JOB ANALYSIS FOR HUMAN RESOURCES

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INTRODUCTION TO JOB ANALYSIS

Objective

The key objective of these guidelines is to highlight the benefits of Job Analysis, a structured technique in designing Job Descriptions, Person Specifications, and other criteria, as a basis for most Human Resource (HR) systems.

What is Job Analysis?

Job Analysis is a systematic procedure for collecting and analysing job information.

In selecting an applicant for a job, the selectors need to know what the job involves:

- the key tasks, objectives and responsibilities (Job Description)
- the attributes (abilities, experience, personality, etc.) required for successful performance (Person Specification)

Not only does this aid in getting the right person for the right job, it also helps individuals to identify with, and increase their accountability for their role within the Health and Personal Social Services sector.

Reasons for Using a More Structured Approach

- Legislation concerning freedom of information, equal opportunity and fair selection at work. This has placed a greater emphasis on the need for structured job analysis techniques which provide accurate information on job content and an adequate justification for choice of selection criteria.
- Getting the right person for the right job. Being certain that you are recruiting against the correct criteria helps to ensure that the best quality candidates are selected for the jobs. It also helps you in building a more rounded picture of the individual at work.
- Changes in working practices (e.g. greater accountability, increased flexibility)
- Give staff clear messages regarding what constitutes good performance in the job both in terms of “what” is involved, and “how” it should be done. This leads to an increased identification with the role, and ultimately greater accountability.

Link to other Human Resources (HR) Processes

- recruitment and job advertising
- structured application forms
- selection and person-job matching
- training and training needs analysis
- performance review/appraisal
- personal development planning
- career management
- job design
Outcomes from Job Analysis

The outcomes from Job Analysis can be many:

- Job Descriptions
- Person Specifications
- Competencies / Performance Criteria
- Interview Questions
- Structured Application Forms

The two most common outcomes within Health and Personal Social Services are the Job Description and Person Specification. Both are described on the pages that follow. Also described are competencies, as you may wish to go along these lines in the future.
JOB DESCRIPTIONS

Definition

A Job Description provides information on what a job involves, in other words, exactly what is it that the person has to do.

Every job should have its’ own Job Description, explaining exactly what is involved for the particular role. A Job Description is intended to give a candidate a clear feel for what they would be doing should they take up the position.

Structure of the Job Description

A Job Description should be a brief document summarising the tasks involved in doing a job. Ideally, it should be one / two pages in length. It does not have to include every single task as it is likely that these will vary over time, however, it should include a list of the principal responsibilities of the job. Try to limit yourself to the 10 most important accountabilities. The headings under which a Job Description should be written are:

- Job Title / Job Grade
- Department
- Location
- Reporting to
- Direct Reports
- Job Purpose
- Key Responsibilities & Accountabilities
- Conditions

It is important that the Job Description succinctly clarifies the key accountabilities so that:

- personnel can easily draft the job advertisement
- the interview panel can use them in preparing questions
- it can be sent to candidates to aid in self-selection, and to aid in CV/interview preparation

A blank Job Description template is provided on the next page, followed by sample questions which you can ask to get at the key information under each heading. There are also three sample Job Descriptions for your information.
JOB DESCRIPTION

Job Title / Grade:

Department:

Location:

Reports to:

Job Purpose:

Key Responsibilities & Accountabilities:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Remuneration:

Working Week:

Travel:

Date:
JOB DESCRIPTION SAMPLE QUESTIONS

Job Title / Grade

■ What is the job title?
■ At what grade is the job positioned?

Department

■ What is the name of the department?

Location

■ Where is the job located?
■ Which hospital?
■ Which geographic area?
■ Which Health Board?

Reports to

■ To whom will the job holder report?

Job Purpose

■ What is the overall objective of the job?
■ What is the purpose of the job?

Key Responsibilities & Accountabilities

■ What are the key responsibilities of the job?
■ What is entailed in doing the job?
■ What are the key tasks of the job?
■ What are the most important aspects of the job?
■ What will the job holder spend most time doing?
■ What will the job holder be responsible for doing?
■ What will the job holder have accountability for?
■ Will the job holder have managerial responsibilities?
■ Will the job holder have budgetary responsibilities?
Remuneration

- What salary or wage can the job holder expect?
- What is the annual remuneration?

Working Week

- How many hours a week will the job holder work?
- How much overtime will be involved?
- Will the job involve shift work?

Travel

- How much travel is involved in the job?
- Around what regions must the job holder travel?

Date

- The date on which the Job Description was developed - month and year
### SAMPLE JOB DESCRIPTION FOR WARD SISTER

**Job Title / Grade:** Ward Sister / Charge Nurse  
**Department:** Male Surgical Unit  
**Location:** St Brendan’s Hospital, Mayo Road, Galway  
**Reports to:** Director of Nursing and Midwifery Services  
**Job Purpose:** To ensure the provision of a high standard of health care to the patients in the Surgical Ward that is consistent with the mission, vision and strategic plan of the hospital  

**Key Responsibilities & Accountabilities:**

1. To assist the Director of Nursing Services in the performance of his / her duties  
2. To take responsibility for the total care of the patient and ensure that treatments prescribed by medical staff are maintained to a high standard  
3. To take responsibility for the assessment of care needs within the ward, and to develop and implement programmes for improvement  
4. To liaise effectively with all members of a multi-disciplinary team to ensure service delivery is patient focused and of the highest standard  
5. To assist with the implementation of systems for documenting and evaluating the quality of nursing care by co-ordinating the implementation of quality targets  
6. To efficiently manage the ward through the Surgical Ward Team  
7. To recruit, train and lead a team of skilled staff, creating and promoting healthy working relationships  
8. To implement measures for Safety, Health and Welfare of all staff providing care in the ward  
9. To act as Acting Director of Nursing Services when required  
10. To ensure that statistical and management information is provided to management on a monthly basis, or as required  

**Remuneration:** £xx,xxx per annum  
**Working Week:** 39 hours per week  
**Travel:** None  
**Date:** December
SAMPLE JOB DESCRIPTION FOR SOCIAL WORKER

Job Title / Grade: Professionally Qualified Social Worker

Department: Child Psychiatric Service

Location: St Johns Hospital, Bray Road, Arklow, Co. Wicklow

Reports to: Team Leader - Child Psychiatric Service, under the general direction of the Clinical Director

Job Purpose: To ensure the provision of a high standard of child care in line with regulations and procedures

Key Responsibilities & Accountabilities:

1. Assess and respond to the needs of child and family members
2. To be familiar with and work in accordance with relevant legislation, regulations and procedures
3. To provide counselling for individuals, families and groups
4. To engage in preventative work
5. To link individuals with the services / resources appropriate to their particular needs and to act as an advocate on behalf of those unable to avail of these services
6. To liaise with other services and voluntary groups, such as the Public Health Nursing service to ensure the provision of an effective all-round service
7. To ensure that the service is delivered to the highest standards
8. To monitor the trends in demands for services - referrals, admissions and discharges
9. To agree and maintain policies and procedures for the admission of patients to homes, and to co-operate with the management of those services to ensure that patients placed there receive the best possible care

Remuneration: £xx,xxx - £xx,xxx per annum

Working Week: 39 hours per week

Travel: You will have to travel within the Eastern and North Eastern region

Date: December
SAMPLE JOB DESCRIPTION FOR ADMINISTRATIVE ASSISTANT

Job Title / Grade: Administrative Assistant - Grade IV

Location: Adelaide and Meath Hospital (inc. National Children’s Hospital)

Reports to: Personal Assistant to the Chief Executive

Job Purpose: To provide administrative support to the Chief Executive and his / her assistant

Key Responsibilities & Accountabilities:

1. Assist in the provision of clerical, secretarial and administrative support for the Chief Executive Officer

2. Provide support in the co-ordination of the work of the office and the committees for which the Chief Executive is responsible

3. Take and prepare minutes as required at meetings

4. Collect and compile data and statistics

5. Liaise with other departments and outside agencies where applicable

6. Actively participate in continuing education and research activities consistent with the position

Remuneration: £xx,xxx - £xx,xxx per annum

Working Week: 35 hours per week

Date: December
SAMPLE JOB DESCRIPTION FOR HEAD OCCUPATIONAL THERAPIST

Job Title / Grade: Head Occupational Therapist
Department: Mental Health Services
Location: Western Health Board
Reports to: Clinical Director
Job Purpose: To effectively manage the occupational therapy psychiatric service

Key Responsibilities & Accountabilities:

1. To form a management team and be responsible for the day-to-day management of the occupational therapy services in the designated area and undertake an agreed clinical case load

2. As part of the occupational therapy management team to co-ordinate occupational therapy student placements and to contribute to clinical teaching in co-operation with Trinity College.

3. To plan, organise and co-ordinate the overall development of the occupational therapy service

4. To identify occupational therapy service needs, define priorities and advise the Clinical Director

5. To have overall responsibility for occupational therapy budgets

6. To implement quality assurance programmes and audits according to service requirements and thus ensure that optimum standards of practice are maintained within their designated area

7. To ensure that all occupational therapists are supplied with the necessary equipment used in occupational therapy and to ensure that this equipment and the environment in which it is used are maintained in accordance with the Health & Safety Act

8. To be responsible for recruitment of staff within the occupational therapy service in the designated areas in co-operation in the Personnel Department, and to provide support, supervision and in-service training for all senior and basic grades in their area

9. To liaise with other disciplines within the designated areas and with relevant community / voluntary agencies and participate in area management teams

10. To participate in the development of the broader field of mental health and rehabilitation in their designated area

Remuneration: £xxx,xxx - £xxx,xxx per annum
Working Week: 39 hours per week
Travel: You may have to travel within the Western Health Board region
Date: December
PERSON SPECIFICATIONS

Definition

A Person Specification should provide information on what the person needs to do the job. In other words, a statement of the personal attributes required for successful performance in the job. By personal attributes we mean knowledge, skills, aptitudes and experience - everything which is necessary for doing the job.

In order to protect against unfair selection, and in line with employment legislation, all the attributes listed must be specifically related to the job. The Person Specification should also specify which requirements are essential and which are desirable.

- Essential skills and abilities refer to those things which, without them, the candidate could not do the job, therefore essential skills / abilities must be fully matched by candidates
- Desirable skills and abilities refer to those which would offer added value if held by candidates

Considerations

It is important that the Person Specification is:

- objective - should be based on those requirements which are demonstrably relevant to the job
- clear and unambiguous
- realistic - the requirements for the job should not be overstated
- measurable - each element should be assessable through the selection procedure
- follows a practice of equal opportunities
- approved and authorised by the appropriate person in the organisation

Structure of the Person Specification

Qualifications

- what educational qualifications are necessary to do the job?
- what additional training / further qualifications should the candidate have undertaken?
- what professional bodies should they be registered with?

Experience

- how many years experience must the candidate have? A minimum period may be defined as the period during which an average person would become familiar with all the circumstances of the relevant experience
what type of experience must the candidate have (any specialisms)?
what locations / departments must the candidate have experienced?

Note: the quality of experience is more important than the duration or location

Organisational Knowledge

what knowledge does the person need of the level of services provided?
what knowledge does the person need of the reporting arrangements?
what knowledge does the person need of the external environment?

Professional Knowledge

what specific technical / professional / theoretical knowledge does the person need of their particular subject area?

Core Competencies

these are the softer attributes related to how the person does the job
what are the behaviours required for success within the job?
be specific in listing these, rather than saying “good communicator” - go further and delve into what you mean by a good communicator - how does this look in practice? It may mean “able to present to a number of people in a clear and concise manner”. If you spend time making sure that this is correct at this stage, it will be easier to gather information on at the interview stage - it will become measurable

Special Aptitudes

what additional aptitudes does this person need to be able to perform in order to do the job?
this will include skills and abilities, such as computer skills for instance. Again be specific, mention the precise computer packages which are essential / desirable for the job, rather than having a broad catch-all phrase

Circumstances

what are the specific requirements of the post to which the person will have to adapt?
this section may include details on: driving licence, shift work, un-social hours, access to a car, call-out, proximity, Garda clearance, etc.

A blank Person Specification template is provided on the next page, followed by three sample Person Specifications for your information.
## PERSON SPECIFICATION

Job Title / Grade:

Department:

Location:

Date:

<table>
<thead>
<tr>
<th>Factors</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experience (length &amp; type)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisational Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Knowledge</td>
<td></td>
<td></td>
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</tbody>
</table>
PERSON SPECIFICATION

Job Title / Grade:

<table>
<thead>
<tr>
<th>Factors</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Competencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Aptitudes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circumstances</td>
<td></td>
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</tr>
</tbody>
</table>
## SAMPLE PERSON SPECIFICATION FOR WARD SISTER

**Job Title / Grade:** Ward Sister / Charge Nurse  

**Department:** Male Surgical Unit  

**Location:** St Brendan’s Hospital, Mayo Road, Galway  

**Date:** December

<table>
<thead>
<tr>
<th>Factors</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualifications</strong></td>
<td>Be registered in the General Division of the Register of Nurses as maintained by An Bord Altranais</td>
<td>Management training</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td>At least 3 years general hospital nursing experience since qualified as a General Trained Nurse</td>
<td>Experience in ward management</td>
</tr>
<tr>
<td>(length &amp; type)</td>
<td></td>
<td>Experience in training</td>
</tr>
<tr>
<td><strong>Organisational</strong></td>
<td>Knowledge of Western Health Board strategy</td>
<td>Budgetary management</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge of the nursing policies, procedures and protocols</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge of the Nursing Strategy document</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge of Hospital Information Systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business and service planning</td>
<td></td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td>Maintenance and control of infection</td>
<td>Participation in a quality assurance programme</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>Have worked with the healthy lifestyle concept</td>
<td>Has managed a team in the past</td>
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</tbody>
</table>
## SAMPLE PERSON SPECIFICATION FOR WARD SISTER cont.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Competencies</strong></td>
<td>Keen to take responsibility</td>
<td>Willing to input ideas and suggestions for improving working practices and procedures</td>
</tr>
<tr>
<td></td>
<td>Able to use own initiative and work without supervision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confident and friendly manner with patients and with staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clear oral communication</td>
<td></td>
</tr>
<tr>
<td><strong>Special Aptitudes</strong></td>
<td>Be willing to train and mentor students</td>
<td>Presentation skills</td>
</tr>
<tr>
<td></td>
<td>Ability to manage time during duty span and organise work load</td>
<td>Microsoft Office computer skills</td>
</tr>
<tr>
<td></td>
<td>Non-judgmental in attitude, interested and enthusiastic</td>
<td>Assertive - able to stand up to those more senior diplomatically and firmly</td>
</tr>
<tr>
<td><strong>Circumstances</strong></td>
<td>Free from any defect or disease which would render him/her unsuitable to hold office</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Able to work overtime as required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Garda clearance required</td>
<td></td>
</tr>
</tbody>
</table>
# SAMPLE PERSON SPECIFICATION FOR SOCIAL WORKER

**Job Title / Grade:** Professionally Qualified Social Worker  
**Department:** Child Psychiatric Service  
**Location:** St Johns Hospital, Bray Road, Arklow, Co. Wicklow  
**Date:** December

<table>
<thead>
<tr>
<th>Factors</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifications</td>
<td>N.Q.S.W. / C.Q.S.W. or other professional Social Work Qualification recognised in this country</td>
<td></td>
</tr>
</tbody>
</table>
| Experience (length & type) | Experience within Child & Adolescent Psychiatric field or learning disabilities                       | Working with families including child protection  
|                          |                                                                                                      | Working with children                                                                             |
| Organisational Knowledge | Awareness of developments in the area of Child Care and Family Support Services                       | Knowledge of the legal aspects surrounding childcare                                                  |
|                          | Knowledge of the Eastern Health Board strategy                                                      |                                                                                                      |
| Professional Knowledge   | An understanding of the Autistic Spectrum                                                             | Experience in Therapeutic Modalities                                                                |
|                          | Ability to assess situations and act appropriately and use initiative                                |                                                                                                      |
|                          | Ability to use problem solving process to best meet the needs to clients and the service              |                                                                                                      |
|                          | Ability to learn skills and develop personally and professionally                                   |                                                                                                      |
|                          | Counselling skills                                                                                   |                                                                                                      |
### SAMPLE PERSON SPECIFICATION FOR SOCIAL WORKER cont.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
</table>
| Core Competencies | Positive value towards children and young people  
                    Ability to form trusting relationships with child and parents  
                    Ability to maintain objectivity  
                    Ability to cope with and actively manage stress  
                    Ability to organise and maintain a caseload  
                    Ability to manage time during duty span and organise work load | Tenacious; will stick at something once started; not easily deterred  
                    Self awareness  
                    Ability to deal with difficult patients assertively and with diplomacy |
| Special Aptitudes | Training skills - be willing to mentor students  
                    Flexibility in working within a multi-disciplinary team  
                    Non-judgmental in attitude, interested and enthusiastic | Ability to work with this highly specialised population in various school settings  
                    Presentation skills  
                    Computer skills with particular knowledge of Microsoft Word |
| Circumstances    | Flexible working hours  
                    Free from any defect or disease which would render him/her unsuitable to hold office  
                    Full Drivers Licence  
                    Garda clearance required | Access to a car |
## SAMPLE PERSON SPECIFICATION FOR ADMINISTRATIVE ASSISTANT

**Job Title:** Administrative Assistant  
**Grade:** Grade IV  
**Location:** Adelaide and Meath Hospital (inc. National Children’s Hospital)  
**Date:** December

<table>
<thead>
<tr>
<th>Factors</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualifications</strong></td>
<td>Leaving Certificate</td>
<td>Secretarial qualification</td>
</tr>
<tr>
<td><strong>Experience (length &amp; type)</strong></td>
<td>Minimum of two years experience in an administrative position</td>
<td>Experience in the health care sector</td>
</tr>
<tr>
<td><strong>Organisational Knowledge</strong></td>
<td>Awareness of the primacy of the patient in relation to all Hospital activities</td>
<td>Awareness of the Values of the Hospital</td>
</tr>
<tr>
<td><strong>Professional Knowledge</strong></td>
<td>Knowledge of Word for Windows</td>
<td>Shorthand skills</td>
</tr>
<tr>
<td></td>
<td>Knowledge of the perfast system</td>
<td>60 - 80 words per minute typing speed</td>
</tr>
<tr>
<td><strong>Core Competencies</strong></td>
<td>Ability to liaise successfully between groups</td>
<td>Enjoys working in a busy environment</td>
</tr>
<tr>
<td></td>
<td>High capacity for responsibility</td>
<td>Interested in the health care sector</td>
</tr>
<tr>
<td></td>
<td>Likes to be given responsibility and to be able to use own initiative</td>
<td></td>
</tr>
<tr>
<td><strong>Special Aptitudes</strong></td>
<td>Basic numeracy - able to carry out numerical calculations including percentages</td>
<td></td>
</tr>
<tr>
<td><strong>Circumstances</strong></td>
<td>Free from any defect or disease which would render him / her unsuitable to hold office</td>
<td>Ability to work overtime when required (about once every two weeks)</td>
</tr>
</tbody>
</table>
# SAMPLE PERSON SPECIFICATION FOR HEAD OCCUPATIONAL THERAPIST

**Job Title / Grade:** Head Occupational Therapist  
**Department:** Mental Health Services  
**Location:** Western Health Board  
**Date:** December

<table>
<thead>
<tr>
<th>Factors</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualifications</strong></td>
<td>(a) Diploma from the College of Occupational Therapy (London) or (b) Bachelor of Science Honours Degree from the University of Dublin, Trinity College or a recognised qualification at least equivalent to (a) or (b) Graduate of a School of Occupational Therapy recognised by the World Federation of Occupational Therapists</td>
<td>A post-graduate qualification in management, Occupational Therapy, or related fields</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td>Not less than 5 years post-qualification experience</td>
<td>Previous experience in mental health Previous experience in management and or development post</td>
</tr>
<tr>
<td><strong>(length &amp; type)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organisational</strong></td>
<td>Knowledge and understanding of a spectrum of mental health needs Knowledge of client populations and models of service delivery within given cultural and socio-demographic environments</td>
<td>Has basic knowledge about current Western Health Board structures and trends in service provision</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional</strong></td>
<td>Works within Western Health Board policies and guidelines and adheres to all the relevant legal acts (e.g. Health &amp; Safety, Child Care Act etc.)</td>
<td></td>
</tr>
</tbody>
</table>
## SAMPLE PERSON SPECIFICATION FOR HEAD OCCUPATIONAL THERAPIST cont.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Competencies</strong></td>
<td><strong>Is motivated and committed towards quality service provision</strong></td>
<td><strong>Leadership and management skills</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Formulates problems in a clear manner and suggests solutions which are innovative and encompass the broader perspective</strong></td>
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<tr>
<td></td>
<td><strong>Has an inherent person centred philosophy which is respectful and assertive towards clients, staff and other contacts</strong></td>
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<tr>
<td></td>
<td><strong>Enjoys working as part of a team</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Special Aptitudes</strong></td>
<td><strong>Knowledge of Information Technology</strong></td>
<td><strong>Budgetary management</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Be free from any defect or disease which would render him/her unsuitable to hold the office and be in a state of health such as would indicate a reasonable prospect of ability to render regular and efficient service</strong></td>
<td><strong>Driving licence</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Garda clearance required</strong></td>
<td><strong>Access to a car</strong></td>
</tr>
</tbody>
</table>
COMPETENCIES

Definition

“An underlying characteristic of a person which enables them to deliver superior performance in a given job, role or situation”. (Boulter et al, 1997)

A competency includes the skills, knowledge, experience and other personal attributes which are critical to job success. Another way of defining competencies would be the behavioural actions, which if done well result in superior performance.

Considerations

You should aim to produce a set of competencies which:

- Are comprehensive - cover all the key skills required to perform the job, usually between 6-12 broad competency areas
- Reflect organisational culture - are clearly defined in the language of health and personal social services
- Are discrete - are independent from each other. Beware of competency overlap, it makes selection more difficult and causes confusion and ambiguity
- Are observable - it is important that the behaviour can be observed and recorded
- Are visionary / forward looking - should project into the future and take account of likely shifts in the needs of the organisation and consequently the skill base required

Competency Content

Competencies can be generally grouped into four main areas:

- Task management skills - what behaviours lead to superior task management?
- People management skills - what behaviours lead to superior people management?
- Intellectual skills - what intellectual behaviours are necessary for superior performance?
- Motivation - what motivational behaviours are necessary for superior performance?
**Sample Competency Style One**

<table>
<thead>
<tr>
<th>Title</th>
<th>Flexibility</th>
</tr>
</thead>
</table>

**Definition**
Adapting to changing work patterns and new methods

**Behavioural Indicators**

<table>
<thead>
<tr>
<th>Positive Indicators</th>
<th>Negative Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>willing to work wherever placed</td>
<td>complains if there is a change in working pattern</td>
</tr>
<tr>
<td>thrives on new challenges</td>
<td>takes time to come to terms with new challenges</td>
</tr>
<tr>
<td>switches easily between new tasks</td>
<td>prefers the tried and tested</td>
</tr>
<tr>
<td>actively seeks new approaches</td>
<td>focused on the here-and-now</td>
</tr>
<tr>
<td>responds positively to change</td>
<td>prefers to work on one thing at a time</td>
</tr>
<tr>
<td>consider wider implications of changes</td>
<td></td>
</tr>
</tbody>
</table>

**Sample Competency Style Two**

**Interpersonal Skills**

*Able to communicate effectively at all levels. Shows an awareness and understanding of the needs and motives of others and encourages contributions from colleagues and staff. Actively listens to others’ contributions and shows concern and understanding, while maintaining a professional relationship. Able to create a team spirit.*

<table>
<thead>
<tr>
<th>Positive Indicators</th>
<th>Negative Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintains close relationships with colleagues</td>
<td>Prefers to work on own than in a team</td>
</tr>
<tr>
<td>Communicates confidently with senior people</td>
<td>Is uncomfortable communicating with senior people</td>
</tr>
<tr>
<td>Is sensitive to the needs of staff</td>
<td>As a team member, runs with own agenda</td>
</tr>
<tr>
<td>Gains respect from subordinates</td>
<td>Tends to ignore others in the team</td>
</tr>
<tr>
<td>Encourages co-operation between team members</td>
<td>Loud and dominant at team meetings</td>
</tr>
<tr>
<td></td>
<td>Doesn’t engage at team meetings</td>
</tr>
</tbody>
</table>
JOB ANALYSIS TECHNIQUES

In the past, the most common way of collecting job information was to talk to:

- the job holder
- the line manager

However, more recently, particularly with the Freedom of Information Act (1997), there has been a growing awareness that this process should be based on a more rigorous, systematic procedure.

A systematic job analysis procedure would ideally include a recognised method where the procedure is clearly specified, and a detailed statement of relevant job components and personal requirements for successful performance the result.

Job Analysis Techniques

There are a number of recognised Job Analysis techniques:

- Observation - studying job holders at work, noting what they do and how they do it. This technique is rarely used, due to it being time-consuming and difficult to assess

- Self description - job holders analyse their own jobs and prepare their own job description. This has the disadvantage of perhaps being static to the here-and-now and potentially biased. It is also impossible if the job is a newly created position. However, there is no doubt that job holders should be involved in the Job Analysis process as they know the job best

- Diaries and logs - job holders keep a detailed log of everything which they do throughout the day

- Work participation - where the analyst actually trains and conducts the job themselves. This is limited to those jobs for which training is relatively quick and non-specialist

- Structured questionnaires. There are a number of structured questionnaires available off the shelf which can be used to analyse a job, for example, the Work Profiling System (WPS) as developed by Saville & Holdsworth Ltd. These give a good idea of the tasks involved, however, they generally are less good at analysing the personal qualities

- Structured Interviews. This is the most common technique used in analysing a job. There are three main types:
  - Critical Incident Technique - a means of eliciting information about effective or less effective behaviour which is related to examples of actual events or ‘critical incidents’
  - Repertory Grid Technique - used to identify the dimensions which distinguish good from poor standards of performance
  - Visionary Interviews - used to identify the future role of the job being analysed
Choice of Job Analysis Technique

In the section on Job Descriptions and Person Specifications, sample questions have been provided to aid you in finding out exactly what is entailed in a job. However, in delving for the qualities, attributes and the underlying behaviours necessary for success in a job, it is often necessary to use more structured techniques. These may be more time consuming, but the outcomes are long lasting over time.

Ideally, a multi-method approach, in which more than one type of information is collected, should be used in analysing a job. Probably, the most appropriate approach for the health services is to use the variety of different structured interviews with a number of people. The Critical Incident Interview(s) with employees, the Repertory Grid Interview(s) with line managers / supervisors / job incumbents, and the Visionary Interview(s) with directors.

This structured interview technique has the important feature of (a) not offering respondents pre-set dimensions for describing characteristics of the job and, (b) allowing them to draw on their own experiences to identify salient, subtle, unique, yet often very important aspects of job performance which may not have been thought of before.

Approach to Job Analysis

To conduct a Job Analysis study, a two phased approach is required:

(a) Data Collection

Data collection requires the Job Analyst to gather all the information which they can about the job. They should:

- Obtain existing information such as existing organisation, procedure or training manuals which give you information about the job
- Obtain the existing Job Description and Person Specification for the job being analysed
- Ask managers and job holders for fundamental information concerning the job, the overall purpose, the main activities carried out, the responsibilities involved and the relationships with others. This can be done through a series of structured interviews.

(b) Data Integration

Data Integration requires the person who has conducted the Job Analysis (the Job Analyst) to gather all the information which they have collected about the job, and qualitatively analyse it in an orderly manner, to form Job Descriptions, Person Specifications, and competencies.
CRITICAL INCIDENTS TECHNIQUE

What is the Critical Incident Technique?

The Critical Incident Technique is a structured interview procedure for collecting observed incidents where the outcome has proved important or critical in terms of achieving job objectives. The emphasis is not upon routine activities but rather upon those rarer but essential events, which make the difference between success and failure.

Critical Incident interviews are typically conducted with job holders. They are asked to relate incidents from their own experience which were either successful or unsuccessful in fulfilling job objectives. These are then probed to provide a composite picture of job behaviours and skills, qualities and attributes necessary to successfully fulfil task requirements and job objectives. The benefit of this view is that it provides a rich and colourful view of the job content. The interview length is generally 1 - 2 hours, and everything which the interviewee says is confidential.

What is an Incident?

An incident is an event which:

- occurred relatively recently (in the last two years)
- had a start, a finish, and an outcome
- had significant effect upon the performance of the job success
- was relatively short
- directly involved the respondent

It can be either a positive or negative incident and people or task related. In fact, in asking the interviewee to prepare for the interview, you may want to ask him / her to think of at least one of each prior to the interview.

```
<table>
<thead>
<tr>
<th>People</th>
<th>Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative People</td>
<td>Positive People</td>
</tr>
<tr>
<td>Incident</td>
<td>Incident</td>
</tr>
</tbody>
</table>
```

```
<table>
<thead>
<tr>
<th>Negative</th>
<th>Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Task</td>
</tr>
<tr>
<td>Incident</td>
<td>Incident</td>
</tr>
</tbody>
</table>
```

```
<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
```
Preparing for a Critical Incidents Interview

You should have to hand:

- A number of Critical Incidents Record Sheets (see page 32)
- A note book
- A number of coloured pens
- A number of sheets of A3 paper (optional)
- A pen for taking notes

STEPS IN CONDUCTING A CRITICAL INCIDENTS INTERVIEW

1. Introductions

- Thank the interviewee for attending
- Explain that the process will take approximately one and a half hours
- Explain the process briefly
- Describe what an incident is

2. Elicit objectives of the job

This phase is called Sensitisation, the objective of which is to sharpen the respondents consciousness about the job before the interview. The idea is to get them to think hard about the job in question and bring to mind their own thoughts. A good idea is to ask the interviewee to consider the job objectives prior to the interview.

3. Ask the interviewee to describe an incident

At this stage listen carefully, and begin to draw a ‘spidergram’ on your A3 page in one colour, outlining the steps of the incident very briefly.

---

![Spidergram Diagram]

---

27
4. Explore the incident

The person conducting the job analysis (the Job Analyst) should now explore this incident in full. He/she can use four main stages in doing so.

**Stage 1**  
Exploration of the overview of the incident. Getting a feel for it, ensuring that it is actually an incident, and giving it a title (which goes in the middle of the A3 page).

**Stage 2**  
Further exploration. Examining exactly how the incident took place, what occurred and why? You may want to go through each episode individually to fully explore. Note down your findings in a different coloured pen.

**Stage 3**  
Examination of the role of the interviewee in the incident, what they themselves did, or thought, or what they would have liked to have done differently.
Stage 4

Summary of actions that were involved and agreement of the attributes (skills, abilities, experiences etc.) that were evident from the incident.

Useful probing questions which can be asked at this stage include:

- Tell me about the incident in more detail
- What led to this incident?
- Who was involved?
- What were you thinking / feeling?
- What did you do?
- Why did the incident occur?
- How did you attempt to deal with it?
- How successful was the outcome?
- If the incident occurred again, what would you do differently?

5. Explore another incident

In exploring an incident, the idea is to obtain as full a picture as possible. Take lots of notes, either through using a ‘spidergram’ or through simply using a pad of paper - sometimes this works well if you divide the page of your note book in three, as shown below, with one column for the event, one for the activities and one for the behaviours.

One incident will take 15 - 20 minutes to explore, and should produce 6 - 10 attributes.

6. Closing the Interview

You should thank the interviewee, stress that you have found the process very useful in finding out the important attributes of the job, and reiterate the confidentiality of the procedure.
7. Analysing the Incident

The Critical Incident Record Sheet is a useful way to summarise the information you have collected. A sample completed record sheet is on the next page. You should transfer the information which you have collected either on your A3 page or from your notebook onto the Record Sheet. This helps you to choose the abilities and other characteristics from all the information you have gathered.

The benefits of carrying out a Critical Incident Interview is that it provides contextually based information about the attributes that are required of the individual, in other words that are specific to the organisation. This adds rich information that can supplement the information that has been elicited by other techniques such as the Repertory Grid and the Visionary Interview.
**CRITICAL INCIDENTS RECORD SHEET**

<table>
<thead>
<tr>
<th>Incident Details</th>
<th>Abilities/Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Just before a meeting a manager phoned with a crisis. Deciding this was more</td>
<td>Managed time so as to have time available for staff - not too busy to be interested.</td>
</tr>
<tr>
<td>important, the meeting was postponed.</td>
<td>Showed some flexibility in the short term when specific issues demand this.</td>
</tr>
<tr>
<td>Some nurses did not want to do a shift they had earlier agreed to. Called in</td>
<td>Encouraged the commitment of subordinates to objectives.</td>
</tr>
<tr>
<td>by the Director of Nursing to sort it out.</td>
<td>Knowing when to leave decisions to managers.</td>
</tr>
<tr>
<td></td>
<td>Able to talk things through and give time.</td>
</tr>
<tr>
<td></td>
<td>Able to get along with managers, someone with whom you can develop a trusting relationship.</td>
</tr>
<tr>
<td></td>
<td>Awareness of the disciplinary procedures.</td>
</tr>
<tr>
<td>Asked to give a presentation to staff on the Freedom of Information Act.</td>
<td>Present a professional image.</td>
</tr>
<tr>
<td></td>
<td>Appearing a sensible.</td>
</tr>
<tr>
<td></td>
<td>Being confident enough to stand up in front of people.</td>
</tr>
<tr>
<td></td>
<td>Having to know the legislation.</td>
</tr>
</tbody>
</table>
CRITICAL INCIDENTS RECORD SHEET

Name of Department: ____________________  Interviewee: ____________________

Job Being Analysed: ____________________  Date: ____________________

Job Analyst: ____________________  Location: ____________________

Incident Number: ____________________  Outcome: ____________________

<table>
<thead>
<tr>
<th>Incident Details</th>
<th>Abilities/Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REPERTORY GRID TECHNIQUE

What is the Repertory Grid Technique?

This structured interview technique provides a structure for eliciting the attributes which distinguish between more effective and less effective job incumbents.

The Repertory Grid Method was developed by the American psychologist George Kelly in the early 1950s as a basis for understanding how people perceive their environment and how that perception influences behaviour. It is his structured interview technique that is now used in analysing jobs.

Repertory Grids are typically used with Line Managers / Supervisors / Team Leaders / Job Incumbents, who are in a position to make comparisons between a number of job holders known to them at the target level under job analysis, half of whom are considered to be very effective performers, and half less effective. Successive comparisons between the job holders are made, and described, thereby eliciting characteristics considered necessary for good performance. The interview length is generally 1 - 2 hours, and the names of the job holders remains confidential to the interviewee.

Preparing for a Repertory Grid Interview

You should have to hand:

- A blank Repertory Grid (see page 39)
- 10 Cards (Index cards are quite useful here)
- Paper for both yourself and the interviewee
- Pens for both yourself and the interviewee
STEPS IN CONDUCTING A REPERTORY GRID INTERVIEW

1. **Introductions**
   - Thank the interviewee for attending
   - Explain that the process will take a maximum of one and a half hours
   - Explain the process briefly

2. **Elicit Objectives of the Job**
   This phase is called *Sensitisation*, the objective of which is to sharpen the respondents' consciousness about the job before completion of the grid. The idea is to get them to think hard about the job in question and bring to mind their own thoughts. A good idea is to ask the interviewee to consider the job objectives prior to the interview.

3. **Specifying the Job Incumbents**
   Ask the interviewee to think of six, eight, or ten people doing the job, half of whom are good performers, half of whom are less good. The fastest and easiest approach is to ask the interviewee to write the names on a sheet of paper. You should stress that there is no need for you to see the names, and that everything mentioned in the interview is confidential.

4. **Ranking the Job Incumbents**
   Ask the interviewee to rank their choices from 1 - 10, where 1 is the best performer. They will find it easier if they re-write the names in that order. The key aim is that the top performers are included in the top 5, while those that are less effective are numbered from 6 to 10.

5. **Shuffle Cards which are Marked 1-10**
   As the interviewer, you should have 10 cards (index cards are quite useful here). In marker, you should write a single number, from 1 - 10 on each card. The idea is that each card will relate to the number given to one of the persons ranked above. Shuffle these cards.

6. **Draw 3 Cards at Random from the Pack**
   You can either do this yourself, or you can ask the interviewee to do it.

7. **Ask the Question**
   “Tell me a way in which 2 of these people are similar to each other and different from the third in terms of the way in which they perform their job?”
8. Note down on Repertory Grid Form

Tick the similar ones and cross the different one, so that you have a record of which people have been compared.

<table>
<thead>
<tr>
<th>People</th>
<th>Construct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shuffle Number</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>✓</td>
</tr>
</tbody>
</table>

The construct (reason) presented by the interviewee should be written down on your note pad and should not yet be put onto the grid. At this stage, you will need to probe for more information. All information gained during probing should be noted on a note pad.

9. Ladder Up and Ladder Down

One specific probing procedure is called Laddering. By laddering up or down, it is possible to derive a better appreciation of the meaning of the differences between people.

- Laddering up is necessary when the interviewee has distinguished between the 3 people too specifically
- Laddering down is necessary when the interviewee has distinguished between the 3 people too generally

```
“A good communicator” (too general)

Ladder Down

“Presents clear and accurate written information” (just right)

Ladder Up

“Good spelling” (too specific)
```
Sample Laddering Up Questions

- How do you know when the individual is ….?
- In what way would an individual be ….?
- What evidence can you give of being ….?
- What do you mean by that?
- Tell me more ….
- What does that entail?
- What is it about their personality that makes them ….?
- How does that manifest itself?

Sample Laddering Down Questions

- How would one recognise the characteristics?
- What does the person do that means that they are / aren’t ….?
- How do you know that ….?
- What do you see ….?
- How does that manifest itself?
- In what way is it better to do this?
- How would you recognise this characteristic?

When you are happy that you have a clear, relevant, and tight reason for the differences and similarities, you should write it onto the grid. You should also ask the respondent to indicate which is the positive and which is negative in the context of work, and you should place an asterix at the positive end.

<table>
<thead>
<tr>
<th>Shuffle Number</th>
<th>People</th>
<th>Construct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why 2 Similar ?</th>
<th>Why 3rd Different ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignores the rules</td>
<td>Sticks to the rules (*)</td>
</tr>
</tbody>
</table>
10. Rate Each Person on a Scale from 1 to 7 for this Construct

Ask the interviewee to rate each of the people on the grid on a scale from 1 to 7, where 7 is the highest positive rating.

<table>
<thead>
<tr>
<th>Shuffle Number</th>
<th>People</th>
<th>Construct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why 2 Similar ?</th>
<th>Why 3(^{rd}) Different ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignores the rules</td>
<td>Sticks to the rules (*)</td>
</tr>
</tbody>
</table>

11. Repeat Process from Step 4

The procedure is now completed for the first sort. You should now repeat the procedure from stage 5 until all people have been compared, and the interviewee is finding it difficult to discriminate any further. The interviewee should be encouraged not to use the same reason for discrimination more than once.

**REPERTORY GRID**

Name of Department: ________________  Interviewee: ________________  
Job Being Analysed: ________________  Date: ________________  
Analyst: ________________  Location: ________________  

<table>
<thead>
<tr>
<th>Shuffle Number</th>
<th>People</th>
<th>Construct</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Why 2 Similar ?</th>
<th>Why 3(^{rd}) Different ?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignores the rules</td>
<td>Sticks to the rules (*)</td>
</tr>
</tbody>
</table>

2 7 5 6 \(\checkmark\) 7 2 7 5 3 \(\times\) 1 2  

| Makes plans for the future (*) | Reacts to the situation |

3 5 6 \(\times\) 6 7 5 5 \(\checkmark\) 1 3 3  

| Not career centred | Ambitious for promotion (*) |
12. **Closing the Interview**

You should thank the interviewee, stress that you have found the process very useful in finding out the important attributes of the job, and reiterate the confidentiality of the procedure.

13. **Analysing the Interview**

The information collected through the Repertory Grid technique tends to be very rich. You should use the Grid itself and your notes from the interview to fully explore the attributes required for the job, in a qualitative way. The usual procedure in job analysis is to carry out a number of Repertory Grid interviews, and this allows the qualitative analysis to go a step further and look at issues of frequency of mention.

The main objectives of the qualitative analysis are:

- to describe the reasons for differences (the constructs) which have emerged as relevant to the job under study, by classifying them into categories
- to provide an indication of their relative importance (frequency of mention)
**REPERTORY GRID**

Name of Department: _____________________  Interviewee: _____________________  Date: _____________________

Job Being Analysed: _____________________  Job Analyst: _____________________  Location: _____________________

<table>
<thead>
<tr>
<th>People</th>
<th>Construct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shuffle</td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td>9</td>
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<td>10</td>
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</tr>
</tbody>
</table>
VISIONARY INTERVIEW

Information on what currently makes for success is likely to be critical in analysing a job. However, views on how that is likely to change are going to be just as critical. It ensures that the resulting data is sufficiently forward looking to enable future strategy to be fulfilled. The process alone will improve the chances of vision becoming reality.

This data can be gathered through a semi-structured interview (know as a visionary interview) with the line manager or director of the division for which the job analysis is being conducted.

**Key Objectives**

- To identify the future strategy
- To gather views as to the potential impact this strategy may have on people in the future
- To review any changes expected in the requirements of people
- To review any potential impact of changes such as: technological advances; customer expectations; and any legal changes
- To gather views on the expected cultural requirements for the future

**Procedure**

A one-to-one discussion with the line manager or director of the position being analysed which will take up to one hour. You will need to cover:

- The objectives of the job currently as they see them
- The main responsibilities contained in the job
- The skills which they see as being important in carrying out the job
- What effect will each of the following have on the job in the future (PESTLE):
  - Political changes
  - Economic changes
  - Social changes
  - Technological changes
  - Legal changes
  - Environmental changes

This tends to be a shorter and less structured interview than the Critical Incident and Repertory Grid Interview, however, is just as important, as it ensures that the results are forward looking.
MAIN STEPS IN CONDUCTING A JOB ANALYSIS PROJECT

1. Identify the purpose of the project

2. Plan the study to meet your objectives
   - type of information collected
   - jobs to be assessed

3. Train people in the Job Analysis Techniques (optional)

4. Decide on the Job Analysis Techniques to be used

5. Define the sample of people with whom you would like to speak. Ideally, you should gather the views of between 5-10% of the sample job role. This should be a representative sample across the job being analysed in terms of:
   - experience
   - numbers
   - job groups / functions
   - gender
   - mainly good job holders

6. Communicate the project and obtain co-operation
   - be open and honest
   - best done verbally and followed up by a briefing letter

7. Arrange dates, times and locations

8. Analyse the job

9. Integrate the data

10. Review the results
    - prepare a draft version of the results first
    - verify the results with the line manager / supervisor / director

11. Feedback outcomes
AN EXAMPLE JOB ANALYSIS PROJECT

Developing Competencies for Ward Sisters

Background

- 200 Ward Sisters in the University College Galway Hospital
- Across 5 departments

Requirements

- A competency model for Ward Sisters for use in the selection of new employees

Preparation

1. Gather current information
2. Select sample job holders for participation
   - 5-10% is ideal coverage for a rounded view
   - a representative number from each department
3. Brief the sample participants by telephone and follow-up letter

Data Collection Techniques and Sample Used

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Dept. 1</th>
<th>Dept. 2</th>
<th>Dept. 3</th>
<th>Dept. 4</th>
<th>Dept. 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Incident</td>
<td>2 people 3 hours</td>
<td>2 people 3 hours</td>
<td>2 people 3 hours</td>
<td>2 people 3 hours</td>
<td>2 people 3 hours</td>
</tr>
<tr>
<td>Repertory Grid</td>
<td>1 person 1.5 hours</td>
<td>1 person 1.5 hours</td>
<td>1 person 1.5 hours</td>
<td>1 person 1.5 hours</td>
<td>1 person 1.5 hours</td>
</tr>
<tr>
<td>Visionary Interview</td>
<td></td>
<td></td>
<td></td>
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<td>2 people 2 hours</td>
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</tbody>
</table>

Total No. of Participants: 17

Data Integration

4. Two days to collate data and develop draft competencies
5. Review competencies with Director and perhaps respondents
6. Feedback outcomes to participants and to the interview board

Total time: 4 days
REFERENCES

Algera MA & Greuter MAM (May 1987). Job Analysis for Personnel Selection. Paper Delivered at the International Conference on Advances in Selection and Assessment, UMIST.


