
Classification

Job Analysis Report

Local Validation Study to Meet Inclusion Requirements for the
Service-Wide Consortium Exam

Department

Project Conducted by:

Unit/Program Area

Department

Month Year

Job Analysis Report

Local Validation Study to Meet Inclusion Requirements for the
Service-Wide Consortium Exam

For the classification of

[CLASSIFICATION]

[DEPARTMENT]

[MONTH YEAR]

**[ANALYST NAME]
[ANALYST JOB TITLE]**

**Unit / Program Area / Department
Address**

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INTRODUCTION

California State law requires that all civil service examinations be job-related (Government Code § 18930). In order to meet this requirement, all California State departments have been mandated by CalHR to conduct a local job analysis for each utilized department-specific and service-wide classification in order to ensure the establishment of associated job-related and content-valid selection procedures.

The California Department of Human Resources (SPB) conducted a Service-wide job analysis study for **CLASSIFICATION**. Based on the information from this job analysis, CalHR developed a Service-wide training & experience examination.

(See APPENDIX A: SPB Rule 250)

Departments that participated in the service-wide job analysis for **CLASSIFICATION** have evidence that the consortium exam is appropriate for their use. The **DEPARTMENT** must conduct a mini-job analysis to establish that the consortium examination is appropriate for **DEPARTMENT use**.

The steps for completing a mini-job analysis for inclusion in consortium exams are as follows:

- A. Department receives the finalized list of the tasks and knowledge, skills, abilities, and personal characteristics (KSAPCs) from the Service-wide classification job analysis. A copy may be obtained from CalHR website.
- B. The department develops a job analysis survey using the finalized list of tasks and KSAPCs.
- C. The survey is sent to a representative sample of incumbents and first line supervisor within the classification. When determining a representative sample the following information should be considered:
 - Geographic location
 - Field or Headquarters assignment
 - Program area or unit
 - Specialized functions within the classification
 - EEO information (Age, Gender, Ethnicity)

See the table below for the required number of survey respondents.

Number of Survey Respondents required based on number of incumbents. If supervisors complete the survey, they should make up no more than 15% of the responses.

Number of Incumbents	Job Analysis Questionnaire
1 – 10	100%
11 – 20	85%
21 - 30	80%
31 – 50	75%
51 - 200	50%
201 & over	25% - 50% (with a maximum of 400)

- D. The Tasks and KSAPCs are rated by the SMEs.
- Tasks are rated on importance and frequency.
 - KSAPCs are rated on importance, expected at entry, and relationship to job performance.

Note: Rating Scales may be found in CalHR job analysis training manual.

- E. The data from the survey is analyzed to determine the critical tasks and critical and expected at entry KSAPCs.
- The cut-off for the scales used for the tasks should correspond with what is critical or important for the job.
 - The cut-off for the scales used for the KSAPCs should correspond with what is critical or important for the job, and what is required at entry.
- F. The KSAPCs that meet cut-off requirements must link back to the essential tasks.
- G. The consortium examination questions must be linked to the KSAPCs from the Department's mini-job analysis.
- Each question on the consortium examination must link to at least one KSAPC from the mini job analysis.
- H. The job analysis methodology must be properly documented. Guidelines are available in the section titled Consortium Exam Job Analysis Reporting Requirements, located on the following page.

This document, in its entirety, reports the methodology and findings of this mini-job analysis conducted by the DEPARTMENT and has been developed to demonstrate a content valid strategy in accordance with the requirements set forth by the Federal *Uniform Guidelines on Employee Selection Procedures* (1978). These guidelines provide uniform standards for the proper use of employment testing and the

documentation of the validity of selection procedures,¹ and are intended to be consistent with the generally-accepted professional standards, *Principles for the Validation and Use of Personnel Selection Procedures* (Society for Industrial and Organizational Psychology, 2003) and *Standards for Educational & Psychological Testing* (American Educational Research Association, American Psychological Association, and the National Council on Measurement in Education, 1999).

(See APPENDIX B: SPB Summary of *Uniform Guidelines*)

The *Uniform Guidelines* specify that a selection procedure can be supported by a content valid strategy to the extent that it is a representative sample of the content of the job, demonstrated through the establishment of a clear relationship between the selection procedure and the requirements for successful job performance in the classification the procedure is used. The resultant documentation of this study reflects the current requirements for successful job performance in the **CLASSIFICATION** classification, identifying the essential work behaviors² (tasks performed) and the requisite important knowledge, skills, abilities and personal characteristics (KSAPCs) used in the successful performance of those tasks. The results of this study provide the necessary basis to (1) establish content-valid selection procedures, (2) distinguish qualified candidates, (3) identify required revisions to the series specification, and (4) address issues within the classifications. All documentation derived from this study is intended for use by **DEPARTMENT**, in accordance with the *Uniform Guidelines*, as the basis for establishing job-associated, content-valid selection procedures for this classification.

¹ *Selection procedures* have been defined by the *Uniform Guidelines* as any measure, combination of measures, or procedure used as a basis for any employment decision, and include the full range of assessment techniques, from traditional paper and pencil tests, performance tests, training programs, or probationary periods and physical, educational, and work experience requirements, through informal or casual interviews and unscored application forms.

² *Work behaviors*, as defined by the *Uniform Guidelines*, are activities performed to achieve the objectives of a job. These behaviors involve observable (physical) and unobservable (mental) components, and consist of the performance of one or more tasks. Knowledge, skills, and abilities are not behaviors, although they may be applied in work behaviors. The *Uniform Guidelines* define (1) a *task* as a basic unit of work that is performed in a job, (2) *knowledge* as a body of information applied directly to the performance of a function, (3) *skill* as a present, observable competence to perform a learned psychomotor act, and (4) *ability* as a present competence to perform an observable behavior or a behavior which results in an observable product.

USER, DATES, and LOCATION of STUDY

USER of STUDY

The **CLASSIFICATION** is used by the **DEPARTMENT**. All documentation derived from this study is intended for **departmental/statewide** use.

DATES of STUDY

This study commenced **START DATE** and was completed **FINISH DATE**.

LOCATION of STUDY

Data Analysis:

Name of Department
Address of Department
City, CA ZIP

Meetings with Subject Matter Expert Panels:

Name of Department
Address of Department
City, CA ZIP

CLASSIFICATION BACKGROUND

CLASSIFICATION CONCEPT

CLASSIFICATION

Brief descriptions of **CLASSIFICATION** and the **WORK SITUATION (how classification is being used at the department)**.

The **CLASSIFICATION** specification, revised **DATE**, from its original content, further identifies defining features and the minimum qualifications required for participation in an examination for this classification.

(See APPENDIX C: Class Specification)

A **TIME PERIOD** probationary period is required upon appointment to this classification.

Date Job Analysis Last Completed: **DATE**

CLASSIFICATION COMPOSITION

CLASSIFICATION

As of **date**, **DEPARTMENT** had **#** out of **#** positions filled on a permanent, full-time basis, with **#** positions vacant

(See APPENDIX D: Composition of Classifications)

INITIAL PLANNING

Initial planning for this detailed study entailed the development and/or assessment of the (1) methodology, (2) project timelines, (3) participation of subject matter experts (SME), (4) staff responsibilities, and (5) meeting location(s).

(See APPENDIX E: Project Plan)

METHODOLOGY of STUDY

The methodology developed to analyze this classification utilizes a task-inventory analysis approach. This methodology includes (1) obtaining tasks and KSAPCs from California Department of Human Resources website; (2) developing job analysis survey; (3) administering a job analysis survey to assess and identify essential tasks and important and required KSAPCs; and (4) meeting(s) with SMEs to establish the respective relationship between essential tasks and important and required KSAPCs.

JOB ANALYSIS SURVEY

DEPARTMENT collected the finalized list of Tasks and KSAPCs for the **CLASSIFICATION** service-wide job analysis conducted by SPB in **YEAR**. This material was downloaded from SPB's website by **DEPARTMENT** on **MONTH, YEAR**. It was then formatted and compiled into a Job Analysis Survey (JAS) using **ADD APPROPRIATE METHOD HERE (e.g. paper and pencil, scannable answer sheet, online survey tool)**. The JAS was administered to incumbents and a sample of immediate supervisors who were asked to individually rate the job tasks and KSAPCs. The objective of the survey was to identify the essential tasks/KSAPCs which would be retained in the final job analysis for the department. The survey must be administered to a demographically representative sample of SMEs, as outlined in SPB's Job Analysis Training Manual, to ensure that the tasks/KSAPCs represent the job as a whole.

(See APPENDIX F: Job Analysis Survey)

TASK STATEMENTS

For each task, current job incumbents and a sample of immediate supervisors were asked to rate (1) how important the task is to successful job performance, and (2) how frequently the task is performed.

Task Rating Scales

IMPORTANCE: How important is this task to successful job performance?

- 0 = Does Not Apply
- 1 = Moderately Important
- 2 = Important
- 3 = Very Important
- 4 = Critical

FREQUENCY: How often is this job task performed?

- 0 = Does Not Apply
- 1 = Less than Once a Month (includes quarterly)
- 2 = Monthly
- 3 = Weekly
- 4 = Daily

KSAPC STATEMENTS

For each KSAPC, current job incumbents and a sample of immediate supervisors were asked to rate (1) how important the KSAPC is to successful job performance, (2) whether the KSAPC is required at entry (i.e., on the first day of the job and prior to receiving any additional training) or if it is typically learned during the course of the job, and (3) how strongly the possession of the KSAPC in question is related to actual job performance.

KSAPC Rating Scales

IMPORTANCE: How important is this KSAPC to successful job performance?

- 0 = Does Not Apply
- 1 = Moderately Important
- 2 = Important
- 3 = Very Important
- 4 = Critical

EXPECTED AT ENTRY: When is a person expected to have this KSAPC? Is it required before being hired or do they learn it on the job?

- 0 = Not Needed
- 1 = Needed
- 2 = Essential

RELATIONSHIP TO JOB PERFORMANCE: Does possession of more of this KSAPC beyond minimum requirements lead to better job performance?

- 0 = No Observable Relationship
- 1 = Observable Relationship

(See APPENDIX G: Task and KSAPC Rating Scales)

DATA ANALYSIS

JAS RESPONSE RATE

The JAS was administered to ## SMEs. DEPARTMENT received ## completed surveys from incumbents and ## completed surveys from supervisors of the CLASSIFICATION classification. Additionally ## completed surveys were received from (specify capacity for expertise i.e. trainer, manager, technical experts). Overall, the total number of completed surveys received equaled ##.

All returned surveys were screened to ensure adequacy and appropriateness for inclusion in the final job analysis results. Surveys may be deleted from the final data analysis process for a variety of reasons, including failure to meet SME qualifications, biased or skewed data, repeat respondents, or incomplete surveys. Of the ## surveys, ## were deleted. **INCLUDE REASONS HERE.** A total of ## surveys were included in the final job analysis.

(See APPENDIX H: Subject Matter Expert Participants & Survey Respondents)

The mean (i.e., average) rating for each scale was computed. The results were used to determine the critical work behaviors and job requirements for the classification, and are summarized below.

TASK RATING RESULTS

In accordance with the *Uniform Guidelines*, only those tasks that were identified as IMPORTANT were retained in the final job analysis. FREQUENCY of performance is also considered when developing valid selection procedures, however there is no formal cutoff utilized for the frequency scale.

For this study, tasks that received an average IMPORTANCE rating of [2*] (important to successful performance on the job) or higher were retained in the final job analysis.

(See APPENDIX I: Task Rating Results)

KSAPC RATING RESULTS

In accordance with the *Uniform Guidelines*, only KSAPC statements that were identified as IMPORTANT and EXPECTED AT ENTRY were retained in the final job analysis. The final scale, RELATIONSHIP TO JOB PERFORMANCE, determines the appropriateness of rank ordering candidates on a selection procedure, though there is no cutoff implemented with this scale.

For this study, KSAPCs that received a minimum average IMPORTANCE rating of [2*] (important to successful performance on the job) and a minimum average EXPECTED AT ENTRY rating of [1*] (needed) were retained in the final job analysis.

(See APPENDIX J: KSAPC Rating Results)

*Note that cut-off scores may be adjusted if the rationale is clearly documented and supported.

TASK/KSAPC LINKAGE

Every KSAPC included in a job analysis must link directly to an essential function (task) of the job, and be essential for the successful performance of the task. Any KSAPC which cannot be linked to a task should be eliminated from the KSAPC inventory and not considered an essential component of the job.

A SME panel meeting was conducted in which SMEs were instructed to link retained KSAPCs back to essential tasks. For each KSAPC, SMEs were instructed to read through the list of retained tasks and identify those which require or utilize the specific KSAPC. One KSAPC may link to several tasks.

The KSAPCs identified in the job analysis were also linked to the KSAPCs listed in the classification specification. This process is necessary to ensure that all potential exam items are supported by both the classification specification and the current job analysis in accordance with state regulations

SMEs participated in the linking process. The SMEs used a consensus method to determine the linkages. OR SMEs completed the linkage exercise independently, then the data was analyzed by DEPARTMENT to determine agreement.

(See APPENDIX H: Subject Matter Expert Participants)

(See APPENDIX L: Task/KSAPC Linkage Data)

KSAPC/Test Item LINKAGE

To ensure that every component of the CLASSIFICATION consortium exam is supported by the DEPARTMENT job analysis, the KSAPCs were linked to every examination question in the assessment. Each exam item must link to at least one of the KSAPCs in the job analysis. A logical and rational approach was used when evaluating every item, ensuring there was a direct and logical link between exam content and job content. The exam analyst completed this process.

(See APPENDIX L: KSAPC/Test Item Linkage Data)

ACCURACY and COMPLETENESS

This job analysis was conducted and documented by CONSULTANT NAME, with the UNIT/PROGRAM AREA/DEPT., in conformance with the *Uniform Guidelines* and

professionally accepted standards. All documentation derived from this study has been included in this report or can be found in the **CLASSIFICATION** project file.

This report is considered valid and current three to six years from **MONTH and YEAR of PROJECT COMPLETION**.

To ensure the accuracy and completeness of this study, the following steps were taken:

- This job analysis was conducted and documented by staff possessing the requisite knowledge and expertise in job analysis procedures.
- Job analysis data was developed and assessed by a panel of experts on the classification.

Requests for information regarding this job analysis should be directed to:

**CONTACT NAME CONTACT
DEPARTMENT CONTACT
MAILING ADDRESS CITY, CA
ZIP CODE
(###) ###-####**

APPENDIX A: SPB Rule 250

California Code of Regulations

Title 2. Administration
Division 1. Administrative Personnel
Chapter 1. State Personnel Board
Subchapter 1. General Civil Service Regulations
Article 10. Appointments

§ 250. Requirement That Selection Be Based on Merit and Fitness.

(a) Appointments to positions in the State civil service made from eligible lists in a manner consistent with provisions of Sections 254, 254.1, and 254.2 as related to the certification of eligibles, by way of transfer, as defined in Government Code Section 18525.3, or by way of reinstatement, as defined in Government Code Section 19140, shall be made on the basis of merit and fitness, defined exclusively as the consideration of each individual's job-related qualifications for a position, including his/her knowledge, skills, abilities, experience, education, training, physical and mental fitness, and any other personal characteristics relative to job requirements, as determined by candidate performance in selection procedures, including, but not limited to, hiring interviews, reference checks, background checks, and/or any other procedures, which assess job-related qualifications and are designed and administered to select those individuals who best meet the selection need.

(b) Eligible lists shall be created on the basis of merit and fitness, and, as such, shall result from: recruitment strategies designed to be as broad and inclusive as necessary to best meet the selection need; and candidate performance in selection procedures that assess job-related qualifications, are competitive in nature, are designed and administered to fairly and objectively identify those candidates who meet the selection need, and result in the ranking of candidates based on their job-related qualifications.

(c) Permanent status in permanent appointments to the civil service is achieved after completion of the required probationary period, the final phase of the selection process. Assessment of employee performance during the probationary period shall be made on the basis of merit and fitness, with regard to the individual's qualifications, including his/her knowledge, skills, abilities, experience, education, training, physical and mental fitness, and any other personal characteristics relative to job requirements, and his/her job-related performance.

(d) All phases of the selection process, including recruitment and examining, eligible list creation, appointment, and completion of the civil service probationary period, shall provide for the fair and equitable treatment of applicants and employees on an equal opportunity basis without regard to political affiliation, race, color, ancestry, national origin, sex, sexual orientation, religion, disability, medical condition, age, or marital status.

(e) Nothing herein shall be construed to relieve appointing powers from the obligation to reasonably accommodate individuals with disabilities as required under the Americans with Disabilities Act, the Fair Employment and Housing Act, and the Civil Service Act.

(f) Nothing herein shall be construed so as to contravene the intent and purpose of Article VII, Section 6, of the California Constitution, which provides for the granting of preferences in state civil service to veterans and their surviving spouses.

(g) Intra-departmental job assignment transfers within the same job classification, such as assignments to different work shifts or work locations, or time base changes pursuant to Section 277 do not constitute appointments for purposes of this regulation.

Note: Authority cited: Sections 18211 and 18701, Government Code.

Reference: Article VII, Sections 1 and 6, California Constitution; Sections 18213, 18500, 18525.3, 18900, 18930, 18950, 18951, 18971-18979, 19050, 19052, 19140, 19171, 19173 and 19702.2, Government Code.

APPENDIX B: SPB Summary of *Uniform Guidelines*

The following excerpt is from a summary of the *Uniform Guidelines on Employee Selection Procedures (Uniform Guidelines)* prepared by the California Department of Human Resources's Test Validation and Construction Program. The *Uniform Guidelines*, in its entirety, is available for review at www.uniformguidelines.com.

Introduction

This summary of the *Uniform Guidelines for Employee Selection Procedures* is intended to provide a brief overview of the provisions contained in the *Uniform Guidelines*. This summary should be used in conjunction with the full text of the *Uniform Guidelines* to address specific selection-related queries.

History of the *Uniform Guidelines on Employee Selection Procedures*

The Civil Rights Act of 1964 established that employment decisions based on race, color, religion, sex, or national origin are discriminatory and illegal. In 1978, the U.S. Civil Service Commission, the Department of Labor, the Department of Justice, and the Equal Employment Opportunity Commission jointly adopted the *Uniform Guidelines on Employee Selection Procedures* to establish uniform standards for employers for the use of selection procedures and to address adverse impact, validation, and record-keeping requirements. The *Uniform Guidelines* document a uniform federal position in the area of prohibiting discrimination in employment practices on the basis of race, color, religion, sex, or national origin. The *Uniform Guidelines* outline the requirements necessary for employers to legally defend employment decisions based upon overall selection processes and specific selection procedures.

The *Uniform Guidelines* are not in and of themselves legislation or law; however, through their reference in a number of judicial decisions, they have been identified by the courts as a source of technical information and have been given deference in litigation concerning employment issues.

In addition to the *Uniform Guidelines* themselves, a separate document entitled *Questions and Answers on the Uniform Guidelines on Employee Selection Procedures* was released in 1979 to provide further clarification and a common interpretation of the *Uniform Guidelines*.

APPENDIX C: Class Specification

CUT and PASTE CLASS SPEC HERE
(arial 12)

APPENDIX D: Composition of Classifications

ADD RELEVANT RACE and GENDER COMPOSTION of the CLASSIFICATION, utilizing the appropriate DEPARTMENT report.

APPENDIX E: Project Plan

INSERT PROJECT PLAN HERE

APPENDIX F: Job Analysis Survey (JAS)

(Insert JPEG of JAS)

APPENDIX G: Task and KSAPC Rating Scales

Task Rating Scales

IMPORTANCE: How important is this task to successful job performance?

(0) Does Not Apply

An inability to perform this task has **no effect** on job performance.

(1) Moderately Important

An inability to perform this task **will affect** job performance however **it will not lead to failure on the job.**

(2) Important

An inability to perform this task **will have a noticeable effect** on job performance.

(3) Very Important

An inability to perform this task **is likely to result in failure** on the job and **may result in negative consequences.**

(4) Critical

An inability to perform this task **will lead to significant failure** on the job and **will lead to serious negative consequences.**

FREQUENCY: How often is this job task performed?

(0) Does Not Apply

(1) Less than Once a Month

(2) Monthly

(3) Weekly

(4) Daily

KSAPC Rating Scales

IMPORTANCE: How important is this KSAPC to successful job performance?

(0) Does Not Apply

A lack of this KSAPC has **no effect** on job performance.

(1) Moderately Important

A lack of this KSAPC **will affect** job performance however **it will not lead to failure on the job.**

(2) Important

A lack of this KSAPC **will have a noticeable effect** on job performance.

(3) Very Important

A lack of this KSAPC **is likely to result in failure** on the job and **may result in negative consequences.**

(4) Critical

A lack of this KSAPC **will lead to significant failure** on the job and **will lead to serious negative consequences.**

EXPECTED AT ENTRY: When is a person expected to have this KSAPC: Is it required before being hired or do they learn it on the job?

(0) Not Needed

This KSAPC is not needed on the first day of the job.

(1) Needed

Possession of this KSAPC is needed and expected on the first day of the job.

(2) Essential

Possession of this KSAPC at entry to the job is essential.

RELATIONSHIP TO JOB PERFORMANCE: Does possession of more of this KSAPC beyond minimum requirements lead to better job performance?

(0) No Observable Relationship

Possession of more of this KSAPC (beyond the minimal level required) does not result in better job performance.

(1) Observable Relationship

Possession of more of this KSAPC (beyond the minimal level required) **does** result in better job performance.

APPENDIX H: Subject Matter Expert Participants & Survey Respondents

CLASSIFICATION JOB ANALYSIS LINKAGE MEETING

Date:

SUBJECT MATTER EXPERT	CLASSIFICATION	CONTACT

JOB ANALYSIS SURVEY RESPONDENT DEMOGRAPHIC INFORMATION

[FOR CLASS SERIES REPORTS, SPLIT THE RESULTS ACROSS THE VARIOUS CLASSIFICATIONS. THIS INFORMATION MUST INCLUDE THE COMPLETED NUMBER OF SMES COMPLETING THE SURVEY] **THIS BLURB SHOULD ALWAYS BE DELETED IN THE FINAL REPORT!!**

DEPARTMENT [CONSORTIUM AND STATEWIDE ONLY]

PASTE DATA OUTPUT HERE

CURRENT CLASSIFICATION

PASTE DATA OUTPUT HERE

HOW ARE YOU COMPLETING THIS SURVEY, AS A:

PASTE DATA OUTPUT HERE

DIVISION (OPTIONAL)

PASTE DATA OUTPUT HERE

UNIT (OPTIONAL)

PASTE DATA OUTPUT HERE

JOB TENURE

PASTE DATA OUTPUT HERE

EDUCATION LEVEL

PASTE SPSS DATA OUTPUT HERE

COUNTY

PASTE DATA OUTPUT HERE

HEADQUARTERS/FIELD OFFICE

PASTE DATA OUTPUT HERE

GENDER

PASTE DATA OUTPUT HERE

ETHNICITY

PASTE DATA OUTPUT HERE

AGE

PASTE DATA OUTPUT HERE

Scale A Importance (Mean Rating)	Scale B Expected at Entry (Mean Rating)	Scale C Relationship (Mean Rating)	KSAPC Statements	

