**STEP 12:** After the rating schedule is developed, the maximum number of points an applicant may receive for each response must be determined.

The SME high/medium/low ratings can be used to help determine the number of points associated with each item/benchmark level.

Example: You may assign 5 points for a “high” response, 3 points for a “medium” response, and 1 point for a “low” response. If there are five competencies and the maximum number of points that can be awarded for each competency is 5, the maximum number of points an applicant can receive is 25. Therefore, 25 points transmute to a rating of 100).

Note: Appendix H provides a variety of different transmutation tables for your use. Determine the raw score and then transmute the raw score to a score that falls within 70 to 100 (see CFR 337).

Appropriate veterans preference points are then added to those candidates who meet qualification requirements.