

EdAd 636 -- LECTURE NOTES

TOPIC #2 -- JOB DESIGN, HR PLANNING, & POLICY DEVELOPMENT (CH 4,5,12)

I. JOB DESIGN

- A. Hackman & Oldham JOB CHARACTERISTICS MODEL (see Pounder article)
 - 1. Skill variety -- amount of variety required to do work
 - 2. Task identity--are you able to complete a task to its completion or do you just do a piece of the work?
 - 3. Task significance--the degree to which what you teach impacts the lives of the children
 - 4. Autonomy-- discretion in carrying out & scheduling work assignments
 - 5. Feedback--information on performance from the job itself (& from others)
- B. WORK GROUP (Team) DESIGN (see Pounder article)
 - 1. Three methods of employee involvement
 - a. suggestion involvement approach
 - (1) requires little change in organization
 - (2) supervisor still responsible bottom line
 - b. job involvement approach
 - (1) individual job enhancement or
 - (2) WORK GROUP ENHANCEMENT --- (most promising)
 - (a) influence more on work group
 - (b) unit of decisionmaking/focus is on work group
 - (c) should be involved in decision if they have expertise and vested interest
 - c. high involvement approach --Unlikely to happen because requires too much change in broader educational system (e.g. state level authority)
 - 2. Work group model --- middle school teams
 - a. advantages? disadvantages? (See article)
 - b. school restructuring implications?

II. JOB ANALYSIS--a study of tasks required of persons in a given job -- provides information about the job, its tasks, functions, activities, etc. and the necessary requirements to perform the job (& its relationship to other jobs) --- results in a job description

- A. Contents of Job Analysis (see p. 353 of Webb et al, 2nd Ed.)
 - 1. worker functions -- what worker does in relation to data, people, things
 - 2. work fields -- the methods & techniques used
 - 3. MPSMS -- Materials being processed, Products being made, the Subject Matter being dealt with, and the Services being rendered
 - 4. worker characteristics & attributes for success -- e.g. education, special training, aptitudes, temperaments, physical demands, & environmental conditions
- B. Methods of Job Analysis
 - 1. observation (using checklist, narrative, or videotaping)--must be unobtrusive
 - a. best for physical work, short job cycle
 - b. not appropriate for work that is primarily mental, or has long job cycle
 - 2. interview job occupant(s)
 - a. costly because it requires a trained interviewer's time, skill
 - b. self-reported data may be distorted, but good for mental jobs, long job cycle
 - 3. job occupant(s) description (questionnaire, narrative or work diary)
 - a. self-report may be inflated, but sign-off by supervisor may help control inflation of importance, etc.
 - b. may be less time-consuming, less costly
 - c. good for largely mental work, long job cycle, etc.

4. Examine previous job descriptions -- ask job occupants to revise to accurately reflect what they do
 - a. least costly, time-consuming
 - b. may be distorted by job occupant

III. JOB DESCRIPTION (prototype) -- be sure to date, show date of revisions --- make sure all employees have seen job description, e.g. on file in library, in handbook, etc.

- A. Job Title (& alternative title)
- B. Summary Statement -- general brief description of job responsibilities
- C. Specific work responsibilities or tasks associated with the job (what done? how? why?)
 1. no more than approximately 10 items so as not to be redundant or build expectation that every possible responsibility is named
 2. add “accomplishes other duties as assigned” or similar qualifier which would allow for change
 3. use terse writing style (like telegram), action verbs (e.g. “performs, evaluates”)
- D. Include statement about relationships between this job and others, i.e. who supervises this job, how is this person evaluated (reference policy, contract), what other workers does this position supervise, etc.
- E. Job Qualifications (i.e. Job Specification)
 1. Prior experience? Prior education or training? Skill demonstration? Dispositions?
 2. Must be job-related
 3. must be a SUBSTANTIAL portion of the job, especially if performance requirements adversely affect any one class of individuals (e.g. female firefighter example)
 4. also specify entry versus maintenance standards (if different)
 5. qualifications can be NO HIGHER than that of the LEAST qualified person current successfully holding the job (or could be construed as discriminatory)

IV. HR PLANNING -- “getting right people in right places doing the right things” OR STRATEGIC HR PLANNING -- “a process of preparing an organization for future activities in which decisions related to the use of personnel must show evidence of contributing to achievement of organizational objectives” --- see Ch. 4, Webb et al, 2nd Ed.

- A. Objectives of HR Planning
 1. coordinate with broader organizational goals/ system plans
 2. forecast system personnel needs
 3. anticipate needed changes in policy, regulation, processes, jobs, & personnel
 4. develop master plan for recruiting, selecting, promoting, inducting, training, compensating, assigning, developing employees
- B. Process of HR Planning -- comprehensive, continuous, participatory
 1. short-term (typically up to 1 year)
 2. long-term (typically up to 5 years)
- C. Factors for consideration
 1. organizational goals
 2. culture of school or organization
 3. organizational structure
 - a. instructional org. (e.g. class size, grouping arrangements, self-contained versus departmentalized, teams, sub-schools, etc.)
 - b. administrative or instructional support organization
 4. instructional programs (nature, scope, mandated v. discretionary, etc)
 5. projected student enrollment -- numbers & types of needs (disabled, etc)
 6. work analysis / job design
 7. anticipated work force needs & availability --- numbers, types, quality (internal & external)

8. professional staff mix --- e.g. instructional versus support or auxilliary, employee characteristics, including race, sex, age, etc.
9. environment --- e.g. demographics, board policies, state & federal regs, financial constraints, etc
10. other?

V. POLICIES & REGULATIONS IN HR FUNCTION

- A. What is the difference between organizational goals, policies, and administrative regulations?
 1. Policy is a school board function (unless part of negotiated contract)
 2. Administrative regulations are domain of administrators, and often articulate specifics of policy intent
- B. What kinds of procedures should you use in developing policy?
 1. do we have existing policy? Or related policy that needs modification?
 2. seek out examples of similar policies in other org's
 3. do your research re: related policies, regulations, laws
 4. get everyone with a vested interest involved
- C. The basis for evaluating the effectiveness of a policy (see p. 129 of Webb et al)
 1. Complete
 2. Concise
 3. Clear
 4. Changeable
 5. Distinctive
 6. Consistent
 - a. compatible with other policies, regulations, laws
 - b. fair and equitable treatment of all employees
 7. Reflects balance between organization's expectations and employees' needs
- D. Examples of personnel policies
 1. sexual harassment
 2. employee health & safety, communicable diseases
 3. rights, responsibilities, duties --- academic freedom
 4. employee evaluation, dismissal, etc
 5. reduction in force
 6. employee compensation --- salary & benefits (leaves, etc)
 7. employee recruitment, selection, promotion, affirmative action, etc
 8. other?