HRD 4320 Job Analysis and Design

Spring 2024 Syllabus

Welcome

Welcome to the UT Tyler and to HRD 4320, Job Analysis and Design. I am your instructor, Paul Roberts; and I look forward to meeting with you in our virtual classroom. This course is designed to provide you with opportunities to learn how to better equip tomorrow's work force through the application of Job Analysis techniques.

I have developed this course in a modular format to assist you in organizing your time and efforts. Each module will describe a particular aspect of work force education and will provide resources for further investigation. Each module will specify reading, writing, and discussion requirements. Read through each section carefully. If you have any questions, make a note of them and we will address them in our Discussions area. Please refer back to the information contained in this syllabus anytime you have a question regarding the basic course information.

Introduction

Is this your first time taking a Web-based online course? If so, you will find it dramatically different from your previous classes. There is no face-to-face contact with your instructor and fellow participants. You may feel that you are working alone. You may feel confused and anxious because you can't ask questions and receive immediate feedback. Relax! You are not alone, and any anxiety you feel will go away as you become familiar with this environment. You may even begin to prefer this environment because of the flexibility that it affords you in managing both your time and the learning materials.

I want to stress to both the experienced and inexperienced online course participants that the key to successful completion of this online course, or any online course, is organization. This syllabus outlines in detail my expectations of you as a participant, including required textbook, grading policies, assignments, projects, and a schedule of readings and assignment/project due dates. This course is NOT a self-paced course. Deadlines exist because the course is offered within the UT Tyler course schedule and so that you can complete the course successfully in a timely manner.

As mentioned in the Welcome section, the course has been designed in modules to assist you in organizing your efforts. There are ten instructional modules. Each instructional module requires that you read an assigned text, respond to discussion questions, prepare assignments, and perform other tasks such as supplemental readings and/or review of web sites in the subject area.

Instructor

Instructor: Paul B. Roberts, Ed.D.

Office: COB 315.19

Phone: 903-566-7334

Email: proberts@uttyler.edu

Office Hours

I will not formally post office hours since this is an online course, I will schedule Virtual "office hours" in a web conference application such as Zoom over the semester in case you have questions that are better handled in a virtual face-to-face environment.

Course Description

HRD 4320: Job Analysis and Design
Provides a systematic procedure for identifying and analyzing tasks related to specific jobs.

Course includes topics such as: What is Job Analysis (JA)?, Methods of collecting data, Uses of JA, How to conduct a JA, Legal aspects of JA, Future trends of JA

Course Objectives

At the end of this course, participants will
be able to:

1) explain the background and progression of job analysis Techniques as demonstrated by scoring above 70% on quiz #4.

2) collect information about jobs and develop an organized job analysis report as demonstrated in the completed job analysis and by scoring above 70% on quiz #1.

3) effectively utilize the O*NET to gain occupational information as demonstrated in the completed job analysis.

4) Students will be able to analyze jobs within an organization for the purpose of developing training or recommending other performance interventions. (ASTD Competency, 1998) This will be demonstrated by scoring 75% or better on the Job Analysis Project.

5) explain the various uses of job analysis as demonstrated by scoring above 70% on quiz #3.

6) articulate the role of a job analysis in the improvement of organizational performance by contributing to class discussion.

Course Competencies

1. Computer-Based Skills – the student will complete the Job Analysis project in a word processing package that may include graphs, charts, spreadsheets, database manipulation. Internet search skills will be required to access the O*NET and Occupational Outlook Handbook.
2. Communication Skills – the student will exhibit a mastery of both written and oral skills in completion and presentation of the project.
3. Interpersonal Skills – the student will work in a group to identify problem statements for the data collection phase of the research project.
4. Problem Solving (Critical Thinking) – the student will use conceptual thinking, quantitative/statistical skills, gathering and analyzing data, and creativity and innovation in the identification and completion of the research project
5. Ethical Issues in Decision Making and Behavior- the student will understand and exhibit ethics through the data collection and presentation portions of this project.
6. Personal Accountability for Achievement – the student will complete the project at the time designated by
    the instructor.
7. Competence in Technology Principles
8. Competence in major field and grounding in other major core areas – the student will complete the project as part of the requirements of the major
9. Exposure to and appreciation for industrial experiences such as industrial tours, work-study options and cooperative education, senior seminars – Students will conduct interviews and observation in order to gather data for the project.

Grades and Grading

The work you will perform for this course is weighted as follows:

50 % Job Analysis Project

10 % Discussion board postings

40 % Quizzes (4 quizzes @ 10 pts ea.)

There will be a 10% per class period penalty for all late work. Grades will be based

upon the following scale:

A 90 - 100
B 80 - 89
C 70 - 79
D 60 - 69
F < - 59

Course Outline

Module 1 – Introduction.
Objective: Introduction of instructor and participants, course materials; identification of participant needs.

Module 2 – What is Job Analysis?
Objective: Participants gain a basic understanding what a job analysis is and why we conduct a job analysis.

Module 3 – Methods of Collecting Data.
Objective: Participants will learn and apply the data collection methods commonly applied to job analysis.

Module 4 – Methods of Conducting a Job Analysis.
Objective: The forms and methods of conducting a job analysis will be presented.

Module 5 – Job Safety Analysis / Total Job Analysis.
Objective: Participants will gain an understanding of the concepts of and how to conduct a job safety analysis and a total job analysis

Module 6 – Methods of Job Analysis.
Objective: Participants will study various methods of job analysis in order to gain a greater understanding of job analysis.

Module 7 – Applications of Job Analysis.
Objective: Students will study the uses of job analysis and how to apply it to gain improved performance in the workplace.

Module 8 – Legal issues of Job Analysis.
Objective: Participants will gain an understanding of the legal aspects of job analysis.

Module 9 – The Future of Job Analysis.
Objective: Participant understanding of issues facing the application of job analysis in the future.

Assignments

Please note that all assignments must be submitted by midnight central standard time on the due date.

Job Analysis Project

The Job Analysis project is the major component of this class. Each of you will analyze a job of your choosing. We will work through this process as the course proceeds. This will include handing in components at times during the class for feedback and revision. I will provide you with a template for the project. Please use my template to ensure that you are using the most current information. Points will be deducted if you use a different template without prior permission.

Quizzes

There will be four quizzes in this class. They will be available starting at 8:00 AM on the first scheduled day until 10:00 PM
on the final scheduled day.

Reading Assignments

- Each participant is responsible for completing the reading assignments in a timely manner. Deadlines are listed in the Course Calendar.
- Discussion and written assignments are created with the assumption that required reading assignments have been completed prior to completion of discussion and written assignments.

Discussion Board Assignments

- The Discussion Board is located in the Communications area.
- Each participant is responsible for participating in the asynchronous discussions. This participation will include posting answers to questions posed by the instructor and replying to other participants' postings. At least one posting per discussion question is required.
- Discussion postings should be made in a timely manner. Deadlines are listed in the course outline.
- Please note that all discussion postings must be completed by midnight central standard time on the due date.
- Quality of answers is as important as quantity. A participant's comments should add to the discussion.
  Comments should be supported, as required, with references cited appropriately.
- The instructor and/or participants may use synchronous chats as the need arises.
- When posting to the discussion area, please type your comments directly into the discussion. Don't type your comments into a document and then attach it to the discussion. This method is difficult for some students to access.

Academic Dishonesty Statement

Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor. For more information, go to: http://www.uttyler.edu/judicialaffairs/scholasticdishonesty.php

Link to the UT Tyler Honor code video

Communication

Email
To communicate by email with other participants or all participants, click the inbox icon on the left. You can send emails to individuals or the entire class through this link.
You may also email me directly at: proberts@uttyler.edu.

Questions or problems other than technical problems (see technical Requirements in this syllabus) may be submitted to the email address above. I will try my best to answer emails on the same day I receive them. Generally speaking, I check my email in box several times a day during the workweek, less frequently on the weekend, and rarely after 6 p.m. any day. If my schedule will make me unavailable to answer emails for a day or two, I will put an announcement out so that you can plan accordingly.

Completion Time

You should expect to spend as much time on an online course as you do in a face-to-face course. As a rough guide, you should plan to spend six to ten hours per week on this course. The actual amount of time will vary from individual to individual. This estimate includes the time you spend in reading, discussions, and assignments.

You will have access to all course materials from the start of the course to the end. You may look and study ahead, or go back and review, at any time during the course. All assignments have set due dates. Due dates are as of midnight central standard time on that date.

Textbook
The textbook required for this course:
Job and Work Analysis 1st, 2nd or 3nd Edition (any edition of this book is fine)
By – Morgeson, Brannick, & Levine

Course Evaluation

An end of semester evaluation specifically for this course will be made available for you to complete in the last week of instruction. This evaluation will be reported anonymously. Your comments and recommendations will be considered seriously as the course is updated. Your input throughout the semester contributes to my commitment to continually improve the quality and relevance of this course.

Other Information

By nature, I'm always experimenting with new technologies and techniques for presenting information. Your input and assistance will greatly help me make this a valuable experience, please feel free to give your input, realizing that I cannot and will not implement all recommendations.

University Policies and Student Resources can be found in the **"Getting Started"** section in Canvas

Course Calendar

Module	Dates	Due Dates for Each Assignment Type			
		Module Topics	Reading Assignment	Project/ Quizzes	Discussion Board Assignments
1	Jan 16 – Feb. 1	**Student Introductions**	Course Syllabus	**Syllabus Quiz Jan 16 - 30**	Student Introductions Jan 30
2	Jan 16 – Feb. 1	**What is Job Analysis?**	Textbook Pages xvii-9 Notes in Canvas		
3	Jan 17-Feb 6	**Methods of Collecting Data**	Textbook Pages 9-24; 117-129 Notes in Canvas	**Quiz #1 Feb 2 - 6**	
4	Jan 25-April 28	**Creating your Job Analysis Project**	Textbook - Chapter 9 Notes in Canvas	**Job Analysis Project April 8**	Feb 12
				Quiz #2 – Feb 23 -27	
5	Feb 14-Mar 8	**Job Safety Analysis / Total Job Analysis**	Notes in Canvas		
6	Feb 21 – Apr 6	**Methods of Job Analysis**	Textbook Chapters 2-5 Notes in Canvas	**Quiz #3 Mar 22 - 26**	
7	Mar 27–Apr 17	**Uses of Job Analysis**	Textbook Chapters 7-8 Notes in Canvas		Apr 15
8	Apr 1 - 26	**Legal issues of Job Analysis**	Textbook Chapter 6 Notes in Canvas		
9	Apr 8 - 26	**The Future of Job Analysis**	Textbook Chapter 10 Notes in Canvas	**Quiz #4 April 26 - 30**	Apr 23

Note: Page numbers referenced on this calendar are from the 3rd Edition (White Cover) of our textbook, see the textbook comparison chart if you are using the first or second editions.

Other dates: Census date – January 29

Last day to withdraw – March 25