Awareness: Describing the Concepts of JPRs and Revising Text

The intent of the presentation is to describe the concepts that go into making a job performance requirement, a JPR, and how to apply that information when revising a JPR style document.

Goal

To <u>describe</u> the methodology for developing job performance requirements (JPRs) so individuals can <u>identify the specific format</u> and are able to <u>revise text</u> that is used to evaluate the knowledge, skills and abilities of a person qualifying for a national recognized standard level or position as they perform essential job tasks.

Goal. The Goal of this presentation is to describe the methodology for developing job performance requirements (JPRs) so individuals can identify the specific format and are able to revise text that is used to evaluate the knowledge, skills and abilities of a person qualifying for a national recognized standard level or position as they perform essential job tasks.

The Pro-Qual standards and in particular job performance requirements or JPRs, will define the qualities which represent successful task completion. JPRs provide an individual completing the tasks with the necessary data to determine when the task is finished and indicate how well the individual performed.

Creating a JPR

- Job Task Analysis
- Complete Job Inventory
- Using Task Analysis Worksheet
- Use Action Verbs to State Task
- Identify Task Standard
- Job Performance Requirements

Creating a JPR. There are six components that are identified in developing or creating a job performance requirement. They include: Job Task Analysis, Complete Job Inventory, Using Task Analysis Worksheet, Use Action Verbs to State Task, Identify Task Standard, and Job Performance Requirements. This program explains each component which is necessary to finalizing a JPR in the accepted format. This proven approach and techniques involved provide the consistency and readability of the JPR formatted documents.

Job Task Analysis

- Determine what an individual does in a <u>specific job</u>

- Describe <u>duties</u> performed on the job

- Develop relevant <u>tasks</u>

- Organize <u>tasks into primary areas</u> of responsibility

Start the Job Task Analysis. The first and most critical step for determining job performance requirements is performing a job task analysis. Job task analysis is the process of determining precisely what an individual does in a specific job. The task analysis results in a detailed description of what activities or tasks are necessary to performing the job.

Purpose. The purpose of inventorying job duties and tasks is to:
Develop a list of relevant job duties and tasks
Organize the tasks according to primary areas of responsibility
Convert the tasks into job performance requirements
Outcome. The outcome of a job task analysis is a list or inventory of the tasks required by a specific job.

It is important to distinguish several terms and how they are relevant to establishing JPRs.
Job is a *combination of duties and tasks an individual performs.* There may be several jobs within any occupational field. The jobs in the fire and emergency services industry include but not limited fire fighter, fire officer, fire investigator, public fire and life safety educator, hazardous materials technician, and confined space technician.
Duty is a *major subdivision of the work performed by an individual.* Duties are related tasks with a broad functional area of responsibility. A job is made up of several duties and have distinguishable characteristics:
It is a major function or responsibility
It consists of a cluster of closely related tasks
It occurs with reasonable frequency during the work cycle
It involves work actions that use similar knowledge, skills, and abilities
A **task** *is an essential step of a work operation required to complete the performance of a duty.* Tasks are major work activities which achieve specific results. Tasks are stated in behavioral terms and are:
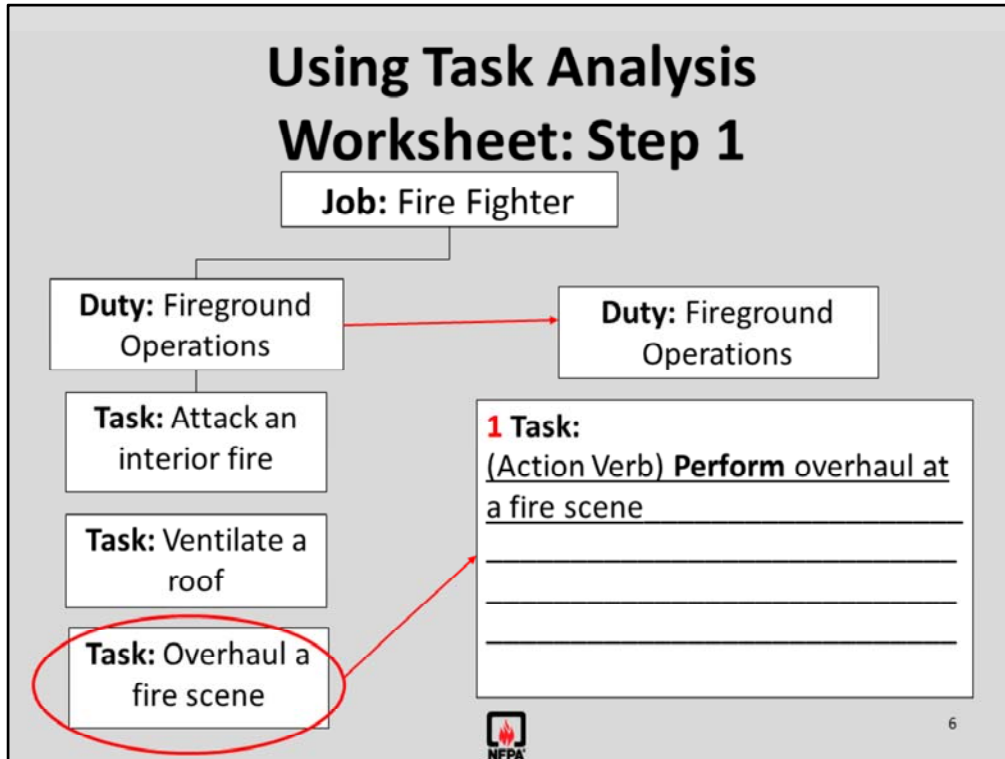observable
distinct
performed in a relatively short period of time, and
lead to a specific outcome, service or decision

Complete the Job Inventory. The task analysis focuses on the duties and tasks required to perform a specific job. This can be accomplished by reviewing sources of information including experts in the field, existing documents for job descriptions, surveys and policies, and educational curriculum guides. The various duties and tasks can be identified by using the Job Inventory Worksheet. The consolidation of duties and tasks results in a master list which is essential for completing the process. It ensures that all relevant job duties and tasks are addressed and provides a complete list of duties and tasks from which to work.

Using Task Analysis Worksheet: Step 1

Job: Fire Fighter

Duty: Fireground Operations

Duty: Fireground Operations

Task: Attack an interior fire

Task: Ventilate a roof

Task: Overhaul a fire scene

1 Task:
(Action Verb) **Perform** overhaul at a fire scene

_____

_____

_____

_____

A task standard statement is a minimal level of performance that identifies which critical components are defined for successful accomplishment of the task.
The purpose of stating the task standard is to:
Indicates what are the task performance outputs
Provides a means for the individual to know when the task is completed
Defines the evaluation parameters for the completed task
Reduces the variables used to gauge performance

Task. The first component is a concise statement of what the individual is expected to do. This is accomplished by converting the tasks from the established Job Inventory Worksheet into the detailed design and development of the Task Analysis Worksheet. The use of a precise action verb, coupled with a brief, concise task standard statement is the foundation for a JPR. You need to avoid qualifiers—typically words that end in "-ly".

Use Action Verbs to State Task

- Describes skill needed to perform task

- Level of verb is selected by expectation

- Select best verb to describe task

Writing JPRs using action verbs helps classify the level of performance required to be achieved with a desired behavior which in turn establishes the expected level or position.

The task statement must be written in behavioral terms. A behavior describes what the individual is expected to accomplish and is directly observed by the evaluator. The statement begins with an action verb and then describes an action to be performed.

The mental skills are primarily concerning intellectual outcomes, whereas the physical skills address the abilities to perform certain motor or physical activities.

All JPRs must be written using actions that classify them according to the level of performance required to achieve a desired behavior.

Performance Levels with Action Verb Progression

Action Verb Progression

5 Creation and Evaluation

Analyze	Construct	Edit	Justify	Project
Anticipate	Create	Evaluate	Originate	Research
Appraise	Critique	Examine	Reconcile	Summarize
Assess	Design	Forecast	Plan	
Compose	Develop	Generate	Predict	
Conceptualize	Devise	Interpret	Prescribe	
Conclude	Diagnose	Judge	Present	

4 Skills Bridging

Adapt	Combine	Discover	Organize	Revise
Adjust	Compare	Discriminate	Rearrange	Separate
Alter	Compile	Formulate	Recommend	Survey
Arrange	Convert	Initiate	Reconstruct	Synthesize
Break-down	Correlate	Integrate	Relate	Transform
Categorize	Coordinate	Modify	Reorganize	Translate
Change	Differentiate	Negotiate	Replace	Verify

3 Superior Skills

Administer	Conduct	Establish	Inspect	Protect	Solve
Advise	Deliver	Estimate	Lead	Regulate	Supervise
Approve	Detect	Execute	Maintain	Render	Support
Attain	Diagram	Express	Manage	Repair	Teach
Calculate	Direct	Facilitate	Monitor	Report	Train
Check	Document	Guide	Proceed	Resolve	
Coach	Enforce	Implement	Produce	Schedule	

2 Basic Skills Application

Advance	Collect	Don	Fix	Obtain	Raise	Sketch
Apply	Compress	Draft	Gather	Operate	Record	Use
Assemble	Compute	Drag	Interview	Overhaul	Remove	Utilize
Attach	Determine	Extend	Manipulate	Perform	Search	Work
Build	Dismantle	Extinguish	Measure	Photograph	Secure	Write
Calibrate	Display	Fasten	Move	Practice	Select	
Climb		File	Notify	Prepare	Show	

1 Pre-Operational

Associate	Display	Label	React	Start
Begin	Distinguish	List	Recite	State
Choose	Explain	Match	Recognize	Tell
Cite	Express	Name	Reproduce	
Define	Identify	Outline	Respond	
Depict	Inventory	Paraphrase	Specify	
Describe	Itemize	Proceed	Spot	

*Use the appropriate action verb or any other trade term that accurately describes the task.

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8

There are five recognized performance levels in the Pro-Qual project. The five performance levels integrate mental and physical skill levels used to prescribe performance requirements for any given task.

Level 1 - Pre-Operational Verbs: These verbs require the individual to have the knowledge and comprehension to fully understand the components of a task or a process and possess a mindset which would enable them to perform a specific task. A baseline from which to work.

Level 2 - Basic Skills Application Verbs: These verbs require the individual to be able to perform the specified task at fundamental levels. That is, they can perform the task, but consistent, accurate performance is not expected.

Level 3 - Superior Skills Verbs: These verbs require the individual to perform mental or physical skills with great expertise. Few mistakes are made during the performance.

Level 4 - Skills Bridging Verbs: These verbs require the individual to perform mental or physical skills with great expertise, but can additionally demonstrate the ability to adapt their skills to new situations or can combine the repertoire of skills to meet the demands of a specific situation.

Level 5 - Creation and Evaluation Verbs: These verbs require that the individual be able to create new methods to fit changing situations. In addition, they are able to fully evaluate or judge the value of existing methods or processes. The individual must have strong mental processing skills.

Identify Task Standard: Step 2

- **Given**
- Tools, equipment, materials
- Describe procedures and conditions
- Safety Equipment
- Ensure uniformity

2 Given:

approved PPE, attack line, hand tools, flashlight, and an assignment

_____

_____

_____

_____

_____

9

Given. Tools, equipment, and materials are items or conditions that must be provided to complete the task. The purpose of identifying tools, equipment, materials and conditions is to describe the minimal provisions required in order for the individual to complete the task, to ensure the necessary supplies are available and meet safety requirements and to stipulate the unique job or task conditions.

Tools: An instrument used or for working with to perform a task

Equipment: The set of articles or physical resources used in an operation or activity

Materials: Physical items that are non-mechanical in nature used to make or do something

Conditions: Specific conditions that affect the conduct of the task

Identify Task Standard: Step 3

- **So That**
- Defines successful performance of task
- Defines evaluation parameters
  - Critical factors
- Reduces variables in gauging performance
- Identifies outcomes

3 So That:

structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished

So That. This component defines the expectation of the individual to perform each task. The task standard guides performance towards completion by identifying evaluation parameters and performance outcomes. This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance and identifies outcomes.

Completing the JPR: Step 4

- "Task", "Given", "So That"

- Verify JPR is in proper format for document

- Check consistency in wording

4 Job Performance Requirement
(Do What? Given What? How Well?)

Task:
Perform overhaul at a fire scene
Given:
approved PPE, attack line, hand tools, flashlight, and an assignment
So That:
structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished

11

Job Performance Requirement. The JPR is the combining of the expected behavior, the description of the tools, equipment and materials, conditions of the performance and the identified outcome. Check the JPR to make sure that it is related to job performance and within the scope of the document.

Requisite Knowledge and Skills: Step 5

- Individual must have the knowledge and skills in order to perform the task

- Identify what individual must already know or be able to perform to complete the task

- Knowledge and skills requisites must complement each other

5   Requisites

Knowledge (Know What?)
Knowledge of types of fire attack lines and water application devices for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, signs of area of origin or signs of arson, and reasons for protection of fire scene

Skills (Do What?)
The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve signs of area of origin and arson; and evaluate for complete extinguishment

12

Requisite Knowledge and Skills. These are the necessary knowledge and skills an individual must have in order to perform the task. Requisite knowledge and skills are the foundation for task performance. The purpose of stating the knowledge and skills is to identify what the individual must already know or be able to perform in order to complete a given task. Include complete requisite knowledge and skills that support the "So That" statement. Make sure that the requisite knowledge list complements the requisite skills list.

Task Analysis Worksheet

Duty: Fireground Operations

1 TASKS

Perform overhaul at a fire scene
_____
_____
_____

2 Given: __approved PPE, attack line, hand tools, flashlight, and an assignment_____
_____
_____
_____

3 So That: structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished

4 Job Performance Requirement
(Do What? Given What? How Well?)

Tasks: Perform overhaul a fire scene
_____
_____
_____

Given: __approved PPE, attack line, hand tools, flashlight, and an assignment_____
_____
_____
_____

So That: __structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished

5 Requisites
Knowledge (Know What?)
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13

Task Analysis Worksheet. Each of the sections of the Task Analysis Worksheet provides the end user with critical background information about the task and its requirements. The task was introduced at the Job Inventory Worksheet and carried forward to the Task Analysis Worksheet. As each of the steps is completed in the Worksheet, the shaping of the JPR is executed. A properly formatted JPR cannot be produced without all of the components within the Task Analysis Worksheet completed.
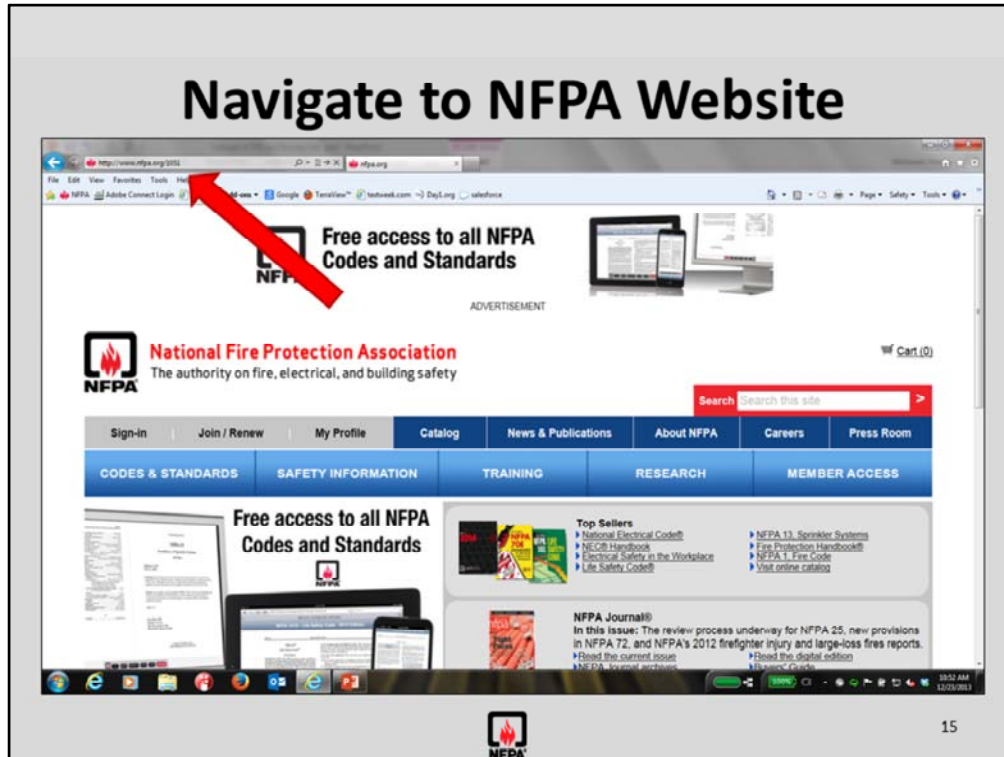
Explanatory Material

- Annex A

- Non-mandatory text

- Permitted to be added to a document to facilitate the use of the document

Annex – Explanatory Material. There are times when it will be necessary to clarify the intent of the content of the JPR. An asterisk (*) will guide the individual to the annex section of the document for explanation of material.

This is a brief overview of how to submit a Public Input.

Now you are ready to make revisions to the JPRs or document. Navigate to NFPA Website, www.nfpa.org/XXXX. XXXX is the number of the document that you specifically want to make changes to. An example includes www.nfpa.org/1051.

There will be a Sign-In page. If you already are a member it will recognize your email address. If you are a non-member or not signed in yet, there is a place to establish an account. It's free and you don't have to be a member to make revisions. Once signed-in, you will move to the Doc Info Page of the document. Click on the Public Input hyperlink.

The Public Input page which gives simple instructions on how to navigate through input process. Click on the chapter where you want to make the revision.
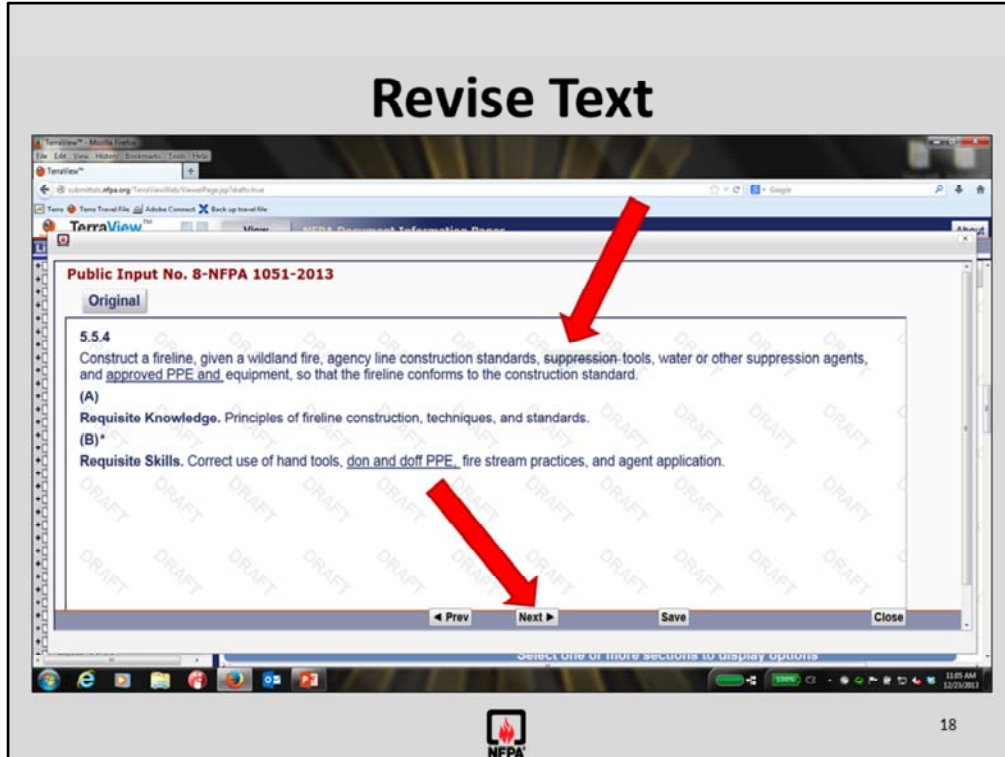
There are a series of minor check marker boxes and indicators to get through to the specific section you want to revise. Then Click Revise Existing Section(s) at the bottom of the page. Then, place the cursor in the area to be revised. If you are adding text just type the text. If you want to delete text just delete the unwanted text. If you "cut and paste" from a Word Doc, all material will be underlined and will be displayed as new. By clicking next, the new slide will show new text as underline. At the same time, deleted text will show as strikethrough. You are required to also write a supportive technical reason for the revision in the following page. You are now ready to submit your Public Input. All Public Inputs are considered by the Technical Committee.

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Developing JPRs is a critical endeavor in qualifying individuals to the various levels and positions within the emergency response community. JPRs are vital to the successful qualifying of an individual to a particular Professional Qualifications project standard. JPRs must be specific to indicate the attributes of successful performance on the job.

I hope this presentation has helped to clarify just what a JPR is and how it can work to benefit you and your community and keep you safe at the same time. If you have other questions regarding JPRs or the Professional Qualifications documents please feel free to contact me at tmcgowan@nfpa.org.