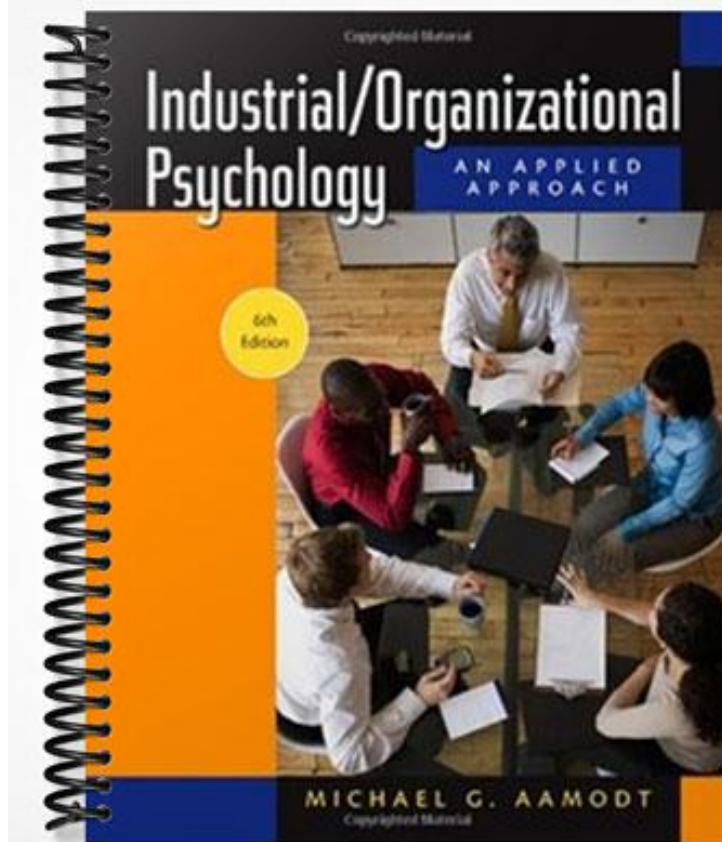






SOLUTIONS MANUAL



Chapter 1 Lecture Guide

Introduction to I/O Psychology

Student Engagement Prior to Class	
	<p>Have your students complete Exercise 1-2 on <i>Designing a Study</i> and remind them to bring their completed exercise to class. As an alternative, you might want to have them complete this exercise in groups at the conclusion of your lecture on research methods.</p>
	<p>Good Internet Sources</p> <p>http://frank.mtsu.edu/~pmccarth/io_hist.htm</p> <p>An excellent source of information on the history of I/O psychology compiled by Dr. Patrick McCarthy at Middle Tennessee State University.</p> <p>http://www.wcupa.edu/ACADEMICS/sch_cas.psy/Career_Paths/Industrial/Career06.htm</p> <p>An excellent source for students to learn more about careers in I/O psychology. This site was compiled at West Chester University.</p> <p>http://www.siop.org/gtp/</p> <p>A gateway to graduate programs in I/O psychology</p>
Instructor Preparation Prior to Class	
	<p>Going Hollywood: Videos that Make Good Lecture Alternatives</p> <p>Cheaper by the Dozen. Though hard to obtain, this 1950 motion picture is loosely based on the lives of Frank and Lillian Gilbreth. In 1952, a sequel, <i>Belles on Their Toes</i>, depicts the family after the death of Frank Gilbreth. The 2003 version of <i>Cheaper by the Dozen</i> with Steve Martin is not related to the Gilbreths.</p> <p>Psychology: Scientific problem solvers – careers for the 21st century. This video can be purchased from APA for \$19.95 and has a good discussion of psychology careers and how to get into graduate school.</p> <p>Video Segments to Bring to Class</p> <ul style="list-style-type: none"> ➤ <i>Aamodt 2010 Video</i> (Example of an Experiment segment)

The Lecture	
➤ 1	Introduction to I/O Psychology
➤ 2	Review the definition of I/O Psychology.
➤ 3	Review the fields of I/O Psychology.
➤ 4	Review the employment settings of I/O Psychologists.
➤ 5	Review how I/O psychology and MBA programs differ.
➤ 6	Review graduate school requirements.
➤ 7 ➤ 8 ➤ 9 ➤ 10	Review the history of I/O Psychology.
➤ 11	Research in I/O Psychology
➤ 12	Review the importance of conducting and understanding research.
➤ 13 ➤ 14 ➤ 15 ➤ 16 ➤ 17	Review ideas, hypotheses, and theories.
➤ 18	Review how to conduct a literature review.
➤ 19	Review the importance of the research location.
➤ 20	Review the main types of research methods.
➤ 21 ➤ 22 ➤ 23	Review independent and dependent variables.
➤ 24 ➤ 25	 Have your students identify the independent and dependent variables in these two slides.

➤ 26 ➤ 27 ➤ 28 ➤ 29		Review quasi-experiments.
➤ 30 ➤ 31 ➤ 32 ➤ 33 ➤ 34 ➤ 35 ➤ 36 ➤ 37 ➤ 38		Review survey research.
➤ 39	😊	Have your class identify what is wrong with the survey questions in the slide.
➤ 40 ➤ 41 ➤ 42 ➤ 43 ➤ 44 ➤ 45 ➤ 46 ➤ 48		Review meta-analysis.
➤ 49 ➤ 51 ➤ 52	✍️	To practice identifying research methods, have students complete Exercise 1.1. The answers to the exercise are in slides 50-52.
➤ 53 ➤ 54		Review sampling methods.
➤ 55	😊	Have the students identify the sampling method used in the examples on the slide.
➤ 56		Review the process of getting research participants.
➤ 57		Review informed consent.
➤ 58	😊	Have the class indicate whether informed consent would be needed in the three examples on the slide.
➤ 59		Review the actual running of a study.
➤ 60	😊	Have your students get into small groups and design a study using Exercise 1.2.
➤ 61 ➤ 62 ➤ 63	✍️	Have students apply what they have learned by analyzing the research article they from Exercise 1.3. Possible answers are in slides 62-63.

➤ 64 ➤ 65 ➤ 66 ➤ 67 ➤ 68	Review the concept of statistical analysis and correlation.
➤ 69 ➤ 70	Review ethics in research.

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Introduction to I/O Psychology

1

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What is I/O Psychology?

- A branch of psychology that applies the principles of psychology to the workplace (Aamodt, 2010)
- Industrial-organizational psychologists are able to apply psychological theories to explain and enhance the effectiveness of human behavior in the workplace (Canadian Psychological Association)
- I/O psychologists “enhance the dignity and performance of human beings, and the organizations they work in, by advancing the science and knowledge of human behavior” (Rucci, 2008)

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Fields of I/O Psychology

- Personnel Psychology
- Organizational Psychology
- Human Factors/Ergonomics
- Occupational Health and Safety

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Employment Settings of I/O Psychologists

Employment Setting	Highest Degree	
	M.A.	Ph.D.
Education	0.8	40.0
Private sector	44.0	23.3
Public sector	10.5	8.2
Consulting	37.3	25.0
Other	7.4	3.5

Medsker, Katkowski & Furr (2005)

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Difference Between I/O and MBA Programs

Typical I/O Courses	Typical MBA Courses
Statistics	Statistics
Experimental methodology	Business research
Psychometric theory	Organizational behavior
Employee selection and placement	Administrative policy
Organizational psychology	Managerial economics
Employee training and development	Financial management
Performance appraisal	Marketing management
Job analysis	Managerial accounting

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I/O Graduate Programs

Characteristic	Degree	
	M.A.	Ph.D.
Average GRE Score	1,084	1,237
Average GPA	3.41	3.58
Years to complete	2	5
Internship	Yes	Yes
Dissertation	No	Yes

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History of I/O Psychology 1900 - 1920

1903	Walter Dill Scott publishes <i>The Theory of Advertising</i>
1913	Hugo Munsterberg publishes <i>Psychology and Industrial Efficiency</i>
1917	<i>Journal of Applied Psychology</i> first published



History of I/O Psychology World War I

- Selection of Soldiers
 - Army Alpha
 - Army Beta
- John Watson developed tests for pilots
- Henry Gantt increased cargo ship efficiency

History of I/O Psychology 1920 - 1940

1921	First Ph.D. in I/O Psychology awarded to Bruce Moore and Merrill Ream at Carnegie Tech
1932	First I/O text book written by Morris Viteles
1933	Hawthorne Studies published
1937	American Association for Applied Psychology Established



Division 14 History

Year	Members	Event
1937		American Association for Applied Psychology formed
1945	130	Society for Industrial and Business Psychology established as Division 14 of APA
1951		Marion Bills elected first woman president of Division 14
1960	700+	Renamed "Society for Industrial Psychology"
1964		First edition of <i>The Industrial-Organizational Psychologist</i> published
1982	1,800+	Renamed "Society for Industrial and Organizational Psychology"
1986		SIOP conference held separately from APA
1990	2,500+	
2000	3,600+	
2009	7,100+	

Research in I/O Psychology



Why Should I Care About Research?

- Answering questions and making decisions
- We encounter research every day
- Common sense is often wrong



How Do I Know What to Research?

- Ideas
- Hypotheses - well thought-out suggestions or ideas
- Theories - systematic sets of assumptions regarding the nature and cause of particular events



Idea	Hypothesis	Theory
It seems that people don't work as hard in a group as when they are alone	When pulling on a rope, a person working by himself will exert more force than a person working in a group	<ol style="list-style-type: none"> 1. Sucker effect 2. Free-rider 3. Individual effort will not be noticed

Social Loafing Example

Idea	Hypothesis	Theory
Does all this noise affect my employees' performance?	High levels of noise will increase the number of errors made in assembling electronic components	Noise causes a distraction making it difficult to concentrate

Noise Example

Idea	Hypothesis	Theory
What employee recruitment source is best?	Employee referrals will result in employees who stay with the company longer than will the other recruitment methods	<ol style="list-style-type: none"> 1. Realistic job preview 2. Differential source 3. Personality similarity 4. Socialization

Recruitment Example

Idea	Hypothesis	Theory
It seems that poor people are more violent than rich people	There will be a correlation between income and the number of times arrested for being violent	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.

Aggression Example

How Do I Find Previous Research?

- Written sources
 - Journals
 - Trade Magazines
 - Bridge publications
 - Magazines
 - Books
- Electronic Resources
 - PsychINFO
 - Infotrac
 - Web of science
- The Internet



Where Will I Conduct Research?

- Locations
 - Laboratory
 - Field
 - Office
- Issues
 - External validity (generalizability)
 - Control



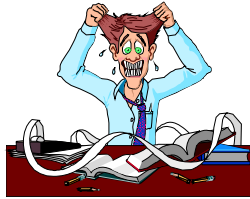
What Research Method Should I Use?

Research Methods

- Experiment
 - independent variable is manipulated {and}
 - Subjects are randomly assigned to conditions
 - dependent variable
- Quasi-experiment
 - Independent variable is not manipulated {or}
 - Subjects are not randomly assigned to conditions
- Case study
- Survey
- Interview
- Natural observation

Independent and Dependent Variables

- Independent Variable
 - Experimental group
 - Control group
- Dependent Variable



A researcher thinks that smaller groups will be more cohesive than larger groups

Independent variable = Group size

Dependent variable = Level of cohesion

	Number of Group Members					
	3	5	7	9	11	13
Cohesiveness rating	87	77	65	60	60	58

A researcher thinks that setting goals will increase the number of orders that are “upsized” at McBurger King

Independent variable = Setting of goals (yes or no)

Dependent variable = # of upsized orders

	Experimental Condition	
	No Goals	Goals
# of upsized orders	18	79

Identify the Independent and Dependent Variables

- Are employees in large organizations more likely to miss work than those in small organizations?
- Will taking a practice test increase scores on the an employment test?
- Will making “to do” lists decrease the stress of managers?

Identify the Independent and Dependent Variables

- A researcher found that employees with customer service training have fewer customer complaints than employees who haven't been trained
- A researcher found that employees on the night shift make more errors than those on the day shift
- A researcher found that employees paid on commission were more productive but less satisfied than employees paid an hourly rate

Quasi-Experiments

- Used when experiments are not practical or when manipulating a variable may not be ethical
- A study is a quasi-experiment rather than an experiment when
 - The independent variable is not manipulated {or}
 - Subjects are not randomly assigned to conditions
- Can not determine cause-effect relationships

Example New Child Care Center

- 2000 Employee absenteeism rate = 5.09%
- 2001 On-site child-care center established (Jan 1)
- 2001 Employee absenteeism rate = 3.01%



Date	Absenteeism %	External Factor	Internal Factor
1/00	2.8		
2/00	3.1		
3/00	4.7	Unemployment rate at 4.1%	
4/00	4.7		
5/00	4.8		
6/00	6.7	Main highway closed	
7/00	6.5		
8/00	4.9	Highway reopens	
9/00	4.5		
10/00	4.4		
11/00	8.7	Terrible snowstorm	
12/00	5.3		
2000 Total	5.09%		

Date	Absenteeism %	External Factor	Internal Factor
1/01	5.3		Child care center started
2/01	5.2		
3/01	5.1		Flextime program started
4/01	2.0	Unemployment rate at 9.3%	
5/01	2.0		
6/01	2.0		
7/01	1.8		Wellness program started
8/01	1.8		
9/01	2.0		New attendance policy
10/01	2.1		
11/01	4.0	Mild weather	
12/01	4.2	Mild weather	
2001 Total	3.13%		

Surveys

- Mail
- Phone
- Face-to-face
- Magazine
- E-mail
- Internet
- "Call in"
- Fax



Does Method Matter?

Roanoke Times 1998 Survey of Best Motion Pictures

- | | |
|--------------------------|--------------------------|
| • Mail Responses | • Email Responses |
| 1. Gone with the Wind | 1. Gone with the Wind |
| 2. Sound of Music | 2. Star Wars |
| 3. Wizard of Oz | 3. Schindler's List |
| 4. It's a Wonderful Life | 4. Wizard of Oz |
| 5. To Kill a Mockingbird | 5. Shawshank Redemption |

Increasing Response Rates Mail Surveys

- Include a small token of appreciation (25¢ or a pen)
- Precontact participants
- Use a first-class stamp (15% more likely to be opened)
- Send follow-up letters
- These factors don't affect response rates
 - Survey length
 - Personalization
 - Deadlines
 - Promising anonymity

Increasing Response Rates Email Surveys

- Compared to regular mail, email
 - Faster
 - Cheaper (5-20% of regular mail cost)
 - Results in longer, more candid open-ended responses
 - Has similar response rates (about 30%)
- Survey length does not affect response rates

Increasing Response Rates Phone Surveys

- Immediately identify self and affiliation
- Provide a phone number if participant is suspicious
- Stress the importance of the information
- Keep the interview short
- Limit the number of response options
- Speak clearly

How Accurate are Political Polls? 2008 Presidential Election – Final Polls

Poll	Obama	McCain	Difference
Actual results	52.9%	45.6%	7.3%
Battleground	50	48	2
Fox News	50	43	7
Rasmussen Reports	52	46	6
NBC News/Wall St. Journal	51	43	8
ABC News/Washington Post	53	44	9
CBS News	51	42	9
Reuters/C-SPAN/Zogby	54	43	11
Gallup	55	44	11

Question Considerations

- Will the participant understand the question?
- Will the question itself change the way a person thinks?
- Do the response options cover the construct?
- What are we going to do with the data?
 - What question are we trying to answer?
 - How much time, effort, and money are we willing to spend in coding and analyzing responses?
- Does the format increase or decrease the probability of responding?

Question Types

- Open-ended items
 - Provide richer quality
 - Difficult to analyze
- Restricted items
 - Easier to analyze
 - May limit responses



Open v. Categorical Questions

- Age _____
- Age
 - a) Under 21
 - b) 21 – 25
 - c) 26 – 30
 - d) 31- 40
 - e) 41 – 50
 - f) Over 50



What is Wrong With These Questions?

- In the past year, how many times did you play golf?
- How many times per week do you drink alcohol?

Meta-Analysis

A statistical method for cumulating studies



Why is Meta-Analysis Better Than Traditional Reviews?



Correlation Between Credit Rating and Job Performance

Study	N	Validity	p
Will & Grace (2008)	20	.28	NS
Dharma & Gregg (2009)	30	.25	NS
Smith & Jones (1983)	25	.30	NS
Starsky & Hutch (1990)	40	.27	NS

Correlation Between Credit Rating and Job Performance

Study	N	Validity	p
Will & Grace (2008)	430	.28	.001
Dharma & Gregg (2009)	30	.05	NS
Smith & Jones (1983)	225	.30	.001
Starsky & Hutch (1990)	40	.07	NS

Meta-Analysis Steps

- Obtain relevant studies
- Convert test statistics into effect sizes
- Compute mean effect size
- Correct effect sizes for sources of error
- Determine if effect size is significant
- Determine if effect can be generalized or if there are moderators

Finding Studies

- Establish time frame for studies
- Sources
 - Journals
 - Dissertations
 - Theses
 - Technical reports
 - Conference presentations
 - File cabinet data



Finding Studies Methods

- Search Engines
 - Infotrac
 - PsycINFO
 - Lexis-Nexis
 - Dow Jones Interactive
 - World Cat
- Internet
- Bibliographies from studies
- Phone calls
- List serve calls for help



Finding Studies Deciding Which Studies to Use

- Must be empirical
- Must have the appropriate statistic to convert to an 'r' or a 'd'
- Must have complete set of information
- Must be accurate



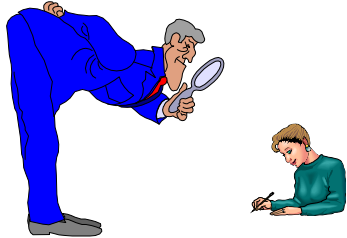
Converting Test Statistics into Effect Sizes

- Two common effect sizes
 - Correlation (r)
 - Difference (d)
- Conversion Types
 - Directly using means
 - Formulas to convert t , F , X^2 , r , and d

$$(M_{\text{exp}} - M_{\text{control}}) \div SD_{\text{overall}}$$

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**Identify the Research Method
Exercise 1-1**



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**Answer
Exercise 1-1**

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Study	Type	IV	DV
A	Correlation	Satisfaction	Performance
B	Archival	Sex	Salary
C	Quasi-experiment	MNF Game	Days missed
D	Survey	None	Child-care center attitudes

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Study	Type	IV	DV
E	Meta-analysis	Incentives	Performance
F	Survey	None	Work attitude
G	Archival	Education	Performance
H	Experiment	Training	Ability to detect deception

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**Where Do I Get My Subjects?
Who Will Participate?**

- Size
- Students vs. “real world”

Does it Matter?

If you were investigating whether the length of time it took for an employee to report sexual harassment (1 day versus 3 months) influenced jurors decisions, would students as subjects be different from having people from the community?

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**Where Do I Get My Subjects?
Sampling**

- Types of Samples
 - Random
 - Representative
 - Non-random/representative
- Sampling Methods
 - Random selection
 - Convenience
 - Random assignment



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What Type of Sampling Method is Being Used?

- A researcher has the students in her classes fill out a questionnaire
- A researcher gives \$6 to people who will participate in his study. As the people arrive, he flips a coin to see if they will be in the experimental or the control condition.
- A manager wants to see if a training program will increase performance. She selects every third name from the company roster to participate. Employees with an odd number at the end of their social security number are given one training program and those with an even number are given another.

Where Do I Get My Subjects? Inducements to Participate

- Extra credit
- Money
- Intrinsic reasons
- Ordered to participate

Does it Matter?

Would the inducement used affect the type of person agreeing to participate?
In what ways?

Where Do I Get My Subjects? Informed Consent

- Ethically required
- Can be waived when
 - Research involves minimal risk
 - Waiver will not adversely affect rights of participants
 - Research could not be done without the waiver

Is Informed Consent Needed?

- An experimenter wants to study the effects of electric shock on reducing patients' depression levels
- A researcher wants to conduct a telephone survey in which she asks people their five favorite TV shows. She will then determine if males and females like different shows.
- A researcher wants to determine the types of people who litter. He plans to hide above a road and record information about the people who litter or don't litter (e.g., age, sex, type of car).

Running the Study

- Informed consent
- Instructions
- Task completion
 - Deception?
- Debriefing




Putting it all Together



Designing a Study
Exercise 1-2

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Putting it all Together



Reviewing Research Articles
Exercise 1.3

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Answer Exercise 1.3

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- **Introduction**
 - Old references: Article was published in 2009 yet most recent cite is 1978
 - Article stated that other studies “have shown no improvement” but did not cite them
- **Method**
 - Small sample size
 - No description of participant characteristics
 - Subjective dependent variable
- **Results**
 - Significance levels were ignored
 - Inferred “cause” in a correlational study

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How Do I Analyze My Data? Concept

- Numbers will always be different
- Are they different by chance or by something true?
- Probability levels ($p < .05$)



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How Do I Analyze My Data? Types of Statistics


<ul style="list-style-type: none"> • Descriptive Statistics <ul style="list-style-type: none"> – Mean – Median – Mode – Frequencies – Standard deviation 	<ul style="list-style-type: none"> • Statistics showing differences <ul style="list-style-type: none"> – t-tests – Analysis of variance – Chi-square
--	--

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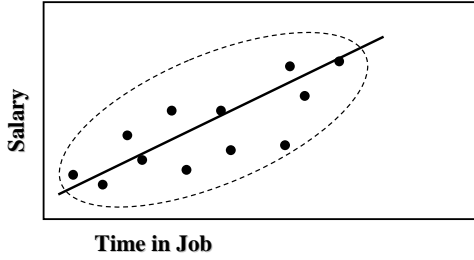
Statistics Showing Relationships Correlation

- Does not show causation
- Correlation coefficient
 - Direction
 - Positive
 - Negative
 - Magnitude
 - Distance from zero
 - Comparison to norms
 - Type of Relationship
 - Linear
 - Curvilinear

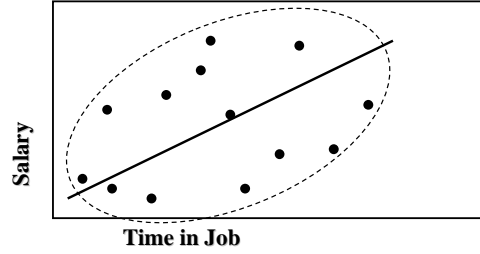


66

Correlation of .50

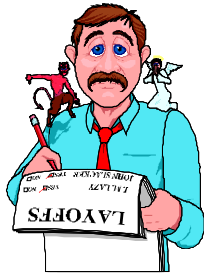


Correlation of .20



Ethics in Research

- Informed consent
- Debriefing
- Research Review Boards


















Ethics in I/O Psychology






- Ethical dilemmas: Ambiguous situations that require person judgment of what is right or wrong.
- Two types
 - Type A
 - Type B




Chapter 2 Lecture Guide

Job Analysis and Evaluation

Student Engagement Prior to Class	
	<p>Have your students complete Exercise 2.5 to give them practice using the critical incident technique.</p> <p>If you are going to use Exercise 2.6, remind your students to bring a calculator to class (to complete the wage trend line exercise).</p>
	<p>Good Internet Sources</p> <p>http://online.onetcenter.org/</p> <p>This site provides students an opportunity to see O*NET in action.</p>
Instructor Preparation Prior to Class	
	<p>Going Hollywood: Videos that Make Good Lecture Alternatives</p> <p>Assembly Lines (Teacher’s Video Company, 50 minutes, \$29.95). This program visits the factory floor for an up-close look at how a modern production line functions.</p> <p>Discovery Channel has a show, <i>How it’s Made</i>, that is perfect for this chapter. DVDs of these shows are available for purchase from the Discovery Channel website. The television show, <i>Dirty Jobs</i>, is also an excellent source of videos for this chapter.</p> <p>Video Segments to Bring to Class <i>CNN Video 2000, Aamodt 2010 Video</i> (Job analysis interview clips), and <i>Office Space</i>.</p>
The Lecture	
 1	Job Analysis
 2	Review the importance of job analysis.
 3	Review the sections of a job description
 4	Review the importance of job titles.
 5	<div style="display: flex; align-items: center;">  <p>As a humor break, demonstrate how people try to use titles to make their job seem more important.</p> </div>
 6	Review how to write the brief summary section of the job description.

➤ 7 ➤ 8		Review the work activities section of the job description.
➤ 9		Review the tools and equipment section of the job description.
➤ 10		Review the work context section of the job description.
➤ 11		Review the work performance section of the job description.
➤ 12		Review the compensation information section of the job description.
➤ 13		Review the job competencies section of the job description.
➤ 14		Have your class discuss whether there is actually a difference between competency modeling and the KSAOs from job analysis.
➤ 15 ➤ 16 ➤ 17		To practice critiquing a job description, have your students complete Exercise 2.1. The answers to this exercise are in slides 16 and 17.
➤ 18		To practice writing a job description, have your students complete Exercise 2.2.
➤ 19 ➤ 20 ➤ 21		Review how to prepare for a job analysis.
➤ 22		Review the basic steps in conducting a job analysis.
➤ 23		Review how to identify tasks performed.
➤ 24		As a humor break, show DVD segment 9 from Office Space to demonstrate a job analysis interview.
➤ 25		To demonstrate how to conduct a job analysis interview, show the two segments from the Aamodt (2010) video. The first interview demonstrates the wrong way to conduct an interview. After showing this segment, ask your class what is wrong with the interview. After showing the next segment, ask your class what improved.
➤ 26 ➤ 27 ➤ 28		Review how to write task statements.

➤ 29		Have your students indicate what is wrong with the statements in the slide.
➤ 30		Have your students write 10 task statements for their current job.
➤ 31 ➤ 32 ➤ 33 ➤ 34		Review how to rate task statements.
➤ 35		Review how to determine essential KSAOs.
➤ 36 ➤ 37 ➤ 38 ➤ 39		Have your students Complete Exercise 2.3 on identifying KSAOs. The answers are in slides 37-39.
➤ 40		Review the PAQ.
➤ 41		Review the JSP, JEI, and FJA.
➤ 42		Review the JCI and TTA
➤ 43		Review the Job Adaptability Inventory
➤ 44		Review the PRPR and the F-JAS.
➤ 45 ➤ 46		Review the Critical Incident Technique.
➤ 47		Job Evaluation
➤ 48		Review the ideal compensation system.
➤ 49		As a humor break, have your class read this slide about salary negotiation.
➤ 50		Review internal equity.
➤ 51		Review how to determine compensable factors.
➤ 52		Have your class discuss the factors that make one job worth more than another.
➤ 53		Review determining the levels for compensable factors.
➤ 54		Review determining factor weights.

➤ 55		Review assigning points to each level.
➤ 56		Have students complete Exercise 2.5 to practice creating compensable factors.
➤ 57		Review assigning points to each job.
➤ 58 ➤ 59 ➤ 60 ➤ 61 ➤ 62		Have students complete Exercise 2.6 to get practice computing a wage trend line.
➤ 63 ➤ 64 ➤ 65		Review the use of salary surveys to determine external equity.
➤ 66		Have your class discuss the <i>Focus on Ethics</i> box in their text. The questions are on this slide and the issue is in their text.



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Importance of Job Analysis

- Writing job descriptions
- Employee selection
- Training
- Personpower planning
- Performance appraisal
- Job classification
- Job evaluation
- Job design
- Compliance with legal guidelines
- Organizational analysis

2

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Job Description Sections

- Job Title
- Brief summary
- Work activities
- Tools and equipment used
- Work context
- Work performance
- Compensation information
- Job Competencies

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Job Description Sections

Job Title

- Describes the nature of the job
- Assists in employee selection and recruitment
- Affects perceptions of job worth and status
 - Job evaluation results
 - Employees feelings of personal worth
- Affects clarity of resumes

4

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Would you like to upsize that title?

Traditional Title	Upsized Title
Writer	Sentence Engineer
Waiter	Customer-Chef Intermediary
Garbage Man	Sanitation Engineer
Secretary	Power Behind the Throne
Window Washer	Optical Illuminator Enhancer
File Clerk	Data Storage Specialist
Receptionist	Director of First Impressions
Grave Digger	Cadaver Disposal Facilitator

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Job Description Sections

Brief Summary

- Useful for recruitment advertising
- Should be written in an easy to understand style
- Jargon and abbreviations should not be used

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Job Description Sections Work Activities

- Organize by dimensions
 - Similar activities
 - Similar KSAOs
 - Temporal order

Job Description Sections Work Activities

- Task statements
 - List only one activity per statement
 - Statements should be able to “stand alone”
 - Should be written in an easy to understand style
 - Use precise rather than general words
 - “Responsible for”
 - “Oversees”
 - “Handles accounts”

Job Description Sections Tools and Equipment Used



Job Description Sections Work Context

- Work schedule
- Degree of supervision
- Ergonomic information
 - Physical and Psychological Stress
 - Indoors v. outdoors
 - Lighting/heat/noise/physical space
 - Clean v. dirty environment
 - Standing/sitting/bending/lifting

Job Description Sections Work Performance

- Describes how performance is evaluated
- This section might include
 - Standards used
 - Frequency of evaluation
 - Evaluation dimensions
 - The person doing the evaluating

Job Description Sections Compensation Information

- Job evaluation dimensions
- Exempt status
- Pay grade
- Job group
- EEO-1 Category
 1. Officials and managers
 2. Professionals
 3. Technicians
 4. Sales workers
 5. Office and clerical
 6. Craft workers
 7. Operatives
 8. Laborers
 9. Service workers

Job Description Sections Job Competencies

- Common Names
 - Job competencies
 - Knowledge, skill, ability, and other characteristics (KSAOs)
 - Job specifications
- Competencies should be separated
 - Those needed before hire
 - Those that can be learned after hire

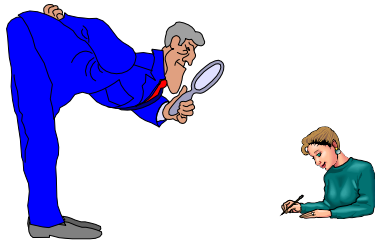
Let's Talk



Is competency modeling really different from KSAOs?

Shippmann, J. S., Ash, R. A., Battista, M., Carr, L., Eyde, L. D., Hesketh, B., Kehoe, J., Pearlman, K., Prien, E. P., & Sanchez, J. I. (2000). The practice of competency modeling. *Personnel Psychology*, 53(3), 703-740.

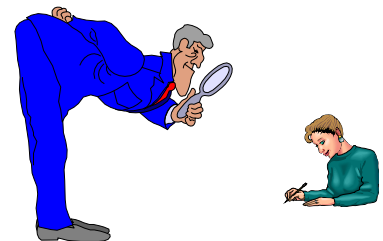
Critiquing Job Descriptions Exercise 2.1



Answer Exercise 2.1

- The verbs at the beginning of the sentences are not parallel (e.g., takes v. inspect)
- Under food preparation, "Handle problems" is too vague
- Under cleaning, "RK-9" and "10-6" are jargon and wouldn't make sense to a person unfamiliar with the job
- Under tools, a cash register is listed yet there are no tasks reported that involve a cash register
- Under job context, lifting 80-pound crates is mentioned. There are no tasks involving lifting crates.
- Personal Requirements
 - "Be flexible" is vague. Are we talking about physical flexibility or interpersonal flexibility?
 - "No mental or physical problems" is a violation of the ADA.
 - Counting back change is listed but there are no tasks listed that involve counting back change.

Writing a Job Description Exercise 2.2



Preparing for a Job Analysis Who Will Conduct the Job Analysis?

- Internal Department
 - Human resources
 - Compensation
 - Training
 - Engineering
- Internal task force
- Supervisors
- Employees
- Consultants
- Interns/class projects

Preparing for a Job Analysis Which Employees Should Participate?

- Choices
 - All employees
 - Random sample
 - Representative sample
 - Convenience sample
- Potential Differences
 - Job competence
 - Race
 - Gender
 - Education level
 - Viewpoint

Preparing for a Job Analysis What Type of Information Should be Gathered?

- **Types of Requirements**
 - Formal
 - Informal
- **Level of Specificity**
 - Job Loan officer
 - Position Loan officer at the Boone branch
 - Duty Approval of loans
 - Task Investigates loan history to determine if applicant has bad credit
 - Activity Runs credit histories on credit machine
 - Element Enters applicant's SSN into credit machine
 - Sub element Elevates finger 30 degrees before striking key

Conducting a Job Analysis Basic Steps

- Step 1: Identify tasks performed
- Step 2: Write task statements
- Step 3: Rate task statements
- Step 4: Determine essential KSAOs
- Step 5: Select tests to tap KSAOs

Conducting a Job Analysis Step 1: Identify Tasks Performed

- Gathering existing information
- Interviewing subject matter experts (SMEs)
 - Individual interviews
 - SME Conferences
 - Ammerman Technique
- Observing incumbents
- Job participation

Going Hollywood



Office Space (DVD Segment 9)

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Going Hollywood



Job Analysis Interview (Aamodt Video)

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Conducting a Job Analysis Step 2: Write Task Statements

- Required elements to a task statement
 - Action
 - Object
- Optional elements
 - *Where* the task is done
 - *How* it is done
 - *Why* it is done
 - *When* it is done

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Conducting a Job Analysis Step 2: Write Task Statements

- Characteristics of well-written task statements
 - One action and one object
 - Appropriate reading level
 - The statement should make sense by itself
 - All statements should be written in the same tense
 - Should include the tools and equipment used to complete the task
 - Task statements should not be competencies
 - Task statements should not be policies

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Poorly written task statement	Properly written task statement
Sends purchase requests	Sends purchase requests to the purchasing department using campus mail
Drives	Drives a five-speed truck to make food deliveries within the city of Toledo
Locks hall doors	Uses master key to lock hall doors at midnight so that nonresidents cannot enter the residence hall

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What is Wrong with these Task Statements?


- Handles customer complaints
- Type, files, and distributes correspondence
- Utilizes decision-making skills and abilities
- In charge of the copy machine
- Uses the computer to balance department budget
- Responsible for opening and closing the office
- Greets visitors
- Examines supervisor's daily schedule
- Oversees the office



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To practice writing task statements, write 10 task statements for your current job or one that you have had recently



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Conducting a Job Analysis Step 3: Rate Task Statements

- Tasks can be rated on a variety of scales
 - Importance
 - Part-of-the-job
 - Frequency of performance
 - Time spent
 - Relative time spent
 - Complexity
 - Criticality
- Research shows only two scales are necessary
 - Frequency
 - Importance

Rating Scale

Frequency	
0	Task is not performed as part of this job
1	Task is seldom performed
2	Task is occasionally performed
3	Task is frequently performed
Importance	
0	Unimportant. There would be no negative consequence if the task were not performed or not performed properly
1	Important: Job performance would be diminished if task were not completed properly
2	Essential: The job could not be performed effectively if the incumbent did not properly complete this task

Using the Ratings

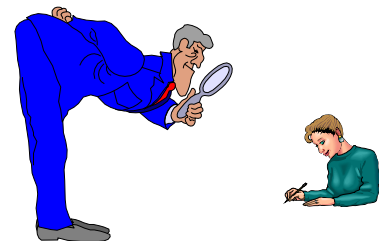
- Create a chart summarizing the ratings
- Add the frequency and importance ratings to form a combined rating for each task
- Include the task in the final task inventory if:
 - Average rating is greater than .5 for both frequency and importance {or}
 - Combined rating is 2.0 or higher

Task #	Raters						Combined Average		
	Scully			Mulder			F	I	CR
1	2	0	2	3	0	3	2.5	0.0	2.5
2	2	2	4	2	1	3	2.0	1.5	3.5
3	0	0	0	0	0	0	0.0	0.0	0.0
4	3	2	5	3	2	5	3.0	2.0	5.0

Conducting a Job Analysis Step 4: Determine Essential KSAOs

Knowledge	A body of information needed to perform a task
Skill	The proficiency to perform a certain task
Ability	A basic capacity for performing a wide range of different tasks, acquiring a knowledge, or developing a skill
Other characteristics	Personal factors such as personality, willingness, interest, and motivation and such tangible factors as licenses, degrees, and years of experience

Identifying KSAOs Exercise 2.3



Answer Exercise 2.3

Competency	KSAO
1. Typing speed	Skill
2. Finger dexterity	Ability
3. Driving a car	Skill
4. Traffic rules	Knowledge
5. A driver's license	Other
6. A friendly personality	Other
7. Ten years of experience	Other
8. Basic intelligence	Ability

Competency	KSAO
9. Physical strength	Ability
10. Color vision	Ability
11. Being a nonsmoker	Other
12. Customer service experience	Other
13. Use of PowerPoint	Skill, knowledge
14. Willingness to work weekends	Other
15. Spelling and grammar	Skill, knowledge
16. Writing reports	Skill

Structured Job Analysis Methods General Information about Worker Activities

- Position Analysis Questionnaire
 - 194 Items
 - 6 main dimensions
 - Information input
 - Mental processes
 - Work output
 - Relationships with others
 - Job context
 - Other
 - Easy to use
 - Standardized
 - Difficult to read for average employee

Structured Job Analysis Methods General Information about Worker Activities

- Job Structure Profile
 - Designed as a replacement for the PAQ
 - Easier to read than the PAQ
 - Good reliability
- Job Elements Inventory
 - 153 items
 - 10th grade readability level
 - Correlates highly with PAQ
- Functional Job Analysis
 - Data
 - People
 - Things

Structured Job Analysis Methods Information about KSAOs

- Job Components Inventory
 - 400 questions
 - 5 main categories
 - Tools and equipment used
 - Perceptual and physical requirements
 - Mathematical requirements
 - Communication requirements
 - Decision making and responsibility
 - Good reliability
- Threshold Traits Analysis
 - 33 items
 - 5 main categories
 - Physical traits
 - Mental traits
 - Learned traits
 - Motivational traits
 - Social traits
 - Reliable
 - Short and quick to use

Structured Job Analysis Methods Information about KSAOs

- **Job Adaptability Inventory**
 - 132 items
 - 8 adaptability dimensions
 - Handling emergencies
 - Handling work stress
 - Solving problems creatively
 - Dealing with uncertainty
 - Learning
 - Interpersonal adaptability
 - Cultural adaptability
 - Physically orienting adaptability

Structured Job Analysis Methods Information about KSAOs

- **Personality-Related Position Requirements Form**
 - 107 items items
 - 12 personality dimensions
- **Fleishman Job Analysis Survey**
 - 72 abilities
 - Good reliability

Structured Job Analysis Methods Information about KSAOs

- **Critical Incident Technique**
 - Job incumbents generate incidents of excellent and poor performance
 - Job experts examine each incident to determine if it is an example of good or poor performance
 - 3 incumbents sort incidents into categories
 - Job analyst combines and names categories
 - 3 incumbents resort incidents into combined categories
 - Number of incidents per category provides an idea of the importance of each category

Category	Excellent	Poor	Total
Interest in residents	31	19	50
Availability	14	27	41
Responsibility	12	20	32
Fairness	18	10	28
Self-adherence to rules	0	28	28
Social skills	19	7	26
Programming	13	7	20
Self-confidence	12	8	20
Rule enforcement	4	4	18
Authoritarianism	1	16	17
Counseling skills	12	4	16
Self-control	5	2	7
Confidentiality	1	2	3

Job Evaluation Determining the Worth of a Job



The Ideal Compensation System

- Will attract and retain desired employees
- Will motivate current employees while also providing security
- Is equitable
- Is in compliance with legal guidelines



Humor Break



Reaching the end of a job interview, the HR manager asked a young applicant fresh out of business school, "And what starting salary are you looking for?"

The applicant said, "In the neighborhood of \$140,000 a year, depending on the benefits package."

The interviewer said, "Well what would you say to a package of 5 weeks of vacation, 14 paid holidays, full medical and dental, company matching retirement fund to 50% of salary, and a company care leased every two years – say a red Corvette?"

The applicant sat up straight and said, "Wow! Are you kidding?"

The interviewer replied, "Yeah, but you started it."

Determining Internal Pay Equity

- Determine compensable factors
- Determine levels for each factor
- Assign weights to each factor
- Convert weights to points for each factor
- Assign points to each level within a factor
- Assign points to jobs
- Run regression to determine how well points predict salary midpoints

Step 1: Determining Compensable Factors

- **Compensable Factors**
- **Examples**
 - responsibility
 - complexity/difficulty
 - skill needed
 - physical demands
 - work environment



Let's Talk

What factors make one job worth more than another?



Step 2: Determine Levels for Each Compensable Factor

- **Education**
 - High school degree or less
 - Two year college degree
 - Bachelor's degree
 - Master's degree
- **Responsibility**
 - Makes no decisions
 - Makes decisions for self
 - Makes decisions for 1-5 employees
 - Makes decisions for more than 5 employees
- **Physical demands**
 - Lifts no heavy objects
 - Lifts objects between 25 and 100 pounds
 - Lifts objects more than 100 pounds

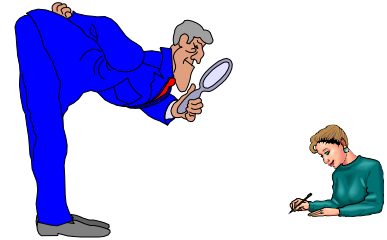
Step 3: Determine Factor Weights

Factor	Weight	Points
Education	20	200
Responsibility	30	300
Physical demands	15	150
Safety	10	100
Experience	25	250
Total	100%	1000

Step 4: Assign Points to Each Level

Responsibility	Points
Makes no decisions	75
Makes decisions for self	150
Makes decisions for 1-5 employees	225
Makes decisions for > 5 employees	300
Total	300

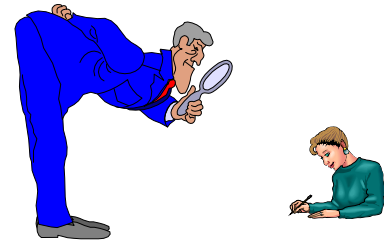
Determining Factor Weights Exercise 2.5



Step 5: Assign Points to Each Job

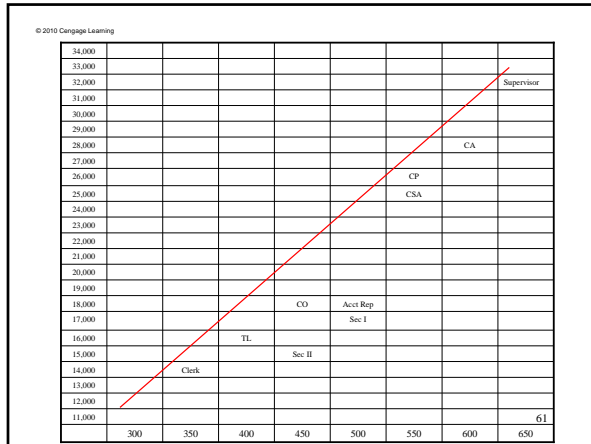
Position: Production Supervisor	
Factor	Points
Education	200
Responsibility	300
Physical demands	150
Safety	100
Experience	250
Total	1000

Computing a Wage Trend Line Exercise 2.6



Answer Exercise 2.6

Job	Points	Salary
Computer Operator	450	\$18,000
Computer Programmer	550	\$26,000
Tape Librarian	400	\$16,000
Secretary I	500	\$17,000
Secretary II	450	\$15,000
Computer Analyst	600	\$28,000
Clerk	350	\$16,000
Supervisor	650	\$32,000
Account Representative	500	\$18,000
Customer Service Agent	550	\$25,000



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Job	Points	Predicted Salary	Salary	Difference
Computer Operator	450	\$21,250	\$18,000	-\$3,250
Computer Programmer	550	\$27,950	\$26,000	-\$1,950
Tape Librarian	400	\$17,900	\$16,000	-\$1,900
Secretary I	500	\$24,600	\$17,000	-\$7,600
Secretary II	450	\$21,250	\$15,000	-\$6,250
Computer Analyst	600	\$31,300	\$28,000	-\$3,300
Clerk	350	\$14,550	\$16,000	+\$1,450
Supervisor	650	\$34,650	\$32,000	-\$2,650
Account Representative	500	\$24,600	\$18,000	-\$6,600
Customer Service Agent	550	\$27,950	\$25,000	-\$2,950

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Determining External Pay Equity

- Worth based on external market
- Determined through salary surveys
- Information obtained
 - salary range
 - starting salary
 - actual salaries paid
 - benefits



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Salary Survey Example


	# of orgs	# of emp	Weighted Average	Salary Range				
				Low	Q1	Median	Q3	High
Production								
Foreperson	18	286	\$18.85	9.50	13.24	16.45	20.10	27.51
Machinist	9	419	\$13.83	9.00	11.63	14.67	15.36	19.97
Planner	9	36	\$15.73	7.02	10.28	11.67	17.41	28.36
Production	15	3,487	\$13.91	6.00	7.71	10.47	13.68	15.30
Quality Ins	10	45	\$12.24	7.00	8.00	9.93	13.38	15.30
Maintenance								
Janitor	10	322	\$ 7.08	5.27	6.48	7.62	8.34	12.72
Maint A	17	112	\$13.90	7.05	9.62	11.26	13.79	16.65
Mechanic	11	382	\$14.80	8.25	10.93	12.41	14.33	16.05

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Potential Salary Survey Problems

- Response rate
 - organization conducted
 - trade group conducted
- Finding comparable jobs
- Do salary surveys perpetuate discrimination?
- Do salary surveys “fix” salaries at low levels?



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Focus on Ethics




Compensating CEOs and Executives

- Are CEOs being paid too much or are they worth the high compensation packages they receive?
- Is it ethical that a CEO receives a bonus when employees are being laid off or having their benefits reduced?
- Does high compensation for CEOs actually increase company performance?
- Should a company's number one focus be n making money for its shareholders?
- What might be other ethical factors surrounding this issue?

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Chapter 3 Lecture Guide

Legal Issues

Student Engagement Prior to Class	
	<p>Have your students read the following short article prior to coming to class.</p> <p>Discrimination at Rent-a-Center www.shrm.org/hrmagazine/articles/0802/0802covstory.asp <i>This is a great example of employment discrimination.</i></p>
	<p>Good Internet Sources</p> <p>http://topics.law.cornell.edu/wex/table_labor</p> <p>This site provides links to comprehensive information about state employment laws.</p>
Instructor Preparation Prior to Class	
	<p>Going Hollywood: Videos that Make Good Lecture Alternatives</p> <p>Sexual Harassment (Teacher’s Video Company, 50 minutes, \$29.95). This video examines the many forms of sexual harassment, including jokes, posters, pornography and comments. The video examines some of the most sensational cases that have come to public attention.</p> <p>Sex, Power, & the Workplace (Teacher’s Video Company, 50 minutes, \$29.95). This video takes a look at sample situations, analyzes whether they constitute sexual harassment, and offers expert advice for preventing similar occurrences.</p> <p>Video Segments to Bring to Class The <i>Diversity Day</i> (Season 1) and <i>Sexual Harassment</i> (Season 2) episodes from the television show, <i>The Office</i>, provide humorous clips for this chapter. They can be purchased for \$1.98 each at www.itunes.com.</p>
The Lecture	
<ul style="list-style-type: none"> ➤ 1 ➤ 2 ➤ 3 ➤ 4 	Review the general concept of employment law.
<ul style="list-style-type: none"> ➤ 5 ➤ 6 ➤ 7 	Review the complaint process and the use of alternative dispute resolution.
<ul style="list-style-type: none"> ➤ 8 ➤ 9 ➤ 10 	Review the Civil Rights Act.