

DEVELOPMENT OF SKILLS AND TEACHERS TRAINING FOR LEADERSHIP

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1. JOB ANALYSIS



Job Analysis

Changes derived from globality, the development of information technology, or economic competition have a direct impact on the nature of jobs.

DO YOU BELIEVE THAT THE NEEDED COMPETENCES OF
THE OCCUPATION "TEACHER/LECTURER/PROFESSOR"
HAVE CHANGED IN THE LAST TWO DECADES?

**E.g., knowing how to use video editing software can be very interesting. But...
Do I need it to perform my job?**

Why job analysis?

In the academic context, many human resources processes occur on a daily basis that are not necessarily carried out by experts in human resources management. For example:

1. A professor wants to design a selection procedure for students willing to do a PhD
2. A group of researchers want to build an international research group on a certain topic
3. Some professors want to create an international project on leadership skills
4. A professor wants to create an alumni commission of mentors for the new alumni in the institution.

People engaging in these projects are expected to prove some competences to correctly accomplish their tasks and responsibilities.



Job analysis is the starting point to ensure good results.

Job Analysis: Concept and phases

JOB ANALYSIS

Process aiming to define each job in terms of the behaviors necessary to perform it.

- 1 ELEMENT** The smallest part that a work activity can be divided without going into physical movements or mental processes.
- 2 TASK** The logical units that compose a job. Group of operations that require physical or mental efforts with an identified beginning and end.
- 3 FUNCTION** Each of the main activities that an individual must perform. A collection of various tasks.
- 4 POSITION** Totality of tasks and responsibilities that an individual must accomplish.
- 5 JOB** Group of positions entailing the same set of tasks and responsibilities.
- 6 OCCUPATION** Group of jobs with the same basic functions whose performance require similar knowledge, skills, and abilities.

Job Analysis: Concept and phases

JOB ANALYSIS: PROFESSOR

- 6 OCCUPATION → **Professor**
- 5 JOB → **Post degree Professor**
- 4 POSITION → **Personnel Selection Professor**
- 3 FUNCTION → **Teaching the course's content, assessing students' performance, doing research**
- 2 TASK → **Preparing the material for the seminars, correcting examinations, evaluating oral presentations, answering students' doubts**
- 1 ELEMENT → **Uploading a file to the virtual campus, sum up the points of a student's examination, summing up the attendance rate of a student**

Job Analysis: Concept and phases

1) JOB IDENTIFICATION

The goal of this phase is to identify and locate the job within the organization and to differentiate it from other similar jobs. It usually includes the following information:

- a) Name of the job
- b) Number of incumbents
- c) Localization
- d) Organizational code
- e) Additional data

Job Analysis: Concept and phases

2) JOB DESCRIPTION

Defining the position in terms of its task requirements.

This description answers the questions *What? Why? How? Where?*, meaning that we must provide detailed information on the following aspects:

1. Position summary
2. Tasks and functions
3. Tools and materials
4. Methods and techniques
5. Instructions and controls
6. Information on the context
7. Complementary information

Job Analysis: Concept and phases

- 1. Job summary** —————→ **Brief but complete definition of the goals, mission and expected results from the incumbent.**
- 2. Tasks & functions** —————→ **Describe every task and function that the position encompasses, including the interaction with data, information, and work instructions.**
- 3. Tools & materials** —————→ **It includes any equipment, device, machine as well as resources necessary to perform the work.**
- 4. Methods/techniques** → **Particular ways under which the work must be performed.**
- 5. Instructions/controls** → **It refers to the supervision and prescriptions with respect with the quantity or quality of the expected results, to the methods of performance in the tasks, and to the sequences of the activities.**
- 6. Info on the context** → **Physical, psychological, and emotional context where the work must be performed, as well as the job conditions and the interrelations with other positions.**
- 7. Complementary info** → **Any work-related aspect that doesn't fit in the previous categories that is essential for the performance of the position.**

Job Analysis: Concept and phases

CAN YOU THINK OF SOME EXAMPLES FOR THE PROFESSOR POSITION?

- 1. Position summary:** To provide a comprehensive training to students on scientific-technological knowledge, skills, attitudes, and values, both from a theoretical and a practical point of view. Conducting research aiming to contribute to the corresponding scientific area.
- 2. Tasks & functions:** E.g.: (1) Prepare course materials such as the syllabus and homework assignments; (2) evaluate students classwork; (3) participate in professional conferences, etc.
- 3. Tools & materials:** E.g.: (1) Word processor (e.g., Microsoft Word); (2) Presentations software (e.g. PowerPoint, Prezi); (3) Spreadsheet software (e.g. Excel), (4) Blackboard software; (5) Videoconferencing systems, etc.
- 4. Methods/Techniques:** E.g.: (1) Using some specific style's conventions when publishing scientific texts; (2) Following the institution attendance policy; (3) Courses' assessment must be divided into a 50% of theoretical work and a 50% of practical work, etc.
- 5. Instructions/Controls:** E.g.: (1) Examination of students' level of satisfaction with the course; (2) Number of scientific publications in high impact journals, etc.
- 6. Info on the context:** Mostly indoors (environmentally controlled) / % of time dedicated to: Face to face discussions / Email / Contact with others / Public speaking / Duration of a typical work day / Frequency of decision making, etc.

Job Analysis: Concept and phases

A good description of the “Tasks and Functions” is essential. Every registered task must be composed of 3 elements:

Verb (action) + Object + Purpose

For example:

“The worker assigns the staff to shifts to adapt the workforce to the required production levels”

“The worker updates the social media content with the aim that costumers stay tuned in on what’s new in the business”.

HOW MANY TASKS SHOULD WE REGISTER IN A JOB ANALYSIS?

Despite the fact that it depends on the job, **10** to **30** tasks should be registered.

Job Analysis: Concept and phases

The description can be created in a narrative way (i.e., “Job Compendium”). In other occasions it can be presented in terms of statistical data.

A critical characteristic of this phase is that...

WE ARE NOT CONSIDERING INCUMBENTS'
NEEDED CHARACTERISTICS TO PERFORM
THE JOB

The performance of the job requires the use of statistics software.

VS.

The incumbent needs computer skills and knowledge on the SPSS software.

Job Analysis: Concept and phases

3) JOB SPECIFICATION

This phase refers exclusively to people requirements. It entails what the job calls for in terms of behaviors, knowledge, skills, abilities, and other personal characteristics:

KSAOs

Every KSAO must be composed of 3 elements:

- 1. What is it?**
- 2. In what context is it needed?**
- 3. To what extent is it needed?**

Job Analysis: Concept and phases

3) JOB SPECIFICATION

KSAOs

KNOWLEDGE

Body of knowledge in a given area required to perform the job.

SKILLS

Body of skills to perform those tasks requiring the use of tools, equipment, or machinery.

ABILITIES

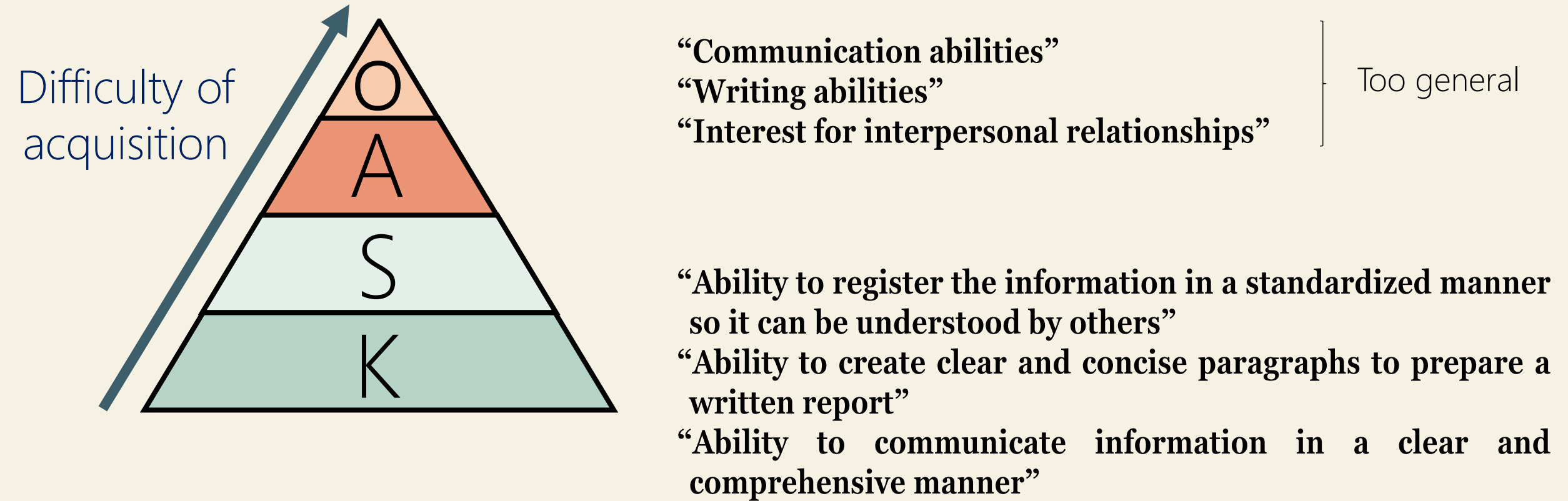
Ability to perform physical and mental acts required in job performance in which the tools and machinery are not important factors.

OTHER CHARACTERISTICS

Interests and personality characteristics relevant to perform the job correctly.

Job Analysis: Concept and phases

KSAOs must be correctly worded:



There can be dozens of competences, but in practice, we usually work with **8** to **12** competences.

How to collect the necessary information?

There are two big modalities:

1 Qualitative

Narrative descriptions of certain aspects of the job. Such information can be obtained, for example, using an interview, manuals of functions, or occupational classifications.

2 Quantitative

Quantitative information is expressed in terms of units such as tasks, specific behaviors, production units per time, number of errors, or standards in aptitudes tests. This strategy is used when method to gather information is a structured questionnaire. It consists of registering the information and grading the tasks.

How to collect the necessary information?

...and many different methods.

- 1 PAQ
- 2 Observation
- 3 Individual interview
- 4 Observation interview
- 5 Group interview
- 6 Technical conference
- 7 Diary
- 8 Content analysis
- 9 Critical incidents

How to collect the necessary information?

1

PAQ

PAQ (position analysis questionnaire) involves the employees answering a questionnaire that contains information related to the position. The items refer to:

1. Job tasks
2. Work conditions

Advantages: they provide quantitative information that produces generalizable results. Also, it is a cheap strategy. They can be adapted to almost any type of position.

Disadvantages: Sometimes they very long questionnaires and prior knowledge may be required to evaluate the results.

How to collect the necessary information?

2 Observation

The job analyst observes the activities that employees perform at work. It is recommended for positions involving physical activities.

Advantages: It is very easy to carry out: while observing, the analyst writes down the performed task.

Limitations:

- a) Some positions are not suitable for this type of analysis.
- b) Some employees may not want their actions to be observed.
- c) Analysts may record their information using words or concepts that are not appropriate to the context.

How to collect the necessary information?

3 Individual interview

Several occupants are extensively interviewed, and the results of the multiple interviews are combined into a single job description.

The interview is conducted outside the workplace. The interviews should be always structured.

Advantages:

- a) A very flexible method.
- b) Easy organization and preparation.

Disadvantages:

- a) Time consuming.
- b) Expensive technique.
- c) Difficulty to analyze the obtained information.

How to collect the necessary information?

4 Observation interview

Combination of the two previous methods. However, interviews are carried out in the workplace.

It provides rich information; the high levels of contextual information make it much more difficult for the analyst to be fooled. The possibilities of misinterpreting the interviewee's information are minimal because the analyst is observing the situation.

The main limitation of this method is the time required to perform it.

How to collect the necessary information?

5 Group interview

Interviewing simultaneously several incumbents of the position. Employees describe and discuss the tasks they perform under the guidance of the analyst, who, then, combines the information into a single job description.

This method is much less time consuming than individual interviews and may provide more detailed information.

It is more difficult to organize and there is always a risk that the group answers are guided by a single individual and is, therefore, the vision of a single occupant.

How to collect the necessary information?

6 Technical conference

An exhaustive description of the position is obtained from “experts” of the position.

Advantages: it saves money and time, and it can be used for positions that do not yet exist.

Disadvantages: it is possible that the experts are not true experts on the position.

How to collect the necessary information?

7 Diary

The occupants write down in a diary the daily activities that they carry out for one or more days. The diaries are normally unstructured, and the occupants describe in his/her own words the activities and the time spent on each of them.

Limitations:

- a) Not all positions are appropriate.
- b) It is difficult to control how and when employees use their diary.
- c) They are sensitive to distortion according to the image that the occupant wants to project.

How to collect the necessary information?

8 Content analysis

Systematic study of the available documents related to the tasks of the position (e.g., operations manuals, organizations manuals, company rules, previous job descriptions, correspondence, complaints or claims, graphics of work processes, job performance evaluations, etc.).

Once the information is collected, the analyst must select the relevant data and classify it according to its nature.

Advantages:

- Useful for extremely technical and complex jobs.
- Free of errors of writing and transcription.

Disadvantages:

- It takes a long time to implement.
- Employees do not participate.

How to collect the necessary information?

9 Critical incidents

This technique analyzes the aspects of the job that are crucial to be successful in the position.

It consists of collecting a considerable number of examples and anecdotes of behaviors that reflect both a GOOD and a BAD performance.

A reference number of incidents could be **200**.

Next, incidents are grouped into categories or dimensions according to a content-similarity criterion. The main disadvantage is that it is an expensive method because it requires the use of experts for the subsequent evaluation of the incidents collected. However, it is one of the most appropriate methods to use because it is the basis for the construction of different instruments involved in human resources management.

How to collect the necessary information?

9 Critical incidents

The incidents describe experiences or examples in which it can be observed that a certain behavior led to a good result or to a failure at work. They may have happened to the person who described the incident or to another person. The incidents can be recorded in an interview, gathered using a questionnaire or in a notebook. The **ideal incident** recording model is that which includes:

- What was the situation/context?
- What did the incident consist of?
- What were the consequences?
- What was/is the importance of the incident for the job?
- How often does this type of incident occur?

Let's see an example



Critical incidents

POSITION: Chief Nurse

This position is the top level of the nursing services in hospitals and medical institutions. They supervise the other nurses and manage the implementation of health care, while performing the typical job or every other nurse.

WHO COULD PROVIDE EXAMPLES OF CRITICAL INCIDENTS?

The chief nurse Him/herself

Other nurses

Patients

Doctors

Other staff (e.g., administrative staff, guards, etc.)

Critical incidents

Situation

It is New Years Eve (a national public holiday). Two of the nurses assigned to the night shift suffer a car accident on their way to work.

Incident

Since it is a holiday with the minimum number of nurses working, the fact that two nurses are unable to go to work compromised the safety and the proper running of the unit.

Behavior

The chief nurse negotiated with the remaining nurses to do extra work. She also drew up a list of nurses she could call, making sure that they were the least affected considering the special date. He also made sure that such people were not the same nurses who were asked to come to work in a similar situation recently. She phoned them and explained the situation, saying that there was a great need to change their shift schedule and cover that night so the unit could keep functioning correctly and also, so the nurses present have enough help. The chief nurse made sure not to pressure them to say “yes”. She explained to them that there were other possibilities, and that other people could also make the shift.

How to collect the necessary information?

Consequences

The nurses that were called went to work that night and the unit safety requirements could be met.

Importance

It was important to correctly manage the situation because the unit functioning could be negatively affected, having an impact on the care offered to the ill and injured patients.

Frequency

It is not frequent that two nurses have an accident at the same time on a date such as New Years Eve, when people is usually not available. However, it is frequent that there are problems due to other reasons that require the request for extra shifts for the nurses.



How to collect the necessary information?

CONSIDERING THIS INCIDENT... WHICH COMPETENCE/CONDUCTUAL DIMENSION/S DO YOU THINK IT REFLECTS?

Personnel management, stress tolerance, problem solving

IT IS YOUR TURN!

CAN YOU CREATE A CRITICAL INCIDENT AND DETERMINE THE COMPETENCE/CONDUCTUAL DIMENSION FOR THE JOB "UNIVERSITY PROFESSOR"?

How to collect the necessary information?

Some of the main advantages of the critical incident's technique are:

1. It helps to identify rare events which might be missed by other methods as they focus only on common events.
2. The technique is cost effective and provides rich information.
3. The respondent's perspective is taken into account.
4. The respondents are not forced into any framework.

Some considerations to take into account

- Some methods are more suitable for obtaining information regarding the job description. Others, are more appropriate to establish the competences.
- Different methods can be combined to gather a larger amount of information.
- **RECOMMENDATION:** to rate the different tasks according to their importance. Experts on the job should use rating scales and register their opinion on the tasks and the importance of the functions. Then, using the mean and the standard deviation, the job analyst has a vision of the most important tasks of the job.
- This information is very useful for future procedures.



Occupational classifications

Tools providing a big amount of information on jobs and positions. They can serve as a starting point for a job analysis.

They provide detailed descriptions of the content of occupations, but also a system of classification and aggregation of data.

Some of the most relevant are:

1. O*NET (Occupational Information Network)
2. ISCO (International Standard Classification of Occupations)

Occupational classifications

O*NET

The Occupational Information Network (O*NET) has been developed by the US Department of Labor. It is a set of databases that are continually being updated.

Information about:

1. Characteristics of the worker (skills, knowledge, abilities professional interests)
2. Experience (i.e., credentials)
3. Specific job requirements (tasks, tools, work activities)
4. Job context
5. Labor market information (e.g., wages, employment rates)

Website: <http://www.onetonline.org>

Occupational classifications

ISCO

The International Standard Classification of Occupations (ISCO) systematically orders the occupations of the worldwide workforce. They provide job definitions and lists of tasks performed in each job. This classification is intended to:

1. Serve as a model for countries that are preparing or revising their national classification of occupations.
2. Facilitate international statistical comparisons.
3. Provide a uniform list of occupational groups that can be used internationally, for example, for the exchange of information on occupations between different countries for international publications.

Website: <https://www.ilo.org/public/english/bureau/stat/isco/press1.htm>

2. JOB PERFORMANCE

Aims of Job Performance Assessment

- a) Provide feedback to employees.
- b) Take administrative decisions.
- c) Determine training needs.
- d) Validate personnel selection procedures.
- e) Planning human resources strategies.

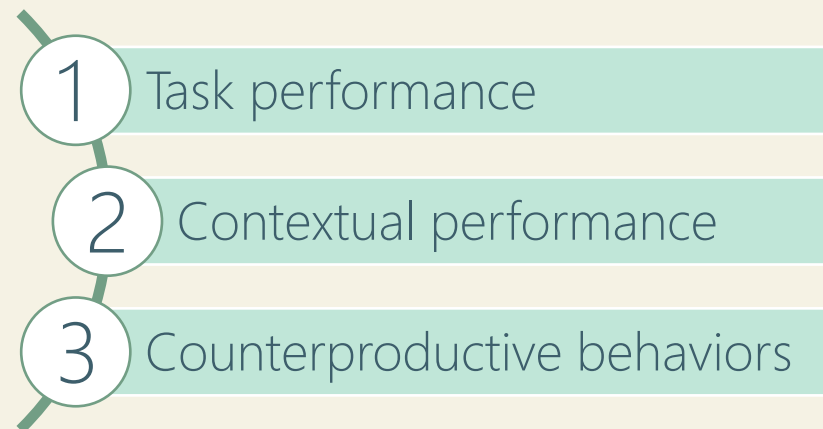
Job Performance: Concept

JOB PERFORMANCE

“Set of behaviors that are relevant to the goals of the organization or to the organizational unit where the person works”.

“Any cognitive, motor or psychomotor, and interpersonal behavior under the individual’s control, that can be graded in terms of ability and that it is relevant for the organizational goals”.

3 dimensions



Job Performance: Dimensions

1 TASK PERFORMANCE

“Explicit behaviors, actions, and activities of the position”.

In most cases, task performance is evaluated using ratings that can be made by the direct supervisor, colleagues, clients/users, or the occupant of the position.

It is the most used criterion in human resources management.

Job Performance: Dimensions

1

TASK PERFORMANCE

Overall job performance

Global performance, global effectiveness, or to the sum of the ratings on the following single dimensions.

Productivity

Assessments of the quantity or volume of work produced.

Quality

Level of perfection to which the work is completed. It includes ratings on the quality of finished tasks, the lack of errors, the precision of specifications and similar aspects.

Leadership

Ability to inspire and motivate others to achieve greater success and progress.
“Encourages subordinates/co-workers to work efficiently”, “maintains a fair authority”.

Communication ability

Ability to gather and transmit both oral and written information.
“Very good at reporting information”, “reports need no further clarification”, “uses a formal and clear language”.

Job Performance: Dimensions

1

TASK PERFORMANCE

Administrative ability

Efficiency when dealing with the coordination of different roles in an organization. For instance, the efficiency in organizing and scheduling work periods, maintaining administrative files and records, knowledge of the job roles and responsibilities of others.

Effort

Amount of work that a person exerts to achieve a good result. It assesses initiative, attention to duties, enthusiasm for work, persistence, dedication, involvement in work, energy invested in carrying out the job activities.

Job knowledge

Knowledge required to get the job done. It includes evaluations of aspects such as knowledge of the position, keeping up to date, etc.

Aceptation of authority

It is a generally positive outlook on rules and regulations. It includes obeying rules, adhering to regulations, having a positive attitude toward supervision, obeying organizational culture and norms, and following the received instructions.

Job Performance: Dimensions

2 CONTEXTUAL PERFORMANCE

It is continuously present in organizations but is not usually made explicit. It is very related to task performance (mutual interaction).

The constructs included in contextual performance are rarely formally registered. Just as task performance can be designed as “intra-role” performance, contextual performance should be understood in terms of “extra-role” performance.

It can be also designed *organizational civic behavior, organizational prosocial behavior, citizenship performance*.

3 dimensions

- 1 Personal support
- 2 Organizational support
- 3 Conscious initiative

Job Performance: Dimensions

2

CONTEXTUAL PERFORMANCE

Personal support

Helping others by offering suggestions, teaching them useful knowledge or skills, providing emotional support for their problems. It also involves cooperating with others by accepting their suggestions, informing them on things they should know, and helping establish team goals over personal interests. Shows courtesy in relationships with others.

1. Helping others
2. Cooperation
3. Courtesy
4. Motivation

Organizational support

Representing the organization favourably, defending and promoting it, as well as expressing satisfaction and showing loyalty to remain in the organization despite momentary difficulties. Supporting the mission and the objectives, encouraging others to comply with the organization's rules and regulations and suggesting improvements.

1. Representing the organization
2. Loyalty
3. Compliance

Job Performance: Dimensions

2 CONTEXTUAL PERFORMANCE

Conscious initiative

Persisting with extra effort despite the difficult conditions. Taking the initiative to do whatever is needed to meet the goals even if they are not normally part of your own duties and responsibilities. Finding extra productive work to do when your work is done. Develop your own knowledge and skills by taking advantage of existing opportunities in the organization and outside of it, using your own resources and time.

1. Persistence
2. Initiative
3. Self-development

Job Performance: Dimensions

MAIN DIFFERENCES BETWEEN TASK PERFORMANCE AND CONTEXTUAL PERFORMANCE

1. Activities in task performance are necessary for the production, while contextual activities are part of the social or organizational environment in which the goods and services are produced.
2. Task activities vary across different positions while contextual activities are common to the vast majority of positions.
3. Task activities are more linked to abilities and skills. Contextual activities are more related to personality and motivational variables.
4. Task activities are those for which people are usually hired and are made explicit in job descriptions. Contextual activities are desirable, but are much less likely to be explicitly registered and required.

Job Performance: Dimensions

3 COUNTERPRODUCTIVE BEHAVIORS

It is a criterion more and more considered in scientific research and in the practice due to its important implications.

It consists of intentional behaviors of a member or the organization seen by the organization as contrary to its legitimate interests.

CAN YOU THINK OF EXAMPLES OF COUNTERPRODUCTIVE WORK BEHAVIORS?

- Theft and related behaviors
- Property destruction
- Inadequate use of information
- Voluntary unsafe behaviors
- Absenteeism and lateness
- Slow and sloppy work
- Substance (i.e., drugs, alcohol) abuse
- Verbal aggressions
- Physical aggressions
- Voluntary turnover

Other success criteria

Training success

Training, usually provided externally but paid by the organization, is the second most used criterion in human resources after job performance. There are 2 ways to evaluate training success: (1) Qualifications provided by the trainer; (2) Other measures such as effectiveness level after receiving the training.

Career progress

It consists of examining the sequence of positions held by a person that can be considered progress in their professional career.

How can we assess job performance?

1 Critical incidents

The person who does the evaluation must record the critical incidents occurring to the employee for a certain period of time. These cases reflect situations in which the employee behaviors lead to success or to failure at work.

2 BARS

A scale containing an indication of the work behaviors associated to the points of the scale. The anchors help reduce the difficulty of assessing the employees. They are objective and considerably reduce the amount of options of the evaluators, providing more confidence and security. BARS can be created using the critical incidents technique.

How can we assess job performance?

3 Management by Objectives (MBO)

It consists of considering specific measured objectives for each employee and to periodically comment on the progress. Phases:

1. To establish clear and specific goals of the work done by the individual.
2. To propose an action plan that indicates how these goals must be achieved.
3. To allow the employee to implement that action plan.
4. To check the degree of accomplishment.
5. To apply corrective measure if necessary.
6. To set new goals for the future.

Criteria of success: (a) objectives must be quantifiable and measurable; (b) goals are interesting but affordable; (c) employees participate in setting the goals and preparing the action plan.

How can we assess job performance?

4 Work rules

It is mostly used for production jobs. It involves setting a standard or expected level of production and comparing the results of each employee with that standard. They should reflect the average result of the average employee. There are different methods to set them: (1) average results of work groups; (2) work results of specially selected employees.

5 Rating scales

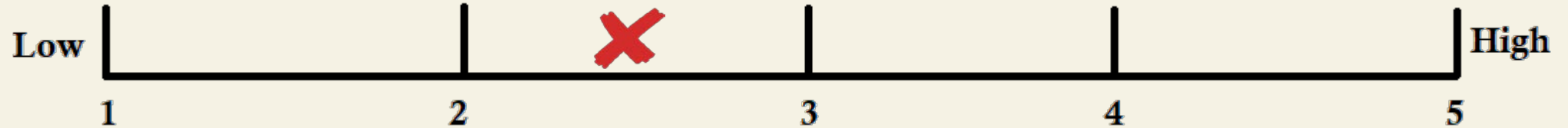
The evaluator assesses an employee based on very diverse factors and dimensions. These scales include numerical rankings and written descriptions, and are intended to indicate the extent to which an individual participates in a certain dimension. Examples:

Competence: Quality

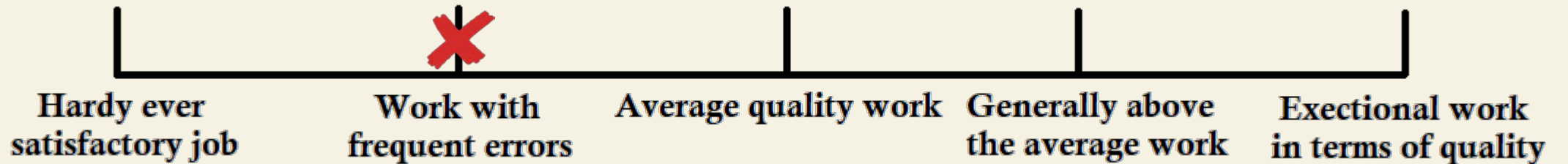
1.



2.



3.



4.



Competence: Quality

1 2 3 4 5

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
																	✗							
Deficient					Under the average					Average					Above the average					Excellent				

Think about the amount of errors and the destroyed material. Also about the accuracy and level of excellence of the products. Think as well about how the employee inspects the work and procedures.

1-6 (Deficient) / Average (7-18) / Good (19-25)

20

CAN YOU CREATE 3 DIFFERENT RATING SCALES TO ASSESS 3 DIFFERENT DIMENSIONS THAT ARE RELEVANT FOR THE "UNIVERSITY PROFESSOR" POSITION?

How can we assess job performance?

6 Check-List

A list of adjectives or attributes. The evaluator must verify which and the extent to which they are applied to the worker so they describe them as accurately as possible. In the most complex check lists, differential weights (positive and negative) are assigned to each of the attributes, depending on how they describe the workers in their job.

How can we assess job performance?

7 BOS

Behavioral observation scales (BOS) consist of scales that are made up of a series of items that describe positive or negative employee behaviors. Evaluators must indicate the degree of agreement or disagreement with the items.

The main advantage of BOS is that it provides specific and accurate evaluations of the position for which it is built.

7 BOS

Dimension:	Helping others adapting to changes					
(1) Describes the details of the change to subordinates						
Almost never	1	2	3	4	5	Almost always
(2) Explains why the change is necessary						
Almost never	1	2	3	4	5	Almost always
(3) Discusses how the change will affect the employees						
Almost never	1	2	3	4	5	Almost always
(4) Listens to the employee's concerns						
Almost never	1	2	3	4	5	Almost always
(5) Asks the employee for help in implementing the change						
Almost never	1	2	3	4	5	Almost always
(6) If necessary, specifies the date for a follow-up meeting to respond to the employees' concerns						
Almost never	1	2	3	4	5	Almost always
TOTAL =						
Below adequate 6-10	Adequate 1-15		Full 16-20		Excellent 21-25	Superior 26-30

Who should evaluate job performance?

Supervisor: they know the position and, often, they can directly observe the employee performing the tasks.

Co-workers: There is ample evidence on the reliability of peers' evaluations. Since most of the times there will be a considerable number of co-workers, we can obtain multiple evaluations and, therefore, error compensate.

Self-evaluations: it may compromise the objectivity of the assessment, but under certain conditions they can be valid and reliable. First, evaluation depends on the person evaluating. People high in intelligence and internal locus of control generate more accurate scores. Second, self-assessment is a skill that can also be improved with experience.

Subordinates/users/clients: they are in continuous contact with the employees who are being evaluated. However, it is recommended to delimitate which dimensions and for which purposes the assessment is going to be made.

Who should evaluate job performance?

360° Feedback: it consists of not having a single evaluator but rather of using the four different types of sources who are in contact with the worker.

The person evaluating job performance is required to:

- 1.** Know the goals and objectives of the position.
- 2.** Frequently observe the behavior and performance of the occupant.
- 3.** Make reliable and valid judgments.

Job Performance: Biases

HALO

Tendency to qualify people in the same manner in all the assessed characteristics due to a general global impression that can be favourable or unfavourable. It is caused by the qualifier's inability to discriminate the different characteristics to be graded.

CENTRAL TENDENCY

The qualifier tends to score subjects in the middle of the scale.

EXTREMISM

It consists of a bias of the qualifier towards one of the poles of the scale. It can be positive extremism or “indulgence” or negative extremism.

RECENCY EFFECT

Evaluations are based on more recent performance, since it is easier for the evaluator to remember the work done by employees in recent times.

PERSONAL PREJUDICES

It refers to the personal characteristics of the subject that can make the evaluator assess a person more positively or more negatively.

Communication of the assessment

Communicating the evaluation to the employee is **ESSENTIAL**.

It is usually done through an **interview** to:

- Review the past performance.
- Provide feedback to the employee.
- Set specific goals for the new period to come.

It can be a **stressful** event for both the employees and the supervisors. The success of the interview and the future performance of the employee depend highly on the interviewer.

Communication of the assessment

Suggestions for the application of the performance interview

- To clearly communicate the purpose of the interview.
- Having evidence of employee performance.
- Requesting employee participation.
- Focusing on particular behaviors.
- Indicating the indicators of good performance and the areas that need to be improved.
- Making constructive criticisms.
- Developing an action and follow-up plan.

Communication of the assessment

How can I provide feedback about performance problems? Some suggestions...

- 1** Do not do it in a public place.
- 2** Plan the session, make it private, organize and structure the content.
- 3** Anticipate the reactions and thoughts of the employee.
- 4** Create an environment of trust.
- 5** Frequent feedback can alleviate the tension of the situation.

Thank you for your attention

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