SHM®

SOCIETY FOR HUMAN
RESOURCE MANAGEMENT

Job Analysis

By Patricia A. Meglich, Ph.D., SPHR

PROJECT TEAM

Author: Patricia A. Meglich, Ph.D., SPHR

SHRM project contributor: Bill Schaefer, SPHR

External contributor: Sharon H. Leonard

Copy editing: Katya Scanlan, copy editor

Design: Terry Biddle, graphic designer

Job Analysis

Target Audience

This module is appropriate for business, management and human resource management majors at the undergraduate and graduate levels.

Module Length

This module is designed to be taught in 150 minutes (three 50-minute classes).

Suggested Readings for Students and Instructors

Brannick, M. T., & Levine, E. L. (2002). *Job analysis: Methods, research, and applications for human resource management in the new millennium*. Thousand Oaks, CA: Sage Publications, Inc.

Clifford J. (1994). Job analysis: Why do it, and how should it be done? *Public Personnel Management*, 23(2), 321.

Fine, S.E., & Cronshaw, S.F. (1999). *Functional job analysis: A foundation for human resources management*. New Jersey: Lawrence Erlbaum Associates.

Fine, S.A. (1955). A structure of worker functions. *Personnel and Guidance Journal, 34*, 66-73.

Heneman, H., & Judge, T. (2008). *Staffing organizations (6th edition)*. McGraw-Hill/Irwin.

Mathis, R. L., & Jackson, J. H. (2008). *Human resource management (12th edition)*. Mason, OH: Thomson South Western.

Session I. Fundamentals of Job Analysis

Learning Objectives

- Explain the historical context of job analysis.

- Define the importance of job analysis to all human resource management (HRM) activities and functions.

- Explain the information required to conduct a job analysis and the sources of information.

Topic	Activity	Media	Time
Job analysis from an historical context	Introduce the learning session objectives and define job analysis. These objectives were modified from Heneman and Judge (2009). In this first session, you will discuss the history of job analysis and show students how integral the understanding and codification of jobs are to the efficient functioning of HR in an organization. Students should understand the evolution of work and how job analysis changed in response to the changing work environment. The session concludes with an overview of the information needed to effectively conduct a job analysis. Please refer to the detailed instructor's notes in the PowerPoint presentation.	PPT slides 1-6. Student input.	15 min.
Job analysis as a foundation for all HR functions	Please refer to the detailed instructor's notes in the PowerPoint presentation.	PPT slides 7-9. Student input.	15 min.
Information needed to analyze a job	Please refer to the detailed instructor's notes in the PowerPoint presentation.	PPT slides 10-13. Heneman and Judge (2009), p. 151. Student input.	10 min.
Data sources	Please refer to the detailed instructor's notes in the PowerPoint presentation.	PPT slides 14-16.	5 min.
Wrap-up	Please refer to the detailed instructor's notes in the PowerPoint presentation. Each student should retrieve and print a job description and bring it to the next class session. Remind students to bring the job description to the next class session.	PPT slide 17.	5 min.

Session II. Analyzing a Job

- Explain the methods of data collection.

- Analyze a job description retrieved from O*Net with respect to sources and methods of data collection.

- Analyze a job description retrieved from O*Net with respect to importance of tasks.

Topic	Activity	Media	Time
Review of previous material	Review the key points from Session I. Ask students questions regarding: ■ The history of job analysis. ■ The role of job analysis in conducting HRM activities. ■ The information needed to conduct a job analysis. ■ The sources of job information that can be used.	Student input.	5 min.
Data collecting methods	Introduce the learning session objectives. Please refer to the detailed instructor's notes in the PowerPoint presentation.	PPT slides 18-27. Mathis and Jackson (2008), pp. 179-182.	15 min.
Small group work: Job Analysis Activity I	Please refer to the detailed instructor's notes in the PowerPoint presentation.	Slide 28. O*Net web site (**http://online. onetcenter.org**) Students will bring the job description to class. Heneman and Judge (2009), p. 155.	20 min.

Debrief	Assign student groups to complete the Job Analysis Activity I worksheet. Each group will complete a worksheet for the job downloaded previously.

A sample for a waiter/waitress job is included in the instructor materials.

Each group should present its recommendations regarding sources and methods of collecting data for assigned job description. The responses can be recorded on the flipchart, a whiteboard or a blackboard. Discuss the appropriateness of the responses and compare the findings for groups that were assigned the same job description.

Then review the findings regarding importance of the 10 tasks. Were the results the same for both methods used by each group? Compare the results from groups that evaluated the same job description. Explore reasons why the groups have different results.

As an alternative, this activity can be assigned as homework. Students would complete the worksheet on their own and then get into groups during the class session to compare their results for the same job description. The decision regarding grading this assignment is left to the course instructor based on how course grades are determined.

Remind students to bring the job description and the analysis from this activity to the next class session. | Flipchart, whiteboard or blackboard.

PPT slide 29. | 10 min. |

Session III. Outcomes and Legal Requirements for Job Analysis

Learning Objectives

■ Explain outcomes of job analysis.

■ Distinguish between essential and nonessential job duties.

■ Explain the legal implications of job analysis.

Topic	Activity	Media	Time
Review of previous material	Review the key points from Session II. Ask students questions regarding: ■ The methods of collecting data. ■ The strengths and weaknesses of each method. ■ The methods used to determine importance of job tasks.	Student input.	5 min.
Outcomes of job analysis	Please refer to the detailed instructor's notes in the PowerPoint presentation.	PPT slides 30-34. Mathis and Jackson (2008), pp. 186-189.	10 min.
Essential job functions	Please refer to the detailed instructor's notes in the PowerPoint presentation.	PPT slide 35.	5 min.

Small group work: Job Analysis Activity II	Learning objectives for this activity: ■ Analytical thinking regarding the distinction between essential and nonessential functions. ■ Critical and analytical thinking to identify the abilities required for successful job performance. ■ Connect the abilities identified with the information provided on O*Net. Student groups will determine the essential and nonessential job functions for a job description retrieved from O*Net. Recommended job descriptions are jobs that undergraduate students would typically be familiar with in their daily lives. It is preferable to have at least two groups evaluate each job description so their findings can be compared during the debrief. Several different job descriptions should be used to avoid boredom and fatigue during the debrief. Job descriptions that are particularly easy to work with are: ■ Dental hygienist. ■ Waiter and waitress. ■ Real estate sales agent. ■ Floral designer. ■ Hairdresser, hairstylist, cosmetologist. ■ Retail salesperson. Please see detailed instructor's notes in the PowerPoint presentation.	PPT slide 36. O*Net web site (**http://online. onetcenter.org**) Heneman and Judge (2009), p. 158.	10 min.
Debrief	The output of the activity is a completed Job Analysis Activity II worksheet. Each group will complete a worksheet for the downloaded job. A sample for a waiter/waitress job is included in the instructor materials. Each group presents its findings regarding essential and nonessential job duties. Have the groups that studied the same job compare their findings to determine how closely they match. Discuss the appropriateness of their responses and compare the findings among groups that were assigned the same job description. Then review the findings regarding abilities required to perform the job. This can be compiled on a flipchart, whiteboard or blackboard to determine which of the four abilities (cognitive, psychomotor, physical or sensory) was most commonly identified. Discuss the implications of those findings in terms of staffing and selection. As an alternative, this activity can be assigned as homework. Students would complete the worksheet on their own and then get into groups during the class session to compare their results for the same job description. The decision regarding grading this assignment is left to the course instructor based on how the course grades are determined.	Student input. Flipchart, whiteboard or blackboard.	10 min.
Behavioral aspects of job analysis	Please refer to the detailed instructor's notes in the PowerPoint presentation.	PPT slide 37.	5 min.
Maintenance of job descriptions	Please refer to the detailed instructor's notes in the PowerPoint presentation.	PPT slide 38.	5 min.

Job Analysis Activity I: Blank Version

You have visited the O*Net web site (**http://online.onetcenter.org**) and selected one of the following job descriptions: dental hygienist, waiter and waitress, real estate sales agent, floral designer, hairdresser, hairstylist, cosmetologist or retail salesperson. Your group will select one job description to use when answering the following questions.

_____

Job title of job being analyzed

1. How would you recommend gathering information to update this job description? Specifically, what data sources and data collection methods do you recommend? Explain why you chose those sources and methods.

Sources you recommend:

_____

_____

Why those sources?

_____

_____

_____

_____

Methods you recommend:

_____

_____

Why those methods?

_____

_____

_____

2. There are 10 tasks listed on the job description. Write the specific task statements in the table below. Using the following guidelines, determine the importance of each of these tasks.

Percentage of time spent. For each task/dimension, indicate the percentage of time spent on that function. The total must add to 100%.

Task	Percentage of time
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
TOTAL	100%

Importance to overall performance. For each task/dimension, rate its importance to overall job performance. Write the specific task statements in the table below.

Task	Importance to overall job
1.	1 2 3 4 5 Minor Major
2.	1 2 3 4 5 Minor Major
3.	1 2 3 4 5 Minor Major
4.	1 2 3 4 5 Minor Major
5.	1 2 3 4 5 Minor Major
6.	1 2 3 4 5 Minor Major
7.	1 2 3 4 5 Minor Major
8.	1 2 3 4 5 Minor Major
9.	1 2 3 4 5 Minor Major
10.	1 2 3 4 5 Minor Major

Job Analysis Activity II: Blank Version

You have visited the O*Net web site (**http://online.onetcenter.org**) and selected one of the following job descriptions: dental hygienist, waiter and waitress, real estate sales agent, floral designer, hairdresser, hairstylist, cosmetologist or retail salesperson. Your group will select one job description to use when answering the following questions.

_____

Job title of job being analyzed

1. Using your responses to question 2, identify essential and nonessential job functions for this job.

Task	Essential/nonessential?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

2. Review the abilities required to perform this job. Categorize the abilities by using the O*Net taxonomy (shown on page 160, Exhibit 4.8 of Heneman and Judge, 6th edition). Place the number of the task in the appropriate abilities category for each task. A particular task can be classified in more than one category. Sum the abilities in each category. What is the dominant type of ability needed to perform this job? Identify specific skills needed to perform major tasks.

Category of ability	Frequency
Cognitive	
Psychomotor	
Physical	
Sensory	

_____

_____

_____

_____

_____

_____

Job Analysis Activity I: Sample Version

You have visited the O*Net web site (**http://online.onetcenter.org**) and selected one of the following job descriptions: dental hygienist, waiter and waitress, real estate sales agent, floral designer, hairdresser, hairstylist, cosmetologist or retail salesperson. Your group will select one job description to use when answering the following questions.

Waiters and waitresses
Job title of job being analyzed

1. How would you recommend gathering information to update this job description? Specifically, what data sources and data collection methods do you recommend? Explain why you chose those sources and methods.

Sources you recommend:
Job incumbents, restaurant managers, customers.

Why those sources?
Job incumbents are currently performing the job and should know what is expected of them in this particular restaurant. The restaurant managers should know what they believe a waiter/waitress should be doing. Customers should be able to explain what services they expect a waiter/waitress to perform in providing their order. They should help in establishing performance standards as well because they know what level of quality they require to rate the service tip-worthy.

Methods you recommend:
Observing the job incumbents, interviewing managers, surveying customers and holding a customer focus group would provide both qualitative and quantitative data for your analysis.

Why those methods?
Observing the job incumbents will provide a comprehensive overview of the job duties performed by wait staff. Because the job is fairly repetitive and each segment is relatively brief, the job analyst can observe several stages of the waiter/waitress's job in a fairly short period of time. By observing the job incumbent from the beginning to the end of a particular service transaction, the job analyst can see the entire job being performed. Interviewing the manager after observing the job incumbent would allow the job analyst to ask direct, focused questions regarding details not clearly observable. The restaurant manager should be able to explain how many customers/tables a waiter/waitress should be able to service, what skills are needed to properly perform the job and how things work in the kitchen for food preparation, etc. Customers can be surveyed with comment cards that include major job duties of the waiter/waitress. This would be quick and easy for them to accomplish while they are still on site. Customers could also be asked to participate in a focus group, but this would require more time and might not be as cost-effective.

2. There are 10 tasks listed on the job description. Write the specific task statements in the table below. Using the following guidelines, determine the importance of each of these tasks.

Percentage of time spent. For each task/dimension, indicate the percentage of time spent on that function. The total must add to 100%.

Task	Percentage of time
1. Check patrons' identification to ensure that they meet minimum age requirements for consumption of alcoholic beverages.	5%
2. Collect payments from customers.	5%
3. Write patrons' food orders on order slips, memorize orders or enter orders into computers for transmittal to kitchen staff.	10%
4. Take orders from patrons for food and beverages.	10%
5. Check with customers to ensure that they are enjoying their meals and take action to correct any problems.	15%
6. Serve food or beverages to patrons and prepare or serve specialty dishes at tables as required.	15%
7. Prepare checks that itemize and total meal costs and sales taxes.	5%
8. Remove dishes and glasses from tables or counters and take them to kitchen for cleaning.	10%
9. Present menus to patrons and answer questions about menu items, making recommendations on request.	10%
10. Inform customers of daily specials.	15%
TOTAL	100%

Importance to overall performance. For each task/dimension, rate its importance to overall job performance. Write the specific task statements in the table below.

Task	Importance to overall job
1. Check patrons' identification to ensure that they meet minimum age requirements for consumption of alcoholic beverages.	1 2 3 4 (5) Minor Major
2. Collect payments from customers.	1 2 3 4 (5) Minor Major
3. Write patrons' food orders on order slips, memorize orders or enter orders into computers for transmittal to kitchen staff.	1 2 3 (4) 5 Minor Major
4. Take orders from patrons for food and beverages.	1 2 3 (4) 5 Minor Major
5. Check with customers to ensure that they are enjoying their meals and take action to correct any problems.	1 2 3 (4) 5 Minor Major
6. Serve food or beverages to patrons and prepare or serve specialty dishes at tables as required.	1 2 3 4 (5) Minor Major
7. Prepare checks that itemize and total meal costs and sales taxes.	1 2 (3) 4 5 Minor Major
8. Remove dishes and glasses from tables or counters and take them to kitchen for cleaning.	1 2 3 (4) 5 Minor Major
9. Present menus to patrons and answer questions about menu items, making recommendations on request.	1 2 3 4 (5) Minor Major
10. Inform customers of daily specials.	1 2 3 (4) 5 Minor Major

Job Analysis Activity II: Sample Version

You have visited the O*Net web site (**http://online.onetcenter.org**) and selected one of the following job descriptions: dental hygienist, waiter and waitress, real estate sales agent, floral designer, hairdresser, hairstylist, cosmetologist or retail salesperson. Your group will select one job description to use when answering the following questions.

Waiters and waitresses
Job title of job being analyzed

1. Using your responses to question 2, identify essential and nonessential job functions for this job.

Task	Essential/nonessential?
1. Check patrons' identification to ensure that they meet minimum age requirements for consumption of alcoholic beverages.	Essential
2. Collect payments from customers.	Nonessential
3. Write patrons' food orders on order slips, memorize orders or enter orders into computers for transmittal to kitchen staff.	Essential
4. Take orders from patrons for food and beverages.	Essential
5. Check with customers to ensure that they are enjoying their meals and take action to correct any problems.	Essential
6. Serve food or beverages to patrons and prepare or serve specialty dishes at tables as required.	Essential
7. Prepare checks that itemize and total meal costs and sales taxes.	Nonessential
8. Remove dishes and glasses from tables or counters and take them to kitchen for cleaning.	Essential
9. Present menus to patrons and answer questions about menu items, making recommendations on request.	Essential
10. Inform customers of daily specials.	Essential

2. Review the abilities required to perform this job. Categorize the abilities by using the O*Net taxonomy (shown on page 160, Exhibit 4.8 of Heneman and Judge, 6th edition). Place the number of the task in the appropriate abilities category for each task. A particular task can be classified in more than one category. Sum the abilities in each category. What is the dominant type of ability needed to perform this job? Identify specific skills needed to perform major tasks.

Category of ability	Frequency
Cognitive abilities	**1, 2, 3, 4, 5, 7, 9, 10**
Psychomotor abilities	**3, 5, 6, 8**
Physical abilities	
Sensory abilities	

This job demands that job incumbents possess primarily cognitive and psychomotor abilities. Tasks such as taking orders, attending to customer needs and creating the final tab require the waiter/waitress to use the following cognitive abilities: verbal, reasoning, quantitative, memory and attentiveness. Tasks such as delivering food or clearing plates require the waiter/waitress to use the following psychomotor abilities: arm-hand steadiness, manual dexterity and reaction time.