

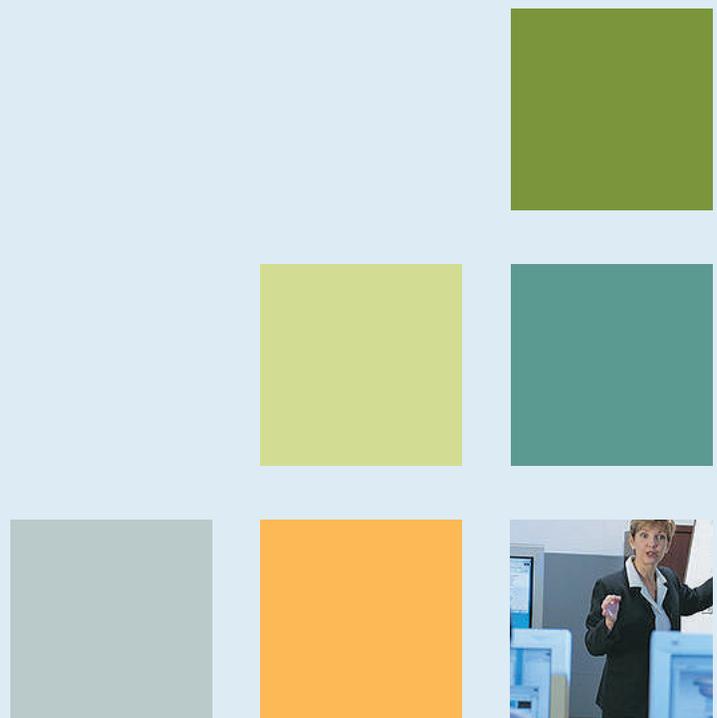
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SOCIETY FOR HUMAN
RESOURCE MANAGEMENT

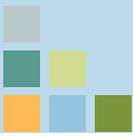
Job Analysis-based Performance Appraisal

By Dale J. Dwyer, Ph.D

Instructor's Manual, Application Exercises and Activities



EMPLOYEE AND
LABOR RELATIONS



Job Analysis-based Performance Appraisal

Learning Module Outline

This module about job analysis-based performance appraisals presents the process of conducting job analysis and then uses the analysis information to construct a performance evaluation document. The module incorporates two lectures. The first one is on the process of conducting a job analysis and the second one is on performance appraisals. The module culminates in an assignment that uses the information from a job analysis to create a performance appraisal document.

Learning Objectives

The primary goal of this lesson is to reinforce that employees should be appraised on the essential functions and competencies required for the job and that these are gleaned, first and foremost, through job analysis. The objective of the exercise is to teach students where to find the information to create a performance appraisal instrument and how to write understandable and readily evaluated metrics to measure employees' performance.

Audience

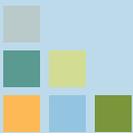
Advanced undergraduate or graduate audience.

Required and Suggested Reading(s)

1. Skillsnet. (2005). Web-based job analysis and usability best practices.
Retrieved at http://www.skillsnet.net/WhitePapers/Web-Based_Job_Analysis_%20Usability_Best_Practices.pdf on January 10, 2008. This paper should be read before coming to the first class.
2. Grotte, R.C. (2002). Performance Appraisal Question-and-Answer Book. AMACOM.
3. Job-Analysis.net (<http://www.job-analysis.net/>) is an excellent resource for all aspects of job analysis.
4. Pardue, H. (2002). Performance Appraisal as an Employee Development Tool. SHRM.
Retrieved at http://www.shrm.org/hrresources/whitepapers_published/CMS_000104.asp#P-4_0 on January 10, 2008.
5. Scharinger, D. (2002). Performance Appraisals. An Overview. SHRM.
Retrieved at http://www.shrm.org/hrresources/whitepapers_published/CMS_000105.asp#P-4_0 on January 10, 2008.

PowerPoint Slides

Approximately 17 PowerPoint slides covering job analysis and 14 PowerPoint slides covering performance appraisal concepts and examples are included in this learning module.



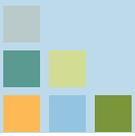
Classroom Experiences

Duration: 225 minutes to be taught over three 75-minute periods.

1. Class 1: This class is devoted to learning about the purposes for and methods of conducting job analysis.
2. Class 2: This class is devoted to learning about designing and conducting performance appraisals.
3. Class 3: This class is devoted to in-class student participation and actual practice in designing a performance appraisal instrument. A job analysis form for a recruiter will be used as the basis of the practice exercise. Essential functions will be given to students and the instructor will explain how to create the dimensions for an appraisal. A three-anchor scale [(1) below standard, (2) meets standard, (3) exceeds standard] will be used for each dimension. Students will work in groups of three to four in class to ensure the content represents the job analysis information. Students will also learn how to design the appraisal form so that end-users can easily complete the evaluation and so that the documentation is appropriate for later use in compensation, development or discipline. A completed job analysis form for a receptionist position can be given to each student for an independent assignment, if the instructor chooses to use it for a graded assignment.

Instructor's Notes

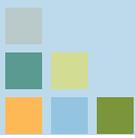
Specific instructor's notes are included in the PowerPoint presentations. Directions and material for the administration of the exercise are contained in the remaining pages of this document.



Job Analysis-based Performance Appraisal Practice

Design a performance appraisal instrument that captures one of the performance dimensions for the recruiter position detailed in the Example of Job Analysis Information. Be sure to include the following:

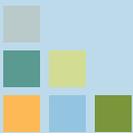
- a. **Type of performance appraisal.** You must decide whether to use a graphic rating, a behaviorally anchored rating scale (BARS), an outcome-based appraisal, or a combination of the three. Your decision should reflect the type of job being appraised and whether it is possible to observe behavior or only outcomes.
- b. **Scoring for each dimension.** There should be a similar format for all dimensions, although it is possible to have different scoring for each dimension. Generally, a Likert-type scale (1-5; “Below Standard”-“Meets Standard”-“Exceeds Standard”) is used.
- c. **Weighting each dimension.** Not all aspects of a person’s job are equally important. You must decide whether to weight the scores. If you decide to weight the scores, use the “Percentage of Weekly Time” as the weighting.



Job Analysis-based Performance Appraisal

EXAMPLE OF JOB ANALYSIS INFORMATION

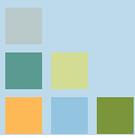
Recruiter		
Essential Functions	How It's Done	Percentage Of Weekly Time
Recruit and screen applicants.	Receive hiring request from supervisor. Communicate with supervisor as needed to determine the required knowledge, skills and abilities of the position. Determine the best recruitment and selection techniques based on this data. Interview qualified applicants to narrow the applicant pool. Refer qualified applicants to appropriate supervisor upon completion of screening process. Ensure compliance with all federal, state, local and collective bargaining laws and agreements.	35%
Develop recruitment plans and coordinate recruitment activities.	Determine the required knowledge, skills and abilities for the position to be filled. Develop the best method to achieve recruitment goals such as placing ads, coordinating media to be used, attending job fairs, etc. Document responses to recruitment methods in order to monitor and track effective methods.	15%
Extend offer of employment.	Extend offer of employment contingent upon drug screen results, applicant background check and reference checks. Extend written offer of employment, coordinate employment start dates, address new hire questions and concerns, and confirm salary and benefits for new employees.	15%
Conduct employee orientation.	Schedule and coordinate new employee orientation sessions. Communicate and explain organizational policies, practices and procedures. Address any employee questions or concerns. Develop orientation methods as needed.	10%
Counsel managers.	Advise managers of appropriate selection techniques and evaluation methods. Review managerial hiring decisions to ensure compliance with all federal, state, local laws and regulations, and collective bargaining agreements. Communicate with managers throughout the selection and evaluation process and provide guidance as needed.	10%
Coordinate employee transfers and separations.	Communicate with employees and managers to determine and document reasons for separation. Ensure that all federal, state and local laws are abided by as well as collective bargaining agreements. Schedule and conduct exit interviews. Maintain and analyze turnover records. Communicate separation trends to management. Complete annual turnover report.	10%
Ensure validity of required tests.	Ensure tests are related to a job's required knowledge, skills and abilities and meet all UGESP standards. Document test results to verify validity and maintain records in order to analyze validity of data. Perform statistical analysis and authorize internal selection methods based on confirmed validity.	5%



Job Analysis-based Performance Appraisal Exercise

In this exercise, you will be part of a team whose task is to design a performance appraisal instrument that is based on objectively gathered data from a job analysis. You should pay attention to how well the job analysis information is represented in your performance appraisal in terms of the accuracy of the task behavior or the skill/competency description, as well as in the weighting and ranking of the tasks (i.e., the more important the tasks or behaviors in the job analysis information, the more important the performance of them in the job).

1. Read and analyze the attached job analysis information on the receptionist position. Make any notes or suggestions on format, wording, weighting or scoring as you read. Read the course readings assigned for job analysis and performance appraisal if you haven't already done so.
2. You will be part of a three- to four-person group to complete the receptionist performance appraisal. Your first task is to decide who will act as the recorder for the group. The person chosen should make sure to share information with the rest of your group. Then arrange your meeting schedule and make sure you have each other's e-mail and phone numbers.
3. As a group, decide on the format and the scoring of the appraisal form. You will likely have some differences of opinion on this, and that's good. There is no one right way to do this (see the example at the end of this handout for one idea), but here are the decisions you'll need to make:
 - a. **Type of performance appraisal.** You will need to decide on whether you want a graphic rating, a behaviorally anchored rating scale (BARS), an outcome-based appraisal, or a combination of the three. Your decision should reflect the type of job being appraised and whether it is possible to observe behavior or only outcomes.
 - b. **Scoring for each dimension.** There should be a similar format for all dimensions, although it is possible to have different scoring for each dimension. In addition to rating each dimension, decide on whether you want the rater to give one separate score representing overall performance. Many organizations like one overall score, particularly for merit pay purposes. Other organizations merely total all dimensions and divide by the number of dimensions to reach an overall score.
 - c. **Weighting of each dimension.** Not all aspects of a person's job are equally important. You will need to decide on whether you want to weight the scores. If so, remember that the weightings should total 100 percent.
4. Keep in mind that too many categories or performance dimensions may not differentiate behaviors or results clearly. Sometimes, less is more. It is likely that you will have five to seven dimensions when you have finished. There is no set number, however; it is strictly up to your group. Keep in mind that you want the person who is evaluating the employee's performance, as well as the employee who is being evaluated, to believe that the most important parts of the job are represented. Be sure to check the job analysis information when you've finished to ensure that the major KSAs are covered.
5. Once you have finished, hand in your form or e-mail the written form to me. Make sure to put all your group members' names on the form.



Job Analysis-based Performance Appraisal

Job Analysis for a Receptionist

Receptionist			
Essential Functions	How It's Done	Percentage Of Weekly Time	Ranking
Operate telephones.	Direct incoming calls to proper recipient. Assist with internal communications by paging employees as needed.	35%	1
Computer work.	<ul style="list-style-type: none"> • Scrap report: Receive scrap report from previous day for all three shifts. Calculate total scrap per department for each shift. Enter information into the computer. Print results and give report to department managers. Once per week, print out the total weekly schedule and give the results to the same department managers. • Cases produced report: Receive production results of previous day from department supervisors. Calculate total cases produced per shift per day. Give results to the production department. • Printing department spec sheets: Receive Kidder and Webtron print schedules for the upcoming week. Enter print identification numbers into computer database to generate each print's specs. Give results to printing department and supervisors. Keep one copy on file. • Printing plate orders: Receive plate orders from production department. Enter information into computer database to keep track of plates outstanding. Print and give plate order to the National Printing plate representative. Enter faxed delivery dates into same spreadsheet. Give copy to production department. • Crew schedule: Receive crewing list from manager. Make necessary changes reflecting vacation days, shift changes, etc. Generate employee schedule for upcoming week. Make copies and give to all depts. 	30%	2
Maintain copy room.	Fill copier. Distribute incoming faxes. Sort incoming mail. Meter outgoing mail.	3%	5
Typing.	Receive typing orders from various departments. Create and type office newsletter. Include articles given by department managers.	25%	3
Balance petty cash.	Twice a week, count and balance the petty cash fund.	5%	4
Pick up reports for Accounts Payable.	Pick up reports from department supervisors and hold them until Accounts Payable picks them up.	2%	6



Job Analysis-based Performance Appraisal

Physical Demands

Do the major functions of the job require any of the following?

Occasionally = 1-33% Frequently = 34-66% Continuously = 67-100%

Activities	N/A	O	F	C	Comments
1. Sitting				X	
2. Standing		X			
3. Walking		X			
4. Stooping		X			
5. Climbing	X				
6. Climbing ladders	X				
7. Kneeling		X			
8. Lifting		X			Mail packages max 10 lbs.
9. Carrying		X			Mail packages max 10 lbs.
10. Reaching		X			When filing mail
11. Pushing	X				
12. Pulling	X				Mail packages max 10 lbs.
13. Keyboard			X		
14. Use of tools		X			Calculator
15. Working under time pressure		X			
16. Working rapidly for long periods	X				
17. Manual dexterity					YES
18. Close work					NO
19. Good vision					YES
20. Good color vision					NO
21. Good hearing					YES
22. Speaking					YES
23. What type of surface are the major activities performed on?					Stable, flat
24. Other occasional physical tasks	X				
25. Specific physical requirements					Be able to lift 10 lbs.



Job Analysis-based Performance Appraisal

Cognitive or Mental Requirements

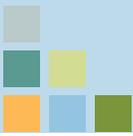
Does the job require any of the following on a daily basis?

Requirement	Y	N	Comments
1. Reading	X		Memos, text
2. Writing	X		Memos
3. Mathematics	X		Basic
4. Weighing and/or measuring	X		Weigh mail
5. Drawing conclusions from computer-generated material		X	
6. Analyzing data or report information		X	
7. Creating methodologies for accomplishing a goal		X	
8. Implementing recommendations by coordinating persons and/or other resources		X	
9. Developing plans, procedures, goals, strategies or processes based on data analysis or experience		X	
10. Directing activities of others to accomplish a goal		X	
11. Evaluating the performance of others		X	

Working Environment

Where are the major activities of the job carried out? (Check all that apply.)

Location	< 50%	>50%	Comments
1. Indoors		X	
2. Outdoors			
3. Underground			
4. At a desk or bench		X	
5. In a car or truck			
6. In an office or control room		X	
7. Other (specify)			



Job Analysis-based Performance Appraisal

What access is there to the work area? Stairs? _____ Elevator? _____ What floor is it on? IST

Are there any conditions that are not standard to an office environment?

Condition	Y	N	Comments
1. Extreme heat		X	
2. Extreme cold		X	
3. Dust		X	
4. Dirt		X	
5. Fumes		X	
6. Chemicals		X	
7. Cramped area		X	
8. Dampness		X	
9. Vibrations		X	
10. Noise		X	

Example of an Employee Performance Review Dimension

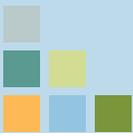
The following is an example of what one performance appraisal dimension, "Communication and interpersonal skills," could look like.

Employee Name _____ Position Title _____

Performance Review Date _____ Department _____

Purpose of Review: 90-day evaluation Annual review Other

Instructions: Carefully evaluate employee's work performance in relation to the essential functions of the job. Check the box that most closely indicates the employee's performance over the entire appraisal period. Do not base your judgment solely on isolated or recent incidents. The ratings should reflect the standards that are acceptable for the position. Please provide support for your ratings in the area indicated. Use additional sheets if necessary.



Job Analysis-based Performance Appraisal

COMMUNICATION/INTERPERSONAL SKILLS: The extent to which the job requires employees to explain, describe, persuade, negotiate and generally convey intended meanings and information to others. Both the media to be used and the type of message or information to be conveyed should be considered when assigning degree ratings.

Unsatisfactory		Shows little or no effort to communicate to customers, co-workers or management. Receives complaints from others about lack of communication. Unable to resolve interpersonal conflicts without intervention. Demonstrates little effort toward teamwork.
Needs Improvement		Shows effort to communicate but does not provide system documentation, technical documentation and e-mail protocols. Information stated is not understood by others and is incorrect. Requires assistance to resolve interpersonal conflicts. Shows some effort working with other team members.
Meets Expectations		Follows instructions. Provides and presents verbal communication accurately and professionally. Does not require assistance to resolve interpersonal conflicts. Demonstrates teamwork capabilities.
Exceeds Expectations		Follows instructions. Shows concern and commitment to ensuring excellent communication practices. Demonstrates teamwork capabilities and makes suggestions on how the team can work together more effectively.
Outstanding		Takes on responsibility to initiate communication with customers, co-workers and management. Works to develop team effectiveness.