

Job Analysis Report: Management Studies Professor at St. Olaf College
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Section 1: Overview of the project

In this report, a group of three St. Olaf College students analyzed the position of Management Studies Professor at St. Olaf College. St. Olaf College is a small, residential, liberal arts college located in Northfield, Minnesota. Each year there are approximately 3000 students coming from around the world to gain an undergraduate degree. The Management Studies department consists of four faculty members who teach a total of approximately nine classes per semester. The classes include Principles of Accounting, Managerial Accounting, Marketing, Management, Corporate Finance, Management Policy and Strategy, Entrepreneurship, Arts Management, Legal Aspects of Business, and Investments. The faculty are in charge of the Management Studies concentration which is one of the most common concentrations at St. Olaf College.

The job report will allow for individuals to better understand the Management Studies Professor position prior to applying and selecting the job. Individuals will gain a better understanding of the expectations in the position and the knowledge, skills, and abilities required to be successful in this position. Additionally, the report will assist employers in recruiting and selecting the best candidates, training the worker for the position, and analyzing the performance of the worker. This report is part of a class project for Industrial and Organizational Psychology

To perform the job analysis, the group observed multiple professors perform their job, analyzed the job description, interviewed incumbents and supervisors, referred to St. Olaf's current training materials, conducted job analysis questionnaires, and researched the position through the ONET online job database. Through the data collection and research process, the group was able to gain a complete understanding as to what a Management Studies Professor needs to be successful and effective in performing their job.

The selection procedures abide by the Uniform Guidelines as they do not constitute any unjustified discrimination classified as adverse impact. The use of the procedures do not have an adverse impact on the hiring, promotion, or other employment or membership opportunities of members of any race, sex, or ethnic group considered to be discriminatory and inconsistent with these guidelines (page 3 of Uniform Guidelines).

Section 2: Research Method

To analyze the job, the group began by observing multiple Management Studies professors, including Sian Muir, Rick Goedde, and Jerry Lee. Each member of the group had the opportunity to observe multiple Management Studies professors teach or perform their roles in a

variety of capacities. Through the observation, the group was able to gain an understanding of the Management Studies Professor position. Moreover, the group had the chance to do an in-depth interviews with each of the professors. Lastly, an online research for extra supporting materials for the job analysis process through O*net was facilitated.

Section 2.1 Observations

Carrie Sayre observed Sian Muir every Monday, Wednesday, and Friday from September through December in 2017 at St. Olaf College while she taught her Marketing class. Additionally, Carrie Sayre observed Sian daily in January of 2019 in New Zealand when Sian taught her Innovation and Entrepreneurship in New Zealand course.

Carrie Sayre observed Rick Goedde every Tuesday and Thursday from February through May in 2018 when he taught his Management class. She also observed him perform his position as an advisor throughout the 2017-2018 and 2018-2019 academic school years. These observations were performed in Northfield on the St. Olaf College campus.

Carrie Sayre observed Jerry Lee every Tuesday and Thursday from September through December in 2018 when he taught his Principles of Accounting class. She also observed him as a individual major advisor throughout the 2018-2019 academic school year. These observations were performed at St. Olaf College.

Section 2.2 Interviews

Following the observations, the group interviewed subject matter expert (SME), Sian Muir, who has been a St. Olaf College Professor of Management Studies for the last fourteen years. She provided insight on what her workday looks like, the tasks she performs both frequently and infrequently, which of those tasks hold the greatest importance, what her interactions with coworkers and clients looks like, what she believes the general knowledge, skills, and abilities are required for being effective at the position, and her perceptions on how being a Management Studies Professor will change in the next ten years.

After interviewing Sian Muir, the group interviewed Rick Goedde, the Director of Management Studies at St. Olaf College. He provided insight as to what he looks for in a candidate prior to coming, his training, and how he analyzes the work of his direct reports.

Section 2.3 Center of Innovation in the Liberal Arts

The group found training materials that faculty at St. Olaf College undergo from the Center for Innovation in the Liberal Arts (CILA) website. CILA is a center that was founded in

2000 to extend support for the faculty at St. Olaf College with a mission to become a locus for conversations about effective learning and teaching. The website listed the training resources, technology training process, resources for course design, description of the general education system, Family Educational Rights and Privacy Act of 1974 (FERPA), and resources for syllabus development. More information about CILA is provided in the reference.

Section 2.4 O*Net

The group used O*Net, a free online database that includes information and descriptions of various occupations, to research similar positions to Management Studies Professor. The online research provided the team with a better description of the tasks, knowledge, skills, abilities, and activities that are described for similar positions. More information about O*Net findings is provided in the appendix.

Section 3: Study Results and Recommendations

Section 3.1 Observation Results

From observing the professors, the group gained a baseline understanding of what the tasks of Management Studies Professor include. The primary tasks included hosting office hours for students, teaching both abroad and on campus, grading assignments and exams, responding to and drafting emails, advising students on their future, conducting research, and participating in committees for the college. The main task is instructing in the classroom. For this task, professors will prepare ahead of time to create a lesson plan or conversation map for the class period. The professor then presents the information in a clear and concise method or conducts a thoughtful conversation with the students. In advising, the professor provides feedback on the courses and future plans of their advisee.

Section 3.2 Summary of Job Analysis Questionnaire for Sian

The Subject Matter Expert that the group interviewed was Sian Muir, an Entrepreneur in Residence at St. Olaf College. The interview purpose was to provide the team a deeper understanding about the nature of the job, including the daily tasks performed and the knowledge, abilities and skills that are required to effectively perform the job. Professor. Muir has held the position for about 14 years but only 10 of them she has been a full time professor. Her position is unique as she is the only one with that title which provides of the Management Studies Department new topics to offer their students. Her position requires teaching average of 3 classes per semester. She mentioned that she spends quarter of her working time actively teaching. Other tasks are holding office hours to support students, preparation prior to class hours and assess her students accordingly. Muir emphasized the importance to be able to have the skills

to think creatively and the updated knowledge about the field, especially when it comes to her Entrepreneurship course. Moreover, she highlighted that being approachable, kind, energetic and student focused are crucial aspects of the required abilities and skills in her experience teaching and facilitating. When asked about if those skills and abilities needed upon entry level of the position, she mentioned that they can be developed with time. She added that most of professors have experience in their subject but not necessarily experienced in teaching. That being said the role of training is important for effectively delivering the teaching aspect of the job. On the other hand, Muir provided the team with insights about challenges of the job such as the time consumed grading her students, and the ability to be fair to all the students. However, she enjoys the flexibility the job offers her to design new courses each year or take students on a study abroad program that fosters engaged learning.

Section 3.3 Summary of Job Analysis Questionnaire for Rick Goedde

The group interviewed Professor Rick Goedde, Director of Management Studies at St. Olaf, on April 17th in his office at Holland Hall for approximately 30 minutes. With the Job Analysis Questionnaire guiding the conversation, the group discovered the various facets of Professor Goedde's position as well as some of his opinions and perceptions of his job. He has held the position of Management Studies professor for 31 years and has been the department director for the past 13 years. As a highly experienced SME, Professor Goedde noted that beyond his role as an instructor, he is also a sought out advisor to students within the department and is responsible for reviewing other professors' curricula and sitting in on their lectures to assess their performance and teaching. He also is responsible for advertising and promoting the management studies concentration to students. Despite his position as a supervisor, Professor Goedde is not responsible for training his employees, as CILA does this instead, and doesn't hire tenure track professors autonomously. He emphasized the importance of content knowledge, exam writing, reading abilities, public speaking and fair grading within his position. In addition to these KSAO qualities, Professor Goedde noted what he believes differentiates outstanding performance from average performance. He stated that having experience in the outside world is important, and so is having practical and applicable knowledge of the material as you are teaching it. Additionally he mentioned team work, good decision making, ability to communicate point of view, and a can-do attitude as some of the other outstanding qualities. When asked about the future of his position, Professor Goedde interestingly noted that he believes technology won't take over this particular field as quickly as others. He expects that because Management Studies professors require applied field experience, the lack of younger individuals in these positions will stifle the effects of newer technology infiltrating the field.

Section 3.4 Job Description

After completing the research on the position of Management Studies Professor, the group was able to formulate an understanding of what the job entails. The group found that the position predominantly includes teaching and preparing course materials in Management Studies, such as marketing, internships, accounting and arts of management. The professor is responsible for helping students gain the necessary skills and knowledge related to these subject areas. This responsibility is fulfilled through instructing courses targeted towards students completing an Economics major or Management Studies concentration at the college. The position also entails developing syllabi and designing assessment methods such as assignments, quizzes, exams and projects. Providing one-on-one support to students, mentoring and advising them in registration and job searches are also necessary in a professor's quest to help students succeed. Expectations for the job may include proposing new courses and curricula and study abroad programs. Furthermore, professors are required to attend annual trainings facilitated by the college and are expected to serve in their respective committees.

Section 3.5 Job Training

Like all professors at St. Olaf College, Management Studies professors are trained through the Center of Innovation in the Liberal Arts (CILA). This resource is used to train new professors as well as equip existing college faculty with updated trainings that meet the demands of a constantly changing work environment. For the positions, trainings target new faculty before the start of each semester to help them prepare for their classes. Orientation usually takes place mid- August before the beginning of Fall semester or January before the beginning of Spring Semester. Training materials include course design, syllabus constructions, and procedures for conducting assessment and assignments. Additionally, faculty undergo training from the Information Technology (IT) department to familiarize them with online methods such as Moodle, set up their college email and passwords, and explore the uses of technology in their classrooms. Training provided by CILA usually continues to give support and engage faculty in monthly conversations to provide further support in the job.

Section 3.6 O*Net

When searching on O*Net the job title of "professor", "entrepreneurship" or "management studies" a result of over 300 jobs would appear. However, the term that was used to describe a professor responsibilities was titled as Postsecondary Teacher. The closest two jobs that were to be found similar to the department of the subject matter expert was under the code and title 25-1063.00 - Economics Teachers, Postsecondary and 25-1011.00 - Business Teachers, Postsecondary. The description included those who are teaching business, accountant, economics or management, or doing a combination of teaching and research. The industry is listed as

Educational Services and the job family is Education, Training, and Library. Samples of reported job titles under the job family included but not limited to Assistant Professor, Professor of Economics, and Instructor or Lecturer. The tasks focused on the teaching aspect of job and designing curriculum and preparing assignments and administering exams. The KSAOs that were listed included knowledge about education and training, English language, economics and accounting knowledge. Moreover, skills such as instructing, active listening, speaking and writing and critical thinking. Abilities, on the other hand, are oral expression and speech clarity. For other related skills and abilities are creative thinking, attention to details, analyzing data and ability to connect with students.

Section 3.7 Knowledge, Skills, and Competencies

Upon completing the examination and analysis of Sian's position, it became apparent that the multifaceted nature of her job requires multiple competencies. The core proficiencies identified included- Possessing Sound Knowledge of Curriculum, Entrepreneurial & Commercial thinking, Executing Engaging & Effective Instruction, and Adhering to Principles & Values. There are various selection tools that the group found would be appropriate in assessing each of these competencies.

To begin with perhaps the most obvious competency, Possessing Sound Knowledge of Curriculum would fall under the Knowledge category of KSAO and would best be assessed by a content test. The candidate would need to display an extensive and comprehensive grasp on the material which they would be instructing, especially considering the post-secondary educational level at which they would be teaching and the caliber of the institution. The test would measure their academic intelligence and knowledge of the specific concepts they would be responsible for teaching.

The competency of Entrepreneurial & Commercial thinking falls under the Skill category of KSAO and is crucial to the role of a Management Studies professor. This proficiency is contingent on prior experience in the business field as well as dexterity in identifying, analyzing and interpreting trends in the market. To assess this skill, the group could employ a behavioral interview to measure the candidate's adeptness in this field and their level of comfort in discussing this topic. The group would be searching for examples of behaviors that display adaptive thinking and entrepreneurial and commercial prowess.

Executing Engaging and Effective Instruction would be an Ability under the KSAO and is an important quality of any good professor. This competency ensures that the professor is instructing in a manner that resonates with students and reflects their engagement with the classroom and curriculum. The group thinks that a work sample would be an appropriate selection tool in measuring this competency. Although this tool doesn't necessarily indicate potential, it is still a sound representation of their current teaching abilities and would allow hirers to assess their ability to teach a class in an applied setting.

The competency of Adhering to Principles & Values falls under the Other category of KSAO and is inherently important to the role of a professor and could be measured using various selection tools. One cannot be responsible for furthering the education of young adults and grading their work if they don't possess certain universal morals and adherence to the established principles of the academic institution. The group propose taking into account the biographical information of the applicant which is typically a valid measure to search for consistent patterns of behavior in their past. The group would be looking for records free of criminal activity or potential ethical disputes at their previous teaching positions. Additionally the group believes that drug testing would also be an important and quite basic selection tool to ensure that applicants aren't involved in activities that clearly defy the principles and values of most any academic institution.

Section 4: Structured Behavioral Interview

Section 4.1 Structured Behavioral Interview (Create an interview guide that will include Instructions for the interview)

1. The group recommends that a college starts by collecting a resume that includes educational background, previous work experience, awards received, works published, research conducted, and other noteworthy experiences.
2. After looking through the resumes, the group would conduct a background test and drug test on the candidate to ensure that they do not have a questionable past or engage in illegal activities.
3. The group recommends that after collecting biographical information, the candidate should perform a content test to ensure that they know the material that they would be teaching.
4. After a content test, the candidate would be called in for a behavioral interview where the employer would ask the questions listed below in part 4.2.
5. After an interview, the college would request a work sample where the college could observe and analyze a mock lecture given by the candidate. The college could also request an outline of a syllabus, essay prompts, and mock exams.

Section 4.2 Background Questions

1. Possessing Sound Knowledge of Curriculum
 - a. Describe your level of education within this topic?
 - b. How do you stay up to date in the world of management and entrepreneurship?
 - c. In regards to business or management, what is your most proud accomplishment?
2. Entrepreneurial and Commercial Thinking
 - a. What managerial and/ or entrepreneurial positions have you held?
 - b. What is your innovative creation? Explain why.
 - c. How do you inspire individuals to think creatively?
 - d. Describe a time in which you had to motivate individuals to think outside of the box.
3. Executing Engaging and Effective Instruction

- a. Describe a time in which you had to teach someone a concept that they had no previous experience with.
 - b. In the context of teaching, what strengths do you possess that make you a strong candidate?
 - c. What are innovative teaching methods you will employ in and outside of the classroom?
4. Adhering to Principles and Values
- a. What is your philosophy surrounding grading?
 - b. Describe a time that you were posed with an ethical dilemma in the workplace and how you dealt with it.
 - c. What do you believe are the three most important principles and/or values for a professor to uphold and why?

Section 4.3 Behavioral Anchored Rating Scales (THEA)

Possessing Sound Knowledge of Curriculum

Performance	Points	Behavior
Extremely good	7	Is confident and competent in answering all questions about material, provides students with thorough explanations of course content, creates factually accurate and relevant curriculum.
Good	6	Is competent in answering all questions about material, is able to provide students with decent explanations content, creates accurate and relevant curriculum.
Above average	5	Is able to answer most questions about material, provides students with fair explanations of content, creates accurate and mostly relevant curriculum.
Average	4	Is able to answer rudimentary questions about material, provides students with general explanations of content, creates accurate and somewhat relevant curriculum.
Below average	3	Can only answer some questions about material, cannot provide students with explanations unless referencing other sources, creates inaccurate and irrelevant curriculum.
Poor	2	Cannot answer most questions about material, provide students with explanations or create an accurate or relevant curriculum.
Extremely Poor	1	Has no previous experience with this content.

Entrepreneurial & Commercial thinking

Performance	Points	Behavior
Extremely good	7	Has extensive prior entrepreneurial and commercial field experience, is extremely well versed in the nuances of the business discipline, always stays informed on current market trends and news.
Good	6	Has fair amount of prior entrepreneurial and commercial field experience, is very well versed with the nuances of the business discipline, stays informed on current market trends and news.
Above average	5	Has prior entrepreneurial and commercial field experience, is well versed in the nuances of the business discipline, tries to stay informed on current market trends and news.
Average	4	Has some prior entrepreneurial and commercial field experience, is fairly well versed in the nuances of the business discipline, usually tries to stay informed on current market trends and news.
Below average	3	Has little prior entrepreneurial and commercial field experience, is not very well versed in the nuances of the business discipline, doesn't try to stay informed on current market trends and news.
Poor	2	Has little to no prior entrepreneurial and commercial field experience, is not versed in the nuances of the business discipline, is uninformed on current market trends and news.
Extremely Poor	1	Has no prior entrepreneurial and commercial field experience, is completely uninformed about the business discipline and current market trends or news.

Executing Engaging and Effective Instruction

Performance	Points	Behavior
Extremely good	7	Executes lessons that are very engaging and adaptive for all students' learning needs, creates carefully thought-through and enriching lesson plans, motivates students to ask questions, acquire deeper knowledge of material and succeed.
Good	6	Executes lessons that are engaging and adaptive for students' learning needs, creates well thought-through and enriching lesson plans, motives students to ask questions and acquire knowledge of material.
Above average	5	Executes lessons that are quite engaging and adaptive for most students' learning needs, creates thought-through and enriching lesson plans, motivates students ask questions and acquire basic knowledge of material.
Average	4	Executes lessons that are fairly engaging and adaptive for students' learning needs, creates thought-through lesson plans, motivates students to acquire basic knowledge of material.
Below average	3	Executes lessons that are engaging or adaptive for some students, does not always carefully create lesson plans or motivate students to learn material.
Poor	2	Executes lessons that are not engaging or adaptive for most students, does not carefully create lesson plans or motivate students to learn material.
Extremely Poor	1	Executes unengaging lessons, does not create lesson plans, does not motivate students to learn in class.

Adhering to Principles & Values

Performance	Points	Behavior
Extremely good	7	Abides by college's ethical policies at all times, always treats students and colleagues with respect, grades students' work in a fair and objective manner, shows consideration of student perspectives and is unbiased.
Good	6	Abides by college's ethical policies, treats students and colleagues with respect, makes effort to grade students' work in a fair and objective manner, shows consideration of student perspectives without bias.
Above average	5	Abides by college's ethical policies, tries to treat students and colleagues with respect, makes effort to grade students' work in a fair and objective manner and show consideration of student perspectives without bias.
Average	4	Typically abides by college's ethical policies, mostly tries to treat students and colleagues with respect, makes effort to grade students' work in a fair manner and show some consideration of student perspectives without bias.
Below average	3	Doesn't always abide by college's ethical policies, tries to treat students and colleagues with respect sometimes, makes small effort to grade students' work in a fair manner and shows little consideration of student perspectives without bias.
Poor	2	Doesn't abide by college's ethical policies, fails to treat students and colleagues with respect, makes weak effort to grade students' work in a fair manner and shows minimal consideration of student perspectives without bias.
Extremely Poor	1	Doesn't abide by college's ethical policies, fails to treat students and colleagues with respect, does not grade students' work in a fair manner, shows minimal consideration of student perspectives and exercises bias.

References

Sian Muir, Professor of Management Studies

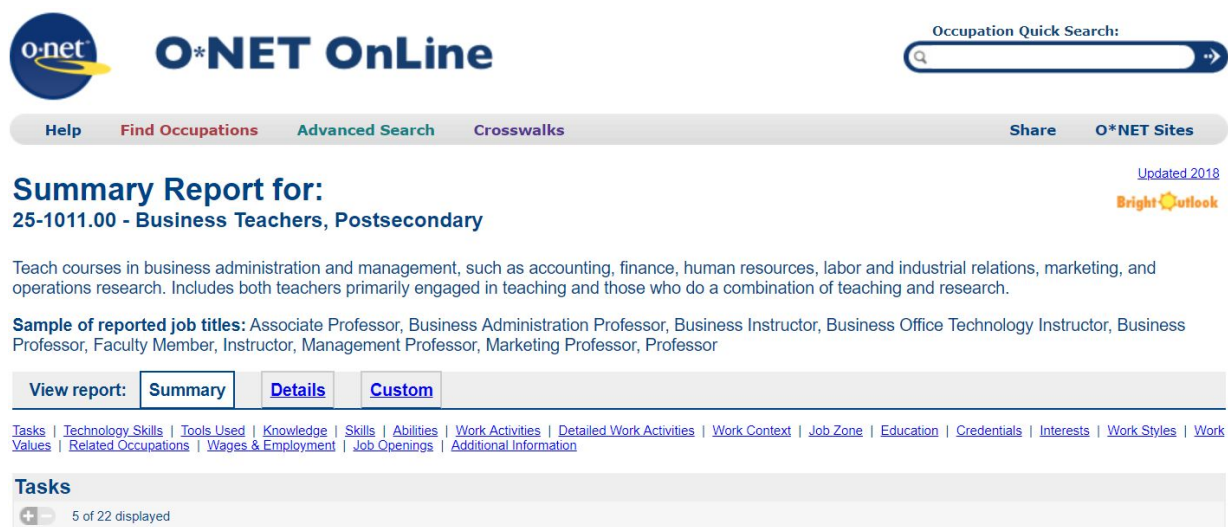
Jerry Lee, Professor of Management Studies

Rick Goedde, Director of Management Studies

<https://wp.stolaf.edu/cila/>

<https://www.onetonline.org/link/summary/25-1011.00>

Appendices



The screenshot shows the O*NET OnLine website interface. At the top left is the O*NET logo. To its right is the text "O*NET OnLine". Further right is a search bar labeled "Occupation Quick Search:". Below the logo and search bar is a navigation bar with links: "Help", "Find Occupations", "Advanced Search", "Crosswalks", "Share", and "O*NET Sites". The main content area features a "Summary Report for: 25-1011.00 - Business Teachers, Postsecondary" with a "Bright Outlook" icon and "Updated 2018" text. A description of the occupation is provided, followed by a list of "Sample of reported job titles". Below this is a "View report:" section with tabs for "Summary", "Details", and "Custom". A list of navigation links is provided, including "Tasks", "Technology Skills", "Tools Used", "Knowledge", "Skills", "Abilities", "Work Activities", "Detailed Work Activities", "Work Context", "Job Zone", "Education", "Credentials", "Interests", "Work Styles", "Work Values", "Related Occupations", "Wages & Employment", "Job Openings", and "Additional Information". The "Tasks" section is expanded, showing a list of 5 tasks out of 22 displayed.

Summary Report for:
25-1011.00 - Business Teachers, Postsecondary

Updated 2018
Bright Outlook

Teach courses in business administration and management, such as accounting, finance, human resources, labor and industrial relations, marketing, and operations research. Includes both teachers primarily engaged in teaching and those who do a combination of teaching and research.

Sample of reported job titles: Associate Professor, Business Administration Professor, Business Instructor, Business Office Technology Instructor, Business Professor, Faculty Member, Instructor, Management Professor, Marketing Professor, Professor

View report: **Summary** Details Custom

Tasks | Technology Skills | Tools Used | Knowledge | Skills | Abilities | Work Activities | Detailed Work Activities | Work Context | Job Zone | Education | Credentials | Interests | Work Styles | Work Values | Related Occupations | Wages & Employment | Job Openings | Additional Information

Tasks
+ 5 of 22 displayed

- ✦ Evaluate and grade students' class work, assignments, and papers.
- ✦ Prepare and deliver lectures to undergraduate or graduate students on topics such as financial accounting, principles of marketing, and operations management.
- ✦ Initiate, facilitate, and moderate classroom discussions.
- ✦ Prepare course materials, such as syllabi, homework assignments, and handouts.
- ✦ Keep abreast of developments in the field by reading current literature, talking with colleagues, and participating in professional organizations and conferences.