Human **R**esource **M**anagement (HRM)
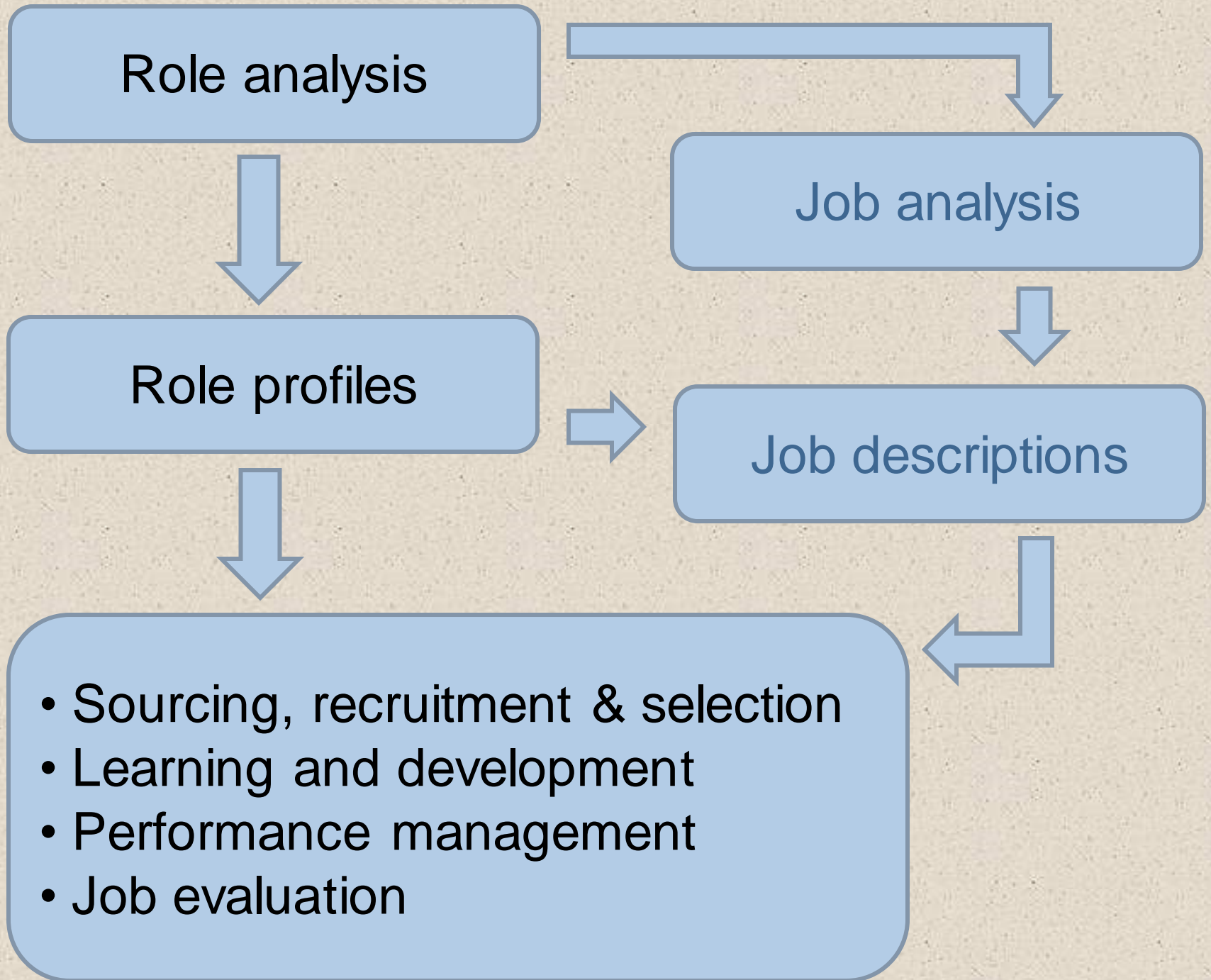
BA in BAM III.

Analysing roles, competencies and skills

University of Debrecen
Faculty of Economics and Business

Role analysis

Job analysis

Role profiles

Job descriptions

- Sourcing, recruitment & selection
- Learning and development
- Performance management
- Job evaluation

Roles and jobs

Role

- the part people play in their work/organisation
- the emphasis is on their behaviour
- focus on outcomes
- or the competencies needed to achieve them

Job

- a group of prescribed tasks/activities to be carried out
- or duties to be performed
- in order to produce a *job description*
- prescriptive and inflexible: *'It's not in my job description'*
- *job family:* grouping of jobs that either call for similar worker characteristics or contain parallel work tasks

Role analysis

- **what people are expected to achieve** when carrying out their work
- and the **competencies and skills** they need to meet these expectations.

Person specification

- Summarizes the characteristics of a good performer in a given role/job

Role profiles

- the **written result** of role analysis

- defines the **outcomes** role holders are expected to deliver in terms of key result areas or accountabilities.

- lists the **competencies** required to perform effectively in the role

- can be individual or generic (covering similar roles).

Purpose of role analysis

1. Overall purpose
– why the role exists and, what the role holder is expected to contribute.

2. Organization
– to whom the role holder reports and who reports to the role holder.

3. Key result areas or accountabilities
– what (measurable) the role holder is required to achieve in each of the main elements of the role.

4. Competency requirements
– the specific technical competencies attached to the role; what the role holder is expected to know and to be able to do.

Steps of role analysis

The essence of role analysis is the application **of systematic methods** to the collection of the information required to produce a role profile.

The steps required to collect this information are:

1.Obtain documents such as the organization structure, existing job descriptions (treat these with caution, they are likely to be out of date), and procedure or training manuals that give information about the job.

2.Ask managers for fundamental information concerning the overall purpose of the role, the key result areas and the technical competencies required.

3.Ask the role holders similar questions about their roles.

The methods that can be used are interviews, questionnaires or observation.

Job analysis & its 11 steps

- *Definition*: a systematic process of identifying and describing the important aspects of a job and the characteristics workers need to perform the job well

TABLE 4–5 The Eleven Steps in Performing a Typical Job Analysis

1. Get the support of top managers and ensure that all managers support the job analysis effort
2. Thoroughly communicate the purpose of the job analysis to all participants and ensure they are diligent about completing the tasks objectively
3. Collect background information and analyze how the job contributes to the execution of the firm's business strategy
4. Generate the task statements
5. Generate the KSAOs
6. Form the job duty and task groupings
7. Link the KSAOs back to the job duties
8. Collect critical incidents
9. Weight the job duties
10. Construct a job requirements matrix
11. Write the job description and person specification

KSAO

- **Knowledge**: organized body of factual and procedural information
- **Skills**: capability to perform tasks accurately and with ease
- **Abilities**: more stable and enduring capability to perform a variety of tasks
- **Other characteristics**

Techniques of role and job analysis

Interviews

Interview role-holders and check the findings with their managers or team leaders.
The basic questions to be answered are:

- What is the **title** of your role?
- **To whom** are you responsible?
- Who is responsible **to you**? (An organization chart is helpful.)
- What is **the main purpose** of your role, ie. in overall terms, what are you expected to do?

- What are the **key activities** you have to carry out in your role? Try to group them under no more than 10 headings.
- What are **the results** you are expected to achieve in each of those key activities?
- What are you expected to **know** to be able to carry out your role?
- What **skills** should you have to carry out your role?

Advantages/disadvantages of interviewing

- The advantages of the interviewing method are that it is **flexible**, can provide **indepth** information and is **easy** to organize and prepare. → the most common approach.

- But interviewing can be **time-consuming**, which is why in large role analysis exercises, questionnaires may be used to provide advance information about the job.

    – Structuring questions speeds up the interviewing process. Questionnaires can help inteviewing or even replaces the interview, although this means that much of the 'flavour' of the job – ie. what it is really like – may be lost.

Questionnaires

- can be completed by role holders
- and approved by the role holder's manager or team leader.
- They are helpful when a large number of roles have to be covered.
- They can also save interviewing time by recording purely factual information and by enabling the analyst to structure questions in advance to cover areas that need to be explored in greater depth.
  - *The simpler and shorter the questionnaire the better.*

Advantages/disadvantages of questionnaires

- The **advantage** of questionnaires is that they can **produce information quickly and cheaply** for a large number of jobs.

- But **a substantial sample** is needed, and the construction of a questionnaire is a skilled job that should only be carried out on the basis of some preliminary fieldwork.

  - It is highly advisable to **pilot test** questionnaires before launching into a full-scale exercise.

  - **The accuracy** of the results also depends on **the willingness and ability of job holders** to complete questionnaires (bias). Many people find it difficult to express themselves in writing about their work.

Observation technique

• Observation means studying role holders at work, noting what they do, how they do it, and how much time it takes.

• most appropriate for routine administrative or manual roles,

• but it is seldom used because of the time it takes.

•Alternative: work diary / log

Role profile content

Role profiles are set out under the following headings:

- **Role title**,
- **Department**,
- **Responsible to**,
- **Responsible to role holder**.
- **Purpose of the role** –in terms of the overall contribution the role holder makes.
- **Key result areas** – if at all possible these should be limited to seven or eight, certainly not more than 10. Each key result area should be defined in a single sentence: active verb + its object + purpose.
- **Need to know** – the knowledge required
- **Need to be able to do** – the skills required
- **Expected behaviour** – behavioural competencies

Role title: Database administrator

Department: Information systems

Responsible to: Database manager

Purpose of role: Responsible for the development and support of databases and their underlying environment

Key result areas:

1. Identify database requirements for all projects that require data management in order to meet the needs of internal customers.
2. Develop project plans collaboratively with colleagues to deliver against their database needs.
3. Support underlying database infrastructure.
4. Liaise with system and software providers to obtain product information and support.
5. Manage project resources (people and equipment) within predefined budget and criteria, as agreed with line manager and originating department.
6. Allocate work to and supervise contractors on day-to-day basis.
7. Ensure security of the underlying database infrastructure through adherence to established protocols and develop additional security protocols where needed.

Need to know:

- Oracle database administration.
- Operation of oracle forms SQL/PLSQL, Unix administration, shell programming.

Able to:

- Analyse and choose between options where the solution is not always obvious.
- Develop project plans and organize own workload on a timescale of 1–2 months.
- Adapt to rapidly changing needs and priorities without losing sight of overall plans and priorities.
- Interpret budgets in order to manage resources effectively within them.
- Negotiate with suppliers.
- Keep abreast of technical developments and trends, bring these into day-to-day work when feasible and build them into new project developments.

Behavioural competencies:

- Aim to get things done well and set and meet challenging goals, create own measures of excellence and constantly seek ways of improving performance.
- Analyse information from range of sources and develop effective solutions/recommendations.
- Communicate clearly and persuasively, orally or in writing, dealing with technical issues in a non-technical manner.
- Work participatively on projects with technical and non-technical colleagues.
- Develop positive relationships with colleagues as the supplier of an internal service.

COMPETENCY ANALYSIS

Using behavioural analysis to establish the **behavioural dimensions that affect role performance and produce competency frameworks**.

Functional analysis or a version of it can be used to define technical competencies.

There are six approaches to behavioural competency analysis. In ascending order of complexity these are:

1. **expert opinion;**
2. **structured interview;**
3. **workshops;**
4. **critical-incident technique;**
5. **repertory grid analysis;**
6. **job competency assessment.**

Expert opinion

- The basic, crudest and least satisfactory method is for an 'expert' member of the HR department, possibly in discussion with other 'experts' from the same department, to draw up a list from their own understanding of 'what counts' coupled with an analysis of other published lists. This is unsatisfactory because the likelihood of the competencies being appropriate, realistic and measurable in the absence of detailed analysis, is fairly remote.

Structured interview

- This method begins with a list of competencies drawn up by 'experts' and proceeds by subjecting a number of role holders to a structured interview. The interviewer starts by identifying the key result areas of the role and goes on to analyse the behavioural characteristics that distinguish performers at different levels of competence.

Structured interview

What are the positive or negative indicators of behaviour that are conducive or non-conducive to achieving high levels of performance?

- personal drive (achievement motivation);
- impact on results;
- analytical power;
- strategic thinking;
- creative thinking (ability to innovate);
- decisiveness;
- commercial judgement;
- team management and leadership;
- interpersonal relationships;
- ability to communicate;
- ability to adapt and cope with change and pressure,
- ability to plan and control projects.
- etc.

Workshops

- Workshops bring a group of people together who have 'expert' knowledge or experience of the role – managers and role holders as appropriate – with a facilitator, usually but not necessarily a member of the HR department or an outside consultant

- The members of the workshop begin by getting agreement to the overall purpose of the role and its key result areas. They then develop examples of effective and less effective behaviour for each area, which are recorded on flipcharts.

Critical-incident technique

- The critical-incident technique is a means of eliciting data about effective or less effective behaviour that is related to examples of actual events – critical incidents.

- The technique is used with groups of job holders and/or their managers or other 'experts'.

Repertory grid interview (or Job/Role Elements Method)

- It is used to identify the dimensions that distinguish good from poor standards of performance.

- It is based on the personal construct theory.

- Personal constructs are the ways in which we view the world. They are personal because they are highly individual and they influence the way we behave or view other people's behaviour.

- The aspects of the role to which these '**constructs**' or judgements apply are called '**elements**'.

Repertory grid

- A group of people are asked to concentrate on the tasks carried out by role holders (elements), and develop constructs about these elements.

- This enables them to define the qualities that indicate the essential requirements for successful performance.

Repertory Grid analysis

1. Gathering experts
2. Experts identify people they have worked with concerning the given role or job (elements)
3. The elements are classified based on their performance
4. The elements are compared: similarities and differences

Repertory Grid for: __Jane Doe – Project Manager__   Element: Programmers

——————— *Elements* ———————

Individual Construct	E1	E2	E3	E4	E5	E6	Individual Construct
Excellent grammar	2	3	1	4	5	3	Poor grammar
Excellent judgment	3	4	2	5	3	4	Poor judgment
Team player	5	2	2	1	2	3	Likes to be left alone
Great presentation skills	3	3	2	3	5	2	Poor presentation skills
Answers questions fully	2	5	1	3	3	3	Avoids direct answers
Takes initiative	3	4	2	5	4	2	Lazy

Analysing technical competencies
(functional analysis)

- **focuses on the outcomes** of work performance. Note that the analysis is not simply concerned with *outputs* in the form of quantifiable results but deals with the broader results that have to be achieved by role holders. An outcome could be a satisfied customer, a more highly motivated subordinate or a better-functioning team.

- It starts with an analysis of the roles fulfilled by an individual

- in order to arrive at a description of the separate components or 'units' of performance that make up that role.

- The resulting units consist of performance criteria, described in terms of outcomes, and a description of the knowledge and skill requirements that underpin successful performance.

SKILLS ANALYSIS

- Skills analysis determines the skills required to achieve an acceptable standard of performance.

- It is mainly used for technical, craft, manual and office jobs to provide the basis for devising learning and training programmes.

- Skills analysis starts from a broad job analysis but goes into details of not only what job holders have to do but also the particular abilities and skills they need to do it.

Job breakdown

The job breakdown technique analyses a job into separate operations, processes, or tasks, which can be used as the elements of an instruction sequence. It is recorded in a standard format of three columns:

• *The stage column* in which the different steps in the job are described. (What?/Whom?)

• *The instruction column* in which a note is made against each step of how the task should be done. (How?)

• *The key points column* in which any special points such as quality standards or safety instructions are noted against each step so that they can be emphasized to a trainee learning the job. (Why?/With emphasis on …)

TABLE 4–6 Task Statement Examples

What? (action verb)	To Whom/What?	How?	Why?
Writes	Advertising copy	Using Microsoft Word	For placement in newspaper and magazine advertisements
Mows	Lawn area	Using rider and push mowers	To maintain appearance of company grounds
Supervises	Assistant store managers	In person and using surveillance cameras	To ensure compliance with company policies
Compares	Unit expenses with budget	Using basic math computations	To ensure budgetary compliance
Drives	Fuel truck containing gasoline to work sites	Following all safety procedures	To refuel construction vehicles

Manual skills analysis

- Manual skills analysis is a technique developed from work study.

- It isolates for instructional purposes the skills and knowledge employed by experienced workers in performing tasks that require manual dexterity.

- It is used to analyse short-cycle, repetitive operations such as assembly tasks and other similar factory work.The hand, <u>finger and other body movements</u> of experienced operatives are observed and recorded in detail as they carry out their work.

Task analysis

- Task analysis is a systematic <u>analysis of the behaviour</u> required to carry out a task with a view to identifying areas of difficulty and the appropriate training techniques and learning aids necessary for successful instruction.

- It can be used for all types of jobs but is specifically relevant to **administrative** tasks.

- The analytical approach used in task analysis is similar to those adopted in the job breakdown and manual skills analysis techniques.

Task analysis

The results of the analysis are usually recorded in a standard format of four columns as follows:

1.*Task* – a brief description of each element.

2.*Level of importance* – the relative significance of each task to the successful performance of the role.

3.*Degree of difficulty* – the level of skill or knowledge required to perform each task.

4.*Training method* – the instructional techniques, practice and experience required.

Faults analysis

- Faults analysis is the process of analysing the typical faults that occur when performing a task, especially the more costly faults. It is carried out **when the incidence of faults is high**. A study is made of the job and, by questioning workers and team leaders, **the most commonly occurring faults are identified**.

- A faults specification is then produced, which provides trainees with information on what faults can be made, how they can be recognized, what causes them, what effect they have, who is responsible for them, what action the trainees should take when a particular fault occurs, and how a fault can be prevented from recurring.

Job learning analysis

- It concentrates on the inputs and process rather than the content of the job. It analyses nine learning skills that contribute to satisfactory performance.

- A learning skill is one used to increase other skills or knowledge and represents broad categories of job behaviour that need to be learnt.

The nine learning skills

1. **physical skills requiring practice** and repetition to get right;
2. **complex procedures** or sequences of activity that are **memorized or followed with the aid of written material** such as manuals;
3. **non-verbal information** such as sight, sound, smell, taste and touch, which is used to check, assess or discriminate, and which usually takes **practice** to get right;
4. **memorizing facts or information**;
5. **ordering, prioritizing and planning**, which refer to the degree to which a role holder has any responsibility for and flexibility in determining the way a particular activity is performed;
6. **looking ahead** and anticipating;
7. **diagnosing**, **analysing** and **problem-solving**, with or without help;
8. **interpreting or using written manuals and other sources** of information such as diagrams or charts;
9. **adapting to new** ideas and systems.

Thank you for your attention.