

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Psychology

Course No.: PY 670

Title of Course: Job Analysis & Compensation

Date: 8/15/2015

Please check: **NEW**
 Revision

I. Catalog Description (Credit Hours of Course):

Introduction to different methods of job analysis and evaluation as well as important issues related to employee compensation and benefits. (3 credit hours)

II. Co- or Prerequisite(s):

None

III. Purposes or Objectives of the Course (optional):

- 1) To identify, discuss, and critique theoretical and empirical literature in the field of job analysis.
- 2) To synthesize and apply scientific knowledge of job analysis to provide evidence-based recommendations for selection issues in organizations.
- 3) To demonstrate job analysis skills in the context of personnel psychology predictors and criteria.

IV. Student Learning Outcomes (Minimum of 3):

- 1) Compare theories and approaches within the field of job analysis.
- 2) Describe and discuss important constructs in the performance of job analysis (e.g., functional job analysis, work- vs. worker-oriented methods, performance appraisal, test validation, etc.).
- 3) Apply an empirical approach in writing a research paper using American Psychological Association (APA) style and deliver a presentation based on that paper.

V. Optional departmental/college requirements:

N/A

VI. Course Content or Outline (Indicate number of class hours per unit or section):

- A. Introduction to Job Analysis (3 class hours)
- B. Work-Oriented Methods (3 class hours)
- C. Worker-Oriented Methods (3 class hours)
- D. Hybrid Methods (3 class hours)
- E. Management and Teams (3 class hours)
- F. Job Analysis and the Law (3 class hours)
- G. Job Description and Performance Appraisal (6 class hours)
- H. Job Evaluation and Design (3 class hours)
- I. Staffing and Training (3 class hours)
- J. Employee Compensation and Benefits (6 class hours)
- K. Doing a Job Analysis Study (6 class hours)
- L. The Future of Job Analysis (3 class hours)

Please Attach copy of class syllabus and schedule as an example

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

PY 670 – JOB ANALYSIS & COMPENSATION

Section 001
Southeast Missouri State University
Fall 2016

Professor: Jeremy D. Heider, Ph.D.
Class Location: SC 413
Meeting Times: MWF 10:00-10:50
Credit Hours: 3
Department: Psychology (SC 404)
Office Location: SC 414
Office Hours: TR 8:30-10:00; or by appointment
Phone Number: (573) 651-2437
E-mail: jheider@semo.edu

Text & Materials:

Text:

Brannick, M. T., Levine, E. L., & Morgeson, F. P. (2007). *Job and work analysis: Methods, research, and applications for human resource management* (2nd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Required Readings:

Note. Other readings (e.g., book chapters, journal articles) will be assigned as the semester progresses.

Another note. A guiding principle in this (and any) course is to **READ EARLY and READ OFTEN**. You will maximize the benefits of class discussions by completing the assigned readings before we cover them in class, and you will be better prepared for assignments if you have read the material more than once. I also encourage you to ask questions, both to foster in-class discussion and to ensure that you have an understanding of what is covered in the textbook and discussions.

Course Description:

Bulletin Description:

Introduction to different methods of job analysis and evaluation as well as important issues related to employee compensation and benefits.

Dr. J's Description (the real scoop!):

Job analysis is the foundation for all assessment and selection decisions. It is a process used to identify the specific requirements of a job, the relative importance of those requirements, and the right people to occupy the job position. To identify the best person for a job, it is crucial to fully understand the nature of that position. Information from a job analysis can also be used to determine job requirements, training needs, position classification and grade levels, and inform other personnel actions such as promotions and performance appraisals.

Course Objectives:

- To identify, discuss, and critique theoretical and empirical literature in the field of job analysis.
- To synthesize and apply scientific knowledge of job analysis to provide evidence-based recommendations for selection issues in organizations.
- To demonstrate job analysis skills in the context of personnel psychology predictors and criteria.

Student Learning Outcomes (SLOs):

Students with a passing grade in this course should be able to:

- Compare theories and approaches within the field of job analysis.
- Describe and discuss important constructs in the performance of job analysis (e.g., functional job analysis, work- vs. worker-oriented methods, performance appraisal, test validation, etc.).
- Apply an empirical approach in writing a research paper using American Psychological Association (APA) style and deliver a presentation based on that paper.

Course Requirements:

Discussion Questions:

For each course topic, we will have some class time devoted to discussion. In order to facilitate this discussion, you will be required to prepare a minimum of two discussion questions for each topic. You will e-mail your questions to me (jheider@semo.edu) the evening before class so I can compile them into one list that will be used to guide that day's discussion.

Notes. With limited exceptions, most course topics will include textbook chapters and supplemental journal articles. In those cases, at least one of your discussion questions should focus on the textbook chapter(s) and at least one question should focus on an article.

Interview and Task Inventory Paper and Presentation:

This assignment will give you initial experience in job analysis. You choose a job to analyze. The job must be one that you have not held, so that you are not already familiar with its contents. Get permission to study the job from appropriate authorities. Then:

- (1) Look up the job in O*NET
- (2) Interview at least one incumbent and one supervisor of the job.
- (3) Observe at least one incumbent performing at least part of the job.

The first result of your efforts will be a paper (approximately 5-7 pages in length) that includes (a) a narrative (one paragraph) job description; (b) a list of tasks suitable for a task inventory (10 to 100 tasks; you don't have to administer a task inventory – just develop the task list); and (c) a description of the process of analyzing the job (including outcomes of the interviews performed in step #2 and the observation performed in step #3).

Note. I realize this is not an English class. However, good writing skills are fundamental and transcend course topic. Therefore, take the time to write, proofread, and edit your work. Papers can significantly help your course grade or they can hurt it if you do not take them seriously. There are many free resources if you do not feel confident about your writing. You could make an appointment to have me review a draft, make an appointment to meet with a writing tutor in the library, have a friend give you feedback, and so on.

You will also prepare a class presentation based on your paper. Use some kind of visual aid in your preparation (e.g., handout, overhead, PowerPoint, etc.). Be sure to share your job description and some or all of your task statements. The idea is to conduct a roundtable discussion of what you learned, what difficulties you encountered, etc., that will be useful to you and others in subsequent job analyses.

Once your paper is graded, I will return it to you via e-mail as a file attachment. This file will include specific feedback regarding your grade, so please do not ask me questions about why you received a certain score unless you have already read my feedback. Also please note that in order to see my feedback in its entirety, *you must view the file on a computer/device that has Microsoft Word*. Most smartphones and tablets do not actually have Word; they merely have a "viewer" app that provides a brief preview of Word documents without actually having the features of the full program.

Job Analysis Paper and Presentation:

The second project is designed to give you experience in conducting a job analysis in an organization for personnel selection. You may work alone or in groups of up to 3 people. You need to (a) find an organization and job; (b) conduct a job analysis; and (c) recommend one or more tests to the class (a copy can go to the organization, but is not required). You do not need to actually buy or construct a test. Rather, you need to identify the KSAOs needed for the job and to identify or create ways to measure them. You should consider effectiveness, efficiency and fairness in your choice of tests and measures.

The first result of your efforts on this project will be a paper (approximately 5-7 pages) that includes (a) a narrative (one paragraph) job description; (b) a list of KSAOs and their links to the tasks/job activities; and (c) a list of tests/assessments, the rationale for their choice, and a description of their acquisition/development.

You will also prepare a class presentation based on your paper. Use some kind of visual aid in your preparation (e.g., handout, overhead, PowerPoint, etc.). Be sure to share your job description, development of KSAOs, and justification for the type(s) of test you would plan to use. The idea is to conduct a roundtable discussion of what you learned, what difficulties you encountered, etc., that will be useful to you and others in subsequent job analyses.

Class Participation:

As noted later in this syllabus (see p. 6), although class attendance is not mandatory, you are expected to attend every class meeting. But beyond mere class attendance, I expect students in my courses to *actively participate* in the learning process by asking questions, contributing to discussions, taking part in class activities and demonstrations, and so on. A small portion of your semester grade will come from the degree to which you fulfill these duties.

Grading Policy:

<i>Material</i>	<i>Possible Points</i>	<i>% of Total Points</i>
Discussion Questions:	30	10%
Interview/Task Inventory:		
Paper	75	25%
Presentation	30	10%
Job Analysis:		
Paper	90	30%
Presentation	45	15%
Class Participation:	30	10%
	300	100%

Grading Scale:

A	=	270-300 pts
B	=	240-269.5
C	=	210-239.5
D	=	180-209.5
F	=	179.5 or less

Note. These grade cutoffs are FIRM. In other words, I do not round grades. So if you end up with 269 points (or 268, or 267...), don't even bother asking me if I will round your grade up to an A. I won't.

Attendance Policy (see http://www.semo.edu/pdf/old/2014_Bulletin.pdf, p. 19):

Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor's decision to provide, or not to provide, make-up work related to absences for any other reason.

A student not present for class during the entire initial week of a scheduled course may be removed from the course roster unless the student notifies the instructor by the end of the first week of an intention to attend the class. Questions regarding the removal process should be directed to the Registrar.

In other words, class attendance is extremely important. You are expected to attend *every* scheduled class meeting (see course schedule on pp. 9-10), because lectures, class discussions, activities, demonstrations – and most importantly, **your participation** – are all valuable contributors to your learning. If you know you are going to be late to (or leave early from) class, please come anyway. I would rather have you present for part of class than to miss it completely.

Academic Honesty (see http://www.semo.edu/pdf/old/2014_Bulletin.pdf, pp. 20-23):

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty.

Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the student handbook. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination.
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.

Translation? **DON'T CHEAT.**

Civility (see <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf>):

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc.

I expect every student in my courses to be good community members by remembering to **CONSIDER THE NEEDS OF OTHERS**. This means a lot of things: (1) If others need help (e.g., asking to see your notes), then help them. (2) Don't be disruptive in class (e.g., via excessive talking); other people might actually want to pay attention. (3) **SILENCE YOUR CELL PHONES OR OTHER DEVICES THAT MAKE NOISE**. They are annoying. No one cares that you have a phone call, nor do they need to hear what witty song you have as a ringtone. (4) Please **SHOW RESPECT FOR OTHERS' IDEAS AND OPINIONS**. In this class we may occasionally discuss personal and/or sensitive issues that provoke strong feelings. Please be sensitive to the feelings of others in discussing these issues. Also remember that good

people can have differing opinions, and that part of the purpose of the class is to increase your familiarity with how others might think and feel about various issues related to psychology and life.

Accommodations for Students with Disabilities:

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www.semo.edu/ds/index.htm> or contact Disability Support Services at 573-651-2273.

Technology:

As noted above, some of your assignments will be written in Microsoft Word and submitted electronically. Southeast provides you with access to both Word and the internet via on-campus computer labs, so all students should have no problems using these technologies for our course.

Unlike some instructors, I **DO** allow the use of portable electronic devices in my classroom (e.g., phones, tablets, laptops, etc.). However, I fully expect these devices to be silenced (see previous section on "Civility") and primarily used for class-related purposes. For example, if you want to use Google to find a certain fact that might contribute to a class discussion, I encourage you to do so. On the other hand, texting your BFF about Katy Perry's latest hairstyle is discouraged. I'm not saying I will take your device away in such circumstances, but please know that whenever you use a device for non-class purposes, you are only hurting yourself by missing out on potentially important class-related information.

This course will utilize the **Moodle** online system to facilitate learning and communication. The Moodle page for this class will be used to post course documents such as the course syllabus and lecture notes, and you will also be able to check your grades using this system.

Note: I highly recommend printing out the lecture notes and bringing them to class – your printouts will make a handy place to take additional notes. However, don't make the mistake of thinking that having access to my PowerPoint notes will serve as a substitute for class attendance. It won't!!! We will discuss a great deal of information above and beyond what is presented in the slides, so if you make a habit of missing class I can guarantee you will be at a serious disadvantage when it comes time for the exams and other assignments.

To log into Moodle, go to <http://learning.semo.edu>. This will take you to the login page (your user name and password are the same ones you use to log into the mySoutheast portal).

Questions/Comments:

Questions, comments or requests regarding this course should be taken to the instructor. Unresolved issues involving this class may be taken to Dr. Leslee Pollina, Chair of the Department of Psychology (573-651-2835 or lpollina@semo.edu).

Course Calendar:

Note. This proposed schedule is tentative; changes may be made as necessary. If changes are made, they will only be announced in class – so make sure you attend regularly!

Week 1 (8/22, 8/24, 8/26):

Introduction to Job Analysis (Brannick et al., Ch 1)

Week 2 (8/29, 8/31, 9/2):

Work-Oriented Methods (Brannick et al., Ch 2)

NO CLASS MONDAY, 9/5 (LABOR DAY)

Week 3 (9/7, 9/9):

Worker-Oriented Methods (Brannick et al., Ch 3)

Week 4 (9/12, 9/14, 9/16):

Hybrid Methods (Brannick et al., Ch 4)

Week 5 (9/19, 9/21, 9/23):

Management and Teams (Brannick et al., Ch 5)

Week 6 (9/26, 9/28, 9/30):

Job Analysis and the Law (Brannick et al., Ch 6)

Week 7 (10/3, 10/5, 10/7):

Job Description and Performance Appraisal (Brannick et al., Ch 7)

Week 8 (10/10, 10/12, 10/14):

Job Description and Performance Appraisal cont'd

Week 9 (10/17, 10/19, 10/21):

Job Evaluation and Design (Brannick et al., Ch 7)

Week 10 (10/24, 10/26, 10/28):

Staffing and Training (Brannick et al., Ch 8)

Week 11 (10/31, 11/2, 11/4):

Employee Compensation and Benefits (readings TBD)

Week 12 (11/7, 11/9, 11/11):

Employee Compensation and Benefits cont'd

Week 13 (11/14, 11/16, 11/18):

Doing a Job Analysis Study (Brannick et al., Ch 9)

NO CLASS MONDAY, 11/21, WEDNESDAY, 11/23, OR FRIDAY, 11/25 (FALL/THANKSGIVING BREAK)

Week 14 (11/28, 11/30, 12/2):

Doing a Job Analysis Study cont'd

Week 15 (12/5, 12/7, 12/9):

The Future of Job Analysis (Brannick et al., Ch 10)

FINAL EXAM MEETING: MONDAY, 12/12, 10:00-12:00 (regular classroom)