# Instructor Manual

Mike Aamodt, Industrial/Organizational Psychology: An Applied Approach, 9e, 2023, 9780357658345; Chapter 2: Lecture Guide Job Analysis and Evaluation

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## Purpose and Perspective of the Chapter

This chapter is designed to introduce a student to the concept of job analysis and job evaluation. Students will learn the job analysis process and various job analysis methods, and the job evaluation process.

## Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

* Transition Guide (provides information about what’s new from edition to edition)
* Instructor Manual (contains outlines, suggested activities, and resources for instructor use in the course)
* PowerPoint (provides text and image-based lectures with active learning activities)
* Test Bank (contains assessment questions and problems)
* Guide to Teaching Online (provides technological and pedagogical considerations and resources for teaching online)
* Workbook (contains exercises to help students apply what they’ve learned)
* Stats Primer (brief guide on understanding statistics)

## Chapter Objectives

The following objectives are addressed in this chapter:

02.01 Explain the definition and uses of job analysis.

02.02 Create a job description.

02.03 Describe the job analysis process.

02.04 Differentiate the various job analysis methods.

02.05 Describe the job evaluation process.

02.06 Explain the concept of pay equity.

## Complete List of Chapter Activities and Assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Chapter Objective | PPT slide | Activity/Assessment | Duration |
| 02.01 Explain the definition and uses of job analysis. | 5 |  |  |
| 02.02 Create a job description. | 6-15  Workbook  Workbook | Exercise 2.1  Critiquing Job Descriptions  Exercise 2.2  Writing a Job Description | 10 minutes  20 minutes |
| 02.03 Describe the job analysis process. | 16-31  Workbook | Activity: Discussion  Exercise 2.3  Identifying KSAOs | 10 minutes  10 minutes |
| 02.04 Differentiate the various job analysis methods. | 32-41  Workbook | Exercise 2.4  The Critical Incident Technique | 20 minutes |
| 02.05 Describe the job evaluation process. | 43, 45-53  46  Workbook | Activity: Discussion  Exercise 2.5  Designing a Job Evaluation System | 5 minutes  10 minutes  20 minutes |
| 02.06 Explain the concept of pay equity. | 44, 54-56  Workbook | Exercise 2.6  Determining Pay Equity | 20 minutes |
| All objectives | 3  57  58 | Icebreaker  Discussion: Focus on Ethics  Self-Assessment | 5 minutes  10 minutes  10 minutes |

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## Key Terms

**Peter Principle:** The idea that organizations tend to promote good employees until they reach the level at which they are not competent—in other words, their highest level of incompetence.

**Job analysis interview:** Obtaining information about a job by talking to a person performing it.

**Grade:** A cluster of jobs of similar worth.

**Job specifications:** A relatively dated term that refers to the knowledge, skills, and abilities needed to successfully perform a job. “Competencies” is the more common term used today.

**Competencies:** The knowledge, skills, abilities, and other characteristics needed to perform a job.

**Job crafting:** A process in which employees unofficially change their job duties to better fit their interests and skills.

**Subject-matter experts (SMEs):** Sources such as supervisors and incumbents who are knowledgeable about a job.

**Job analyst:** The person conducting the job analysis.

**SME conference:** A group job analysis interview consisting of subject-matter experts (SMEs).

**Ammerman technique:** A job analysis method in which a group of job experts identifies the objectives and standards to be met by the ideal worker.

**Observations:** A job analysis method in which the job analyst watches job incumbents perform their jobs.

**Job participation:** A job analysis method in which the job analyst actually performs the job being analyzed.

**Task inventory:** A questionnaire containing a list of tasks each of which the job incumbent rates on a series of scales such as importance and time spent.

**Task analysis:** The process of identifying the tasks for which employees need to be trained.

**Position Analysis Questionnaire (PAQ):** A structured job analysis method developed by McCormick.

**Job Structure Profile (JSP):** A revised version of the Position Analysis Questionnaire (PAQ) designed to be used more by the job analyst than by the job incumbent.

**Job Elements Inventory (JEI):** A structured job analysis technique developed by Cornelius and Hakel that is similar to the Position Analysis Questionnaire (PAQ) but easier to read.

**Functional Job Analysis (FJA):** A job analysis method developed by Fine that rates the extent to which a job incumbent is involved with functions in the categories of data, people, and things.

**Job Components Inventory (JCI):** A structured job analysis technique that concentrates on worker requirements for performing a job rather than on specific tasks.

**AET:** An ergonomic job analysis method developed in Germany (*Arbeitswissenschaftliches Erhebungsverfahren zur Tätigkeitsanalyse*).

**Occupational Information Network (O\*NET):** The job analysis system used by the federal government that has replaced the Dictionary of Occupational Titles (DOT).

**Critical Incident Technique (CIT):** The job analysis method developed by John Flanagan that uses written reports of good and bad employee behavior.

**Threshold Traits Analysis (TTA):** A 33-item questionnaire developed by Lopez that identifies traits necessary to successfully perform a job.

**Fleishman Job Analysis Survey (F-JAS):** A job analysis method in which jobs are rated on the basis of the abilities needed to perform them.

**Job Adaptability Inventory (JAI):** A job analysis method that taps the extent to which a job involves eight types of adaptability.

**Personality Related Position Requirements Form (PPRF):** A job analysis instrument that helps determine the personality requirements for a job.

**Job Evaluation:** The process of determining the monetary worth of a job.

**Compensable job factors:** Factors, such as responsibility and education requirements, that differentiate the relative worth of jobs.

**Wage trend line:** A line that represents the ideal relationship between the number of points that a job has been assigned (using the point method of evaluation) and the salary range for that job.

**Salary surveys:** A questionnaire sent to other organizations to see how much they are paying their employees in positions similar to those in the organization sending the survey.

**Direct compensation:** The amount of money paid to an employee (does not count benefits, time off, etc.).

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## What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

* Updated research on job analyst differences
* Updated O\*NET information
* Expanded coverage of salary equity analyses
* Updated information on CEO salaries
* New discussion of “big data”
* Expanded coverage of task analysis

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## Chapter Outline

*In the outline below, each element includes references (in parentheses) to related content. "CH.##” refers to the chapter objective; “PPT Slide #” refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 2 (PPT Slide 3).*

1. Student Engagement Prior to Class
   1. Have your students complete Exercise 2.4 to give them practice using the critical incident technique. If you are going to use Exercise 2.6, remind your students to bring a calculator to class (to complete the wage trend exercise).
2. Definition and uses of job analysis (02.01, PPT Slide 5)
   1. Job analysis provides the foundation for almost all human resource activities, including writing job descriptions, employee selection, training, personpower planning, performance appraisal, job classification, job evaluation, job design, compliance with legal guidelines, and organizational analysis.
3. Creating a job description (02.02)
   1. Job description sections (PPT Slide 6)
   2. Job title (PPT Slide 7)
      * Important because it describes the nature of the job, its power and status level, and the competencies needed to perform the job
      * **Example**: Job title comparisons (PPT Slide 8)
   3. Brief summary (PPT Slide 9)
      * Briefly describes the nature and purpose of the job
   4. Work activities (PPT Slide 10)
      * Lists the tasks and activities the worker will be involved in
      * Should be organized into meaningful categories to make the job description easy to read and understand
   5. Tools and equipment used (PPT Slide 11)
      * Lists all tools and equipment used to perform the work activities
      * Section used primarily for employee selection and training
   6. Job context (PPT Slide 12)
      * Describes the environment in which the employee works
      * Especially important in providing applicants with disabilities with information they can use to determine their ability to perform a job under a particular set of circumstances
   7. Work performance (PPT Slide 13)
      * Outlines standards of performance
   8. Compensation information (PPT Slide 14)
      * Salary grade, exempt position, and compensable factors used to determine salary
      * Salary or salary range should not be listed in job description
   9. Job competencies (PPT Slide 15)
      * Knowledge, skills, abilities, and other characteristics necessary to be successful on the job
      * Two subsections: at time of hiring (used for employee selection), and obtained after hiring (used for training)
4. Describing the job analysis process (02.03, PPT Slide 16)
   1. Who will conduct the job analysis? Human resources, job incumbents, supervisors, external consultants, and/or interns
   2. Considerations for each (e.g., supervisors may not have the time to conduct the analysis, consultants are often costly)
   3. How often should a job description be updated? (PPT Slide 17)
      * Dependent on how often a job changes significantly (e.g., a high-tech job might change often with new software releases, etc.)
      * Job crafting: employees might change their job responsibilities
   4. Which employees should participate? (PPT Slide 18)
      * “Keep interviewing incumbents until they do not hear anything new”
        1. Anecdotally, third or fourth incumbent
      * Committee-based (SMEs) vs. field-based (out in the field)
      * Consider potential differences between incumbents (job competence, race, gender, education level, personality, viewpoint)
   5. What types of information should be obtained? (PPT Slide 19)
      * Level of specificity: identify only information as specific as necessary to meet the goals of the project
      * Formal vs. informal
   6. Conducting a job analysis (PPT Slide 20)
      * Step 1: Identify tasks performed (PPT Slide 21)
        1. Identify the major job dimensions and tasks, tools and equipment, and work conditions for each dimension
        2. Can be done through a few methods: gathering existing information, interviewing SMEs, observing incumbents, or through job participation
      * Step 2: write task statements (PPT Slide 22)
        1. Will be used in task inventory and included in the job description
        2. Contains an action and an object (where, how, why, and when)
        3. Discuss characteristics of well-written task statements (PPT Slide 23)
        4. **Example**: Task statements (PPT Slide 24)
      * **Activity**: Discussion (PPT Slide 25)
      * Step 3: Rate task statements (PPT Slide 26)
        1. Use a group of SMEs to rate task statements on frequency and importance (PPT Slide 27)
        2. Task statement will be included in task inventory if average rating of frequency and importance are both above 0.5 OR combined rating is 2.0 or higher (PPT Slide 28)
        3. Example: Task Ratings (PPT Slide 29)
      * Step 4: Determine essential KSAOs (PPT Slide 30)
        1. Done in two ways: logically linking tasks to KSAOs (group of SMEs brainstorming) or using prepackaged questionnaires (JCI, TTA, F-JAS, CIT, PPRF)
      * Step 5: Selecting tests to tap KSAOs (PPT Slide 31)
        1. Determine the best methods to tap KSAOs needed at time of hire (interviews, work samples)
5. Differentiating the various job analysis methods (02.04)
   1. Methods providing information about worker activities (PPT Slide 32)
      * Position Analysis Questionnaire: inexpensive, standardized; written at college graduate level (difficult to understand)
      * Job Structure Profile (PPT Slide 33)
        1. Easier to read than PAQ, good reliability
      * Job Elements Inventory: 10th grade readability level
      * Functional Job Analysis: percentage of time incumbents spend on data, people, and things
   2. Methods providing information about tools and equipment (PPT Slide 34)
      * Job Components Inventory: good reliability, 5 main categories
   3. Methods providing information about work environment (PPT Slide 35)
      * AET: relationship between worker and work objects
   4. Methods providing information about competencies (PPT Slide 36)
      * Occupational Information Network (O\*NET): includes occupation, worker characteristics, and economic factors
      * Critical Incident Technique (PPT Slide 37)
        1. Used to discover incidents of job behavior that differentiate between successful and unsuccessful performance
        2. **Example**: Critical Incident Technique (PPT Slide 38)
      * Job Components Inventory (PPT Slide 39)
        1. Also provides information about skills needed for the job
      * Threshold Traits Analysis
        1. Identifies traits that are necessary for successful performance. Not available commercially
      * Fleishman Job Analysis Survey (PPT Slide 40)
        1. Incumbents rate level of ability needed to perform the job
        2. Easy to use, good reliability, years of research, commercially available
      * Job Adaptability Inventory
        1. Taps the extent to which a job incumbent needs to adapt to situations on the job
      * Personality-Related Position Requirements Form (PPT Slide 41)
        1. Identifies the personality types needed to perform job-related tasks.
      * Performance Improvement Characteristics
        1. Determines which of the seven main personality traits are needed to perform a given job
6. Describing the job evaluation process (02.05, PPT Slide 42)
   1. Ideal compensation system (PPT Slide 43)
7. Explaining the concept of pay equity (02.06, PPT Slide 44)
   1. Internal pay equity involves comparing jobs within an organization to ensure that the people in jobs worth the most money are paid accordingly
8. Describing the job evaluation process continued (02.05)
   1. Internal pay equity step 1 (PPT Slide 45)
      * Determining compensable job factors
      * **Activity**: Discussion (PPT Slide 46)
   2. Internal pay equity step 2 (PPT Slide 47)
      * Determine the levels for each factor (e.g., education levels are high school diploma, associate’s degree, bachelor’s degree)
   3. Internal pay equity step 3 (PPT Slide 48)
      * Assign weights to each factor and each level within a factor
        1. **Example**: determine total number of points to distribute among factors (PPT Slide 49)
        2. **Example**: assign points to each factor (PPT Slide 50)
        3. **Example**: assign points to each job (PPT Slide 51)
        4. **Example**: run regression (wage trend line) (PPT Slide 52)
        5. **Example**: wage trend line analysis (PPT Slide 53)
9. Explaining the concept of pay equity continued (02.06)
   1. External pay equity (PPT Slide 54)
      * The worth of a job is determined by comparing the job to the external market (other organizations)
      * Determined through salary surveys
      * **Example**: Salary survey (PPT slide 55)
   2. Sex, race, and ethnicity equity (PPT Slide 56)
      * Step 1: place jobs into Similarly Situated Employee Groups (SSEG)
      * Step 2: conduct statistical analysis to determine if there are statistically significant sex or race/ethnicity differences in pay within each SSEG
      * Required because of substantial sex and race/ethnicity differences in average salary

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## Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Discussion: What is wrong with these task statements? (PPT Slide 25, 10 minutes)
   1. Students will discuss possible issues with the task statement examples.
      1. Answer: Student answers will vary, but should refer to the previous slide (PPT Slide 23) that delineates characteristics of well-written task statements
2. Discussion: Job value (PPT Slide 46, 5 minutes)
   1. What factors make one job worth more than another?
      1. Answer: compensable factors (e.g., responsibility, complexity/difficulty, skill needed, physical demands, work environment)
3. Discussion: Focus on Ethics: Compensating CEOs and Executives (PPT Slide 58, 10 minutes)
   1. Students will discuss listed ethics questions.
4. Career Workshop: Negotiating Salary
   1. Career workshop can be used as supplemental in-class discussion.
5. Applied Case Study: National Board of Veterinary Medical Examiners
   1. Case study can be used as supplemental in-class discussion.

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## Additional Activities and Assignments

1. **Workbook Exercise 2.1**: Critiquing Job Descriptions
   1. Exercise asks students to familiarize themselves with the correct form for the various parts of a job description by critiquing a job description.
      1. Answer:
         1. The verbs at the beginning of the sentences are not parallel (e.g., takes v. inspect)
         2. Under food preparation, “Handle problems” is too vague
         3. Under cleaning, “RK-9” and “10-6” are jargon and wouldn’t make sense to a person unfamiliar with the job
         4. Under tools, a cash register is listed yet there are no tasks reported that involve a cash register
         5. Under job context, lifting 80-pound crates is mentioned. There are no tasks involving lifting crates.
         6. Personal Requirements
         7. “Be flexible” is vague. Are we talking about physical flexibility or interpersonal flexibility?
         8. “No mental or physical problems” is a violation of the ADA.
         9. Counting back change is listed but there are no tasks listed that involve counting back change.
2. **Workbook Exercise 2.2**: Writing a Job Description
   1. Exercise asks students to pair up and write a job description of a job that their partner has or has had at one time.
3. **Workbook Exercise 2.3**: Identifying KSAOs
   1. Exercise lists characteristics and asks students to indicate whether each characteristic is a knowledge, skill, ability, or other characteristic.
      1. Answer:
         1. Skill
         2. Ability
         3. Skill
         4. Knowledge
         5. Other
         6. Other
         7. Other
         8. Ability
         9. Ability
         10. Ability
         11. Other
         12. Other
         13. Skill, knowledge
         14. Other
         15. Skill, knowledge
         16. Skill
4. **Workbook Exercise 2.4**: The Critical Incident Technique
   1. Exercise lists critical incidents written for a restaurant server position and asks students to conduct a job analysis using the critical incident technique.
5. **Workbook Exercise 2.**5: Designing a Job Evaluation System
   1. Exercise asks students to practice designing a fair system of compensation using compensable factors.
6. **Workbook Exercise 2.6**: Determining Pay Equity
   1. Exercise asks students to practice determining pay equity by plotting a wage trend line.
      1. Answer:

|  |  |  |
| --- | --- | --- |
| Job | Points | Salary |
| Computer Operator | 450 | $28,000 |
| Computer Programmer | 550 | $36,000 |
| Documents Specialist | 400 | $26,000 |
| Admin Assistant I | 500 | $27,000 |
| Admin Assistant II | 450 | $25,000 |
| Computer Analyst | 600 | $37,000 |
| Clerk | 350 | $25,000 |
| Supervisor | 650 | $42,000 |
| Account Representative | 500 | $28,000 |
| Customer Service Agent | 550 | $35,000 |

A grid graph plots the values 350 to 700 in increments of 50 along the horizontal axis. The vertical axis plots the values 21,000 to 44,000 in increments of 1,000. The graph shows a curve that starts from a cell that reads 350 and slopes diagonally upward to a cell that corresponds to 700 and 42,000. A few of the cells in the grid are labelled as follows:
Cell corresponding to 350 and 25,000 reads, Clerk. Cell corresponding to 400 and 26,000 reads, Doc Spec. Cell corresponding to 450 and 25,000 reads, Section 2. Cell corresponding to 450 and 28,000 reads, Comp Op. Cell corresponding to 500 and 27,000 reads, Section 1. Cell corresponding to 500 and 28,000 reads, Acct Rep. Cell corresponding to 550 and 36,000 reads, Comp Prog. Cell corresponding to 600 and 35,000 reads, Cust Serv. Cell corresponding to 600 and 37,000 reads, Computer analyst. Cell corresponding to 650 and 42,000 reads, Supervisor.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Job | Points | Predicted Salary | Salary | Difference |
| Computer Operator | 450 | $27,860 | $28,000 | +$141 |
| Computer Programmer | 550 | $33,936 | $36,000 | +$2,064 |
| Documents Specialist | 400 | $24,835 | $26,000 | +$1,165 |
| Admin Assistant I | 500 | $30,902 | $27,000 | -$3,902 |
| Admin Assistant II | 450 | $27,869 | $25,000 | -$2,869 |
| Computer Analyst | 600 | $36,969 | $37,000 | +$31 |
| Clerk | 350 | $21,802 | $25,000 | +$3,198 |
| Supervisor | 650 | $40,003 | $42,000 | +$1,197 |
| Account Representative | 500 | $30,902 | $28,000 | -$2,902 |
| Customer Service Agent | 550 | $33,936 | $35,000 | +$1,065 |

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## Additional Resources

### Internet Resources

* [http://online.onetcenter.org/](http://online.onetcenter.org/%20) This site provides students an opportunity to see O\*NET in action.

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## Appendix

### Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students’ work through timely and detailed feedback.

Customize these rubrics as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

### Standard Writing Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Content | The assignment clearly and comprehensively addresses all questions in the assignment.  15 points | The assignment partially addresses some or all questions in the assignment.  8 points | The assignment does not address the questions in the assignment.  0 points |
| Organization and Clarity | The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent.  10 points | The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent.  7 points | The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent.  0 points |
| Research | The assignment is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work.  5 points | The assignment is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work.  3 points | The assignment is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work.  0 points |
| Research | The assignment follows the required citation guidelines.  5 points | The assignment follows some of the required citation guidelines.  3 points | The assignment does not follow the required citation guidelines.  0 points |
| Grammar and Spelling | The assignment has two or fewer grammatical and spelling errors.  5 points | The assignment has three to five grammatical and spelling errors.  3 points | The assignment is incomplete or unintelligible.  0 points |

### Standard Discussion Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Participation | Submits or participates in discussion by the posted deadlines. Follows all assignment. instructions for initial post and responses.  5 points | Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses.  3 points | Does not participate in discussion.  0 points |
| Contribution Quality | Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond.  20 points | Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond.  10 points | Does not participate in discussion.  0 points |
| Etiquette | Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback.  5 points | Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback.    3 points | Does not participate in discussion.  0 points |