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Job Analysis and Validation

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This research brief introduces the Talxcellenz® O*NET-Based Confirmatory Job Analysis Process and validation studies. Job analysis is a method to determine the competencies that are measurably related to job performance. Occupational and foundational competencies are the essential skills and abilities that workers need to know and be able to do on the job. The Talxcellenz® job analysis process leverages O*NET information and engages local subject matter experts (SMEs) to confirm the competencies related to job performance. Validation studies are conducted to confirm that the assessments used to measure competencies are in fact related to job performance measures.

This research brief is one in a series to support regional implementations of **Talent Supply Chain Management (TSCM)** published by Metrics Reporting, Inc. (MRI). The first page of each brief includes a summary of the topic along with publication date, title, authors, and suggested citation. The last page of each brief is an appendix that provides a one-page overview of the essential elements of TSCM. Pages two through eleven are the body of the brief. Each brief provides a pragmatic summary of one important element of TSCM. In addition to the research briefs we also publish three guidebooks that are available at Amazon.com.

- The **Stakeholder Guidebook** provides step-by-step guidance for creating local and regional initiatives around demand-driven, evidence-based career pathways.
- The **Career Navigation System Guidebook** provides step-by-step guidance for practitioners that defines and specifies components of demand-driven, evidence-based career pathways including the 7-step career pathway model, coaching, and profiles.
- The **Talent Excellence System Guidebook** provides an introduction to Talxcellenz® processes and tools for job analysis and validation studies to support robust demand-driven, evidence-based career pathways.

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Introduction

Confirmatory job analysis is critical to the development of evidence-based career pathways and is the foundation of Talent Supply Chain Management (TCSM). In this brief we offer an overview of what confirmatory job analysis is and we focus on how an open-source job analysis process can be used by employers, education and training partners, and community partners to improve career pathway initiatives by identifying competencies that are measurably related to job performance. This introduction is intended to provide an introduction suitable for workforce professionals thinking about adopting job analysis as a tool in their practice, as well as for director-level human resource and management professionals interested in improving their employer-led career pathway projects with the rigorous data supplied by job analysis. MRI's Talent Excellence System Guidebook provides a second, more thorough discussion.

What is Job Analysis?

Job analysis is a family of procedures used to identify the content of a job in terms of the activities involved in the work, the competencies or attributes of the individuals that do the job, or the job requirements needed to perform the work activities. Job analysis provides detailed information to organizations that helps to determine which potential or incumbent employees are the best fit for specific jobs.

A job analyst is someone who plans and conducts employer specific or regional consortia-style job analyses and supports validation studies. The role of the job analyst is to collect and examine the information necessary to define and validate competencies that can be measurably related to job performance. Through job analysis, the job analyst discerns the important tasks of the job (job tasks), how these tasks are carried out (occupational competencies), and the personal skills and work behaviors needed to perform the job successfully (foundational competencies). The process of job analysis requires the analyst to describe the duties of the employee, the nature and conditions of the work, and finally some basic qualifications.

There is currently no organized industry standard process for defining and validating the full spectrum of competencies. There are numerous solutions, some open-sourced and others proprietary, that each have their advantages and disadvantages. Metrics Reporting, Inc. (MRI) has developed The Talent Excellence System (Talxcellenz®) and the Talxcellenz® website to supply tools and guidance for job analysts seeking to define, validate, and openly communicate competencies that can be measurably related to job performance. The Talxcellenz® system is rooted in openly available O*NET data that MRI's tools and processes make easier to navigate and use. These tools and processes provide a foundation for a cooperative and openly shared competency-based talent supply chain system that aligns employers, individuals, education and training partners and other community organizations.

O*NET-Based Confirmatory Job Analysis

In Talxcellenz® O*NET-Based Confirmatory Job Analysis, we use O*NET data gathered and organized by Talxcellenz® tools to clarify occupational and foundational competencies that define the things individuals need to know and be able to do at work. The O*NET is a project of the US Department of Labor (USDOL) and the nation’s largest database for job related information. The O*NET model contains hundreds of competency elements of knowledge, skills, abilities, work styles, and more.

Many job analysis methods start with a blank sheet and define the job from scratch. Our process is designed to efficiently build upon the extensive nationally-normed extensive knowledge already compiled in the USDOL O*NET database about the jobs in each job family.

The purpose of this analysis is to take a general view of a family of jobs – we do not look at every job in an organization individually, but rather at more reliable and representative groups of related jobs. We strive to identify the essential core competencies of job families. We then have that information confirmed by subject matter experts (SMEs) – a representative group of incumbent employees with relevant experience in the jobs – assess, alter as necessary, and confirm that the O*NET-Based competencies we have identified are an accurate description of the work they do. The results of this work can then be used by employers, educators, and community partners to improve each of their contributions to career pathway initiatives. In what follows we’ll take a close enough look at the three steps in the confirmatory job analysis process to provide stakeholders an overview of the process.

STEP ONE: Preparation.

In the first step of the Talxcellenz® job analysis process, we collect and organize O*NET data via the Talxcellenz® website to create job families that cover the jobs employers (or other partners) want to understand. We then conduct competency model research and prepare initial drafts of a series of documents to be used in the SME sessions with incumbent employees.

Creating Job Families

A job family is a set of jobs that are logically grouped by similar job characteristics such as knowledge, skills, abilities, behavioral skills, training requirements, education level, compensation and other factors. Well-designed job families are organized so that each job occurs in only one job family in each sector and is never placed in multiple job families. A single job family, however, may sometimes include job codes from different departments within an organization.¹

¹ See MRI’s Research Brief “How to Create Uniform Job Families Across US Economic Sectors” for more details about job families and our comprehensive job family list for the major industry sectors of the US economy.

Competency Model Research

Research and preparation are essential elements of the process, and there are rarely cases where it would be advisable to define the job from scratch. The purpose of this phase is to conduct research to gather, clarify, and document already publicly available O*NET information about the jobs in the job family in order to work as efficiently as possible.

Prepare Initial Drafts of SME Documents

We leverage O*NET data to prepare the following documents:

Job Family Definition: Job families are defined by a short list of O*NET occupations (3 to 5) that best describe the jobs in the job family. A definition document is created by listing the O*NET information for each of the occupations. See Figure 1.

Job Family Definition for: Industrial Maintenance Mechanic

The job family of Industrial Maintenance Mechanic is defined as a group of jobs that generally fall within the definitions of the following O*NET occupations. The occupational competencies list, foundational competencies list, and tools and technology list prepared for the job analysis session with subject matter experts (SME) are a combination of the relevant O*NET data for these codes:

49-9071.00 - Maintenance and Repair Workers, General

Perform work involving the skills of two or more maintenance or craft occupations to keep machines, mechanical equipment, or the structure of an establishment in repair. Duties may involve pipe fitting; boiler making; insulating; welding; machining; carpentry; repairing electrical or mechanical equipment; installing, aligning, and balancing new equipment; and repairing buildings, floors, or stairs.

Sample of reported job titles: Building Maintenance Mechanic, Building Mechanic, Equipment Engineering Technician, Facilities Manager, Maintenance Engineer, Maintenance Man, Maintenance Mechanic, Maintenance Supervisor, Maintenance Technician, Maintenance Worker

49-9041.00 - Industrial Machinery Mechanics

Repair, install, adjust, or maintain industrial production and processing machinery or refinery and pipeline distribution systems.

Sample of reported job titles: Fixer, Industrial Machinery Mechanic, Industrial Mechanic, Loom Fixer, Machine Adjuster, Maintenance Mechanic, Maintenance Technician, Master Mechanic, Mechanic, Overhauler

Figure 1: Partial list of occupations that define the job family.

Occupational Competencies (Task List) are the technical knowledge and skills that are aligned with each job family. The measure of a sound job analysis is a representative task list. This list contains the functional or duty areas of a position, the related tasks, and the basic training recommendations. The task list is based on Detailed Work Activities (DWAs) from the O*NET Generalized Work Activities (GWA) taxonomy. This is one level more general than the “tasks” contained in O*NET. Because we are working with job families rather than individual jobs, this higher level of generality promotes greater agreement among SMEs and is more useful for education and community partners that provide job training. Employers use these

lists to improve job descriptions and, more importantly, to communicate these competency requirements to education & training partners. See Figure 2.

Talxcellenz® - Occupational Competencies List - Human Resources						
O*NET Occupation Titles (O*NET Code): Human Resources Specialists (13-1071.00); Human Resources Managers (11-3121.00); Administrative Services Managers (11-3011.00); Training and Development Managers (11-3131.00)						
Key:	Major Groups	Minor Groups	Generalized Work Activities (GWAs)	Intermediate Work Activities (IWAs)	Detailed Work Activities (DWAs)	O*NET Tasks (Supporting Details)
Instructions: Review, confirm, or edit the numbered tasks below (DWAs).						
Information Input - Where and how are the information and data gained that are needed to perform this job?						
Looking for and Receiving Job-Related Information - How is information obtained to perform this job?						
Getting Information - Observing, receiving, and otherwise obtaining information from all relevant sources.						
Collect data about consumer needs or opinions.						
1. Conduct opinion surveys or needs assessments.						
Analyze training needs to develop new training programs or modify and improve existing programs.						
Confer with management and conduct surveys to identify training needs based on projected production processes, changes, and other factors.						
Investigate incidents or accidents.						
2. Investigate industrial or transportation accidents.						
Investigate and report on industrial accidents for insurance carriers.						
Interview people to obtain information.						
3. Interview employees, customers, or others to collect information.						

Figure 2: Partial occupational competencies list (task list) for the human resources job family.

The **Tools and Technology List** is a straightforward list of tools and technology used in the specific job family under review. This list is helpful for updating job descriptions and for education and training purposes. We have found that the tools and technology lists in the O*NET require editing to update them to reflect current technologies. They are a very useful starting point for SMEs to create an accurate list of tools and technologies important to the job family. See Figure 3.

Type	Title	Example
Tools	Scanners	Scanners
Tools	Special purpose telephones	Multi-line telephone systems
Tools	Tablet computers	Tablet computers
Tools	Touch screen monitors	Touch screen monitors
Tools	Voice mail systems	Voice mail systems
Technology	Accounting software	Accounting software
Technology	Accounting software	Accounts payable software
Technology	Accounting software	Accounts receivable software
Technology	Accounting software	Allscripts Professional PM
Technology	Accounting software	Automated billing software
Technology	Accounting software	Billing software
Technology	Accounting software	Bookkeeping software
Technology	Accounting software	Brightree software
Technology	Accounting software	Fund accounting software

Figure 3: Partial Tools and Technology list for the Customer Services job family at a healthcare employer.

The **Credentials Rating Matrix** is designed to gather and record employer ratings for various credentials related to the job family. An initial list is generated using the **Find Certifications** link in the O*NET. The list is revised based on employer input and ratings. See Figure 4.

Credentials Rating Matrix for: Medical Assistants Job Family							
Red = Not recognized.		Yellow = Recognized, not preferred.			Green = Preferred or required.		
Certification Name	Certifying Organization	Employer A	Employer B	Employer C	Employer D	Employer E	Overall
Certified Medical Administrative Assistant	National Health Career Association	Yellow	Yellow	Red	Yellow	Yellow	Yellow
Registered Medical Assistant	American Phlebotomy Association	Red	Red	Red	Yellow	Red	Red
Medical Assistant	American Medical Technologists	Green	Green	Green	Green	Green	Green
Certified Clinical Medical Assistant	National Health Career Association	Yellow	Yellow	Red	Yellow	Yellow	Yellow
Certified Medical Assistant	American Association of Medical Assistants	Green	Green	Green	Green	Green	Green
Nationally Certified Medical Office Assistant	National Center of Competency Testing	Yellow	Red	Yellow	Yellow	Yellow	Yellow

Figure 4: A partial list of credentials with employer ratings for the Medical Assistants job family.

The **Foundational Competencies List** contains the skills and behaviors related to the performance of the tasks required by the job. These are sometimes called “soft skills” or “personal skills” and can help individuals receiving career coaching assess their fit for a job as well as education and training partners develop learning exercises to give students an opportunity to practice these behaviors. See Figure 5 below and Figure 7 in the next section.

Competency	Foundational Competency Definitions	
	Element Name	Description
Communication Competencies		
Listening	Listening to others to receive verbal information.	
	Active Listening	Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
	Oral Comprehension	The ability to listen to and understand information and ideas presented through spoken words and sentences.
	Speech Recognition	The ability to identify and understand the speech of another person.
Speaking	Speaking to others to convey verbal information.	
	Speaking	Talking to others to convey information effectively.
	Oral Expression	The ability to communicate information and ideas in speaking so others will understand.
	Speech Clarity	The ability to speak clearly so others can understand you.

Figure 5: A couple definitions for MRI JOFI (JobFit) foundational competencies. JOFI is our composite list of 22 competencies composed of the full list competency elements from the O*NET, which makes the list more manageable for SMEs. “Listening” and “Speaking,” for example, each combine three separate elements from the O*NET.

The **Foundational Competency Ratings** in the O*NET cover: Importance (IM) and Level (LV). The importance ratings are on a 5-point scale of: not important, somewhat important, important, very important, and extremely important. Level ratings are on a 7-point scale with 1 being the lowest level and 7 the highest level. Rating anchors are provided to guide the level ratings. See Figure 6 below.

Competency Family Level Anchors			
Competency	Anchors for Low-Points (typically L2)	Anchors for Mid-Points (typically L4)	Anchors for High-Points (typically L6)
Note: Anchors are levels 2, 4, and 6 unless noted. The competency is marked with an asterisk* and the different anchor level is noted in parenthesis (Lx).			
Cognitive Communication Competencies			
Listening			
Active Listening	Take a customer's order	Answer inquiries regarding credit references	Preside as judge in a complex legal disagreement
Oral Comprehension	Understand a television commercial	Understand a coach's oral instructions for a sport	Understand a lecture on advanced physics
Speaking			
Speaking	Greet tourists and explain tourist attractions	Interview applicants to obtain personal and work history	Argue a legal case before the Supreme Court
Oral Expression	Cancel newspaper delivery by phone	Give instructions to a lost motorist	Explain advanced principles of genetics to college freshmen
Reading			
Reading Comprehension	Read step-by-step instructions for completing a form	Read a memo from management describing new personnel policies	Read a scientific journal article describing surgical procedures
Written Comprehension	Understand signs on the highway	Understand an apartment lease	Understand an instruction book on repairing missile guidance systems
Writing			
Writing	Take a telephone message	Write a memo to staff outlining new directives	Write a novel for publication
Written Expression*	Write a note to remind someone to take food out of the freezer (L1)	Write a job recommendation for a subordinate	Write an advanced economics textbook

Figure 6: A partial list of the rating anchors for the foundational competency level ratings.

STEP TWO: Subject Matter Expert (SME) Session.

An SME session is a discussion with a representative group of subject matter experts from the job family under review that is facilitated by a job analyst with support from employers and community partners. Typically, we seek out 5 to 7 SMEs that each have 3 to 5 years of experience doing these jobs. The SMEs have the final say about the adequacy of the preparation work and their input is the basis of any modifications of the occupational competencies, foundational competencies or tools and technology lists.

The SME session typically takes about 3 hours and involves several core tasks:

- First, we review the job family definition document to confirm that we have used the right subset of O*NET occupations to prepare the competency lists.
- Second, we engage in a line-by-line review of the Occupational Competencies list and edit as needed. It is useful to provide SMEs with an overview of how the list is arranged and how it was compiled. The job analyst may prompt the SMEs to confirm each item and to check if critical tasks are missing for any task families (GWAs) that do not have a task. As they work together, SME representatives from different jobs within the same job family begin to see the similarities more clearly and think about their jobs at a general level.

- Third, we review and edit the Tools and Technology List. The job analyst may complete a line-by-line review or ask SMEs to take a few moments to review individually. Then the job analyst edits the Tools and Technology list in accordance with the SME input.
- Fourth, we review the credentials list and individual ratings, come to consensus, and record the consensus ratings for each credential in the Overall column.
- Fifth, we review the Foundational Competency Definitions. MRI uses a proprietary framework that reduces multiple competencies into 22 MRI JOFI (JobFit) competencies. This makes the list more manageable, and we have a worksheet that displays the groupings so that any community partners using their own O*NET aligned competencies can easily create a cross-walk. We review the definitions in detail so that SMEs know exactly what behaviors they are talking about when they rate the importance of the Foundational Competencies.

When they feel comfortable with the definitions, SMEs are then each asked to use a provided worksheet to individually rate the Foundational Competencies on a five-point importance scale: not important, somewhat important, important, very important, extremely important. When finished, the job analyst leads a collective discussion that continues until the SMEs reach consensus on the ratings.

Not Important	Somewhat Important	Important	Very Important	Extremely Important	Competency	Competency Family Definitions
Character Competencies						
			70	X	Achievement Orientation	Personal goal setting, trying to succeed at those goals, and striving to be competent in own work.
				X	Teamwork	Being pleasant, cooperative, sensitive, easy to get a long with, and associating with others.
				X	Adaptability	Maturity, poise, flexibility, and restraint to cope with pressure, stress, criticism, and setbacks.
				X	Responsibility	Dependability, working correctly and carefully, and being trustworthy, accountable, and detailed.
			X		Ingenuity	Generating useful ideas and thinking things through logically.
			X		Decisive	Having an impact on others, displaying energy, leadership, and guiding & depending on oneself.

Figure 7: Portion of the SME Foundational Competency Ratings sheet. Note that ratings ascend from not important to extremely important, left to right. “X” marks the SME consensus rating. When the SMEs do not agree with the baseline O*NET data, we note the numerical rating supplied by the O*NET in the appropriate box. (See “Achievement Orientation” above: in that case, SMEs said “extremely important,” while the O*NET baseline data is consistent with “Very Important.”)

STEP THREE: Job Analysis Report.

The job analysis report includes a series of documents that will need to be properly archived for purposes of sharing information with education and training providers and for employer compliance with EEOC's *Uniform Guidelines on Employee Selection Procedures*. The main body of the report that will be shared with community partners will include the final versions of the job definition, occupational competencies, tools and technology, and foundational competencies for each job.

A more detailed report for archival purposes should include a final version of the following:

- Job Definition
- Occupational Competencies list
- Tools and Technology list
- SME ratings of Foundational competencies (importance levels)
- List of SMEs that participated
- List of related occupational credentials

Validation Studies

This is a complex topic and we wish only to point out two important aspects of it here — that competencies can be reliably measured, and that there are two kinds of validation studies that can demonstrate the effectiveness of using competencies to select and coach individuals as they enter and advance in their jobs.

Assessments

Experts in the field of Industrial / Organizational Psychology have designed a number of reliable ways to measure various work-related competencies. For example, cognitive ability tests assess abilities involved in thinking (e.g. reasoning, perception, memory, verbal and mathematical ability, and problem solving). These tests measure cognitive ability by posing questions that are designed to estimate applicants' potential to use mental processes to solve work-related problems or to acquire new job knowledge. Some common tests include:

- ETS WorkFORCE Assessment for Cognitive Ability
- ACT WorkKeys Assessments
- Comprehensive Adult Student Assessment Systems (CASAS)
- Test of Adult Basic Education (TABE)

Similarly, personality tests are designed to systematically elicit information about motivations, preferences, interests, emotional make-up, and style of interacting with people and situations. Personality measures may take the form of interviews (structured interviews), or self-report inventories (assessments) that typically ask applicants to rate their level of agreement with a series of statements designed to measure their standing on relatively stable personality traits.

Some common tests include:

- ETS WorkFORCE Assessment for Job Fit
- Hogan Personality Inventory (HPI)
- California Personality Inventory (CPI)
- ACT WorkKeys Talent Assessment
- NEO Personality Inventory

Reliability is foundational to validity. Reliability is about consistency. An assessment that consistently returns the same score for a competency measure is considered a reliable assessment. Consistency in the measure of competencies improves the validity of the assessment to predict job performance. It is important to use reliable assessments in evidence-based selection processes and evidence-based career pathways so that the guidance provided by the assessments is accurate.

Validation Studies

Tests such as those just mentioned can be used for selection or development purposes. An employer using assessments for these purposes will be collecting data in order to validate over time that the instruments are in fact measuring job-related competencies and adjust use as necessary in order to attain increasingly precise results.

Concurrent Validation: Concurrent validation refers to a validation study that is conducted with incumbent employees at an organization or consortia of employers. Employees that are representative of the job families targeted by the study are identified. They are invited to participate and asked to complete the assessments that are proposed for use. Job performance data for those employees are also collected. Industrial psychologists and statisticians then analyze the data pairs to determine the correlations between the predictor measures on the assessments and the job performance measures. The goal of the study is to determine the validity of the various test scores to determine which if any will be useful as selection tools. The correlations of the useful measures are documented in a validation study report.

Longitudinal Validation: Longitudinal validation is similar to the concurrent validation described above except that the data is collected over a period of time while the assessments are used for their intended purpose. Technically they are both criterion-related validation studies. The criterion is the measure of job performance. And the predictors—the assessment scores—are related to the measure of job performance. The difference is that in a longitudinal study, new hire test scores and job performance measures are used instead of incumbent employees. The advantage of longitudinal studies is that new hires will have already taken the tests and it is only a matter of time required to gather the performance data. The disadvantage, however, is precisely the time delay that this method requires. Concurrent studies are arranged if the data is needed to calibrate assessments for a new job family or new test use.

Concurrent and longitudinal criterion-related validity studies provide further evidence that the competencies defined by the job analysis are in fact measurably related to job performance. The validation study results determine which competency assessments have sufficient validity to be utilized in selection processes and career coaching and document those findings.

Validation is an important and challenging topic. We recommend consulting *Standards for Educational and Psychological Testing* and *Alternative Validation Strategies* for further details.

Conclusion: Use Cases for the Job Analysis Report

Employers: Employers can use the results of job analysis in a number of ways. The simplest way is to use the information gathered to revise job descriptions which frequently under- or over-specify job requirements. Job analysis provides an accurate picture of job requirements.

Job analysis also supports the development of the evidence-based selection process (EBSP). EBSP leverages the use of highly relevant quantitative information about applicants to improve selection decisions. MRI worked with Mercy Health in West Michigan and Saint Alphonsus in Boise, Idaho to develop a fair, objective, data-driven strategy that helps their organizations make better hiring decisions. It's proven to improve quality of hire, reduce first-year turnover, and increase workforce diversity.²

Finally, job analysis provides the information that can help Human Resources make connections between job families and develop internal career pathways from entry-level to middle-skills jobs and beyond.

Education and Training: There are two main ways that educational and training providers can benefit from job analysis: (1) by participating in the job analysis process, and (2) reviewing the contents of the report.

Documenting and clearly communicating the competencies that are job-related enables education and training providers to improve programs by appropriately focusing competency development and occupational training on areas that are related to job performance.

We see the job analysis process as collective work that is inclusive of employers, education and training providers, and community partners. The job analysis report is the result and documentation of that effort. That report can then be included in the information used to shape and improve curricula and skills-based learning offered by educational and training providers.³

² Please see our Research Brief on Evidence-Based Selection and this [CareerSTAT case study of Mercy Health](#) for more details.

³ Please see our Research Brief on Evidence-Based Career Pathways which discusses this topic from the individual participant perspective.

Appendix

Talent Supply Chain Management (TSCM) is a holistic set of solutions that enables employers and regions to build reliable pipelines of high-quality talent to meet their needs. The mission of Metrics Reporting, Inc. (MRI) is to design and implement the best TSCM systems in the world. MRI designs and implements demand-driven, evidence-based career pathways that meet the needs of regional employers and provide a clear path for individuals to prepare for and secure good jobs. There are three essential components of TSCM:

1. Evidence-Based Selection Process (EBSP) is a decision-making model that elevates reliable evidence of applicant characteristics that are measurably related to job performance and reduces the use of elements that are not valid predictors of performance.

- Cognitive measures that indicate critical thinking and problem-solving skills
- Personality measures that indicate workplace behavioral skills
- Measures of previous workplace behaviors via structured interviews and references
- Continuous improvement based on talent analytics

2. Evidence-Based Career Pathways (EBCP) meet the talent needs of employers and provide clear pathways for individuals to develop the skills to get and keep good jobs.

- Seven-step career pathway model to support career navigation
- Four-step evidence-based career coaching to define and document career plans
- Use career profiles including evidence of skills aligned with employer requirements indicating that an individual is a highly qualified applicant

3. Support Activities: Sectors, Jobs, Job Families, Job Analysis, and Validation Studies

Employers need to be organized into sector-based career councils, and job information needs to be gathered, analyzed, and published.

- Regional careers councils are organized for each industry sector to prioritize needs
- Regional competency models create a common language around skills
- Careers councils organize and confirm supply-demand data
- Jobs are aligned with SOC codes and O*NET codes to leverage occupational information
- Jobs are grouped into job families with common competency requirements
- Consortia-style job analysis engages subject matter experts (SMEs) from employers
- Job information is published with foundational competencies, occupational competencies, tools and technologies lists, and credentials requirements
- Validation studies confirm that hiring requirements are related to job performance

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