

Chapter 4: Job Analysis and Training and Development

Overview

Job analysis and training/development are two key areas in any human resource department. This chapter guides students through the various pieces of each element and emphasizes the importance for the entire organization.

Lecture Notes

A. Job Analysis

1. A **Job Analysis** is a detailed study of a job to determine the nature of the work, the quantity and quality of output, working conditions, and personal qualities required for success.

- a. The nature of the job identifies tasks, conditions, and technology required to do the job.
- b. It serves as the basis for the job description and specifications for hiring and evaluation.

2. **Job Description** must be in writing and describe the job duties and activities as specifically as possible. Avoid making it too general because employees may not fully understand the expectations.

3. **Job Specifications** outline the education, experience, training, and personal attributes required for success on the job. They are used to select employees, measure training needs and promotional opportunities, and for setting wage scales.

- a. There is a tendency to exaggerate basic specifications necessary for job success.
- b. Job specifications are one of the most susceptible areas to review for EEOC and affirmative action.
- c. Since this is the basis for deciding what is required of new employees, the more accurate the job specification, the more successful the organization will be in hiring.

4. **Task Analysis** is the process of breaking work down into its consistent elements; it is an integral part of job analysis process.

- a. It should be conducted under direction of a person trained to perform the analysis. Methods include interviewing employees and employers, using a questionnaire, observing performance, and using computer measures
- b. Usually involves two or more of the methods; the more sources of data, the more accurate the end product.

5. **Job Evaluation** is another way to set fair compensation rates. It is a carefully designed program for appraising the value of jobs and obtaining an equitable pay relationship between them. Effectiveness measures are difficult; they include the following factors:

- a. Know-how involved in a job
- b. Physical and mental effort
- c. Working conditions

B. Training

1. **Training** is the process of providing the opportunity for individuals to acquire knowledge, skills, and attitudes required in their present job. It should be systematic, continuous, and ongoing.

2. **Benefits of Training** are felt throughout the organization.

- a. Increased performance on the job includes higher skill levels and corrected deficiencies.
- b. Additional training is offered to cope with change.

3. **Assessing Training Needs and Objectives** is the first step in designing a training program.

- a. Needs analysis should include a human resources inventory and development plan as well as an accurate, quantifiable assessment of the present and projected needs for human resources.
- b. Study present and future job needs is best accomplished during the job analysis.
- c. Conduct an employee needs analysis, including a review of current job performance and a comparison of current job skills with those required to perform jobs.

4. **Designing a Training Program** should focus on responses to the following:

- What types of skills need to be taught and reinforced?
- Who will provide the training?
- Where and when will the training sessions occur?
- Which specific training techniques will be used to help increase skills, knowledge, and abilities?

5. **Purposes of Training** fall into many categories.

- a. Most training focuses on upgrading technical skills for both blue- and white-collar positions to keep up with changes.
- b. Interpersonal skills are also important in training because of the need for employees to interact with others.
- c. Problem-solving and responsive thinking have become necessary skills for success on the job; therefore, they are an area of focus for training.
- d. Basic literacy skills are necessary in all jobs; training will focus on reading, writing math, listening, and/or public speaking.
- e. New employee orientation allows for success in a new job; it usually covers organizational and departmental topics.
- f. Professional certification leads to a need for training and preparation in some areas.

6. **Instructional Staff for Training Programs** may come from within the organization, while others come from outside.

- a. The use of outside trainers depends on the size of the group, training topics, and cost.

- b. Interactive technology allows the opportunity for networked meetings, conferences, and seminars.
- 7. **On-the-Job Training** is the most common type of training provided by organizations.
 - a. Opportunities include apprenticeships, internships, and job rotation programs.
 - b. Job rotation, enlargement, and enrichment programs provide options for learning more about the job in relation to others.
- 8. **On-Site/Off-Job Training** may be voluntary, but it can make for heavy workload.
 - a. Some new opportunities available because of technology.
 - b. Having a learning lab available for learning at your own pace is an advantage of this type of training.
- 9. **Off-the-Job Site** programs are used in organizations of all sizes because of the diverse topics available at a low cost.
 - a. It may be in the form of formal classroom instruction, seminars, simulations, and conferences.
 - b. Numerous benefits can be gained from this, including flexibility in meeting training needs, motivation, good climate for learning, networking with others, and specialized facilities.

C. Development

- 1. **Development** focuses on the skills needed to perform on the job and is aimed at improving job competence for promotions in the future.
 - a. Development focuses on improving general knowledge and abilities rather than job-specific skills.
 - b. The difference between training and development relates to the specific nature of training. Development is broader in nature.
- 2. The **Development Process** is the same as that for training: It begins with needs analysis and ends with evaluation of program results.
- 3. **Determining Management Development Needs** can be difficult.
 - a. A major purpose of management development is to develop competence for the future.
 - b. Program geared to specific goals and objectives identified by the organization.
- 4. **Programs for Managerial Levels** include:
 - a. First-line managers need to develop skills in the areas of interpersonal skills, communication, problem-solving, time management, supervision, and leadership.
 - b. Middle managers require training in areas such as assertiveness, dealing with conflict, interpersonal and communication skills, balancing demands, delegation, and empowerment.
 - c. Top-level managers need training in leadership, interpersonal skills, planning and organizing, crisis handling, and stress management.

5. **On-the-Job Development Methods** vary.

- a. Understudy assignments place lower- and middle-level managers in positions that assist top-level executives.
- b. Coaching and mentoring junior managers can be done very effectively by those that are more experienced.
- c. Job rotation situations help new managers get a more varied range of experience.
- d. On-site, off-the-job techniques are also used.

6. **Other Approaches** are used for assessing employees and career development.

- a. Assessment centers use games and simulations to select managers and identify future training needs.
- b. Organizational development exercises utilize situational problem-solving analyses.
- c. Decision-making exercises use a flowchart to move through the process.
- d. Leadership matches are used to determine the effectiveness of a leader.
- e. Behavior modification emphasizes the reinforcement of behaviors that reduce the possibilities of error.

D. Evaluating Training and Development Effectiveness

1. **Evaluating Training Program Effectiveness** must be done systematically through a process that documents the end results of training.

- a. Compare behavior before and after training.
- b. Determine relevance of training for accomplishment of objectives.

2. The **Training Evaluation Process** requires a determination of whether or not a program has fulfilled its objectives, and to what extent. *Review the list of questions in the text as a means of evaluation.*

3. **Kirkpatrick's Method of Evaluating Training Programs** was developed in 1977; it focuses on four levels of evaluation.

- a. Reaction to the training program is the first criterion of effectiveness.
- b. Learning the content is the second level, and to what extent.
- c. Behavior, performance, and attitude changes in the worker are included in the third level.
- d. The Results (improvement) is the ultimate measurement.

Additional Resources for Students

Recommended readings (no texts should be more than two years old):

- Aldag and Stearns. *Management*. South-Western Publishing Co.

- Bedeian, Arthur G. *Management*. The Dryden Press.
- Bittel, Lester R. and John W. Newstrom. *What Every Supervisor Should Know*. McGraw-Hill Book Co.
- Carrell, Michael R., Daniel F. Jennings, and Christina Heavren. *Fundamentals of Organizational Behavior*.
- Carrell, Michael R. *Human Resources Management*. John Wiley & Sons, Inc.
- Certo, Samuel C. *Human Relations Today: Concepts and Skills*. Richard D. Irwin, Inc.
- Champoux, Joseph E. *Organizational Behavior: Integrating Individuals, Groups, and Processes*.
- Davis, Fruehling, and Oldham. *Psychology: Human Relations and Work Adjustment*. McGraw-Hill Book Co.
- DeCenzo, David A. and Stephen P. Robbins. *Human Resource Management*. John Wiley & Sons.
- Dessler, Gary. *Human Resource Management*. Prentice-Hall.
- Donnelly, James, James Gibson, and John Ivancevich. *Fundamentals of Management*. Richard D. Irwin, Inc.
- DuBrin, Andrew J. *Essentials of Management*.
- DuBrin, Andrew. *Human Relations: A Job Oriented Approach*. Prentice-Hall, Inc.
- Gillespie, Karen R. *Creative Supervision*. Harcourt Brace Company.
- Gomez-Mejia, Luis, David Balkin, and Robert Cardy. *Management Human Resources*.
- Haimann and Hilgert. *Supervision*. South-Western Publishing Co.
- Harris, Michael. *Human Resource Management*.
- Hellriegel, Don and John W. Slocum Jr. *Management*. Addison-Wesley Publishing Co.
- Hersey, Blanchard, and Johnson. *Management of Organizational Behavior: Utilizing Human Resources*.
- Higgins, James M. *The Management Challenge: An Intro to Management*. Macmillan Publishing Co., Inc.
- Hilgert, Raymond L. and Theo Haimann. *Supervision*. South-Western Publishing Co.
- Ivancevich, John M. *Human Resource Management*. Irwin/McGraw Hill.
- Milkovich, George T. and John W. Boudreau. *Human Resources Management*.
- Mondy, Noe and Premeaux. *Human Resource Management*. Prentice-Hall.
- Northcraft, Gregory B. and Margaret A. Neale. *Organizational Behavior*. The Dryden Press.

- Pearce, John A. II and Richard B. Robinson Jr. *Management*. McGraw-Hill Book Co.
- Pride, William and O. C. Farrell. *Marketing*. Houghton Mifflin.
- Robbins, Stephen P. and Mary Coulter. *Management*. Prentice-Hall.
- Robbins, Stephen P. *Organizational Behavior*. Prentice-Hall.
- Rue, Leslie W. and Lloyd Byars. *Supervision-Key Link to Productivity*.
- Schermerhorn, John R. Jr. *Management*. John Wiley & Sons, Inc.
- Sherman, Arthur W. Jr. and George W. Bohlander. *Managing Human Resources*. South-Western Publishing Co.
- Steers, Richard M. *Introduction to Organizational Behavior*. Harper Collins Publishers, Inc.
- Wagner, J. A. and J. R. Hollenbeck. *Organizational Behavior*.

Current issues of periodicals or business publications are also an excellent resource. Some of the following periodicals have an accompanying Web site.

<i>Current Periodical</i>	<i>Web Address</i>
<i>BusinessWeek</i>	http://www.businessweek.com
<i>IAAP Complete Office Handbook</i>	http://www.iaap-hq.org/products/handbook.htm
<i>Modern Office Technology</i>	
<i>OfficePro</i>	http://www.iaap-hq.org/officepro/toc.htm
<i>The Office</i>	
<i>The Wall Street Journal</i>	http://www.wallstreetjournal.com