

Wisconsin Human Resources Handbook

Chapter 168

High Importance Job Content (HIJC) Ratings

Sec. 168.010	Introduction	Sec. 168.050	Administrative Information
Sec. 168.020	Statutory and Rule Authority	Attachment #1	Rating Instructions
Sec. 168.030	Definitions	Attachment #2	Sample Position Description with HIJC Ratings
Sec. 168.040	Procedure		

Sec. 168.010 Introduction

This chapter describes how to identify the components of a job that are particularly important for establishing criteria to be used in testing applicants. The method builds upon the Position Description and has been designed to comply with state and federal requirements for job-related testing and test validation.

Sec. 168.020 Statutory and Rule Authority

1. All examinations for positions in the classified service will be job-related in compliance with appropriate validation standards and will be subject to the approval of the DMRS administrator. See s. 230.16(4), Wis. Stats.
2. All examinations will be based on information from job analysis, position analysis or other equivalent information documenting actual job tasks to be performed or skills and knowledge required to perform job tasks, or both. See s. ER-MRS 6.05(3)(a), Wis. Adm. Code.

Sec. 168.030 Definitions

The following definitions are used in this chapter.

1. **High Importance Job Content (HIJC):** The identification of the tasks and knowledge that are important to successful job performance.
2. **Position description (PD):** A structured statement describing the components of a position at the full performance level. A complete PD clearly specifies the goals or results which the employee is expected to achieve and significant worker activity or job task the employee must competently perform.
3. **Subject Matter Experts (SMEs):** Persons qualified to identify the job content that should serve as a basis for test development. SMEs have first-hand knowledge of the requirements for successful job performance. Often they are supervisors or current or former incumbents at or above the level of the target position.

Sec. 168.040 Procedure

1. Identify an appropriate group of subject matter experts.
 - a. Choose SMEs who represent the range of different individual positions for which the test will be used. Normally, the smallest group of positions for which a test is developed will correspond to a subtitle or recruitment option within a classification. If there are differences among individual positions within a classification, subtitle, or recruitment option the test should reflect the “average” or “typical” position. When such differences exist, use SMEs whose collective knowledge and experience cover the full range of positions.
 - b. Tests should be developed on the broadest practicable base consistent with validation standards. Therefore, carefully select SMEs with a view toward future as well as immediate use of the employment register being established.
 - c. In all cases, SMEs must complete an “Exam Security Agreement” and “Job Expert Certificate” (OSER-DMRS-196 [06/02]), located on the OSER web site at <http://oser.state.wi.us/docview.asp?docid=1198>). These validate the SMEs’ participation in the exam development process and ensures security of exam development information. Keep the completed forms in the official recruitment folder. (See *Wisconsin Human Resources Handbook Chapter 192*—Examination Security, Attachments #1 and #2.)
2. Conduct the ratings and document with a current copy of the PD and the HIJC Rating instructions.
 - a. After you have identified SMEs and the position description, including KSAs, is ready to be rated, the personnel specialist/manager should meet with the SMEs either individually or in a group to ensure understanding in the use of the HIJC Rating instructions. (See Attachment #1.) While the instructions lay out the standard format for rating the position, it is never appropriate to simply provide the SMEs with the HIJC Rating Instructions and assume they are understood.
 - b. Transcribe the SME ratings onto a copy of the PD. (See Attachment #2.) This methodology has a number of advantages. First, it is practical because it eliminates the need to transfer the PD information to a separate HIJC form. Second, because it does not require development of general task statements, it decreases the possibility of misinterpretation of important, job-related information. Third, all of the data for exam development is on one document and the possibility of record-keeping errors is minimized.
 - c. Maintain confidentiality of rated PD documents throughout the examination development process. Keep the completed HIJC PD in the official recruitment folder for reference and security.

Sec. 168.050 Administrative Information

This chapter was originally published in February 1978 as Chapter 134—Evaluating Job Content for Selection of the *Wisconsin Personnel Manual*. It was revised on June 5, 1996, and renumbered to Chapter 168 of the *Wisconsin Human Resources Handbook*.

The chapter was made available in electronic format in January 2002. In January 2003, it was updated to be consistent with current formatting.

In April 2004, the word “formal” was removed from the task and knowledge ratings on the HIJC form. Other miscellaneous changes were made within the chapter.

In February 2009, the HIJC Rating Instructions form was changed. The second page of the form, which was a seldom-used sample table for recording HIJC ratings, was removed. The HIJC Ratings Instructions became an informational instruction sheet posted on the OSER website at <http://oser.state.wi.us/docview.asp?docid=6827>. A sample HIJC PD page was added as Attachment #2. Section 168.040 was amended to reflect these changes.

HIGH IMPORTANCE JOB CONTENT (HIJC) RATING INSTRUCTIONS

Subject Matter Experts must perform the ratings. HIJC ratings identify important areas that the examination should measure and the job announcement should identify. Task or knowledge statements that receive high ratings for importance AND are necessary upon appointment will be used for examination development.

INSTRUCTIONS: Read the position description to verify that it is current and accurate. Using the scales below, place two ratings to the left of each task statement and two ratings to the left of each knowledge statement on the PD or in the appropriate block, if using a separate form. It is important to rate each statement individually.

TASK RATINGS

TASK RATING 1	TASK RATING 2
<p>How important is the PERFORMANCE of this task to successful job performance? In your rating, consider factors such as time spent, criticality, and consequence of error.</p> <p style="margin-left: 40px;">0 Not Important 1 Slightly or Somewhat Important 2 Moderately Important 3 Extremely or Very Important 4 Critical</p>	<p>Is the ability to perform this task NECESSARY upon appointment to the position? In other words, is the employee expected to do this task without additional training once hired?</p> <p style="margin-left: 40px;">Y = Yes N = No</p>

Example: The task statement is: *“Prepare biennial budget.”* The task ratings are: “4” and “Y.” This means that: *Budget preparation is critically important to successful job performance and the appointee must be able to perform this task upon appointment without additional training.*

KNOWLEDGE RATINGS

KNOWLEDGE RATING 1	KNOWLEDGE RATING 2
<p>How important is having this KNOWLEDGE, skill, or ability to successful job performance? In your rating, consider factors such as time spent, criticality, and consequence of error.</p> <p style="margin-left: 40px;">0 Not Important 1 Slightly or Somewhat Important 2 Moderately Important 3 Extremely or Very Important 4 Critical</p>	<p>Is having this knowledge, skill, or ability NECESSARY upon appointment to the position? In other words, is the employee expected to have this knowledge without additional training once hired?</p> <p style="margin-left: 40px;">Y = Yes N = No</p>

Example: The knowledge statement is: *“Knowledge of departmental policies and procedures.”* The knowledge ratings are: “3” and “N.” This means that: *This knowledge is very important to successful job performance, however, the appointee will be trained on specific policies and procedures.*

Attachment #2

SAMPLE PD (page 1 only) with HIJC ratings—FOR TRAINING ONLY

Nursing Instructor 1

Position Summary

This is a professional nursing education instructor position with responsibility for planning, providing and evaluating educational programs for nursing personnel, other personnel and members at the 700 plus bed institution where geriatric and/or disabled clients reside. Coordinates, implements and monitors the quality of new nursing employee orientation programs and functions as a primary instructor for the facilities' Certified Nursing Assistant Instructional Program. Work is performed under the administrative direction of the Nursing Support Services Supervisor and/or the Director of Bureau of Nursing.

Time % Goals and Worker Activities

- 50% A. Develop and provide orientation and continuing education programs for bureau of nursing employees to ensure quality education.
- 4Y** A1. Teach or direct nursing and other healthcare staff in the provision of skilled nursing care to geriatric residents in compliance with state, federal and program regulations.
- 4Y** A2. Collaborate with the Nursing Support Services Supervisor on policies, objectives, and procedures for orientation and educational programs for the bureau of nursing.
- 4Y** A3. Evaluate and acquire approved educational resource material, equipment and speakers to meet program objectives for the bureau of nursing within budgetary allocations.
- 4Y** A4. Complete lesson plans to include objectives and teaching outline, incorporating principles of adult learning. Develop handout materials and/or audio-visual aids.
- 3Y** A5. Operate all audio-visual programs and equipment to include production of videos, editing and use of playback equipment.
- 4Y** A6. Provide individualized learning experiences to meet specific learner need for remedial assistance.
- 3N** A7. Develop and provide required annual inservice programs on regulatory standards.
- 3N** A8. Maintain records of orientation and educational program evaluations.