Job Analysis Template

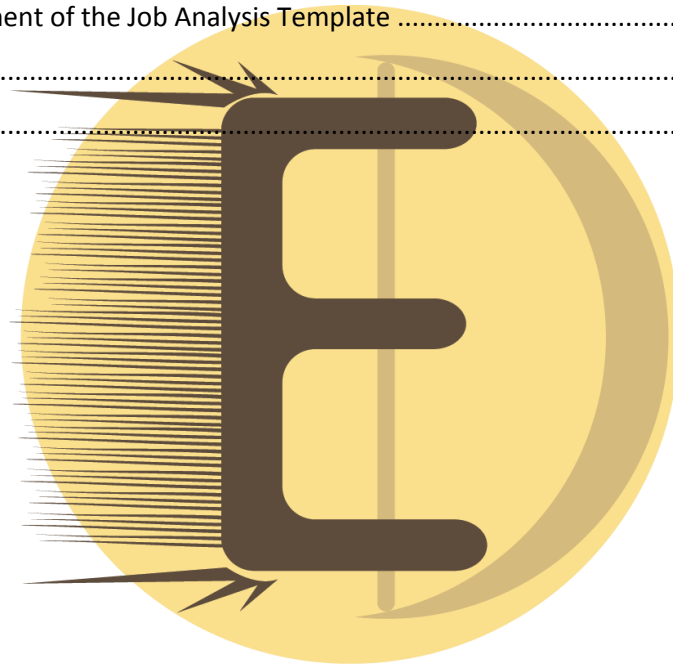GSBS 6040 Managing Human Resources and Employment Relations

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Job analysis is defined as the procedures that are adopted to identify the required knowledge, skills and abilities required to perform a particular job. The primary use of job analysis is to provide organisations with document required to understand the necessities of a given job and associated tasks. The researcher is part of the team assembled by The Director of the Hunter and Central Coast Region of the Department of Education and Training who has decided to conduct a job analysis of current high school teaching staff in the area to understand the changing needs of the teaching profession. This study will present a research plan to identify the job requirements of high school teachers in Australia by arriving at a specific job analysis template.

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1.1. Introduction

Job analysis is defined as the procedures that are adopted to identify the required knowledge, skills and abilities required to perform a particular job (Sanchez and Levine, 2009). The primary use of job analysis is to provide organisations with document required to understand the necessities of a given job and associated tasks. However, Doverspike and Arthur (2012) argue that there is a need to conduct job analysis as part of improvement or change management programmes to ensure that the definition, description and training needs assessment are promoted based on current requirements of the industry. The researcher is part of the team assembled by The Director of the Hunter and Central Coast Region of the Department of Education and Training who has decided to conduct a job analysis of current high school teaching staff in the area to understand the changing needs of the teaching profession. This study will present a research plan to identify the job requirements of high school teachers in Australia by arriving at a specific job analysis template.

1.2. Need for Job Analysis in the Australian Education System

According to OECD (2008) a review of teacher education across the globe has identified a need to re-examine teacher perspective as the profession as such faces a changing future of complexities and multiple agendas. Similar to other nations, Australia has attempted to reinvent its policy on addressing national and local interests while promoting global conditions. The revolution in knowledge and information has lead to a profound impact on schooling mediated through communication, innovations in teaching methods, school organisational hierarchies, changes in patterns of student-teacher relationships and the emergence of new curricula (Collison et al., 2009). Schools across the world are asked to promote profound changes in social and cultural factors associated with globalisation. Such a changing nature of the society promotes the need to re-examine the current skill-set which needs to be possessed by teachers in Australia.Another challenge facing the Australian teaching profession is the ageing of their workforce (OECD, 2008). The ageing of the Australian teaching workforce is associated with the extensive expansion of the higher education section in 1970s and the associated increase in number of schools. However, in the mid-1990s there has been tightening of budget provided to education resulting in a moderate increase in long contract staff. As a result of this, the age

group of most staff on the Australian teaching profession is skewed with most of them being older. This resulted in the need to re-examine the required changes to the profile of high school teachers across Australia. The primary objectives of this report include,

1. To conduct a critical review of literature to understand the changing needs of students and the teaching profession
2. To identify the methods to be used to conduct a job analysis for high school teachers
3. To present a profile for job analysis

1.3. Literature Review

According to Cronshaw (2012), one of the primary steps in conducting an effective job analysis with respect to understanding the need for change or improvement is to conduct a literature analysis and understand the current macro and micro-environmental conditions which affect the job. In line with this view, this study will present a literature analysis of the changing face of the Australian classroom. Though a number of recent trends are observed, this research highlights some of the most researched and proven areas:

According to Romeo et al., (2012), globalisation has resulted in the promotion of knowledge based economies where teachers are expected to constantly update their technical knowledge in their subject area as access to information has increased.Klenowski (2012) indicate that in this day of information and knowledge there is profound need to shift content and strategies of instruction by revisiting the curricula and constantly improving the same to meet the needs of the individuals.

Fraser et al., (2010) indicate that there is a global change in student attitude towards teaching, where the student looks for well structured learning which promotes student oriented activities and autonomous learning. Durlak et al., (2011) further argue that student teacher relationships are expected to be built on trust and respect and to a lesser extent on obedience and discipline. Curro and Taggart (2011) indicate that migration and an associated cultural change in the Australian community can reflect a multi-cultural and multi-lingual classroom. This requires a need for teachers to adapt to such classroom conditions.

Sprenger (2010) further remarks that the youth of today are largely normalised by technology and that their lives are integrated with the digital environment. This accompanied by the explosive growth in the availability of teaching technologies requires teachers to be technologically competent and aware of these technologies and integrate the same to develop technology integrated instructional strategies.

From the above views, it is argued that the teaching profession in Australia is impacted by cultural and globalisation changes, technology innovations leading to a need to remain technically competent, integrate technology in classrooms and re-innovate the curricula and finally social factors which require the need for a change in teaching leadership approach and the need to adapt to multi-lingual classrooms. Therefore, it is argued that these factors should be part of the job analysis.

1.4. Methods of Job Analysis

1.4.1. Job Audit

Following the review of literature, an in-depth job audit is promoted to identify the employee needs and current challenges (Franklin, 2005). It is therefore recommended that a job audit in the form in interviews is conducted with a representative sample of teachers is carried out. It is important to ensure that the participants of the interview have the required experience, are uniformly represented geographically (in all zones of the district) and the role of the teacher in the school. Following this, the researcher will use a combination of the literature review trends and the job audit results to identify the required knowledge, skills and attitude required by high school teachers.

1.4.2. Identification of work behaviour and work products

Prien et al., (2009) argue that after a job audit is carried out, it is important to identify current work behaviour and associated work products to understand the current employee ability to handle the requirements of the changing job. The best method to identify the same is to adopt a survey methodology. It is argued that by adopting a survey methodology, the researcher would be able to identify and target a representative population across schools. It is to be noted that an effective sampling method like stratified sampling be adopted to ensure that there is equal representation of teachers across schools, across disciplines and across experience levels.

Stanton et al., (2011) indicate that job analysis of current positions can be carried out by conducting a survey is to identify employee opinion on importance, frequency of performance and KSA ratings. According to Fraser (2005), the identification of importance is promoted by identifying the essential functions of the job and associating the same to their performance of tasks. The frequency of performance records the frequency of doing different tasks and the associated complexities. Finally, KSA ratings help identify the knowledge, skills and attitude which are required to be competent at the job.

The results of the survey are then compared across regions, disciplines and experience levels to identify the association between the teacher current knowledge, skills and attitude and the required KSA. Prein et al., (2009) argues that such an analysis will not only help identify the current gaps in training and training requirements but also set changes to the teacher education curricula.

1.4.3. Expert Group Opinion

According to Prein et al., (2009), following the results of a survey it is vital to discuss the study results using a focus group. A focus group is made up of a group of experts who help in facilitating discussions on the current needs of the job. It is argued that the focus group should be promoted in a manner that the experts in the field are chosen with care and represent the interests of different factions. In the current study, the researcher argues that the group should be selected in a manner that it contains teacher education expert, high school principals, teacher union representative and is mediated by a representative of the Department of

Education and Training. The group should discuss the current gaps in KSA expectation and KSA requirements and identify the final characteristics expected from the job (Brannick et al., 2012).

1.4.5. Development of the Job Analysis Template

Stanton et al., (2011) identify that the finally developed job analysis template should contain certain specific characteristics. These include job description and person specification. The job description presented includes the main job responsibilities, job title, job purpose and additional job responsibilities. This template will specify the general characteristics required from a high school teacher. Following this, a person specification form is to be developed. This form will identify the education, experience, knowledge, skills and attitude of the teacher. Stanton et al., (2011) indicate that it is effective if the KSA features are presented under two different categories including essential and desirable factors. The following table 1 identifies this template format,
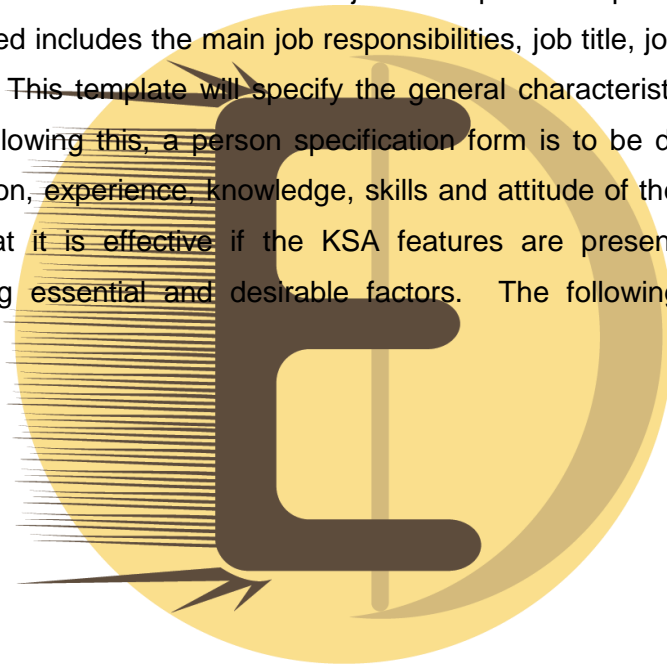
Table 1: JOB ANALYSIS TEMPLATE

| Job Description	
Job Purpose	
Job Responsibilities	
Main responsibilities	Additional Responsibilities
Job Title	

KEY CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Experience		
Knowledge (Knowledge, abilities, skills, experience)		
Skills and Abilities		
Work-related Personal Requirements		

1.5. Conclusion

This study has identified the factors which impact the change in teaching profession across Australia and justified the need to revisit the current job description for high school teachers. It is recommended that the proposed template is used by The Director of the Hunter and Central Coast Region of the Department of Education and Training in recruiting new teachers for their high schools.
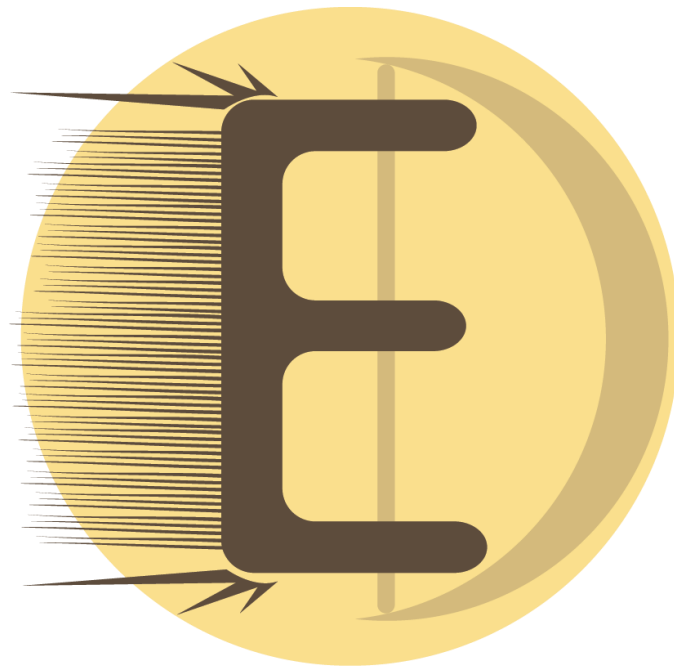
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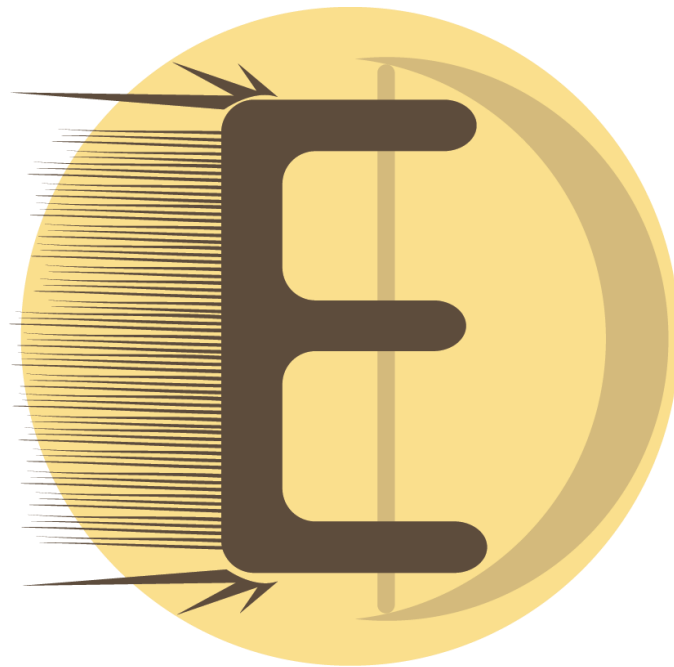
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