

## Job Analysis

• Job analysis is the procedure through which you determine the duties of the positions & the characteristics of the people to hire for them. Job analysis produces information for writing job descriptions (a list of what the job entails) & job (or "Person") specifications (what kind of people to hire for the job).

### 1. Basic of Job Analysis:

Virtually every personnel related action you take - interviewing applicants, & training & appraising employees, for instance depends on knowing what the job entails & what human traits one needs to do the job well.

#### • Work activities. (HRM) must know.

First, he or she collects information about the job's actual work activities, such as cleaning, selling, teaching, or painting. This list may also include how, why, & when the worker performs each activity.

#### • Human behaviors.

Information about human behaviors the job requires, like sensing, communicating, lifting weights or walking long distances & talking.

## • Machines, tools, equipment, & work aids.

Information regarding tools used, materials processed, knowledge dealt with or applied (such as finance or law), & services rendered (such as counseling or repairing).

## • Performance Standards.

Information about the job's performance standards (in terms of quantity or quality levels for each job duty, for instance).

## • Job Context.

Information about such matters as physical working conditions, work schedule, incentives & for instance, the number of people with whom the employee would normally interact.

## • Human requirements.

Information such as knowledge or skills (education, training, work experience) & required personal attributes (aptitudes, personality, interests).

## • Discovery of assigned job.

You need some good person / what are the req: job or person.

## 2. Uses of Job Analysis Information:

### • Recruitment & Selection.

Information about what duties the job entails & what human characteristics are required to perform these activities helps managers decide what sort of people to recruit & hire.

## • EEO Compliance.

Job analysis is crucial for validating all major human resources practices. For example, to comply with the Americans with Disabilities Act, employers should know each job's essential job functions which in turn requires a job analysis.

## • Performance Appraisal.

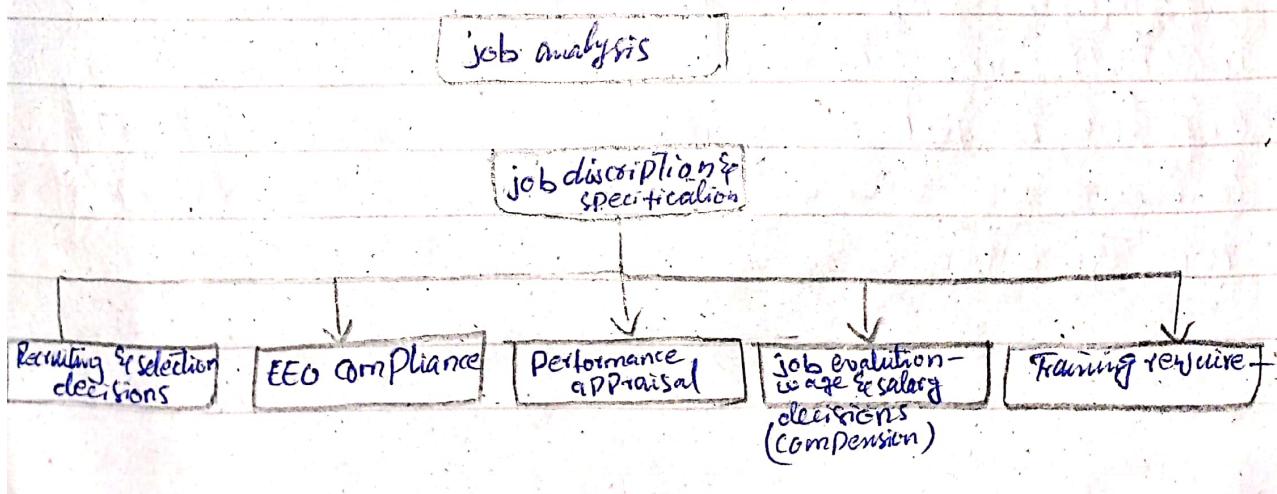
A performance appraisal compares each employee's actual performance with his or her duties & performance standards. Managers use job analysis to learn what these duties & standards are.

## • Compensation.

Compensation (such as salary & bonus) usually depends on the job's required skill & education level, safety hazards, degree of responsibility & soon all factors you assess through job analysis.

## • Training.

The job description lists the job's specific duties & requisite skills & therefore the training that the job requires.



3. Steps / conducting of Job Analysis. There are Six steps in doing a job analysis.

Step 1: Use the information / info Position. This will determine the data you collect. Some data collection techniques like interviewing the employee are good for writing job descriptions.

Step 2: Review Relevant Background information.

Organization charts show the organization-wide division of work & where the job fits in the overall organization. The chart should show the title of each position &, by means of interconnecting lines, who reports to whom & whom the job incumbent communicates.

Step 3: Select Representative jobs / Position.

Whether or not the manager decides to redesign jobs via workforce analysis, process redesign, or job redesign, he or she must at some point select which positions to focus on for the job analysis. For example, it is usually unnecessary to analyze the jobs of 200 assembly workers when a sample of 10 jobs will do.

#### Step 4: Actually analyze the Job.

In brief, analyzing the job involves greeting Participants; briefly explaining the job analysis process & the Participants' roles in this process; spending about 15 minutes interviewing the employees to get agreement on a basic summary of the job; identifying the job's broad areas of responsibility, such as "calling on potential clients"; & identifying duties/tasks within each area interactively with the employees.

#### Step 5: Verify the Job analysis Information.

This will help confirm that the information is factually correct & complete & help to gain their acceptance.

#### Step 6: Develop A Job Description & Job Specification.

The job description describes the activities & responsibilities of the job, as well as its important features, such as working conditions. The job specification summarizes the personal qualities, traits, skills, & background required for getting the job done.

# Training / Types of Training Program

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## 1. On-the-job Training:

On-the-job training (OJT) means having a person learn a job by actually doing it. Every employee, from mailroom clerk to CEO, gets on-the-job training when he or she joins a firm. In many firms, OJT is the only training available. (Or worse: All too often the supervisor simply says, "Here's your desk; get started.)

### OJT Process.

Here are some steps to help ensure OJT success.

1. Prepare the learner.
2. Present the operation
3. Do Tryout
4. Follow-up.

## 2. Apprenticeship Training:

Is a process by which people become skill workers, usually through a combination of formal learning & long-term on-the-training. It traditionally involves having the learner/apprentice study under the tutorage of a master craft person.

3. Informal Learning/Training: Surveys from the American Society for Training & Development estimate that as much as 80% of what employees learn on-the-job they learn through informal means, including performing their jobs on a daily basis with their colleagues.

4. Job Instruction Training. Many jobs (or parts of jobs) consist of a sequence of steps that one best learns step-by-step. Such step-by-step training is called job instruction training (JIT), listing each job's basic tasks, along with key points, in order to provide step-by-step training for employees.

5. Vestibule Training. With vestibule training, trainees learn on the actual or simulated equipment they will use on the job, but are trained off the job (perhaps in a separate room or vestibule). Vestibule training is necessary when it's too costly or dangerous to train employees on the job. Putting new assembly-line workers right to work could slow production, for instance, & when safety is a concern as with pilots simulated training may be the only practical alternative.

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## 6. Computer-based training (CBT).

Where trainees, work at their own pace from a computer training package. CBT is highly interactive & typically integrates information & learning-based components with short, frequent tests.

Computer-based training is increasingly interactive & realistic. For example, interactive multimedia training integrates the use of text, video, graphics, photos, animation, & sound to produce a complex training environment with which the trainee interacts.

## 7. Training:

Training is a planned process with the goal of improving knowledge or skill, or to amend attitudes or behavior through learning experiences. Training involves organised activities involving the imparting of information &/or instruction to improve the recipient's performance &/to help him or her attain a required level of knowledge or skill. The aim of training is to improve work performance in an activity or a range of activities.

### (i) Technical or technology training

For example training new cashiers how to operate the cash registers in a shop or training accountants to understand the impact of a new accounting standard.

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## (ii) Quality Training.

This involves ensuring employees understand the quality levels necessary in their job.

## (iii) Skill training.

This goes beyond pure technical or technology training in that it provides employees with a broad range of skills necessary to perform their job. For example, a Salesperson needs good Sales, Presentation & Communication Skills as well as the technical training to record a sale in the sales system. Similarly, an employee working in the 'returns' section of a large retailer needs not only the technical skills to process returned items in the cash register, but also the people skills necessary to deal with unhappy (& potentially angry) customers.

Skills training relating to personality traits, communication & relationships with others is commonly referred to as 'soft skill training'.

## 8. formal training

formal training within a training room environment can take any of the following forms:

### (i) lectures or talks:

Often set up with projectors & screens, & possibly electronic white boards. Formal lectures are well suited to training in which the trainees have to learn large quantities of technical details (such as accountancy training).

### (ii) Training films:

Might provide practical training, for example of health & safety regulations & procedures. However, training films might also be used to teach 'soft skills', such as interpersonal skills & management skills. When films are used for training 'soft skills', watching the film is usually reinforced by group discussions afterwards.

### (iii) Case studies:

Can be used as basis for group discussions. For example trainees might be divided into several groups, & each group asked to consider their views on a case study. The differing views of each group then form the basis for subsequent discussions by the entire class.

### (iv) Role Play activities/training:

Role play particularly useful to the development of interpersonal skills,

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including selling skills, negotiating skills & counting skills.

### (v) Business games.

Are used to provide training in team-building as well as management skills.

- Using CCTV to film delegates & then playing back the film. This is particularly useful for training in presentation skills & selling skills.

### 9. Virtual Classroom.

Converges conventional Web-based learning tends to be limited to the sorts of online learning with which many students are already familiar: reading PowerPoint presentations, participating in instant message type chat rooms, & talking online exams, for instance. The virtual classroom takes online learning to a new level. A virtual classroom uses special collaboration software to enable multiple remote learners, using their PCs or laptops to participate in live audio & visual discussions, communicate via written text, & learn via content such as PowerPoint slides.

### 10. Diversity Training

Aims to improve cross-cultural sensitivity, with the goal of fostering more harmonious working relationships among a firm's employees. Such training typically

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Includes improving interpersonal skills, understanding & valuing cultural differences, improving technical skills, socializing employees into the corporate culture, indoctrinating new workers into the U.S. work ethic, improving English proficiency & basic math skills, & improving bilingual skills for English-speaking employees.

## 11. Team Training.

Team work is not something that always comes naturally. Companies therefore devote many hours to training new employees to listen to each other & to cooperate.

Team training focused on technical, interpersonal, & team management issues. In terms of technical training, for instance, management encouraged team employees to learn each other's job, with the aim of encouraging flexible team assignments. Cross-training means training employees to do different tasks or jobs than their own; doing so facilitates flexibility & job rotation, as when you expect team numbers to occasionally share jobs.

## 12. Internet-Based Training

Trainers increasingly employ Internet-based learning to deliver programs. Until 2004, ADP's new sales associate training required two weeks of expensive classroom

Training at ADP's Atlanta, Georgia, training center. Today, ADP trains its new salespeople online, using a Blackboard learning management system similar to one used by many online college students.

There are two basic ways to offer online courses to employees. First, the employer can encourage &/or facilitate having its employees take relevant online courses from either its own (intranet) offerings or from the hundreds of online training vendors on the Web. For example, the employer might arrange with [www.PureSafety.com](http://www.PureSafety.com) to let its employees take one or more occupational safety courses from those PureSafety.com offers.

# Performance Management & Appraisal.

## 1. Basic Concepts in Performance Management &

### Appraisal:

Employees tend to be overly optimistic about what their ratings will be. They also know that their raises, careers, & peace of mind may hinge on how you rate them. As if that's not enough, few appraisal processes are as fair as employees think they are. Hundreds of obvious & not-so-obvious problems (such as bias, & the tendency for supervisors to rate everyone "average") distort the process.

### a. Performance Appraisal Process.

Means evaluating an employee's current & or past performance relative to his or her performance standards. You may evaluate appraisal forms with "Performance appraisal," but appraisal involves more than forms. Effective appraisal also requires that the supervisor set performance standards. And it requires that the employee receives the training, feedback, & incentives required to eliminate performance deficiencies.

### 3. Why Appraise Performance?:

- There are five reasons to appraise subordinates' performance.
1. Most employers still base Pay, Promotion, & retention decisions on the employee's appraisal.
  2. Appraisal play a central role in the employer's Performance management process. Performance management means continuously making sure that each employee's & team's performance makes sense in terms of the company's overall goals.
  3. The appraisal lets you & the subordinate develop a plan for correcting any deficiencies, & reinforce the things the subordinate does right.
  4. Appraisal should facilitate career planning. They provide an opportunity to review the employee's career plans in light of his or her exhibited strengths & weaknesses.
  5. Supervisors, use appraisals to identify employee's training & development needs. The appraisal should enable the supervisor to identify if there is a "Performance gap" b/w the employee's performance & his or her standards. And it should help identify the cause of any such gap, & the remedial steps required.

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#### 4. Defining the Employees' Goals & Performance Standards.

Most employees need & expect to know ahead of time on what basis their employer will appraise them. Ideally, each employee's goals should derive from & contribute to the company's overall aims. The manager's goals flow from the Vice Presidents, whose goals flow from the President, for instance. However, setting useful goals is not as simple as it may appear. There is an art to setting effective goals.

##### . Effective Goals:

###### 1. Assign Specific goals.

Employees who receive specific goals usually perform better than those who do not.

###### 2. Assign measurable goals.

Put goals in quantitative terms & include target dates or deadlines.

###### 3. Assign challenging but doable goals.

Goals should be challenging, but not so difficult that they appear impossible/unrealistic.

###### 4. Encourage participation.

The evidence suggests that participatively goals do not consistently result in higher performance than assigned goals, nor

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Assigned goals consistently result in higher performance than participatively set ones. It is only when the participatively set goals are more difficult to set higher than the assigned ones that the participatively set goals produce higher performance. Because it tends to be easier to set higher standards when your employees participate in the process, participation tends to facilitate standards setting & performance.

## 5. Techniques for Appraising Performance

The manager generally conducts the actual appraisal using a formal tool or method like one or more of those described next. The two basic questions in designing the actual appraisal tool are what performance dimensions to measure, & how to measure them.

### (i) Graphic Rating Scale Method:

Is the simplest & most popular method for appraising performance. A graphic rating scale lists traits/Performance dimensions (such as "communication" or "teamwork") & a range of performance values (from "below expectations" to "role model" or "unsatisfactory" to "outstanding") for each trait.

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## (ii) Behaviorally anchored rating scale (BARS):

An appraisal method that aims at combining the benefits of narrative critical incidents & quantified ratings by anchoring a quantified scale with specific narrative examples of good & poor performance.

## 6. Alternation ranking method.

Ranking employees from best to worst on a particular trait, choosing highest, then lowest, until all are ranked.

## 7. forced distribution method.

Similar to grading on a curve. Pre-determined percentages of sales are placed in various performance categories.

## 8. Critical incident method

Keeping a record of uncommon good or undesirable examples of an employee's work-related behavior & reviewing it with the employee at pre-determined times.

## 9. Paired Comparison method

Ranking employees by making a chart of all possible pairs of the employees for each trait & indicating which is the better employee of the pair.

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## 10. Narrative forms:

All or part of the written appraisal may be in narrative form. Presently, an example. Here the Person's supervisor assesses the employee's past performance & required areas of improvement. The supervisor's narrative assessment aids helps the employee understand where his or her performance was good or bad, & how to improve that performance.

## 10. Management by Objectives.

Some employers use management by objectives (MBO) as the primary appraisal method. Others use it to supplement a graphic rating or the other appraisal method. You could engage in an informal MBO program with subordinates by jointly setting goals & periodically providing feedback. However, MBO generally refers to a comprehensive & formal organization-wide goals setting & appraisal program. Here goals cascade down by level & department, from company-wide strategic goals to tactical day-to-day goals.

## 11. Computerized & Web-based Performance Appraisal.

Employers increasingly use computerized or web-based performance appraisal systems. These enable managers to compile computerized notes on subordinates during the year, & then to merge these will obtain for each employee on several performance traits.

The software then generates written text to support each appraisal. Most such appraisals combine several appraisal methods, such as graphic ratings anchored by critical incidents.

## 12. Electronic Performance Monitoring (EPM).

(ENPI) Systems use computer network technology to allow managers to monitor their employees' computers. They thus allow managers to monitor the employees' sale, accuracy, & time spent working online.

EPM can improve productivity. For example, for more routine, less complex jobs, highly skilled & monitored subjects keyed in more data entries than did highly skilled unmonitored participants. However, EPM can also backfire. In this same study, low-skilled but highly monitored participants did more poorly than did low-skilled, unmonitored participants.

## 13. Appraisals & the Law.

One sure way to cause legal problems for an employer is to hold unfair appraisals. One court held that firm had violated Title VII when it laid off several Hispanic surnamed employees based on poor performance, ratings. The court concluded that the practice was illegal because:

1. The firm based the appraisals on subjective supervisory observations.

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2. It didn't administer & score the appraisals in a standardized fashion.
3. Two of the three Supervisory evaluators did not have daily contact with the employees.