



GENERAL INFORMATION GUIDE

Development and Use of Crediting Plans

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Government of the District of Columbia

GENERAL INFORMATION GUIDE
DEVELOPMENT AND USE OF CREDITING PLANS

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Attachments:

- **Sample Crediting Plan I, Program Analyst, CS-343-12**
- **Sample Crediting Plan II, Contract Specialist, CS-1102-13**
- **Sample Job Analysis Worksheet**

General Information Guide

Development and Use of Crediting Plans

I. INTRODUCTION

The procedure outlined in the *General Information Guide on the Development and Use of Crediting Plans (Guide)* is designed to assist human resources (HR) professionals and selecting officials to develop and use *Crediting Plans* to:

- Efficiently evaluate (rate and rank) applicants on the basis of their previous training, education, and experience; and
- Maximize the objectivity, reliability and validity of the rating and ranking process. The development and use of *Crediting Plans* provides a system to consistently determine the best qualified candidates for certification and produce an examining method that meets basic legal and professional standards, and is thorough and systematically documented.

The information in this document is guidance.

II. CREDITING PLAN – PURPOSE

- A. A *Crediting Plan*, sometimes called a Rating Schedule or Evaluation Plan, is a plan developed to rate and rank candidates for a specific position.
- B. A *Crediting Plan* is designed to measure the levels at which eligible applicants possess the job related knowledge, skills, and abilities that are necessary for successful performance in the job to be filled.
- C. A *Crediting Plan* is a formal evaluation tool used to safeguard the basic principles of the District government's merit (competitive) human resources management system, namely:
 - That ALL competitive positions are to be filled solely on the basis of merit and fitness;
 - That selections are to be made from the best qualified candidates available;
 - That selecting officials are to be provided a reasonable choice from among the best qualified candidates; and
 - That evaluations and selections shall be free of discrimination against applicants and employees with regard to *race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, matriculation, political affiliation, physical handicap, source of income, or place of residence or business.*

III. DEFINITIONS

Ability – A quality or competence that enables one to perform tasks or accomplish objectives. It is often broader and more abstract than skills or knowledge.

Knowledge – Body of information applied directly to the performance of a function. It includes information about persons, places, facts, events, systems, ideas, theories, methods, procedures, principles, concepts, or cases that a person mentally possesses as a result of formal education, training, or personal experience.

Personnel Authority – Either the D.C. Department of Human Resources (DCHR), or an employing agency delegated the Mayor's Recruitment and Selection personnel authority.

Quality Ranking Factor (QRF) – the “*Knowledge, Skills, and Abilities*” or “*KSAs*” that could be expected to significantly enhance performance in a position but are not essential for satisfactory performance. Applicants who possess such *KSAs* may be ranked above those who do not, but no one may be rated ineligible solely for failure to possess a *KSA*.

Selective Placement Factor (SPFs) – *KSAs*, or special qualifications that are in addition to the minimum requirements in a qualification standard but are determined to be essential to perform the duties and responsibilities of a particular position. Applicants who do not meet a *SPF* are ineligible for further consideration.

Skills – An observable capacity for competence to perform a task with ease and proficiency. A skill often requires the use of equipment, machinery, or tools and implies measurable performance.

Subject Matter Expert (SME) – A person who has performed all of the duties of a job being analyzed at the full performance level and who because of that, is qualified to make or advise others on qualifications determinations. The *SME* may currently hold the job, or be a supervisor over that job.

IV. DEVELOPMENT AND USE OF *CREDITING PLANS*

Crediting Plans consist of 4 parts:

- A. Job Analysis
- B. Minimum Qualifications (for Basic Eligibility)
- C. Selective Placement and Quality Ranking Factors
- D. Experience Rating Schedules (for Determining Performance Levels or Benchmarks)

A. **Job Analysis**

Job analysis is the process used to capture information about jobs, particularly the tasks and duties performed in the job, as well as the “*worker characteristics*” (*KSAs* + competencies) that are necessary to perform the job effectively.

The purpose of the job analysis is to identify the experience, education, training, and other qualifying factors possessed by candidates who have the potential to be the best performers of the job to be filled.

To conduct the job analysis, the HR Specialist/Advisor within the personnel authority works with the *Subject Matter Expert (SME)*, to identify the essential *KSAs* for the job through the review and analysis of the following documents:

- PeopleSoft Job Requisition (Recruitment);
- Current qualification standard for the position;
- Current official position description;
- Last job requisition used in the most recent recruitment process; and
- Any other available documentation that may impact upon the selection (*e.g.* documents resulting from previous job analyses, organization charts, functional statements, performance standards, labor-management agreements, etc., impacting upon the selection, if any).

Through the process of review and analysis, described above, the personnel authority will find out about the duties of the job, confirm their adequacy, and validate the job-relatedness of the “workers’ characteristics” (*KSAs*) needed to successfully perform on the job.

Conducting the Job Analysis

To conduct the job analysis, the Human Resources (HR) Specialist/Advisor within the personnel authority and *SME* will:

Identify the major or significant duties that are determinants of the level of work performed in the position;

List all of the *KSAs* critical to the performing of the duties of the position. A single *KSA* may pertain to more than 1 duty;

Identify all of the *KSAs* and refine them by considering the following factors/asking the following questions:

1. ***By reviewing the application, distinguish those KSAs that can be rated from those that must be evaluated by other methods*** (i.e., interviews, reference checks, written test, or assessment centers)

[Generally, only those KSAs that can be evaluated from an application or other supplemental written information should be listed as rating criteria.]

2. ***Distinguish those KSAs that an applicant MUST possess upon entering the job, from those that can be obtained after a reasonable amount of training*** (i.e., less than 3 months)

[KSAs required for immediate performance are considered SPFs. SPFs should not be so restrictive that they disqualify all but those applicants already employed in the office; while program knowledge can often be learned on the job.]

3. ***Review the remaining KSAs and indicate how important each one is to performing the work in the job? Rank them in order of importance.***

[The rank order is required in order to document weighting. When determining the importance of a KSA, consider the amount of time it will be used, the difficulty or complexity of the KSA, and the consequences of possessing or not possessing the KSA (e.g., how well could the job be performed by a candidate that did or did not possess this KSA.).

The outcome of the job analysis outlined above is a reasonable number of KSAs to construct the *Crediting Plan*.

B. Minimum Qualifications (for Basic Eligibility)

After the job analysis is completed, the HR Specialist/Advisor within the personnel authority is responsible for identifying the qualification standards that will be used to determine the basic eligibility requirements.

Qualifications standards for basic eligibility may include, but are not limited to any or a combination of the following:

- General or specialized experience;
- Education;
- Training;
- Specific registrations, licensure or certifications; or
- Other selective placement factors.

The HR Specialist/Advisor within the personnel authority will use the *qualification standards* to evaluate each candidate's qualifications for the position. It is important to understand that minimum qualifications standards are used to eliminate those persons who are not eligible for further consideration because they fail to meet the "basic" requirements for the position. The qualifications standards do not, in, and of themselves, identify the criteria for determining who the "best qualified" candidates are.

C. Selective Placement and Quality Ranking Factors

1. Selective Placement Factors (SPFs)

SPFs are *KSAs*, or special qualifications that are in addition to or more specific than, the minimum requirements under the qualification standards. *SPFs*, however, must have been determined to be essential to performing the duties and responsibilities of a particular position. When a selecting official requests the addition of a *SPF* to the minimum qualification requirements of the position, the HR Specialist/Advisor within the personnel authority should ensure that:

- (a) The *SPF* is not so narrow that it eliminates from consideration applicants who could perform the duties of the position;
- (b) The *SPF* could not be readily learned during the normal period or orientation to the position;
- (c) The *SPF* is not so restrictive that it runs counter to the goals of placing applicants from priority placement lists established to assist in the placement of employees affected by reductions in force; or
- (d) The *SPF* is not so specific that it excludes from consideration applicants with prior District government experience.

2. Quality Ranking Factors (QRFs)

QRFs are the *KSAs* that could be expected to significantly enhance performance in a position but are not essential for satisfactory performance. *KSAs* used as *QRFs* may have been obtained through either experience or education. Applicants who possess the *QRFs* may be ranked above those who do not; however, a candidate cannot be rated "*Ineligible*" solely for failure to possess a *QSA*.

Good *QRFs* are:

- (a) Job related;
- (b) Used to identify the best qualified candidates;
- (c) Not used to determine minimum eligibility requirements for a position;

- (d) Reflective of the language in the official position description; and
- (e) Easily identifiable and measurable.

The HR Specialist/Advisor within the personnel authority shall observe the following guidelines when phrasing the *KSAs* that form the *SPFs* and *QRFs*:

- (a) A *KSA* should identify one simple, readily-identifiable job behavior or characteristic.
- (b) *KSA* statements should begin with phrases such as: “*knowledge of...*,” “*skill in (or at)...*,” or “*ability to...*”
- (c) Terms that indicate a level of performance such as “*efficient*,” “*sound*,” “*good*,” etc. should not be used. Decisions as to the appropriateness and measurability of level of performance will be made elsewhere in the process.
- (d) *KSAs* should be reviewed for repetition. That is, *KSAs* that are highly similar or are prerequisites of the others should be combined. (e.g., “*ability to follow written instructions*” and “*ability to interpret regulatory material*”).

D. Experience Rating Schedules (for Determining Performance Levels or Benchmarks)

After the essential *KSAs* that form the *QRFs* have been identified, the development of the performance level or benchmark begins. The performance level or benchmark is a written statement that describes how an applicant could have acquired a *KSA* at a particular level of competency. The benchmark could be related to experience, education, training, awards, appraisal, etc.

1. Phrasing of *KSAs*

- (a) Knowledge should be operationally defined as the body of learned information used in and a necessary prerequisite for observable aspects of work behaviors of the job; and
- (b) Skills and Abilities should be defined in terms of observable aspects of work behaviors.

2. Definition of Levels

Typically, *KSA*’s which have been identified as measurable are evaluated on a 5 point scale. Descriptive labels are provided for the lowest (Acceptable), middle (Good) and highest (Superior) levels. Raters may give ratings/points in between these three described level, even though there is no descriptive label.

<u>Value Level</u>	<u>Points</u>
Superior	5 points
Good	3 points
Acceptable	1 points

For example, if a rater (i.e., HR Specialist/Advisor within the personnel authority, SME, or evaluation panel member) feels an applicant does not quite meet the highest level ("5"), but is above the middle level ("3"), the rater may give the applicant a rating of "4." Similarly, the rater could give the applicant a rating of "2" should he/she feel that the applicant is between "*Acceptable*" ("1") and *Good* ("3"). This method allows for some judgment and subjectivity. Other points systems may also be used.

The *KSAs* should be weighted according to their importance; yet a KSA weighted as more than triple any other *KSA* is not advisable.

3. Developing QRFs

QRFs are developed in 2 parts:

- (a) First, defining the *KSAs* that best predicts successful job performance in a simple and operational manner, and
- (b) Second, developing benchmarks or composite tasks statements.

Benchmarks are tasks or examples of performance and should be described in a manner that is specific and observable. The HR Specialist/Advisor within the personnel authority is to define them by general levels of progression, focusing on the common action, the object, and the purpose or guidelines of the *KSAs*. Although there is no one method that is absolutely correct for developing general levels of progression, the above mentioned format is a practical one, as it follows the basic structure of what should be a well developed task statement. Additionally, this format allows for combining the parts of the benchmark, depending on the type of progression. Examples are provided below:

V. EXAMPLES OF QUALITY RANKING FACTORS USING THE COMMON ACTION, OBJECT, PURPOSE, AND GUIDELINES FORMAT TO MEASURE EXPERIENCE

Single Format

1. Progression level thru common action

KSA: "Ability to use regulatory material"

Credit PointsProgression Level

5	<u>Interprets</u> regulatory material
3	<u>Researches</u> regulatory material
1	<u>Recognizes</u> regulatory material

2. Progression level thru object**QRF: "Ability to communicate in writing"**Credit PointsProgression Level

5	Writes <u>technical report</u>
3	Writes <u>critiques</u>
1	Writes <u>internal communications</u>

3. Progression level thru purpose**QRF: "Ability to schedule work"**Credit PointsProgression Level

5	Schedules work to accomplish <u>agency's mission</u>
3	Schedules work to accomplish <u>project goals</u>
1	Schedules work to accomplish <u>own</u> <u>work objectives</u>

4. Progression level thru guidelines**QRF: "Ability to plan, organize and schedule work"**Credit PointsProgression Level

5	Processes actions using <u>general agency policies</u>
3	Processes actions using <u>implementing regulations</u>

- 1 Process actions using step-by-step procedural instructions

Combination Format

1. **QRF: “Ability to comprehend and apply written procedures”**

<u>Credit Points</u>	<u>Progression Level</u>
5	<u>Researches</u> needed material and <u>interprets</u> written instructions
3	<u>Researches</u> and <u>comprehends</u> standards not requiring interpretation
1	<u>Follows</u> specific instructions

Note: In the development of benchmarks, make sure that:

1. Tasks statements for barely acceptable levels (1-point credit) are not below the level needed to meet the minimum qualifications of the job; and
2. Tasks statements for the highest acceptable levels (5-point credit) are not indicative of a higher grade level than the job for which you are recruiting.

Attachments:

- *Sample Crediting Plan I, Program Analyst, CS-343-12*
- *Sample Crediting Plan II, Contract Specialist, CS-1102-13*
- *Sample Job Analysis Worksheet*

**Sample Crediting Plan I –
Program Analyst, CS-343-12**

A. Knowledge of a wide range of program management policies, concepts, practices and principles in order to analyze and develop recommendations for improvement in program operations and objectives

<u>Point Value</u>	<u>Criteria</u>
5	Substantial directly related experience as a program analyst, management analyst, management and program analysis officer in analyzing and developing recommendations for improvements in program operations and objectives.
3	Directly related experience as a program analyst, management analyst, management and program analysis officer in performing program or project oversight associated with analyzing, evaluating and/or improving the efficiency of program operation.
1	Has minimum required training in the theories, principles, practices and techniques in organizational development and/or management, but no related fieldwork experience in identifying and recommending improvements to operational programs.

B. Knowledge of basic statistical, accounting, budget and economic principles and techniques in order to locate and analyze data and prepare reports for substantive programs

<u>Point Value</u>	<u>Criteria</u>
5	Has demonstrated knowledge of statistical, accounting, budget and economic principles and techniques in analyzing data and development of reports for operations.
3	Has competency in, and a good working knowledge of, statistical, accounting, budget and economic principles and techniques, practices and principles in operating programs with recognized experience in related, applied analytical research.
1	Has limited knowledge of substantial training in the theories, principles, practices and techniques in statistics, accounting, budget and economics but no fieldwork in analyzing, and some related fieldwork experience in the design, conduct, and preparation of program operations.

C. Skill in applying complex fact-finding, analytical and problem solving method and techniques to identify interrelated program problems, draw conclusions and recommend appropriate action or solutions to improve program efficiency and effectiveness.

<u>Point Value</u>	<u>Criteria</u>
5	Has served as an expert or lead on projects involving analyzing and evaluating the effectiveness of an organization and/or program operation(s) in meeting established goals and objectives.
3	Has substantial work experience on projects involving analyzing and evaluating the effectiveness of an organization or program operation(s) in meeting established goals and objectives.
1	Has training in analyzing and evaluating the effectiveness of an organization or program operation.

D. Ability to communicate effectively, both orally and in writing, with a variety of audience, including government representatives and the general public.

<u>Point Value</u>	<u>Criteria</u>
5	Has demonstrated experience in preparing and delivery of oral presentations and in preparing written reports (including graphs and charts), letters; memoranda, or planning, research, or instructional materials which relate findings; identify problems clearly, concisely and effectively; and documents analyses decisions and recommendations, in related field of work.
3	Has demonstrated skills in both oral delivery and in preparing technical reports and presentations, effectively, with some experience and training in preparing analytical and technical writing.
1	Has ability to communicate effectively both orally and in writing, and has experience in the delivery of oral presentations and in the preparation of written analytical reports.

Sample Crediting Plan II –

Contract Specialist, CS-1102-13

A. Knowledge of the principles of acquisition planning sufficient to develop and implement a plan to procure goods and services.

<u>Point Value</u>	<u>Criteria</u>
5	Has served as a contract/procurement expert for an agency and has conducted or lead others in the creation of procurement plans which includes the identification of competition and price range, and a contractual vehicle for the acquisition process. Has the responsibility for the initiation, development and recommendation of procurement plans for procuring goods and services. Has served as a senior technical contract/procurement expert with oversight responsibilities for procurement planning for various goods and services.
3	Has demonstrated experience in the development of procurement plans. Has served as a technical contract/procurement advisor in the development and recommendation of procurement plans which includes acquisition plans, milestone charts and related schedules. Has prepared or reviewed for final acceptance advance acquisition plans, cost and price analysis, contract administration and method of procurement.
1	Has experience assisting in the development and implementation of contracts procuring goods and services.

B. Knowledge of an automated procurement system.

<u>Point Value</u>	<u>Criteria</u>
5	Has demonstrated a comprehensive knowledge of using the Procurement Automated Support System (PASS) and other automated procurement system. Has independently used the analytical tools provided in the system to accomplish all related procurement tasks. Has provided technical assistance to co-workers in the use of PASS or other automated procurement system.
3	Has demonstrated skills using the PASS functions or other Automated Procurement systems to performed complex system searches, and develop standard reports.
1	Has basic knowledge of an automated procurement system; performs with assistance routine procurement tasks.

C. Knowledge of cost/price analysis techniques, such as cost estimating sufficient to evaluate contractor proposals and prepare a pre-negotiation position.

Point Value Criteria

- | | |
|---|---|
| 5 | Has served as a contract/procurement expert or lead for an agency. Has provided consultation and interpretation of various cost/price analysis techniques. Has oversight responsibility for the preparation and evaluation of contract proposal and pre-negotiation position. Has expertise with planning, negotiation, and administration of cost estimating techniques. Has planned, negotiated, led and/or administered complex procurement of goods, systems or services. |
| 3 | Has demonstrated experience as a contract/procurement specialist on the interpretation and application of cost/price analysis techniques. Has served as a technical advisor in the development and evaluation of contract proposals and negotiations. Has experience directly related to the planning, negotiation, and administration of cost estimating techniques. |
| 1 | Has performed minimal duties in support of contract or cost evaluations and negotiations. |

D. Knowledge of the 27 DCMR, Federal contracting procedures, small purchasing procedures and procedures for negotiated services contracts.

Point Value Criteria

- | | |
|---|--|
| 5 | Has served as a contract/procurement expert for an agency and has provided assistance to management and other contract/procurement specialists in the interpretation of 27 DCMR, Federal contracting procedures, small purchasing procedures and procedures for negotiated services contracts. Has served as a senior technical contract/procurement expert with oversight responsibilities for the development of regulations, policies and procedures on contracting/procurement issues. |
| 3 | Has experience in performing research in 27 DCMR, Federal contracting procedures, small purchasing procedures and procedures for negotiated services contracts on complex contract/procurement issues. Has served as a technical contract/procurement specialist with experience developing regulations, policies and procedures on contract/procurement issues for review of management/senior level official. |
| 1 | Has assisted in performing research in Federal contracting procedures, small purchasing procedures and procedures for negotiated services contracts. Has limited experience in the application of District or Federal contract/procurement regulations. |

E. Ability to communicate clearly and persuasively, both orally and in writing.**Point Value Criteria**

- | | |
|---|---|
| 5 | Has demonstrated experience in developing and delivering of oral presentations and preparing written reports (include graphs and charts), procedures, policies, and correspondence related to complex contractual issues. Has prepared technical comments on proposed contractual regulations and policies on behalf of the agency. Has served as a technical advisor on negotiations of complex contracts. |
| 3 | Has demonstrated skills in both oral delivery and in preparing technical reports and presentations, effectively, with some experience and training in preparing analytical and technical writing on contractual issues. Has participated in negotiations on complex contracts. |
| 1 | Has skills in developing written routine memorandums, written report, and correspondence on contractual matter requiring approval of supervisor. Has routinely communicated with personnel at various levels both internal and external to an agency. |

D.C. Department of Human Resources

Sample Job Analysis Worksheet

Job Title: _____ Agency: _____

Pay Plan/Grade/Step: _____ Salary Range: _____

This form is designed to help define the qualities and talent needed for a particular job. Use this form to analyze a job prior to advertising the position.

List the Major Duties of the Job	Source*	Weight	Frequency

*(Position Description, Classification Standard, Subject Matter Expert, etc.)

Weight	Frequency
How important is this task to the job?	How often is the task performed?
0 = Not Performed	0 = Not Performed
1 = Not Important	1 = Every few months or yearly
2 = Somewhat Important	2 = Every few weeks or monthly
3 = Important	3 = Every few days to weekly
4 = Very Important	4 = Every few hours to daily
5 = Extremely Important	5 = Hourly to many times each hour

Job Analysis Conducted by:

Name (HR Specialist or Subject Matter Expert)_____
Position Title_____
Signature_____
Date