

Los Angeles Service Center

Guide to

KSA-BASED JOB ANALYSIS

And

RATING SCHEDULE DEVELOPMENT

U.S. Office of Personnel Management

San Francisco Region

Los Angeles Service Center

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PREFACE

This guide is designed to help you in conducting job analyses and in developing rating schedules.

The Federal Personnel Manual (FPM) provides useful, related information:

FPM Supp. 271-1, Development of Qualification Standards, August 1979

Provides a brief overview of methods available for determining knowledges, skills, abilities, and personal characteristics (KSAP's) necessary for job success, selecting methods of measuring possession of the KSAP's, and documenting the decisions made. The Uniform Guidelines are an appendix to the supplement.

FPM Supp. 271-2, Tests and Other Applicant Appraisal Procedures, August 1979

Discusses applicant appraisal methods and their appropriate uses. Subchapter 3 discusses the specific standards which an appraisal tool must meet, including an explanation of validation methodologies -- particularly criterion-related validity. Also contains the Uniform Guidelines.

Classes in job analysis and/or personnel assessment are also available from the Human Resources Development Division of the U.S. Office of Personnel Management. The telephone number is (415) 744-7287 or FTS 484-7287.

INTRODUCTION

This guide offers simple, easy-to-use directions to follow in conducting knowledges, skills, and abilities (KSA) job analyses for general schedule positions. It is designed for use in case-by-case examinations to be conducted by the Los Angeles Service Center (LASC) when no standing inventory is maintained and you need to request certification to fill a vacancy. To satisfy LASC's minimum documentation requirements, send:

- 1) Request for Referral of Eligibles (SF 39);
- 2) Position Description;
- 3) Appendix C (completed);
 - a) Panel Certification Sheet (Form A)
 - b) Major Job Function Sheet (Form B),
 - c) Knowledge, Skills, Abilities Worksheet (Form C),
 - d) Rating Schedule (Form D)

Whenever you want LASC to fill a position covered by one of the new "generic" standards, it will also be necessary to provide precise definitions of qualifying experience and education. It is not enough to state that qualifying experience is that which is "in or directly related to the job to be filled." LASC staff need clear and concise information to make eligibility determinations; applicants need clear and concise information when deciding whether or not to apply for a job. This definition is based on the KSA's as derived from the job analysis process and should reflect what the subject matter experts (SME's) consider as necessary experience for the position to be filled.

On the surface, side-by-side positions may appear alike, but the expectations and demands of the job may differ subtly. Especially at the journey level, such subtle distinctions may be vital. Thus, this method is intended to be used in analyzing the requirements of ONE position at a time. Prudence will usually be sufficient to ensure proper use of the job analysis data. If all the jobs for which a rating schedule will be used can be anticipated at the time the job analysis is done, it may be possible for the KSA's and the rating schedule to be written more broadly than they would be for a single position.

The simplified job analysis method approach outlined in this guide is NOT designed to take the place of the job analysis method prescribed by your agency. If your agency has a job analysis method which you MUST use, by all means use it. A copy of the job analysis and a final rating schedule to document its case-by-case examinations will to be forwarded to LASC. This documentation is required whether you are using your agency job analysis method or the one as outlined in this booklet.

This method requires that a minimum amount of time will be asked of SME's. Everything that can be done by the personnelists will be done by them; only that which must be done by SME's will be done by them.

STEPS IN THE PROCESS

The following steps are involved in the job analysis and rating schedule development:

1. Identify major job functions;
2. Identify KSA's needed on the job;
3. Meet with SME's (to);
 - (a) verify job functions;
 - (b) complete the KSA list;
 - (c) rank KSA's;
 - (d) evaluate and combine KSA's; and
 - (e) input information for the rating schedule
4. Write the rating schedule.

STEP 1. IDENTIFY MAJOR JOB FUNCTIONS

The process begins with the personnelists assembling all the information they can about the job to be filled. This is done in the personnel office before SME's are assembled. Sources of information about the job include:

1. official position description;
2. performance standard;
3. classification standard;
4. classification evaluation statement;
5. organization charts;
6. occupational literature; and
7. contacts with subject matter experts.

The purpose of this review is to become so familiar with the job that you can list four or five major functions which "define" the position. Note the word "functions" rather than duties or tasks. Duties and tasks are too specific; a higher level of generalization is needed.

Familiarity with the job precludes simply lifting statements directly from the position description. Such statements will, in most cases, be too specific for your purpose here. More importantly, lifting statements from the position description does not reflect sufficient understanding of the job to permit a proper job analysis. What is needed is a clear understanding of the essence of the work to be done. That level of understanding can usually come only from review of all the sources listed above and then thinking, "What does this person really DO?" or, "How would I explain this person's presence on the payroll to the taxpayer?" In short, what functions is this person paid to perform?

List 4 or 5 major function of the position on Form B, Column 1. (See Appendix C.) A functional statement should begin with an action verb, establishing that some action is being taken by the incumbent. Almost any verb can be appropriate if used clearly and meaningfully, but some verbs tend to be too general and should be avoided for more specific ones. Here is a list of verbs which are usually too general for job analyses:

administers	develops	participates
analyzes	discusses	prepares
arranges	examines	processes
assists	facilitates	is responsible for
assumes	follows up	reviews
assures	handles	serves as authority
collaborates	investigates	studies
cooperates	maintains liaison	supports
coordinates	manages	works closely with

The next part of a functional statement should show WHAT is being done, i.e., the object of the verb. Finally, the functional statement should explain WHY the action is taken. Written in this format, a functional statement can be readily understood by a lay person.

Examples:

Evaluates -- proposed highway construction projects -- in order to determine environmental impact.

Operates -- computer terminals -- in order to access and analyze data.

Writes -- memoranda and letters -- in order to provide technical information on engineering specifications.

STEP 2. IDENTIFY KSA's

Enter one or more KSA's for each major function on Form B, Column 2. (See Appendix C.) This should be done before the SME panel is assembled. The suggested KSA's are intended to guide the thinking of the SME's and **to demonstrate** the type of information for which you are looking.

It is important to remember how KSA's are defined:

KNOWLEDGE is an organized body of information usually of a factual or procedural nature which, if applied, makes adequate performance of the job possible. Examples:

- Knowledge of contracting procedures
- Knowledge of data processing
- Knowledge of Freedom of Information Act provisions

SKILL is the proficient manual, verbal, or mental manipulation of data, people, or things, which is observable, quantifiable or measurable. Examples:

- Skill in the use of culinary tools
- Skill in motor vehicle operation
- Skill in typing

ABILITY is the capacity to perform an activity at the present time, implying-a lack of discernible barriers to performance, either physical or mental. Examples:

- Ability to work under pressure
- Ability to communicate orally
- Ability to analyze

Each KSA should embody one simple, readily identifiable characteristic. Qualifiers, such as "thorough" knowledge, "basic" knowledge, "considerable" skill, "demonstrated" ability, etc., should not be used. Such distinctions will be made later when quality levels are defined in the rating schedule.

You should list KSA's that you feel are important or that you think will make valid ranking criteria There is no certainty that any of the KSA's you suggest will survive the job analysis process and be used in evaluating applicants. Later, when the SME's meet, they will add to the list of KSA's and then all KSA's will be evaluated to determine which will make valid selection criteria.

STEP 3. MEET WITH SUBJECT MATTER EXPERTS

After you have identified the major functions of the job and listed some of the KSA's needed to perform those functions, it is time to assemble the SME panel. the SME panel should consist of two or more people, who have bona fide expert knowledge about what it takes to do the job. The first level supervisor is usually a good SME. Superior incumbents in the same or very similar positions and other supervisors can also be used as SME's if they have current and thorough knowledge of the job. There must be at least one SME, preferably more; the more SME input there is, the less chance there is of biased results.

Personnelists should work with more than one SME to gain a broad understanding of the position undergoing analysis. Thus, precluding any subtle distortion of input that working with only one SME may lend itself too. Any one person may lack the depth and/or breadth of experience needed to bring balance to the job analysis. If you are working with one SME he may identify superior job performance with only one employee because the SME has worked with so few employees in the job. Bias may intrude into the SME input and the personnelist may have to take a more active role in this portion of the job analysis, discussing issues and asking probing questions about SME input. If working with only one SME, it is doubly important that the personnelist have knowledge of the position to be analyzed and exercise judgment.

The SME panel will:

- verify or modify the job functions;
- provide additional KSA's to be considered in the job analysis;
- rank the KSA's;
- evaluate and combine the KSA's; and
- provide input for the rating schedule.

A. VERIFY JOB FUNCTIONS (Form B, Appendix C)

Usually, you will have captured the essence of a job after careful study of the information sources listed earlier. However, you may have to modify the job function statements based upon SME discussion. If that happens, be sure the amended or added statements are clear, thoroughly understood by all participants, and phrased properly.

B. COMPLETE THE KSA LIST (Form B, Appendix C)

The SME's should be asked to identify additional KSA's that have made the difference between superior people on the job and people who were considered competent. Have them think about the people who have performed the job. Who were the best workers? With those people in mind, what was it about them that was superior to others? What distinguished them? What things were they able to do that others were not? This questioning process will lead to the identification of valid KSA's for the job, KSA's which have the ability to distinguish the best people from the rest. Add each additional KSA suggested by the panel in Column 2 of Form B. Use additional forms if necessary.

This is essentially a brainstorming process, a preliminary phase which will result in many more KSA's than will be used to rate candidates. However, it is vital that there be no prejudging of the relevance, importance, practicality, ratability, or any other aspect of the KSA's at this time. Those judgments will be made in a systematic way later.

Using this method, about 20 KSA's will be produced which capture the most relevant aspects of the job. When the panel seems to have provided the most important KSA's the personnelist should close the process and move on.

C. RANK THE KSA'S (Form C, Appendix C)

After the KSA's have been identified, have each SME list them on Form C, Column 1 (Appendix C) and, working independently, rank the KSA's as follows:

- In the ranking column (Form C, Column 2, Appendix C) place two numbers. One represents the KSA that is most important to bring to the job; the other represents the KSA that is least important to bring to the job. For example, if there are ten KSA's, place "1" by the most important and "10" by the least important KSA.
- In the same column, place the two numbers which represent the next most important and the next least important KSA's remaining on the list. Again, if there are ten KSA's, place a "2" by the next most important and "9" by the next least important of the remaining KSA's.
- Repeat until all KSA's are ranked.

D. COMBINE AND EVALUATE THE KSA'S (Form C, Appendix C)

Column 3 (Form C, Appendix C) is used to identify those KSA's which are essential to satisfactory performance within a reasonable period of time, normally considered three months. A simple "yes" or "no" should be written in column 3.

Basically, there are two separate factors which may lead to the decision that a KSA is not essential. The first is a consistently low importance ranking by the SME's; the second is a decision that the KSA can be learned within a reasonable period of time, normally within three months.

The personnelist and the SME's should discuss the KSA's that all SME's ranked lowest in importance. A single low ranking does not necessarily indicate that the KSA is not essential, but KSA's consistently ranked low should be examined carefully. It may be that an applicant does not need to possess that KSA to achieve success on the job. If so, that KSA might be eliminated.

SME's should also discuss whether a candidate might reasonably be expected to acquire each KSA within a reasonable amount of time (normally three months). The "essential" decision hinges upon whether the candidate must possess the KSA the day he/she begins to work. If so, that KSA is essential. If the KSA is one which can be learned within a reasonable amount of time, it should be considered non-essential.

Review the remaining KSA's for repetition. Those that are basically the same should be combined. Be cautious, however, about over-combining because doing so could result in the loss or distortion of important elements of the job. If there is doubt, the tendency should be to leave the KSA's separate. KSA combinations should be documented by writing, "Combine with KSA # _", across the remaining columns on the form.

Column 4 (Form C, Appendix C) is used in the next phase, determining whether or not each KSA is ratable. For each essential KSA, the personnelist and SME's must determine whether the KSA is ratable using the particular sources of information which will be available. Typical sources of information include the SF-171 and the supplemental qualifications statement (SQS). It is vitally important to know if an SQS will be available to raters because the question of whether or not a given KSA is ratable depends upon how much and what kind of information is available. When issuing vacancy announcements, LASC will list KSA's and require that supplemental information be provided by applicants.

There are several reasons why, a KSA may not be ratable:

- A KSA that seemed clear initially may, upon closer examination, be vague or ambiguous. Such a KSA should either be deleted or reworded to capture its original intent.
- Some KSA's, while obviously job related, may be factors which cannot be evaluated from information available. Example: The "ability to meet and deal" cannot be evaluated from written material. Such interpersonal traits, when they represent an essential KSA, can be rated in a structured interview or an assessment center. They cannot be rated by OPM evaluators who have access only to applications and SQS's.
- Rating some KSA's requires a qualitative judgment as to how well something was done. Example: "Ability to motivate people" cannot be rated without some qualitative indicator of performance level. You may be able to establish that a candidate has had a type of experience which might provide an opportunity to motivate people. But, without performance indicators for all candidates based on the same criteria, it will not be possible to make a consistent decision about the level of possession of that ability.

Again, column 4 should be filled in with "yes" or "no" answers.

Column 5 is used to record decisions about whether or not a KSA distinguishes superior employees from acceptable employees. For each KSA that has been determined to be BOTH essential and ratable, the SME's will assist you in deciding whether the KSA has the ability to distinguish superior workers. SME input in this decision is vital. They must think back to the people who have occupied the job and decide if possession of this KSA was something which made the superior people superior. If it did not, the KSA is not appropriate for use in rating applicants.

There are several situations in which an essential KSA may NOT distinguish superior from barely acceptable employees:

- A KSA may be job related, but differences in possession above the minimum are not related to higher levels of job performance. Examples: Some positions require that incumbents have (or obtain) a driver's license valid in the state where they are employed. Ability to obtain such a license can be used to screen applicants, but it is not an appropriate ranking factor because, by itself, a driver's license does not contribute to superior performance on the job. Promotion to higher grade levels will depend upon other aspects of performance.
- A KSA may exist to about the same extent throughout the applicant pool. To use such a KSA as an examining factor may not produce meaningful distinctions among job candidates. Example: All Historians must have knowledge of historical research methodology. If filling a GS-9 level position, all eligibles will have either experience or education which provides the KSA. All may have it to a sufficient degree. Other factors will probably make better distinctions between the superior and the barely acceptable candidate.
- A KSA may be job related, but differences in possession above the minimum would be something few candidates possess or the KSA could be learned within a reasonable period of time. To use such a KSA in screening or ranking would affect the applicant pool to a degree clearly disproportionate to its importance to successful performance. Example: to require agency specific knowledges that could be learned in a reasonable period of time on the job would rule out all candidates from outside the agency. Therefore, use of such a KSA would affect ratings to an extent disproportionate to its importance on the job. Applicants from outside the agency are unlikely to possess the KSA and the KSA could be learned in a reasonable amount of time on the job. Such a KSA does not distinguish superior candidates.

Again, column 5 should be completed to show either "yes" or "no" depending upon whether or not the KSA will distinguish superior from barely acceptable candidates.

Each SME should sign his/her own Forms A and B (Appendix C). This simple bit of documentation will become very important in the event of a challenge to the rating schedule.

Usually, 4 to 6 KSA's will remain. Using fewer than 4 KSA's has the potential to cause unreliable ratings. More than 6 will probably not contribute substantially to the accuracy of the prediction of how well a person will perform on the job.

At this point in the process KSA's will have been established and determined to be: (1) essential to successful performance; (2) ratable given specific sources of information; and (3) able to distinguish between superior and barely acceptable performance.

E. PROVIDE INPUT FOR THE RATING SCHEDULE (Crediting Plan)

SME's must provide information which forms the basis for it. In this phase, the SME's will be asked to suggest types of evidence that should be credited at the various levels. They will record their suggestions on Form D (Appendix C).

Before SME's begin to provide their input, they must understand how a rating schedule is structured. You should lead discussion about:

- The KSA title, which is what has been generated at this point, is a "shorthand" statement of the KSA. It reflects the essence of the KSA you want to measure. The title alone does not provide sufficient information about the KSA to permit reliable measurements. The KSA must be defined operationally to specify how the KSA will be used on the job.

EXAMPLE: KSA Title: *Ability to communicate in writing*

KSA Definition: The ability to communicate in writing also includes the ability to summarize. The incumbent drafts correspondence to explain procedures/policies/regulations; drafts announcements which summarize the requirements (education/experience) and describe the application procedures for jobs in the Federal service; and documents decisions which are made.

- A rating schedule has two basic components: (1) credit level definitions; and (2) examples.

CREDIT LEVEL DEFINITIONS begin with a phrase such as, "Superior ability is indicated by . . ." The definition does just what you would expect -- it defines the level of ability you are looking for in order for a person to receive a specific number of points. It is a statement which generalizes about the quality, type, and extent of experience and/or education which are characteristic of that level of ability.

EXAMPLES, on the other hand, are specific types of evidence (e.g., education, experience) which would normally provide evidence that the candidate can perform at the level of ability described.

- When dealing with a great many applications, four or five quality level definitions may be needed. However, with relatively few applications, the credit levels can generally be defined according to guidelines such as these:

SUPERIOR ABILITY. This should define a level of ability which, with reasonably certainty, would enable a person to perform satisfactorily all major aspects of the element. A person credited at this level should need only a brief period of orientation to the minor particulars of the job in order to perform, with full effectiveness, the job functions which require this KSA.

AVERAGE ABILITY. This should define a level of ability which, with reasonable certainty, would enable a person to carry out satisfactorily most of the common functions of the position, given normal orientation or supervision. There should be evidence of satisfactory ability for most aspects of the KSA in order to receive credit at this level.

ACCEPTABLE ABILITY. This should define the minimum level of ability that is required to perform successfully the job functions that require this KSA. This normally reflects the minimum qualifications for the position.

Credit level definitions must communicate clearly the overall benchmarks which form the basis of rater judgments, but they should avoid simple matching of rating schedule tasks with application tasks. There is no absolute method for preparing general credit level definitions. A useful format uses a pattern of progression through ACTION, OBJECT, PURPOSE, or GUIDELINES as the basic criterion upon which to establish credit levels.

Examples:

Progression through ACTION

KSA: Ability to use regulatory material
Superior --- interprets regulatory material
Average ---- researches regulatory material
Acceptable - applies regulatory material

Progression through OBJECT

KSA: Ability to communicate in writing
Superior --- writes technical reports
Average ---- writes non.-technical reports and/or letters
Acceptable - writes internal memoranda

Progression through PURPOSE

KSA: Ability to schedule work

Superior --- schedules work to accomplish agency mission

Average ---- schedules work to accomplish project goal

Acceptable - schedules work to accomplish own work objectives

Progression through GUIDELINES

KSA: Ability to follow procedures/policies

Superior --- implements procedures in the absence of clearly established policy

Average ---- implements procedures following established precedent

Acceptable - implements procedures using step-by-step instructions

With this background discussion about the need for an operational definition of each KSA, the SME's should be ready to provide input for the rating schedule.

Monitor SME activities as they write examples and/or definitions and provide guidance as appropriate. These are some specific steps to follow in the SME rating schedule input session:

- Give each SME a Form D (Appendix C) for each KSA that has been identified as essential, ratable, and able to distinguish superior from barely acceptable workers.
- Working independently, SME's should write in either credit level definitions or examples (or both). If it is easier for SME's to think of specifics in the background which a superior candidate will bring to the job, they should concentrate on providing "examples." If it is easier for them to generalize about the types of things that a superior person is able to do on the job, they should concentrate on providing "credit level definitions."
- SME's may start anywhere they wish. Some find it easier to think of an "ideal" candidate first and thus begin with a description of the superior ability level. Others find it easier to think of the minimum requirements for the position and thus begin with the acceptable ability level.
- Each SME should provide one benchmark (either a definition or an example) at each credit level for each KSA. If an SME needs help, work directly with him/her to elicit a response.
- Examples which SME's may provide include:

- types of experience
 - types of education
 - training
 - specific projects or assignments
 - self-development activities (specific to the KSA)
 - hobbies
 - community activities
 - individual accomplishments
- Before they begin, SME's should be advised to AVOID distinguishing between credit levels on the basis of such things as:
- performance levels (e.g., "makes sound decisions" vs "makes poor decisions")
 - levels of supervision (e.g., "makes decisions independently" vs "makes decisions under close supervision")
 - artificial levels of progression in terms of time, quantity, or quality (e.g., one week, two weeks, three weeks; or one project, two projects, three projects, etc.)
- Provide SME's with one or more samples of a completed rating schedule. The samples will help SME's focus on the types of definition/examples necessary for competitive examining. Appendix A lists leads for "examples" and should provide guidance to stimulate SME responses. Another stimulus is to ask SME's to think of good and poor employees they have known in the positions. What did they do (or fail to do) in relation to this KSA? What type of background did each bring (or not bring) to the job? What made them good or poor at the job?
- After the SME's have completed Form D (Appendix A) for each KSA, have them SIGN EACH SHEET.

Tell SME's that you will take the information they have provided, consolidate it, and have them review your final product: the rating schedule.

STEP 4. WRITE THE RATING SCHEDULE

Writing the rating schedule is not simply a matter of consolidating and editing SME input. The personnelist must weigh and sift SME input, using his/her good judgment and understanding of rating/ranking procedures.

Appendix B lists a series of questions which may be used to criticize a rating schedule. Before beginning to write a rating schedule, consider the following:

- Do not make the rating schedule so restrictive as to impede the good judgment of raters. A rating schedule is simply a guide; it cannot be comprehensive enough to cover every possible contingency. Try to give enough guidance to permit valid and reliable judgments, but do not be so rigid as to make rating a mechanical process.
- Do not limit competition by writing credit level definitions (and examples) which will favor a single candidate. This is a particularly important matter when one of the candidates is a former or current employee who has encumbered or is encumbering the position. Credit levels which consistently permit full credit to one candidate only are suspect.
- Do not give undue or extra credit to one KSA by repeating it in credit level definitions of other KSA. For example, if one of the KSA's is "knowledge of personnel practices" and another is "ability to communicate in writing," the ability to communicate in writing should NOT include mention of writing about personnel systems in its credit levels. Knowledge of personnel practices will have its own measures; separate criteria should be used to measure the ability to communicate in writing. Whenever a given KSA is incorporated into the credit levels of another, the rating is skewed, giving disproportionate weight to the first KSA.
- Do not write credit level definitions based upon an idea which experience or good sense suggests will not be found among the applicant pool. For example, if experience indicates that almost all candidates will qualify for a given position by education only, the credit level definitions should be written to make distinctions among various levels or types of education in order to avoid having all eligibles tied with the same score.
- Do not write credit level definitions which eliminate applicants who meet qualification requirements for the position. The lowest credit level definition should always be written broadly enough to include all people who meet the qualification standards, but whose applications give no evidence that higher, credit ratings are deserved.
- Do not write credit level definitions that impose education or experience requirements which differ from those of Handbook X-118 (unless your job analysis establishes CLEARLY that your individual job requirements differ from those of the generic standard). For non-professional jobs, the new generic standards generally provide two avenues by which one may qualify for a job. Experience and education are given equal weight through specified grade levels. It is vital that your rating schedule provide for BOTH education and experience at grade levels where both are qualifying.

Before it is used to rank candidates for job consideration, the rating schedule should be submitted to the SME's panel for its concurrence. Form A, Appendix C provides space for SME signatures to document approval of the rating schedule.

LEADS FOR WRITING CREDIT LEVEL EXAMPLES

Listed below are leads which may be helpful to SME's who are stymied and need direction in developing examples for credit level definitions. These leads are intended only to stimulate SME responses. Some of these leads may not be appropriate to a given occupation. Caution SME's to utilize only those leads which relate to the job to be filled.

1. Worked on (project x, special assignment y)
2. Done (type of work: e.g., design, planning, research, typing, interviewing).
3. ____ degree in (field of study); ____ degree in (related field);
____ number of credits in (subjects)
4. High grades in (subjects); high grades in general.
5. Idea which resulted in savings of (dollars, time, steps, etc.)
6. Designed a _____ or system for _____.
7. Membership in (organization: e.g., Toastmasters, Toastmistresses, etc.).
8. Team leader of _____.
9. Variety of experience in _____ (be explicit).
10. Journal articles published; edited newsletter.
Wrote narrative reports; compiled statistical data for reports.
11. Beneficial suggestion related to _____.
12. Specialist in _____.
13. Experience where variety was limited, such as _____.
14. Supervisor of _____; lead clerk in _____.
15. Presented a paper at a professional conference. (Specify subject matter.)
16. Taken courses on own initiative; attended training courses in subject ; conducted training in (subjects).
17. (Type of) experience in a family or personal business.
18. Wrote paper(s) on ____ (subject) ____.
Addressed (organization) on (subject) .

Appendix A

QUESTIONS TO CONSIDER IN EVALUATING A RATING SCHEDULE

1. Does the schedule provide meaningful guidance to the rater(s)?
 - Is the wording clear, down-to-earth, and unambiguous?
 - Are specialized terms, acronyms, or jargon defined?
 - Are credit levels discrete?
 - Are KSA's defined operationally?
2. Are the credit levels defined in terms of the level of ability you expect? Are they consonant with the KSA operational definition?
3. Are there examples of what should be credited at each level?
4. Are there enough rating elements and/or credit level definitions to make distinctions among candidates?
5. Do the proposed rating elements cover the elements that are related to superior performance in the position?
6. Will the rating schedule identify the best qualified candidates?
7. Think of those who will apply. What type of backgrounds will be available for rating? Are those backgrounds covered by the credit level definitions and examples? Or will all candidates be rated at the same level?
8. Are the rating factors supported by the position description?
9. Is there a variety of examples which indicate how candidates may have gained the KSA's (e.g., education, experience, hobbies, training, special projects, etc.)?
10. Could you explain to an unsuccessful candidate (or unbiased observer):
 - Why a rating factor was used?
 - How a particular rating factor was determined to be important?
 - How a rating factor relates to performance on the job?
11. Either explicitly or implicitly, does the wording of the rating schedule preclude qualified candidates from receiving proper consideration for the job? Will all persons who meet the qualification standard achieve a passing score?
12. Does the wording of the rating schedule leave room for reasonable rater judgement?
13. Are credit levels (and/or examples) so restrictive as to limit competition unfairly or to give unwarranted advantage to one particular candidate?

JOB ANALYSIS
Panel Certification Sheet

Please type or print:

_____ (position title, series, grade)

AGENCY: _____

PERSONNELIST: _____

TITLE: _____

TELEPHONE: _____

SUBJECT MATTER EXPERTS:

<u>Name</u>	<u>Title</u>	<u>Series/Grade</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

SUBJECT MATTER EXPERT CERTIFICATION:

I have reviewed the attached rating schedule and approve its use for the position shown above.

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

Signed: _____ Date: _____

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Appendix C

MAJOR JOB FUNCTION WORKSHEET

Job Title: _____ Date: _____

Signature: _____ Title: _____

COLUMN 1: Major Job Function (Step 1)	COLUMN 2: Required KSA's (Step 2)
1.	
2.	
3.	
4.	
5.	

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RATING SCHEDULE

KSA TITLE: _____

KSA DEFINITION: _____

SUPERIOR ABILITY: _____

Examples: _____

AVERAGE ABILITY: _____

Example: _____

ACCEPTABLE ABILITY: _____

Example: _____

Signature: _____ Date: _____

Example of Major Job Function Worksheet

Job Title: Loan Specialist (Commercial), GS-1165-11

Date: _____

Signature: _____

Title: _____

Column 1: Major Job Functions (Step 1)	Column 2: Required KSA's (Step 2)
<p>1. Counsels small business persons applicant regarding SBA financial.</p>	<p>Ability to communicate orally to and elicit and disseminate information.</p> <p>Knowledge of the different SBA programs and their eligibility requirements.</p> <p>Knowledge of SBA published Standard Operating Procedures (SOP's) dealing with loan making and related subject matters.</p> <p>Knowledge of business financial structure and management practices.</p>
<p>2. Investigates applicants' credit ratings, management ability, past and prospective earnings, working capital, collateral and other pertinent information.</p>	<p>Ability to analyze business-related financial statements.</p> <p>Knowledge of business and financial structure and management practices.</p> <p>Knowledge of laws and customs governing negotiable instruments, transfers of title of chattels and realty, contracts and assignments of collateral.</p>
<p>3. Analyzes loan application and accompanying data, including financial statements and tax returns, and conducts investigations essential to determine the merits of granting commercial loans and the assurance of repayment ability.</p>	<p>Ability to analyze business-related financial statements.</p> <p>Knowledge of business financial structure and management practices.</p> <p>Knowledge of SBA published Standard Operating Procedures (SOP'S) dealing with loan relating subject matters.</p>

<p>4. Determines the financial condition of the applicant firm; develops a comprehensive report of the analysis and evaluations; and makes recommendations to the supervisor. Recommends any restrictions or conditions to be placed on the loan and prepares loan authorization terms and conditions.</p>	<p>Ability to analyze business-related financial statements.</p> <p>Knowledge of business financial structure and management practices.</p> <p>Ability to communicate in writing.</p> <p>Knowledge of SBA published Standard Operating Procedures (SOP's) dealing with loan making and related subject matters.</p>
<p>5. Coordinates with the Business Management Assistance division within the District Office for management counseling services to be provided to small business, including requesting management development plans for loan applicants.</p>	<p>Knowledge of the different SBA programs and their eligibility requirements.</p> <p>Knowledge of business financial structure and management practices.</p> <p>Knowledge of SBA published Standard Operating Procedures (SOP'S) dealing with loan making and related subject matters.</p>
<p>6. Explains SBA loan program and encourages participation by banks and other lenders where appropriate. Participates in program of continuing promotion of SBA programs to lenders, industry, and commerce.</p>	<p>Ability to communicate orally to and elicit and disseminate information.</p> <p>Knowledge of the different SBA programs and their eligibility requirements.</p> <p>Knowledge or regional or local economy.</p>

Knowledge, Skills, and Abilities Rank Order Worksheet

Column 1 Knowledges, Skills and Abilities	Column 2 Rank	Column 3 Essentials	Column 4 Ratable	Column 5 Distinguishes Superior From Barely Acceptable
1. Ability to communicate orally to and elicit and disseminate information.	1	Y	Y	Y
2. Knowledge of the different SBA programs and their eligibility requirements.		N	Y	N
3. Knowledge of SBA published Standard Operating Procedures (SOP's) dealing with loan subject matters.		N	Y	N
4. Knowledge of business financial structure and management practices.	2	Y	Y	Y
5. Ability to analyze business-related financial statements	3	Y	Y	Y
6. Knowledge of laws and customs governing negotiable instruments, transfers of title of chattels and realty, contracts and assignments of collateral.	4	Y	Y	Y
7. Ability to communicate in writing.	5	Y	Y	Y
8. Knowledge or regional or local economy.		N	Y	N

Signature: _____ Date: _____

EXAMPLES OF KSA's RATING SCHEDULE

Personnel Staffing Assistant, GS-203-5

KSA: ABILITY TO COMMUNICATE IN WRITING

KSA DEFINITION: The ability to communicate in writing also includes the ability to summarize. The incumbent drafts correspondence to explain procedures/policies/regulations; drafts announcements which summarize the requirements (education/experience) and describe the application procedures for jobs in the Federal service; and documents decisions which are made.

SUPERIOR ABILITY is indicated by . .

experience drafting articles or position papers or correspondence relative to sensitive and/or complex issues. (An issue may be sensitive because it has ramifications broader than the employing organization or when the inquirer's position creates inherent sensitivity, e.g., the President. An issue may be complex when composed of three (3) or more ancillary questions or when the response will set precedent for future cases.)

EXAMPLES:

drafting correspondence in response to Presidential and/or Congressional inquiries;

OR

drafting position papers in response to inquiries from a higher level office in a bureaucratic organization;

OR

writing newspaper editorials, articles or other papers which raise and discuss issues rather than simply report facts.

AVERAGE ABILITY is indicated by . .

experience drafting articles or papers or correspondence which report or explain the facts surrounding an issue or question.

EXAMPLES

drafting correspondence to report decisions/procedures to an individual;

OR

writing straight news copy;

OR

writing book reviews.

ACCEPTABLE ABILITY is indicated by . .

any combination of experience and/or education which meets the qualification requirements of Handbook X-118 when there is no evidence of on the job experience and/or educational experience described above.

Supervisory Police Officer, GS-083-11

KSA: ABILITY TO PREPARE WRITTEN CORRESPONDENCE, REPORTS AND INSTRUCTIONS

KSA DEFINITION: Ability to originate internal and external correspondence, directives, narrative and statistical reports and related material on law enforcement matters.

OUTSTANDING

Has been responsible for preparing a wide variety of material on law enforcement and related issues including operating directions and/or instructions for the organization; responses to individual, group, congressional, and similar inquiries; recurring and special reports directed to higher levels within and outside the organization.

ABOVE AVERAGE

Has prepared internal operating procedures for subordinates; replies to routine inquiries from individuals and groups; and recurring reports.

AVERAGE

Shows experience preparing routine reports and drafting correspondence and material for higher level review.

Supervisory Appraiser, GS-1171-12

KSA: ABILITY TO COMMUNICATE EFFECTIVELY IN WRITING

KSA DEFINITION: Ability to communicate effectively in writing using correct form, grammar, and syntax in the preparation of appraisal reports that present the conclusions and supporting data in a clear and concise manner.

OUTSTANDING

Experience in originating written communications about difficult program matters, such as reports which required the ability to write concise summaries of finding with clear recommendations regarding policy and program procedures.

ABOVE AVERAGE

Less experience in originating written communication (reports and letters) about difficult program matters than described above.

AVERAGE

Experience that required the ability to write concise reports, letters, etc., that summarize the findings and/or provide analyses on technical program matters of moderate complexity.

Correctional Treatment Specialist, GS-101-9

KSA: ABILITY TO PREPARE REPORTS AND CORRESPONDENCE

KSA DEFINITION: Ability to write a wide variety of reports and correspondence including classification studies, court-ordered diagnostic evaluations, progress reports, judicial and congressional inquiries, etc.

OUTSTANDING (4 points)

Experience as a case worker or social services worker-which included frequent preparation of detailed reports and responses to correspondence. Such experience gives evidence of the ability to summarize facts, present conclusions and recommendations and to deal with controversial or sensitive issues.

ABOVE AVERAGE (3 points)

Experience as a case worker which includes drafting or preparing routine reports and correspondence. At this level, the reports and correspondence are more standardized and the case worker is guided by previous examples.

AVERAGE (2 points)

The application gives evidence of proper grammar syntax and narrative statements are clear and well organized.

OR

Successful completion of college level courses in English Composition, journalism, effective writing or similar courses.

Major Job Function Worksheet

Job Title: **Social Work Associate, GS-187-7** Date: _____

Signature: _____ Title: _____

COLUMN 1: Major Job Function (Step 1)	COLUMN 2: Required KSA's (Step 2)
<p>1. Conducts intake interviews to determine client needs, resources available, and make appropriate arrangements for assistance.</p>	<p>Ability to communicate orally.</p> <p>Knowledge of various aspects of military life and related situations which create family concern and crises.</p> <p>Knowledge of Federal, state, county and private programs, policies and procedures.</p>
<p>2. Provides initial counseling for individuals, couples, and/or families to identify, and effectively reduce/resolve concerns, problems and conflicts.</p>	<p>Ability to communicate orally.</p> <p>Ability to recognize and define personal social and professional problems; research accurate conclusions; and provide appropriate solutions.</p> <p>Knowledge of a variety of mental health, family relations, family violence, substance abuse, and financial management areas.</p>
<p>3. Provides case management to include contacts with military and civilian human services and resource agencies to maintain awareness of available services, ensure proper services are provided when referrals are made, and provide assistance to agencies upon request.</p>	<p>Knowledge of government social services policies, procedures and regulations.</p> <p>Knowledge of state and local social services agencies and their policies, procedures and regulations.</p>
<p>4. Maintains case records and produces reports.</p>	<p>Ability to communicate effectively in writing.</p> <p>Ability to research and organize data any prepare appropriate reports.</p>

KNOWLEDGE, SKILLS, AND ABILITIES RANK ORDER WORKSHEET

Column 1 Knowledges, Skills and Abilities	Column 2 Rank	Column 3 Essential	Column 4 Ratable	Column 5 Distinguishes Superior From Barely Acceptable
1. Ability to communicate orally.	3	X	X	X
2. Knowledge of various aspects of military life and related situations which create family concerns and crises.	2	X	X	X
3. Knowledge of Federal, state, county and private programs, policies and procedures.	Covered	in #5, #6,	#7 and #8	
4. Ability to communicate effectively in writing.	4	X	X	X
5. Ability to recognize and define personal, social and professional problems; research accurate conclusions; and provide appropriate solutions.	1	X	X	X
6. Knowledge of a variety of mental health, family relations, family violence, substance abuse, and financial management areas.	Covered in #5			
7. Knowledge of government social services policies, procedures and regulations	Covered	in #5	and #6	

8. Knowledge of state and local social services agencies and their policies, procedures and regulations.	Covered	in #5	and #6	
9. Ability to research and organize data and prepare appropriate reports.	5	X	X	X

Signature: _____

Date: _____

Signature: _____

Date: _____

Signature: _____

Date: _____

RATING SCHEDULE

KSA TITLE: Ability to research and organize data and prepare appropriate records for effective case management and client education.

KSA DEFINITION: Knowledge of techniques necessary to research and collect pertinent information and analyze that information to provide proper record keeping of case files, records and client education materials.

SUPERIOR ABILITY: Candidate demonstrates varied experience in collecting information/data and analyzing data to discern pertinent information. Candidate demonstrates ability to design and/or utilize methods of retrieving and evaluating pertinent data, i.e., designing statistical forms, intake forms, client need forms, etc.

AVERAGE ABILITY: Candidate demonstrates limited experience in collecting information/data and analyzing data to discern pertinent information. Candidate demonstrates limited ability to utilize methods of retrieving and evaluating pertinent data, i.e., setting up basic reports, basic information forms, etc.; researching agency services, etc.

SATISFACTORY: Candidate has completed college level classes which emphasized techniques of information retrieval and research.

ACCEPTABLE ABILITY: Meets- X-118 qualifications.

Signature: _____ Date: _____

RATING SCHEDULE

KSA TITLE: Ability to communicate orally.

KSA DEFINITION: Knowledge of the techniques for effective interview and communication techniques that allow the appropriate gathering of factual and perceptive information in individual and/or group settings.

SUPERIOR ABILITY: Candidate will have work experience which demonstrates performance of counseling tasks where oral communication was required. Candidate has worked as an intake worker or interviewer providing assistance and clarifying needs. Candidate has made referral to appropriate agencies, following up clients and/or agencies where major problems are involved, and maintained records. Candidate has made oral presentations to groups. Candidate has developed and presented several major education and training programs for groups.

AVERAGE ABILITY: Candidate will demonstrate several of the above skills and work experience at the above level. Candidate has worked in a human services/human resources setting, providing some intake assistance and referral.

SATISFACTORY: Candidate has worked in a human services/human resources setting and has handled telephone and walk-in requests which were limited in scope and complexity. Candidate communicates orally with clients and co-workers.

ACCEPTABLE ABILITY: Meets X-118 qualifications. Candidate has handled general information requests in a regular office environment or non-human services/human resources setting.

Signature: _____ Date: _____

RATING SCHEDULE

KSA TITLE: Ability to communicate in writing.

KSA DEFINITION: Knowledge of proper grammar and writing techniques, and sound methods of written case documentation (notes, treatment plans and the like) for effective case management.

SUPERIOR ABILITY: Candidate will have a work experience record *which* demonstrates performance counseling tasks where written communication was required. Candidate has some experience writing clinical case histories and progress notes; descriptions of counseling programs for publicity purposes; point papers, research proposals, and training requests.

AVERAGE ABILITY: Candidate will demonstrate several of the above skills and abilities documented in work experience at the above level. Candidate's work experience record demonstrates performance of tasks where written communication was required.

SATISFACTORY: Candidate has completed college level classes which developed written communication skills.

ACCEPTABLE ABILITY: Meets X-118 qualifications.

Signature: _____ Date: _____

RATING SCHEDULE

KSA TITLE: Knowledge of available social services in order to make appropriate referrals, e.g., Federal, state and local community social services and their eligibility requirements.

KSA DEFINITION: Knowledge of recognized counseling approaches, techniques and strategies, and knowledge of available community resources and eligibility requirements for proper client referral.

SUPERIOR ABILITY: Candidate at this level will demonstrate knowledge of counseling techniques and practices and available human services. This knowledge will be demonstrated by work experience showing specialized skills, program knowledge and effective referral of clients. Candidate must demonstrate experience which shows ability to utilize various counseling techniques and ability to effectively apply them in individual and group sessions. Candidate must show experience which demonstrates candidate's professional ability to help clients face their problems, think them through, evaluate their situation realistically, consider alternative courses of action, and take appropriate action. Must show experience referring clients to appropriate Federal, state, county and private programs, and ability to follow up as clients receive agency assistance.

AVERAGE ABILITY: Candidate will demonstrate some experience in application of proper counseling techniques and practices and client referral to appropriate agency. Candidate must demonstrate some experience which shows limited ability to utilize some counseling techniques and ability to effectively apply them in individual or group sessions. Candidate shows limited experience in referring clients to appropriate agency assistance.

SATISFACTORY: Candidate demonstrates some exposure to various counseling techniques and approaches. Candidate demonstrates limited experience in counseling individuals or groups. Candidate does not demonstrate case management experience.

ACCEPTABLE ABILITY: Meets X-118 qualifications.

Signature: _____ Date: _____

Title: Social Work Associate
Series/Grade: GS-187-7

Form C
Job Analysis

RATING SCHEDULE

KSA TITLE: Ability to provide counseling services, including intake, assessment and case management.

KSA DEFINITION: Knowledge of the full range of crisis and other life changes within military family units that results in significant emotional problems or conflicts, prolonged stress, or difficult or unusual consequences.

SUPERIOR ABILITY: Candidate at this level has had responsibility and experience with military families. Candidate's professional experience includes specific knowledge of stressors associated with military life; long deployments, housing, moving to new duty stations, financial problems, etc., which compound crises associated with different stages of family life.

AVERAGE ABILITY: Candidate has dealt with military families, acting as an assistant or team member. Candidate may have received training within a military counseling problem (i.e., volunteer counseling with military families; serving in a responsible leadership/advocate position to ease the stresses of military living/military lifestyles.

SATISFACTORY: Candidate has had some experience in dealing with family structure and relationships. Candidate's experience includes some knowledge of stressors, such as financial problems, housing, new job/no job problems, long term separation of family members, etc.

ACCEPTABLE ABILITY: Meets X-118 qualifications.

Signature: _____ Date: _____