JOB ANALYSIS

Presented by The Office for Equal Opportunity & Civil Rights

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Contents

WHAT IS JOB ANALYSIS?

DEFINING JOB ANALYSIS

- "Job Analysis" is the process of gathering, analyzing, and structuring information about a job's components, characteristics (including environmental contexts), and job requirements.

- It has existed in an organized and recognized taxonomic structure since around 1958 when the Uniform International Classification of Occupations (ILO) was first produced.

- Job analyses provide inferential information for a number of things which impact how they are done:

  - Selection (New Hire or Promotions)

  - Position specific training and employee development

  - Performance evaluations

  - Accommodations

  - Compensation analysis/benchmarking

  - Terminations

  - Functional Re-design

WHAT'S COVERED?

- Job Analyses must be **comprehensive and systematic**.
- A comprehensive job analysis will collect and analyze data on:
    - The purpose of the position and key functions
    - The relative importance of job functions and tasks
    - The mental processes engaged in the work (e.g., critical thinking, deductive reasoning, communication, decision making)
    - Machines/technologies, tools, and work aids used to perform job functions/tasks
    - Contextual factors of the job, such as physical working conditions, environmental hazards, or contact with co-worker or customers
    - Work performance standards (often characterized by examples of superior, average, and unacceptable levels of performance in particular functions)

MORE THAN WORK TASKS

- There is a key distinction in job analysis between the **observable and behavioral** aspects of job analysis which merely describe job activities and the work environment, and the inferential process centered upon an understanding of the human-based abilities and attributes needed for successful job performance.

- It is not simply a description of work tasks alone but also the competencies needed to perform the work tasks and overall job functions.

- This requires an identification of the Knowledge, Skills, Abilities, and Other personal characteristics (**KSAOs**) because competencies are the measurable pattern of knowledge, skills, abilities/behaviors, and other characteristics.

KNOWLEDGE & SKILLS

- **<u>Knowledge</u>** refers to an organized body of information, usually of a factual or procedural nature, applied directly to the performance of a function.

  - E.g., Computer programmers may need knowledge of specific languages such as C++ or Visual Basic

- **<u>Skills</u>** are the competencies necessary to perform a learned psychomotor act, and may include a manual, verbal, or mental manipulation of data, people, or things.

  - E.g., Driving is a skill

ABILITIES & OTHER CHARACTERISTICS

- **Abilities and Other personal characteristics** are the basic foundations upon which knowledge and skills are built.

- While Knowledge and Skills are typically acquired through formal instructions and practice, **abilities** and **other personal characteristics** are less easily acquired through experience and also are more stable over time.

- Increasingly, as the pace of how work is accomplished quickens (*both in terms of what is done and how it is achieved), it is vitally important that a significant portion of the job analysis be directed at understanding the abilities and other personal characteristics that are necessary for successful performance of the position.

LEGAL RELEVANCE

BACKGROUND

- There are many examples of worker's rights legislation, regulations, and labor/union agreements for which job analyses and job descriptions are critical.

- Enactment of the Civil Rights Act of 1964 dealing with equal employment opportunity fueled, through court cases, an increased interest in, and scrutiny of, job analyses.
    - Major Early Cases = *Griggs v. Duke Power* and *Albemarle Paper Company v. Moody*

- These cases stress "the job-relatedness" and "business necessity" of employer **selection systems** (new hire or promotion).
    - Specifically, with physical requirements that were not shown to actually be needed to perform the work of the position at issue.

WHAT IS A SELECTION SYSTEM?

- A selection system is the complex and often nuanced process whereby an employer uses a variety of data inputs and "tests" to ascertain if the individual being selected for a position will be successful. It is the process by which employers try to predict performance on the basis of available information including:

    - Application
    - References
    - Cover Letters
    - Inferences about past experience
    - Interview responses

- Each of these data points is expected to be reviewed in light of what was documented in writing as expected or needed in the position description <u>prior</u> to any job advertisement or selection process.

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THE UGESP

- The primary guiding regulatory and quasi-legal (meaning not specific legislation or regulation) guidance is the Uniform Guidelines on Employee Selection Procedures or **UGESP** from 1978, which still applies to today.

- In short, the **UGESP** and the collective outcomes of the various court cases require that a correlation between a "requirement" (e.g., education, experience, skill) used to screen people in and out of a selection process must be correlated with achievement of the functions and tasks that the employee will perform.

THE ADA & SECTION 503

- With the enactment of the Americans with Disabilities Act or ADA, which includes a duty to reasonably accommodate a disability in the workplace, came an increased focus on the "essential functions" of a position.

- Essential function determinations identify those basic job duties that an employee must be able to perform, with or without reasonable accommodation.

- Factors to consider if a function is essential include:
  - Whether the reason the position exists is to perform that function,
  - The number of other employees available to perform the function or among whom the performance of the function can be distributed, and
  - The degree of expertise or skill required to perform the function.

FEDERAL ENFORCEMENT

- A written job description prepared before advertising or interviewing for a job will be considered by **EEOC** as evidence of essential functions in the event of a complaint or inquiry.

- They will also consider:

    - The actual work experience of present or past employees in the job,

    - The time spent performing a function,

    - The consequences of not requiring that an employee perform a function

- The OFCCP (covering federal contractors like UVA) in the course of an audit also requires that contractors submit information on

    "22. Your most recent assessment of physical and mental qualifications, as required by 41 CFR § 60-300.44(c)and § 60-741.44(c), including the date the assessment was performed, any actions taken or changes made as a result of the assessment, and the date of the next scheduled assessment."

- All of these are related to elements of the UGESP.

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14

UVA EXPECTATIONS

UHR HIRING TOOLKIT EXCERPTS

- "Ensure that the position description is up to date, as well as the "required" experience and qualifications and any "preferred" experience and qualifications. Don't just rely on what may be in the system; take the opportunity to review and update as necessary focusing on the tasks that you really need the person [read position] to do."

- "There must be a correlation between the educational requirement [read also any requirement or preferred qualification] and the functions that the employee will perform."

- "If you require an educational degree for a position, the degree requirement would need to be specifically job related in that you would have to be able to demonstrate that the specific behaviors, products, skills or training from the content of the degree directly correlate to successful job performance."

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METHODOLOGY

HOW OFTEN DO YOU ANALYZE?

- Many say **annually**.

- If you have a lot of the same job that could be reasonable to do a simple check-in to make sure nothing has changed.

- For complex professional jobs, the majority of what we have here at UVA, a **3-5 year** standard review window for maintenance of accurate descriptions is recommended.

- Analysis should always occur at the outset of **new or novel** positions and when **vacancies** are to be filled.

- Additionally, consideration needs to be given to the job analysis when positions are being **modified** and where the **increase in duties/responsibilities** may warrant a promotion.

INQUIRY PROCESS & DATA SOURCES

- Job Analysis requires access to data from a wide variety of sources.

- It takes time but unless the job is entirely new to the University community there are likely a broad variety of places from which the information can be pulled with reasonable effectiveness.

- You should plan for **structured conversations/interviews** with the manager, incumbents (if available), those who hold similar jobs. These are best supplemented (occasionally substituted) by well-designed **questionnaires**
    - A follow-up meeting or a phone call to review and validate information is needed with questionnaires.

- Job **observation/shadowing** and **job diaries** are common.

- Drawing from **multiple sources** and seeking where there is **continuity and agreement** among the sources is a key to showing that the resultant description from the analysis has merit.

DATA SOURCES - INSIDE UVA

- Incumbents (Interviews and Questionnaires, Job Diaries, Shadowing/Observation, Cases)
  - Observation is best for manual and lower level jobs
  - Interviews and questionnaires are better where mental processes are key to work and cannot easily be observed
- Managers (interviews and questionnaires)
- Existing Position Descriptions (Offer Letters for Faculty)
  - ask colleagues in other departments for theirs as well
- Performance Plans (Annual Reports for Faculty)
- UVA Job Summaries
- Policy documents (e.g., Appointment Types and Titles, Tenure and Promotion)
- Employee Education Reports and/or review of applicant education data where hired over previous 3-5 year period into role or similar roles.

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DATA SOURCES - OUTSIDE UVA

- Professional Associations
    - Ex. American Association for Law Librarians to validate if a JD is needed. 30% have both the JD and a Master of Library Science and there is agreement that it is valuable.
- SHRM
- CUPA-HR
- Compensation Survey Descriptions
- State licensing boards
- O*Net
- Handbook of Human Abilities
- Colleagues at other institutions – Many are willing to provide/share job descriptions

DEGREE REQUIREMENTS, EXPERIENCE, EQUIVALENCIES

- Deciding which level of educational attainment is needed is an important part of the process.
- It starts by understanding the distinctions in what one gains through educational training at each level.
- What is the degree a proxy for?

E.g., An Executive position is seeking someone with a Master's degree because it is believed this evidences:

- Knowledge of experience applying valid research methods
- Complex data analytics in the areas of operations, finance, budgeting, etc.
- Deep content knowledge in a specialized area
- Advanced writing and communication skills
- Critical Thinking
- Deductive Reasoning

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22

DEGREE REQUIREMENTS, EXPERIENCE, EQUIVALENCIES

- Does your job need a specific knowledge base such that prolonged study in a particular area is needed?

  - If so, a degree may be required and you would need to specify the area.
  - Are there other curricular areas that cover broadly the same topics with some nuance?
  - When surveying incumbents and managers be sure to ask why they think it needs a degree.

- If you think the position needs a degree simply on the basis of being able to learn and acquire new skills (theoretically demonstrated by persistence in satisfactorily completing a degree), are there ways that demonstrated performance of the same or quite similar job functions could be substituted?

- Including questions of incumbents and managers for positions such as, asking how long it took to learn the job, is advisable. Also, do they have a degree or do they know of others doing the work successfully without a degree?

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RECOMMENDATIONS

EOCR RECOMMENDS

- If considering a degree above a HS diploma or equivalency, be truly skeptical about the "requirement."

- If a degree is not required by law, for licensure, or accreditation, it is entirely likely that some combination of training and experience outside of a post-secondary educational environment through to completion of degree requirements could adequately prepare an individual for the work. You need to verify.

- Ensure that an equivalency statement is included in all job descriptions and, prior to selection for that job, also ensure that discussion and written documentation of what key facts would be considered as equivalency is reasonable.

- A 1-1 number of years for how long it typically takes to earn a degree and years of experience is insufficient. The USCIS provides guidance that may be helpful as a starting point from which to vet the assertion with incumbents, managers, and other subject matter resources and experts.

EOCR RECOMMENDS

- Do not wait until a vacancy to review. Proactively begin developing and compiling information, interview data, and repositories of past descriptions in preparation.

- This will:

    - make it easier and faster in the moment you need the analysis; and
    - provide valuable knowledge to you about the work in your area for use in continuous improvement of recruitment, selection, and performance management processes.

- Always document your work, including when it was done, who was contacted, the instruments used, the data sources consulted, and the outcome of any changes that may be made to an existing description.

RESOURCES

LINKS TO TOOLS/RESOURCES

- [UGESP](#)
- [EEOC](#)
- [Handbook of Industrial, Work & Organizational Psychology](#)
- [OPM Appendix G – Job Analysis Methodology](#)
- [UHR Position Description Degree Requirement Analysis](#)
- [Sample Job Diaries](#)
- [USCIS Appendix 22-1](#)
- [Lynda.com segment](#)
- [Ask JAN](#)
- [EOCR Job Analysis Guide: Physical and Mental Demands](#)

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