

A Method for Developing Content-Valid Competency-Based Minimum Qualifications

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Introduction

- Overview of Organization
- Overview of Requirements and Constraints
- Overview of Solution
- Development of Qualifications
- Conclusions and Limitations

Overview of Organization

- Large Federal government agency
- Multiple, previously independent agencies
- Similar missions/goals, different functions
- Over 80,000 employees in 250 plus job series
- Positions exist at multiple levels
- Developing a new HR system
- Previous qualifications system not meeting goals

Requirements and Constraints

- Centralized, agency-wide
- Competency-based
- Aligned with HR systems and competencies
- Valid, automated assessments
- Effectively reduce the applicant pool
- Large number of job series/career levels
- Extremely short timeframe

Overview of Solution

- Retain positive education and licensure/certification requirements
- Focus on past experience performing job-specific work behaviors defining each competency
- Applicant self-report experience performing job-specific work behaviors
- Qualifications status and assessment scores automatically calculated based on responses
- After qualifications established, scores can be used to rank applicants

Example Job-Specific Work Behaviors for 0132 – Intelligence Series

➤ Communication

- Prepares intelligence reports (e.g., basic-descriptive, current-reportorial, speculative-estimative) to include findings and associated recommendations.
- Prepares products (e.g., procedures, plans, instructions, guides, manuals) to support the collection, research, analysis, and dissemination of intelligence information.
- Presents intelligence findings, impact, and recommendations to internal and external parties in meetings, briefings, or conferences.

➤ Customer Service

- Shares intelligence information that has been developed or received with appropriate customers (e.g., supervisors, management, operational units, policy-makers).
- Works with internal and external customers (e.g., Federal, state, local, and tribal agencies, policy-makers, private sector, foreign entities) to understand their intelligence requirements, analysis, and/or support needs.

Development of Qualifications

- Step 1: Identify Job-Specific Work Behaviors
- Step 2: Validate Job-Specific Work Behaviors
- Step 3: Develop Questions
- Step 4: Develop Qualifications Requirements

Step 1: Identify Job-Specific Work Behaviors

- Review position descriptions and other job information
- Draft initial list of job-specific work behaviors for each competency
- Review and revise job-specific work behaviors with job experts

Example Translation of Core Competencies into Job-Specific Work Behaviors for 0132

Communication	
Core Competency Work Behaviors	Job-Specific Work Behaviors
<ul style="list-style-type: none"> Writes in a clear and concise manner. 	<ul style="list-style-type: none"> Prepares intelligence reports (e.g., basic-descriptive, current-reportorial, speculative-estimative) to include findings and associated recommendations. Prepares products (e.g., procedures, plans, instructions, guides, manuals) to support the collection, research, analysis, and dissemination of intelligence information.
<ul style="list-style-type: none"> Orally communicates in a clear and concise manner. 	<ul style="list-style-type: none"> Presents intelligence findings, impact, and recommendations to internal and external parties in meetings, briefings, or conferences.

Step 2: Validate the Job-Specific Work Behaviors

- Survey the workforce
 - Rate each work behavior on “importance” and “required at entry” into the position
 - Retain only important behaviors that are required at entry

- Data are necessary to ensure:
 - Job relevance
 - Professional and legal standards for content validity

Example:

Work Behavior (Example Only)

	IMPORTANCE						REQUIRED AT ENTRY	
	NR = Not Relevant 2 = Some Importance 4 = Very Important			1 = Minor Importance 3 = Important 5 = Extremely Important			Y = Yes N = No	
	NR	1	2	3	4	5	Y	N
1. Prepares reports detailing activities and events occurring over the course of a shift.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

	NR	1	2	3	4	5	Y	N
2. Presents information regarding criminal cases during court testimony and/or proceedings.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Question 1: The respondent decided that the first work behavior was *Very Important* for effective performance of his/her job, and therefore clicked **4** for *Very Important*. He/she also felt that it was necessary to be able to perform this work behavior on day one of the job and therefore clicked **Y** for "Required at Entry".

Question 2: The respondent felt that the second work behavior was *Not Relevant* for effective performance of his/her job, and therefore clicked **NR** for *Not Relevant*. Note that because he/she felt this work behavior was *Not Relevant*, he/she also marked **N** for the "Required at Entry" rating.

Click **Continue** to begin rating the work behaviors.



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Step 3: Develop Questions

- Self-report of experience performing job-specific work behaviors
- Questions developed to cover the range of proficiency levels for the performance of each work behavior from entry through supervisory positions
- Describe the spectrum of experience based on:
 - Complexity of work
 - Level of supervision
- Reviewed and revised by job experts to ensure accuracy and relevance

Work Behavior: Prepares intelligence reports (e.g., basic–descriptive, current–reportorial, speculative–estimative) to include findings and associated recommendations.

Describe your experience *preparing intelligence reports that communicated straightforward and easy to understand information where the content to be included was determined by others.*

1. No experience.
2. In training situations (e.g., school, internships) but not on a job.
3. With direct supervision on a job.
4. With limited direction and guidance on a job.
5. Independently on a job.
6. Independently on a job and directing, guiding, or assisting others.

Describe your experience *preparing intelligence reports that communicated some complicated information; also responsible for developing straightforward conclusions that were easily derived from the findings and analyses.*

1. No experience.
2. In training situations (e.g., school, internships) but not on a job.
3. With direct supervision on a job.
4. With limited direction and guidance on a job.
5. Independently on a job.
6. Independently on a job and directing, guiding, or assisting others.

Describe your experience *preparing intelligence reports that required communicating complex analyses or integrating information from various sources to develop solid conclusions; some reports had a significant impact on operations or played a key role in important decision–making or policy.*

1. No experience.
2. In training situations (e.g., school, internships) but not on a job.
3. With direct supervision on a job.
4. With limited direction and guidance on a job.
5. Independently on a job.
6. Independently on a job and directing, guiding, or assisting others.

Step 4: Develop Qualifications Requirements

- Minimum qualifications cutoff scores set for each career level within each job series
- Survey 10–20 SMEs per series
 - Which proficiency statement is most descriptive of a minimally qualified incumbent in each career level?
- Survey is efficient and cost-effective
 - Eliminates need for separate standard-setting workshops for over 100 jobs

Select the option that best describes the minimum experience performing the work behavior an employee needs on day one of entering each job level to be able to perform in a satisfactory manner.

WB1. Prepares intelligence reports (e.g., basic–descriptive, current–reportorial, speculative–estimative) to include findings and associated recommendations.

	Entry/ Developmental	Full Performance	Senior Expert	Supervisor	Manager
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What is the minimum level of experience an employee needs to have had *preparing intelligence reports that communicated straightforward and easy to understand information where the content to be included was determined by others.*

1. No experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In training situations (e.g., school, internships) but not on a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. With direct supervision on a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. With limited direction and guidance on a job.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Independently on a job.	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>
6. Independently on a job and directing, guiding, or assisting others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

What is the minimum level of experience an employee needs to have had *preparing intelligence reports that communicated some complicated information; also responsible for developing straightforward conclusions that were easily derived from the findings and analyses.*

1. No experience.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In training situations (e.g., school, internships) but not on a job.	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. With direct supervision on a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. With limited direction and guidance on a job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Independently on a job.	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>
6. Independently on a job and directing, guiding, or assisting others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Conclusions and Limitations

➤ Conclusions

- Novel method for developing qualifications
- Consistent with legal and professional standards
- Consistent with OFCCP qualifications definition
- Integrated with other competency-based HR systems
- Applicable to many organizations/jobs/career levels
- Easily incorporated in job postings

➤ Limitations

- Requires a large number of incumbents at each career level
- Required a substantial amount of job expert input

Questions & Comments