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IDENTIFIERS   *Performance Appraisal

ABSTRACT
              This is the first module in a four-module training
package for use in inservice seminars or workshops on performance
appraisal and employee development. It also contains an introductory
manual with general information pertaining to all four modules in
addition to specific outlines and objectives for each of the modules.
Module 1 overviews the performance evaluation process, including the
what, who, how, and when of performance evaluation. It presents
performance evaluation as an employee feedback and development tool.
A general model is provided and these uses of performance evaluation
results identified: employee development, identification of training
needs, criteria for selection, criteria for evaluating bias in
rating, evaluation of training, promotion, demotion, and planning.
Guidelines for selecting raters and possible areas of resistance are
discussed. The module includes both instructor and student manuals.
The instructor's manual consists of two major parts. Details of
Workshop contains the following information: objectives, time needed,
agenda and time allocation, resources and materials needed, and
bibliography. The second part is the Module Outline for Instructor
with copies of transparencies needed. The participant's manual
contains copies of all materials the student will use, including the
pre/post-test and copies of all transparencies. An answer key for the
test is provided. (YLB)

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COMPONENT OF MODULE: INTRODUCTORY MANUAL

MODULE NO.:   0

MODULE TITLE: INTRODUCTORY MANUAL

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SUBCONTRACTOR: M. PETER SCONTRINO, PH.D.
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ACKNOWLEDGEMENTS

Throughout this training program we stress that performance evaluation begins and ends with behavior -- what the person has done or is actually doing. Without behavior there can be no performance. In another context we might have stressed that actions speak much more loudly than words.

Now we wish to acknowledge the words, actions, and behavior of the many practitioners and/or scholars who assisted us in the development of this performance evaluation training program.

Professors Fred Fiedler, Patrick Fleenor, and Gary Latham provided the curricular expertise for the project. Jack Cartwright and Robert Morton analyzed the material from a practitioner's point of view. The managers who participated in the tests of the training package provided both comments and data used in revising the material. The Washington Criminal Justice Training Commission, King County, and City of Palo Alto coordinated the testing of the package. And the National Training and Development Service staff fulfilled their staff function well.

TABLE OF CONTENTS -- INTRODUCTORY MANUAL

I. OVERVIEW OF PACKAGE

PERFORMANCE APPRAISAL AND EMPLOYEE DEVELOPMENT ARE THE MAJOR TOPICS OF THIS FOUR MODULE TRAINING PACKAGE. IN THIS SEMINAR PARTICIPANTS WILL STUDY DIFFERENT METHODS AND TYPES OF APPRAISAL SYSTEMS WITH THE GOAL OF IDENTIFYING STRENGTHS AND LIMITATIONS OF EACH. PERFORMANCE EVALUATION ITSELF WILL BE ADDRESSED AS A KEY ASPECT OF A TOTAL EMPLOYEE DEVELOPMENT PROGRAM. SPECIAL EMPHASIS WILL BE PLACED ON DEVELOPING AND IMPROVING THE PERFORMANCE EVALUATION SKILLS OF THOSE PARTICIPATING IN THE SEMINAR, ESPECIALLY THOSE SKILLS RELATED TO EMPLOYEE COUNSELING AND FEEDBACK.

THIS INTRODUCTORY MANUAL CONTAINS GENERAL INFORMATION PERTAINING TO ALL FOUR OF THE MODULES IN ADDITION TO SPECIFIC OUTLINES AND OBJECTIVES FOR EACH OF THE MODULES.

II. MODULE ONE OVERVIEW AND OBJECTIVES

MODULE ONE PRESENTS AN OVERVIEW OF THE PERFORMANCE EVALUATION
PROCESS INCLUDING THE WHAT, THE WHO, THE HOW, AND THE WHEN OF
PERFORMANCE EVALUATION. IN THIS MODULE PERFORMANCE EVALUATION
IS PRESENTED AS AN EMPLOYEE FEEDBACK AND DEVELOPMENT TOOL.
EMPLOYEE PERFORMANCE IS RELATED TO THE SKILL, MOTIVATION, AND
PAST EXPERIENCE OF THE INDIVIDUAL IN A PARTICULAR ORGANIZA-
TIONAL SETTING. FIRST WE PRESENT A GENERAL MODEL FOR PER-
FORMANCE EVALUATION, THEN WE IDENTIFY THE VARIOUS USES OF PER-
FORMANCE EVALUATION RESULTS INCLUDING: EMPLOYEE DEVELOPMENT,
IDENTIFICATION OF TRAINING NEEDS, CRITERIA FOR SELECTION,
CRITERIA FOR EVALUATING BIAS IN RATING, EVALUATION OF
TRAINING, PROMOTION, DEMOTION, AND PLANNING. GUIDELINES
FOR SELECTING RATERS ARE PRESENTED AS WELL AS POSSIBLE
AREAS OF RESISTANCE TO THE PERFORMANCE EVALUATION PROCESS.

BY THE CONCLUSION OF MODULE ONE PARTICIPANTS WILL BE ABLE TO:

- OUTLINE A SYSTEMS' APPROACH TO PERFORMANCE EVALUATION
- IDENTIFY THE VARIOUS USES OF PERFORMANCE EVALUATION RESULTS
- POINT OUT THE EMPLOYEE FEEDBACK AND DEVELOPMENT ASPECTS
  OF PERFORMANCE EVALUATION
- IDENTIFY THE EQUAL EMPLOYMENT OPPORTUNITY MPLICATIONS
  OF PERFORMANCE EVALUATION SYSTEMS
- SHOW THE INTERRELATIONSHIP BETWEEN MANAGEMENT BY OBJECTIVES
  AND PERFORMANCE EVALUATION
- IDENTIFY THE MULTIPLE FACTORS AFFECTING AN EMPLOYEE'S
  PERFORMANCE

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III. MODULE TWO OVERVIEW AND OBJECTIVES

MODULE TWO OF THE PERFORMANCE EVALUATION WORKSHOP CONCENTRATES ON THE DIFFERENT METHODS OF PERFORMANCE EVALUATION. EACH OF THE FOLLOWING PERFORMANCE EVALUATION TECHNIQUES IS PRESENTED: ESSAY, RANKING, FORCED-DISTRIBUTION, NON-ANCHORED RATING SCALE, WEIGHT-ED CHECKLIST, FORCED-CHOICE, CRITICAL INCIDENT, AND BEHAVIORAL ANCHOR. THE RATIONALE BEHIND EACH METHOD AS WELL AS THE PROCE-DURES REQUIRED FOR DEVELOPING EACH ARE PRESENTED. IN ADDITION, THE STRENGTHS AND WEAKNESSES OF EACH ARE PRESENTED. THE SELEC-TION OF THE "BEST" PERFORMANCE EVALUATION SYSTEM FOR A PARTICU-LAR ORGANIZATION IS DISCUSSED IN TERMS OF THE PARTICULAR GOALS AND OBJECTIVES ESTABLISHED BY THAT ORGANIZATION FOR ITS PERFOR-MANCE EVALUATION SYSTEM. THE MODULE CONCLUDES WITH A SERIES OF EXERCISES ON DEVELOPING, ANALYZING, AND RATING CRITICAL INCIDENTS.

BY THE CONCLUSION OF MODULE TWO PARTICIPANTS WILL BE ABLE TO:

- LIST THE DIFFERENT PERFORMANCE EVALUATION METHODS
- IDENTIFY STANDARDS FOR CRITIQUING PERFORMANCE EVALUATION FORMS
- DESCRIBE THE STEPS INVOLVED IN DEVELOPING THE FOLLOWING PERFORMANCE EVALUATION INSTRUMENTS:
  - A. WEIGHTED CHECKLIST
  - B. CRITICAL INCIDENT
  - C. BEHAVIORAL ANCHOR
- GENERATE CRITICAL INCIDENTS
- CATEGORIZE AND CODE CRITICAL INCIDENTS

IV. MODULE THREE OVERVIEW AND OBJECTIVES

IN MODULE THREE WE FOCUS ON THE ACTUAL PERFORMANCE REVIEW PRO-
CESS. IN THE FIRST PART OF THE MODULE WE OUTLINE THE REQUIRE-
MENTS FOR CONSTRUCTING EMPLOYEE DEVELOPMENT PLANS THAT ARE
BOTH OBJECTIVE AND WORKABLE. IN PARTICULAR WE PRESENT THOSE
FACTORS WHICH RESULT IN HIGH QUALITY PERFORMANCE OBJECTIVES.
IN THE SECOND PART OF THE MODULE WE ADDRESS THE NOTION OF
RATER ERRORS -- THOSE PREDISPOSITIONS AND TENDENCIES IN THE
RATER WHICH LEAD TO BIASED/INACCURATE PERFORMANCE RATINGS.
AFTER PRESENTING THE MORE COMMON RATER ERRORS (HALO, HORNS,
CENTRAL TENDENCY, POSITIVE LENIENCY, NEGATIVE LENIENCY,
CONTRAST, SIMILAR TO ME) WE INVESTIGATE BOTH THE CAUSES OF
THESE ERRORS AND METHODS OF REDUCING THE IMPACT OF THESE
ERRORS.

THROUGHOUT THIS MODULE THE PARTICIPANTS ARE ACTIVELY ENGAGED
IN THE PROCESS OF WRITING PERFORMANCE OBJECTIVES AND IDENTIFY-
ING THE CAUSES AND EFFECTS OF RATER ERRORS.

BY THE CONCLUSION OF MODULE THREE PARTICIPANTS WILL BE ABLE TO:

- IDENTIFY THE MOST COMMON RATER ERRORS
- IDENTIFY METHODS OF REDUCING EACH TYPE OF ERROR
- IDENTIFY THE COMPONENTS OF "GOOD" OBJECTIVES
- WRITE S P A M O OBJECTIVES:
    - A. SPECIFIC
    - B. PERTINENT
    - C. ATTAINABLE
    - D. MEASURABLE
    - E. OBSERVABLE

XIV.0.4.

V. MODULE FOUR OVERVIEW AND OBJECTIVES

MODULE FOUR ADDRESSES THE EMPLOYEE FEEDBACK AND COUNSELING
ASPECTS OF PERFORMANCE EVALUATION. OF PRIMARY EMPHASIS IN
THIS MODULE IS THE USE OF PERFORMANCE REVIEWS AS EMPLOYEE
DEVELOPMENT TOOLS. TWO RELATED CONTENT AREAS ARE STRESSED:
(A) THE COUNSELING/COMMUNICATION COMPONENTS OF THE PERFOR-
MANCE REVIEW AND (B) THE PLANNING AND OBJECTIVE SETTING
PROCESS THAT RESULTS IN A CLEAR STATEMENT OF ANTICIPATED
EMPLOYEE PERFORMANCE DURING THE SUBSEQUENT REVIEW PERIOD.

THROUGHOUT THIS MODULE WE EMPHASIZE THOSE SUPERVISOR BE-
HAVIORS WHICH CAN LEAD TO MORE PRODUCTIVE PERFORMANCE
REVIEW SESSIONS.

THE FIRST HALF OF THE MODULE PRESENTS THE MATERIAL THAT
SHOULD BE INCLUDED IN THE REVIEW SESSION (THE CONTENT OF
THE SESSION) AND THE WAY IN WHICH THE MATERIAL SHOULD BE
PRESENTED (THE PROCESS). THE SECOND HALF OF THE MODULE
PROVIDES PARTICIPANTS WITH THE OPPORTUNITY TO COMBINE
THE CONTENT AND THE PROCESS IN ACTUAL EXERCISES.

BY THE CONCLUSION OF MODULE FOUR PARTICIPANTS WILL BE ABLE TO
DEMONSTRATE THE FOLLOWING PERFORMANCE INTERVIEW SKILLS:

- INTERVIEW INITIATION
- INTERVIEW STRUCTURING
- INTERVIEW COMMUNICATION
- ...TERVIEW PLANNING AND NEGOTIATION
- INTERVIEW CLOSING

VI. SELECTION AND SEQUENCING OF MODULES

THE FOUR MODULES WERE DESIGNED TO BE USED SEQUENTIALLY. HOWEVER, WE ACKNOWLEDGE THE FACT THAT DIFFERENT MANAGERS HAVE DIFFERENT LEVELS OF EXPERTISE IN THE AREA OF PERFOR- MANCE EVALUATION. FOR THIS REASON IT IS ESSENTIAL THAT THE INSTRUCTOR/TRAINER DETERMINE THE SPECIFIC NEEDS AND EXPECTATIONS OF THE PARTICIPANTS PRIOR TO CONDUCTING THE TRAINING PROGRAM.

FOR EXAMPLE, IF PARTICIPANTS ARE IN THE PROCESS OF SELECTING A NEW PERFORMANCE EVALUATION SYSTEM, MODULE TWO WOULD BE APPROPRIATE. IF MANAGERS WANT TO FOCUS ON THE PERFORMANCE EVALUATION PROCESS ITSELF, THEN MODULES ONE, THREE, AND FOUR WOULD BE THE MOST SUITABLE.

THE POINT TO REMEMBER IS THAT THIS MATERIAL CAN BE, AND SHOULD BE, TAILORED TO ADDRESS THE TRAINING NEEDS OF SPECIFIC GROUPS.

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VII. TABLE OF CONTENTS FOR EACH MODULES

THE TABLES OF CONTENTS FOR MODULES ONE THROUGH FOUR ARE
INCLUDED ON THE FOLLOWING PAGES.

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TABLE OF CONTENTS --- MODULE ONE

TABLE OF CONTENTS -- MODULE TWO

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TABLE OF CONTENTS -- MODULE FOUR

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VIII. DESCRIPTION OF INSTRUCTOR QUALIFICATIONS

POTENTIAL INSTRUCTORS FOR THE PERFORMANCE EVALUATION TRAINING PROGRAM SHOULD BE ABLE TO DO THE FOLLOWING:

- EXPLAIN THE RATIONALE BEHIND PERFORMANCE EVALUATION SYSTEMS
- EXPLAIN THE EQUAL EMPLOYMENT IMPLICATIONS OF PERFORMANCE EVALUATION SYSTEMS
- EXPLAIN THE CONCEPTS OF RELIABILITY AND VALIDITY
- DISCUSS THE DEVELOPMENTAL STEPS REQUIRED FOR EACH OF THE PERFORMANCE EVALUATION METHODS PRESENTED
- WRITE OBJECTIVES THAT MEET THE S P A M O CRITERIA
- GIVE EXAMPLES OF THE VARIOUS RATER ERRORS
- DEMONSTRATE THE APPROPRIATE INTERVIEWING, COUNSELING, AND FEEDBACK SKILLS REQUIRED FOR MODULE FOUR
- FACILITATE SMALL GROUP DISCUSSIONS

THE INSTRUCTOR WHO MEETS THE ABOVE CRITERIA WILL PROBABLY HAVE COMPLETED ADVANCED UNDERGRADUATE OR GRADUATE LEVEL COURSES IN INDUSTRIAL PSYCHOLOGY, PERSONNEL MANAGEMENT, GROUP DYNAMICS, ADULT EDUCATION, AND EMPLOYEE COUNSELING.

IF THE INSTRUCTOR IS COMPLETELY UNFAMILIAR WITH THE MATERIAL PRESENTED IN THE MODULES, WE SUGGEST THAT HE/SHE STUDIES THE REFERENCE MATERIAL PRESENTED IN THE BIBLIOGRAPHY IN ADDITION TO PARTICIPATING IN COLLEGE LEVEL COURSES AND SEMINARS THAT ADDRESS THE PERFORMANCE EVALUATION AREA.

WE HAVE ASSUMED THAT THE INSTRUCTOR HAS CONDUCTED OTHER WORKSHOPS AND IS, THEREFORE, FAMILIAR WITH THE ADMINISTRATIVE DETAILS OF CONDUCTING A WORKSHOP.

XIV.0.12

EACH INSTRUCTOR'S MANUAL IS DESIGNED TO SERVE AS A GUIDE
FOR THE PERSON CONDUCTING THE MODULES. WE FULLY EXPECT
EACH INSTRUCTOR TO DRAW ON HIS OR HER OWN EXPERIENCE TO
SUPPLEMENT AND/OR EXPAND ON THE MATERIAL PRESENTED. IN
PARTICULAR, SUGGESTED TIME FRAMES WITHIN EACH MODULE ARE
INTENDED TO BE ILLUSTRATIVE RATHER THAN DELIMITING. IN
TESTING THE MODULES WE HAVE FOUND THAT DIFFERENT GROUPS
VARY BY AS MUCH AS ONE HOUR IN THE TIME THEY TAKE TO
COMPLETE A SINGLE MODULE.

IX. DESCRIPTION OF AUDIENCE

THIS TRAINING PACKAGE IS DESIGNED PRIMARILY FOR IN-SERVICE
TRAINING PROGRAMS FOR MANAGERS INVOLVED IN THE EMPLOYEE
PERFORMANCE EVALUATION PROCESS.

SOME USERS OF THIS PACKAGE HAVE REPORTED TO US THAT THEY
USED THE PACKAGE, WITH MINOR MODIFICATIONS, IN BOTH UNDER-
GRADUATE AND GRADUATE BUSINESS COURSES.

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X. DESCRIPTION OF SUBCONTRACTOR

M. PETER SCONTRINO, PH.D., IS A LICENSED INDUSTRIAL PSYCHOLOGIST.
SINCE 1971 HE HAS BEEN A MANAGEMENT CONSULTANT TO PUBLIC AND
PRIVATE ORGANIZATIONS ON THE WEST COAST. FORMERLY ON THE
FACULTIES OF THE UNIVERSITY OF WASHINGTON AND SEATTLE UNIVER-
SITY, HE REPRESENTS A UNIQUE COMBINATION OF BOTH THEORY AND
PRACTICAL APPLICATION IN PERSONNEL PERFORMANCE EVALUATION
SYSTEMS. HE HAS DESIGNED PERFORMANCE EVALUATION SYSTEMS AND
TRAINED MANAGERS IN THE USE OF THESE SYSTEMS IN ORGANIZATIONS
RANGING IN SIZE FROM FEWER THAN ONE HUNDRED EMPLOYEES TO OVER
FIVE THOUSAND EMPLOYEES.

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COMPONENT OF MODULE: INSTRUCTOR MANUAL

MODULE NO.:   ONE

MODULE TITLE: PERFORMANCE EVALUATION SYSTEMS

THIS MODULE DEVELOPED BY: M. PETER SCONTRINO, PH.D.

SUBCONTRACTOR: M. PETER SCONTRINO, PH.D.
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TABLE OF CONTENTS

I. INTRODUCTION

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FOR SELECTING RATERS ARE PRESENTED AS WELL AS POSSIBLE
AREAS OF RESISTANCE TO THE PERFORMANCE EVALUATION PROCESS.

II. DETAILS OF WORKSHOP

A. COURSE TITLE: PERFORMANCE EVALUATION WORKSHOP FOR IN-SERVICE MANAGERS

B. MODULE: MODULE ONE -- PERFORMANCE EVALUATION SYSTEMS

C. OBJECTIVES: BY THE CONCLUSION OF MODULE ONE PARTICIPANTS WILL BE ABLE TO:
- OUTLINE A SYSTEMS' APPROACH TO PERFORMANCE EVALUATION
- IDENTIFY THE VARIOUS USES OF PERFORMANCE EVALUATION RESULTS
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- IDENTIFY THE EQUAL EMPLOYMENT OPPORTUNITY IMPLICATIONS OF PERFORMANCE EVALUATION SYSTEMS
- SHOW THE INTERRELATIONSHIP BETWEEN MANAGEMENT BY OBJEC-TIVES AND PERFORMANCE EVALUATION
- IDENTIFY THE MULTIPLE FACTORS AFFECTING AN EMPLOYEE'S PERFORMANCE

D. TIME NEEDED: FOUR HOURS

E. AGENDA AND TIME ALLOCATION

00:00 - 00:15 MODULE OVERVIEW/OBJECTIVES/INTRODUCTIONS

00:15 - 00:30 PRE-TEST

00:30 - 00:45 ROLES OF PERFORMANCE EVALUATION

00:45 - 01:00 SYSTEMS APPROACH

01:00 - 01:20 SOME FACTORS TO CONSIDER

01:20 - 01:30 BREAK

01:30 - 01:50 WHO SHOULD EVALUATE

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E. AGENDA AND TIME ALLOCATION -- CONTINUED

01:50 - 02:00   COMPONENTS OF SUCCESSFUL PERFORMANCE EVAL-
                UATION SYSTEMS

02:00 - 02:10   RESISTANCE TO PERFORMANCE EVALUATION

02:10 - 02:20   PERFORMANCE EVALUATION AND EQUAL EMPLOYMENT
                OPPORTUNITY (E.E.O.) COMPLIANCE

02:20 - 02:30   CRITERIA FOR EVALUATING BIAS IN PERFOR-
                MANCE EVALUATION SYSTEMS

02:30 - 02:40   PEOPLE AND THEIR PERFORMANCE

02:40 - 02:50   PERFORMANCE EVALUATION AND MANAGEMENT BY
                OBJECTIVES

02:50 - 03:00   THE PSYCHOLOGY OF PERFORMANCE EVALUATION

03:00 - 03:30   QUESTIONS AND DISCUSSION

03:30 - 03:45   POST-TEST

03:45 - 04:00   SCORING PRE-TEST AND POST-TEST

F. RESOURCES AND MATERIALS NEEDED

IF THE INSTRUCTOR HAS NOT PURCHASED THE OVERHEAD TRANS-
PARENCIES, THE INSTRUCTOR WILL NEED ACCESS TO AN I.B.M.,
XEROX, THERMOFAX, OR OTHER COPYING MACHINE THAT CAN PRO-
DUCE TRANSPARENCIES. IN ADDITION THE INSTRUCTOR WILL NEED:

- OVERHEAD PROJECTOR
- PEN/PENCIL FOR OVERHEAD PROJECTOR
- PROJECTION SCREEN
- BLANK TRANSPARENCIES OR ACETATE ROLL
- EASEL, PAPER, MARKING PENS
- ONE STUDENT MANUAL FOR EACH PARTICIPANT

G. BIBLIOGRAPHY

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Levinson, H. Appraisal of <u>what</u> performance? <u>Harvard Business Review</u>, 1976, 54, #4, 30 ff.

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Slusher, E.A. A systems look at performance appraisal. <u>Personnel Journal</u>, 1975, 54, 114 - 117.

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III. MODULE OUTLINE FOR INSTRUCTOR

1. PARTICIPANT INTRODUCTION AND EXPECTATIONS

   * INSTRUCTOR INTRODUCES HIMSELF/HERSELF

   * ASK PARTICIPANTS TO:

      (1) INTRODUCE THEMSELVES

      (2) SHARE THEIR EXPECTATIONS FOR THE WORKSHOP

   PLACE OVERHEAD SLIDE 1.6 ON THE PROJECTOR

   * INSTRUCTOR SUMMARIZES EXPECTATIONS MENTIONED BY THE
      PARTICIPANTS

WORKSHOP EXPECTATIONS

"WHAT WOULD YOU LIKE TO GET OUT OF THIS WORKSHOP?"

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2. PURPOSE OF MODULE ONE

PLACE OVERHEAD SLIDE 1.8 ON THE PROJECTOR

* READ PURPOSE STATED ON SLIDE

P U R P O S E

TO PRESENT YOU WITH AN OVERVIEW OF PERFORMANCE EVALUATION SYSTEMS

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3. OBJECTIVES FOR MODULE ONE

PLACE OVERHEAD SLIDE 1.10 ON THE PROJECTOR

*   READ OBJECTIVES LISTED ON SLIDE

*   MENTION THAT THIS MODULE IS THE FIRST OF FOUR MODULES
    ON PERFORMANCE EVALUATION

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MODULE ONE OBJECTIVES

BY THE CONCLUSION OF MODULE ONE PARTICIPANTS WILL BE ABLE TO:

- OUTLINE A SYSTEMS' APPROACH TO PERFORMANCE EVALUATION

- IDENTIFY THE VARIOUS USES OF PERFORMANCE EVALUATION

- POINT OUT THE EMPLOYEE FEEDBACK AND DEVELOPMENT ASPECTS OF PERFORMANCE EVALUATION

- IDENTIFY THE EQUAL EMPLOYMENT OPPORTUNITY (E.E.O.) IMPLICATIONS OF PERFORMANCE EVALUATION SYSTEMS

- SHOW THE INTERRELATIONSHIP BETWEEN MANAGEMENT BY OBJECTIVES (MBO) AND PERFORMANCE EVALUATION

- IDENTIFY THE MULTIPLE FACTORS AFFECTING AN EMPLOYEE'S PERFORMANCE

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4. OTHER MODULES IN THE PERFORMANCE EVALUATION WORKSHOP

PLACE OVERHEAD SLIDE 1.12 ON THE PROJECTOR.

*   READ TITLES OF OTHER MODULES

*   MENTION THOSE MODULES WHICH THE PARTICIPANTS WILL
    BE COMPLETING

*   MENTION DATES AND TIMES FOR ALL MODULES

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PERFORMANCE EVALUATION WORKSHOP

FOR IN-SERVICE MANAGERS

WORKSHOP SEQUENCE

MODULE ONE   PERFORMANCE EVALUATION SYSTEMS

MODULE TWO   METHODS OF PERFORMANCE EVALUATION

MODULE THREE   FORMULATING OBJECTIVES AND AVOIDING ERRORS

MODULE FOUR   EMPLOYEE FEEDBACK AND DEVELOPMENT

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5. AGENDA FOR MODULE ONE

PLACE OVERHEAD SLIDE 1.14 ON THE PROJECTOR.

- READ AGENDA STATED ON SLIDE

AGENDA FOR MODULE ONE

* WORKSHOP OVERVIEW AND OBJECTIVES

* ROLES OF PERFORMANCE EVALUATION

* SYSTEMS APPROACH TO PERFORMANCE EVALUATION

* FACTORS TO CONSIDER

* WHO SHOULD EVALUATE

* COMPONENTS OF SUCCESSFUL PERFORMANCE EVALUATION SYSTEMS

* RESISTANCE TO PERFORMANCE EVALUATION

* PERFORMANCE EVALUATION AND E.E.O. COMPLIANCE

* CRITERIA FOR EVALUATING BIAS IN PERFORMANCE SYSTEMS

* PEOPLE AND THEIR PERFORMANCE

* PERFORMANCE EVALUATION AND MANAGEMENT BY OBJECTIVES

* PSYCHOLOGY OF PERFORMANCE EVALUATION

* QUESTIONS AND DISCUSSION

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6. PRE-TEST

*   REFER PARTICIPANTS TO THE PRE-TEST IN THEIR MANUALS.
    STRESS THAT THE PURPOSE OF THIS PRE-TEST IS <u>NOT</u> TO
    EVALUATE THEM BUT RATHER TO MAKE EACH PARTICIPANT
    AWARE OF HIS OR HER OWN LEVEL OF EXPERTISE IN THE
    MATERIAL TO BE COVERED IN THIS MODULE.

    *IF THE INSTRUCTOR WISHES TO USE THE PRE-TEST AND THE
    POST-TEST AS MEASURES OF PARTICIPANT LEARNING AND IF
    THERE IS NO REASON TO IDENTIFY INDIVIDUAL PARTICIPANTS
    BY NAME, ASK THE PARTICIPANTS TO MAKE UP A FOUR-DIGIT
    NUMBER AND TO PLACE THIS NUMBER IN THE UPPER RIGHT
    CORNER OF THE PRE-TEST. IF YOU ARE USING THE PRE-TEST
    AND POST-TEST TO EVALUATE LEARNING, IT IS BEST TO
    COLLECT THE PRE-TESTS IMMEDIATELY AFTER THEY HAVE
    BEEN COMPLETED. IF YOU ARE USING THE PRE-TESTS AS A
    MEANS OF SENSITIZING THE PARTICIPANTS TO THEIR OWN
    LEVEL OF EXPERTISE AND TO THE FORTHCOMING MATERIAL,
    THERE IS NO NEED TO COLLECT THE PRE-TESTS.*

    *IF THE INSTRUCTOR CHOOSES NOT TO USE THE PRE-TEST,
    TELL THE PARTICIPANTS THAT THEY WILL NOT BE COMPLET-
    ING THE PRE-TEST.*

    LIMIT THE PRE-TEST TIME TO 15 MINUTES.

7. ROLES OF PERFORMANCE EVALUATION

   * ASK PARTICIPANTS TO GENERATE AS MANY USES OF P.E. AS
     THEY CAN

   RECORD USES AS THEY ARE GENERATED BY THE PARTICIPANTS

   ONCE PARTICIPANTS HAVE FINISHED, PLACE OVERHEAD SLIDE 1.18
   ON THE PROJECTOR AND DISCUSS THOSE ROLES NOT MENTIONED BY
   THE PARTICIPANTS. ELABORATE ON THOSE NOT DISCUSSED.

EXPLANATION OF SLIDE 1.18

* MAINTAIN CONTROL -- Performance Evaluation Systems should establish
  desired levels of performance (quantity, quality, etc.) against which
  one's performance can be compared. In addition, some employees perform
  better if they know they will be evaluated.

* IDENTIFY INDIVIDUAL TRAINING NEEDS -- Performance evaluations should
  be able to identify employee strengths and weaknesses. Many weaknesses
  can be eliminated, at least partially, through training.

* PROMOTION -- Performance evaluation results can be one piece of infor-
  mation considered for promotion.

* DEMOTION -- A history of poor performance evaluations may be grounds
  for demoting, or in the extreme case, terminating, an employee.

* MERIT INCREASES OR BONUSES -- Some governmental agencies have developed
  merit increase systems linked to performance evaluation systems.

* TRANSFER -- Performance evaluations can provide information for making
  more rational (or logical) transfer of employees to different positions.

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XIV.1.16.

* IDENTIFICATION OF TRAINING NEEDS FOR GROUPS OR UNITS -- If statistical summaries of performance evaluations indicate weaknesses common to groups or units, then training needs have been identified in this fashion.

* FEEDBACK -- This is the most important function of performance evaluation. If nothing else is accomplished, a good performance evaluation system will cause the supervisor and the subordinate to discuss the behavior of the subordinate. The more specific the behaviors discussed, the greater the feedback potential for the employee.

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ROLES OF PERFORMANCE EVALUATION

MAINTAIN CONTROL (GOODS, SERVICES, ETC.)

IDENTIFY INDIVIDUAL TRAINING NEEDS

PROMOTION

DEMOTION

MERIT INCREASES OR BONUSES

TRANSFER

IDENTIFICATION OF TRAINING NEEDS FOR GROUPS OR UNITS

FEEDBACK

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XIV.1.18.

8. SYSTEMS APPROACH

THE PURPOSE OF THIS SEGMENT IS TO SHOW THAT PERFORMANCE EVALUATION HAS IMPLICATIONS FOR THE ENTIRE ORGANIZATION, ESPECIALLY FOR THE PERSONNEL COMPONENTS OF THE ORGANIZATION.

PLACE OVERHEAD SLIDE 1.21 ON THE PROJECTOR. MENTION THE FOLLOWING POINTS FOR EACH SYSTEM COMPONENT.

EXPLANATION OF SLIDE 1.21

- ANALYZE ORGANIZATION STRUCTURE -- Does the organization structure "make sense" the way it currently is? Oftentimes poor performance can be traced to unwieldy structures.

- DEVELOP/ANALYZE POSITION DESCRIPTIONS -- Are <u>detailed</u> position descriptions available for each position? These descriptions should be used as a guide for selection, training, evaluation, etc.

- IDENTIFY SKILL REQUIREMENTS -- On the basis of the position descriptions critical skill requirements for each position should be developed.

- DEVELOP SELECTION SYSTEM -- The skill requirements should feed directly into the methods (tests, interviews, etc.) used to select personnel for each position.

- ASSESS CURRENT PERFORMANCE -- This is the focus of the workshop you are attending. Does the selection system give you the right kind of people? How are your personnel currently performing? Etc.

- PROJECT FUTURE NEEDS -- What are your turnover rates? What career paths are open to your staff? What potential is indicated by current performance?

EXPLANATION OF SLIDE 1.21 (Continued)

- DEVELOP AND IMPLEMENT TRAINING OPPORTUNITIES -- Using current perfor-
  mance evaluations and projections of future needs, determine training
  priorities and methods of implementation.

- EVALUATE IMPACT -- Is performance improving? Are you meeting current
  needs? Are you building for the future? Are you taking a systematic
  approach?

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SYSTEMS APPROACH

```
                    ┌─────────────────────┐
    ┌──────────────→│      ANALYZE        │
    │    ┌─────────→│   ORGANIZATION      │
    │    │          │    STRUCTURE        │
    │    │          └─────────────────────┘
    │    │                     │
    │    │          ┌─────────────────────┐
    │    │          │  DEVELOP/ANALYZE     │
    │    │          │     POSITION         │
    │    │          │   DESCRIPTIONS       │
    │    │          └─────────────────────┘
    │    │                     │
    │    │          ┌─────────────────────┐
    │    │          │     IDENTIFY         │
    │    │          │      SKILL           │
    │    │          │   REQUIREMENTS       │
    │    │          └─────────────────────┘
    │    │                     │
    │    │      ┌──→┌─────────────────────┐
    │    │      │   │     DEVELOP          │
    │    │      │   │    SELECTION         │
    │    │      │   │     SYSTEM           │
    │    │      │   └─────────────────────┘
    │    │      │              │
    │    │      │   ┌─────────────────────┐
    │    │      └───│     ASSESS           │──┐
    │    │          │    CURRENT           │  │
    │    │          │   PERFORMANCE        │  │
    │    │          └─────────────────────┘  │
    │    │                     │             │
    │    │          ┌─────────────────────┐  │
    │    └──────────│     PROJECT          │  │
    │               │     FUTURE           │  │
    │               │      NEEDS           │  │
    │               └─────────────────────┘  │
    │                         │              │
    │               ┌─────────────────────┐  │
    │               │     DEVELOP          │  │
    │               │       AND            │←─┘
    │               │   IMPLEMENT          │
    │               │    TRAINING          │
    │               │  OPPORTUNITIES       │
    │               └─────────────────────┘
    │                         │
    │               ┌─────────────────────┐
    └───────────────│    EVALUATE          │
                    │     IMPACT           │
                    └─────────────────────┘
```
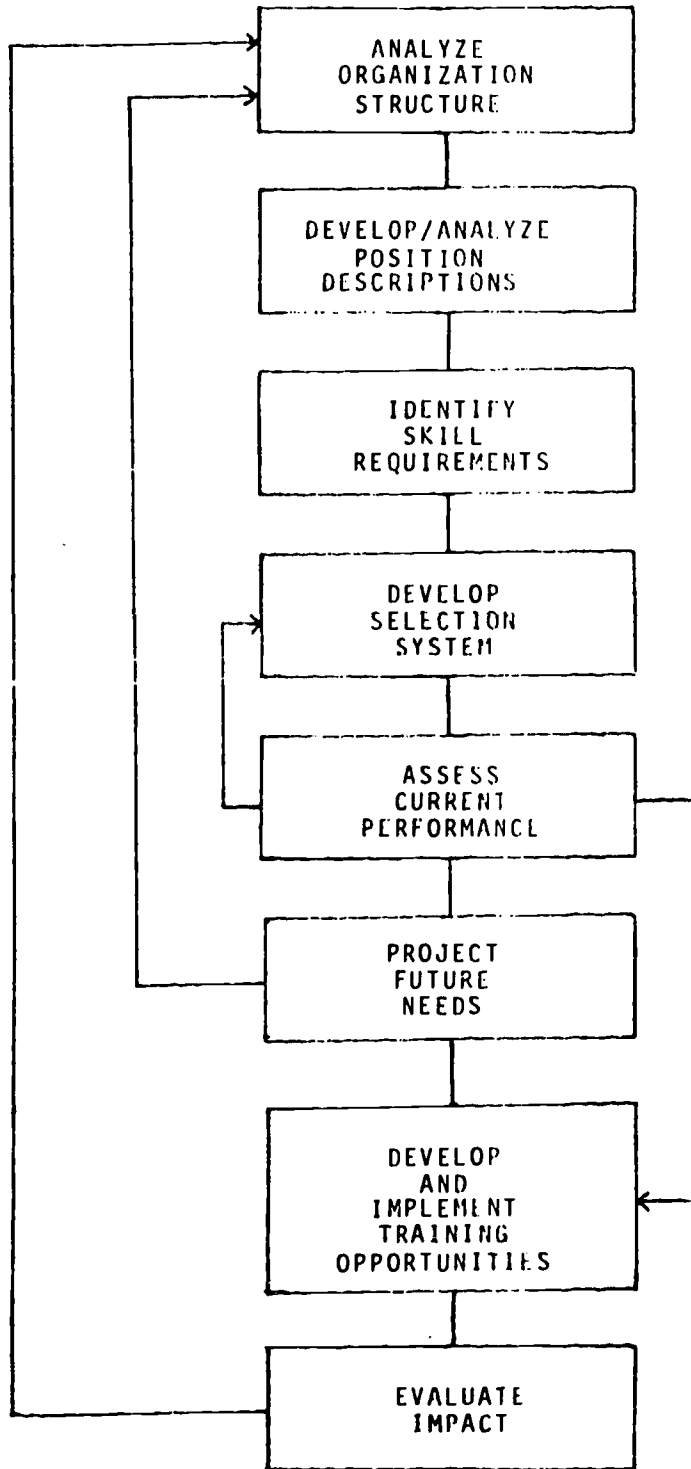
9. SOME FACTORS TO BE CONSIDERED

* PERFORMANCE EVALUATION SYSTEMS ARE NOT ONLY PART OF
  THE TOTAL ORGANIZATION SYSTEM, THEY ARE ALSO SUBJECT
  TO OTHER CONSTRAINTS OPERATING BOTH WITHIN AND EXTERNAL
  TO THE ORGANIZATION.

PLACE OVERHEAD SLIDE 1.25 ON THE PROJECTOR.

EXPLANATION OF SLIDE 1.25

* EXTERNAL FACTORS -- These are "forces" external to the organization
  which have the potential for significant impact on the organization
  and which must be considered when evaluating both personnel and total
  organizational performance. Primary among these external factors are
  the expectations the public has for the organization and the degree
  of support the organization receives from the public. Both of these
  factors must be considered when designing and implementing performance
  evaluation systems.

* INTERNAL FACTORS -- These are "forces" within the boundaries of the
  organization which should be considered and/or reflected in the per-
  formance evaluation system. These forces include:
     * The goals of the organization. How are these goals reflected
       in the performance evaluation system?
     * The objectives of the organization. How are these objectives
       reflected in the performance evaluation system?
     * Manpower/Staffing -- Are there enough people to do the job? Do
       supervisors have the time to complete lengthy performance
       evaluation reports?

<center>45</center>

* Financing -- Is the organization's budget contingent on a certain level of performance? Are there funds available for merit increases or bonuses?

* What is the climate for change? Will you have to "pull teeth" to implement a performance evaluation system? What has been your organization's experience with other performance evaluation systems?

* Management philosophy -- Where do your managers' fall on the "Theory X" --- "Theory Y" continuum. Joint setting of objectives will not work under an authoritarian/autocratic management philosophy.

☆ What impact will performance evaluation have on your agency in terms of: (1) time required to implement, (2) time required to operate, (3) expenses, (4) effect on workflow

* Special conditions -- What support and/or resistance will you get from your union, civil service, fraternal organizations, etc.? How will civil service and/or unions be involved in the design of the performance evaluation system?

● TECHNICAL FACTORS -- These are "forces" within the organization that directly impact the performance evaluation system.

* Organization structure -- When and under what circumstances are there formal performance reviews? Informal performance reviews? What records are kept? Who has access to these records?

* Character and descriptions of positions -- How many different job catergories are in the organization? How good are your position descriptions?

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* Ability to assess current performance -- Can raters currently evaluate performance? How much direct contact do raters have with those being rated? Do raters know enough about the jobs to evaluate performance? Who will actually do the rating?

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SOME FACTORS TO BE CONSIDERED

EXTERNAL FACTORS

PUBLIC EXPECTATIONS

PUBLIC (CLIENT) SUPPORT

INTERNAL FACTORS

GOALS

OBJECTIVES

MANPOWER

FINANCING

CLIMATE FOR CHANGE

MANAGEMENT PHILOSOPHY

AGENCY IMPACT

SPECIAL CONDITIONS

- UNIONS
- CIVIL SERVICE

TECHNICAL FACTORS

ORGANIZATIONAL STRUCTURE

- FORMAL REVIEWS
- INFORMAL REVIEWS

CHARACTER AND DESCRIPTIONS OF POSITIONS

ABILITY TO ASSESS CURRENT PERFORMANCE

10. WHO SHOULD EVALUATE -- I.

*   MANY EMPLOYEES ASSUME THAT PERFORMANCE EVALUATION
     AUTOMATICALLY IMPLIES EVALUATION OF A SUBORDINATE
     BY A SUPERIOR. HOWEVER, THERE ARE AT LEAST FOUR
     DIFFERENT POTENTIAL RATERS FOR EACH PERSON BEING
     RATED.

     *PLACE OVERHEAD SLIDE 1.27 ON THE PROJECTOR. BE SURE TO
     KEEP THE BOTTOM PORTION OF THE SLIDE COVERED.*

*   SUPERIORS, PEERS, SELF, AND SUBORDINATES ARE ALL
     POTENTIAL RATERS. THERE ARE A NUMBER OF POINTS TO
     BE CONSIDERED WHEN DECIDING WHO SHOULD ACTUALLY DO
     THE PERFORMANCE EVALUATION. THE MOST IMPORTANT POINT
     TO BE CONSIDERED IS?

     ASK PARTICIPANTS FOR THEIR IDEAS ON THE MOST IMPORTANT

     POINT TO BE CONSIDERED WHEN CHOOSING RATERS. LIST THEIR

     IDEAS AS THEY ARE GENERATED. ONCE PARTICIPANTS HAVE

     GIVEN THEIR SUGGESTIONS, REMOVE THE COVER FROM THE

     BOTTOM PORTION OF SLIDE 1.27.

*   THE RATER MUST BE FAMILIAR WITH THE ACTUAL PERFORMANCE
     OF THE PERSON BEING RATED IF THE PERFORMANCE RATINGS
     ARE TO HAVE ANY VALUE AT ALL.

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WHO SHOULD EVALUATE

THE WHO

SUPERIORS

PEERS

SELF

SUBORDINATES

CLIENTS

KEY FACTOR

HAS THE RATER ACTUALLY OBSERVED THE BEHAVIOR AND/OR THE

RESULTS OF THAT BEHAVIOR OF THE PERSON BEING RATED ? ? ?

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11. WHO SHOULD EVALUATE -- II.

ASK PARTICIPANTS TO LIST AS MANY ADVANTAGES/BENEFITS AND DRAWBACKS/DISADVANTAGES FOR EACH OF THE POSSIBLE RATERS LISTED ON SLIDE 1.27. RECORD THE BENEFITS AND DRAWBACKS AS THEY ARE SUGGESTED BY THE PARTICIPANTS. ONCE THEY HAVE COMPLETED THEIR SUGGESTIONS, PLACE SLIDE 1.30 ON THE PROJECTOR AND BRIEFLY DISCUSS EACH OF THE BENEFITS AND DRAWBACKS.

* EACH ORGANIZATION DIFFERS, BUT IN GENERAL WE CAN SAY THAT THE GREATER THE NUMBER OF KNOWLEDGEABLE RATERS WHO RATE A PARTICULAR PERSON, THE MORE STABLE IS THE AVERAGE OF THOSE RATINGS.

TO DEMONSTRATE THIS POINT, DRAW A LINE ON THE OVERHEAD PROJECTOR OR ON THE BLACKBOARD OR EASEL. THE LINE CAN BE OF ANY LENGTH. ASK THE PARTICIPANTS TO INDIVIDUALLY ESTIMATE THE LENGTH OF THE LINE AND TO RECORD THEIR ESTI-MATE. ASK EACH PARTICIPANT TO READ HIS/HER ESTIMATED LENGTH. RECORD THESE ESTIMATES. COMPUTE THE AVERAGE OF THE ESTIMATES. MEASURE THE LINE AND COMPARE THE ACTUAL LENGTH WITH THE ESTIMATED LENGTH. (YOU CAN USE ONE SIDE OF AN 8 1/2 X 11 SHEET OF PAPER TO MEASURE THE LINE.) POINT OUT THAT THE AVERAGE OF THE ESTIMATES IS VERY CLOSE TO THE ACTUAL LENGTH WHILE MANY OF THE INDIVIDUAL ESTIMATES MISS THE MARK BY A WIDE MARGIN.

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XIV.1.28.

EXPLANATION OF SLIDE 1.30

* BENEFITS -- As mentioned on the previous page, performance evaluations
  tend to improve as we add raters who have different perspectives. Each
  of the potential raters provides additional feedback to the person
  being rated in addition to providing the person who will be reviewing
  the performance evaluation results with the ratee with valuable
  information.

* DRAWBACKS -- Any rater who is not familiar with the actual performance
  of the person being rated will not be able to do a good job of rating.
  Any rater who is biased will not be able to rate the performance of the
  ratee objectively. Occasionally superiors are threatened by outstanding
  subordinates and "downgrade" these subordinates in an attempt to make
  themselves (the superior) look better than the subordinate. If peer
  ratings or subordinates ratings are used, the anonymity of the peers and
  subordinates must be guaranteed. There are a number of ways to do this.
  Probably the easiest is to use peer and subordinate ratings only when
  there are two or more peers or subordinates and to present the results
  of these ratings as averages. For example, a superior would be told that
  the average rating given to him/her by five subordinates on the first
  criterion was 5.67.
  We will have a lot more to say about rater errors, bias, and so on
  in the third module.

"WHO" SHOULD EVALUATE ?

BENEFITS AND DRAWBACKS

THE WHO	THE BENEFITS	THE DRAWBACKS
SUPERIORS	ANOTHER PERSPECTIVE FEEDBACK	MAY BE BIASED NOT FAMILIAR WITH WORK THREATENED BY "HOTSHOT"
PEERS	ANOTHER PERSPECTIVE FEEDBACK	MAY BE BIASED NOT FAMILIAR WITH WORK ANONYMITY MUST BE ASSURED
SELF	ANOTHER PERSPECTIVE PARTICIPATIVE	MAY MAKE BOSS DEFENSIVE MAY BE BIASED
SUBORDINATES	ANOTHER PERSPECTIVE FEEDBACK	NOT FAMILIAR WITH WORK MAY BE BIASED "AXE TO GRIND" ANONYMITY MUST BE ASSURED
CLIENTS	ANOTHER PERSPECTIVE FEEDBACK	MAY BE BIASED "AXE TO GRIND"

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XIV.1.30.

12. COMPONENTS OF SUCCESSFUL SYSTEMS

* THERE ARE MAJOR DIFFERENCES BETWEEN PERFORMANCE EVALUATION SYSTEMS IN ORGANZATIONS WHERE THE SYSTEMS ARE SUCCESSFUL AND THOSE THAT HAVE LESS SUCCESSFUL SYSTEMS. STUDIES OF THESE ORGANIZATIONS HAVE INDICATED THAT THE RELATIVE SUCCESS (OR FAILURE) OF THE PERFORMANCE EVALUATION SYSTEM CAN BE ATTRIBUTED TO THE FOLLOWING FACTORS:

PLACE OVERHEAD SLIDE 1.33 ON THE PROJECTOR

EXPLANATION OF SLIDE 1.33

* PARTICIPATION IN DEVELOPMENT OF SYSTEM -- Performance evaluation systems "imposed" on the organization or "borrowed" from another organization usually meet resistance. As mentioned earlier when discussing SOME FACTORS TO CON-SIDER, management, unions, hourly employees, special interest groups, etc. should be involved in developing your performance evaluation system. This point extends to asking for comments on ways to improve the current performance evaluation system.

* MANAGEMENT SUPPORT (MODELING EFFECT) -- In many organizations performance evaluations are restricted to first line supervisors and hourly employees. Top management support rings hollow when top management does not use a performance evaluation system. The opposite effect occurs when all levels of management both support and use a performance evaluation system.

* IN-HOUSE "EXPERT" -- If you hire a consultant to design your performance evaluation system, be sure that someone inside your organization works closely with the consultant so that someone can answer all the questions about the day to day use of the system.

EXPLANATION OF SLIDE 1.33 (Continued)

* TRAINING -- Even the best performance evaluation rating form can not survive by itself if the raters and ratees do not understand the entire performance evaluation system. The most efficient way to educate all those involved is through training. Some of the most effective systems include the performance evaluation training in their new employee orientation programs as well as annual training for all those using the rating system.

* FEEDBACK -- This is what employee performance evaluation is all about. The ratees must be told how they were rated. When performance evaluation forms are completed and placed in a personnel folder without being shown to the ratees, a valuable source of feedback has been wasted. The raters should receive feedback on how they compare with other raters. This point will be addressed again in the third module.
Management should receive feedback on how people were rated, how the system is functioning, etc. A statistical summary of ratings by organization, department, EEO category, etc. is extremely valuable.

COMPONENTS OF SUCCESSFUL SYSTEMS

* PARTICIPATION IN DEVELOPMENT OF SYSTEM

* MANAGEMENT SUPPORT (MODELING EFFECT)

* IN-HOUSE "EXPERT" TO ANSWER QUESTIONS AND COORDINATE

* TRAINING (BOTH ORIENTATION AND ONGOING)

* FEEDBACK TO:

    (1) RATEES -- HOW AM I DOING?

    (2) RATERS -- HOW DO I COMPARE WITH OTHER RATERS?

    (3) MANAGEMENT -- HOW IS THE SYSTEM OPERATING?

* FEEDBACK PROVIDED AT LEAST SEMI-ANNUALLY AND HOPEFULLY
  ON A QUARTERLY BASIS

13. RESISTANCE TO PERFORMANCE EVALUATION

* MORE OFTEN THAN NOT PERFORMANCE EVALUATION SYSTEMS
  ARE FACED WITH SUBTLE, AND NOT VERY SUBTLE, RESIS-
  TANCE. SOME OF THIS RESISTANCE CAN BE ATTRIBUTED TO
  THE RATER, SOME TO THE PERFORMANCE EVALUATION SYSTEM
  ITSELF, AND SOME TO THE ORGANIZATION'S USE OF THE
  PERFORMANCE EVALUATION SYSTEM.

*ASK PARTICIPANTS TO SUGGEST REASONS FOR THE RESISTANCE
TO PERFORMANCE EVALUATION THAT IS OFTEN SEEN. RECORD
THESE REASONS ON A BLACKBOARD OR EASEL. AFTER PARTICI-
PANTS HAVE COMPLETED THEIR LISTING, PLACE OVERHEAD SLIDE
1.35 ON THE PROJECTOR.*

* REVIEW MATERIAL PRESENTED ON SLIDE.

RESISTANCE TO PERFORMANCE EVALUATION

* FEAR OF THE UNKNOWN -- WHY ARE THEY <u>REALLY</u> DOING THIS

* ANOTHER DEMAND ON LIMITED TIME -- WHAT IS THE PAYOFF ?

* INERTIA -- THINGS ARE COMFORTABLE THE WAY THEY ARE

* DISRUPTION -- PERFORMANCE EVALUATION MAY MAKE SOME
  EMPLOYEES DISLIKE ME

* RATER LACK OF TRAINING -- WHAT AM I SUPPOSED TO BE DOING ?

* RATEE LACK OF TRAINING -- WHAT IS THE PURPOSE OF ALL THIS ?

* RATER LACK OF CONFIDENCE -- WHAT DO I DO IF SOMEONE GETS UPSET ?

* MOVING TOO QUICKLY -- LET'S HIT THE GROUND RUNNING WITH THIS

* OVERSIGHTS -- FAILURE TO TOUCH BASE WITH UNIONS, CIVIL SERVICE,
  PROFESSIONAL ASSOCIATIONS, ETC.

14. EQUAL EMPLOYMENT OPPORTUNITY (E.E.O.) AND PERFORMANCE
    EVALUATION SYSTEMS

    * YOU MAY HAVE HEARD OF THE FEDERAL LEGISLATION
      CONCERNING NON-DISCRIMINATION IN THE SELECTION OF
      EMPLOYEES. HOWEVER, MANY MANAGERS ARE NOT AWARE
      THAT THIS SAME BODY OF LEGISLATION ALSO PERTAINS
      TO PERFORMANCE EVALUATION SYSTEMS.

      PLACE OVERHEAD SLIDE 1.37 ON THE PROJECTOR

    * IT SHOULD BE OBVIOUS FROM THE SLIDE THAT MOST
      PERFORMANCE EVALUATION SYSTEMS MUST COMPLY WITH
      E.E.O. REQUIREMENTS. THESE REQUIREMENTS CAN
      BE SUMMARIZED IN TWO WORDS:

        * RELIABILITY

        * VALIDITY

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E.E.O. AND PERFORMANCE EVALUATION SYSTEMS

IF PERFORMANCE EVALUATION SCORES OR RATINGS ARE USED, IN WHOLE OR IN PART, FOR ANY OF THE FOLLOWING DECISIONS:

- SELECTION

- PROMOTION

- DEMOTION

- TERMINATION

- SPECIAL ASSIGNMENT

- TRAINING

- TRANSFER

- AND RELATED DECISIONS

THEN YOUR PERFORMANCE EVALUATION SYSTEM MUST BE:

- RELIABLE

- VALID

15. STANDARDS FOR ANY PERFORMANCE SYSTEM

* NOT ONLY ARE RELIABILITY AND VALIDITY ESSENTIAL FOR
  COMPLIANCE WITH E.E.O. REQUIREMENTS, THEY ARE ALSO
  NECESSARY FOR ANY PERFORMANCE EVALUATION SYSTEM TO
  BE SUCCESSFUL. THE E.E.O. REQUIREMENTS ARE DOING
  LITTLE MORE THAN PUTTING THE FORCE OF LAW BEHIND
  ESTABLISHED SOUND PERSONNEL PRACTICES.

  PLACE OVERHEAD SLIDE 1.40 ON THE PROJECTOR

EXPLANATION OF SLIDE 1.40

* RELIABILITY -- Refers to consistency in measurement. In regard to
  performance evaluation systems, reliability means that two raters
  who are both rating Mary Miller will give Mary Miller approximately
  the same rating. Another way of looking at reliability is to ask
  if rater A. would give Mary Miller approximately the same rating if
  Mary Miller were rated once during the first week of May and again
  during the second week of May. If ratings reflect little more than
  the day of the week or the mood of the rater, they are useless.
  Reliability also means that the ratings are free from bias and
  prejudice, both of which are characteristics of the rater rather
  than the ratee. That is, a male rater who is biased against women
  may give Mary Miller a lower rating than she deserves. The bias
  is in the male rater, not in Mary Miller.

* VALIDITY -- Validity refers to the degree to which performance
  evaluation criteria are actually related to the job. The most
  obvious requirement stemming from validity is that the criteria
  used in the performance evaluation system be related to the tasks

EXPLANATION OF SLIDE 1.40 (Continued)

actually performed on the job. A more subtle requirement of validity
is that the scores on the performance evaluation instrument actually
reflect differences in performance. It would not make sense if the
top performer received the lowest rating. Nor does it make sense
for all performers to receive the same, or almost the same, rating
regardless of performance.

- E.E.O. QUESTIONS RAISED BY RELIABILITY AND VALIDITY -- In regard to
  E.E.O. we should be able to answer all of the questions listed
  on Slide 1.40. And, hopefully, the answer to each question will
  be "NO".

STANDARDS FOR ANY PERFORMANCE SYSTEM

RELIABILITY

* CONSISTENCY BETWEEN RATERS

* FREEDOM FROM BIAS

VALIDITY

* CRITERIA ARE JOB RELATED

* CRITERIA ACTUALLY REFLECT DIFFERENCES IN PERFORMANCE

E.E.O. QUESTIONS RAISED BY RELIABILITY AND VALIDITY

* ARE MINORITIES CONSISTENTLY RATED LOWER THAN WHITES

* ARE WOMEN CONSISTENTLY RATED LOWER THAN MEN

* ARE OLDER EMPLOYEES CONSISTENTLY RATED LOWER
  THAN YOUNGER EMPLOYEES

* IS ONE JOB CLASSIFICATION CONSISTENTLY RATED
  LOWER THAN ANOTHER CLASSIFICATION

16. EXAMPLES OF SYSTEMATIC BIAS IN PERFORMANCE EVALUATION SYSTEMS

* THE E.E.O. REQUIREMENTS JUST MENTIONED ARE CLEAR IN
THEIR PROHIBITION OF SYSTEMATIC BIAS. NOW LET US
LOOK AT SOME EXAMPLES OF ACTUAL PERFORMANCE RATINGS
AND DETERMINE IF THERE IS ANY EVIDENCE OF BIAS.
ASSUME THAT WE ARE DEALING WITH A CITY GOVERNMENT
EMPLOYING TWO THOUSAND PERSONNEL. WE WILL STUDY
A STATISTICAL ANALYSIS OF RATINGS ON THREE OF THE
CRITERIA.

PLACE OVERHEAD SLIDE 1.43 ON THE PROJECTOR.

* ASK THE PARTICIPANTS TO STUDY THIS SLIDE. DO THEY
SEE ANY INDICATIONS OF SYSTEMATIC BIAS ?

EXPLANATION OF SLIDE 1.43

Slide 1.43 exemplifies systematic bias on the basis of job level. On the
left side of the Slide are listed the eight E.E.O.C. job categories that
all organizations use when completing their E.E.O. reports. On the right
hand of the Slide are listed the average rating received by everyone in a
particular job category for criterion one. Assume that criterion one
focusses on ability to meet deadlines. You will notice that as we go
from upper level jobs to lower level jobs, the average rating received
decreases. There is probably no actual difference in ability to meet
deadlines among the different organizational levels. Therefore this
would be an indication of bias.

PLACE OVERHEAD SLIDE 1.44 ON THE PROJECTOR.

XIV.1.41.

16. EXAMPLES OF BIAS -- CONTINUED

* ASK THE PARTICIPANTS TO STUDY THIS SLIDE. DO THEY
  SEE ANY INDICATIONS OF SYSTEMATIC BIAS?

EXPLANATION OF SLIDE 1.44

Slide 1.44 presents the E.E.O.C. job categories on the left side and the
average rating received by males and females on criterion six on the right
side. Assume that criterion six measures ability to get along with
co-workers. With the exception of the OFFICE/CLERICAL category, females
are rated lower than males in every job category. This is probably an
indication of bias. In addition, the lower rating received by males in
the OFFICE/CLERICAL category is probably another indication of bias.

  PLACE OVERHEAD SLIDE 1.45 ON THE PROJECTOR.

* ASK THE PARTICIPANTS TO STUDY THIS SLIDE. DO THEY
  SEE ANY INDICATIONS OF SYSTEMATIC BIAS?

EXPLANATION OF SLIDE 1.45

The left hand side of Slide 1.45 lists the E.E.O.C. job categories. The
right hand side of the Slide presents the average rating received on cri-
terion four for each job category for both non-whites and whites. Assume
that criterion four measures written communication skills. There are two
types of systematic bias presented here. The first is what might be
called "reverse" discrimination. With the exception of the SKILLED CRAFTS
category, non-whites are rated higher than whites. We can also see bias
by job level as we saw in Slide 1.43.

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| | AVERAGE RATING RECEIVED |
| | CRITERION ONE |

	E.E.O.C. JOB CATEGORIES	
	OFFICIALS/ADMINISTRATORS	7.46
	PROFESSIONALS	7.36
	TECHNICIANS	6.44
	PROTECTIVE SERVICE	6.30
	PARAPROFESSIONALS	6.86
	OFFICE/CLERICAL	6.21
	SKILLED CRAFTS	6.44
	SERVICE/MAINTENANCE	5.68

	AVERAGE RATING RECEIVED CRITERION SIX	
	FEMALE	MALE
OFFICIALS/ADMINISTRATORS	6.36	6.56
PROFESSIONALS	7.28	7.44
TECHNICIANS	6.37	6.51
PROTECTIVE SERVICE	5.41	6.34
PARAPROFESSIONALS	6.86	6.86
OFFICE/CLERICAL	6.42	6.00
SKILLED CRAFTS	5.36	6.54
SERVICE/MAINTENANCE	6.67	6.70

E.E.O.C. JOB CATEGORIES

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XIV.1.44.

	AVERAGE RATING RECEIVED CRITERION FOUR	
	NON-WHITE	WHITE
OFFICIALS/ADMINISTRATIORS	6.58	6.38
PROFESSIONALS	7.46	7.30
TECHNICIANS	6.54	6.51
PROTECTIVE SERVICE	6.34	5.78
PARAPROFESSIONALS	6.89	6.68
OFFICE/CLERICAL	6.67	6.35
SKILLED CRAFTS	5.23	6.65
SERVICE/MAINTENANCE	5.98	5.76

E.E.O.C. JOB CATEGORIES

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XIV.1.45.

17. PEOPLE AND THEIR PERFORMANCE

* MOST PERFORMANCE EVALUATION SYSTEMS IN USE TODAY DO
  NOT ACCURATELY REFLECT THE PERFORMANCE OF THE PEOPLE
  BEING RATED. MOREOVER, MOST SYSTEMS YIELD RATINGS
  THAT ARE USUALLY "TOO HIGH". LET'S TAKE A CLOSE
  LOOK AT HUMAN PERFORMANCE.

* IF YOU NEVER FIRED ANY POOR PERFORMERS AND IF YOU
  NEVER LOST ANY OF YOUR TOP PERFORMERS, THEN A PIC-
  TURE OF THE "REAL" PERFORMANCE IN YOUR ORGANIZATION
  WOULD PROBABLY RESEMBE THE NORMAL CURVE.

*PLACE OVERHEAD SLIDE 1.48 ON THE PROJECTOR. COVER THE
BOTTOM HALF OF THE SLIDE.*

* AS YOU CAN SEE, MOST OF THE PEOPLE FALL INTO THAT
  MIDDLE CATEGORY OF "MEET JOB STANDARDS". A FEW PEOPLE
  ARE UNACCEPTABLE AND A FEW ARE OUTSTANDING. HOWEVER,
  THIS CURVE DOES NOT REFLECT ACTUAL PERFORMANCE IN MOST
  ORGANIZATIONS BECAUSE WE DO FIRE POOR PERFORMERS AND WE
  DO LOSE SOME OUTSTANDING PERFORMERS. THEREFORE A
  PICTURE OF THE "REAL" PERFORMANCE IN YOUR ORGANIZATION
  AS IT ACTUALLY IS WOULD PROBABLY RESEMBLE THE MODIFIED
  NORMAL CURVE.

UNCOVER THE BOTTOM HALF OF SLIDE 1.48.

* ON THIS MODIFIED CURVE THERE ARE FEWER PEOPLE IN THE
  UNACCEPTABLE CATEGORY, FEWER PEOPLE IN THE BELOW
  STANDARD CATEGORY, MORE PEOPLE IN THE MEET STANDARD

17. PEOPLE AND THEIR PERFORMANCE -- CONTINUED

CATEGORY, AND A FEW MORE IN THE ABOVE STANDARD CATEGORY.
REMEMBER, THIS IS A PICTURE OF PERFORMANCE IN THE
TYPICAL ORGANIZATION.

*ASK THE PARTICIPANTS IF THEY HAVE ANY REASON TO SUSPECT
THAT THE PERFORMANCE CURVE IN THEIR ORGANIZATION DIFFERS
FROM THE MODIFIED NORMAL CURVE. IF THEY DO, LIST THE
REASONS AND THEN CONSTRUCT A CURVE WHICH REFLECT THE
CURRENT PERFORMANCE IN THEIR ORGANIZATION. REMEMBER,
WE ARE TALKING ABOUT ACTUAL PERFORMANCE, NOT ABOUT THE
CURRENT PERFORMANCE EVALUATION RATINGS.*

* NOW LET'S TURN OUR ATTENTION TO PERFORMANCE AS IT IS
  REFLECTED IN MOST ORGANIZATIONS' PERFORMANCE EVALUATION
  SYSTEMS.

*ASK PARTICIPANTS TO HELP YOU CONSTRUCT A PERFORMANCE CURVE
WHICH REFLECTS THE PERFORMANCE EVALUATION RATINGS RECEIVE
BY PEOPLE IN THE ORGANIZATION. AFTER THE CURVE HAS BEEN
CONSTRUCTED, PLACE OVERHEAD SLIDE 1.49 ON THE PROJECTOR.*

* IF YOUR ORGANIZATION IS SIMILAR TO OTHERS, THE PERFOR-
  MANCE CURVE IS DISTORTED. THERE ARE VERY FEW UNACCEPT-
  ABLE AND BELOW STANDARD RATINGS, AND FAR TOO MANY ABOVE
  STANDARD AND OUTSTANDING RATINGS. IN THIS SITUATION, A
  RATING OF MEETS STANDARDS IS ACTUALLY A BELOW AVERAGE
  RATING.

THE "NORMAL" CURVE

5%	15%	60%	15%	5%
UNACCEPTABLE	BELOW STANDARD	MEET STANDARD	ABOVE STANDARD	OUTSTANDING

THE "MODIFIED NORMAL" CURVE

5%	10%	66%	17%	5%

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THE DISTORTED CURVE

	5%	35%	35%	25%
UNACCEPTABLE	BELOW STANDARD	MEET STANDARD	ABOVE STANDARD	OUTSTANDING

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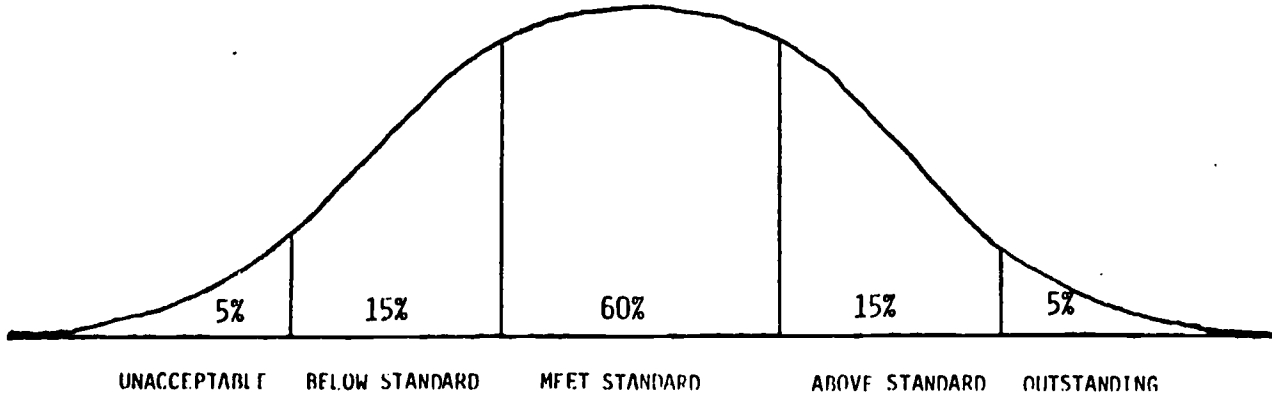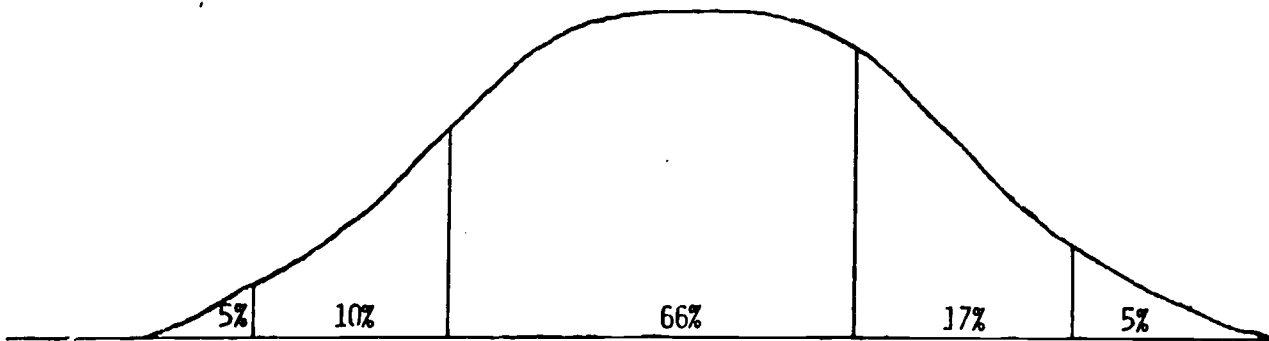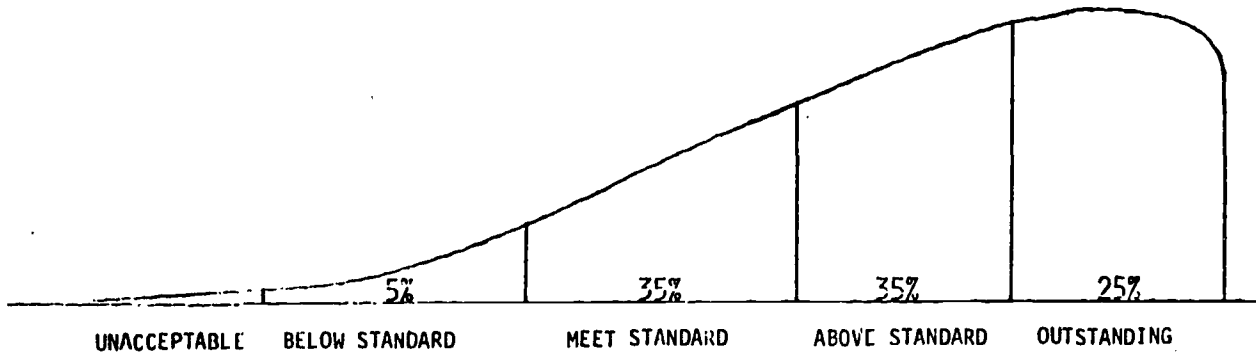
18. RELATIONSHIP BETWEEN MBO AND PERFORMANCE EVALUATION

* MANY GOVERNMENTAL UNITS ARE TURNING TO MANAGEMENT BY
  OBJECTIVES (MBO) AS ONE MEANS OF IMPROVING THEIR OVER-
  ALL EFFECTIVENESS. PERFORMANCE EVALUATION IS ACTUALLY
  AN INTEGRAL PART OF THE TOTAL MBO SYSTEM. A STANDARD
  PERFORMANCE EVALUATION FORM, OR FORMS, CAN EASILY BE
  INTEGRATED WITH THE MBO SYSTEM.

PLACE OVERHEAD SLIDE 1.51 ON THE PROJECTOR.

* AS CAN BE SEEN ON THE SLIDE, WHEN MBO REACHES THE
  INDIVIDUAL'S LEVEL, THE EMPHASIS IS ON ESTABLISHING
  AND MEETING PERFORMANCE OBJECTIVES. IN MODULE FOUR WE
  WILL ADDRESS THE ISSUE OF SETTING PERFORMANCE OBJECTIVES
  IN DETAIL.

EXPLANATION OF SLIDE 1.51

Essentially, MBO involves setting an organizational mission and broad
goals at the highest levels of the organization. These goals are then
translated into more specific goals and objectives for each department,
unit, or branch of the organization. At the individual employee's level,
MBO involves setting specific performance objectives. For an in-depth
discussion of performance objectives, see Module Three. It is at the
level of individual performance objectives, action planning, and progress
reviews that there is a high degree of overlap between MBO and performance
evaluation.

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RELATIONSHIP BETWEEN MBO AND PERFORMANCE EVALUATION

LONG RANGE GOAL AND PLANS

ORGANIZATION OBJECTIVES

DEPARTMENTAL OBJECTIVES

UNIT OBJECTIVES

INDIVIDUAL OBJECTIVES

ACTION PLAN

IMPLEMENT

PROGRESS REVIEWS   FOCUS   ON

PERFORMANCE EVALUATION   PERFORMANCE

MANAGEMENT BY OBJECTIVES

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XIV.1.51.
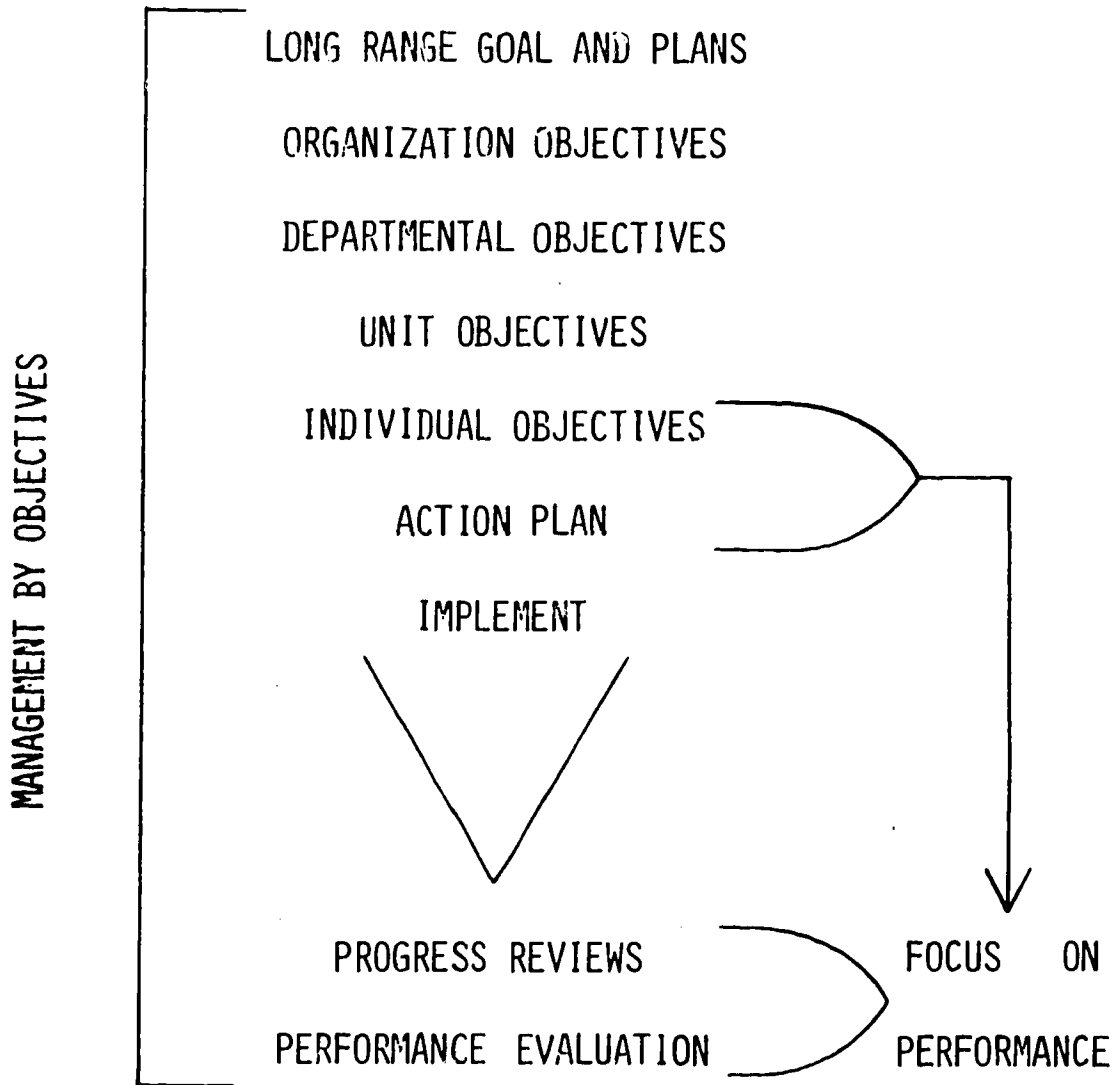
19. THE PSYCHOLOGY OF PERFORMANCE EVALUATION

* MANY MANAGERS CONSIDER EMPLOYEE PERFORMANCE TO BE
A DIRECT FUNCTION OF AN EMPLOYEE'S LEVEL OF MOTI-
VATION. IN REALITY, PERFORMANCE IS THE END PRODUCT
OF A LARGE NUMBER OF FACTORS, SOME WITHIN THE
EMPLOYEE AND SOME EXTERNAL TO THE EMPLOYEE. IT
IS IMPORTANT TO CONSIDER ALL OF THESE FACTORS WHEN
EVALUATING PERFORMANCE, ESPECIALLY WHEN WE ARE
SEARCHING FOR CAUSES OF POOR PERFORMANCE.

PLACE OVERHEAD SLIDE 1.55 ON THE PROJECTOR.

EXPLANATION OF SLIDE 1.55

* Within the individual, performance is the result of both the
employee's ability to do the job and the employee's motivation
to perform at a certain level. Let's look at each of these factors.

* ABILITY -- Ability to do the job is a direct result of the employee's
experience, motor skills (i.e., physical capacity to do the work
required), and knowledge about the job. If the employee is weak in
any one of these areas, potential performance may suffer. The arrow
from PERFORMANCE to EXPERIENCE indicates that experience is a direct
result of performance.

* MOTIVATION -- Motivation is much more complex than the carrot-and-the
stick approach implies. Personal goals play an extremely important
part in the motivation to perform, or not to perform. The closer
personal goals are related to job goals, the higher the potential
motivation. In addition to personal goals, we must consider the
results of good and/or bad performance in the past. If level of

75 XIV.1.52.

performance is not related to any rewards or punishments, then

we can not expect those employees who are motivated by external

rewards and punishments to be motivated by a system that neither

rewards nor punishes.

The last point we must consider is how the employee views himself or

herself. How often have they succeeded or failed in the past? Do

they consider themselves to be "successes" or "failures". This

point is directly related to the self-fulfilling prophecy idea that

what we believe can have a significant effect on what we do.

All the arrows on the motivation side of the chart indicate that

each of the factors influences the other factors. For example,

personal goals are based, in part, on past successes and failures.

* AFTER YOU HAVE REVIEWED SLIDE 1.55 ASK THE PARTICI-
  PANTS WHAT HAS BEEN OMITTED FROM THE DISCUSSION ON
  PERFORMANCE. LIST ALL THOSE IDEAS GENERATED BY THE
  PARTICIPANTS.

PLACE OVERHEAD SLIDE 1.56 ON THE PROJECTOR.

* PEOPLE DO NOT EXIST IN VACUUMS. THE OBVIOUS OMISSION
  IN OUR DISCUSSION OF PERFORMANCE IS THE JOB SITUATION,
  OR ENVIRONMENT, IN WHICH THE PERSON WORKS. THIS
  ENVIRONMENT INCLUDES THE SUPERVISOR, CO-WORKERS, AND
  ALL THE OTHER FACTORS LISTED ON SLIDE 1.56.

EXPLANATION OF SLIDE 1.56

° ENVIRONMENT -- The environment includes everything that is external to,

or outside of, the person which can have an effect on their performance.
We can even extend this notion to include environmental factors away
from the job such as family, hobbies, residence, etc.

° PERFORMANCE -- Performance, therefore, is the result of a combination
of environmental factors, individual ability, and individual motivation.
What makes this a complicated state of affairs is that all three of
these components may have different effects, and probably will have,
on employees. Therefore two employees working on the same job may
perform at the same level, or at different levels, for entirely
different reasons.

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┌─────────────────┐                        ┌─────────────────┐
│                 │                        │  PAST SUCCESS   │◄────────┐
│   KNOWLEDGE     │                        │ AND/OR FAILURE  │         │
│                 │                        │                 │         │
└────────┬────────┘                        └────────┬────────┘         │
         │                                          │                  │
         │                                          │                  │
         │                                          │                  │
┌────────┴────────┐                        ┌────────┴────────┐         │
│                 │                        │   RESULTS OF    │         │
│  MOTOR SKILLS   │                        │ GOOD/BAD PAST   │◄────────┤
│                 │                        │  PERFORMANCE    │         │
└────────┬────────┘                        └────────┬────────┘         │
         │                                          │                  │
         │                                          │                  │
         │                                          │                  │
┌────────┴────────┐                        ┌────────┴────────┐         │
│                 │◄──┐                     │                 │◄────────┤
│   EXPERIENCE    │   │                     │ PERSONAL GOALS  │         │
│                 │   │                     │                 │         │
└────────┬────────┘   │                     └────────┬────────┘         │
         │            │                              │                  │
         │            │                              │                  │
┌────────┴────────┐   │                     ┌────────┴────────┐         │
│                 │   │                     │                 │◄────────┤
│    ABILITY      │   │                     │  MOTIVATION     │         │
│                 │   │                     │                 │         │
└───────────┐     │   │                ┌────┴────────────────┘         │
            └─────┼───┼──────┐  ┌──────┘                               │
                  │   │      └──┴──┐                                    │
                  │   │   ┌────────┴────────┐                          │
                  │   └───┤                 ├──────────────────────────┘
                  └───────┤  PERFORMANCE    │
                          │                 │
                          └─────────────────┘
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XIV.1.55. 78

WORKING CONDITIONS

LEADERSHIP STYLE

SYSTEM DESIGN

COMPENSATION

JOB DESIGN

EQUIPMENT

COWORKERS

ETC.

ENVIRONMENT

ABILITY

MOTIVATION

PERFORMANCE

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XIV.1.56.
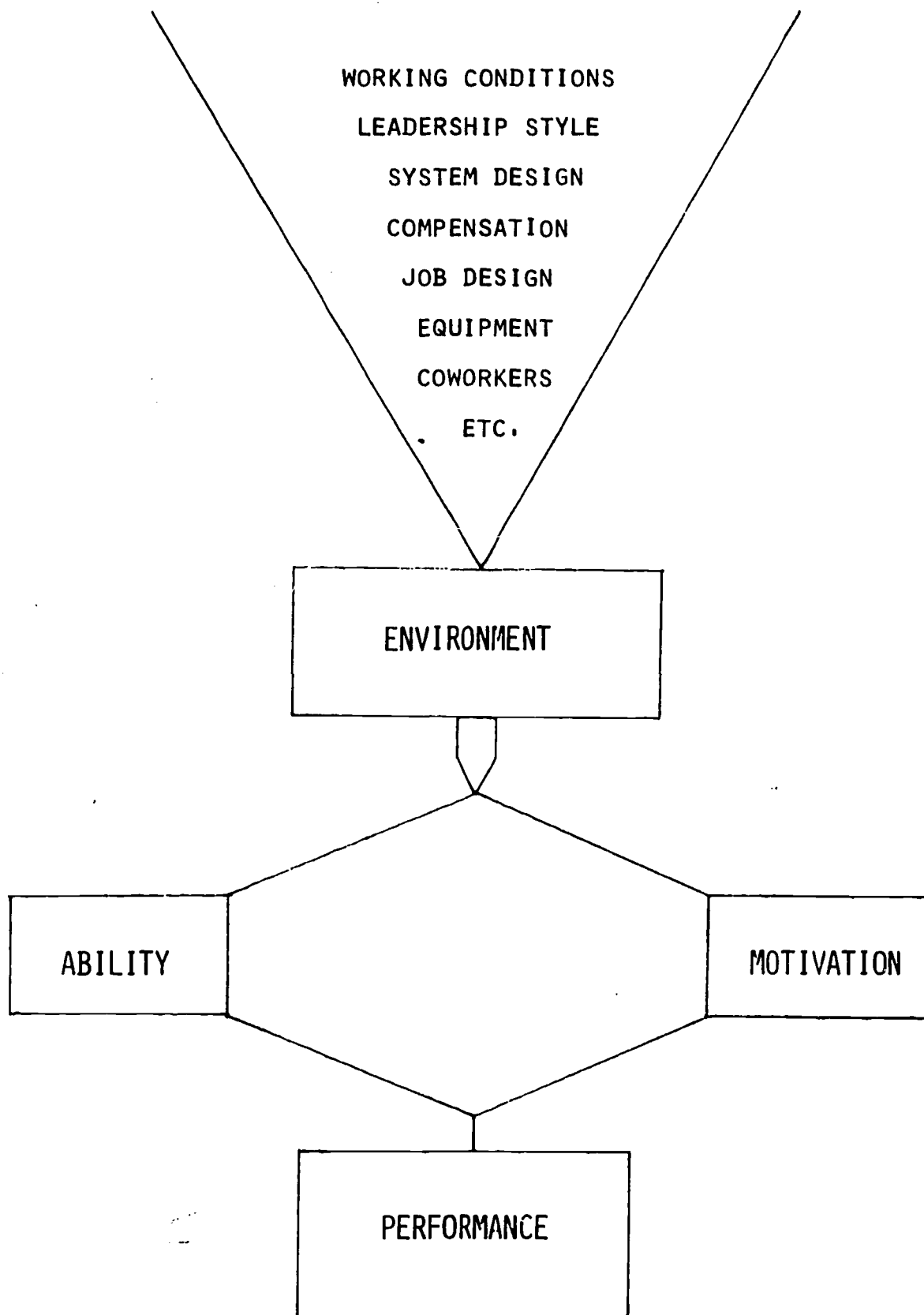
20. POST-TEST

* REFER PARTICIPANTS TO THE POST-TEST IN THEIR MANUALS.

  ALLOW PARTICIPANTS 15 MINUTES TO COMPLETE THE POST-TEST.

  AFTER THE POST-TEST HAS BEEN COMPLETED, HAVE PARTICI-
  PANTS SCORE BOTH THE PRE-TEST AND THE POST-TEST USING
  THE ANSWER SHEET INCLUDED IN THEIR MANUAL.

  IF YOU ARE USING THE PRE-TEST AND THE POST-TEST TO
  EVALUATE LEARNING, ASK PARTICIPANTS TO RECORD THEIR
  FOUR-DIGIT NUMBER IN THE UPPER RIGHT CORNER OF THE
  POST-TEST. IF YOU WILL BE RESPONSIBLE FOR SCORING
  THE POST-TESTS, YOU SHOULD REMOVE THE ANSWER SHEETS
  FROM THE PARTICIPANT'S MANUALS.

21. THIS CONCLUDES MODULE ONE

IF ANOTHER MODULE DIRECTLY FOLLOWS MODULE ONE, PROCEED TO THAT MODULE.

IF THERE WILL NOT BE ANOTHER MODULE IMMEDIATELY AFTER MODULE ONE, YOU MAY USE THIS TIME FOR COMPLETING ANY NECESSARY FORMS AND FOR OBTAINING FEEDBACK FROM THE PARTICIPANTS.

IF YOU HAVE A STANDARD COURSE FEEDBACK FORM, DISREGARD SLIDE 1.59. IF YOU DO NOT HAVE A FEEDBACK FORM, CON-SIDER THE QUESTIONS ON SLIDE 1.59. THESE ARE GIVEN ONLY AS SUGGESTIONS. YOU ARE ENCOURAGED TO DEVELOP FEEDBACK QUESTIONS FOR YOUSELF.

PLACE OVERHEAD SLIDE 1.59 ON THE PROJECTOR.

WORKSHOP FEEDBACK

1. WHAT DID YOU LIKE BEST ABOUT THE WORKSHOP?

2. WHAT DID YOU LIKE LEAST ABOUT THE WORKSHOP?

3. TO WHAT EXTENT DO YOU THINK YOU WILL BE ABLE TO USE THE INFORMATION PRESENTED IN THIS WORKSHOP?

4. DO YOU HAVE ANY OTHER COMMENTS?

COMPONENT OF MODULE: STUDENT MANUAL

MODULE NO.:   ONE

MODULE TITLE: PERFORMANCE EVALUATION SYSTEMS

THIS MODULE DEVELOPED BY: M. PETER SCONTRINO, PH.D.

SUBCONTRACTOR: M. PETER SCONTRINO, PH.D.
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                            ISSAQUAH, WA   98027

ACKNOWLEDGEMENTS

INTRODUCTION

THIS MODULE PRESENTS AN OVERVIEW OF THE PERFORMANCE EVALUATION PROCESS INCLUDING THE WHAT, THE WHO, THE HOW, AND THE WHEN OF PERFORMANCE EVALUATION. IN THIS MODULE PERFORMANCE EVALUATION IS PRESENTED AS AN EMPLOYEE FEEDBACK AND DEVELOPMENT TOOL. EMPLOYEE PERFORMANCE IS RELATED TO THE SKILL, MOTIVATION, AND PALT EXPERIENCE OF THE INDIVIDUAL IN A PARTICULAR ORGANIZATIONAL SETTING. FIRST WE PRESENT A GENERAL MODEL FOR PERFORMANCE EVALUATION, THEN WE IDENTIFY THE VARIOUS USES OF PERFORMANCE EVALUATION RESULTS INCLUDING: EMPLOYEE DEVELOPMENT, IDENTIFICATION OF TRAINING NEEDS, CRITERIA FOR SELECTION, CRITERIA FOR EVALUATING BIAS IN RATING, EVALUATION OF TRAINING, PROMOTION, DEMOTION, AND PLANNING. GUIDELINES FOR SELECTING RATERS ARE PRESENTED AS WELL AS POSSIBLE AREAS OF RESISTANCE TO THE PERFORMANCE EVALUATION PROCESS.

THIS PARTICIPANT'S MANUAL CONTAINS COPIES OF ALL THE MATERIALS THAT YOU WILL BE USING r .ING THE MODULE AS WELL AS COPIES OF ALL THE TRANSPARENCIES THAT THE INSTRUCTOR WILL BE USING.

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MODULE ONE OBJECTIVES

BY THE CONCLUSION OF MODULE ONE PARTICIPANTS WILL BE ABLE TO:

* OUTLINE A SYSTEMS' APPROACH TO PERFORMANCE EVALUATION

* IDENTIFY THE VARIOUS USES OF PERFORMANCE EVALUATION RESULTS

* POINT OUT THE EMPLOYEE FEEDBACK AND DEVELOPMENT ASPECTS
  OF PERFORMANCE EVALUATION

* IDENTIFY THE EQUAL EMPLOYMENT OPPORTUNITY (E.E.O.) IMPLI-
  CATIONS OF PERFORMANCE EVALUATION SYSTEMS

* SHOW THE INTERRELATIONSHIP BETWEEN MANAGEMENT BY OBJECTIVES
  (MBO) AND PERFORMANCE EVALUATION

* IDENTIFY THE MULTIPLE FACTORS AFFECTING AN EMPLOYEE'S
  PERFORMANCE

AGENDA FOR MODULE ONE

* WORKSHOP OVERVIEW AND OBJECTIVES

* ROLES OF PERFORMANCE EVALUATION

* SYSTEMS APPROACH TO PERFORMANCE EVALUATION

* FACTORS TO CONSIDER

* WHO SHOULD EVALUATE

* COMPONENTS OF SUCCESSFUL PERFORMANCE EVALUATION SYSTEMS

* RESISTANCE TO PERFORMANCE EVALUATION

* PERFORMANCE EVALUATION AND E.E.O. COMPLIANCE

* CRITERIA FOR EVALUATING BIAS IN PERFORMANCE SYSTEMS

* PEOPLE AND THEIR PERFORMANCE

* PERFORMANCE EVALUATION AND MANAGEMENT BY OBJECTIVES

* PSYCHOLOGY OF PERFORMANCE EVALUATION

* QUESTIONS AND DISCUSSION

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XIV. 1.4.

MODULE ONE PRE-TEST

MULTIPLE-CHOICE QUESTIONS

Bel⌐ e a number of multiple choice questions on the performance eval-
uation process. For each question, please circle the letter (a.,b., c.,
d., or e.) of that word of phrase which, when added to the incomplete
statement, gives the best answer.

1. Employee performance can be evaluated by which of the following
   groups?

   a. Superiors

   b. Peers

   c. Self

   d. Subordinates

   e. All of the above

2. A systematic procedure for developing a performance evaluation system
   would require a series of specific, interrelated steps. What would
   be the first thing you would do in establishing such a system?

   a. Analyze organization structure

   b. Develop/analyze position descriptions

   C. Identify skill requirements

   d. Develop the selection system

   e. Assess current performance

3. The two most important aspects of a performance evaluation system are
   that the system be:

   a. Systematic and reliable

   b. Valid and reliable

   c. Valid and systematic

   d. Systematic and simple

   e. Reliable and simple

4. With regard to overall performance, most employees should fall into
   the following category:

   a. Superior performance

   b. Above average performance

   c. Average performance

   d. Below average performance

   e. Unacceptable performance

PERFORMANCE EVALUATION FACTORS
SELF-ASSESSMENT

Below are listed a series of statements about performance evaluation and related topics. For each statement please rate yourself in terms of your knowledge about the particular statement or your ability to do the behavior described by the statement. Please circle the letter that describes your answer.

1. To what degree can you describe systems techniques as they pertain to the development of a performance evaluation system?

      A.   B.   C.   D.
NOT AT ALL   TO A VERY LOW DEGREE   TO A MODERATE DEGREE   TO A VERY HIGH DEGREE

2. To what degree can you identify the implications of Equal Employment (E.E.O.) guidelines for performance evaluation systems?

      A.   B.   C.   D.
NOT AT ALL   TO A VERY LOW DEGREE   TO A MODERATE DEGREE   TO A VERY HIGH DEGREE

3. To what degree can you explain the relationship between management by objectives (M.B.O.) and performance evaluation systems?

      A.   B.   C.   D.
NOT AT ALL   TO A VERY LOW DEGREE   TO A MODERATE DEGREE   TO A VERY HIGH DEGREE

4. To what degree can you identify the multiple factors contributing to a particular employee's performance?

      A.   B.   C.   D.
NOT AT ALL   TO A VERY LOW DEGREE   TO A MODERATE DEGREE   TO A VERY HIGH DEGREE

5. To what degree can you identify the various potential uses of performance evaluation results?

      A.   B.   C.   D.
NOT AT ALL   TO A VERY LOW DEGREE   TO A MODERATE DEGREE   TO A VERY HIGH DEGREE

6. To what degree can you point out the employee feedback and development aspects of performance evaluation?

      A.   B.   C.   D.
NOT AT ALL   TO A VERY LOW DEGREE   TO A MODERATE DEGREE   TO A VERY HIGH DEGREE

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XIV. 1.6.

TRUE-FALSE QUESTIONS

Below are a number of statements related to the performance evaluation
process. If you think a particular statement is TRUE, circle the "T".
If you think a statement is FALSE, circle the "F". If you don't have the
slightest idea whether a statement is TRUE of FALSE, circle the "?".

T ? F 1. Performance evaluation systems are vulnerable to both in-
ternal and external pressures.

T ? F 2. Organizational structure has little to do with an em-
ployee's performance.

T ? F 3. If at all possible employees should be involved in the de-
velopment of performance evaluation systems.

T ? F 4. Public and/or client expectations have considerable po-
tential impact on the organization and its performance
evaluation system.

T ? F 5. The character and description of positions need not be
carefully considered in developing a performance eval-
uation system.

T ? F 6. The individual employee often lacks the ability to per-
ceive the quality of his/her own performance.

T ? F 7. Self-evaluation is apt to be biased and self-serving,
and, for that reason, has no place in an objective eval-
uation system.

T ? F 8. In developing a performance evaluati:. sy   , the orga-
nizational "climate for change" should be seriously con-
sidered.

T ? F 9. Most performance evaluation systems yield ratings which
are too high.

XIV. 1.7.

CHECKLIST QUESTIONS

1. Below are listed a series of personnel related actions. Please place a check beside each of those actions which are directly related to the performance evaluation process.

   a. ___Feedback on performance

   b. ___Identification of training needs

   c. ___Long range planning

   d. ___Merit pay increases

   e. ___Promotion

   f. ___Demotion

   g. ___Job analysis

   h. ___Evaluating effectiveness of the
       selection process

2. Below are listed the results of a statistical analysis of your performance evaluation system. Please place a check beside each statement which indicates possible bias in your performance evaluation system.

   a. ___Minorities are consistently rated higher than whites

   b. ___Women are consistently rated lower than men

   c. ___Older employees are consistently rated lower than younger employees

   d. ___One job classification is consistently rated lower than another

   e. ___More experienced employees are rated higher than "new hires"

   f. ___College graduates are promoted faster than non college graduates

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ESSAY QUESTIONS

1. Potential evaluators of performance include the immediate supervisor, peers, subordinates, clients, and the person being evaluated. Regardless of who is doing the evaluation, what is the prime factor that should be considered when selecting an evaluator?

2. How can an organization tell if their performance evaluation system complies with E.E.O. guidelines?

3. The main factors to be considered when discussing the causes of employee performance include the following:

   A._____

   B._____

   C._____

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ROLES OF PERFORMANCE EVALUATION

MAINTAIN CONTROL (GOODS, SERVICES, ETC.)

IDENTIFY INDIVIDUAL TRAINING NEEDS

PROMOTION

DEMOTION

MERIT INCREASES OR BONUSES

TRANSFER

IDENTIFICATION OF TRAINING NEEDS FOR GROUPS OR UNITS

FEEDBACK

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XIV. 1.10.

SYSTEMS APPROACH

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                    ┌─────────────────┐
                    │    ANALYZE       │
              ┌────→│  ORGANIZATION    │
              │  ┌─→│   STRUCTURE      │
              │  │  └─────────────────┘
              │  │         │
              │  │  ┌─────────────────┐
              │  │  │ DEVELOP/ANALYZE  │
              │  │  │    POSITION      │
              │  │  │  DESCRIPTIONS    │
              │  │  └─────────────────┘
              │  │         │
              │  │  ┌─────────────────┐
              │  │  │    IDENTIFY      │
              │  │  │     SKILL        │
              │  │  │  REQUIREMENTS    │
              │  │  └─────────────────┘
              │  │         │
              │  │  ┌─────────────────┐
              │  │  │    DEVELOP       │
              │  │  │   SELECTION      │
              │  │  │    SYSTEM        │
              │  │  └─────────────────┘
              │  │         │
              │  │  ┌─────────────────┐
              │  │  │    ASSESS        │
              │  │  │   CURRENT        │
              │  │  │  PERFORMANCE     │
              │  │  └─────────────────┘
              │  │         │
              │  │  ┌─────────────────┐
              │  │  │   PROJECT        │
              │  └──│   FUTURE         │
              │     │    NEEDS         │
              │     └─────────────────┘
              │            │
              │     ┌─────────────────┐
              │     │   DEVELOP        │
              │     │    AND           │
              │     │  IMPLEMENT       │
              │     │  TRAINING        │
              │     │ OPPORTUNITIES    │
              │     └─────────────────┘
              │            │
              │     ┌─────────────────┐
              │     │   EVALUATE       │
              └─────│   IMPACT         │
                    └─────────────────┘
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XIV. 1.11.

SOME FACTORS TO BE CONSIDERED

EXTERNAL FACTORS

PUBLIC EXPECTATIONS

PUBLIC (CLIENT) SUPPORT

INTERNAL FACTORS

GOALS

OBJECTIVES

MANPOWER

FINANCING

CLIMATE FOR CHANGE

MANAGEMENT PHILOSOPHY

AGENCY IMPACT

SPECIAL CONDITIONS

- UNIONS

- CIVIL SERVICE

TECHNICAL FACTORS

ORGANIZATIONAL STRUCTURE

- FORMAL REVIEWS

- INFORMAL REVIEWS

CHARACTER AND DESCRIPTIONS OF POSITIONS

ABILITY TO ASSESS CURRENT PERFORMANCE

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WHO SHOULD EVALUATE

HE WHO

JPERIORS

ERS

LF

JBORDINATES

.IENTS

KEY FACTOR

HAS THE RATER ACTUALLY OBSERVED THE BEHAVIOR AND/OR THE

RESULTS OF THAT BEHAVIOR OF THE PERSON BEING RATED ? ? ?

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

"WHO" SHOULD EVALUATE ?

BENEFITS AND DRAWBACKS

THE WHO	THE BENEFITS	THE DRAWBACKS
SUPERIORS	ANOTHER PERSPECTIVE FEEDBACK	MAY BE BIASED NOT FAMILIAR WITH WORK THREATENED BY "HOTSHOT"
PEERS	ANOTHER PERSPECTIVE FEEDBACK	MAY BE BIASED NOT FAMILIAR WITH WORK ANONYMITY MUST BE ASSURED
SELF	ANOTHER PERSPECTIVE PARTICIPATIVE	MAY MAKE BOSS DEFENSIVE MAY BE BIASED
SUBORDINATES	ANOTHER PERSPECTIVE FEEDBACK	NOT FAMILIAR WITH WORK MAY BE BIASED "AXE TO GRIND" ANONYMITY MUST BE ASSURED
CLIENTS	ANOTHER PERSPECTIVE FEEDBACK	MAY BE BIASED "AXE TO GRIND"

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XIV. 1.14.

COMPONENTS OF SUCCESSFUL SYSTEMS

* PARTICIPATION IN DEVELOPMENT OF SYSTEM

* MANAGEMENT SUPPORT (MODELING EFFECT)

* IN-HOUSE "EXPERT" TO ANSWER QUESTIONS AND COORDINATE

* TRAINING (BOTH ORIENTATION AND ONGOING)

* FEEDBACK TO:

  (1) RATEES -- HOW AM I DOING?

  (2) RATERS -- HOW DO I COMPARE WITH OTHER RATERS?

  (3) MANAGEMENT -- HOW IS THE SYSTEM OPERATING"

* FEEDBACK PROVIDED AT LEAST SEMI-ANNUALLY AND HOPEFULLY
  ON A QUARTERLY BASIS

RESISTANCE TO PERFORMANCE EVALUATION

* FEAR OF THE UNKNOWN -- WHY ARE THEY REALLY DOING THIS?

* ANOTHER DEMAND ON LIMITED TIME -- WHAT IS THE PAYOFF?

* INERTIA -- THINGS ARE COMFORTABLE THE WAY THEY ARE

* DISRUPTION -- PERFORMANCE EVALUATION MAY MAKE SOME EMPLOYEES
  DISLIKE ME

* RATER LACK OF TRAINING -- WHAT AM I SUPPOSED TO BE DOING?

* RATEE LACK OF TRAINING -- WHAT IS THE PURPOSE OF ALL THIS?

* RATER LACK OF CONFIDENCE -- WHAT DO I DO IF SOMEONE GETS UPSET?

* MOVING TOO QUICKLY -- LET'S HIT THE GROUND RUNNING WITH THIS

* OVERSIGHTS -- FAILURE TO TOUCH BASE WITH UNIONS, CIVIL SERVICE,
  PROFESSIONAL ASSOCIATIONS, ETC.

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XIV. 1.16.

E.E.O. AND PERFORMANCE EVALUATION SYSTEMS

IF PERFORMANCE EVALUATION SCORES OR RATINGS ARE USED, IN WHOLE OR IN PART, FOR ANY OF THE FOLLOWING DECISIONS:

- SELECTION

- PROMOTION

- DEMOTION

- TERMINATION

- SPECIAL ASSIGNMENT

- TRAINING

- TRANSFER

- AND RELATED DECISIONS

THEN YOUR PERFORMANCE EVALUATION SYSTEM MUST BE:

- RELIABLE

- VALID

STANDARDS FOR ANY PERFORMANCE SYSTEM

RELIABILITY

- CONSISTENCY BETWEEN RATERS

- FREEDOM FROM BIAS

VALIDITY

- CRITERIA ARE JOB RELATED

- CRITERIA ACTUALLY REFLECT DIFFERENCES IN PERFORMANCE

E.E.O. QUESTIONS RAISED BY RELIABILITY AND VALIDITY

- ARE MINORITIES CONSISTENTLY RATED LOWER THAN WHITES

- ARE WOMEN CONSISTENTLY RATED LOWER THAN MEN

- ARE OLDER EMPLOYEES CONSISTENTLY RATED LOWER
  THAN YOUNGER EMPLOYEES

- IS ONE JOB CLASSIFICATION CONSISTENTLY RATED
  LOWER THAN ANOTHER CLASSIFICATION

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XIV. 1.18.

	AVERAGE RATING RECEIVED CRITERION ONE
OFFICIALS/ADMINISTRATORS	7.46
PROFESSIONALS	7.36
TECHNICIANS	6.44
PROTECTIVE SERVICE	6.30
PARAPROFESSIONALS	6.86
OFFICE/CLERICAL	6.21
SKILLED CRAFTS	6.44
SERVICE/MAINTENANCE	5.68

E.E.O.C. JOB CATEGORIES

	AVERAGE RATING RECEIVED CRITERION SIX	
	FEMALE	MALE
OFFICIALS/ADMINISTRATORS	6.36	6.56
PROFESSIONALS	7.28	7.44
TECHNICIANS	6.37	6.51
PROTECTIVE SERVICE	5.41	6.34
PARAPROFESSIONALS	6.86	6.86
OFFICE/CLERICAL	6.42	6.00
SKILLED CRAFTS	5.36	6.54
SERVICE/MAINTENANCE	6.67	6.70

E.E.O.C. JOB CATEGORIES

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XIV. 1.20.

	AVERAGE RATING RECEIVED CRITERION FOUR	
	NON-WHITE	WHITE
OFFICIALS/ADMINISTRATORS	6.58	6.38
PROFESSIONALS	7.46	7.30
TECHNICIANS	6.54	6.51
PROTECTIVE SERVICE	6.34	5.78
PARAPROFESSIONALS	6.89	6.68
OFFICE/CLERICAL	6.67	6.35
SKILLED CRAFTS	5.23	6.65
SERVICE/MAINTENANCE	5.98	5.76

E.E.O.C. JOB CATEGORIES

THE "NORMAL" CURVE

5%	15%	60%	15%	5%
UNACCEPTABLE	BELOW STANDARD	MEET STANDARD	ABOVE STANDARD	OUTSTANDING

THE "MODIFIED NORMAL" CURVE

5%	10%	66%	17%	5%

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THE DISTORTED CURVE

	5%	35%	35%	25%
UNACCEPTABLE	BELOW STANDARD	MEET STANDARD	ABOVE STANDARD	OUTSTANDING

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XIV. 1.23.

RELATIONSHIP BETWEEN MBO AND PERFORMANCE EVALUATION

LONG RANGE GOAL AND PLANS

ORGANIZATION OBJECTIVES

DEPARTMENTAL OBJECTIVES

UNIT OBJECTIVES

INDIVIDUAL OBJECTIVES

ACTION PLAN

IMPLEMENT

PROGRESS REVIEWS

PERFORMANCE EVALUATION

FOCUS   ON

PERFORMANCE

MANAGEMENT BY OBJECTIVES

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XIV. 1.24.

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┌─────────────────┐                    ┌─────────────────────┐
│                 │                    │   PAST SUCCESS      │
│   KNOWLEDGE     │                    │  AND/OR FAILURE     │◄──┐
│                 │                    │                     │   │
└────────┬────────┘                    └──────────┬──────────┘   │
         │                                        │              │
         │                                        │              │
┌────────┴────────┐                    ┌──────────┴──────────┐   │
│                 │                    │    RESULTS OF       │   │
│  MOTOR SKILLS   │                    │   GOOD/BAD PAST     │◄──┤
│                 │                    │    PERFORMANCE      │   │
└────────┬────────┘                    └──────────┬──────────┘   │
         │                                        │              │
         │                                        │              │
┌────────┴────────┐                    ┌──────────┴──────────┐   │
│                 │◄──┐                │                     │   │
│   EXPERIENCE    │   │                │   PERSONAL GOALS    │◄──┤
│                 │   │                │                     │   │
└────────┬────────┘   │                └──────────┬──────────┘   │
         │            │                           │              │
         │            │                           │              │
┌────────┴────────┐   │                ┌──────────┴──────────┐   │
│                 │   │                │                     │   │
│    ABILITY      │   │                │    MOTIVATION       │◄──┤
│                 │   │                │                     │   │
└────────┐        │   │                └────────┐            │   │
         └──┐     │   │                  ┌──────┘            │   │
            └─────┼───┼──────┐   ┌───────┘                  │   │
                  │   │      ▼   ▼                           │   │
                  │   │  ┌──────────────┐                    │   │
                  │   └──┤              │────────────────────┼───┘
                  │      │ PERFORMANCE  │                    │
                  └──────┤              │────────────────────┘
                         └──────────────┘
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XIV. 1.25. 108

WORKING CONDITIONS

LEADERSHIP STYLE

SYSTEM DESIGN

COMPENSATION

JOB DESIGN

EQUIPMENT

COWORKERS

ETC.

```
+---------------------+
|                     |
|    ENVIRONMENT      |
|                     |
+---------------------+
```

```
+-----------+         +-------------+
|           |         |             |
|  ABILITY  |         | MOTIVATION  |
|           |         |             |
+-----------+         +-------------+
```

```
+---------------------+
|                     |
|     PERFORMANCE     |
|                     |
+---------------------+
```

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XIV. 1.26.

MODULE ONE POST-TEST
MULTIPLE-CHOICE QUESTIONS

Below are a number of multiple choice questions on the performance evaluation process. For each question, please circle the letter (a.,b., c., d., or e.) of that word of phrase which, when added to the incomplete statement, gives the best answer.

1. Employee performance can be evaluated by which of the following groups?

   a. Superiors

   b. Peers

   c. Self

   d. Subordinates

   e. All of the above

2. A systematic procedure for developing a performance evaluation system would require a series of specific, interrelated steps. What would be the first thing you would do in establishing such a system?

   a. Analyze organization structure

   b. Develop/analyze position descriptions

   C. Identify skill requirements

   d. Develop the selection system

   e. Assess current performance

3. The two most important aspects of a performance evaluation system are that the system be:

   a. Systematic and reliable

   b. Valid and reliable

   c. Valid and systematic

   d. Systematic and simple

   e. Reliable and simple

4. With regard to overall performance, most employees should fall into the following category:

   a. Superior performance

   b. Above average performance

   c. Average performance

   d. Below average performance

   e. Unacceptable performance

TRUE-FALSE QUESTIONS

Below are a number of statements related to the performance evaluation
process. If you think a particular statement is TRUE,.circle the "T".
If you think a statement is FALSE, circle the "F". If you don't have the
slightest idea whether a statement is TRUE of FALSE, circle the "?".

T   ?   F   1. Performance evaluation systems are vulnerable to both in-
            ternal and external pressures.

T   ?   F   2. Organizational structure has little to do with an em-
            ployee's performance.

T   ?   F   3. If at all possible employees should be involved in the de-
            velopment of performance evaluation systems.

T   ?   F   4. Public and/or client expectations have considerable po-
            tential impact on the organization and its performance
            evaluation system.

T   ?   F   5. The character and description of positions need not be
            carefully considered in developing a performance eval-
            uation system.

T   ?   F   6. The individual employee often lacks the ability to per-
            ceive the quality of his/her own performance.

T   ?   F   7. Self-evaluation is apt to be biased and self-serving,
            and, for that reason, has no place in an objective eval-
            uation system.

T   ?   F   8. In developing a performance evaluation system, the orga-
            nizational "climate for change" should be seriously con-
            sidered.

T   ?   F   9. Most performance evaluation systems yield ratings which
            are too high.

PERFORMANCE EVALUATION FACTORS
SELF-ASSESSMENT

Below are listed a series of statements about performance evaluation and related topics. For each statement please rate yourself in terms of your knowledge about the particular statement or your ability to do the behavior described by the statement. Please circle the letter that describes your answer.

1. To what degree can you describe systems techniques as they pertain to the development of a performance evaluation system?

   A.   B.   C.   D.

   NOT AT ALL   TO A VERY LOW DEGREE   TO A MODERATE DEGREE   TO A VERY HIGH DEGREE

2. To what degree can you identify the implications of Equal Employment (E.E.O. guidelines for performance evaluation systems?

   A.   B.   C.   D.

   NOT AT ALL   TO A VERY LOW DEGREE   TO A MODERATE DEGREE   TO A VERY HIGH DEGREE

3. To what degree can you explain the relationship between management by ob- jectives (M.B.O.) and performance evaluation systems?

   A.   B.   C.   D.

   NOT AT ALL   TO A VERY LOW DEGREE   TO A MODERATE DEGREE   TO A VERY HIGH DEGREE

4. To what degree can you identify the multiple factors contributing to a particular employee's performance?

   A.   B.   C.   D.

   NOT AT ALL   TO A VERY LOW DEGREE   TO A MODERATE DEGREE   TO A VERY HIGH DEGREE

5. To what degree can you identify the various potential uses of performance evaluation results?

   A.   B.   C.   D.

   NOT AT ALL   TO A VERY LOW DEGREE   TO A MODERATE DEGREE   TO A VERY HIGH DEGREE

6. To what degree can you point out the employee feedback and development aspects of performance evaluation?

   A.   B.   C.   D.

   NOT AT ALL   TO A VERY LOW DEGREE   TO A MODERATE DEGREE   TO A VERY HIGH DEGREE

CHECKLIST QUESTIONS

1. Below are listed a series of personnel related actions. Please place a check beside each of those actions which are directly related to the performance evaluation process.

   a. ___Feedback on performance

   b. ___Identification of training needs

   c. ___Long range planning

   d. ___Merit pay increases

   e. ___Promotion

   f. ___Demotion

   g. ___Job analysis

   h. ___Evaluating effectiveness of the selection process

2. Below are listed the results of a statistical analysis of your performance evaluation system. Please place a check beside each statement which indicate possible bias in your performance evaluation system.

   a. ___Minorities are consistently rated higher than whites

   b. ___Women are consistenly rated lower than men

   c. ___Older employees are consistently rated lower than younger employees

   d. ___One job classification is consistently rated lower than another

   e. ___More experienced employees are rated higher than "new hires"

   f. ___College graduates are promoted faster than non college graduates

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XIV. 1.30.

ESSAY QUESTIONS

1. Potential evaluators of performance include the immediate super-
   visor, peers, subordinates, clients, and the person being evaluated.
   Regardless of who is doing the evaluation, what is the prime factor
   that should be considered when selecting an evaluator?

2. How can an organization tell if their performance evaluation system
   complies with E.E.O. guidelines?

3. The main factors to be considered when discussing the causes of
   employee performance include the following:

   A._____

   B._____

   C._____

KEY TO PRE-TEST AND POST-TEST
MODULE ONE

MULTIPLE CHOICE

1. = e., 2. = a., 3. = b., 4. = c.

SELF ASSESSMENT

To find your self-assessment score, use the following key:

    A. = 1, B. = 2, C. = 3, D. = 4

Sum the total of points. For example, if you circled all C.'s, your points would total 3 + 3 + 3 + 3 + 3 + 3 = 18.

TRUE FALSE

1. = T, 2. = F, 3. = T, 4. = T, 5. = F, 6. = F, 7. = F, 8. = T, 9. = T

CHECKLIST QUESTIONS

All items should be checked for both questions except for item 2.e.
Give yourself one point for each item correctly checked.

ESSAY QUESTIONS

1. Give yourself two points if your answer indicated that the prime factor to be considered is whether the rater has actually <u>observed</u> the behavior or the results of the behavior.

2. Give yourself one point for mentioning reliability or consistency.
   Give yourself one point for mentioning validity of job-relatedness.

3. Give yourself one point for mentioning ability.
   Give yourself one point for mentioning motivation.
   Give yourself one point for mentioning environment or situation.

ENTER YOUR SCORES FOR BOTH THE PRE-TEST AND THE POST-TEST BELOW.

		PRE-TEST SCORE	POST-TEST SCORE
MULTIPLE CHOICE	-------------	_____	_____
SELF ASSESSMENT	-------------	_____	_____
TRUE FALSE	-------------	_____	_____
CHECKLIST	-------------	_____	_____
ESSAY	-------------	_____	_____
SCORE	-------------	_____	_____

XIV. 1.32.