



SUBJECT DATASHEET

WORK ANALYSIS

BMEGT52S153

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

WORK ANALYSIS

ID (subject code)

BMEGT52S153

Type of subject

Contact lessons

Course types and lessons

| <i>Type</i> | <i>Lessons</i> |
|-------------|----------------|
| Lecture | 12 |
| Practice | 12 |
| Laboratory | 0 |

Type of

assessment

mid-term
grade

Number of credits

4

Subject Coordinator

| <i>Name</i> | <i>Position</i> | <i>Contact details</i> |
|-------------|-----------------|------------------------|
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|-------------------|---------------------|--------------------------|
| Dr. Répáczki Rita | assistant professor | repaczki.rita@gtk.bme.hu |
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Educational organisational unit for the subject

Department of Ergonomics and Psychology

Subject website

<https://edu.gtk.bme.hu>

Language of the subject

magyar - HU

Curricular role of the subject, recommended number of terms

Programme: **Work and Organisational Psychologist 2010**

Subject Role: **Compulsory core material**

Recommended semester: **1**

Direct prerequisites

Strong None

Weak None

Parallel None

Exclusion None

Validity of the Subject Description

Approved by the Faculty Education Committee of Faculty of Economic and Social Sciences (Valid from: 06.09.2021.)

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is to enable students to master the basic concepts of job analysis, to be able to independently assess the competence needs of employees, to define competences based on job analysis, to develop a competence system and to apply the competences in an organisation, to know the possibilities of using the results of job analysis and methods of application.

Academic results

Knowledge

1. The student will acquire a comprehensive knowledge of the basic concepts, models, objectives, tools and methods of job analysis
2. The student will learn about the definitions of competences, the possibilities of developing a competence system for the job, and the definition of competences.
3. The student will be familiar with the use of ergonomic and psychological analysis criteria, methods and tools
4. The student will be familiar with the possibilities of implementing, communicating, implementing and evaluating systems

Skills

1. The student is able to communicate in a professionally appropriate way, orally and in writing, in the following areas
2. Ability to produce job descriptions.
3. The student is able to develop a competence framework and a competence dictionary, to define competence definitions and competence levels according to organisational and job needs.
4. The student will be able to select a methodology appropriate to the purpose of job and competence analysis and to carry out the analysis.
5. be able to apply the results of job and competence analysis in an organisation.

Attitude

1. Open to the latest, trendy knowledge on job and competency analysis.
2. Willingly collaborates with counterparts from other professions on specific issues.
3. Proactively engages and contributes to issues affecting his/her work.
4. Is able to listen to and accept the views and opinions of others.
5. Has a desire for continuous self-development.

Independence and responsibility

1. Ability to independently assess and make decisions on issues affecting his/her professional activities.
2. Ability to plan and develop work and competence analyses independently and to summarise and apply the results of the analyses in a form appropriate to the purpose.
3. Assumes responsibility for the tasks and programmes planned and/or managed by the candidate.
4. Represent his/her profession responsibly and ethically.

Teaching methodology

Lecture, interactive class exercises, group work, practical exercises.

Materials supporting learning

- Prien, P. E., Goodstein, D. L., Goodstein, J., Gamble G. L. (2009): A practical guide to job analysis. John Wiley and Sons, San Francisco
- Nemeskéri Gy., Fruttus I. L. (2001): Az emberi erőforrás fejlesztésének módszertana. Ergofit Kft. Budapest
- Singh P. (2008): Job analysis for a changing workplace, Human Resource Management Review 18. 87–99
- Sancheza I.J., Levine L.E. (2009): What is (or should be) the difference between competency modeling and traditional job analysis? Human Resource Management Review 19. 53–63

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

The assessment of the learning outcomes set out in point 2.2 is based on based on mid-term performance measurement.

Performance assessment methods

Detailed description of the performance assessments during the term: partial assessment of performance: practical assignment - preparation and presentation of a term assignment.

Percentage of performance assessments, conducted during the study period, within the rating

- partial assessment of performance - prepara-tion and presentation of a practical exercise: 100%
- összesen: 100%

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Issuing grades

| | |
|--------------|-------|
| Excellent | |
| Very good | > 90 |
| Good | 80–89 |
| Satisfactory | 70–79 |
| Pass | 50–69 |
| Fail | < 50 |

Retake and late completion

The student can make up the individual homework.

Coursework required for the completion of the subject

12
12
96
120

Approval and validity of subject requirements

Pre-2017, next review September 2021.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

In order to achieve the learning outcomes set out in 2.2, the subject consists of the following thematic blocks. These thematic elements are scheduled in the course syllabuses of the courses offered in each semester according to the calendar and other constraints.

- 1 Defining job analysis. Defining the place of job analysis in the organisational HR function.
- 2 The objectives, process and possible outcomes of the job and competence analysis. The practical usefulness, effectiveness and potential uses of job analysis.
- 3 Methods and tools of work and competence analysis from preparation to updating the results.
- 4 The main difficulties and pitfalls of practical implementation through practical examples.
- 5 Presentation and practical application of the job benchmark method.

Additional lecturers

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|----------------------------------|-------------------------|------------------------------------|
| Dr. Nemeskéri Gyula | címzetes egyetemi tanár | nemeskeri@ergofit.hu |
| Dr. Kiss Orhidea egyetemi docens | megbízott oktató | kiss.orhidea@ppk.elte.hu. |
| Varga Gabriella | megbízott oktató | gabriella.varga@peerperformance.hu |

Approval and validity of subject requirements

Beyond Parts I and II of the Subject Datasheet, Part III is approved by the head of Ergonomics and Psychology indicated in point 1.8, in consultation with the director of the programme concerned.