

Six Steps to Conducting a Job Analysis for Multiple Grades

Need to conduct a job analysis for multiple grades of the same occupational series? The good news is that the job analysis methodology is the same whether you conduct a job analysis for one grade level or several, so you can save time by conducting a single job analysis across multiple grades. You should begin by choosing a job analysis methodology that is consistent with the [Uniform Guidelines on Employee Selection Procedures](#).

For OPM's job analysis methodology and other information, such as job analysis template worksheets, tips on writing tasks and competencies, and rating scales please refer to Appendix G of the [Delegated Examining Operations Handbook \(DEOH\)](#). You can also refer to our [job analysis checklist](#) for basic instructions on conducting a job analysis.

STEP 1: COLLECT INFORMATION ABOUT THE JOB ACROSS ALL GRADE LEVELS

A good place to start is by reviewing materials that describe the work performed on the job across all grade levels. Such materials include:

- Position descriptions and classification standards
- Subject matter expert (SME) input
- Performance standards
- Occupational studies

STEP 2: LIST THE TASKS AND COMPETENCIES BY GRADE LEVEL

Prepare preliminary lists of tasks and competencies *by grade* 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: IDENTIFY THE CRITICAL TASKS BY GRADE LEVEL

- Have the SMEs rate each task on the importance and frequency scales for each grade level.
- Eliminate all tasks that were rated as “not performed” on either importance or frequency at each grade level by at least half of the SMEs.
- Determine cutoff scores for both the importance and frequency scales to identify which tasks are critical for the job for each grade level.



Did you know?

Some tasks and competencies may be more important than others at different grade levels. Consult with your SMEs to determine any differences in the work performed across multiple grades.

- Have the SMEs rate the importance of each competency, indicate whether they are needed at entry, and identify how valuable each competency is for distinguishing superior from barely acceptable employees. SMEs should rate each competency on all three scales at each grade level.
- After the competencies are rated, identify which competencies are critical at each grade level. Determine cutoffs for each of the scales.
 - For example, based on the rating scales and cutoffs described in the DEOH, the critical competencies are those rated as *at least* “important” and “needed at entry.”
 - Cutoffs will vary by the scale used.

STEP 5: LINK THE TASKS AND COMPETENCIES BY GRADE LEVEL

- Have SMEs rate the extent to which each competency is important for performing each task for each grade level.
- Use a cutoff score to determine which competencies are linked to each task.
- Eliminate any tasks not linked to one or more competencies and competencies that are not linked to at least one task.

STEP 6: CHOOSE SELECTIVE AND QUALITY RANKING FACTORS

- Determine which competencies, if any, will be used as selective or quality ranking factors.
- All selective and quality ranking factors must be documented using a SF-39A, Request and Justification for Selective and Quality Ranking Factors (see [Records Retention and Disposition Appendix C](#) of the DEOH).



Did you know?

For details on how to use your job analysis findings to develop an assessment strategy that's right for you, check out the interactive [Assessment Decision Tool](#) and companion guide [Assessment Decision Guide](#).