

# 4

## Job Analysis and the Talent Management Process

Source: ©Jim West/Alamy.



## LEARNING OBJECTIVES

1. Explain why talent management is important.
2. Discuss the nature of job analysis, including what it is and how it's used.
3. Use at least three methods of collecting job analysis information, including interviews, questionnaires, and observation.
4. Write job descriptions, including summaries and job functions, using the Internet and traditional methods.
5. Write a job specification.
6. Explain competency-based job analysis, including what it means and how it's done in practice.

When Daimler opened its Mercedes-Benz assembly plant in Alabama, its managers had a dilemma. They could not hire, train, or pay the plant employees unless the managers knew what each employee was expected to do—they needed, for each person, a “job description.” But in this plant, self-managing teams of employees would assemble the vehicles, and their jobs and duties might change every day. How do you list job duties when the duties are a moving target?<sup>1</sup>

Access a host of interactive learning aids at [www.mymanagementlab.com](http://www.mymanagementlab.com) to help strengthen your understanding of the chapter concepts.



## WHERE ARE WE NOW . . .

The human resource management process really begins with deciding what the job entails. The main purpose of this chapter is to show you how to analyze a job and write job descriptions. We'll see that analyzing jobs involves determining what the job entails and what kind of people the firm should hire for the job. We discuss several techniques for analyzing jobs, and explain how to draft job descriptions and job specifications. Then, in Chapter 5 (Personnel Planning and Recruiting), we'll turn to the methods managers use to actually find the employees they need. The main topics we'll cover in this chapter include the talent management process, the basics of job analysis, methods for collecting job analysis information, writing job descriptions, and writing job specifications.

1 Explain why talent management is important.

## THE TALENT MANAGEMENT PROCESS

This is the first chapter of the portion of the book (Parts Two, Three, and Four) which for many embodies the heart of human resource management, including recruitment and selection (staffing), training, appraisal, career development, and compensation. The traditional way to view staffing, training, appraisal, development, and compensation is as a series of steps:

1. Decide what positions to fill, through *job analysis*, *personnel planning*, and *forecasting*.
2. Build a pool of job candidates, by *recruiting* internal or external candidates.
3. Have candidates complete *application forms* and perhaps undergo initial screening interviews.
4. Use *selection tools* like tests, interviews, background checks, and physical exams to identify viable candidates.
5. Decide to whom to *make an offer*.
6. *Orient, train, and develop employees* to provide them with the competencies they need to do their jobs.
7. *Appraise employees* to assess how they're doing.
8. *Reward and compensate* employees to maintain their motivation.

This linear view makes sense. For example, the employer needs job candidates before selecting whom to hire. However, the step-by-step view also tends to mask the fact that the functions are more interrelated. For example, employers don't just train employees and appraise how they're doing; the appraisal results also loop back to shape the employee's subsequent training.

Therefore, employers today often view all these staff–train–reward activities as part of a single integrated *talent management* process. One survey of human resource executives found that “talent management” issues were among the most pressing ones they faced.<sup>2</sup> A survey of CEOs of big companies said they typically spent between 20% and 40% of their time on talent management.<sup>3</sup>

## What Is Talent Management?

We can define **talent management** as the *goal-oriented* and *integrated* process of *planning*, *recruiting*, *developing*, *managing*, and *compensating* employees.<sup>4</sup> When a manager takes a talent management perspective, he or she:

1. **Understands that the talent management tasks** (such as recruiting, training, and paying employees) are parts of a single interrelated talent management process. For example, having employees with the right skills depends as much on recruiting, training, and compensation as it does on applicant testing.
2. **Makes sure talent management decisions such as staffing, training, and pay are goal-directed.** Managers should always be asking, “What recruiting, testing, or other actions should I take to *produce the employee competencies we need to achieve our strategic goals?*”
3. **Consistently uses the same “profile” of competencies, traits, knowledge, and experience for formulating recruitment plans for a job as for making selection, training, appraisal, and payment decisions for it.** For example, ask selection interview questions to determine if the candidate has the knowledge and skills to do the job, and then train and appraise the employee based on whether he or she shows mastery of that knowledge and skills.
4. **Actively segments and proactively manages employees.** Taking a talent management approach requires that employers *proactively manage* their employees' recruitment, selection, development, and rewards. As one example, IBM segmented its employees into three main groups (executive and technical employees, managers, and rank and file). This enables IBM to fine-tune its training, pay, and other practices



for employees in each segment. As another example, many employers pinpoint their “mission-critical” employees, and manage their development and rewards separately from the firms’ other employees.

**5. Integrates/coordinates all the talent management functions.** Finally, an effective talent management process *integrates the underlying talent management activities* such as recruiting, developing, and compensating employees. For example, performance appraisals should trigger the required employee training. One simple way to achieve such integration is for HR managers to meet as a team to visualize and discuss how to coordinate activities like testing, appraising, and training. (For instance, they make sure the firm is using the same skills profile to recruit, as to select, train, and appraise for a particular job.) Another way to coordinate these activities is by using information technology.

- For example, Talent Management Solutions’ ([www.talentmanagement101.com](http://www.talentmanagement101.com)) talent management suite includes e-recruiting software, employee performance management, a learning management system, and compensation management support. Among other things, this suite of programs “relieves the stress of writing employee performance reviews by automating the task,” and ensures “that all levels of the organization are aligned—all working for the same goals.”<sup>5</sup>
- SilkRoad Technology’s talent management solution includes applicant tracking, onboarding, performance management, compensation, and an employee intranet support. Its talent management Life Suite “helps you recruit, manage, and retain your best employees.”<sup>6</sup>
- Info HCM Talent Management “includes . . . tracking and monitoring performance metrics, interactive online training via WebEx, support for e-commerce integration to enable training. . . .”<sup>7</sup>

**2** Discuss the nature of job analysis, including what it is and how it’s used.

## THE BASICS OF JOB ANALYSIS

Talent management begins with understanding what jobs need to be filled, and the human traits and competencies employees need to do those jobs effectively. **Job analysis** is the procedure through which you determine the duties of the positions and the characteristics of the people to hire for them.<sup>8</sup> Job analysis produces information for writing **job descriptions** (a list of what the job entails) and **job** (or “person”) **specifications** (what kind of people to hire for the job). Virtually every personnel-related action you take—interviewing applicants, and training and appraising employees, for instance—depends on knowing what the job entails and what human traits one needs to do the job well.<sup>9</sup>

The supervisor or human resources specialist normally collects one or more of the following types of information via the job analysis:

- **Work activities.** 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, and when the worker performs each activity.
- **Human behaviors.** Information about human behaviors the job requires, like sensing, communicating, lifting weights, or walking long distances.

### talent management

The goal-oriented and integrated process of planning, recruiting, developing, managing, and compensating employees.

### 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 descriptions

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.

- **Machines, tools, equipment, and work aids.** Information regarding tools used, materials processed, knowledge dealt with or applied (such as finance or law), and 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, and, 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) and required personal attributes (aptitudes, personality, interests).

## Uses of Job Analysis Information

As Figure 4-1 summarizes, job analysis is important because managers use it to support just about all their human resource management activities.

**RECRUITMENT AND SELECTION** Information about what duties the job entails and what human characteristics are required to perform these activities helps managers decide what sort of people to recruit and 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.

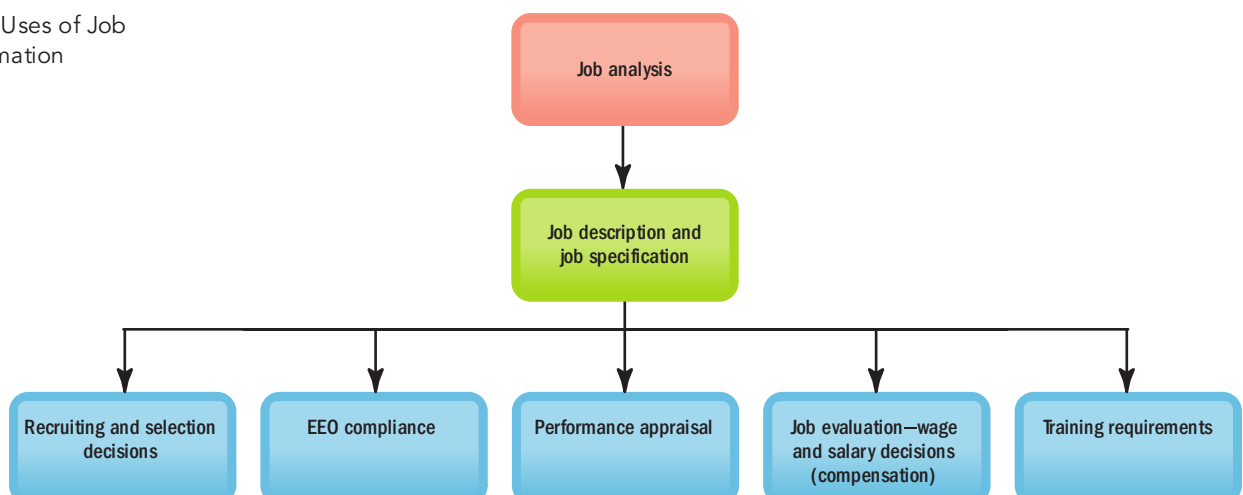
**PERFORMANCE APPRAISAL** A performance appraisal compares each employee's actual performance with his or her duties and performance standards. Managers use job analysis to learn what these duties and standards are.

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

**TRAINING** The job description lists the job's specific duties and requisite skills—and therefore the training—that the job requires.

Job analysis is important in helping employers execute their overall strategic plans. The accompanying Strategic Context feature illustrates this.

**FIGURE 4-1** Uses of Job Analysis Information



## THE STRATEGIC CONTEXT

### Daimler Alabama Example

In planning its Mercedes-Benz factory in Alabama, Daimler's strategy was to design a modern factory.<sup>10</sup> The plant emphasizes *just-in-time* inventory methods, so inventories stay negligible due to the arrival "just in time" of parts. It also organizes employees into *work teams*, and emphasizes that all employees must dedicate themselves to *continuous improvement*.

Production operations like those require certain employee competencies and behaviors. For example, they require multiskilled and flexible employees.

A modern approach to job analysis called *competencies-based job analysis* (which we'll discuss later in this chapter) therefore played an important role in staffing this factory. Written guidelines regarding who to hire and how to train them is based more on lists of worker competencies than on job descriptions that say, "these are your job duties." Without detailed job descriptions showing what "my job" is to constrain them, it's easier for employees to move from job to job within their teams. Not being pigeonholed also encourages workers to look beyond their own jobs to find ways to improve things. For instance, one team found a \$0.23 plastic prong that worked better than the one for \$2.50 the plant was using to keep car doors open during painting. Building its modern "continuous improvement" plant meant Daimler needed employees who thought for themselves; organizing its jobs around worker competencies and by using competency-based job analysis therefore helped Daimler achieve its strategic aims here.

## Conducting a Job Analysis

There are six steps in doing a job analysis, as follows.

**STEP 1: DECIDE HOW YOU'LL USE THE INFORMATION** This will determine the data you collect. Some data collection techniques—like interviewing the employee—are good for writing job descriptions. Other techniques, like the position analysis questionnaire we describe later, provide numerical ratings for each job; these can be used to compare jobs for compensation purposes.

### STEP 2: REVIEW RELEVANT BACKGROUND INFORMATION SUCH AS ORGANIZATION CHARTS, PROCESS CHARTS, AND JOB DESCRIPTIONS<sup>11</sup>

**Organization charts** show the organization-wide division of work, and where the job fits in the overall organization. The chart should show the title of each position and, by means of interconnecting lines, who reports to whom and with whom the job incumbent communicates. A **process chart** provides a more detailed picture of the work flow. In its simplest form a process chart (like that in Figure 4-2) shows the flow of inputs to and outputs from the job you're analyzing. (In Figure 4-2, the quality control clerk is expected to review components from suppliers, check components going to the plant managers, and give information regarding component's quality to these managers.) Finally, the existing job description, if there is one, usually provides a starting point for building the revised job description.

**WORKFLOW ANALYSIS AND JOB REDESIGN** Job analysis enables the manager to list what a job's duties and demands are now. Job analysis does *not* answer questions such as "Does how this job relates to other jobs make sense?" or "Should this job even

#### organization chart

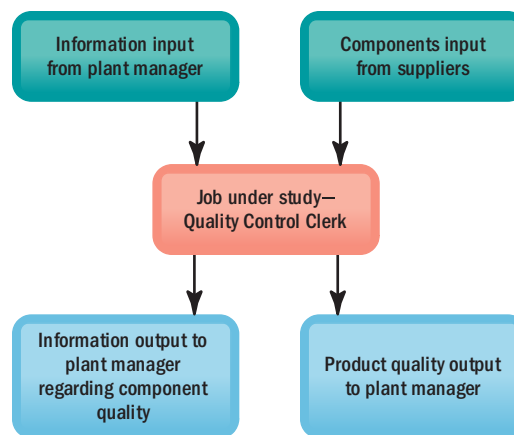
A chart that shows the organization-wide distribution of work, with titles of each position and interconnecting lines that show who reports to and communicates with whom.

#### process chart

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

**FIGURE 4-2** Process Chart for Analyzing a Job's Workflow

Source: *Compensation Management: Rewarding Performance* by Richard J. Henderson. Reprinted by permission of Pearson Education, Upper Saddle River, NJ.



exist?” To answer such questions, it’s necessary to conduct a *work flow analysis*. It may then be deemed necessary to redesign jobs. **Workflow analysis** is a detailed study of the flow of work from job to job in a work process. Usually, the analyst focuses on one identifiable work process, rather than on how the company gets all its work done. The accompanying HR as a Profit Center feature illustrates workflow analysis.

## HR AS A PROFIT CENTER

### Boosting Productivity through Work Redesign

The Atlantic American insurance company in Atlanta conducted a workflow analysis to identify inefficiencies in how it processes its insurance claims. The firm’s HR Director described the workflow analysis as follows: “We followed the life of a claim to where it arrived in the mail and where it eventually ended up” in order to find ways to improve the process.<sup>12</sup>

American Atlantic’s workflow analysis prompted several productivity-boosting changes. The firm reduced from four to one the number of people opening mail, replacing three people with a machine that does it automatically. A new date stamping machine lets staff stamp 20 pages at a time rather than 1. A new software program adds bar codes to each claim automatically, rather than manually. Thus, the firm used workflow analysis to view the process’s “big picture” to automate work, redesign jobs, boost labor productivity, and redeploy claims processing employees.

In conducting a workflow analysis, the manager may use a *flow process chart*; this lists in order each step of the process. The manager may convert this step-by-step flow process chart into a diagrammatic process chart. This lays out, with arrows and circles, each step in the process from beginning to end.

**BUSINESS PROCESS REENGINEERING** American Atlantic is an example of business process reengineering. **Business process reengineering** means redesigning business processes, usually by combining steps, so that small multifunction teams using information technology do the jobs formerly done by a sequence of departments. The basic approach is to

1. Identify a business process to be redesigned (such as approving a mortgage application)
2. Measure the performance of the existing processes
3. Identify opportunities to improve these processes
4. Redesign and implement a new way of doing the work
5. Assign ownership of sets of formerly separate tasks to an individual or a team that use new computerized systems to support the new arrangement

As another example, one bank reengineered its mortgage approval process by replacing the sequential operation with a multifunction mortgage approval team. Loan originators in the field now enter the mortgage application directly into wireless laptop computers, where software checks it for completeness. The information then goes electronically to regional production centers. Here, specialists (like credit analysts and loan underwriters) convene electronically, working as a team to review the mortgage together—at once. After they formally close the loan, another team of specialists takes on the task of servicing the loan.

As at Atlantic American and at this bank, reengineering usually requires redesigning individual jobs. For example, after creating the loan approval teams, the bank could eliminate the separate credit checking, loan approval, and home-inspecting departments from its organization chart. Reengineering also required delegating more authority to the loan approval teams, who now did their jobs with less supervisory oversight. Since loan team members may share duties, they tend to be more multiskilled than if they only had to do, say, loan analysis. Changes like these in turn prompt changes in individual jobs and job descriptions.

**JOB REDESIGN** Early economists wrote enthusiastically of how specialized jobs (doing the same small thing repeatedly) were more efficient (as in, “practice makes perfect”). But soon other writers were reacting to what they viewed as the “dehumanizing” aspects of pigeonholing workers into highly repetitive jobs. Many proposed job redesign solutions such as job enlargement, job rotation, and job enrichment to address such problems. **Job enlargement** means assigning workers additional same-level activities. Thus, the worker who previously only bolted the seat to the legs might attach the back as well. **Job rotation** means systematically moving workers from one job to another.

Psychologist Frederick Herzberg argued that the best way to motivate workers is through job enrichment. **Job enrichment** means redesigning jobs in a way that increases the opportunities for the worker to experience feelings of responsibility, achievement, growth, and recognition. It does this by *empowering* the worker—for instance, by giving the worker the skills and authority to inspect the work, instead of having supervisors do that. Herzberg said empowered employees would do their jobs well because they wanted to, and quality and productivity would rise. That philosophy, in one form or another, is the theoretical basis for the team-based self-managing jobs in many companies around the world today.

**STEP 3: SELECT REPRESENTATIVE POSITIONS** 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—BY COLLECTING DATA ON JOB ACTIVITIES, WORKING CONDITIONS, AND HUMAN TRAITS AND ABILITIES NEEDED TO PERFORM THE JOB** In brief, analyzing the job involves greeting participants; briefly explaining the job analysis process and 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”; and identifying duties/tasks within each area interactively with the employees.<sup>13</sup>

#### **workflow analysis**

A detailed study of the flow of work from job to job in a work process.

#### **business process reengineering**

Redesigning business processes, usually by combining steps, so that small multifunction process teams using information technology do the jobs formerly done by a sequence of departments.

#### **job enlargement**

Assigning workers additional same-level activities.

#### **job rotation**

Systematically moving workers from one job to another.

#### **job enrichment**

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



**STEP 5: VERIFY THE JOB ANALYSIS INFORMATION WITH THE WORKER PERFORMING THE JOB AND WITH HIS OR HER IMMEDIATE SUPERVISOR**

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

**STEP 6: DEVELOP A JOB DESCRIPTION AND JOB SPECIFICATION**

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

**Job Analysis Guidelines**

Before actually analyzing the job, using one or more of the tools we turn to in the following section, keep several things in mind.

- Make the job analysis a *joint effort by a human resources manager, the worker, and the worker's supervisor*. The human resource manager might observe the worker doing the job, and have both the supervisor and worker fill out job questionnaires. Based on that, he or she lists the job's duties and required human traits. The supervisor and worker then review and verify the HR manager's list of job duties.
- *Make sure the questions and the process are both clear* to the employees. (For example, some might not know what you mean when you ask about the job's "mental demands.")
- *Use several different job analysis tools*. Do not rely just on a questionnaire, for instance, but supplement your survey with a short follow-up interview. (The problem is that each tool has potential drawbacks.) For example, the questionnaire might miss a task the worker performs just occasionally.

**3** Use at least three methods of collecting job analysis information, including interviews, questionnaires, and observation.

**METHODS FOR COLLECTING JOB ANALYSIS INFORMATION**

There are various ways (interviews, or questionnaires, for instance) to collect information on a job's duties, responsibilities, and activities. We discuss the most important ones in this section.

The basic rule is to use those that best fit your purpose. Thus, an interview might be best for creating a list of job duties and a job description. The more quantitative position analysis questionnaire may be best for quantifying each job's relative worth for pay purposes.

**The Interview**

Job analysis interviews range from completely unstructured interviews ("Tell me about your job") to highly structured ones containing hundreds of specific items to check off.

Managers may conduct individual interviews with each employee, group interviews with groups of employees who have the same job, and/or supervisor interviews with one or more supervisors who know the job. They use group interviews when a large number of employees are performing similar or identical work, since this can be a quick and inexpensive way to gather information. As a rule, the workers' immediate supervisor attends the group session; if not, you can interview the supervisor separately.

Whichever kind of interview you use, be sure the interviewee fully understands the reason for the interview. There's a tendency for workers to view such interviews, rightly or wrongly, as "efficiency evaluations." If so, interviewees may hesitate to describe their jobs accurately.



Source: David Mager/Pearson Education.

It is helpful to spend several minutes prior to collecting job analysis information explaining the process that you will be following.

**TYPICAL QUESTIONS** Some typical interview questions include the following:

- What is the job being performed?
- What are the major duties of your position? What exactly do you do?
- What physical locations do you work in?
- What are the education, experience, skill, and [where applicable] certification and licensing requirements?
- In what activities do you participate?
- What are the job's responsibilities and duties?
- What are the basic accountabilities or performance standards that typify your work?
- What are your responsibilities? What are the environmental and working conditions involved?
- What are the job's physical demands? The emotional and mental demands?
- What are the health and safety conditions?
- Are you exposed to any hazards or unusual working conditions?

**STRUCTURED INTERVIEWS** Many managers use a structured format to guide the interview. Figure 4-3 presents one example, a job analysis information sheet. It includes questions regarding matters like the general purpose of the job; supervisory responsibilities; job duties; and education, experience, and skills required.

Structured lists are not just for interviews. Job analysts who collect information by personally observing the work or by using questionnaires—two methods explained later—can also use structured lists.<sup>14</sup>

**PROS AND CONS** The interview's wide use reflects its advantages. It's a simple and quick way to collect information, including information that might not appear on a written form. For instance, a skilled interviewer can unearth important activities that occur only occasionally, or informal contacts that wouldn't be obvious from the organization chart. The employee can also vent frustrations that might otherwise go unnoticed.

Distortion of information is the main problem—whether due to outright falsification or honest misunderstanding.<sup>15</sup> Job analysis is often a prelude to changing a job's pay rate. As noted, employees therefore may legitimately view the interview as a sort of “efficiency evaluation” that may affect their pay. They may then tend to exaggerate certain responsibilities while minimizing others. In one study, researchers listed possible job duties either as simple task statements (“record phone messages and other routine information”) or as ability statements (“ability to record phone messages and other routine information”). Respondents were more likely to include and report the ability-based versions of the statements. There may be a tendency for people to inflate their job's importance when abilities are involved, to impress the perceptions of others.<sup>16</sup> Employees will even puff up their job titles to make their jobs seem more important.<sup>17</sup> Obtaining valid information can thus be a slow process, and prudent analysts get multiple inputs.

**INTERVIEWING GUIDELINES** To get the best information possible, keep several things in mind when conducting job analysis interviews.

- Quickly establish rapport with the interviewee. Know the person's name, speak understandably, briefly review the interview's purpose, and explain how the person was chosen for the interview.
- Use a structured guide that lists questions and provides space for answers. This ensures you'll identify crucial questions ahead of time and that all interviewers (if more than one) cover all the required questions. (However, also make sure to ask, “Was there anything we didn't cover with our questions?”)

**FIGURE 4-3** Job Analysis  
Questionnaire for Developing  
Job Descriptions

Source: www.hr.blr.com. Reprinted with permission of the publisher Business and Legal Resources, Inc., Old Saybrook, CT. BLR® (Business & Legal Resources, Inc.).

Job Analysis Information Sheet	
Job Title _____	Date _____
Job Code _____	Dept. _____
Superior's Title _____	
Hours Worked _____ AM to _____ PM	
Job Analyst's Name _____	
1. What is the job's overall purpose?	
_____	
2. If the incumbent supervises others, list them by job title; if there is more than one employee with the same title, put the number in parentheses following.	
_____	
3. Check those activities that are part of the incumbent's supervisory duties.	
<input type="checkbox"/> Training <input type="checkbox"/> Performance appraisal <input type="checkbox"/> Inspecting work <input type="checkbox"/> Budgeting <input type="checkbox"/> Coaching and/or counseling <input type="checkbox"/> Others (please specify) _____	
4. Describe the type and extent of supervision received by the incumbent.	
_____	
5. <b>JOB DUTIES:</b> Describe briefly WHAT the incumbent does and, if possible, HOW he/she does it. Include duties in the following categories:	
a. daily duties (those performed on a regular basis every day or almost every day)	
_____	
b. periodic duties (those performed weekly, monthly, quarterly, or at other regular intervals)	
_____	
c. duties performed at irregular intervals	
_____	
6. Is the incumbent performing duties he/she considers unnecessary? If so, describe.	
_____	
7. Is the incumbent performing duties not presently included in the job description? If so, describe.	
_____	
8. <b>EDUCATION:</b> Check the box that indicates the educational requirements for the job (not the educational background of the incumbent).	
<input type="checkbox"/> No formal education required <input type="checkbox"/> High school diploma (or equivalent) <input type="checkbox"/> 4-year college degree (or equivalent) <input type="checkbox"/> Professional license Specify: _____	<input type="checkbox"/> Eighth grade education <input type="checkbox"/> 2-year college degree (or equivalent) <input type="checkbox"/> Graduate work or advanced degree Specify: _____

- When duties are not performed in a regular manner—for instance, when the worker doesn't perform the same duties repeatedly many times a day—ask the worker to list his or her duties in order of importance and frequency of occurrence. This will ensure that you don't overlook crucial but infrequently performed activities—like a nurse's occasional emergency room duties.
- After completing the interview, review the information with the worker's immediate supervisor and with the interviewee.

**FIGURE 4-3** (Continued)

**9. EXPERIENCE:** Check the amount of experience needed to perform the job.

<input type="checkbox"/> None	<input type="checkbox"/> Less than one month
<input type="checkbox"/> One to six months	<input type="checkbox"/> Six months to one year
<input type="checkbox"/> One to three years	<input type="checkbox"/> Three to five years
<input type="checkbox"/> Five to ten years	<input type="checkbox"/> More than ten years

**10. LOCATION:** Check location of job and, if necessary or appropriate, describe briefly.

<input type="checkbox"/> Outdoor	<input type="checkbox"/> Indoor
<input type="checkbox"/> Underground	<input type="checkbox"/> Excavation
<input type="checkbox"/> Scaffold	<input type="checkbox"/> Other (specify)

**11. ENVIRONMENTAL CONDITIONS:** Check any objectionable conditions found on the job and note afterward how frequently each is encountered (rarely, occasionally, constantly, etc.).

<input type="checkbox"/> Dirt	<input type="checkbox"/> Dust
<input type="checkbox"/> Heat	<input type="checkbox"/> Cold
<input type="checkbox"/> Noise	<input type="checkbox"/> Fumes
<input type="checkbox"/> Odors	<input type="checkbox"/> Wetness/humidity
<input type="checkbox"/> Vibration	<input type="checkbox"/> Sudden temperature changes
<input type="checkbox"/> Darkness or poor lighting	<input type="checkbox"/> Other (specify)

**12. HEALTH AND SAFETY:** Check any undesirable health and safety conditions under which the incumbent must perform and note how often they are encountered.

<input type="checkbox"/> Elevated workplace	<input type="checkbox"/> Mechanical hazards
<input type="checkbox"/> Explosives	<input type="checkbox"/> Electrical hazards
<input type="checkbox"/> Fire hazards	<input type="checkbox"/> Radiation
<input type="checkbox"/> Other (specify)	

**13. MACHINES, TOOLS, EQUIPMENT, AND WORK AIDS:** Describe briefly what machines, tools, equipment, or work aids the incumbent works with on a regular basis:

---

**14.** Have concrete work standards been established (errors allowed, time taken for a particular task, etc.)? If so, what are they?

---

**15.** Are there any personal attributes (special aptitudes, physical characteristics, personality traits, etc.) required by the job?

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**16.** Are there any exceptional problems the incumbent might be expected to encounter in performing the job under normal conditions? If so, describe.

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**17.** Describe the successful completion and/or end results of the job.

---

**18.** What is the seriousness of error on this job? Who or what is affected by errors the incumbent makes?

---

**19.** To what job would a successful incumbent expect to be promoted?

---

[Note: This form is obviously slanted toward a manufacturing environment, but it can be adapted quite easily to fit a number of different types of jobs.]

## Questionnaires

Having employees fill out questionnaires to describe their job-related duties and responsibilities is another popular way to obtain job analysis information.

Some questionnaires are very structured checklists. Here each employee gets an inventory of perhaps hundreds of specific duties or tasks (such as “change and splice wire”). He or she is asked to indicate whether he or she performs each task and, if so, how much time is normally spent on each. At the other extreme, the questionnaire may simply ask, “describe the major duties of your job.”



In practice, the best questionnaire often falls between these two extremes. As illustrated in Figure 4-3, a typical job analysis questionnaire might include several open-ended questions (such as “What is the job’s overall purpose?”) as well as structured questions (concerning, for instance, education required).

All questionnaires have pros and cons. A questionnaire is a quick and efficient way to obtain information from a large number of employees; it’s less costly than interviewing hundreds of workers, for instance. However, developing the questionnaire and testing it (perhaps by making sure the workers understand the questions) can be time-consuming. And as with interviews, employees may distort their answers.

## Observation

Direct observation is especially useful when jobs consist mainly of observable physical activities—assembly-line worker and accounting clerk are examples. On the other hand, observation is usually not appropriate when the job entails a lot of mental activity (lawyer, design engineer). Nor is it useful if the employee only occasionally engages in important activities, such as a nurse who handles emergencies. And *reactivity*—the worker’s changing what he or she normally does because you are watching—also can be a problem.

Managers often use direct observation and interviewing together. One approach is to observe the worker on the job during a complete work cycle. (The *cycle* is the time it takes to complete the job; it could be a minute for an assembly-line worker or an hour, a day, or longer for complex jobs.) Here you take notes of all the job activities. Then, ask the person to clarify points not understood and to explain what other activities he or she performs that you didn’t observe.

## Participant Diary/Logs

Another method is to ask workers to keep a **diary/log** of what they do during the day. For every activity engaged in, the employee records the activity (along with the time) in a log.

Some firms give employees pocket dictating machines and pagers. Then at random times during the day, they page the workers, who dictate what they are doing at that time. This approach can avoid relying on workers to remember what they did hours earlier when they complete their logs at the end of the day.

## Quantitative Job Analysis Techniques

Qualitative methods like interviews and questionnaires are not always suitable. For example, if your aim is to compare jobs for pay purposes, a mere listing of duties may not suffice. You may need to say that, in effect, “Job A is twice as challenging as Job B, and so is worth twice the pay.” To do this, it helps to have quantitative ratings for each job. The position analysis questionnaire and the Department of Labor approach are quantitative methods for doing this.

**POSITION ANALYSIS QUESTIONNAIRE** The **position analysis questionnaire (PAQ)** is a very popular quantitative job analysis tool, consisting of a questionnaire containing 194 items (see Figure 4-4 for a sample).<sup>18</sup> The 194 items (such as “written materials”) each represent a basic element that may play a role in the job. The items each belong to one of five PAQ basic activities: (1) having decision-making/communication/social responsibilities, (2) performing skilled activities, (3) being physically active, (4) operating vehicles/equipment, and (5) processing information (Figure 4-4 illustrates this last activity). The final PAQ “score” shows the job’s rating on each of these five activities. The job analyst decides if each of the 194 items plays a role and, if so, to what extent. In Figure 4-4, for example, “written materials” received a rating of 4. Since the scale ranges from 1 to 5, a 4 suggests that written materials (such as books and reports) do play a significant role in this job. The analyst can use an online version of the PAQ (see [www.paq.com](http://www.paq.com)) for each job he or she is analyzing.

The PAQ’s strength is in assigning jobs to job classes for pay purposes. With ratings for each job’s decision-making, skilled activity, physical activity, vehicle/equipment

**FIGURE 4-4** Portion of a Completed Page from the Position Analysis Questionnaire. The 194 PAQ elements are grouped into six dimensions, and this figure illustrates the “information input” questions or elements. Other PAQ pages contain questions regarding mental processes, work output, relationships with others, job context, and other job characteristics.

### Information Input

#### 1 Information Input

##### 1.1 Sources of Job Information

Rate each of the following items in terms of the extent to which it is used by the worker as a source of information in performing his job.

<i>Extent of Use (U)</i>	
NA	Does not apply
1	Nominal/very infrequent
2	Occasional
3	Moderate
4	Considerable
5	Very substantial

##### 1.1.1 Visual Sources of Job Information

- |    |   |   |
|----|---|---|
| 1  | 4 | Written materials (books, reports, office notes, articles, job instructions, signs, etc.)   |
| 2  | 2 | Quantitative materials (materials which deal with quantities or amounts, such as graphs, accounts, specifications, tables of numbers, etc.)   |
| 3  | 1 | Pictorial materials (pictures or picture-like materials used as <i>sources</i> of information, for example, drawings, blueprints, diagrams, maps, tracing, photographic films, x-ray films, TV pictures, etc.)  |
| 4  | 1 | Patterns/related devices (templates, stencils, patterns, etc., used as <i>sources</i> of information when <i>observed</i> during use; do not include here materials described in item 3 above)  |
| 5  | 2 | Visual displays (dials, gauges, signal lights, radarscopes, speedometers, clocks, etc.)   |
| 6  | 5 | Measuring devices (rulers, calipers, tire pressure gauges, scales, thickness gauges, pipettes, thermometers, protractors, etc., used to obtain visual information about physical measurements; do not include here devices describe in item 5 above)  |
| 7  | 4 | Mechanical devices (tools, equipment, machinery, and other mechanical devices which are <i>sources</i> of information when observed during use of operation)  |
| 8  | 3 | Materials in process (parts, material, objects, etc., which are sources of information when being modified, worked on, or otherwise processed, such as bread dough being mixed, workpiece being turned in a lathe, fabric being cut, shoe being resoled, etc.)  |
| 9  | 4 | Materials not in process (parts, materials, objects, etc., not in the process of being changed or modified, which are <i>sources</i> of information when being inspected, handled, packaged, distributed, or selected, etc., such as items or materials in inventory, storage, or distribution channels, items being inspected, etc.)   |
| 10 | 3 | Features of nature (landscapes, fields, geological samples, vegetation, cloud formations, and other features of nature which are observed or inspected to provide information)  |
| 11 | 2 | Man-made features of environment (structures, buildings, dams, highways, bridges, docks, railroads, and other “man-made” or altered aspects of the indoor environment which are observed or inspected to provide job information; do not consider equipment, machines, etc., that an individual uses in his work, as covered by item 7) |

operation, and information-processing characteristics, you can quantitatively compare jobs relative to one another,<sup>19</sup> and then classify jobs for pay purposes.<sup>20</sup>

**DEPARTMENT OF LABOR (DOL) PROCEDURE** Experts at the U.S. Department of Labor did much of the early work developing job analysis.<sup>21</sup> They used their results

#### diary/log

Daily listings made by workers of every activity in which they engage along with the time each activity takes.

#### position analysis questionnaire (PAQ)

A questionnaire used to collect quantifiable data concerning the duties and responsibilities of various jobs.

**TABLE 4-1 Basic Department of Labor Worker Functions**

	Data	People	Things
<b>Basic Activities</b>	0 Synthesizing	0 Mentoring	0 Setting up
	1 Coordinating	1 Negotiating	1 Precision working
	2 Analyzing	2 Instructing	2 Operating/controlling
	3 Compiling	3 Supervising	3 Driving/operating
	4 Computing	4 Diverting	4 Manipulating
	5 Copying	5 Persuading	5 Tending
	6 Comparing	6 Speaking/signaling	6 Feeding/offbearing
		7 Serving	7 Handling
		8 Taking instructions/helping	
<p><i>Note:</i> Determine employee's job "score" on data, people, and things by observing his or her job and determining, for each of the three categories, which of the basic functions illustrates the person's job. "0" is high; "6," "8," and "7" are lows in each column.<sup>22</sup></p>			

to compile what was for many years the bible of job descriptions, the *Dictionary of Occupational Titles*. This mammoth book contained detailed information on virtually every job in America. We'll see in a moment that Internet-based tools have largely replaced the *Dictionary*. However, the U.S. Department of Labor job analysis procedure still offers a good example of how to quantitatively rate, classify, and compare different jobs, based on the DOL's "data, people, and things" ratings.

It works as follows. As Table 4-1 shows, the DOL method uses a set of standard basic activities called *worker functions* to describe what a worker must do with respect to data, people, and things. With respect to data, for instance, the possible functions include synthesizing, coordinating, and copying. With respect to people, they include mentoring, negotiating, and supervising. With respect to things, the basic functions include manipulating, tending, and handling.

Each worker function has an importance rating. Thus, "coordinating" is 1, whereas "copying" is 5. If you were analyzing the job of a receptionist/clerk, for example, you might label the job 5, 6, 7, to represent copying data, speaking/signaling people, and handling things. On the other hand, you might code a psychiatric aide in a hospital 1, 7, 5 in relation to data, people, and things. In practice, you would score each task that the worker performed as part of his or her job in terms of data, people, and things. Then you would use the highest combination (say 4, 6, 5) to rate the overall job, since this is the highest level that you would expect a successful job incumbent to attain. If you were selecting a worker for that 4, 6, 5 job, you'd expect him or her to be able to at least compute (4), speak/signal (6), and tend (5). If you were comparing jobs for pay purposes, then a 4, 6, 5 job should rank higher (see Table 4-1) than a 6, 8, 6 job. You can then present a summary of the job along with its 3-digit rating on a form such as in Figure 4-5.

## Internet-Based Job Analysis

Methods such as questionnaires and interviews can be time-consuming. And collecting the information from geographically dispersed employees can be challenging.<sup>23</sup>

Conducting the job analysis via the Internet is an obvious solution.<sup>24</sup> Most simply, the human resource department can distribute standardized job analysis questionnaires to geographically disbursed employees via their company intranets, with instructions to complete the forms and return them by a particular date.

Of course, the instructions should be clear, and it's best to test the process first. Without a job analyst actually sitting there with the employee or supervisor, there's always a chance that the employees won't cover important points or that misunderstandings will cloud the results.

**FIGURE 4-5** Sample Report  
Based on Department of Labor  
Job Analysis Technique

<b>Job Analysis Schedule</b>															
1. Established Job Title	DOUGH MIXER														
2. Ind. Assign	(bake prod.)														
3. SIC Code(s) and Title(s)	2051 Bread and other bakery products														
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"></div> <div style="width: 50%;"> <p>4. JOB SUMMARY:</p> <p>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.</p> </div> </div>															
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"></div> <div style="width: 50%;"> <p>5. WORK PERFORMED RATINGS:</p> <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>D</th> <th>P</th> <th>(T)</th> </tr> <tr> <th style="text-align: left;">Worker Functions</th> <th>Data</th> <th>People</th> <th>Things</th> </tr> </thead> <tbody> <tr> <td></td> <td>5</td> <td>6</td> <td>2</td> </tr> </tbody> </table> <p>Work Field     Cooking, Food Preparing</p> </div> </div>					D	P	(T)	Worker Functions	Data	People	Things		5	6	2
	D	P	(T)												
Worker Functions	Data	People	Things												
	5	6	2												
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"></div> <div style="width: 50%;"> <p>6. WORKER TRAITS RATING (to be filled in by analyst):</p> <p>Training time required</p> <p>Aptitudes</p> <p>Temperaments</p> <p>Interests</p> <p>Physical demands</p> <p>Environment conditions</p> </div> </div>															

**U.S. NAVY EXAMPLE** The U.S. Navy used Web job analysis. The challenge was “to develop a system that would allow the collection of job-related information with minimal intervention and guidance, so that the system could be used in a distributed [long distance] manner.”<sup>25</sup> To keep ambiguities to a minimum, they had the employees complete structured job analysis forms step-by-step, and duty by duty, as follows:

- First the online form *shows workers a set of work activities* (such as “getting information” and “monitor the process”) from the Department of Labor online O\*NET work activities list. (Figure 4-6 lists some of these activities, such as “Getting Information.” You can access the site at [www.onetcenter.org/content.html/4.A#cm\\_4.A](http://www.onetcenter.org/content.html/4.A#cm_4.A).)
- Next the form directs them to *select those work activities* that are important to their job.
- Then the form asks them to *list actual duties* of their jobs that fit each of those selected work activities. For example, suppose an employee chose “Getting Information” as a work activity that was important to his or her job. In this final step, he or she would list next to “Getting Information” one or more specific job duties from the job, perhaps such as “watch for new orders from our vendors and bring them to the boss’s attention.”

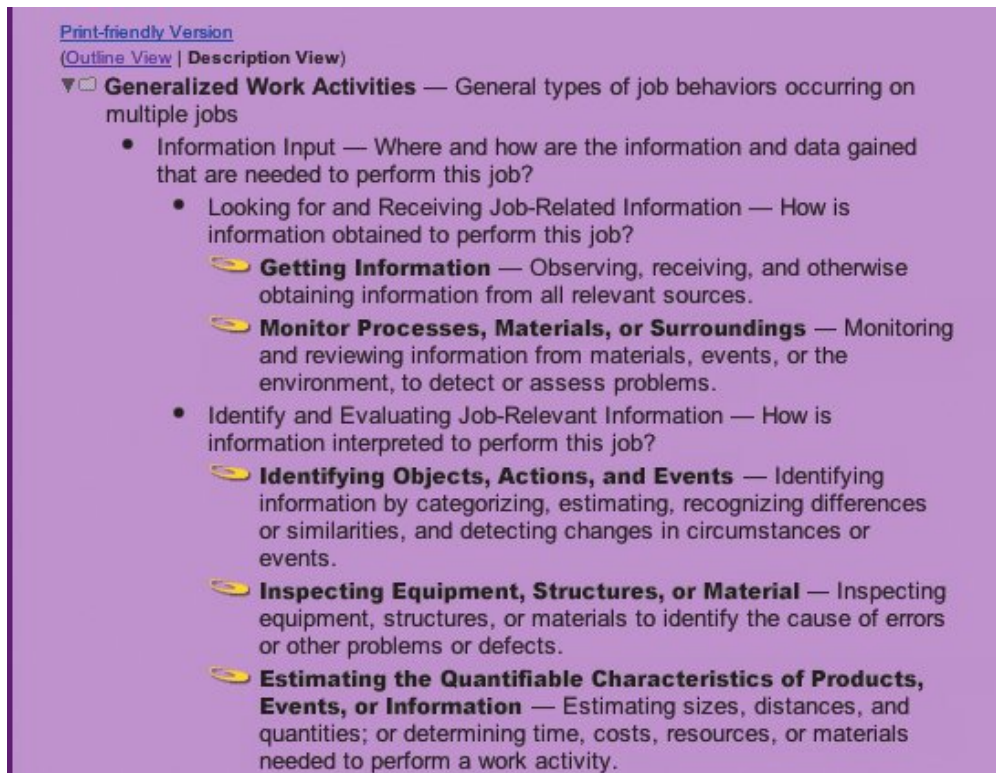
Again, as here, the main issue with online job analysis is to strip the process of as many ambiguities as possible. The Navy’s method proved to be an effective way to collect job-related information online.<sup>26</sup>



**FIGURE 4-6** O\*NET General Work Activities Categories

Note: The U.S. Navy employees were asked to indicate if their jobs required them to engage in work activities such as: Getting Information; Monitor Processes; Identifying Objects; Inspecting Equipment; and Estimating Quantifiable Characteristics.

Source: Reprinted by permission of O\*NET OnLine.



**4** Write job descriptions, including summaries and job functions, using the Internet and traditional methods.

## WRITING JOB DESCRIPTIONS

The most important product of job analysis is the job description. A job description is a written statement of what the worker actually does, how he or she does it, and what the job's working conditions are. You use this information to write a job specification; this lists the knowledge, abilities, and skills required to perform the job satisfactorily.

There is no standard format for writing a job description. However, most descriptions contain sections that cover:

1. Job identification
2. Job summary
3. Responsibilities and duties
4. Authority of incumbent
5. Standards of performance
6. Working conditions
7. Job specification

Figures 4-7 and 4-8 present two sample forms of job descriptions.

### Job Identification

As in Figure 4-7, the job identification section (on top) contains several types of information.<sup>27</sup> The *job title* specifies the name of the job, such as supervisor of data processing operations, or inventory control clerk. The FLSA status section identifies the job as exempt or nonexempt. (Under the Fair Labor Standards Act, certain positions, primarily administrative and professional, are exempt from the act's overtime and minimum wage provisions.) *Date* is the date the job description was actually approved.

There may also be a space to indicate who approved the description and perhaps a space showing the location of the job in terms of its facility/division and department. This section might also include the immediate supervisor's title and information regarding salary and/or pay scale. There might also be space for the grade/level of the job, if there is such a category. For example, a firm may classify programmers as programmer II, programmer III, and so on.

<b>JOB TITLE:</b> Telesales Representative	<b>JOB CODE:</b> 100001
<b>RECOMMENDED SALARY GRADE:</b>	<b>EXEMPT/NONEXEMPT STATUS:</b> Nonexempt
<b>JOB FAMILY:</b> Sales	<b>EEOC:</b> Sales Workers
<b>DIVISION:</b> Higher Education	<b>REPORTS TO:</b> District Sales Manager
<b>DEPARTMENT:</b> In-House Sales	<b>LOCATION:</b> Boston
	<b>DATE:</b> April 2009

### **SUMMARY** (Write a brief summary of job.)

The person in 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, the individual in 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)

The person in 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%)

(Continued)

**FIGURE 4-7** Sample Job Description, Pearson Education

Source: Courtesy of HR Department, Pearson Education.

### **Job Summary**

The job summary should summarize the essence of the job, and include only its major functions or activities. Thus (in Figure 4-7), the telesales rep “. . . is responsible for selling college textbooks. . . .” For the job of mailroom supervisor, “the mailroom supervisor receives, sorts, and delivers all incoming mail properly, and he or she handles all outgoing mail including the accurate and timely posting of such mail.”<sup>28</sup>

**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 the most sales.

Submitted By: Jim Smith, District Sales Manager	Date: April 10, 2007
Approval:	Date:
Human Resources:	Date:
Corporate Compensation:	Date:

**FIGURE 4-7** (Continued)

While it's common to do so, include general statements like “performs other assignments as required” with care. Some experts state unequivocally that “one item frequently found that should never be included in a job description is a ‘cop-out clause’ like ‘other duties, as assigned,’”<sup>29</sup> since this leaves open the nature of the job. Finally, make it clear in the summary that the employer expects the employee to carry out his or her duties efficiently, attentively, and conscientiously.

**FIGURE 4-8** Marketing Manager Description from Standard Occupational Classification

Source: [www.bls.gov/soc/soc\\_a2c1.htm](http://www.bls.gov/soc/soc_a2c1.htm), accessed May 10, 2007.

The screenshot shows the U.S. Department of Labor Bureau of Labor Statistics website. The header includes the BLS logo and navigation links like 'BLS Home', 'Programs & Surveys', 'Get Detailed Statistics', 'Glossary', 'What's New', and 'Find It! In DOL'. The main content area is titled '11-2021 Marketing Managers' and provides a brief description of the job: '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. Oversee product development or monitor trends that indicate the need for new products and services.'

## Relationships

There may be a “relationships” statement (not in Figure 4-7) that shows the jobholder’s relationships with others inside and outside the organization. For a human resource manager, such a statement might look like this:<sup>30</sup>

**Reports to:** Vice president of employee relations.

**Supervises:** Human resource clerk, test administrator, labor relations director, and one secretary.

**Works with:** All department managers and executive management.

**Outside the company:** Employment agencies, executive recruiting firms, union representatives, state and federal employment offices, and various vendors.<sup>31</sup>

## Responsibilities and Duties

This is the heart of the job description. It should present a list of the job’s significant responsibilities and duties. As in Figure 4-7, list each of the job’s major duties separately, and describe it in a few sentences. In the figure, for instance, the job’s duties include “achieve quantitative sales goal . . .” and “determine sales priorities. . .” Typical duties for other jobs might include making accurate postings to accounts payable, maintaining favorable purchase price variances, and repairing production-line tools and equipment.

This section may also define the limits of the jobholder’s authority. For example, the jobholder might have authority to approve purchase requests up to \$5,000, grant time off or leaves of absence, discipline department personnel, recommend salary increases, and interview and hire new employees.

Usually, the manager’s basic question here is, “How do I determine what the job’s duties are and should be?” The answer first is, from the *job analysis*; this should reveal what the employees on each job are doing now. Second, you can review various sources of standardized job description information. For example, the **Standard Occupational Classification (SOC)** ([www.bls.gov/soc/socguide.htm](http://www.bls.gov/soc/socguide.htm)) classifies all workers into one of 23 major groups of jobs, such as “Management Occupations” and “Healthcare Occupations.” These in turn contain 96 minor groups of jobs, which in turn include 821 detailed occupations, such as the marketing manager description in Figure 4-8. The employer can use standard descriptions like these to identify a job’s duties and responsibilities, such as “Determine the demand



for products.” (The accompanying Managing the New Workforce feature expands on this.) The employer may also use other popular sources of job description information, such as [www.jobdescription.com](http://www.jobdescription.com). O\*NET online, as noted, is another option for finding job duties. We’ll turn to this in a moment.

## MANAGING THE NEW WORKFORCE

### Writing Job Descriptions That Comply with the ADA

The list of job duties looms large in employers’ efforts to comply with ADA regulations. Under the Americans with Disabilities Act (ADA), the individual must have the requisite skills, educational background, and experience to perform the job’s essential functions. A job function is essential when it is the reason the position exists or when the function is so specialized that the firm hired the person doing the job for his or her expertise or ability to perform that particular function. If the disabled individual can’t perform the job as currently structured, the employer is required to make a “reasonable accommodation,” unless doing so would present an “undue hardship.”

Is a function essential? Questions to ask include:

1. What activities/duties/tasks actually constitute the job? Is each really necessary?
2. 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.?
3. Would removing a function fundamentally alter the job?
4. What happens if a task is not completed on time?
5. Does the position actually exist to perform that function?
6. Are employees in the position actually required to perform the function?<sup>32</sup>
7. What is the degree of expertise or skill required to perform the function?<sup>33</sup>

## Standards of Performance and Working Conditions

A “standards of performance” section lists the standards the company expects the employee to achieve for each of the job description’s main duties and responsibilities. Setting standards is never easy. However, most managers soon learn that just telling subordinates to “do their best” doesn’t provide enough guidance. One straightforward way of setting standards is to finish the statement, “I will be completely satisfied with your work when. . . .” This sentence, if completed for each listed duty, should result in a usable set of performance standards. Here is an example:

### Duty: Accurately Posting Accounts Payable

1. Post all invoices received within the same working day.
2. Route all invoices to proper department managers for approval no later than the day following receipt.
3. An average of no more than three posting errors per month.

The job description may also list the working conditions involved on the job. These might include things like noise level, hazardous conditions, or heat.

## Using the Internet for Writing Job Descriptions

More employers are turning to the Internet for their job descriptions. One site, [www.jobdescription.com](http://www.jobdescription.com), illustrates why. The process is simple. Search by alphabetical title, keyword, category, or industry to find the desired job title. This leads you to a

generic job description for that title—say, “Computers & EDP Systems Sales Representative.” You can then use the wizard to customize the generic description for this position. For example, you can add specific information about your organization, such as job title, job codes, department, and preparation date. And you can indicate whether the job has supervisory abilities, and choose from a number of possible desirable competencies and experience levels.

**O\*NET** The U.S. Department of Labor’s occupational information network, called O\*NET, is an increasingly popular Web tool (you’ll find it at <http://online.onetcenter.org>). It allows users (not just managers, but workers and job seekers) to see the most important characteristics of various occupations, as well as the experience, education, and knowledge required to do each job well. Both the Standard Occupational Classification and O\*NET include the specific tasks associated with many occupations. O\*NET also lists skills, including *basic skills* such as reading and writing, *process skills* such as critical thinking, and *transferable skills* such as persuasion and negotiation.<sup>34</sup> You’ll also see that an O\*NET job listing includes information on worker requirements (required knowledge, for instance), occupation requirements (such as compiling, coding, and categorizing data, for instance), and experience requirements (including education and job training). You can also use O\*NET to check the job’s labor market characteristics, such as employment projections and earnings data.<sup>35</sup>

**HOW TO USE O\*NET** Many managers and small business owners face two hurdles when doing job analyses and job descriptions. First, they need a streamlined approach for developing a job description. Second, they fear that they will overlook duties that subordinates should be assigned.

You have three good options. The *Standard Occupational Classification*, mentioned earlier, provides detailed descriptions of thousands of jobs and their human requirements. Web sites like [www.jobdescription.com](http://www.jobdescription.com) provide customizable descriptions by title and industry. And the Department of Labor’s O\*NET is a third option. We’ll focus here on how you can write a job description using O\*NET (<http://online.onetcenter.org>).<sup>36</sup>

- Step 1: Decide on a Plan.** Ideally, the jobs you need should flow from your departmental or company plans. Therefore, you may want to review your plan. What do you expect your sales to be next year, and in the next few years? What areas or departments do you think will have to be expanded or reduced? What kinds of new positions do you think you’ll need?
- Step 2: Develop an Organization Chart.** You may want to write an organization chart. Start with the organization as it is now. Then (depending upon how far you’re planning), produce a chart showing how you’d like your chart to look in the future (say, in a year or two). Microsoft’s MS Word includes an organization charting function. Software packages such as *OrgPublisher* from TimeVision of Irving, Texas, are another option.<sup>37</sup>
- Step 3: Use a Job Analysis Questionnaire.** Next, gather information about the job’s duties. (You can use job analysis questionnaires, such as those shown in Figure 4-3 and Figure 4-9.)
- Step 4: Obtain Job Duties from O\*NET.** The list of job duties you uncovered in the previous step may or may not be complete. We’ll therefore use O\*NET to compile a more complete list. (Refer to the A, B, and C examples pictured on page 125 as you read along.)

Start by going to <http://online.onetcenter.org> (A). Here, click on *Find Occupations*. Assume you want to create job descriptions for a retail salesperson. Key *Retail Sales* in the Keyword drop-down box. This brings you to the Occupations matching “retail sales” page (B).

Clicking on the *Retail Salespersons* summary produces the job summary and specific occupational duties for retail salespersons (C). For a small store, you might want to combine the duties of the “retail salesperson” with those of “first-line supervisors/managers of retail sales workers.”

**FIGURE 4-9** Simple Job Description Questionnaire

Source: Reprinted from [www.hr.blr.com](http://www.hr.blr.com) with the permission of the publisher. Business and Legal Resources, Inc., Old Saybrook, CT. BLR® (Business & Legal Resources, Inc.).

**Instructions:** Distribute copies of this questionnaire to supervisors, managers, personnel staff members, job analysts, and others who may be involved in writing job descriptions. Ask them to record their answers to these questions in writing.

- 1. What is the job title? \_\_\_\_\_
- 2. Summarize the job's more important, regularly performed/duties in a job summary. \_\_\_\_\_
- 3. In what department is the job located? \_\_\_\_\_
- 4. What is the title of the supervisor or manager to whom the job holder must report?
- 5. Does the job holder supervise other employees? If so, give their job titles and a brief description of their responsibilities.

Position Supervised	Responsibilities

- 6. What essential function duties does the job holder perform regularly? List them in order of importance.

Duty	Percentage of Time Devoted to This Duty
1.	
2.	
3.	
4.	
5.	
6.	

- 7. Does the job holder perform other duties periodically? Infrequently? If so, please list, indicating frequency.
- 8. What are the working conditions? List such items as noise, heat, outside work, and exposure to bad weather.
- 9. How much authority does the job holder have in such matters as training or guiding other people?
- 10. How much education, experience, and skill are required for satisfactory job performance?
- 11. At what stage is the job holder's work reviewed by the supervisor?
- 12. What machines or equipment is the job holder responsible for operating?
- 13. If the job holder makes a serious mistake or error in performing required duties, what would be the cost to management?

**Step 5: List the Job's Human Requirements from O\*NET.** Next, return to the summary for *Retail Salesperson* (C). Here, click, for example, Knowledge, Skills, and Abilities. Use this information to help develop a job specification for your job. Use this information for recruiting, selecting, and training your employees.

Source: Reprinted by permission of O\*NET OnLine.

A



B

O*NET-SOC Code	O*NET-SOC Title	Summary	Detail	Custom
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	Greeting 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

C

**Summary Report for:**  
41-2031.00 - Retail Salespersons

Updated 2020

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

**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.
- Track, arrange and display merchandise to promote sales.

**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.

**Step 6: Finalize the Job Description.** Finally, perhaps using Figure 4-9 as a guide, write an appropriate job summary for the job. Then use the information obtained previously in steps 4 and 5 to create a complete listing of the tasks, duties, and human requirements of each of the jobs you will need to fill.



**5** Write a job specification.**WRITING JOB SPECIFICATIONS**

The job specification takes the job description and answers the question, “What human traits and experience are required to do this job effectively?” It shows what kind of person to recruit and for what qualities you should test that person. It may be a section of the job description, or a separate document. Often—as in Figure 4-7 on pages 119–120—the employer makes it part of the job description.<sup>38</sup>

**Specifications for Trained Versus Untrained Personnel**

Writing job specifications for trained employees is relatively straightforward. Here your job specifications might focus mostly on traits like length of previous service, quality of relevant training, and previous job performance.

The problems are more complex when you’re filling jobs with untrained people (with the intention of training them on the job). Here you must specify qualities such as physical traits, personality, interests, or sensory skills that imply some potential for performing or for being trained to do the job.

For example, suppose the job requires detailed manipulation in a circuit board assembly line. Here you might want to ensure that the person scores high on a test of finger dexterity. Employers identify these human requirements either through a subjective, judgmental approach or through statistical analysis (or both). Let’s examine both approaches.

**Specifications Based on Judgment**

Most job specifications come from the educated guesses of people like supervisors and human resource managers. The basic procedure here is to ask, “What does it take in terms of education, intelligence, training, and the like to do this job well?”

There are several ways to get these “educated guesses.” You could simply review the job’s duties, and deduce from those what human traits and skills the job requires. You can also choose them from the competencies listed in Web-based job descriptions like those at [www.jobdescription.com](http://www.jobdescription.com). (For example, a typical job description there lists competencies like “Generates creative solutions” and “Manages difficult or emotional customer situations.”) O\*NET online is another option. Job listings there include complete lists of required education and other experience and skills.

Filling jobs with untrained employees requires identifying the personal traits that predict performance.



Source: Fotolia.

**USE COMMON SENSE** In any case, use common sense when compiling your list. Don't ignore the behaviors that may apply to almost any job but that might not normally surface through a job analysis.

Industriousness is an example. Who wants an employee who doesn't work hard? One researcher collected supervisor ratings and other information from 18,000 employees in 42 different hourly entry-level jobs in predominantly retail settings.<sup>39</sup> Regardless of the job, here are the work behaviors (with examples) that he found to be important to all jobs:

Job-Related Behavior	Some Examples
Industriousness	Keeps working even when other employees are standing around talking; takes the initiative to find another task when finished with regular work.
Thoroughness	Cleans equipment thoroughly, creating a more attractive display; notices merchandise out of place and returns it to the proper area.
Schedule flexibility	Accepts schedule changes when necessary; offers to stay late when the store is extremely busy.
Attendance	Arrives at work on time; maintains good attendance.
Off-task behavior (reverse)	Uses store phones to make personal unauthorized calls; conducts personal business during work time; lets joking friends be a distraction and interruption to work.
Unruliness (reverse)	Threatens to bully another employee; refuses to take routine orders from supervisors; does not cooperate with other employees.
Theft (reverse)	(As a cashier) Under-rings the price of merchandise for a friend; cheats on reporting time worked; allows nonemployees in unauthorized areas.
Drug misuse (reverse)	Drinks alcohol or takes drugs on company property; comes to work under the influence of alcohol or drugs.

## Job Specifications Based on Statistical Analysis

Basing job specifications on statistical analysis is the more defensible approach, but it's also more difficult. The aim here is to determine statistically the relationship between (1) some *predictor* (human trait, such as height, intelligence, or finger dexterity), and (2) some indicator or *criterion* of job effectiveness, such as performance as rated by the supervisor.

The procedure has five steps: (1) analyze the job and decide how to measure job performance; (2) select personal traits like finger dexterity that you believe should predict successful performance; (3) test candidates for these traits; (4) measure these candidates' subsequent job performance; and (5) statistically analyze the relationship between the human trait (finger dexterity) and job performance. Your objective is to determine whether the former predicts the latter.

This method is more defensible than the judgmental approach because equal rights legislation forbids using traits that you can't prove distinguish between high and low job performers. For example, hiring standards that discriminate based on sex, race, religion, national origin, or age may have to be shown to predict job performance. Ideally, you do this with a statistical validation study, as in the 5-step approach outlined earlier. In practice, most employers probably rely more on judgmental approaches.

## Using Task Statements

Although employers traditionally use job descriptions and job specifications to summarize what their jobs entail, *task statements* are increasingly popular.<sup>40</sup> Each of a job's task statements shows *what* the worker does on one particular job task, *how* the worker does it, and for what *purpose*.<sup>41</sup> One task statement for a dry cleaning store counter person might be, "accepts an order of clothes from a customer and places it into a laundry bag

and provides the customer with a receipt, in order to ensure that the customer's clothes items are together and identifiable and that the store and customer have an accurate record of the transaction." (In contrast, the traditional job duty might say, "accepts orders of clothes from customers and places them in laundry bags; gives customers receipts). Writing task statements such as that for each of the job's tasks is the first step in this process.

Next, for each task *identify the knowledge, skills, abilities, and other* characteristics (KSAOs) needed to do each task. For the sample task, the counter person would need to know how to operate the computerized cash register, would need the skill to identify fabrics so proper prices can be charged, and would need the ability or natural talent (for instance, cognitive ability or physical ability) to perform arithmetic computations and lift heavy laundry bags. Most jobs also require certain "other" human characteristics. For example, "conscientiousness" might be important for this and most other jobs.

Third, the job analyst takes the resulting 12 or 15 task statements for a job's tasks and groups them into four or five main job duties. Thus the four main counter person job duties might include accepts and returns customer's clothes, handles the cash register, fills in for the cleaner/spotter when he or she is absent, and supervises the tailor and assistant counter person.

Finally, the job analyst compiles all this information in a "Job Requirements Matrix" for this job. This matrix lists each of the four or five main job duties in column 1; the task statements associated with each job duty in column 2; the relative importance of each job duty and the time spent on each job duty in columns 3 and 4; and the knowledge, skills, ability, and other characteristics or competencies related to each job duty in column 5.<sup>42</sup> The task statement matrix provides a more comprehensive picture of what the worker does and how and why he or she does it than does a conventional job description. Such a list of required knowledge, skills, abilities, and other characteristics can provide powerful information for making staffing, training, and performance appraisal decisions, as can job profiling, to which we now turn.

**6** Explain competency-based job analysis, including what it means and how it's done in practice.

## PROFILES IN TALENT MANAGEMENT

A job is traditionally a set of closely related activities carried out for pay, but the concept of a job is changing. Employers such as Daimler are instituting high-performance work policies and practices. These include management practices (such as organizing around work teams) that depend on multiskilled employees who can tackle multiple jobs.

The problem is that in situations like these, relying on a list of conventional job duties can be counterproductive, because the person's job changes frequently.<sup>43</sup> Often, the better option is to create job profiles. *Job profiles* list the competencies, traits, knowledge, and experience that employees in these multi-skilled jobs *must be able to exhibit* to get the multiple jobs done. Then the manager can recruit, hire, train, appraise, and reward employees based on these profiles, rather than on a list of static job duties. Experts at the consulting firm DDI say that the aim of writing job profiles (also called "competency" or "success" profiles) is to create detailed descriptions of what is required for exceptional performance in a given role or job, in terms of required Competencies (necessary behaviors), Personal Attributes (traits, personality, etc.), Knowledge (technical and/or professional), and Experience (necessary educational and work achievements). Each job's profile then becomes the anchor for creating recruitment, selection, training, and evaluation and development plans for each job. (Many use the term *competency model* rather than *profile*.<sup>44</sup>) Figure 4-10 illustrates one type of profile, in the form of a competency model.

## Competencies and Competency-Based Job Analysis

Employers often use competency-based job analysis to create such profiles. *Competencies* are observable and measurable behaviors of the person that make performance possible (we'll look at examples in a moment). To determine what a job's required competencies are, ask, "In order to perform this job competently, what should the employee be able to do?" Competencies are typically skills. Examples of

**FIGURE 4-10** Example of Competency Model for Human Resource Manager

competencies include “program in HTML,” “produce a lesson plan,” and “engineer the struts for a bridge.” **Competency-based job analysis** means describing the job in terms of measurable, observable, behavioral competencies (knowledge, skills, and/or behaviors) that an employee doing that job must exhibit.<sup>45</sup> Traditional job analysis is more job-focused (What are this job’s duties?). Competency-based analysis is more worker-focused (What must employees be competent at to do this multiskilled job?).

Managers sometimes group competencies into various clusters, such as *general competencies* (reading and writing, for instance), *leadership competencies* (leadership, and strategic thinking, for instance), and *technical competencies*. Technical competencies for the job of systems engineer might include the following:

- Design complex software applications, establish protocols, and create prototypes.
- Establish the necessary platform requirements to efficiently and completely coordinate data transfer.<sup>46</sup>

Similarly, for a corporate treasurer, technical competencies might include:

- Formulate trade recommendations by studying several computer models for currency trends.
- Recommend specific trades and when to make them.<sup>47</sup>

#### Competency-based job analysis

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

In practice, competency-based analysis usually comes down to identifying the basic skills an employee needs to do the job. Thus, O\*NET lists various skills within six skill groups (accessible at <http://online.onetcenter.org/skills>). A sampling includes:

“Mathematics—using mathematics to solve problems”

“Speaking—talking to others to convey information effectively”

“Complex problem-solving—identifying complex problems and reviewing related information to develop and evaluate options and implement solutions”

“Negotiation—bringing others together and trying to reconcile differences”

**IBM EXAMPLE** IBM recently identified all of the possible roles (leader, analyst, engineer, and so on) that its workers, managers, and executives might fulfill. IBM analysts then studied what people do in each role and what skills effectively performing each role requires.

For doing what turned out to be 490 roles, IBM concluded there are 4,000 possible sets of skills. IBM now assesses and rates its employees' skills on a continuum from Zero—“You have not demonstrated a significant mastery of the skill set,” to Three—“You have achieved a mastery level demonstrated by the fact that you're not only proficient, but that you're developing others around it.” This enables IBM to tell each employee “where we see your skill sets, which skills you have that will become obsolete and what jobs we anticipate will become available down the road. . . . We'll direct you to training programs that will prepare you for the future.”<sup>48</sup>

## How to Write Competencies-Based Job Descriptions

Defining the job's competencies and writing them up is similar in most respects to traditional job analysis. In other words, you might interview job incumbents and their supervisors, ask open-ended questions regarding job responsibilities and activities, and perhaps identify critical incidents that pinpoint success on the job. However, instead of compiling lists of job duties, you will ask, “*In order to perform this job competently, the employee should be able to. . . ?*” Use your knowledge of the job to answer this, or use information from a source such as O\*NET. There are also off-the-shelf competencies databanks. One is that of the Department of Labor's Office of Personnel Management (see [www.opm.gov](http://www.opm.gov)).

**BP EXAMPLE** Several years ago, British Petroleum's (BP's) exploration division executives decided their unit needed a more efficient, faster-acting organization.<sup>49</sup> To help accomplish this, they felt they had to shift employees from a job duties-oriented “that's-not-my-job” attitude to one that motivated them to obtain the skills required to accomplish their broader responsibilities.

Their solution was a skills matrix like that in Figure 4-11. BP created skills matrices (such as in Figure 4-11) each job or job family (such as drilling managers).

**FIGURE 4-11** The Skills Matrix for One Job at BP

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

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



As in Figure 4-11, each matrix listed (1) the types of skills required to do that job (such as technical expertise) and (2) the minimum level of each skill required for that job or job family. Talent management in this BP unit now involves recruiting, hiring, training, appraising, and rewarding employees based on the competencies they need to perform their ever-changing jobs, with the overall aim of creating a more flexible organization.

## REVIEW

### MyManagementLab

Now that you have finished this chapter, go back to [www.mymanagementlab.com](http://www.mymanagementlab.com) to continue practicing and applying the concepts you've learned.

## CHAPTER SECTION SUMMARIES

- Employers today often view all the staff–train–reward activities as part of a single integrated *talent management* process. We defined talent management as the *goal-oriented* and *integrated* process of *planning, recruiting, developing, managing, and compensating* employees. When a manager takes a talent management perspective, he or she should keep in mind that the talent management tasks are parts of a single interrelated talent management process, make sure talent management decisions such as staffing and pay are goal-directed, consistently use the same “profile” for formulating recruitment plans for a job as you do for making selection, training, appraisal, and payment decisions for it, actively segment and manage employees, and integrate/coordinate all the talent management functions.
- All managers need to be familiar with **the basics of job analysis**.
  - Job analysis is the procedure through which you determine the duties of the department’s positions and the characteristics of the people to hire for them.
  - Job descriptions are a list of what the job entails, while job specifications identify what kind of people to hire for the job.
  - The job analysis itself involves collecting information on matters such as work activities; required human behaviors; and machines, tools, and equipment used.
  - Managers use job analysis information in recruitment and selection, compensation, training, and performance appraisal.
  - The basic steps in job analysis include deciding the use of the job analysis information, reviewing relevant background information including organization charts, analyzing the job, verifying the information, and developing job descriptions and job specifications.
- There are various **methods for collecting job analysis information**. These include interviews, questionnaires, observation, participant diary/logs, and quantitative techniques such as position analysis questionnaires. Employers increasingly collect information from employees via the Internet.
- Managers should be familiar with the process for **writing job descriptions**. While there is no standard format, most descriptions contain sections that cover job identification, a job summary, a listing of responsibilities and duties, the job incumbent’s authority, and performance standards. The job description may also contain information regarding the job’s working conditions, and the job specifications. Many employers use Internet sources such as [www.jobdescription.com](http://www.jobdescription.com) to facilitate writing job descriptions.
- In **writing job specifications**, it’s important to distinguish between specifications for trained versus untrained personnel. For trained employees, the process is relatively straightforward, because you’re looking primarily for traits like experience. For untrained personnel, it’s necessary to identify traits that might predict success on the job. Most job specifications come from the educated guesses of people like supervisors, and are based mostly on judgment. Some employers use statistical analyses to identify predictors or human traits that are related to success on the job.
- Employers are creating “profiles” for each of their jobs. The aim of creating profiles is to create detailed descriptions of what is required for exceptional performance in a given role or job, in terms of required competencies, personal attributes, knowledge, and experience. Each job’s profile then becomes the anchor for creating recruitment, selection, training, and evaluation and development plans for each job. **Competency-based job analysis** means describing the job in terms of measurable, observable, behavioral competencies (such as specific skills) that an employee doing the job must exhibit to do the job well. With the job of, say, a team member possibly changing daily, one should identify the skills the employee may need to move among jobs.

## DISCUSSION QUESTIONS

1. Why, in summary, should managers think of staffing, training, appraising, and paying employees as a talent management process?
2. Explain to the head of a company how he or she could use the talent management approach to improve his or her company's performance.
3. What items are typically included in the job description?
4. What is job analysis? How can you make use of the information it provides?
5. We discussed several methods for collecting job analysis data—questionnaires, the position analysis questionnaire, and so on. Compare and contrast these methods, explaining what each is useful for and listing the pros and cons of each.
6. Describe the types of information typically found in a job specification.
7. Explain how you would conduct a job analysis.
8. Do you think companies can really do without detailed job descriptions? Why or why not?
9. In a company with only 25 employees, is there less need for job descriptions? Why or why not?

## INDIVIDUAL AND GROUP ACTIVITIES

1. Working individually or in groups, obtain copies of job descriptions for clerical positions at the college or university where you study, or the firm where you work. What types of information do they contain? Do they give you enough information to explain what the job involves and how to do it? How would you improve on the description?
2. Working individually or in groups, use O\*NET to develop a job description for your professor in this class. Based on that, use your judgment to develop a job specification. Compare your conclusions with those of other students or groups. Were there any significant differences? What do you think accounted for the differences?
3. The HRCI "Test Specifications" appendix at the end of this book (pages 633–640) lists the knowledge someone studying for the HRCI certification exam needs to have in each area of human resource management (such as in Strategic Management, Workforce Planning, and Human Resource Development). In groups of four to five students, do four things: (1) review that appendix now; (2) identify the material in this chapter that relates to the required knowledge in the appendix lists; (3) write four multiple-choice exam questions on this material that you believe would be suitable for inclusion in the HRCI exam; and (4) if time permits, have someone from your team post your team's questions in front of the class, so the students in other teams can take each others' exam questions.

## EXPERIENTIAL EXERCISE

### The Instructor's Job Description

**Purpose:** The purpose of this exercise is to give you experience in developing a job description, by developing one for your instructor.

**Required Understanding:** You should understand the mechanics of job analysis and be thoroughly familiar with the job analysis questionnaires. (See Figures 4-3 and 4-9.)

**How to Set Up the Exercise/Instructions:** Set up groups of four to six students for this exercise. As in all exercises in this book, the groups should be separated and should not converse with each other. Half of the groups in the class will develop the job description using the job analysis questionnaire (Figure 4-3), and the other half of the groups will develop it using the job description questionnaire (Figure 4-9). Each student should review his or her questionnaire (as appropriate) before joining his or her group.

1. Each group should do a job analysis of the instructor's job: Half of the groups will use the Figure 4-3 job

analysis questionnaire for this purpose, and half will use the Figure 4-9 job description questionnaire.

2. Based on this information, each group will develop its own job description and job specification for the instructor.
3. Next, each group should choose a partner group, one that developed the job description and job specification using the alternate method. (A group that used the job analysis questionnaire should be paired with a group that used the job description questionnaire.)
4. Finally, within each of these new combined groups, compare and critique each of the two sets of job descriptions and job specifications. Did each job analysis method provide different types of information? Which seems superior? Does one seem more advantageous for some types of jobs than others?

## APPLICATION CASE

### THE FLOOD

In May 2011, Mississippi River flooding hit Vicksburg, Mississippi, and the Optima Air Filter Company. Many employees' homes were devastated, and the firm found that it had to hire almost three completely new crews, one for each of its shifts. The problem was that the "old-timers" had known their jobs so well that no one had ever bothered to draw up job descriptions for them. When about 30 new employees began taking their places, there was general confusion about what they should do and how they should do it.

The flood quickly became old news to the firm's out-of-state customers, who wanted filters, not excuses. Phil Mann, the firm's president, was at his wits' end. He had about 30 new employees, 10 old-timers, and his original factory supervisor, Maybelline. He decided to meet with Linda Lowe, a consultant

from the local university's business school. She immediately had the old-timers fill out a job questionnaire that listed all their duties. Arguments ensued almost at once: Both Phil and Maybelline thought the old-timers were exaggerating to make themselves look more important, and the old-timers insisted that the lists faithfully reflected their duties. Meanwhile, the customers clamored for their filters.

### Questions

1. Should Phil and Linda ignore the old-timers' protests and write the job descriptions as they see fit? Why? Why not? How would you go about resolving the differences?
2. How would you have conducted the job analysis? What should Phil do now?

## CONTINUING CASE

### CARTER CLEANING COMPANY

#### The Job Description

Based on her review of the stores, Jennifer concluded that one of the first matters she had to attend to involved developing job descriptions for her store managers.

As Jennifer tells it, her lessons regarding job descriptions in her basic management and HR management courses were insufficient to fully convince her of the pivotal role job descriptions actually play in the smooth functioning of an enterprise. Many times during her first few weeks on the job, Jennifer found herself asking one of her store managers why he was violating what she knew to be recommended company policies and procedures. Repeatedly, the answers were either "Because I didn't know it was my job" or "Because I didn't know that was the way we were supposed to do it." Jennifer knew that a job description, along with a set of standards and procedures that specified what was to be done and how to do it, would go a long way toward alleviating this problem.

In general, the store manager is responsible for directing all store activities in such a way that quality work is produced, customer relations and sales are maximized, and profitability is maintained through effective control of labor,

supply, and energy costs. In accomplishing that general aim, a specific store manager's duties and responsibilities include quality control, store appearance and cleanliness, customer relations, bookkeeping and cash management, cost control and productivity, damage control, pricing, inventory control, spotting and cleaning, machine maintenance, purchasing, employee safety, hazardous waste removal, human resource administration, and pest control.

The questions that Jennifer had to address follow.

### Questions

1. What should be the format and final form of the store manager's job description?
2. Is it practical to specify standards and procedures in the body of the job description, or should these be kept separate?
3. How should Jennifer go about collecting the information required for the standards, procedures, and job description?
4. What, in your opinion, should the store manager's job description look like and contain?

## TRANSLATING STRATEGY INTO HR POLICIES & PRACTICES CASE

### THE HOTEL PARIS CASE

#### Job Descriptions

*The Hotel Paris's competitive strategy is "To use superior guest service to differentiate the Hotel Paris properties, and to thereby increase the length of stay and return rate of guests, and thus boost revenues and profitability." HR manager Lisa Cruz must now formulate functional policies and activities that support this competitive strategy by eliciting the required employee behaviors and competencies.*

As an experienced human resource director, the Hotel Paris's Lisa Cruz knew that recruitment and selection processes invariably influenced employee competencies and behavior and, through them, the company's bottom line. Everything about the workforce—its collective skills, morale, experience, and motivation—depended on attracting and then selecting the right employees.

In reviewing the Hotel Paris's employment systems, she was therefore concerned that virtually all the company's job descriptions were out of date, and that many jobs had no descriptions at all. She knew that without accurate job descriptions, all her improvement efforts would be in vain. After all, if you don't know a job's duties, responsibilities, and human requirements, how can you decide who to hire or how to train them? To create human resource policies and practices that would produce employee competencies and behaviors needed to achieve the hotel's strategic aims, Lisa's team first had to produce a set of usable job descriptions.

A brief analysis, conducted with her company's CFO, reinforced that observation. They chose departments across the hotel chain that did and did not have updated job descriptions. Although they understood that many other factors might be influencing the results, they believed that the relationships they observed did suggest that having job descriptions had a positive influence on various employee behaviors and competencies. Perhaps having the descriptions facilitated the employee selection process, or perhaps the departments with the descriptions just had better managers.

She knew the Hotel Paris's job descriptions would have to include traditional duties and responsibilities. However, most should also include several competencies unique to each job. For example, job descriptions for the front-desk clerks might include "able to check a guest in or out in 5 minutes or less." Most service employees' descriptions included the competency, "able to exhibit patience and guest supportiveness even when busy with other activities."

#### Questions

In teams or individually:

1. Based on the hotel's stated strategy, list at least four important employee behaviors for the Hotel Paris's staff.
2. If time permits, spend some time prior to class observing the front-desk clerk at a local hotel. In any case, create a job description for a Hotel Paris front-desk clerk.

### KEY TERMS

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### ENDNOTES

1. Daimler is now expanding this plant; see [www.autoblog.com/2009/03/23/rumormill-mercedes-benz-expected-to-expand-alabama-plant](http://www.autoblog.com/2009/03/23/rumormill-mercedes-benz-expected-to-expand-alabama-plant), accessed March 25, 2009, <http://mbusi.com/> accessed August 20, 2011.
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9. One writer calls job analysis, "The hub of virtually all human resource management activities necessary for the successful functioning organizations." See Parbudyal Singh, "Job Analysis for a Changing Workplace," *Human Resource Management Review* 18 (2008), p. 87.
10. Lindsay Chappell, "Mercedes Factories Embrace a New Order," *Automotive News*, May 28, 2001. See also, [www.autoblog.com/2009/03/23/rumormill-mercedes-benz-expected-to-expand-alabama-plant](http://www.autoblog.com/2009/03/23/rumormill-mercedes-benz-expected-to-expand-alabama-plant), accessed March 25, 2009,



- <http://mbusi.com>, accessed August 20, 2011.
11. Richard Henderson, *Compensation Management: Rewarding Performance* (Upper Saddle River, NJ: Prentice Hall, 1994), pp. 139–150. See also T. A. Stetz et al., “New Tricks for an Old Dog: Visualizing Job Analysis Results,” *Public Personnel Management* 38, no. 1 (Spring 2009), pp. 91–100.
  12. Ron Miller, “Streamlining Claims Processing,” *eWeek* 23, no. 25 (June 19, 2006), pp. 33, 35.
  13. Darin Hartley, “Job Analysis at the Speed of Reality,” *Training & Development*, September 2004, pp. 20–22.
  14. See Henderson, *Compensation Management*, pp. 148–152.
  15. Wayne Cascio, *Applied Psychology in Human Resource Management* (Upper Saddle River, NJ: Prentice Hall, 1998), p. 142. Distortion of information is a potential with all self-report methods of gathering information. See for example, <http://apps.opm.gov/ADT/ContentFiles/AssessmentDecisionGuide071807.pdf>, accessed October 1, 2011.
  16. Frederick Morgeson et al., “Self Presentation Processes in Job Analysis: A Field Experiment Investigating Inflation in Abilities, Tasks, and Competencies,” *Journal of Applied Psychology* 89, no. 4 (November 4, 2004), pp. 674–686; and Frederick Morgeson and Stephen Humphrey, “The Work Design Questionnaire (WDQ): Developing and Validating a Comprehensive Measure for Assessing Job Design and the Nature of Work,” *Journal of Applied Psychology* 91, no. 6 (2006), pp. 1321–1339.
  17. Arthur Martinez et al., “Job Title Inflation,” *Human Resource Management Review* 18 (2008), pp. 19–27.
  18. Note that the PAQ (and other quantitative techniques) can also be used for job evaluation, which is explained in Chapter 11.
  19. We will see that job evaluation is the process through which jobs are compared to one another and their values determined. Although usually viewed as a job analysis technique, the PAQ, in practice, is actually as much or more of a job evaluation technique and could therefore be discussed in either this chapter or in Chapter 11.
  20. Jack Smith and Milton Hakel, “Convergence Among Data Sources, Response Bias, and Reliability and Validity of a Structured Job Analysis Questionnaire,” *Personnel Psychology* 32 (Winter 1979), pp. 677–692. See also Frederick Morgeson and Stephen Humphrey, “The Work Design Questionnaire (WDQ): Developing and Validating a Comprehensive Measure for Assessing Job Design and the Nature of Work,” *Journal of Applied Psychology* 91, no. 6 (2006), pp. 1321–1339; [www.paq.com/index.cfm?FuseAction=bulletins.job-analysis](http://www.paq.com/index.cfm?FuseAction=bulletins.job-analysis), accessed February 3, 2009.
  21. [www.paq.com/index.cfm?FuseAction=bulletins.job-analysis](http://www.paq.com/index.cfm?FuseAction=bulletins.job-analysis), accessed February 3, 2009.
  22. Another technique, *functional job analysis*, is similar to the DOL method. However, it rates the job not just on data, people, and things, but also on the extent to which performing the task also requires four other things—specific instructions, reasoning and judgment, mathematical ability, and verbal and language facilities.
  23. Roni Reiter-Palmon et al., “Development of an O\*NET Web-Based Job Analysis and Its Implementation in the U.S. Navy: Lessons Learned,” *Human Resource Management Review* 16 (2006), pp. 294–309.
  24. *Ibid.*, p. 294.
  25. *Ibid.*, p. 295.
  26. Digitizing the information also enables the employer to quantify, tag, and electronically store and access it more readily. Lauren McEntire et al., “Innovations in Job Analysis: Development and Application of Metrics to Analyze Job Data,” *Human Resource Management Review* 16 (2006), pp. 310–323.
  27. Regarding this discussion, see Henderson, *Compensation Management*, pp. 175–184. See also Louisa Wah, “The Alphabet Soup of Job Titles,” *Management Review* 87, no. 6 (June 1, 1998), pp. 40–43.
  28. For discussions of writing job descriptions, see James Evered, “How to Write a Good Job Description,” *Supervisory Management*, April 1981, pp. 14–19; Roger J. Plachy, “Writing Job Descriptions That Get Results,” *Personnel*, October 1987, pp. 56–58; and Jean Phillips and Stanley Gulley, *Strategic Staffing* (Upper Saddle River, New Jersey: Pearson Education, 2012), pp. 89–95.
  29. Evered, *op cit.*, p. 16.
  30. *Ibid.*
  31. *Ibid.*
  32. Deborah Kearney, *Reasonable Accommodations: Job Descriptions in the Age of ADA, OSHA, and Workers Comp* (New York: Van Nostrand Reinhold, 1994), p. 9. See also Paul Starkman, “The ADA’s Essential Job Function Requirements: Just How Essential Does an Essential Job Function Have to Be?” *Employee Relations Law Journal* 26, no. 4 (Spring 2001), pp. 43–102; and Benjamin Wolkinson and Sarah Wolkinson, “The Pregnant Police Officer’s Overtime Duties and Forced Leave Policies Under Title VII, the ADA, and FMLA,” *Employee Relations Law Journal* 36, no. 1 (Summer 2010), pp. 3–20.
  33. Kearney, *op cit.*
  34. See, for example, Christelle Lapolice et al., “Linking O\*NET Descriptors to Occupational Literacy Requirements Using Job Component Validation,” *Personnel Psychology* 61 (2008), pp. 405–441.
  35. Mariani, “Replace with a Database.”
  36. O\*Net™ is a trademark of the U.S. Department of Labor, Employment, and Training Administration.
  37. Jorgen Sandberg, “Understanding Competence at Work,” *Harvard Business Review*, March 2001, p. 28. Other organization chart software vendors include Nakisa, Aquire, and HumanConcepts. See “Advanced Org Charting,” *Workforce Management*, May 19, 2008, p. 34.
  38. Based on Ernest J. McCormick and Joseph Tiffin, *Industrial Psychology* (Upper Saddle River, NJ: Prentice Hall, 1974), pp. 56–61.
  39. Steven Hunt, “Generic Work Behavior: An Investigation into the Dimensions of Entry-Level, Hourly Job Performance,” *Personnel Psychology* 49 (1996), pp. 51–83.
  40. Jean Phillips and Stanley Gulley, *Strategic Staffing* (Upper Saddle River, NJ: Pearson Education, 2012), pp. 96–102.
  41. *Ibid.*, p. 96.
  42. *Ibid.*, p. 102.
  43. Jeffrey Shippmann et al., “The Practice of Competency Modeling,” *Personnel Psychology* 53, no. 3 (2000), p. 703.
  44. Richard S. Wellins et al., “Nine Best Practices for Effective Talent Management,” DDI Development Dimensions International, Inc. [http://www.ddiworld.com/DDIWorld/media/white-papers/ninebestpracticetalentmanagement\\_wp\\_ddi.pdf?ext=pdf](http://www.ddiworld.com/DDIWorld/media/white-papers/ninebestpracticetalentmanagement_wp_ddi.pdf?ext=pdf), accessed August 20, 2011. For a discussion of competency modeling, see Michael A. Campion, Alexis A. Fink, Brian J. Ruggeberg, Linda Carr, Geneva M. Phillips, and Ronald B. Odman, “Doing Competencies Well: Best Practices in Competency Modeling,” *Personnel Psychology* 64, no. 1 (2011), pp. 225–262.
  45. Wellins, et al., *op cit.*
  46. Adapted from Richard Mirabile, “Everything You Wanted to Know About Competency Modeling,” *Training & Development* 51, no. 8 (August 1997), pp. 73–78. See also Campion et al., *op cit.*
  47. Mirabile, *op cit.*
  48. Robert Grossman, “IBM’S HR Takes a Risk,” *HR Magazine*, April 27, 2007, p. 57.
  49. See, for example, Carol Spicer, “Building a Competency Model,” *HR Magazine*, April 2009, pp. 34–36.