

HRD 4320 Job Analysis and Design

Fall 2026 Course Syllabus

Instructor	Brandy Dial	Semester	Fall 2026
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Office Hours	TBD	Course	HRD 4320
Class Format	Monday and Wednesday: In Person (55 minutes)	Friday	Online and Independent Learning

*The goal is not simply to learn about Job Analysis and Design –
it is to leave the course having practiced doing it.*

Course Overview

This course introduces the principles and practice of job and work analysis. Students will learn how organizations identify the work performed, determine the knowledge, skills, abilities, and other characteristics required, evaluate the quality of job information, and use findings to support HR and organizational decisions. Because work changes, the course addresses both current responsibilities and emerging requirements. Course assignments are intentionally connected. Students first practice the complete job-analysis process through a four-part individual project, teach an assigned textbook chapter, complete peer-created learning activities, and then apply their learning in a final group project with individual deliverables.

What You Will Learn & Take With You

In This Class, You Will Practice...	Real-World Skill You Can Take With You
Defining jobs, duties, tasks, roles & KSAOs	Turning work into clear, usable requirements
Researching occupations and workforce information	Using O*NET and other occupational resources
Planning interviews, observations & questionnaires	Collecting job evidence from appropriate sources
Writing task statements and task inventories	Describing work precisely and consistently
Comparing perspectives from multiple SMEs	Evaluating the quality and accuracy of job information
Developing job descriptions and qualifications	Supporting clearer hiring and performance expectations
Linking work to staffing and training	Deciding what to select for and what to develop
Analyzing job design and emerging work	Improving workflow, role clarity, safety, and adaptability
Preparing client-ready recommendations	Professional consulting and business communication

Required Textbook & Opening Reading

Morgeson, F. P., Brannick, M. T., & Levine, E. L. (2019). *Job and work analysis: Methods, research, and applications for human resource management* (3rd ed.). SAGE. (See Library Swoop Search)

Singh, P. (2008). Job analysis for a changing workplace. *Human Resource Management Review*, 18(2), 87-99. This article frames the opening course conversation about traditional and strategic job analysis.

Learning Outcomes

- Explain the purpose, uses, and building blocks of job and work analysis.
- Distinguish among jobs, positions, roles, duties, tasks, task elements, KSAOs, and competencies.
- Select appropriate job-analysis methods, data sources, and subject matter experts.
- Develop interview questions, observation plans, task statements, inventories, and rating scales.
- Use O*NET and multiple sources to evaluate occupational and organizational information.
- Analyze job information for accuracy, fairness, legal defensibility, and future relevance.
- Develop professional job descriptions, requirements, and job-design recommendations.
- Apply job-analysis findings to staffing, training, performance, safety, and organizational decisions.
- Communicate job-analysis findings and recommendations to organizational audiences.

Major Learning Experiences

Major Learning Experience	What You Will Practice	Points
Weekly Discussions	Critical thinking about job-analysis decisions supported by credible sources	240
Four-Part Individual Job Analysis Project	O*NET, workplace sources, tasks, KSAOs, validation, and application	120
Chapter Expert Teaching Project	Narrated chapter instruction, low-stakes draft, and final learning assessment	100
Chapter Learning Activities and Applied Practice	Peer-created assessments and additional job-analysis practice	160
Final Group Job Analysis Project	Team application of the full process with individual deliverables	400
Final Reflection	Course learning, professional growth, limitations, and transfer	100
	Total Course Points	1,120

Discussions, project sections, chapter teaching, peer learning activities, and the final group project build on one another. Detailed instructions and current due dates will be provided in Canvas.

Learning Through Practice

Rather than relying heavily on traditional quizzes, the course uses applied activities, discussion, practice, and revision. Many assignments are developmental and allow students to try the process, receive feedback, revise, and improve.

Most individual Canvas assignments include a grace period. Deadlines help keep everyone moving, but learning is more important than rigid deadlines. Time-sensitive client meetings, live presentations, and external partner commitments may not be eligible for the same grace period; those expectations will be identified in advance. Please communicate early when you need assistance.

Connected Course Projects

Four-Part Individual Job Analysis Project. All students will analyze the Training and Development Specialist occupation. The project begins with O*NET, adds perspectives from three managers, leaders, or other credible workplace sources, develops tasks and KSAOs, and concludes with validation and application.

Chapter Expert Teaching Project. Each student will teach one assigned textbook chapter through a narrated presentation and an engaging learning assessment. Draft One is a low-stakes progress checkpoint due October 1. The Final Draft is due October 15. Classmates will complete the peer-created learning activities by December 4.

Final Group Job Analysis Project. During the final course phase, teams will apply the job-analysis process to an organizational need. The project is expected to involve a community-based application with Junior Achievement of Dallas | Greater Tyler Area and may include Leadership Tyler. Because organizational needs and access may change, the specific scope and sequence will be provided in Canvas. The project will include shared team work and individual deliverables.

Professional and Client Responsibilities

Client and SME information must be handled professionally. Do not record anyone without permission or submit protected, personally identifiable, proprietary, applicant, donor, volunteer, or student information. Use only information authorized for the course, represent evidence accurately, and prepare work that is appropriate to share with organizational partners.

Digital Tools & AI

Students may use digital and AI-enabled tools appropriately for brainstorming, exploring alternatives, organizing nonconfidential information, developing draft questions, and improving communication. AI may not replace interviews, observation, evidence collection, verification, or the student's own analysis.

Do not enter client, SME, applicant, student, volunteer, donor, proprietary, or organizationally sensitive information into an AI tool. AI should support your learning - not replace it.

You remain responsible for understanding, evaluating, verifying, and taking ownership of anything you submit.

Course Rhythm

Day	Purpose	Typical Work
Monday	Learn	New concept, method, or application
Wednesday	Practice	Guided practice and individual or group project studio
Friday	Apply and Discuss	Online discussion, research, or connected project work

Course Progression

Phase	When	Focus
1. Build the Foundation	Sept. 9-Oct. 7	Strategic job-analysis process, O*NET, SMEs, data collection, tasks, KSAOs, and validation
2. Teach and Learn the Chapters	Sept.-Oct. 15	Chapter expertise, narrated instruction, learning assessment design, and peer learning
3. Apply the Process	Mid-Oct.-Nov.	Final group job-analysis project with team work and individual deliverables
4. Validate and Communicate	Nov.-Dec.	Evidence review, project completion, presentation, peer assessments, and reflection

Weekly Course Plan

The course began with a delayed instructor transition. Instructor-led meetings begin Wednesday, September 9. The course plan prioritizes a strong foundation before the final group project. Topics, project sequence, and partner-related dates may be adjusted as the semester develops.

Week	Course Focus	Friday Discussion	Applied Assignment or Milestone
3 Sept. 9	Course introduction; Singh article; strategic job-analysis steps; major terminology; O*NET	Purpose, strategy, and changing work	Individual Project Part 1 begins
4 Sept. 14	SMEs, organizational sources, interviews, and data collection	Expertise, authority, and whose voice matters	Part 1 due; Part 2 begins
5 Sept. 21	Comparing sources; duties, tasks, and KSAOs	Current work and future work	Part 2 due; Part 3 begins
6 Sept. 28	Turning evidence into findings; validation, application, and updating	When a job analysis is finished	Part 3 due; Chapter Draft One due Oct. 1
7 Oct. 5	Completing and reviewing the individual job analysis	Job-analysis evidence and credibility	Individual Project Part 4 due
8 Oct. 12	Chapter integration and application across the job-analysis process	Connecting methods to purpose	Chapter Final Draft due Oct. 15; peer activities begin
9 Oct. 19	Final group project orientation and scope	Group project application	Team work and individual deliverable
10 Oct. 26	Group project research, sources, and data collection	Group project application	Team work and individual deliverable
11 Nov. 2	Organizing and evaluating job information	Group project application	Team work and individual deliverable
12 Nov. 9	Developing tasks, KSAOs, and evidence-supported findings	Group project application	Team work and individual deliverable
13 Nov. 16	Validation, limitations, and communicating recommendations	Group project application	Team work and individual deliverable
14 Nov. 23	Thanksgiving holiday - no classes	No discussion	No assignment
15 Nov. 30	Group project completion, course synthesis, and reflection	Final course reflection	Final group deliverables; peer activities due Dec. 4

Friday discussions emphasize opinion, critical thinking, and credible supporting sources. Applied assignments develop the job-analysis process one section at a time. Canvas is the authoritative source for assignment instructions and due dates.

Important Fall 2026 Dates

Date	Important Course or University Date
August 24	University classes began
September 8	Census date
September 9	Instructor-led course meetings begin
October 1	Chapter Expert Teaching Project Draft One due
October 15	Chapter Expert Teaching Project Final Draft due
October 30	Last day to withdraw
November 23-27	Thanksgiving holiday - no classes
December 4	Peer chapter learning activities and final course deliverables due
December 7-11	Final examination week
December 12	End of 15-week session

Grading

A	B	C	D	F
90-100%	80-89%	70-79%	60-69%	Below 60%

Course Communication

Please reach out when you have questions, are confused, need feedback, or are having difficulty keeping up. Earlier communication gives us more options. My goal is to help you learn and successfully complete the course.

University Policies & Resources: Current UT Tyler policies, academic integrity requirements, accessibility services, and student resources are available in the Canvas Syllabus Module.