

- Narratives: ask someone general questions – comparability across jobs?
- Objective measures
 - Production counts (e.g. number of billable hours)
 - But: can depend on factors beyond the worker's control
 - Biodata: absenteeism, instances of bullying etc.

Sources of job performance: do raters get at the same thing?

- Harris and Schaubroeck (1998)
 - Peer/supervisor = .62 (62% of variations is what is agreed upon by supervisor/peer)
 - Self/supervisor = .35, Self/Peer = .36 (not a large level of agreement – stakes might be higher for the self → response distortion?)
 - Might be discrepant because you know all your tasks and your peers/supervisors may not have that knowledge
- Conway and Huffcutt (1997)
 - Reliability highest for supervisors (.50), then peers (.37) then subordinates (.30)
 - Correlations between sources are low
 - Self/supervisor = .22, self/peer = .19, supervisor/peer = .34
 - General pattern is the same – stronger correlation for supervisors
 - Both reliability and source agreement is higher for low complexity, non-managerial positions
 - Less personal control of what you're doing and more people observing

Sources of error in rating scale data

- Social desirability – especially among the self but also as manager/colleagues that get along with the self
- Leniency/severity errors
 - Relates to response styles: some managers will give out few top marks, some will never give out lower marks → rankings might matter more
- 'Halo effect' and 'horns effect'
 - People form an impression based on one factor/quality that carries over to everything else
- Recency effects: remember recent performance more than overall
- Causal attribution errors
 - Effort > ability: someone who doesn't have ability may be perceived as not putting in effort → bad because you can train ability
 - Actor-observer bias: if you perform poorly, you assume it's due to external causes but if someone else performs poorly, you blame internal causes
- Personal biases

Task and contextual performance

- Task performance
 - Activities that contribute to an organisation's technical core
 - Tasks are required by formal job role
 - Lower correlations with personality – planning and organising etc.
- Contextual performance
 - Activities that contribute to the social and psychological core of the organisation
 - E.g. organising social events
 - Tasks are discretionary

- High correlations with personality – follows instructions, cooperates with others, volunteers for additional duties

Problems with 'objective' data

- Production counts are sometimes not possible
- Production counts cannot always take quality into account: e.g. telephone help-lines
- Production is dependent on situational variables as well as what the worker does → e.g. number of customers served

Performance appraisal

- Performance assessment
- Performance feedback
- Might also involve goal-setting for the next period
- Feedback principles
 - Descriptive (not evaluative) – tell someone exactly what they are/should be doing
 - Specific (not general)
 - Appropriate (considers the needs of the employer, worker and situation) – needs to be actually possible and appropriate to perform these behaviours
 - Directed towards changeable behaviours
 - Well-timed (immediate is better)
 - Honest (not manipulative, self-serving)
 - Understood by both parties
 - Pro-active (specific directions for change)