



human

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tenth edition

resource management

Chapter 4

Part 2 Recruitment and Placement

Job Analysis

After studying this chapter, you should be able to:



- 1. Discuss the nature of job analysis, including what it is and how it's used.*
- 2. Use at least three methods of collecting job analysis information, including interviews, questionnaires, and observation.*
- 3. Write job descriptions, including summaries and job functions, using the Internet and traditional methods.*
- 4. Write job specifications using the Internet as well as your judgment.*
- 5. Explain job analysis in a “jobless” world, including what it means and how it's done in practice.*

The Nature of Job Analysis

➤ *Job analysis*

- The procedure for determining the duties and skill requirements of a job and the kind of person who should be hired for it.

➤ *Job description*

- A list of a job's duties, responsibilities, reporting relationships, working conditions, and supervisory responsibilities—one product of a job analysis.

➤ *Job specifications*

- A list of a job's "human requirements," that is, the requisite education, skills, personality, and so on—another product of a job analysis.

Types of Information Collected

- *Work activities*
- *Human behaviors*
- *Machines, tools, equipment, and work aids*
- *Performance standards*
- *Job context*
- *Human requirements*

Uses of Job Analysis Information

- *Recruitment and Selection*
- *Compensation*
- *Performance Appraisal*
- *Training*
- *Discovering Unassigned Duties*
- *EEO Compliance*

Uses of Job Analysis Information

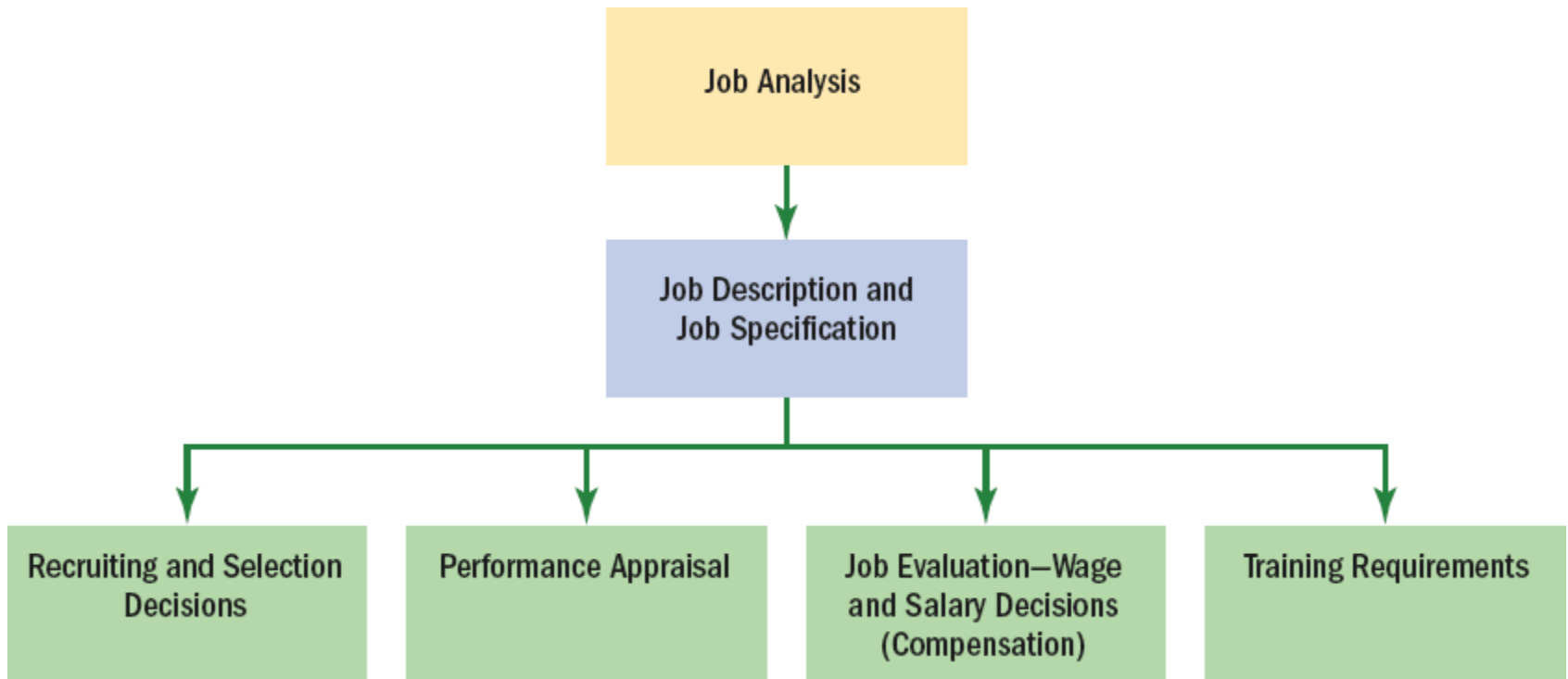


Figure 4–1

Steps in Job Analysis

- **Step 1:** Decide how you'll use the information.
- **Step 2:** Review relevant background information.
- **Step 3:** Select representative positions.
- **Step 4:** Actually analyze the job.
- **Step 5:** Verify the job analysis information.
- **Step 6:** Develop a job description and job specification.

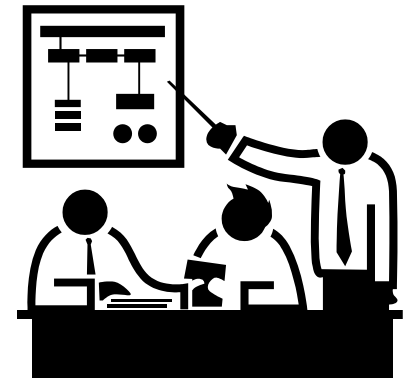
Charting the Organization

➤ *Organization chart*

- A chart that shows the organizationwide distribution of work, with titles of each position and interconnecting lines that show who reports to and communicates to whom.

➤ *Process chart*

- A work flow chart that shows the flow of inputs to and outputs from a particular job.



Process Chart for Analyzing a Job's Workflow

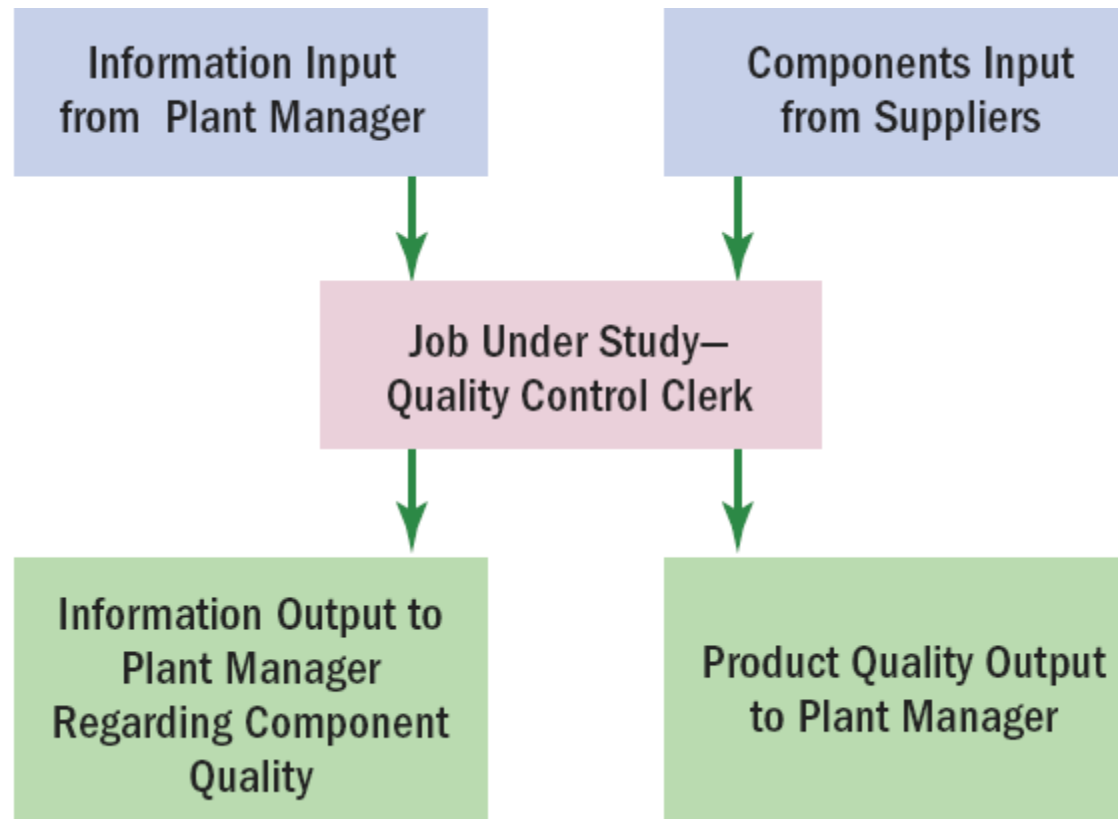


Figure 4–2

Methods of Collecting Job Analysis Information: The Interview

➤ *Information sources*

- Individual employees
- Groups of employees
- Supervisors with knowledge of the job

➤ *Advantages*

- Quick, direct way to find overlooked information.

➤ *Disadvantages*

- Distorted information

➤ *Interview formats*

- Structured (Checklist)
- Unstructured



Interview Guidelines

- *The job analyst and supervisor should work together to identify the workers who know the job best.*
- *Quickly establish rapport with the interviewee.*
- *Follow a structured guide or checklist, one that lists open-ended questions and provides space for answers.*
- *Ask the worker to list his or her duties in order of importance and frequency of occurrence.*
- *After completing the interview, review and verify the data.*

Methods of Collecting Job Analysis Information: Questionnaires

➤ *Information source*

- Have employees fill out questionnaires to describe their job-related duties and responsibilities.

➤ *Questionnaire formats*

- Structured checklists
- Opened-ended questions

➤ *Advantages*

- Quick and efficient way to gather information from large numbers of employees

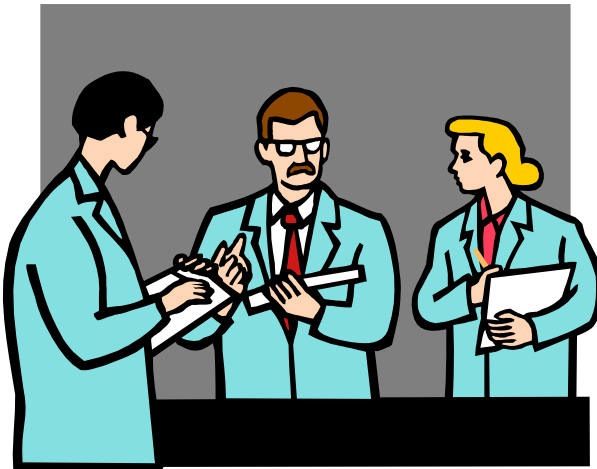
➤ *Disadvantages*

- Expense and time consumed in preparing and testing the questionnaire

Methods of Collecting Job Analysis Information: Observation

➤ *Information source*

- Observing and noting the physical activities of employees as they go about their jobs.



➤ *Advantages*

- Provides first-hand information
- Reduces distortion of information

➤ *Disadvantages*

- Time consuming
- Difficulty in capturing entire job cycle
- Of little use if job involves a high level of mental activity.

Methods of Collecting Job Analysis Information: Participant Diary/Logs

➤ *Information source*

- Workers keep a chronological diary/ log of what they do and the time spent in each activity.



➤ *Advantages*

- Produces a more complete picture of the job
- Employee participation

➤ *Disadvantages*

- Distortion of information
- Depends upon employees to accurately recall their activities

Quantitative Job Analysis Techniques

- *The position analysis questionnaire (PAQ)*
 - A questionnaire used to collect quantifiable data concerning the duties and responsibilities of various jobs.
- *The Department of Labor (DOL) procedure*
 - A standardized method by which different jobs can be quantitatively rated, classified, and compared.
- *Functional job analysis*
 - Takes into account the extent to which instructions, reasoning, judgment, and mathematical and verbal ability are necessary for performing job tasks.

Job Analysis Schedule

1. Established Job Title DOUGH MIXER
 2. Ind. Assign (bake prod.)
 3. SIC Code(s) and Title(s) 2081 Bread and other bakery products

4. JOB SUMMARY:

Operates mixing machine to mix ingredients for straight and sponge (yeast) doughs according to established formulas, directs other workers in fermentation of dough, and curls dough into pieces with hand cutter.

5. WORK PERFORMED RATINGS:

	D	P	(T)
Worker Functions	Data	People	Things
	5	6	2

Work Field Cooking, Food Preparing

6. WORKER TRAITS RATING: (To be filled in by analyst)

- Training time required
- Aptitudes
- Temperaments
- Interests
- Physical Demands
- Environment Conditions

Sample Report
Based on
Department of
Labor Job
Analysis
Technique

Figure 4-6

Writing Job Descriptions

➤ *A job description*

- A written statement of what the worker actually does, how he or she does it, and what the job's working conditions are.

➤ *Sections of a typical job description*

- Job identification
- Job summary
- Responsibilities and duties
- Authority of incumbent
- Standards of performance
- Working conditions
- Job specifications

Sample Job Description, Pearson Education

JOB TITLE: Telesales Representative	JOB CODE: 100001
RECOMMENDED SALARY GRADE:	EXEMPT/NON-EXEMPT STATUS: NonExempt
JOB FAMILY: Sales	EEOC: Sales Workers
DIVISION: Higher Education	REPORTS TO: District Sales Manager
DEPARTMENT: In-House Sales	LOCATION: Boston
	DATE: April 2004

SUMMARY (Write a brief summary of job)

This position is responsible for selling College textbooks, software, and multimedia products to professors, via incoming and outgoing telephone calls, and to carry out selling strategies to meet sales goals in assigned territories of smaller colleges and universities. In addition, this position will be responsible for generating a designated amount of editorial leads, and communicating to the publishing groups product feedback and market trends observed in the assigned territory.

SCOPE AND IMPACT OF JOB

Dollar responsibilities (budget and/or revenue)

This position is responsible for generating approximately \$2 million in revenue, for meeting operating expense budget of approximately \$4000, and a sampling budget of approximately 10,000 units.

Supervisory responsibilities (direct and indirect)

None

Other

REQUIRED KNOWLEDGE AND EXPERIENCE (Knowledge and experience necessary to do job)

Related work experience

Prior sales or publishing experience preferred. One year of company experience in a customer service or marketing function with broad knowledge of company products and services is desirable.

Formal education or equivalent

Bachelor's degree with strong academic performance or work equivalent experience.

Skills

Must have strong organizational and persuasive skills. Must have excellent verbal and written communications skills and must be PC proficient.

Other

Limited travel required (approx 5%)

Source: Courtesy of HR Department,
Pearson Education.

Figure 4-7a

PRIMARY RESPONSIBILITIES (List in order of importance and list amount of time spent on task)

Driving Sales (60%)

- Achieve quantitative sales goal for assigned territory of smaller colleges and universities.
- Determine sales priorities and strategies for territory and develop a plan for implementing those strategies.
- Conduct 15–20 professor interviews per day during the academic sales year that accomplishes those priorities.
- Conduct product presentations (including texts, software, and web-site); effectively articulate author's central vision of key titles; conduct sales interviews using the PSS model; conduct walk-through of books and technology.
- Employ telephone selling techniques and strategies.
- Sample products to appropriate faculty making strategic use of assigned sampling budgets.
- Close class test adoptions for first edition products.
- Negotiate custom publishing and special packaging agreements within company guidelines.
- Initiate and conduct in-person faculty presentations and selling trips as appropriate to maximize sales with the strategic use of travel budget. Also use internal resources to support the territory sales goals.
- Plan and execute in-territory special selling events and book-fairs
- Develop and implement in-territory promotional campaigns and targeted email campaigns.

Publishing (editorial/marketing) 25%

- Report, track, and sign editorial projects.
- Gather and communicate significant market feedback and information to publishing groups.

Territory Management 15%

- Track and report all pending and closed business in assigned database.
- Maintain records of customer sales interviews and adoption situations in assigned database.
- Manage operating budget strategically.
- Submit territory itineraries, sales plans, and sales forecasts as assigned.
- Provide superior customer service and maintain professional bookstore relations in assigned territory.

Decision-Making Responsibilities for this position:

Determine the strategic use of assigned sampling budget to most effectively generate sales revenue to exceed sales goals.

Determine the priority of customer and account contacts to achieve maximum sales potential.

Determine where in-person presentations and special selling events would be most effective to generate most sales.

Sample Job Description, Pearson Education

Source: Courtesy of HR
Department, Pearson
Education.

Figure 4–7b

“Marketing Manager” Description from Standard Occupational Classification

20. 11-2021 Marketing Managers

Abstract: 11-2021 Marketing Managers. Determine the demand for products and services offered by a firm and its competitors and identify potential customers. Develop pricing strategies with the goal of maximizing the firm’s profits or share of the market while ensuring the firm’s customers are satisfied.

The Job Description

➤ *Job identification*

- Job title: name of job
- FLSA status section: Exempt or nonexempt
- Preparation date: when the description was written
- Prepared by: who wrote the description

➤ *Job summary*

- Describes the general nature of the job
- Lists the major functions or activities

The Job Description (cont'd)

➤ *Relationships (chain of command)*

- Reports to: employee's immediate supervisor
- Supervises: employees that the job incumbent directly supervises
- Works with: others with whom the job holder will be expected to work and come into contact with internally.
- Outside the company: others with whom the job holder is expected to work and come into contact with externally.

The Job Description (cont'd)

➤ *Responsibilities and duties*

- A listing of the job's major responsibilities and duties (essential functions)
- Defines limits of jobholder's decision-making authority, direct supervision, and budgetary limitations.

➤ *Standard Occupational Classification*

- Classifies all workers into one of 23 major groups of jobs which are subdivided into 96 minor groups of jobs and detailed occupations.

SOC's Major Groups of Jobs

11-0000	Management Occupations
13-0000	Business and Financial Operations Occupations
15-0000	Computer and Mathematical Occupations
17-0000	Architecture and Engineering Occupations
19-0000	Life, Physical, and Social Science Occupations
21-0000	Community and Social Services Occupations
23-0000	Legal Occupations
25-0000	Education, Training, and Library Occupations
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations
29-0000	Healthcare Practitioners and Technical Occupations
31-0000	Healthcare Support Occupations
33-0000	Protective Service Occupations
35-0000	Food Preparation and Serving-Related Occupations
37-0000	Building and Grounds Cleaning and Maintenance Occupations
39-0000	Personal Care and Service Occupations
41-0000	Sales and Related Occupations
43-0000	Office and Administrative Support Occupations
45-0000	Farming, Fishing, and Forestry Occupations
47-0000	Construction and Extraction Occupations
49-0000	Installation, Maintenance, and Repair Occupations
51-0000	Production Occupations
53-0000	Transportation and Material Moving Occupations
55-0000	Military Specific Occupations

Note: Within these major groups are 96 minor groups, 449 broad occupations, and 821 detailed occupations.

Table 4–2

Is the Job Function Essential?

- *What three or four main activities actually constitute the job? Is each really necessary?*
- *What is the relationship between each task? Is there a special sequence which the tasks must follow?*
- *Do the tasks necessitate sitting, standing, crawling, walking, climbing, running, stooping, kneeling, lifting, carrying, digging, writing, operating, pushing, pulling, fingering, talking, listening, interpreting, analyzing, seeing, coordinating, etc.?*
- *How many employees are available to perform the job function? Can the job function be distributed among other employees?*
- *How much time is spent on the job performing each particular function? Are infrequent tasks less important to success?*
- *Would removing a function fundamentally alter the job?*

Is the Job Function Essential? (cont'd)

- *What happens if a task is not completed on time?*
- *Does the position exist to perform that function?*
- *Are employees in the position actually required to perform the function?*
- *Is there a limited number of other employees available to perform the function?*
- *What is the degree of expertise or skill required to perform the function?*
- *What is the actual work experience of present or past employees in the job?*
- *What is the amount of time an individual actually spends performing the function?*
- *What are the consequences of not requiring the performance of the function?*

The Job Description (cont'd)

- *Standards of performance and working conditions*
 - Lists the standards the employee is expected to achieve under each of the job description's main duties and responsibilities.



Writing Job Specifications

- *Specifications for trained personnel*
 - Focus on traits like length of previous service, quality of relevant training, and previous job performance.
- *Specifications for untrained personnel*
 - Focus on physical traits, personality, interests, or sensory skills that imply some potential for performing or for being trained to do the job.

Writing Job Specifications (cont'd)

➤ *Specifications Based on Judgment*

- Self-created judgments (common sense)
- List of competencies in Web-based job descriptions (e.g., www.jobdescription.com)
- O*NET online
- Standard Occupational Classification

➤ *Specifications Based on Statistical Analysis*

- Attempts to determine statistically the relationship between a predictor or human trait and an indicator or criterion of job effectiveness.

Writing Job Specifications (cont'd)

➤ *Steps in the Statistical Approach*

- Analyze the job and decide how to measure job performance.
- Select personal traits that you believe should predict successful performance.
- Test candidates for these traits.
- Measure the candidates' subsequent job performance.
- Statistically analyze the relationship between the human trait and job performance.

Writing Job Descriptions

- Step 1. Decide on a Plan
- Step 2. Develop an Organization Chart
- Step 3. Use a Job Analysis/Description Questionnaire
- Step 4. Obtain Lists of Job Duties from O*NET
- Step 5. Compile the Job's Human Requirements from O*NET
- Step 6. Complete Your Job Description

Job Analysis in a “Jobless” World

➤ *Job*

- Generally defined as “a set of closely related activities carried out for pay.”



From Specialized to Enlarged Jobs

➤ *Job enlargement*

- Assigning workers additional same level activities, thus increasing the number of activities they perform.

➤ *Job enrichment*

- Redesigning jobs in a way that increases the opportunities for the worker to experience feelings of responsibility, achievement, growth, and recognition.

From Specialized to Enlarged Jobs (cont'd)

➤ *Job rotation*

- Moving a trainee from department to department to broaden his or her experience and identify strong and weak points to prepare the person for an enhanced role with the company
- Systematically moving workers from one job to another to enhance work team performance.

Why Managers Are Dejobbing Their Companies

➤ *Dejobbing*

- Broadening the responsibilities of the company's jobs
- Encouraging employee initiative.

➤ *Internal factors leading to dejobbing*

- Flatter organizations
- Work teams

➤ *External factors leading to dejobbing.*

- Rapid product and technological change
- Global competition
- Deregulation,
- Political instability,
- Demographic changes
- Rise of a service economy.

Competency-Based Job Analysis

➤ *Competencies*

- Demonstrable characteristics of a person that enable performance of a job.

➤ *Competency-based job analysis*

- Describing a job in terms of the measurable, observable, behavioral competencies (knowledge, skills, and/or behaviors) an employee must exhibit to do a job well.

Why Use Competency Analysis?

➤ *To support HPWS*

- Traditional job descriptions (with their lists of specific duties) may actually backfire if a high-performance work system is the goal.

➤ *Maintain a strategic focus*

- Describing the job in terms of the skills, knowledge, and competencies the worker needs is more strategic.

➤ *Measuring performance*

- Measurable skills, knowledge, and competencies are the heart of any company's performance management process.

Performance Management

➤ *Performance management*

- Managing all elements of the organizational process that affect how well employees perform.

➤ *Types of competencies*

- **General competencies**
 - reading, writing, and mathematical reasoning.
- **Leadership competencies**
 - leadership, strategic thinking, and teaching others.
- **Technical competencies**
 - specific technical competencies required for specific types of jobs and/or occupations.

Background Data for Examples

Example of Job Title: Customer Service Clerk

Example of Job Summary:

Answers inquiries and gives directions to customers, authorizes cashing of customers' checks, records and returns lost charge cards, sorts and reviews new credit applications, works at customer service desk in department store.

Example of One Job Duty:

Authorizes cashing of checks: authorizes cashing of personal or payroll checks (up to a specified amount) by customers desiring to make payment by check. Requests identification—such as driver's license—from customers and examines check to verify date, amount, signature, and endorsement. Initials check and sends customer to cashier.

Welcome to O*NET™ OnLine!

Making occupational information interactive and accessible for all...

About New Data in OnLine

➤ [Find Occupations](#)

Find occupations using keywords, O*NET-SOC codes, Job Families, or by viewing a complete list.

➤ [Skills Search](#)

Use a list of your skills to find matching O*NET-SOC occupations.

➤ [Crosswalk](#)

Use other classification systems (DOT, SOC, MOC, and RAIS) to find matching O*NET-SOC occupations.

If your search identifies occupations that require skills or abilities that may be difficult to use because of a health problem or disability, please consider [job accommodations](#). Accommodations may involve a change in the work environment, the way a specific job is performed, or the use of special equipment.

For assistance in identifying accommodation options, contact the [Job Accommodation Network \(JAN\)](#), a service of the U.S. DOL Office of Disability Employment Policy, or go directly to [SOAR \(Searchable Online Accommodation Resource\)](#).

The Occupational Information Network (O*NET) and O*NET OnLine were developed for the US Department of Labor by the National O*NET Consortium. For more information about O*NET and the O*NET Consortium, please visit the [O*NET Consortium Website](#).

Job Family Search Results for: Sales and Related (30 matches)

Sales and Related

O*NET-SOC Code	O*NET-SOC Title	Reports (help)		
41-1011.00	First-Line Supervisors/Managers of Retail Sales Workers	Summary	Detail	Custom
41-1012.00	First-Line Supervisors/Managers of Non-Retail Sales Workers	Summary	Detail	Custom
41-2011.00	Cashiers	Summary	Detail	Custom
41-2012.00	Gaming Change Persons and Booth Cashiers	Summary	Detail	Custom
41-2021.00	Counter and Rental Clerks	Summary	Detail	Custom
41-2022.00	Parts Salespersons	Summary	Detail	Custom
41-2031.00	Retail Salespersons	Summary	Detail	Custom
41-3011.00	Advertising Sales Agents	Summary	Detail	Custom
41-3021.00	Insurance Sales Agents	Summary	Detail	Custom
41-3031.00	Securities, Commodities, and Financial Services Sales Agents	Summary	Detail	Custom
41-3031.01	Sales Agents, Securities and Commodities	Summary	Detail	Custom
41-3031.02	Sales Agents, Financial Services	Summary	Detail	Custom
41-3041.00	Travel Agents	Summary	Detail	Custom
41-3099.99	Sales Representatives, Services, All Other	Summary	Detail	Custom
41-4011.00	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	Summary	Detail	Custom
41-4011.01	Sales Representatives, Agricultural	Summary	Detail	Custom
41-4011.02	Sales Representatives, Chemical and Pharmaceutical	Summary	Detail	Custom
41-4011.03	Sales Representatives, Electrical/Electronic	Summary	Detail	Custom

Summary Report for: 41-2031.00 - Retail Salespersons

Sell merchandise, such as furniture, motor vehicles, appliances, or apparel in a retail establishment.

[Tasks](#) | [Knowledge](#) | [Skill](#) | [Abilities](#) | [Work Activities](#) | [Work Context](#) | [Job Zone](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related Occupations](#) | [Wages & Employment](#)

Tasks

- Greet customers and ascertain what each customer wants or needs.
- Open and close cash registers, performing tasks such as counting money, separating charge slips, coupons, and vouchers, balancing cash drawers, and making deposits.
- Maintain knowledge of current sales and promotions, policies regarding payment and exchanges, and security practices.
- Compute sales prices, total purchases and receive and process cash or credit payment.
- Maintain records related to sales.
- Watch for and recognize security risks and thefts, and know how to prevent or handle these situations.
- Recommend, select, and help locate or obtain merchandise based on customer needs and desires.
- Answer questions regarding the store and its merchandise.
- Describe merchandise and explain use, operation, and care of merchandise to customers.
- Ticket, arrange and display merchandise to promote sales.

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Knowledge

Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Sales and Marketing — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.

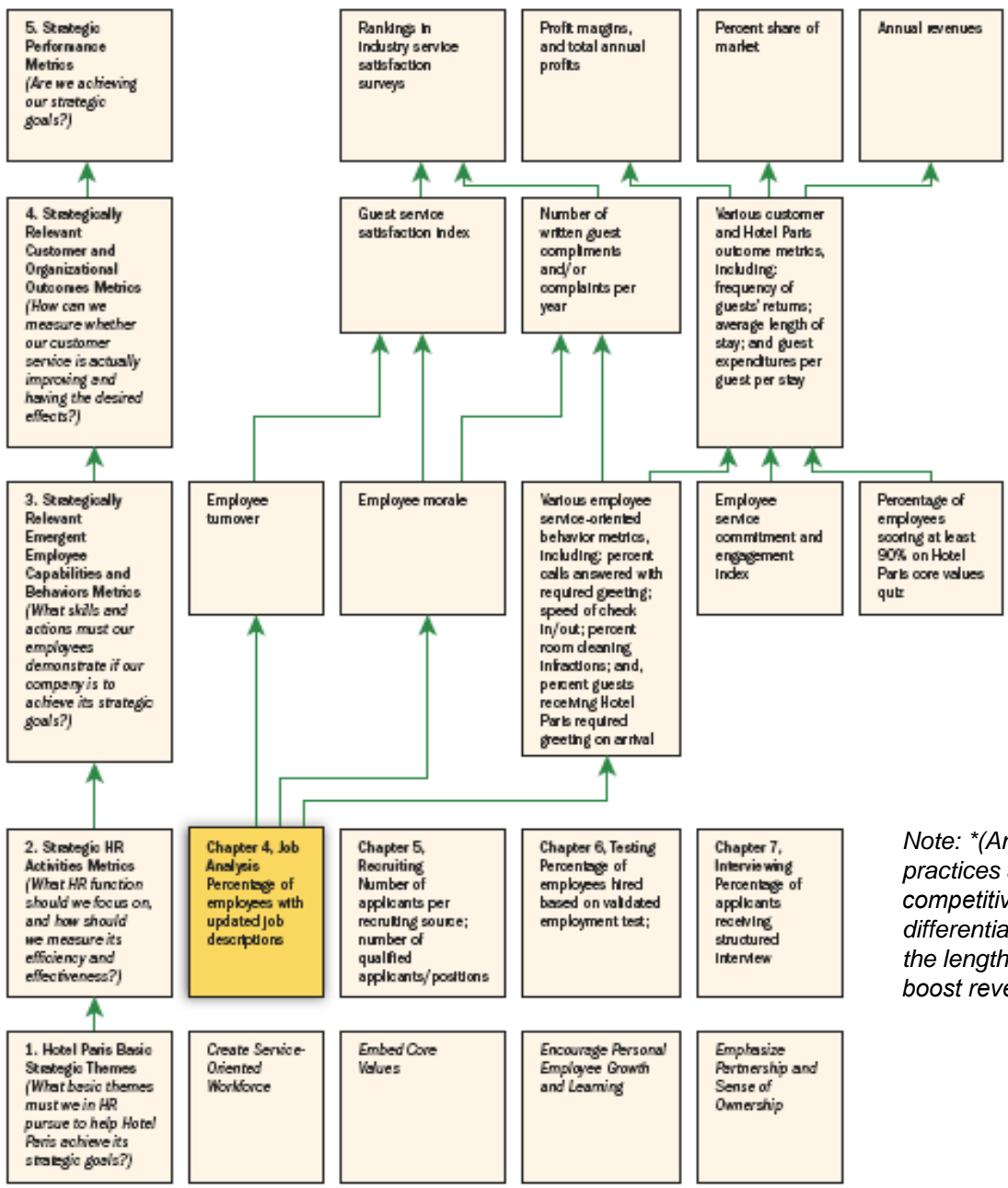
Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

Mathematics — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

HR Scorecard for Hotel Paris International Corporation*



*Note: *(An abbreviated example showing selected HR practices and outcomes aimed at implementing the competitive strategy, "To use superior guest services to differentiate the Hotel Paris properties and thus increase the length of stays and the return rate of guests and thus boost revenues and profitability")*

Figure 4-11

The Skills Matrix for One Job at BP

H	H	H	H	H	H	H
G	G	G	G	G	G	G
F	F	F	F	F	F	F
E	E	E	E	E	E	E
D	D	D	D	D	D	D
C	C	C	C	C	C	C
B	B	B	B	B	B	B
A	A	A	A	A	A	A
Technical Expertise	Business Awareness	Communication and Interpersonal	Decision Making and Initiative	Leadership and Guidance	Planning and Organizational Ability	Problem Solving

Note: The light blue boxes indicate the minimum level of skill required for the job.

Figure 4–12

Key Terms

job analysis

job description

job specifications

organization chart

process chart

diary/log

position analysis

questionnaire (PAQ)

**U.S. Department of Labor
(DOL)**

job analysis procedure

functional job analysis

**Standard Occupational
Classification (SOC)**

job enlargement

job rotation

job enrichment

dejobbing

boundaryless organization

reengineering

competencies

**competency-based job
analysis**

performance management